



Pupil Premium Grant Strategy Statement:

December 2022

Statement of Belief

Mossley Primary School receives a 'Pupil Premium Grant' from the Government for each child that is eligible for free school meals ('FSM'), or has been eligible at any time in the last six years. This is not part of the Universal Free School Meal for Reception to Year 2. A similar grant is also received for children in the care of the Local Authority (LAC), children of armed forces personnel and children who have been adopted.

As an inclusive school, Mossley primary believes no pupil should be disadvantaged as a result of background and we ensure resources and support is provide for all children who may or may not be eligible for Pupil Premium funding.

As a school we ensure that teaching and learning opportunities are as diverse as possible catering for all abilities and developing all curriculum areas. In addition we believe that education extends beyond the classroom into the wider world. Therefore funding is allocated on a personalised needs basis both in and out of school. Happy children make happy learners therefore a lot of our funding goes towards ensuring that our children's emotional needs are being met.

To meet this philosophy at Mossley we are committed to using the Pupil Premium Grant to offer a range of intervention groups and support to improve both academic and emotional outcomes.

Summary Information as known December 2022: Mossley Primary

Number of pupils and pupil premium grant (PPG) received December 2021 – December 2022.		
Total number of pupils on roll	428	
Total number of pupils on role known to be eligible as PP children	2021-22 – 29 pupils from Foundation to YR 6	
Amount of PPG received per pupil	£1345 FSM £2345 LAC /Adopted	
Total amount of PPG received	£ 36595	
Previous performance of disadvantaged pupils (pupils eligible for free school meals or in local authority care for at least six months)		
	2019 Last time reported due to COVID	2022
% of pupils making at least expected progress in reading	56%	80%

% of pupils making at least expected progress in writing	67%	77%	
% of pupils making at least expected progress in maths	67%	77%	
2022 SAT Results			
	PP	Whole school	National
% of pupils attaining expected standard reading	50% (50% GD)	81% (GD 50%)	74%
% of pupils attaining expected standard writing	67% (17% GD)	91%	69%
% of pupils attaining expected standard spelling and grammar	83% (50% GD)	94% (GD 60%)	72%
% of pupils attaining expected standard maths	67% (50% GD)	91% (GD 51%)	71%
% of pupils attaining expected standard reading, writing and maths.	50% (33% GD)	78%	59%
	Subjects	Mossley PPG children	<i>ALL children nationally</i>
Average standardised scores. <i>Italics are the average score for all children nationally not just Disadvantaged children.</i>	Reading	105	105
	Maths	104.5	104
	Spelling and Grammar	108	105

Barriers to future attainment (for pupils eligible for PPG)

Barriers to future attainment can take many forms, in-school barriers and external barriers. As noted above funding is allocated following an individual needs analysis to identify priority spending. As a school we believe the school should respond to the needs as identified. Our main barriers to learning are summarised below:

- Children do not have a set morning routine so are late and therefore not ready for their learning.
- Early trauma and/or on going attachment issues.
- Pupils with emotional/social/behavioural development issues.
- Movement between schools for individuals.
- Poor speech and language skills on starting FS
- Poor self-confidence.
- Poor mathematical skills.
- Poor reading skills.
- Lack of enrichment experiences.

It is acknowledge that not all pupils who receive PPG are socially disadvantaged and that some socially disadvantaged pupils do not qualify for PPG.

In essence, Pupil Premium grant supports provision of both teaching and support staff time to work with groups of eligible pupils who require intensive support to ensure they make at least expected progress each year.

Overall Desired Outcomes

That all our children make at least expected progress from their starting point and expected standard of attainment.

That all our children have the life skills and emotional resilience to enjoy and succeed during their school journey and they apply this as they move into adult life.

Measuring the Impact

Teachers will use the school's internal tracking system to measure progress to meet outcomes and targets set within the classroom.

Evidence based interventions – before and after impact (emotional and academic)

Pupil progress meetings held termly with pupils, class teachers, parents and the Pupil Premium Manager.

Record of PP grant spending by item 2021/2022. £36595				
Project	Cost	Objective	Impact	Next steps
ELSA TA's.	£30000 salaries	To build resilience and develop self-esteem.	Strengths and Difficulties Questionnaire (SDQ) scores from both home and school show a slight reduction in total overall difficulties.	To extend this support next year by also offering health and wellbeing work.
1:1 high Intensity teaching sessions	Included above	To help reinforce objectives from that day's literacy and numeracy lessons to ensure misunderstandings are reduced.	The children are better prepared and confident in moving on with their learning the next day.	Continue with this strategy.
Small group pre learning sessions.	Included above	To prepare the children for new learning in class.	The children are more confident in class.	Continue with this strategy.
TA led Numeracy intervention programme- first class for number.	Included above	To help fill the gaps in basic learning in maths.	93% of pupils who accessed the intervention made rapid progress.	Continue to offer interventions next year – needs driven.

ELSA sessions	Included above	To address the many differing emotional and social needs of our children.	All children who have accessed this service had increased scores across their SDQs.	Continue with 2 members of staff.
Emotion coaching training	£1000	To have a whole school consistent approach to dealing with children in distress.	Pupil voice questionnaires show children feel listened to.	Continue to embed.
Play therapy.	£1000	To work with the children who need a more specialist approach to their emotional wellbeing.	All children were discharged with strategies to use at home and school. No further interventions were needed.	Due to the positive impact and success of this service, continue next year when it is safe to do so.
KAGAN Training	£1100	To develop a whole school strategy for cooperative learning techniques.	Expectations have been raised for the PP pupils. Techniques are even more inclusive.	Consider Stage 2 training
After school and holiday clubs.	£750	To offer wrap around care to support our families.	The children have had the opportunity to experience a wide range of activities, which may have otherwise not been available to them.	Due to the positive impact, continue next year.
School trips and residential funding.	£3700	To give the children opportunities to stay away from home and so develop life skills and independence. To help them see that education can also	The children were included in activities they otherwise would not have been able to access due to financial constraints.	Continue with this strategy.

		happen outside the classroom.		
Language Link resource	£500	To screen the foundation stage pupils and all of KS1 to ensure that early interventions can be put in place for any speech and language difficulties as quickly as is possible.	Any speech and language difficulties were picked up and appropriate interventions were been put in place much quicker. Referrals to speech and language have reduced.	

Summary of planned spending December 2022 – December 2023
£30470

ELSA Small group/individual Intervention work/SALT work using ELKLAN trained TAs	£30000
School trips, residential funding, after school club.	£2500
Play therapy	£1000

Desired outcomes 2022/2023

All children regardless of PP status make at least expected progress across KS1 and KS2.

The progress made by PPG children at the end of KS2 is in line with progress made by non PPG pupils across the whole school.

The progress made by PPG children at the end of KS2 is in line with progress made by other PPG pupils nationally.

PPG children will be able to access the extra opportunities provided by the school if they wish to.

PPG children have easy access to staff trained to support their emotional wellbeing thus allowing them to feel secure and access their learning without anxiety therefore raising their attainment.

Overall Desired Outcomes

That all children make at least expected progress from their starting point and expected standard of attainment.

That all our children have life skills and emotional resilience to enjoy and succeed during their school journey and they apply this as they move into adult life.