

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium and recovery premium funding for the academic year 2024 to 2025, 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	78.72% (74)
Academic year/years that our current pupil premium strategy plan covers	2024-25
Date this statement was published	September 2024
Date on which it will be reviewed	May 2025 Final Review- September 2025
Review and recommendations for approval	Academy Council
Statement authorised by	Standards Committee
Pupil premium lead	Rachel Glover Principal
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,000 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	£80,000 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. An increasing number of students who are on roll at Mo Mowlam Academy have spent significant periods of time out of education before coming to the school. As a result, students access integration timetables and they often struggle to re-engage with full time education, resulting in high levels of severe absenteeism. Those who do attend school have gaps in their learning, and a particular deficiency in age related literacy and oracy skills.

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.

The school has seen an increase in numbers on roll, and improvements in overall attendance mean that more and more students are accessing the main school building. Consequently, some more anxious students report that they do not feel safe at unstructured times, and relentless work is needed to ensure that there are a variety of engaging activities, which promote arts and culture, for students to enjoy.

The funding will provide the school the opportunity to:

- purchase further staff time to deliver a range of interventions in class at various opportunities during the school day
- Provide additional teaching assistant support within smaller groups and allow for targeted, individualised learning
- continue to embed phonics and reading opportunities to ensure all pupils have a solid phonetic base to progress their reading and spelling skills

Challenges

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

Challenge number	Detail of challenge
1	The number of students who are severely absent (attendance <50%) is increasing
2	39% of students did not report that they felt safe in school - Summer 2024. Reasons given included behaviour of other students at unstructured times
3	Progress in secondary English (particularly reading) is slower than other subjects; primary pupils have significant gaps in their phonics on arrival

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
The proportion of pupil premium students who are severely absent will reduce	Fewer than 29% of students will be severely absent
The number of KS3 pupil premium students making good progress in English will increase	The number of KS3 students making good progress in English will increase from 55%
The number of secondary students reporting that they feel safe in school will increase	More than 61% of students in secondary will report that they feel safe in school

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
Training programme for teaching and support staff to identify barriers to pupils making progress including Oracy; Prem Aware; Working memory	EEF- Reading Comprehension Strategies EEF - Teaching Assistant Intervention Staff CPD record and feedback	3
Library resources to be updated to include audio books and reading for pleasure materials	EEF- Reading Comprehension Strategies	3

A range of interventions targeted to individual needs to address gaps in phonic knowledge	EEF- Reading Comprehension Strategies Phonics - GL assessment outcomes	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Alternative Provision, including Home Tuition, to be used strategically to support students who are severely absent. Tutors will use a graduated approach to integrate students back into school or appropriate off site AP	EEF- Small Group/Individual Tuition NEET Figures for previous academic year Feedback from staff, students and families. Curriculum Impact Report	1,2 & 3

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Promotion and expansion of lunchtime activities	EEF - Social and Emotional Learning EEF - Physical activity	1 & 2
Additional resources for use during outdoor play	EEF - Outdoor Adventure Learning	1 & 2

Total budgeted cost: £80,000

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.

ACTIVITY/PROJECT	SPEND	IMPACT TO DATE
Quality of Education		
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	£2,240	Training sessions provided to Teaching Assistants, including those on supply / temporary contracts, were well received. Individual staff members offered permanent contracts. Learning walks, leadership team meetings and quality of student records evidence improvements in practice.
Member of secondary staff team to undergo Team Teach 'Train the Trainer' training to enable regular updates and CPD to all staff	£1,760	Member of staff completed training and has been able to support with delivery of Team Teach training to all staff, including immediate support for any staff having difficulty with a particular strategy/situation.
Rising stars interventions to be delivered to identified students to support and improve self esteem	£20,000	Students all have PIRA and PUMA assessments and SHINE interventions are delivered to identified students. Staff who are familiar to the students are able to deliver this to improve engagement Data collection in Spring 2024 showed 55% of KS3 students are making good progress in English. Data collection in Spring 2024 showed 83% of KS3 students are making good progress in Maths. Data collection in Spring 2024 showed that 64% of KS3 students are making progress in reading
Behaviour and Attitudes		
Attendance initiatives to be further developed –	£756	Weekly rewards for top attenders are issued in assembly and half termly prizes are in place.

incentives for positive attendance.		The gap between PP and NPP attendance is closing (Secondary PP 63.61%, NPP 67.10%)
Alternative Provision, including Home Tuition, to be used strategically to support students who are severely absent	£96,000	The use of AP is strategic and individual case studies show improvements. This includes the use of home tuition. Case studies evidence effective use of funding to re-engage students (severe absenteeism monitoring)
Personal Development		
Support where students are persistently absent; bespoke curriculum pathways for those who are severely absent to improve resilience and self esteem	£10,014	Outreach support and tuition via 'Diamond' class supports improvements in individual students' attendance. Brickyard Bakery is used to improve self-esteem and well-being of identified students, as well as offering direct contact with a local employer in line with Gatsby benchmarks.

Detail	Amount
Pupil premium funding allocation this academic year	£80,808
Recovery premium funding allocation this academic year	£45,490
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£126,298

Externally provided programmes

Programme	Provider
N/A	

Service pupil premium funding (optional)

Measure	Details
N/A	

Further information (optional)

Additional activity

Planning, implementation and evaluation