

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	Mount Pleasant Infant School
Number of pupils in school	312 (W/O preschool 234)
Proportion (%) of pupil premium eligible pupils	25.6% (60/234)
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025 (interim review)
Statement authorised by	Governing Body December 2024
Pupil premium lead	Headteacher
Governor / Trustee lead	WGB

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,880 (24/25)
Recovery premium funding allocation this academic year	£2,030 (Covid Recovery Grant) £1,209 (National Tutoring Programme)
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	£86,119

Part A: Pupil premium strategy plan

Statement of intent Challenges

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

Challenge number	Detail of challenge
1	Development of listening and reading skills in English for all children, including those who are Early Language Learners
2	Development of speaking and writing skills for all children, including those who are Early Language Learners
3	Enrichment of curriculum to provide first hand experiences and build cultural capital
4	Engagement of families to understand our curriculum offer and support learning

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
To develop Early Reading so that children build a solid foundation on which to develop their reading fluency and comprehension	<ul style="list-style-type: none">• Cued Articulation is used effectively by all teachers and teaching assistants• Children are grouped accurately so that teaching of early reading, including SSP, meets their learning needs• Strong practice in SSP and Early Reading teaching is evident across the school• Pupils are able to demonstrate an understanding of what they have been reading
To develop children's communication skills	<ul style="list-style-type: none">• Voice 21 membership and training equips Oracy Champions demonstrate and coach key strategies• Children engage actively with their learning• Children are trained to listen attentively and make accurate responses• Children can communicate their needs
To structure curriculum enrichment to ensure that pupils learn from first-hand experience	<ul style="list-style-type: none">• The curriculum is enriched with visits and visitors to promote better retention of key vocabulary• Learning Questions planning maximises the impact of enrichment opportunities• Pupil outcomes show the impact of planned first-hand experiences on learning across the curriculum

To improve home school partnership through a range of engagement strategies	<ul style="list-style-type: none"> • Programme of Parent Partnership Events build engagement • Programme of parent workshops to engages parents in curriculum content • Accreditation of Leading Parent Partnership Award
---	--

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: £19,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Voice 21	Develops oracy skills in the classroom	1, 2
Early Reading and writing CPD programme	Develops Early Reading and the application of phonics in writing	1, 2
External experts for CPD and programme implementation	Strategic Leadership and Management	1,2

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

Budgeted cost: £29,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Interventions	EEF Toolkit: Small Group Tuition, Oral language	1
Early Morning Learning	EEF Toolkit: Small Group Tuition, Oral language	1,2,3

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

Budgeted cost: £ 40229

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Leader Role	EEF Toolkit Parental Engagement	4
Parent Partnership Lead	EEF Toolkit Social and Emotional	3, 4

Total budgeted cost: £88,229

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.

Intended outcome	Review
<ul style="list-style-type: none"> To develop Early Reading so that children build a solid foundation on which to develop their reading fluency 	<ul style="list-style-type: none"> 78% of Y1 pupils passed the phonics screening 82% of Y2 retakers passed phonics screening
<ul style="list-style-type: none"> To develop children's communication and oracy skills 	<ul style="list-style-type: none"> Observations of learning show that pupils are not passive in lessons (SIO reports) Classroom layouts are designed to facilitate collaborative learning and discussion
<ul style="list-style-type: none"> To structure curriculum enrichment to ensure that pupils learn from first-hand experience 	<ul style="list-style-type: none"> Programme of trips linked to curriculum learning is in place for all year groups
<ul style="list-style-type: none"> To improve home school partnership through a range of engagement strategies 	<ul style="list-style-type: none"> Parents have had regular opportunities to attend workshops, meetings and groups in school led by different leaders throughout the year.

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
Voice 21	Voice 21
Leading Parent Partnership Award	Leading Parent Partnership Award
Pip and Pap Phonics	Pip and Pap Phonics