

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Mowbray School
Number of pupils in school	315
Proportion (%) of pupil premium eligible pupils	53% (168)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Rachel Hargreaves Headteacher
Pupil premium lead	Rachel Hargreaves
Governor / Trustee lead	Caroline Potter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£160,723
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	£160, 723

Part A: Pupil premium strategy plan

Statement of intent

Our objectives for disadvantaged pupils are to be able to provide them with the same opportunities, experiences and chances of success as their non-disadvantaged counterparts. We feel strongly that no child's opportunities at school should be restricted because of their socio-economic background. This includes academic achievement and progress, accreditation and qualification, exposure to social and cultural experiences, good physical and mental health, and development of social and emotional literacy. Many of our students are from complex backgrounds that have been made more difficult since the pandemic. This may have impacted upon literacy and social skills, lack of engagement with remote education, lack of exposure to social and cultural experiences, poor physical and mental health. In order to address these wide and varying needs, our pupil premium strategy plan is multifaceted. Our School Improvement Plan, written in 2022 addresses some of the predicted outcomes we are still seeing as a result of the pandemic. Our plan sets out how we will support young people in terms of the recovery curriculum and our focus on emotional and mental well-being. Our School Improvement Plan also has clear areas for academic improvement. In particular, addressing improvements in reading and phonics/communication development. The curriculum narrowed over the pandemic, with reduced access to community and reduced specialist teaching. This is an area we have changed, whilst retaining some of the benefits from reduced transitions and online teaching. We are reintroducing activities outside of the conventional school day as well as exposure to cultural experiences that have not been available to them. We also continue to invest in valuable work with our multi-disciplinary teams, Child Protection Officer, Family Liaison Officer, Speech and Language Therapists, Educational Psychologists, CAMHS/CYPS, Occupational Therapists, Physiotherapists, and our own teams who are there to provide behavioural support, support for physical and mental health needs, as well as attendance issues that are specific to our learners' contexts.

We will audit our current gaps in achievement and use evidence based approaches to close gaps and measure impact. Our pupils must be able to achieve good outcomes that will support life chances, whilst being able to develop independence, work related skills and self-confidence that will enable them to have a brighter future after their time in our school.

Overview of grant allocation

Pupil eligibility criteria	Amount of funding for each primary-aged pupil per year 2023/2024	Amount of funding for each secondary-aged pupil per year 2023/2024	Funding is paid to	2023/24
Eligible for PPG funding				Primary= 86 Secondary =82
Pupils who are eligible for free school meals, or have been eligible in the past 6 years (including eligible children of families with no recourse to public funds)	£1455	£1035	School	Primary= 62 (£90,210) Secondary = 55 (£56,925)
Pupils who have been adopted from care or have left care	£2530	£2530	School	Total = 6 (£15,180)
Children who are looked after by the local authority	£2530	£2520	Local authority	Total = 6 (£15,180)
Service Pupil Premium	£335	£335	School	Primary = 21 Secondary = 19 (£7054)

Challenges

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

Challenge number	Detail of challenge
1	Our assessments show that disadvantaged pupils generally have a lower starting point when entering school, in literacy/Communication and numeracy/Cognition. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be in line with peers in most subjects compared to non-disadvantaged pupils.
2	Our assessments, observations and discussions with pupils and their families show that disadvantaged pupils are generally more likely to have language comprehension difficulties compared to non-disadvantaged pupils in our school.
3	Our assessments, observations and discussions with pupils and their families show that disadvantaged pupils are generally more likely to have emotional and sensory regulation difficulties, challenges managing their behaviour and a greater need to wellbeing strategies compared to non-disadvantaged pupils in our school.
4	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
5	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
6	<p>Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>https://educationendowmentfoundation.org.uk/news/new-research-on-the-impact-of-covid-19-on-the-disadvantage-gap-in-primary-schools</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment</p>

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 progress for disadvantaged pupils in all subjects, notably phonics, writing and maths, relative to their starting points as identified through baseline assessments.	<p>Through achievement of performance, as demonstrated by our end of year assessments and at the end of our strategy in 2024/25.</p> <p>In Year 11, pupils entered for accreditation show that the attainment gap between disadvantaged pupils and their peers is in line or better and that their destinations are planned so that 100% of pupils in receipt of PPG are in education, training or employment.</p>
Improved language comprehension for disadvantaged pupils so that they can independently access learning, comprehend curriculum-specific information and text and use key vocabulary appropriately.	Assessment of pupils' language comprehension shows that outcomes of disadvantaged pupils is in line with their peers in our school.
Improved self regulation that enables pupils to engage in their learning. Pupils can use a range of strategies with adult support and self regulation to improve their own behaviour	Analysis of data shows that there is a reduction in the disparity between disadvantaged pupils and peers in our school.
Pupils can use a range of strategies to aid their understanding of emotions/feelings and develop appropriate ways of expressing their emotions/feelings with peers and adults.	<p>Thrive assessments show individual and group progress.</p> <p>Behaviour records show that there is a reduction in the disparity of regulation and behaviours between disadvantaged pupils and their peers in our school,</p>
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	<p>Speech and Language assessments show that that outcomes of disadvantaged pupils is in line with their peers in our school, from pupil starting points.</p> <p>Through achievement of EHC plan termly outcomes.</p>
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	<p>Through observations and discussions with pupils and their families.</p> <p>Through achievement of EHC plan termly outcomes.</p> <p>Through attendance records and activity records.</p> <p>Through student voice annual survey, >90% feel prepared for their next steps and have taken part in community based</p>

	activities. between disadvantaged pupils and peers in our school.
Disadvantaged pupils and their families feel supported with strategies to improve their social and sensory needs.	>90% of families report, through termly surveys, that they have support to meet their child's needs. There is no disparity between disadvantaged pupils/families and peers in our school.

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: **£60,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths and English/phonics leads to have leadership time to further develop the curriculum and provide mentoring and coaching support to colleagues across the school.	<p>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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes:</p> <p>What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</p>	1,2
Staff CPD in phonics, maths across the curriculum and English across the curriculum.	<p>National College Reproach on PD</p> <p>EEF Phonics report</p>	1, 2
CPD in Mentoring and Coaching	Strong evidence that effective teacher coaching does lead to conditions that underpin school improvement. Specifically, the positive effect was most evident when	1,2,3,4,6,6

	<p>there was alignment between the coaching approach and the tenets of collaborative professionalism.</p> <p>DfE SSIF findings.</p>	
CPD for support staff – GTAs/ATAs on subject specific areas and communication and sensory needs	<p>Evidence shows the strategies that can be used for Making the Best use of Teaching Assistants</p> <p>EEF Impact of teaching Assistants</p>	1,2,3,4,5,6
CPD for teaching staff on developing pupils' mental models and long term memory.	<p>Evidence from cognitive science suggests that teachers must carefully introduce new content to pupils to ensure they can reference this against existing knowledge:</p> <p>Cognitive Load Theory and its application in the classroom – The Early Career Hub (chartered.college)</p>	2
Purchase of an additional 2 days per week of Speech and Language Therapist (SALT) time through the NHS SLA.	<p>The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication.</p> <p>What works database (ican.org.uk)</p> <p>This has been endorsed by the Royal College of Speech and Language Therapists.</p>	1,2, 4
Purchase an SLA for a sensory OT to support to support the development of our pupils' sensory regulation through expert assessment, well matched strategies and resources for pupils and staff training.	<p>Evidence from specialist provisions on impact of pupils who can take part in assisted and self regulation. EHCP Outcomes.</p>	3,4

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

Budgeted cost: **£70,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Purchase online learning tools to enhance the offer for English and Maths.</p> <p>Provide access to phonics scheme through online resource material.</p> <p>Purchase SSP and associated quality resources</p>	<p>For pupils with SEND, technology can be a useful tool to support teaching. This training will also support pupils' literacy skills, and help to deliver the curriculum:</p> <p>Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 4</p>
<p>Intervention phonics and early reading – Employ and train an HLTA to deliver phonics interventions. Training for colleagues and access to resources.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</p>	<p>1,2</p>
<p>20 minute sessions on language comprehension.</p> <p>Each pupil to receive two sessions per week for one term.</p>	<p>Understanding the meaning of a text requires a combination of word recognition and language comprehension:</p> <p>Learning to Read: “The Simple View of Reading” National Center on Improving Literacy</p> <p>EEF -Embedding comprehension strategies</p>	<p>1,2,4</p>
<p>Resources for families to access Little Wandle Reading Books at home.</p>	<p>Providing online resources, tools and physical books for families to read with their children.</p> <p>Repetition of reading books that they have 95% fluency with.</p> <p>Time to develop resources and online learning activities for families.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1,2</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p>	<p>1</p>

by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including autism. We will also fund staff training.	We have observed that sensory equipment and resources such as mattresses, lap pads, tunnels, weighted jackets, pop up safe spaces and additional proprioceptor /vestibular equipment can be effective at providing support for our pupils with sensory needs.	3,4,6
<p>Programme working with parents and carers to develop effective home learning environments and increased self-expression.</p> <p>Employment of two Family Liaison Officers and a Child Protection officer to offer family workshops to support family and pupil emotional needs.</p>	<p>The NSPCC recommends parents and carers work with their children to create routines that provide structure to their day, partake in activities together, and assist children in expressing their emotions:</p> <p>Supporting children with special educational needs and disabilities NSPCC</p>	3, 5 ,6
<p>Purchase Thrive licences to use across the school and train a core group of staff as Thrive Leads</p> <p>Resource 5 Thrive rooms/zones across</p>	<p>EEF Evidence in Social and Emotional Learning Strategies</p>	1,2,3,4,6

the school sites to enable pupils to access specialist areas		
Training Year 9–11 pupils to use public transport. This will involve CPD and release time for two staff members.	Independent Travel Training is likely to enhance pupils' social and employment opportunities: Department for Education (publishing.service.gov.uk)	4,5,6
Providing the opportunity for breakfast clubs across the school	Findings suggest that, where improvements are seen, it is not just eating breakfast that delivers improvements but attending a breakfast club. This could be due to the content of the breakfast itself or to other social or educational benefits of the club. Magic Breakfasts evaluation EEF Research	6
Access to learning opportunities through outdoor education and residential activities. All KS2 and Secondary pupils to be offered an opportunity each year to experience time away from home.	There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes. EEF Toolkit – outdoor adventure learning	3,4,5,6
Purchase an SLA for a sensory OT to support the development of our pupils' sensory regulation through expert assessment, well matched strategies and resources for pupils and staff training.	Evidence from specialist provisions on impact of pupils who can take part in assisted and self regulation. EHCP Outcomes.	3,4

Total budgeted cost: £160,000

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 2022 to 2023 academic year.

English and Maths Leadership and Curriculum development

Leadership time in place for the 4 leads as part of their timetabled week. Additional 4 days allocated in the autumn term 2022 to enable focused curriculum and progression development – lead to strong curriculum developments, precise curriculum sequences. External moderation and visits with Challenge Partner Hub Schools in Autumn.

English and Maths progress

February 23, external moderation in English and Maths with 17 other special schools – resulted in validation of the progress steps the team developed in Autumn 22. Spring 1 – some time to mentor colleagues and 2 days of joint moderation with SIO and English Hub. Resulting in alignment of observations, team CPD, Whole School CPD and support/mentoring being given. Phonics data in February shows that there is a small positive gap for pupils with PPG and those not.

Phonics Data • 23 children have made 1 point of progress (e.g. Level 2 Emerging to Level 2 Developing) • 31 children have made more than 1 point of progress • 11 children have stayed to same - these children have been monitored and some have started interventions (This will be higher after the Twilight session) • 11 children have regressed - this is due to the introduction of Pre-Level 1 phonics and children accessing this programme now. Children accessing the pre level 1 curriculum will be using the SENIT document and activities planned in Pre Level 1 document and this is taught immersive throughout lessons. 10 Phonics Progression Map 2022.pdf • 82 children were baselined using Twinkl phonics programme in Autumn 2 term. This data will be analysed after week commencing 30.1.2023 after the next input of data.

Impact on staff CPD

Staff CPD in English, use of vocabulary, teaching of phonics throughout autumn and spring term. Training Day in September, moderation in autumn twice, January planning and whole school CPD on phonics and vocabulary. All teachers have appraisal targets in autumn on reading and use of vocabulary. All support staff have love of reading targets on their appraisals. Resulting in curriculum planning with explicit vocab to be

taught and used by pupils. All primary thematic planning linked to beautiful books, key vocab and word walls. Explicit focus in training on Covid Gaps and disadvantage gaps - <https://www.naeyc.org/resources/pubs/tyc/feb2014/theword-gap>

Impact on Quality of Education

T&L policy written and shared January 23. Focus on Rosenshine's Principles of Instruction to embed strategies that link to cognitive science. Curriculum planning templates focus on sticky knowledge. Staff have had training in the autumn term and support staff on the training day about underpinning theories that impact upon mental model, cognitive overload and long term memory – ACEs, Trauma and strategies such as Thrive and Emotion Coaching to support neuroplasticity.

Attendance and Behaviour

Evaluation based upon analysis of data shows that closing the behaviour and attendance gap for our pupils in receipt of PPG is the greater emerging need. Therefore the strategies may require a greater proportion of funding to enable those needs to be met. Behaviour -There was a gap between pupils in receipt of PPG and those not in relation to behaviours where a Physical intervention was required. There were 137 incidents in the autumn term, 80 (58%) of these were involving pupils in receipt of PPG and 57 (42%). A - gap. Of the pupils across the school in the autumn term who required a physical intervention 19 pupils were in receipt of PPG and 9 were not. A – gap. 2 pupils in receipt of PPG were suspended and 2 non PPG pupils were suspended. A total of 4 pupils in the autumn term. No Gap.

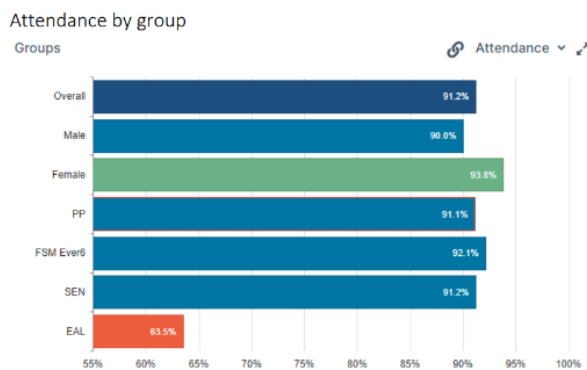
In the whole year there is a small gap between those in receipt of PPG and those not. 212 vs 208 (total incidents). When looking at pupils 26 pupils in receipt of PPG who had an RPI, 5 in receipt of SPP compared with 20 who are not.

The pupils with the level of need for behaviour support are those in receipt of PPG and with a primary need of autism. The strategies identified in September of increasing the emotional support and strategies through Emotion Coaching and Thrive as well as increasing staff knowledge of sensory, communication, behaviour and regulation skills continues to be highly relevant and the strategies will continue. In order to best meet pupils needs, additional Pastoral Support will be in place by restructuring leadership to have a key role within SLT as Pastoral Lead and an HLTA post within each phase as a pastoral manager. These posts will enable ongoing analysis, targeting support and proactive interventions where needed.

Attendance

In relation to attendance there was a small gap between those pupils currently in receipt of FSM and the cohort of those in receipt of PPG. In the autumn term there was a positive gap between the attendance of pupils in receipt of PPG and those not, 89.6% vs 90.1%, a +0.5% gap. Pupils on FSM had an overall attendance of 89.6% and as a group have the biggest proportion of Persistent absentees. There were 115 pupils with below 90% attendance in autumn, 61 were in receipt of PPG and 54 were not. A – gap of 7. Of the 61 pupils in receipt of PPG, 46 are on FSM. Therefore to support the improved attendance of those pupils in receipt of PPG the Family Liaison Officer roles have changed to focus on Safeguarding and Attendance. They are ensuring all pupils in receipt of PPG with less than 90% attendance have an action plan to support improvements in their attendance.

The whole year data shows a + gap comparing those in receipt of FSM with the overall %, however those who were persistently absent in that cohort are showing a negative gap.



Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The social and emotional needs of our service children's families were such that the Family liaison officers time were allocated to have direct contact signpost families and provide workshops.
What was the impact of that spending on service pupil premium eligible pupils?	This provided support for managing the emotional needs of the children and, over time during the year, the pupils

	became more settled in class and more focused on learning.
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