



## Pupil Premium Strategy Statement

Summary information					
<b>School</b>	Mossbourne Parkside Academy				
<b>Academic Year</b>		<b>PP budget</b>	£302,412.33	<b>Date of most recent PP review</b>	September 2023
		<b>COVID Recovery Funding</b>	£30,558.75		
	2023-2024	<b>Total</b>	£332,971.08		
<b>Total number of pupils</b>	385	<b>Number of pupils eligible for PP</b>	(2019-2020) 54% (2020-2021) 55% (2021-2022) 55% (2022-2023) 223 56% (2023 – 2024) 52%	<b>Date for next internal review strategy</b>	January 2024

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make exceptional progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider academy plans for education recovery following the COVID-19 pandemic, notably in our targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, and not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will do the following:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole academy approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

We will continue to monitor carefully the number of pupils eligible for the grant and any noticeable patterns to this overtime.

## Challenges to achievement identified among our disadvantaged pupils

<b>A.</b>	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
<b>B.</b>	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
<b>C.</b>	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils on entry at baseline.
<b>D.</b>	Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and maths
Additional barriers	
<b>D.</b>	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their behaviours for learning, social interactions, emotional regulation and academic progress.
<b>E.</b>	Our attendance data indicates that attendance among disadvantaged pupils has been 1.2% lower than for non-disadvantaged pupils and persistent absence was 6.4% higher than non-disadvantaged children
<b>F.</b>	Conceptual Understanding: Attainment at greater depth in reading, writing and mathematics. Although 70% of PP pupils achieve the expected standard in RWM at the end of KS2, only 5% achieved at greater depth in the combined measure.

Intended outcomes		Success criteria
<b>A.</b>	Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
<b>B.</b>	Improved reading attainment among disadvantaged pupils.	The percentage of children achieving the expected standard and greater depth in reading is in line with all children nationally.
<b>C.</b>	Improved maths attainment for disadvantaged pupils at the end of KS2.	The percentage of children achieving the expected standard and greater depth in maths is in line with all children nationally.
<b>D.</b>	To achieve and sustain improved wellbeing for all pupils in our academy, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by the following:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice and teacher observations</li> <li>• a high level of participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• opportunities for further enrichment in trips, sporting events and workshops</li> <li>• counselling and mentor support is provided, and feedback is positive</li> <li>• behaviour monitoring shows a reduction in incidents with disadvantaged children.</li> </ul>
<b>E.</b>	To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance demonstrated by the following:</p> <ul style="list-style-type: none"> <li>• the overall unauthorised absence rate for all pupils decreases, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced</li> <li>• the percentage of all pupils who are persistently absent decreases and the gap closes with their non-disadvantaged peers.</li> </ul>

## Review of Strategy

We have noted that the number of pupils eligible for the grant has decreased slightly this academic year. Due to the change in the Universal Free School Meal offer to all primary aged children, we have noted that this may impact the number of parents completing the eligibility application form. MPA undertakes various work to support parents in completing this form. We have analysed the performance of our disadvantaged pupils during the 2022-23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments. To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national level. Data from key stage tests confirm that, in addition to some strong individual performances, the attainment of the disadvantaged pupils in 2022-23 at the end of KS2 in maths, reading and writing was significantly above national at EXS + (70%) and above national at greater depth (5%). Our disadvantaged pupils made excellent progress and achieved excellent outcomes in phonics, 94% passed compared to 79% of all children nationally. There remains an attainment gap between our disadvantaged pupils and non-disadvantaged pupils since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils. The attendance among our disadvantaged pupils improved at 96.6% and was both higher than the PP national attendance 88.6% and higher than all children nationally at 94%. However, absence was 1.2% higher than non-disadvantaged peers at MPA. Persistent absence decreased but was still 6.4% higher than non-disadvantaged children. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan. Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year continuing the tried and tested approaches which achieve high impact, ceasing those that have not achieved the desired impact and reviewing and adapting others.

## Reviewed Pupil Premium Strategy 2022-2023

### High quality teaching

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact
Mathematics Mastery to continue in all year groups	Improved progress and attainment. Increase % of PP pupils working at EXS+ and GDS.	Proven impact 2020-2022	Maths Lead to support all staff including ECTs. Further development work with MM consultant. Continuous CPD Use of development days and feedback from external reviews	RD	Maths PP Attainment KS1 EXS+: 68% (NAT PP 52%) KS1 GDS: 28% KS2 EXS+: 77% (NAT PP 59%) KS2 GDS: 26%  Continue
Read Write Inc to continue in Reception-Year 2	Continued high progress and attainment in phonics screening check and GLD	Proven impact 2016-2022	Regular monitoring of teaching input, triangulated with frequent phonic checks and analysis. Continuous CPD Use of development days.	CR	Phonics Y1 PP: 94% (Nat 79%)  Reading PP Attainment KS1 EXS+: 68% (NAT PP 51%) KS1 GDS: 16%  Continue

Accelerated Reader	Improve outcomes in reading and access to books for PPG pupils	Proven impact 2020-2022	Leader with KS2 experience. Continuous professional development as well as initial training days.	RD	<p>Reading PP Attainment:</p> <p>KS1 EXS+: 68% (NAT PP 51%) KS1 GDS: 16%</p> <p>KS2 EXS+: 84% (NAT PP 60%) KS2 GDS: 26%</p> <p>Continue</p>
Being a writer approach	Improve outcomes in writing in KS1 & 2 Close PPG gap in KS2 Increase % of PP pupils working at EXS+ and GDS.	Proven impact in primary schools in Hackney. Expertise within leadership team. Based on research and pedagogy.	Leader with experience. Continuous professional development as well as initial training days.	RD	<p>Writing PP Attainment:</p> <p>KS1 EXS+: 72% (NAT PP 41%) KS1 GDS:4%</p> <p>KS2 EXS+: 70% (NAT PP 58%) KS2 GDS: 14%</p> <p>Continue</p>
Talk Through Stories	PP pupils in YR-Y2 have a curriculum that extends and deepens their comprehension vocabulary	Proven impact in closing the vocabulary gap in KS1 2021-2022	Early Reading Lead to provide resources, CPD and coaching to ensure this approach is delivered at high standards. Timetabled for EYFS and KS1	CR/ZR/KC	<p>Phonics Y1 PP: 94% (Nat 79%)</p> <p>Reading PP Attainment KS1 EXS+: 68% (NAT PP 51%) KS1 GDS: 16%</p> <p>Continue</p>

Daily Supported Handwriting	Improve outcomes in writing for PPG children	Proven Impact at MRA	Regular monitoring of teaching input, triangulated with frequent book checks and analysis so that PP pupils progress. Continuous CPD and development days.	KC/ZR/SCH	Writing PP Attainment: KS1 EXS+: 72% (NAT PP 41%) KS1 GDS: 4%  KS2 EXS+: 70% (NAT PP 58%) KS2 GDS: 14%  Adapt and review approach.
Use additional teachers to allow SLT to improve teaching and learning	Improve outcomes for all pupils in reading, writing and maths in KS1 & 2	Proven impact 2020-2022	Regular monitoring and team-teaching. Instructional coaching Continuous CPD.	LG	RWM Combined PP Attainment:  KS1 EXS+: 68% KS1 GDS: 4%  KS2 EXS+: 70% (Nat PP 44%) KS2 GDS: 5%  Continue
Whole class reading and reading journals	Improve outcomes for all pupils in reading in KS1 & 2	Proven impact 2020-2022	Regular monitoring Reading incentives and celebrations in assemblies Continuous CPD	RD/SCH	Reading PP Attainment:  Phonics Y1 PP: 94% (Nat 79%)  KS1 EXS+: 68% (NAT PP 51%) KS1 GDS: 16%  KS2 EXS+: 84% (NAT PP 60%) KS2 GDS: 26%  Continue
RWI Additional training and support	Increase % of PP pupils passing PSC	Proven impact 2016-2022	Regular monitoring of teaching input Frequent phonic checks and analysis Continuous CPD	CR	Phonics Y1 PP: 94% (Nat 79%)  Continue

Additional resources for reading, writing and maths	Improve outcomes for all pupils in reading, writing and maths in KS1 & 2	Proven schemes: Accelerated reader Testbase Schofield and Sims CGP	Regular monitoring of teaching input and use of resources Continuous CPD	RD	RWM Combined PP Attainment:  KS1 EXS+: 68% KS1 GDS: 4%  KS2 EXS+: 70% (Nat PP 44%) KS2 GDS: 5%  Continue
			<b>Total budgeted cost</b>		£80,977

Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact
Fresh Start phonics	Rapid progress in reading and writing for Y3-Y6	Proven impact from 2021-2022	Experienced and highly-trained skilled staff will run the interventions. These will be monitored by SLT.	CR	Reading PP Attainment: KS2 EXS+: 84% (NAT PP 60%) KS2 GDS: 26%  Writing PP Attainment: KS2 EXS+: 70% (NAT PP 58%) KS2 GDS: 14%  Continue
Early Bird Interventions	Improved outcomes for all pupils in Year 6	Proven impact 2021-2022	Experienced senior leaders to lead and teach.  Using tracking data along with predictions to target precisely the intervention  Review impact through analysis of assessment.	RD	RWM Combined PP Attainment:  KS2 EXS+: 70% (Nat PP 44%) KS2 GDS: 5%  RWM Combined Attainment: KS2 EXS+: 73% KS2 GDS: 3% Continue
Phonics tuition	Rapid progress in phonics, reading and writing Years R-2	Proven impact 2020-2022	Experienced and highly trained skilled staff will run 1:1 intervention. These will be monitored by SLT	CR	Reading PP Attainment:  Phonics Y1 PP: 94% (Nat 79%)

					KS1 EXS+: 68% (NAT PP 51%) KS1 GDS: 16%  Reading Attainment:  Phonics Y1: 93% KS1 EXS+: 76% KS1 GDS: 20%  Continue
Speech and Language Therapy support	Close the language gap between PP and non-PP pupils	Proven impact from 2015-2022	SaLT therapist and MPA staff will deliver, plan and review interventions every 4-6 weeks.	SH/SALT	See individual case studies  Continue
Educational Psychologist	To support PP pupils to overcome difficulties in specific learning areas.	PP Pupils with SEND need further support to help them make good progress.	Educational Psychologist and MPA Staff will plan, deliver and review interventions every 4-6 weeks. Educational Psychologist to deliver whole academy CPD.	SH	See individual case studies  Continue
Provision of in-school counselling (A Space)	Support most vulnerable children	Proven impact across Federation academies	Termly reports and reviews of pupil allocation	SDSL (CR)	See individual case studies  Continue
Total budgeted cost					£84,628
Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	
Attendance support and attendance incentives	To support PP pupils whose attendance drops below 97%	Proven impact 2020-2022	Half-termly meetings with SAO to plan and review support. Daily and weekly monitoring of individual pupil attendance and punctuality.	DB	PP Attendance: 96.6% (NAT PP: 89% and Nat ALL: 94%)  Continue
Financial support for trips	All pupils can attend all trips for their year group, regardless of cost.	Proven impact in 2021-2022	Parkside Pledge introduced to parents to provide awareness of trips. All letters for trips to offer financial support Academy to target PP parents to offer financial support for trips	JD	34 trips successfully completed in 22-23 with no pupil being unable to attend due to cost.  Continue



Enrichment Club provision	All PP pupils have opportunity to experience a range of sports and creative disciplines	Proven impact across the Federation academies.	Allocate % of places to PP pupil priority. Allocate funds to finance places for pupils from families in financial hardship. Review and improve offer of clubs.	DB	93 of 172 PP pupils accessed at least one club.  Continue
Breakfast Club	To provide a healthy breakfast to all vulnerable pupils.	Proven impact for health, wellbeing and attendance	Allocate % of places to PP pupil priority. Allocate funds to finance places for pupils from families in financial hardship. Review and improve offer of clubs.	DB	43 PP of 73 pupils accessed breakfast club daily last year. Improved punctuality and attendance for key pupils.  Continue
Parent Workshops	To support parents in raising expectations and how they can help at home.	Proven impact across Federation academies	A timetable of workshops throughout the calendar year. Leaflets and promotion of workshops through parent reps Workshop resources to be available via PAM parent. Feedback surveys to be provided	DB	Attendance at workshops varied throughout the year despite advertising.  Adapt and review approach.
Additional teaching staff	Deployed to support interventions and provide additional pastoral and academic support	Proven impact 2021-2022	Interventions to be monitored by subject and phase leads and senior leaders.	SLT	RWM Combined PP Attainment:  KS1 EXS+: 68% KS1 GDS: 4% KS2 EXS+: 70% (Nat PP 44%) KS2 GDS: 5%  RWM Combined Attainment: KS1 EXS+: 73% KS1 GDS: 2% KS2 EXS+: 73% KS2 GDS: 3%  Continue
Total budgeted cost					£141,780

Reviewed Pupil Premium Strategy 2023-2024

High Quality Teaching

	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost & Impact
Mathematics Mastery to continue in all years	Improved progress and attainment. Increase % of PP pupils working at EXS+ and GDS.	Proven impact 2020-2023	Maths Lead to support all staff including ECTs. Further development work with MM consultant. Continuous CPD Successful development days and feedback from external reviews. Additional MLT KS2 Maths Lead to support SLT with growth of subject area.	JD	£7,999
Read Write Inc to continue in Reception-Year 3 where needed.	Continued high progress and attainment in phonics screening check and GLD.	Proven impact 2016-2023	Regular monitoring of teaching input, triangulated with frequent phonic checks and analysis so that groups are constructed dependent upon pupil needs. Continuous CPD and development days. Renewal of all RWI books.	KC/CR	£3531
Accelerated Reader	Improve outcomes in reading and access to books for PPG pupils	Proven impact 2020-2023	Leader with KS2 experience. Continuous professional development as well as initial training days. Increase range of books for both KS1 and KS2 libraries.	LB	£4000
Being a writer approach	Improve outcomes in writing in KS1 & 2. Close PPG gap in KS2. Increase % of PP pupils working at EXS+ and GDS.	Proven impact in primary schools in Hackney. Expertise within leadership team. Based on research and pedagogy.	Leader with experience. Continuous professional development as well as initial training days. Reviewed curriculum and improvements made where needed for MTPs.	RD/CR	£2000
Talk Through Stories	PP pupils in YR-Y2 have a curriculum that extends and deepens their comprehension vocabulary	Proven impact in closing the vocabulary gap in KS1 2021-2023	Early Reading Lead to provide resources, CPD and coaching to ensure this approach is delivered at high standards. Timetabled for EYFS and KS1.	KC/CR	£500

Daily Supported Handwriting using Magic Link Programme	Improve outcomes in writing for PP children	Proven Impact at MCA	Regular monitoring of teaching input, triangulated with frequent book checks and analysis so that PP pupils progress. Continuous CPD and development days. Timetabled sessions within the curriculum. Booklets printed for the sessions. Writing leads to oversee.	RD/CR	£4500
Use additional teachers to allow SLT to improve teaching and learning	Improve outcomes for all pupils in reading, writing and maths in KS1 & 2	Proven impact 2020-2023	Regular monitoring and team-teaching. Instructional coaching Continuous CPD. Monitoring by the Principal to ensure the quality of T&L improves.	LG	£45,300
Whole class reading and reading journals	Improve outcomes for all pupils in reading in KS1 & 2	Proven impact 2020-2023	Leader with KS2 experience. Continuous professional development as well as initial training days. Every pupil has a reading record. Continue to increase number and range of books to ensure these reflect and mirror the diverse community MPA serves.	LB	£4000
RWI Additional training and support	Increase % of PP pupils passing PSC	Proven impact 2016-2023	Regular monitoring of teaching input Frequent phonic checks and analysis Continuous CPD	KC/CR	£6500
Additional resources for reading, writing and maths	Improve outcomes for all pupils in reading, writing and maths in KS1 & 2	Proven schemes: Testbase Schofield and Sims CGP	Regular monitoring of teaching input and use of resources Continuous CPD	RD	£4000
			<b>Total budgeted cost</b>		<b>82,330</b>

Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost & Impact
Fresh Start phonics	Rapid progress in reading and writing for Y3-Y6	Proven impact from 2021-2023	Experienced and highly trained skilled staff will run the interventions. These will be monitored by SLT.	LB	£1600
Early Bird Interventions	Improved outcomes for all pupils in Year 6	Proven impact 2021-2023	Experienced senior leaders to lead and teach. Using tracking data along with predictions to target precisely the intervention. Review impact through analysis of assessment.	LG	£11000
Phonics tuition	Rapid progress in phonics, reading and writing Years R-2	Proven impact 2020-2023	Experienced and highly trained skilled staff will run 1:1 intervention. These will be monitored by SLT.	KC	£3400
Speech and Language Therapy support	Close the language gap between PP and non-PP pupils	Proven impact from 2015-2023	SaLT therapist and MPA staff will deliver, plan and review interventions every 4-6 weeks.	SH	£7383
Educational Psychologist	To support PP pupils to overcome difficulties in specific learning areas.	PP Pupils with SEND need further support to help them make good progress.	Educational Psychologist and MPA Staff will plan, deliver and review interventions every 4-6 weeks. Educational Psychologist to deliver whole academy CPD.	SH	£5250
Provision of in-school counselling (A Space)	Support most vulnerable children	Proven impact across Federation academies	Termly reports and reviews of pupil allocation	SDSL (CR)	£18845
Total budgeted cost					47,478
Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost & Impact
Attendance support and attendance incentives	To support PP pupils whose attendance drops below 97%	Proven impact 2020-2023	Half-termly meetings with SAO to plan and review support. Daily and weekly monitoring of individual pupil attendance and punctuality.	DB	£1500

Re-engagement Team Unit Hackney	To support pupils who are at risk of exclusions	Proven impact in 2022-2023 of reducing exclusions.	Key pupils identified by SLT for specialist support from well-trained team. Daily and weekly monitoring of key pupils and reviews of fixed-term suspensions half-termly.	CR	£0
Financial support for trips	All pupils can attend all trips for their year group, regardless of cost.	Proven impact in 2021-2022	Parkside Pledge introduced to parents to provide awareness of trips. All letters for trips to offer financial support Academy to target PP parents to offer financial support for trips	JD	£20,000
Enrichment Club provision	All PP pupils have opportunity to experience a range of sports and creative disciplines	Proven impact across the Federation academies.	Allocate % of places to PP pupil priority. Allocate funds to finance places for pupils from families in financial hardship. Review and improve offer of clubs.	DB	£500
Music Tuition and Brass Project	To provide opportunity for PP pupils to learn an instrument with clear progression.	Close the gap of opportunity between pupils.	Ensure PP pupil priority. New leader of music to drive project, standards and raise the profile of the subject. Y3 to access the project starting with trumpets.	PC	£4000
Breakfast Club	To provide a healthy breakfast to all vulnerable pupils.	Proven impact for health, wellbeing and attendance.	Allocate % of places to PP pupil priority. Allocate funds to finance places for pupils from families in financial hardship. Review and improve offer of clubs.	DB	£8,000
Parent Workshops	To support parents in raising expectations and how they can help at home.	Proven impact across Federation academies with some specific workshops.	A timetable of workshops throughout the calendar year following feedback from parent reps on timings. Leaflets and promotion of workshops through parent reps and social media. Workshop resources to be available via PAM parent and translated into different languages. Feedback surveys to be provided.	DB	£500
Additional teaching staff	Deployed to support interventions and provide additional pastoral and academic support	Proven impact 2021-2023	Interventions to be monitored by subject and phase leads and senior leaders. Experienced additional teacher to support in EYFS-Y2. Experienced additional teacher to support in KS2 full time and 1 part-time  Additional teaching assistants x2 to support with targeted interventions.	SLT	£111000  £57663

<b>Total budgeted cost</b>		203,163
Complete total		£332,971