



## Pupil premium strategy statement 2025-26

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 Primary School
Number of pupils in school	306
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	
Pupil premium lead	Z Byrne
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,370
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£104,370

## Part A: Pupil premium strategy plan

### Statement of intent

All pupils at Mount Primary School are entitled to a rich curriculum which supports individual needs and supports them to overcome barriers to learning. Disadvantaged pupils will make accelerated progress if off track to ensure they leave school ready to access the next phase of their education.

Our current pupil premium strategy plan is based on ensuring teaching is of a high standard and that targeted academic support is in place through quality first teaching, intervention and our universal provision. Alongside this we focus on providing excellent mental health support to ensure our children are happy, safe and therefore able to learn. We also provide additional speech and language support thus ensuring our children's ability to communicate is a high priority.

We have invested in resources and training to ensure our approach to teaching English is in line with the recent Reading and Writing Frameworks so all of our children can achieve the best possible outcomes.

Our key principle is to support mental health and wellbeing through a pastoral team who are trained to support individuals and groups. This includes a family support worker and an ELSA. Staff are trained to deliver a consistent mental health approach through PSHE. Speech and language support is available to those identified.

### Challenges

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

Challenge number	Detail of challenge
1	Attainment in maths is below non-disadvantaged children in most year groups.
2	Attainment in reading is below non-disadvantaged children in most year groups.
3	Attainment in writing is below non-disadvantaged children in most year groups.
4	Pupil Premium children have lower starting points and make slower progress in EYFS
5	We have seen an increase in children struggling with poor mental health including anxiety and low self-esteem.
6	Pupil Premium children's attendance is lower than non-pupil premium.

## 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
Pupil Premium children starting in EYFS have gaps quickly identified and make rapid progress to close them.	<ul style="list-style-type: none"> <li>- EYFS staff are trained to identify and plan for gaps in children's knowledge</li> <li>- The EYFS classrooms and outdoor areas support children's development</li> <li>- Accelerated progress for PP children in EYFS</li> </ul>
All pupil premium children to make accelerated progress in reading, writing and maths to close the gap between disadvantaged and non-disadvantaged at ARE.	<ul style="list-style-type: none"> <li>- Curriculum adapted to address gaps caused by lockdown.</li> <li>- Support for disadvantaged children at the point of learning.</li> <li>- Gap closes between disadvantaged and non-disadvantaged.</li> </ul>
Mental health support provided for all children who need it.	<ul style="list-style-type: none"> <li>- Mental health provision regularly reviewed and reallocated based on need.</li> <li>- Mental health resources available to all families</li> <li>- Pupil voice shows impact of mental health support in place.</li> </ul>
Pupil Premium attendance is in line or above national average.	<ul style="list-style-type: none"> <li>- Children with poor attendance identified early and support in place.</li> <li>- Importance of good attendance promoted with children and families.</li> <li>- The attendance gap between PP and NPP closes.</li> </ul>

### 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: £32,302

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional HLTA support in mixed classes to support children to access age related curriculum content</i>	Maths No Problem gives research led strategies for teaching mixed classes which highlight the importance of giving each year group separate inputs.	1
<i>Year 1&amp;2 mixed class training and support from consultant</i>	Consultant will provide evidence backed approaches and training which have been successful in other schools. The use of continuous provision to enhance the curriculum and allow children to apply their learning will support all pupils.	4
<i>Investment in resources and training in the teaching of spelling, reading and writing to further develop English curriculum and support mixed class teaching</i>	Resources and training closely aligned to government's reading and writing frameworks	2&3

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

Budgeted cost: £20,032

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional TA support to provide intervention (including Orrets and Speech and Language) and to</i>	EEF research shows that teaching assistant intervention adds an additional 4 months progress over the year.	1-3

<i>provide support and feedback at the point of learning.</i>	There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.	
<i>Orrets Meadow Teacher support</i>	EEF research shows Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils.	1-3

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

Budgeted cost: £52,036

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Family support worker 3 days a week to support vulnerable families and children and support attendance</i>	Giving families a constant person to support them during times of crisis is key. Work as part of attendance team to remove barriers EEF's evidence on parental engagement suggests that when implemented effectively, they can have a positive impact of about five months' additional progress on average, particularly when targeted at specific families or outcomes.	5&6
<i>Pastoral TA 5 mornings a week</i>	Support for family support worker to strengthen pastoral support and ensure issues are addressed early and ongoing support given. Support children with EBSA	5&6

<i>Investment in pastoral spaces including calm room for ELSA and family support worker</i>	The EEF's findings suggest that interventions are most effective when they are holistic and address individual needs, which is the foundation of the ELSA program. ELSAs provide one-to-one support tailored to a child's specific emotional literacy needs	5&6
<i>Investment in Year 1&amp;2 and EYFS classrooms and outdoor area</i>	Evidence shows that children in EYFS need to learn through structured play and that the learning environment is key to this.	4

**Total budgeted cost: £ 104,370**

## 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 2024-25 academic year.

#### 2024-25 PP Data

<b>EYFS (37)</b>	%	PP (3)	NPP
GLD	69	67	69
All goals exp +	68	67	68
Prime goals exp +	70	67	71
Comm & Lang	76	67	77
PSE	84	67	85
Literacy	68	67	68
Maths	84	67	85

Pupil premium outcomes at GLD were broadly in line with non pupil premium. A particular focus on PSE and Maths in Year 1 will help to close the gaps for these pupils. The impact on improvements to outdoor areas and staff training has impacted positively on GLD for all pupils.

<b>Y1 (37)</b>	%	PP (6)	NPP
Reading	78	50	84
Writing	76	50	80
Maths	78	50	84
Combined	76	50	70

Non- pupil premium children significantly out performed pupil premium children in Year 1 including in the phonics screening. HLTA support in mixed classes and investment in curriculum resources and training will support staff to close these gaps.

#### Phonics- Y1

Overall	PP (6)	NPP
83%	50%	90%

<b>Y2 (44)</b>	%	PP (6)	NPP
Reading	77	67	79
Writing	80	67	82
Maths	71	50	74
Combined	68	50	71

Overall attainment for pupil premium children in this year group is below non pupil premium children. Pupil premium outcomes have improved in Reading and Writing in comparison to last year where children have made accelerated progress. There is some

overlap with pupil premium and send in these classes which must be considered. Additional support through Orrets Meadow will be put in place for these children as they move to Year 3.

<b>Y3 (51)</b>	<b>%</b>	<b>PP (13)</b>	<b>NPP</b>
Reading	74	62	79
Writing	63	62	63
Maths	71	46	79
Combined	57	46	61

Additional small group support from Orrets meadow and smaller class sizes has impacted positively on reading and writing outcomes. As we move to mixed classes, the investment in resources to support mixed age teaching will allow us to build on this progress.

<b>Y4 (48)</b>	<b>%</b>	<b>PP (7)</b>	<b>NPP</b>
Reading	71	57	73
Writing	63	57	63
Maths	75	71	76
Combined	60	43	63

Pupil premium children have made accelerated progress in Maths bringing them almost in line with non- pupil premium children. Reading outcomes have also improved.

<b>Y5 (51)</b>	<b>%</b>	<b>PP (13)</b>	<b>NPP</b>
Reading	80	62	87
Writing	69	54	74
Maths	67	39	76
Combined	59	31	68

Pupil premium children in Y5 have made progress in reading and writing. Analysis of the strategies which worked well for these pupils will be shared across the team. The focus of a lot of Orrets Meadow support and intervention from trained TAs has been in this year group and this data reflects the impact. Maths outcomes for this group have fallen. Areas of weakness are to be identified through analysis of workbooks and test papers.

#### Teacher Assessment Y6

<b>Y6 (45)</b>	<b>%</b>	<b>PP (10)</b>	<b>NPP</b>
Reading	76	70	77
Writing	76	50	83
Maths	71	50	77
Combined	67	40	74

Outcomes for pupil premium children have increased in all subjects at the end of KS2 tests. These outcomes are not in line with non-PP outcomes and more needs to be done to identify the areas these children need more support with. Detailed analysis of the QLA will support with this.

Individual PP children are discussed at least termly during pupil progress meetings and strategies in place to accelerate learning.

### 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*

<b>Programme</b>	<b>Provider</b>
Reading Eggs	Blake eLearning
Maths No Problem	Maths No Problem
My Happy Mind	My Happy Mind
Ready, Steady, Write	Literacy Counts
Ready, Steady Spell	Literacy Counts

## End of year evaluation