

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	319
Proportion (%) of pupil premium eligible pupils	54% (172)
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 2024
Date on which it will be reviewed	July 2025
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	£176,160
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	£176,160

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 2024/2025	Amount of funding for each secondary-aged pupil per year 2024/2025	Funding is paid to	2024/25
Eligible for PPG funding				Primary= 88 Secondary =87
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)	£1480	£1480	School	Primary= 62 (£91,760) Secondary = 67 (£99,160)
Pupils who have been adopted from care or have left care	£2570	£2570	School	Total = 2 (£15,180)
Children who are looked after by the local authority	£1480	£1480	Local authority	Total = 5 (£7400)
Service Pupil Premium	£340	£340	School	Primary = 18 (£6120) Secondary = 22 (£7480)

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	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. https://educationendowmentfoundation.org.uk/news/new-research-on-the-impact-of-covid-19-on-the-disadvantage-gap-in-primary-schools https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment

7	Our assessment of attendance data shows that those in receipt of Free School Meals are more likely to be persistently absent from school. This impacts upon access to social and academic progress.
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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.	Through achievement of performance, as demonstrated by our end of year assessments and at the end of our strategy in 2024/25. 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.
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.	Thrive assessments show individual and group progress. Behaviour records show that there is a reduction in the disparity of regulation and behaviours between disadvantaged pupils and their peers in our school,
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Speech and Language assessments show that that outcomes of disadvantaged pupils is in line with their peers in our school, from pupil starting points. 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>	<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 activities. between disadvantaged pupils and peers in our school.</p>
<p>Disadvantaged pupils and their families feel supported with strategies to improve their social and sensory needs.</p>	<p>>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.</p>
<p>Disadvantaged pupils and their families are supported in developing effective strategies, approaches, and routines to overcome barriers to attendance.</p>	<p>Taking into account medical circumstances, persistent absenteeism reduces and the gap closes.</p>

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: **£65,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Feb 2025 Review
Staff CPD in phonics, maths across the curriculum and English across the curriculum.	National College Re-proach on PD EEF Phonics report	1, 2,7	
Maths Mastery Programme delivery	Case studies within our school show students who have followed the NCETM planning from a lower ARE have a greater understanding and recall than those taught using traditional methods (by the same teacher). Students who have followed the mastery program can see the maths rather than just recall a process.		
Timetable Rock Stars	The programme is based on research carried out by Dr David Pritchard, Head of Mathematics Education at University College London . He found that students who practiced their times tables regularly had better recall of them than those who did not. As a result, he developed a method of teaching multiplication		

	tables that built up the skill gradually		
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 there was alignment between the coaching approach and the tenets of collaborative professionalism. DfE SSIF findings.	1,2,3,4,6,6	
CPD for support staff – GTAs/ATAs on subject specific areas and communication and sensory needs	Evidence shows the strategies that can be used for Making the Best use of Teaching Assistants Use of Monday evenings for specific training for support staff EEF Impact of teaching Assistants	1,2,3,4,5,6,	
CPD for teaching staff on developing pupils' mental models and long term memory.	Evidence from cognitive science suggests that teachers must carefully introduce new content to pupils to ensure they can reference this against existing knowledge: Cognitive Load Theory and its application in the classroom – The Early Career Hub (chartered.college)	2	
Continued provision of Communication Assistants within the school team to support the assessment, targeted	The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech,	1,2, 4	

<p>interventions and training of other colleagues.</p>	<p>language and communication. What works database (ican.org.uk) This has been endorsed by the Royal College of Speech and Language Therapists.</p>		
<p>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>	<p>Evidence from specialist provisions on impact of pupils who can take part in assisted and self regulation. EHCP Outcomes.</p>	<p>3,4</p>	

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

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	February 2025 Review
<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>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>	1, 2, 4,7	
Purchase SSP and associated quality resources			
<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>	1,2	
<p>20 minute sessions on language comprehension. 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>	1,2,4	

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<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>1,2,7</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 by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</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>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>	

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

Budgeted cost: £36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	February 2025 Review
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.	3,4,6,7	
Programme working with parents and carers to develop effective home learning environments and increased self-expression. Continued employment of two Family Liaison Officers and a Child Protection officer to offer family workshops to support family and pupil emotional needs. Safeguarding and attendance officers	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: Supporting children with special educational needs and disabilities NSPCC	3, 5 ,6,7	
Continued implementation and improved expertise in use of Thrive intervention Resource 5 Thrive	EEF Evidence in Social and Emotional Learning Strategies	1,2,3,4,6,7	

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rooms/zones across 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	3,4,5,6,7	
Purchase an SLA for a sensory OT to support to support the development of our pupils' sensory	Evidence from specialist provisions on impact of pupils who can take part in assisted and self regulation. EHCP Outcomes.	3,4,7	

regulation through expert assessment, well matched strategies and resources for pupils and staff training.			
Re-shape school leadership structure was to introduce the roles of Pastoral Lead and an HLTA post within each phase as a Pastoral Manager.	We have observed that there was an opportunity to further support children by introducing four positions in school who's priority was to identify barriers to progress, be that emotional, social or academic.	1,3,5,6,7	

Total budgeted cost: £176,000

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.

English and Maths Leadership and Curriculum development

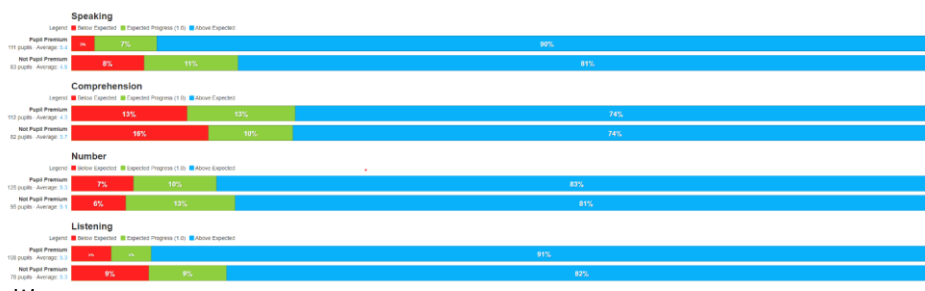
Staff training days were used to launch training and meeting time. All teachers have accessed training and nearly all of support staff. The feedback from staff on the introduction for Little Wandle Phonics Programme has been positive; all pupils in school are routinely assessed and their progression planned for. There are increased numbers of students accessing daily phonics sessions across school. Literacy across the curriculum training was delivered in stages. Little Wandle SSP was the focus of the Autumn term in 2023 after implementation began in September 2023. Communication Specialists have taken up post, received training from the NHS Special School SaLT service team and are working directly with pupils. Children referred to and assessed by Speech and Language specialist access a six-week intervention supported by the Communication Assistants.

Maths CPD was scheduled to begin in Feb 2024. Delivery has begun and has been received well by staff. Case studies within our school show students who have followed the NCETM planning (Maths Mastery) from a lower ARE have a greater understanding and recall than those taught using traditional methods (by the same teacher). Students who have followed the mastery program can see the maths rather than just recall a process.

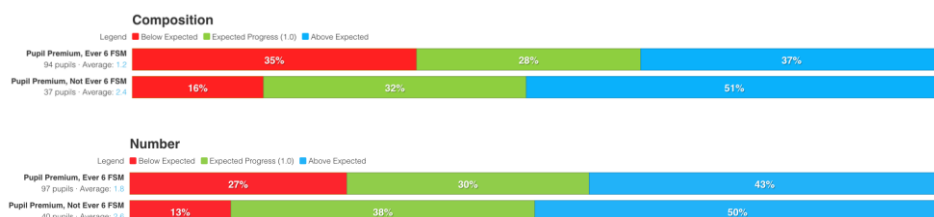
Progress across the school in English and Mathematics has been equally positive in both Pupil Premium and non-Pupil Premium Groups. There is a very small positive difference in Pupil Premium with is around 5% more pupils making progress over the first half of the academic year.

English and Maths progress

Analysis shows that progress is being made across the school and that pupils in receipt of Pupil Premium funding are, in general, performing very similarly to those who are not in receipt of PPG.



35% of Ever6 FSM PPG pupils made less than expected progress in composition in the 2023 Academic year than their non-FSM peers. In Number, 27% of PPG pupils made less than expected progress. On both cases, it is nearly double the number of PPG pupils.



The difference in progress is linked to attendance, with there being a correlation between least well-off families and low attendance rates. Safeguarding and Attendance staff will continue to support families in improving attendance in the forthcoming academic year.

Impact on staff CPD

CPD in Maths took place in Feb 2024 for teachers focusing on concrete maths learning. Little Wandle SSP training delivered to whole school. English lead has guided staff into making selections for the following (reading age):

- Introduced daily reading in tutor time for key stage 3 and 4 (timetabled Jan 24 onwards).
- In primary the half termly, themes have linked books. In class based secondary, books are used to connect learning.

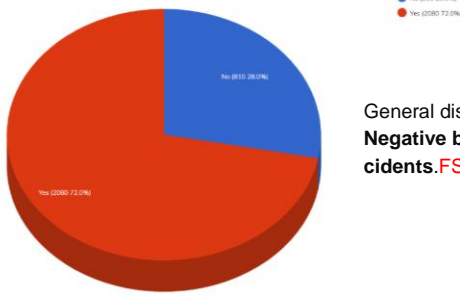
Little Wandle Phonics scheme has been purchased, implemented and follow-up CPD delivered. Little Wandle SSP purchased July 2023 and implemented into school Sept 2023. Progress in phonics has been notable and the impact of staff CPD as well as subject leadership is evident through inspection of pupil work and analysis of data. A recent appointment of a new Lead for Phonics is building on the initial and effective introduction of the Little Wandle programme of study. Whole Curriculum Leads for English, Maths, Phonics and Science continue to support all colleagues across the school structure and deliver a well-planned and differentiated curriculum. RNIB book-share is being used to access books and grapheme cards on tablets.

“Timetable Rock Stars” has been investigated by the Maths Lead and recently subscribed to Autumn 2024 to support the development of number skills beyond the classroom. This will support children who are unable to access school site as well as those who may have had less support at home previously with number skill development. The Timetables Rock Stars programme is based on research carried out by Dr David Pritchard, Head of Mathematics Education at University College London. He found that students who practiced their times tables regularly had better recall of them than those who did not.

Attendance and Behaviour

Evaluation of behaviour data reveals that there is a gap in the readiness to learn and regulation of pupils in receipt of PPG and those who are not. This is the case for the different tiers of behaviours, level 1,2 and 3

Slip Distribution by Free School Meals



General distribution of **Negative behaviour incidents**. FSM vs Non

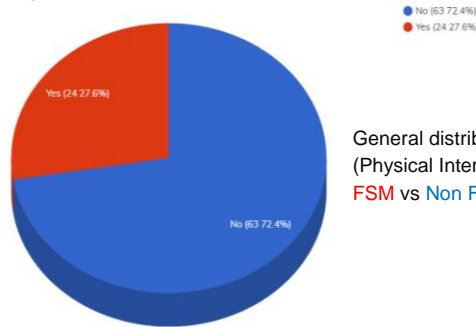
In relation to those pupils who demonstrate dysregulation and crisis that requires an adult to support with a physical intervention, there is positive a difference between FSM and non FSM pupils.

Analysis shows there were more disruptive incidents

from pupils eligible for FSM than non-FSM Counterparts.

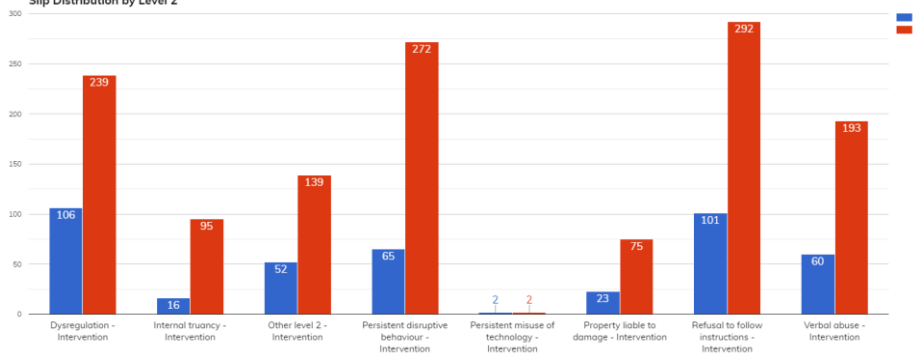
Severity of incident is categorised by type (1,2 or 3) and the data shows that regardless of incident type, those receiving Free School Meals are at the greatest risk of demonstrating behaviours that are unacceptable.

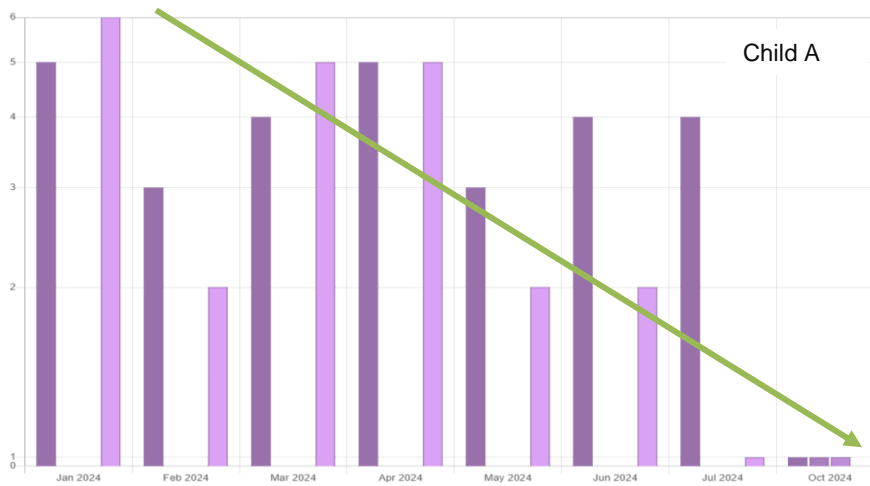
Slip Distribution by Free School Meals



General distribution of **RPIs (Physical Intervention) incidents** FSM vs Non FSM

Slip Distribution by Level 2





Analysis of individual students' behaviour over the past nine months demonstrates the impact that Sensory regulation Intervention (Next steps). The programmes are crafted by the Occupational Physiotherapy team, and delivered by the Sensory Assistants.

In the example of Child A, (a year 3 child in receipt of Pupil Premium funding) is recorded as having a steady decline in mild to moderate behavioural incidents between January and October. Some areas of dysregulation remain, but the general decline to almost zero mild / moderate incidents is clear.

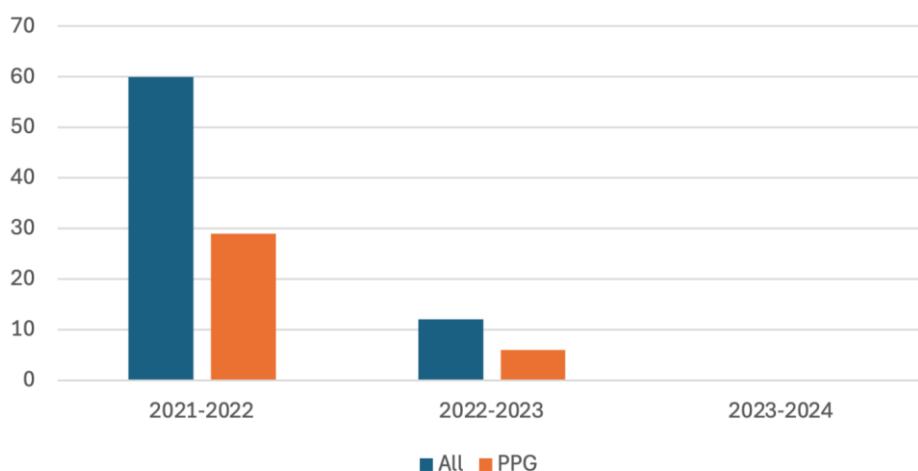
In the example of Child B (A year 6 pupil in receipt of Pupil Premium funding), there is general decline in all types of behavioural incidents over a nine-month period. It is over this time the child was receiving Sensory Intervention.



Suspensions

There were no suspensions in the academic year 2023-2024, this shows a reducing trend over the past two years with a year on year decrease. Showing the positive impact of strategies to support pupils to regulate their behaviour.

Suspensions - Three Year Trend



Pastoral Managers are in place to support the needs of all children, they are trained "Compass Buzz" practitioners whose case-load varies over time. This combined with the role of the Phase Lead has proven to be an effective combination. The number of sessions suspensions/exclusions for the year since their introduction is at zero. The impact of having staff who can focus on the whole child, making effective use of Emotion Coaching to diffuse potential issues and developing a bespoke curriculum to help avoid emotional instability whilst promoting academic progress is demonstrated by the falling number of suspensions/exclusions over time and justification of both Pastoral Manager and Phase Lead.

In the academic year beginning 2021, there were 60 excluded (now referred to as suspensions) sessions, 50% of which were to PPG pupils. In 2022-23 only twelve sessions were lost through exclusion, none of those to PPG pupils. In 2023-2024 there were zero exclusions.

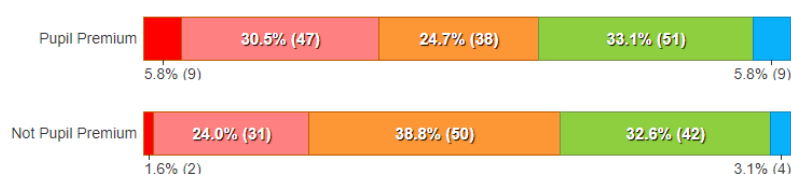
Attendance

Legend

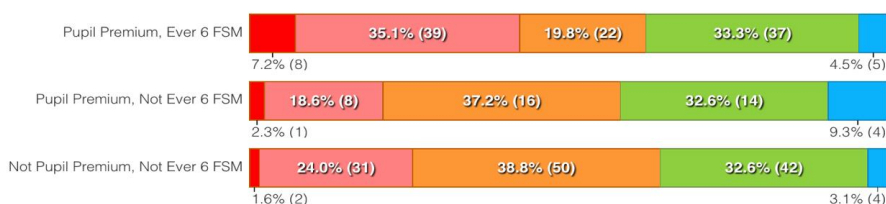
- Severely absent (50% or more sessions missed)
- Persistently absent (10% or more sessions missed)
- At risk of persistent absence (5-10% sessions missed)
- Good attendance (95-99%)
- Excellent attendance (99%+)

Analysis shows more pupils in receipt of PPG had excellent and good attendance (38.9% vs 35.7%) than their non-PPG peers. There were also fewer pupils in receipt of PPG considered “at risk of persistent absence” (24.7% Vs 38.8%). 38.9% of

PPG pupils have less than 5% absence, a positive gap of 3.2% compared to non-PPG pupils (35.7%).

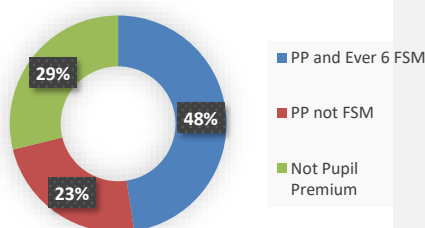


5.8% of PPG cohort have attendance below 50% compared to 1.6% of non-PPG pupils, and close inspection shows that it is pupils who are in receipt of (or have previously received) FSM that make up two-thirds of those who have below 50% attendance.



Over the course of the 2023/24 academic year, analysis reveals a negative percentage gap between “Persistently” and “Severely” absent Ever-6 FSM pupils (43 Pupils) and those Pupil Premium children not in receipt of FSM (9 Pupils). The percentage gap is smaller when compared with non-PPG pupils (26 Pupils). However, the individually tailored curriculum that maximises the opportunities for persistently absent children available to them whilst not on school site. This means that children are accessing education and continue to make progress often in alternate venues and locations due to their needs and in full liaison with LA SEND officers and families through EHCP reviews.

Persistently & Severely Absent



A small number of pupils (all in receipt of FSM and therefore PPG) started Mowbray with known absence patterns. Seven FSM pupils had an attendance below 50% because of a range of reasons, they are unable to attend school full time or make use of school provision.

	Attendance at agreed provision 2023-2024	Attendance at agreed provision 2024-2025	
Pupil A	50%	N/A	Change of School
Pupil B	47.60%	10%	-37.6%
Pupil C	38.40%	52.50%	14.1%
Pupil D	20.30%	50%	29.7%
Pupil E	4.50%	5%	0.5%
Pupil F	4%	0%	-4.0%
Pupil G	1.80%	7.90%	6.1%
Pupil H	0%	10%	10.0%

Comparative data: 2023 to 2024

The targeted use of PPG funding to fund two Safeguarding and Attendance Officers means that those pupils and all of those severely absent are tracked and supported to improve their attendance. Data from the start of academic year 2024 confirms the impact of the Safeguarding and Attendance Officer involvement and the improved attendance of alternate provision. Two of the seven pupils identified last year have improved attendance.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

Measure	Details