

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium and recovery premium funding for the academic year 2023 to 2024, 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	Mo Mowlam Academy
Number of pupils in school	94
Proportion (%) of pupil premium eligible pupils	81%
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	September 2023
Date on which it will be reviewed	May 2024 Final Review- September 2024
Review and recommendations for approval	Academy Council
Statement authorised by	Standards Committee
Pupil premium lead	Rachel Glover Principal
Governor / Trustee lead	Rosemary Nicholls

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,410 estimated
Recovery premium funding allocation this academic year	£35,346 estimated
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	£120,756 estimated

Part A: Pupil premium strategy plan

Statement of intent

Pupil premium was introduced by the Government in April 2011 to **provide additional support for Looked After Children and those from low income families**. The additional funding was to help schools “narrow the attainment gap that still exists for pupils from disadvantaged and more affluent backgrounds”.

From the school’s self-evaluation and analysis of data, attendance has been identified as a significant barrier to learning. The reasons for non-attendance vary between mental health issues leaving students feeling unable to attend and engage in education, a lack of motivation and willingness to engage with learning or the absence of social boundaries and expectations which make non-attendance acceptable within the family. Our aim is to improve the attendance of disadvantaged pupils by offering a broad, varied, engaging and enriching curriculum which supports pupils to display positive attitudes to learning and achieve good outcomes.

Due to the specific nature of SEMH learners, as outlined in the Redcar and Cleveland SEND ranges, all students who attend Mo Mowlam Academy are already disadvantaged. The school must work relentlessly to ensure the best academic and social outcomes for all of the students. For those who are further disadvantaged, as defined by eligibility for the pupil premium grant, the work needs to extend beyond the school and include outside agencies and family workers to build a strong network of support around the young person.

Challenges

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

Challenge number	Detail of challenge
1	Attendance of many PP students is poor, resulting in limited access to high quality teaching and learning
2	Behaviour and engagement in learning of some PP students is poor, and opportunities for them to practice and develop their social skills in the community are limited. Students have low self-esteem and lack motivation to complete academic tasks

3	Some students are unable to self-regulate to a point they can access full time education and display Extreme behaviours leading to physical interventions and suspension. These students often experience low mood and do not achieve in line with their peers.
---	---

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
Attendance of disadvantaged students to improve	Overall attendance data will show an increase in attendance. Case studies for individuals who are severely absent will show improvements
When in school, disadvantaged students will be engaged in learning and go on to achieve in line with their peers at the end of the key stage	Y6 SATS data and Y11 outcomes data will evidence that pupils and students are achieving in line with their peers.
A reduction in the number of incidents of physical intervention and suspensions	MIR and suspension data will show a reduction in the number of incidents

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: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional training for support staff in school to ensure that the in class support is available to support students and meet the needs of all learners	EEF- Metacognition and self-regulation Lost learning time records MIR data Feedback from staff, students and families.	1,2,&3
Member of secondary staff team to undergo Team Teach 'Train the Trainer' training to enable regular updates and CPD to all staff	MIR data Feedback from staff, students and families.	3

Support where students are persistently absent; bespoke curriculum pathways for those who are severely absent.	EEF- Small Group/Individual Tuition NEET Figures for previous academic year Feedback from staff, students and families. Curriculum Impact Report	1,2,&3
--	---	--------

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rising stars interventions to be delivered to identified students to support and improve self esteem	EEF- Small Group/Individual Tuition Feedback from staff, students and families. Outcomes data / Rising Stars Data	2

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

Budgeted cost: £96,756

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance initiatives to be further developed – incentives for positive attendance.	EEF- Behaviour Interventions Pastoral Data Case studies for severely absent pupils/students	1
Alternative Provision, including Home Tuition, to be used strategically to support students who are severely absent	EEF- Small Group/Individual Tuition NEET Figures for previous academic year Feedback from staff, students and families. Curriculum Impact Report	1,2,&3

Total budgeted cost: £120,756

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.

ACTIVITY/PROJECT	SPEND	IMPACT TO DATE
Quality of Education		
<p>HLTA time to provide identified interventions, specifically around reading / literacy</p>	<p>£9,990</p>	<p>HLTAs in primary and secondary are delivering 1-1 interventions. Impact is monitored through Rising Stars assessments.</p> <p>Additional funding has been used to maintain small group sizes and provide support and supervision to the PSA in post to support improved attendance and well-being for identified individuals. HLTAs in primary and secondary have delivered 1-1 interventions. Impact is monitored through Rising Stars assessments.</p> <p>73% of Y11 leavers achieved accreditation in both English and Maths, this is an increase from 67% in 2021-22. In Y6, 90% of pupils met their DFE targets in reading and maths SATs.</p>
<p>Purchase of online learning platforms and IPADS to access these platforms for use during tutor time, after school and at home. Purchase of books and engaging reading materials</p>	<p>£3,000</p>	<p>IPADS and laptops available for use by students; online platforms such as TT Rockstars, Spelling Shed are used regularly. Pupils/students display increased motivation to learning and signs of progress.</p>

Access to a 'reading dog' to promote reading and encourage reluctant readers	£5,528	Pupils and students are selected to spend time reading to the therapy dog, making this a nice activity for reluctant readers.
	Total <u>£18,518</u>	
Behaviour and Attitudes		
Behaviour Support CPD including emotion coaching and trauma informed approach	£1,000	CPD has been used to ensure a good understanding of the varied strategies which support young people - Team Teach, Thrive, OT, and Peer Massage. The school has been successful in achieving the Attachment and Trauma Sensitive School Award (ATTSA) in recognition of the additional training staff have received and evidence of this being put into practice and making a difference to the lives of children and young people who attend Mo Mowlam Academy.
Additional Thrive practitioner to be appointed / training to be delivered to existing staff	£9,000	Thrive practitioner training was completed by a member of primary staff.
	Total £10,000	
Personal Development		
Provision of personalised timetables, including vocational placements and enhanced transition to Post 16 provision, including the required transport	£50,279	<p>The most vulnerable and hard to reach students have access to a suitable timetable which meets their individual needs.</p> <p>65% of Y11s are on track to achieve 4 or more qualifications, This is an increase from 58% in 2021-22.</p> <p>The most vulnerable and hard to reach students have access to a suitable timetable which meets their individual needs. The positive impact of these programmes is monitored through their EHCP</p>

		reviews and PEPs. 100% of Y11 leavers achieved at least one qualification, and 67% achieved 4 or more.
Provision of occupational therapy and associated equipment	£9,207	Pupils/students have personalised regulation programmes.
Access to wellbeing and counselling services on site	£6,744	Pupils who require the support have instant access to therapeutic services. This has been particularly helpful for two primary pupils who have suffered close family bereavements.
A rewards based approach to behaviour management, incentivising positive behaviours	£3,000	A rewards based approach to behaviour management is successful, as evidenced by a reduction in lost learning time for some individual students. However, moving forward we need to focus on the wider impact of behaviour and develop further strategies to support.
Access to enrichment opportunities to develop and practice social skills	£3,000	A varied and engaging enrichment programme is in place – including swimming, Changing Lives through Horses, Hair and Beauty, football, trampolining. These take place on a Friday, and internal MIR data shows that there are fewer behaviour incidents on this day.
Purchase of Toot Toot programme which is to be rolled out across the school	£400	Tootoot has been purchased and is available to all, providing our pupils/students with another to speak-up.
	Total £52,630	

Externally provided programmes

Detail	Amount
Pupil premium funding allocation this academic year	£69,840
Recovery premium funding allocation this academic year	£41,308
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£111,148

Programme	Provider
N/A	

Service pupil premium funding (optional)

Measure	Details
N/A	

Further information (optional)

Additional activity

Planning, implementation and evaluation