

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Mansbridge Primary School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025-2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Kate Brosnan Head Teacher
Pupil premium lead	Becky Coe SENDCO
Governor / Trustee lead	Gareth Evans

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£155, 430
Recovery premium funding allocation this academic year	£3588.75
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£159,018.75

Statement of intent

Whole school approach:

- As a school we have high expectations for all pupils including disadvantaged children.
- There is the belief that all disadvantaged children can overcome their barriers to succeed.
- All staff in the school are actively involved in supporting disadvantaged children and their families to reach their goals.

Attendance

- Attendance is monitored and strategies are put into place to support families where necessary in order to maximise opportunities for learning in school.
- Persistent absence is rigorously challenged, and proactive actions are put in place to positively engage families.

Quality First Teaching

- There is a strong emphasis in the school on ensuring all disadvantaged pupils receive high quality teaching. Professional development is focused on ensuring teachers have the necessary skills such as having a strong subject knowledge, delivering effective feedback, and utilising different approaches including scaffolding.
- Responsive on- going formative assessment is used effectively to ensure disadvantaged pupils make strong progress.
- In addition to high quality teaching, interventions take place which are monitored by the class teacher and the Special Educational Needs and Disability Coordinator (SENDCO).

Meeting individual learning needs

- Barriers to learning for disadvantaged children are identified by class teachers and where necessary these barriers are discussed with additional members in the school to derive the best plan for each child.
- Profiles are used to ensure barriers are overcome so disadvantaged children can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.
- Learning gaps and misconceptions are identified, and interventions are put in place to ensure they are addressed.

Data Driven

- As a school, we collect data for all of our pupils termly. From here, our Pupil Premium Lead then analyses the data of our Pupil Premium children. We then compare their attainment to our non-Pupil Premium children. Any children who are not progressing are identified as part of the termly progress review meetings.
- We use a range of monitoring tools to help us evaluate the strategies, which we put in place. These are data, pupils' work, planning and observations. As a result, of this process interventions are adapted or changed if they are not working.
- We regularly discuss our strategies, interventions and progress with the Senior Leadership Team and Governors. A member of the governing body is responsible for liaison with the school's pupil premium lead.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Our current assessments show that in some year groups there is a gap between disadvantaged and non- disadvantaged children for reading and/or writing. The gap between disadvantaged children and others is on average of 17% in these year groups. Assessments have highlighted key year groups to prioritise where the gap is larger.
2	Upon entry to Reception, lower percentage of PP children who are on track for communication and language. Over the last three years the percentage of disadvantaged children on track for communication and language ranged from 9%-30% on entry to school. Speech and language needs particularly in EYFS and KS1 resulting in disadvantaged children needing additional 1:1 or small groups interventions.
3	Our assessments and discussions with pupils and families have identified social and emotional issues for many disadvantaged pupils. Key areas highlighted are self-esteem, self-regulation, anxiety, and friendships. Over the last two years between 81% and 85% of the children receiving additional social and emotional interventions were disadvantaged.
4	Our assessments indicate that disadvantaged children in EYFS and KS1 need additional phonics interventions to support them with both reading and writing. Discussions with staff and information gathered from progress review meetings indicate that disadvantaged children in reception and ks1 have difficulties with phonics, which impacts their development as readers.
5	Many parents or careers are unable to offer their children extra-curricular experiences such as visiting museums, spending days at the seaside, regular swimming sessions etc. This lack of general knowledge then has a direct impact on their work as they unable to draw on their own memories/experiences as they have not acquired the range of vocabulary needed to develop their ideas in lessons across the curriculum. Specifically, this impacts language and communication and reading.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved reading and writing attainment across the school for disadvantaged children.	Any gaps between disadvantaged and non- disadvantaged to reduce to 5% or lower in all year groups that have not been targeted. Reduce the gap in the target year groups by 5% each year of this plan. .
To ensure all disadvantaged children are able to pass the phonics screening check.	All disadvantaged children who are at risk of not passing the phonics screening check to receive additional interventions to increase the percentage of sounds they know. Continue to run interventions for any disadvantaged child who have not passed the phonics screening.
To achieve and sustain mental health support for disadvantaged pupils.	Provide mental health support for all disadvantaged pupils presenting with needs in this area. All disadvantaged children to achieve or make progress against specific SMART targets. Family inclusion Support Officer/ SENDCo to provide training to support staff on emotional literacy including on self-esteem, self-regulation, friendships or any need presented.

To achieve sustain improved wellbeing for all pupils in our school, particularly our disadvantaged.	An increase in the percentage of disadvantaged children attending extracurricular clubs. Ensure all disadvantaged children are able to access a variety of experiences so that they receive a culturally rich education at Mansbridge Primary School.
To ensure all speech and language needs are identified and suitable intervention is put in place.	Increase the percentage of disadvantaged reception children working at age related expectations for communication and language each year. Disadvantaged children to achieve speech and language targets set on their therapy plan if they are under the NHS. Ensure BLAST interventions run for all disadvantaged children in reception class who are not on track for listening, attention and understanding.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All classes to have an LSA in the afternoon to support with targeted teacher directed interventions.	Targeted interventions run by LSAs can have a high impact on attainment when they supplement learning from the class teacher. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1
LSA support in reading, writing and maths in every year group to run small	Small groups (between 2 to 5 children) with either a teacher or trained LSA can gain up to 4 months progress.	1

groups with disadvantaged focus children in class.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
Additional LSA support disadvantaged children in some year groups where the need has been identified.	Targeted interventions run by LSAs can have a high impact on attainment when they supplement learning from the class teacher. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1
Pupil premium lead to monitor all aspects of progress for the disadvantaged pupils.	As nearly 50% of our students are classified as disadvantaged, we need a coordinated approach ensure their needs are being met by the wider staff body, which involves extensive targeted monitoring and regular communication with staff.	1,2,3,4,5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 36 000 from here

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Case work from school's link Educational Psychologist</i>	To gain a better understanding of the needs of certain disadvantaged pupils to be able to plan effectively for them. https://www.gov.uk/government/publications/send-code-of-practice-0-to-25	1,3
<i>Speech and language assistant to run both one to one sessions and group led interventions.</i>	Internal data shows through speech and language interventions either devised by the NHS or run by school children at least meet their targets of exceed expectation. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	1,4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 30 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Inclusion Support Officer to work with families prioritising disadvantaged.	Internal data shows an increase in the need for support for disadvantaged families. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3
<i>Family Inclusion Support Officer to work with SENDCo to ensure social, emotional and</i>	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	3

<i>mental health needs are addressed either through in school interventions or through support from outside agencies such as Mental Health Schools Team.</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Improve the quality of social and emotional learning. Social and emotional learning approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	3
Subsidising school trips, clubs and experiences for disadvantaged pupils.	Evidence indicates that experiences may have an impacts on self-efficacy, motivation and teamwork. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	5
<i>Contingency fund for acute issues.</i>	Based on or experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

Total budgeted cost: £ 166,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national level.

Key Stage two results 2024

	MPS EXS (all)	National Average EXS (all)	MPS PP EXS	MPS non-PP EXS	National non-PP EXS
Reading	75%	74%	72%	80%	79%
Writing	57%	72%	56%	60%	78%
SPaG	71%	72%	72%	70%	
Maths	64%	73%	67%	60%	79%

This data demonstrated that Mansbridge disadvantaged children performed in line with National non-disadvantaged children and broadly in line with Mansbridge non-disadvantaged children for reading. For maths, our disadvantaged pupils performed higher than our non-disadvantaged pupils but there was a gap between Mansbridge disadvantaged and National non-disadvantaged. Both disadvantaged and non-disadvantaged pupils' results were in line for writing but in both cases the percentage of pupils reaching the expected standard was lower than National non-disadvantaged pupils.

In addition, 39% of our disadvantaged pupils achieved greater depth standard in reading which is in line with our non-disadvantaged pupils.

Phonics Screening check 2024

Mansbridge Phonics Screening	National Average Phonics Screening	MPS PP	MPS non-PP
89%	71.4%	83%	94%

Although the percentage of children passing the phonics screening check for Mansbridge disadvantaged was below Mansbridge non-disadvantaged, it was above the national average. We will need to continue to focus on developing a secure foundation in phonics during 2024/2025 to ensure our disadvantaged pupils perform in line with non-disadvantaged pupils.

The average percentages of disadvantaged children working at age related expectations across the school is listed on the table below.

	Average % of disadvantaged children working at age related expectations. July 2023	Average % of non - disadvantaged children working at age related expectations. July 2024	Average % of disadvantaged children working at age related expectations. July 2023	Average % of non -disadvantaged children working at age related expectations. July 2024
Reading	67	63	74	74
Writing	54	51	56	65
Maths	72	68	87	72

The average percentage of disadvantaged children assessed as expected has remained broadly in line with percentages in July 23.

Evidence from our internal data shows that in most year groups, there is a gap between our disadvantaged pupils and non- disadvantaged pupils. Analysis of the data throughout the year 2023/2024 shows in some year groups, in key stage two, the gap is narrowing. However, there are still year groups where there remains a gap. Narrowing the gap between disadvantaged and non-disadvantaged children needs to remain a focus to ensure that by year 6 the percentage of disadvantaged children reaching age related expectations continues to increase therefore narrowing the gap.

Last year we used the part of the pupil premium budget to provide smaller class sizes for one class in key stage two that had high levels of disadvantaged pupils. By providing smaller class sizes, the percentage of disadvantaged children achieving age related expectations has continued to increase and for reading, writing and maths the percentage reaching the expected standard or higher was broadly in line non-disadvantaged pupils.

Speech and language interventions have continued to run this year including Blast, Narrative therapy, Attention and listening as well as 1:1 speech and language interventions. All children have made progress against their targets for speech and language this year.

Following teacher assessments, all disadvantaged children in reception class who are not on track for communication and language received interventions. At the start of the year (2023), 78% of disadvantaged children in reception class were not on track for communication and language. As a result of the interventions put in place, the percentage of children not on track has decreased to 25%.

Ensuring all children leave KS1 with a secure foundation in phonics has been of paramount importance. As a result, interventions have been set up to ensure that all children including disadvantaged children are provided with the support they need to be able to pass the phonics screening check. 83% of disadvantaged children in year 1 passed the phonics screening check. The percentage that did not pass can be explained due to additional reasons making passing the screening challenging. Phonics based

interventions will continue to be a priority for any disadvantaged children who have not passed the phonics screening check.

As a school, we have seen an increase in the number of children who require support for mental health over the last year. We have used pupil premium funding to provide interventions where necessary in school. In addition to school led interventions, school have purchased additional support through the Educational Psychology service to further support certain disadvantaged children. Mental Health Schools Team have provided support to children this year including disadvantaged children. This support has mainly been provided to parents through different training programmes so that they feel better equipped to support their child with their needs as they arise.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider