Mount Pleasant Primary School Pupil Premium Impact Report

Spring, 2019

Context of School
Mount Pleasant Primary School is situated on the Branksome Estate in Darlington, County Durham. The number of children identified as disadvantaged is significantly above the national average. 65% of the pupils in the school fell under this classification but this is decreasing because of changes in the benefits criteria. This is compared with 25% nationally (2016). In some year groups the percentage is as high as 80%.

Number of pupils and pupil premium grant (PPG) 2018/2019	
Total number of pupils on roll	222 (excluding nursery)
Total number of pupils eligible for PPG	144 (65%)
Amount of PPG received per pupil	£1320 per pupil.
Total amount of PPG received	£190,180

How we use our funding

At Mount Pleasant, we believe in supporting all children to do as well as they can, both socially and academically. In addition, we believe in supporting our families with issues that may impact on the children's achievement and wellbeing.

Whilst we welcome Pupil Premium Funding we also recognise that prior to this specific funding we have always strived to support our children as best we can. Because of this, the ways in which we are using the funding are not necessarily new initiatives but rather a continuation of the good practice which was already in place.

We have identified four key areas on which we focus to improve outcomes for pupils eligible for pupil premium funding.
- Support for learning. To enable pupils to attain at least age related expectations and/ or make good progress in reading, writing and maths.
- Support for social development. To enable the child to be ready for learning by providing targeted support for behaviour, self-esteem and emotional well-being.
- Support for the curriculum. To ensure that pupils are able to access all aspects of the curriculum, including educational visits and residential trips, by providing financial support.
- Support for the family. To ensure that pupils are ready for learning by removing some of the barriers they experience through targeted work to improve attendance and punctuality, and through family support.

Consequently, we are using pupil premium funding in the following ways:
Support for learning:
- High adult / pupil ratio in all classes, including a teaching assistant in each class
- Interventions, individually or in small groups, led by teachers or teaching assistants
- Educational psychologist support to identify children's learning needs
- Speech and language resources to support the delivery of specific speech and language programmes.

Support for social and emotional development:
- High adult / pupil ratio at break times and lunchtimes, including teaching assistant support
- Support for after school clubs
- Provision of a School Counsellor to work with targeted children
- Provision of Breakfast, lunchtime and after school clubs
- Provision of staff who are trained as metal health first aiders.
- Target children for social lunch club.

Support for the curriculum:
- Providing a range of experiences for children, both within and beyond school
- Subsidising costs for educational visits
- Subsidising costs for residential school visits
- Providing additional targeted resources for those children below age related expectations and /or not making sufficient progress in reading, writing or maths.

Support for the family:
- Provision of Home/ School Mentors to support vulnerable families with issues which impact on school, including liaison with social care
- Provision of free fruit, uniform and breakfasts to support children at risk of poverty to ensure they are focused and ready for learning.
- Magic Breakfast- free bagels each morning available to parents. Class breakfast held weekly.
- Fair Share- Tuesday market providing food from the Fair Share charity

Attendance (Year 1 – Y6)

Mount Pleasant Primary School has a strong strategy in place to improve attendance and ensure that pupil premium pupils are supported as much as possible to attend school. This includes employing a part time attendance officer, using the home school mentors to support families and time for the AHT to monitor and support the strategy. Parents and carers are supported as much as possible to ensure that their child attends school.

Pupils are rewarded in a variety of ways to ensure they attend school and value their education. This is a key priority for the school in 2018/19.

Absence

% of sessions missed

	Pupils	% attendance	% sessions missed	
School	192	96.0	4.1	
Boys	106	95.7	4.3	
Girls	89	96.2	3.8	
Non Disadvantaged	67	95.6	4.4	
Disadvantaged	128	96.1	3.9	
Male Disadvantaged	73	95.7	4.3	
Female Disadvantaged	55	96.6	3.4	
Non FSM	94	95.9	4.1	
FSM	101	96.0	4.0	
No SEN	147	96.1	3.9	
EHCP	13	95.6	4.4	
SEN Support	35	95.5	4.5	
EAL	3	91.0	9.0	
Non EAL	192	96.0	4.0	

Persistent Absence

% of pupils absent for 10% or more sessions

	Pupils	% of cohort	
School	14	7.2	
Boys	7	6.6	
Girls	7	7.9	
Non Disadvantaged	6	9.0	
Disadvantaged	8	6.3	
Male Disadvantaged	5	6.8	
Female Disadvantaged	3	5.5	
Non FSM	6	6.4	
FSM	8	7.9	
No SEN	10	6.8	
EHCP	1	7.7	
SEN Support	3	8.6	
EAL	1	33.3	
Non EAL	13	6.8	

Summary:

Attendance has improved for all groups since September, 2018. Mount Pleasant is above national average for attendance and % persistent absentees. (School 96% PAs 6.3%)

Disadvantaged pupils have a better attendance record compared to non-disadvantaged. Currently at 96.1%

Enrichment

Breakfast Club and Magic Breakfast

Children who attend the breakfast club at 8.30am are generally children from working families and pay a donation for breakfast. Pupil premium pupils are targeted for free breakfasts. The focus for 2018-19 is to provide a free breakfast for all children through the 'Magic Breakfast' scheme

Numbers are approximate as daily club numbers can change slightly. Social breakfast numbers depends on class size, each class hold at least 1 breakfast a term. Bagel bar occasionally has a few bagels left.

Year 2 class breakfast

Club: Breakfast Club	
Attendance (number)	How many are Pupil premium?
Spring Term: 25 pupils daily	13 PP pupils (52%)
Bagel Bars	
Spring Term: 113 pupils	60 PP pupils (53%)
Social Breakfasts e.g. Year 6	
Autumn Term: 31 pupils + parents	25 PP pupils (81%)

Club Attendance and Pupil Premium

After School Clubs

Club	Number of children registered	Number of PP children	% of PP children
Art/Craft Club	14	8	57%
Football Club Leaders: Adam Swan	27	21	77.8%
Gardening Club	12	9	75%
Homework Club	17	13	76%
Sewing Club	15	10	66%
Sports Club	18	15	83%
Book Worm	12	9	75%
ICT Club	36	22	61%

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Pupil Premium Progress and attainment

RECEPTION

Reception PP(17) Non PP(15)	Group	R Entry Exp (17) 40-60= Pts	Exp	Autumn Exp (18) 40-60+ Pts	Exp	Spring Exp (19) ELG- Pts	Exp
READ	PP	14.1	-2.9	15.8	-2.2	18.1	-0.9
READ	Non PP	12.9	-4.1	14.6	-3.4	16.9	-2.1
READ	Gap	-1.25		-1.16	↑	-1.25	→
WRIT	PP	14.0	-3.0	15.9	-2.1	17.8	-1.2
WRIT	Non PP	13.0	-4.0	14.9	-3.1	16.3	-2.7
WRIT	Gap	-1.00		-0.95	↑	-1.50	↓
Number	PP	14.0	-3.0	15.8	-2.2	17.9	-1.1
Number	Non PP	13.1	-3.9	14.9	-3.1	16.8	-2.2
Number	Gap	-0.87		-0.90	↓	-1.14	↓

PP pupils have made good progress and have reduced the gap since entry to Reception. There has been significant catch-up over time.

Non PP are closing the gap but are behind PP pupils. Significant needs in the group include SEN for S&L, Downs syndrome, ASD and EAL..

YEAR 1

Year 1 PP(14) Non PP(18)	Group	Y1 Baseline Exp (20) ELG / R+ Pts	Exp	Autumn 1 Exp (20.5) Pts	Exp	Autumn 2 Exp (21) 1- Pts	Exp	Spring 1 Exp (21.5) Pts	Exp	Spring 2 Exp (22) 1= Pts	Exp
Reading	PP	19.4	-0.6			20.6	-0.4			21.9	-0.1
Reading	Non PP	18.9	-1.1			20.5	-0.5			21.5	-0.5
Reading	Gap	-0.47				-0.14	↑			-0.43	↑
Writing	PP	18.9	-1.1			20.4	-0.6			21.6	-0.4
Writing	Non PP	18.8	-1.2			20.4	-0.6			21.4	-0.6
Writing	Gap	-0.15				0.03	↑			-0.13	↑
Maths	PP	19.1	-0.9			20.8	-0.2			21.7	-0.3
Maths	Non PP	18.9	-1.1			20.6	-0.4			21.4	-0.6
Maths	Gap	-0.13				-0.17	↓			-0.27	↓

PP pupils have made good progress and have closed the gap since entry to Y1 and are close to national expectations.

Non PP are closing the gap but are behind PP pupils. 7/7 children who are SEND and non- pp pupils. Their needs include ASD, EAL and other needs indicated on a One –Plan.

YEAR 2

Year 2 PP(22) Non PP(8)	Group	End of Y1 Exp (23) 1+ Pts	Exp	Autumn 1 Exp (23.5) Pts	Exp	Autumn 2 Exp (24) 2- Pts	Exp	Spring 1 Exp (24.5) Pts	Exp	Spring 2 Exp (25) 2= Pts	Exp
Reading	PP	22.7	-0.3			23.9	-0.1			25.0	0.0
Reading	Non PP	21.4	-1.6			22.3	-1.7			23.5	-1.5
Reading	Gap	-1.24				-1.62	↓			-1.45	↓
Writing	PP	22.8	-0.2			23.9	-0.1			24.6	-0.4
Writing	Non PP	21.7	-1.3			22.3	-1.7			22.8	-2.3
Writing	Gap	-1.10				-1.57	↓			-1.89	↓
Maths	PP	22.6	-0.4			23.7	-0.3			24.7	-0.3
Maths	Non PP	21.6	-1.4			22.4	-1.6			23.6	-1.4
Maths	Gap	-1.05				-1.29	↓			-1.06	↓

Reading- PP are working at EXP and have closed the gap from Y1. Writing the gap has widened for both groups. 7 children have a SEND diagnosis.

This is being closely monitored and interventions are in place to ensure progress improves.

YEAR 3

Year 3 PP(20) Non PP(13)	Group	End of Y2 Exp (26) 2+		Autumn 1 Exp (26.5)		Autumn 2 Exp (27) 3-		Spring 1 Exp (27.5)		Spring 2 Exp (28) 3=	
		Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp
Reading	PP	25.1	-0.9			26.9	-0.1			27.9	-0.1
	Non PP	25.9	-0.1			27.1	0.1			28.2	0.2
	Gap	0.81				0.23	↓			0.33	↓
Writing	PP	24.7	-1.3			25.9	-1.2			27.0	-1.0
	Non PP	25.8	-0.2			26.8	-0.2			27.8	-0.2
	Gap	1.17				1.00	↓			0.85	↓
Maths	PP	25.1	-0.9			25.9	-1.2			27.0	-1.0
	Non PP	25.9	-0.1			26.8	-0.2			28.2	0.2
	Gap	0.86				1.00	↑			1.15	↑

Non PP group are exceeding national expectations I reading and maths and are very close in writing (0.2)

PP are closing the gap in reading and writing and are back on track in maths.

Non-PP are out performing PP in all subjects. 9/20 children who are PP have a SEND diagnosis. No Non PP pupils are SEND.

YEAR 4

Year 4 PP(26) Non PP(9)	Group	End of Y3 Exp (29) 3+		Autumn 1 Exp (29.5)		Autumn 2 Exp (30) 4-		Spring 1 Exp (30.5)		Spring 2 Exp (31) 4=	
		Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp
Reading	PP	28.3	-0.7			29.7	-0.3			30.6	-0.4
	Non PP	27.9	-1.1			29.4	-0.6			30.3	-0.7
	Gap	-0.39				-0.21	↑			-0.28	↑
Writing	PP	27.9	-1.1			29.3	-0.7			30.3	-0.7
	Non PP	27.0	-2.0			28.6	-1.4			29.8	-1.2
	Gap	-0.88				-0.71	↑			-0.57	↑
Maths	PP	28.2	-0.8			29.6	-0.4			30.7	-0.3
	Non PP	27.3	-1.7			28.6	-1.4			30.2	-0.8
	Gap	-0.91				-1.06	↓			-0.51	↑

PP out performing Non PP across all subjects and the gap between the groups has widened slightly.

10 children are diagnosed with SEND. 4 have EHCPs and are Non PP.

Overall pupils are working closely to the points expected in Spring.

YEAR 5

Year 5 PP(19) Non PP(12)	Group	End of Y4 Exp (32) 4+		Autumn 1 Exp (32.5)		Autumn 2 Exp (33) 5-		Spring 1 Exp (33.5)		Spring 2 Exp (34) 5=	
		Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp
Reading	PP	31.2	-0.8			32.3	-0.7			33.0	-1.0
	Non PP	31.1	-0.9			32.1	-0.9			32.6	-1.4
	Gap	-0.06				-0.22	↓			-0.42	↓
Writing	PP	30.4	-1.6			31.4	-1.6			32.6	-1.4
	Non PP	30.4	-1.6			31.3	-1.7			32.1	-1.9
	Gap	-0.02				-0.07	↓			-0.50	↓
Maths	PP	30.9	-1.1			32.2	-0.8			32.6	-1.4
	Non PP	30.7	-1.3			32.2	-0.8			32.3	-1.8
	Gap	-0.25				-0.01	↑			-0.38	↓

PP outperforming Non PP across all subjects.

The gap is widening between the groups. There are 10 children with SEND and a significant proportion are involved with external services to support their family and their mental health.

YEAR 6

Year 6 PP(25) Non PP(6)	Group	End of Y5 Exp (35) 5+		Autumn 1 Exp (35.5)		Autumn 2 Exp (36) 6-		Spring 1 Exp (36.5)		Spring 2 Exp (37) 6=	
		Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp	Pts	Exp
Reading	PP	34.6	-0.4			35.9	-0.1			36.8	-0.2
	Non PP	34.7	-0.3			36.0	0.0			37.2	0.2
	Gap	0.07				0.08	↑			0.33	↑
Writing	PP	34.5	-0.5			35.8	-0.2			37.0	0.0
	Non PP	34.0	-1.0			35.3	-0.7			36.5	-0.5
	Gap	-0.52				-0.51	↑			-0.50	↑
Maths	PP	34.5	-0.5			36.0	0.0			37.0	0.0
	Non PP	34.8	-0.2			36.0	0.0			37.3	0.3
	Gap	0.31				0.04	↓			0.29	↓

Non PP are performing better than PP in Reading and Maths.

PP are at Exp. for writing and maths. There are only 6 Non PP children, 4 with no needs and 2 who are high performing ASD pupils.

81% of this cohort are in receipt of PP.

PP Information Spring Term

Class	Pupils
1L	14
2D	21
3T	20
4S	26
5M	19
6T	14
6D	11
Whole School	125

1L

Attainment

PP	Reading	Writing	Maths
Below	7%	21%	7%
On Track ↑	93%	79%	93%
At ↑	86%	71%	64%
Exceeding	14%	7%	14%

RWM Combined	
EXS+ GDS	64%

Progress

PP	Reading	Writing	Maths
Requires Improvement	0%	0%	0%
Good ↑	100%	100%	100%
Outstanding	15%	31%	23%
Average	2.15	2.31	2.23
	Good	Outstanding	Outstanding

2D

Attainment

PP	Reading	Writing	Maths
Below	5%	19%	5%
On Track ↑	95%	81%	95%
At ↑	86%	57%	67%
Exceeding	24%	33%	19%

RWM Combined	
EXS+ GDS	48%

Progress

PP	Reading	Writing	Maths
Requires Improvement	10%	38%	14%
Good ↑	90%	62%	86%
Outstanding	48%	33%	29%
Average	2.38	1.90	2.14
	Outstanding	Good	Good

3T

Attainment

PP	Reading	Writing	Maths
Below	5%	15%	25%
On Track ↑	95%	85%	75%
At ↑	80%	50%	60%
Exceeding	20%	10%	10%

EXS+ GDS	50%

Progress

PP	Reading	Writing	Maths
Requires Improvement	0%	17%	33%
Good ↑	100%	83%	67%
Outstanding	50%	28%	22%
Average	2.78	2.22	1.83
	Outstanding	Outstanding	RI

4S

Attainment

PP	Reading	Writing	Maths
Below	12%	19%	8%
On Track ↑	88%	81%	92%
At ↑	85%	77%	88%
Exceeding	12%	19%	15%

RWM Combined	
EXS+ GDS	73%

Progress

PP	Reading	Writing	Maths
Requires Improvement	4%	4%	0%
Good ↑	96%	96%	100%
Outstanding	36%	52%	36%
Average	2.32	2.44	2.48
	Outstanding	Outstanding	Outstanding

5M

Attainment

PP	Reading	Writing	Maths
Below	21%	32%	37%
On Track ↑	79%	68%	63%
At ↑	68%	68%	58%
Exceeding	16%	16%	21%

RWM Combined	
EXS+ GDS	58%

Progress

PP	Reading	Writing	Maths
Requires Improvement	16%	11%	32%
Good ↑	84%	89%	68%
Outstanding	21%	37%	32%
Average	1.84	2.16	1.68
	RI	Good	RI

6T

Attainment

PP	Reading	Writing	Maths
Below	0%	0%	0%
On Track ↑	100%	100%	100%
At ↑	100%	82%	100%
Exceeding	36%	36%	27%

RWM Combined	
EXS+ GDS	82%

Progress

PP	Reading	Writing	Maths
Requires Improvement	0%	0%	0%
Good ↑	100%	100%	100%
Outstanding	64%	55%	64%
Average	2.64	2.55	2.64
	Outstanding	Outstanding	Outstanding

6D

Attainment

PP	Reading	Writing	Maths
Below	7%	7%	7%
On Track ↑	93%	93%	93%
At ↑	79%	71%	79%
Exceeding	36%	36%	36%

RWM Combined	
EXS+ GDS	64%

Progress

PP	Reading	Writing	Maths
Requires Improvement	14%	0%	7%
Good ↑	86%	100%	93%
Outstanding	50%	43%	50%
Average	1.93	2.43	2.43
	Good	Outstanding	Outstanding

Whole School

Attainment

PP	Reading	Writing	Maths
Below	9%	18%	14%
On Track ↑	91%	82%	86%
At ↑	82%	67%	73%
Exceeding	21%	22%	19%

RWM Combined	
EXS+ GDS	62%

Progress

PP	Reading	Writing	Maths
Requires Improvement	7%	12%	13%
Good ↑	93%	88%	87%
Outstanding	40%	40%	35%
Average	2.29	2.26	2.18
	Outstanding	Outstanding	Good