

Mount Charles Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 Charles School
Number of pupils in school	365
Proportion (%) of pupil premium eligible pupils	43.29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 2024-2025 2025 -2026
Date this statement was published	December 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Claire Bunting
Pupil premium lead	Rachel Nile
Governor / Trustee lead	Richard Cardigan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£233,335 (Apr 23 - Mar 24)
Recovery premium funding allocation this academic year	£22,185
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	£255,520

Part A: Pupil premium strategy plan

Statement of intent

Mount Charles School is a community school located in Mount Charles, in the central south east of St Austell in Cornwall.

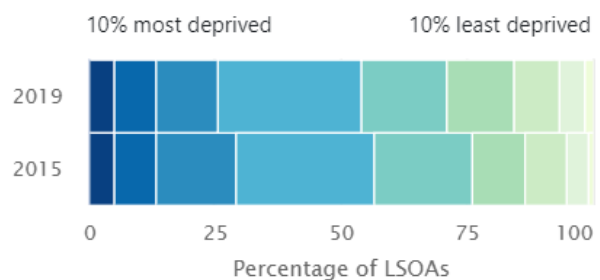
The information below shows the “Lower Super Output Areas” (LSOAs) comparison for Mount Charles against the rest of the country. This locality is amongst the 10% most deprived in the country.

Your selected location falls in [Cornwall 039B](#) LSOA (i.e. neighbourhood). This is within [Mount Charles](#) ward and [Cornwall](#) local authority district.

In 2019, this LSOA is ranked **2,675** out of 32,844 LSOAs in England; where 1 is the most deprived LSOA. This is amongst the 10% most deprived neighbourhoods in the country. In 2015, this LSOA was ranked **2,755** out of 32,844- amongst the 10% most deprived neighbourhoods.

Cornwall 039B is one of 326 LSOAs in Cornwall local authority district. Using the IMD rank of average summary measure, this local authority ranked **67 in 2015** and **83 in 2019**, out of 317 local authorities.

This chart shows the percentage distribution in 2019 and 2015 of LSOAs within Cornwall, in each decile of the **Index of Multiple Deprivation (IMD)**.



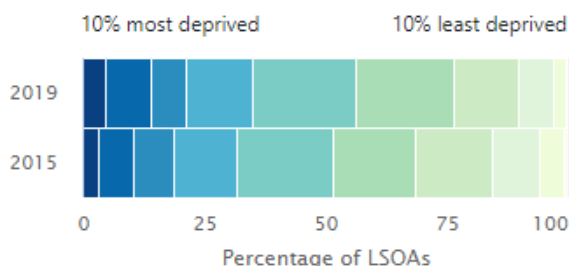
Income Deprivation Affecting Children Index

Your selected location falls in [Cornwall 039B](#) LSOA (i.e. neighbourhood). This is within [Mount Charles](#) ward and [Cornwall](#) local authority district.

In 2019, this LSOA is ranked **2,480** out of 32,844 LSOAs in England; where 1 is the most deprived LSOA. This is amongst the 10% most deprived neighbourhoods in the country. In 2015, this LSOA was ranked **3,143** out of 32,844- amongst the 10% most deprived neighbourhoods.

Cornwall 039B is one of 326 LSOAs in Cornwall local authority district. Using the IMD rank of average summary measure, this local authority ranked **67 in 2015** and **83 in 2019**, out of 317 local authorities.

This chart shows the percentage distribution in 2019 and 2015 of LSOAs within Cornwall, in each decile of the **Income Deprivation Affecting Children Index (IDACI)**.



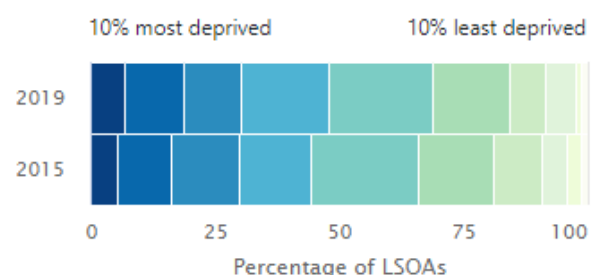
Employment Deprivation Domain

Your selected location falls in [Cornwall 039B](#) LSOA (i.e. neighbourhood). This is within [Mount Charles](#) ward and [Cornwall](#) local authority district.

In 2019, this LSOA is ranked **1,167** out of 32,844 LSOAs in England; where 1 is the most deprived LSOA. This is amongst the 10% most deprived neighbourhoods in the country. In 2015, this LSOA was ranked **1,983** out of 32,844- amongst the 10% most deprived neighbourhoods.

Cornwall 039B is one of 326 LSOAs in Cornwall local authority district. Using the IMD rank of average summary measure, this local authority ranked **67 in 2015** and **83 in 2019**, out of 317 local authorities.

This chart shows the percentage distribution in 2019 and 2015 of LSOAs within Cornwall, in each decile of the **Employment Deprivation Domain**.



This shows the challenges facing many of our children. Our locality has an IDACI that is ranked 2,480 out of 32,844 and employment deprivation ranked at 1,167 resulting in implications for a number of our pupils around support from parents at home, ambition and aspiration, role models as well as the wider impact of deprivation.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

All members of staff and the governing body accept responsibility for 'disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment.

Mount Charles will:

- Be very clear about the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good. **Quality First Teaching is paramount.**
- Make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping pupils to achieve.
- Analyse which pupils are underachieving, particularly in English and mathematics, and why.
- Never confuse eligibility for the Pupil Premium with low ability and focus on supporting our disadvantaged pupils to achieve the highest levels.
- Draw on research evidence (such as the EEF) and evidence from our own and others' experiences to allocate the funding to the activities that were most likely to have significant impact on improving achievement.
- Use achievement data frequently to check whether interventions or strategies are working and adjust accordingly, rather than using the data retrospectively to see if something has worked.
- Demonstrate the impact of each aspect of the programmes and interventions on the outcomes for pupils through careful monitoring and evaluation on the Edukey Provision Map.
- Systematically focus on giving pupils clear, useful feedback about their work, and ways that they could improve it. (AFL)
- Ensure that the Senior Leadership Team has a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils.
- Ensure that class and subject teachers know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress. This also applies to teaching assistants.
- Provide well-targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning.
- Have a clear and robust appraisal system for all staff and include discussions about pupils eligible for the Pupil Premium in appraisal and pupil progress meetings.
- Involve governors in the decision making and evaluation process.

Challenges

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

Challenge number	Detail of challenge
1.	<p>Attendance and Punctuality issues.</p> <p>Attendance data for our disadvantaged pupils is a greater concern than their non- disadvantaged peers.</p> <p>Although attendance figures were above national at the end of 2022-2023 and attendance figures are currently improving for disadvantaged pupils, we intend to maintain this. We need to further improve punctuality, a higher percentage of disadvantaged pupils are late to school than non-disadvantaged pupils.</p>
2.	<p>Complex family situations.</p> <p>Many of our disadvantaged pupils have disrupted and challenging lived experiences at home. Many face multiple challenges that can impact upon their learning and progress, including social care involvement, SEND and mobility. This can impact upon attainment and progress.</p> <p>Many of our disadvantaged pupils have other challenges to learning such as:</p> <ul style="list-style-type: none"> 65% of our disadvantaged children have had EHH/FSW/Social care involvement or have had a cause for concern/SEMH concerns identified to the school safeguarding team. 57% of pupils on the record of need are also disadvantaged. 26% of disadvantaged pupils have a SEND. <p>This evidences the increased demand on our safeguarding team to support our pupils.</p>
3.	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>Communication and language skills can be a challenge for our disadvantaged pupils. In 2023-24, on entry to Reception:</p> <ul style="list-style-type: none"> • 90% of disadvantaged pupils are working below, or well below the expected standard in Listening, Attention and Understanding and Speaking. • Of the children that are eligible for NHS SALT intervention in Reception, 38% of these are disadvantaged.
4.	<p>The school has experienced more frequent and extreme social, emotional, mental health and behaviour concerns. This impacts upon attainment and progress for the pupils experiencing this as well as their peers.</p> <p>In 2022-23, there were 17 fixed term suspensions, relating to 8 pupils. 7 of the pupils were disadvantaged. This illustrates that 4.5% of our disadvantaged population are experiencing challenges resulting in them being at risk of</p>

	suspension, despite extensive support and provision in place compared to 0.5% of non-disadvantaged pupils.
5.	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>There is a significant gap between disadvantaged and non-disadvantaged attainment in reading, writing and maths in KS1 and KS2.</p> <p>On entry to Reception class in the last 3 years, between 86-95% of our disadvantaged pupils arrive below age-related expectations.</p>
6.	Assessments show that pupils that fail to pass the phonics screening are disadvantaged. In the year 2022-23, 100% of the pupils that failed the phonics screening in Year 1 were disadvantaged. This negatively impacts their development as readers.
7.	Parental surveys identified that parents would like to receive more support with their child's learning and would like to be more involved in sharing their success in school.
8.	Limited opportunity for accumulation of skills and experiences needed to improve social capital and aspirations.
9.	In Autumn 1, 2023, data monitoring shows that many disadvantaged pupils were not reading regularly to an adult. This is evidenced through monitoring of Boom Reader.

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
1. To sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Reduce the number of persistent absentees among disadvantaged pupils (to close the gap to non-disadvantaged PA).</p> <p>Overall disadvantaged attendance to be above 96.8%.</p> <p>Improved punctuality of disadvantaged pupils.</p>
2. Children identified as having multiple barriers due to SEND/DA/mobility are supported through a multi-agency approach.	<p>Pupil progress for these pupils will be tracked to ensure negative impact on progress is minimised by external factors. Interventions will be in place where necessary.</p> <p>Percentage of disadvantaged pupils achieving the expected standard in reading, writing and maths is at least in line with national figures.</p>

<p>3. Improved language and communication skills for pupils eligible for Pupil Premium.</p>	<p>Children leaving EYFS will be working at the Expected Standard for Listening, Attention and Understanding, unless a SEND need is identified.</p> <p>All leaders have considered adaptations to planning to ensure oracy opportunities are considered.</p> <p>Positive progress will be seen in Speech and Language interventions.</p>
<p>4. Behavioural issues addressed.</p>	<p>Fewer fixed term suspensions and 'serious incidents' recorded for pupils eligible for Pupil Premium.</p> <p>All disadvantaged pupils in EYFS will meet the expected standard for self-regulation, managing self and building relationships.</p> <p>The MCS Teaching and Learning Clusters are embedded and monitoring shows that they are implemented with fidelity.</p> <p>Protecting Rights in a Caring Environment (PRICE) will be embedded across the school.</p>
<p>5. Improved attainment for disadvantaged pupils at the end of KS1 and KS2, closing the gap between disadvantaged and non-disadvantaged peers in reading, writing and maths.</p>	<p>Percentage of disadvantaged pupils achieving the expected standard in reading, writing and maths is comparable with similar schools contextually and at least in line with national figures.</p>
<p>6. Pupils eligible for Pupil Premium, who do not also have SEND, will pass the Phonics Screening.</p>	<p>All disadvantaged children will pass the Yr1 screening (unless there is a significant SEND need).</p>
<p>7. Higher rates of progress in Reading and Writing across EYFS.</p>	<p>Pupils identified as disadvantaged make as much progress as non-disadvantaged peers across EYFS.</p> <p>The number of pupils who have achieved GLD by the end of Reception will be in line with, or above, non-disadvantaged pupils nationally.</p>
<p>8. Improved parental engagement in school.</p>	<p>Parental Engagement Project is continued and parents are involved in their child's learning.</p> <p>Improved attendance of disadvantaged parents at school events.</p> <p>Regular Parent Forums are held to actively listen and further develop relationships with our families.</p>
<p>9. Pupils will have access to enriched personal development opportunities.</p>	<p>All disadvantaged pupils will participate in at least one extra-curricular enrichment club or activity in school.</p> <p>Reduced barriers to participation in extra-curricular activities and residential.</p>

	Ensure children have a rich personal development offer despite financial barriers.
10. Improved reading engagement among disadvantaged pupils.	Boom Reader illustrates that identified pupils read regularly, either with school staff or at home. Positive pupil voice regarding reading for pleasure.

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

Budgeted cost: £131,681

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching.	Many different evidence sources recognise quality first teaching as the most effective way to improve progress and attainment, including the EEF publication 'Using your Pupil Premium 1, 3-6 7 Effectively' https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	2,3,5,6,9
WALKTHRU CPD and Incremental Coaching embedded. Steplab used to support a consistent approach to incremental coaching.	To maintain high quality teaching, continued professional development must be embedded. Incremental coaching is a form of teacher development based on an approach to observation and follow-up conversations advocated in Leverage Leadership by Paul Bambrick-Santoyo.	2,3,5,6,9
EYFS HLTA in EYFS to ensure there is a sharp focus on children acquiring a wide vocabulary and communicating effectively.	'Closing the Attainment Gap' document produced by EEF shows that targeted small group and 1:1 intervention has the largest potential for immediate impact on attainment. The EEF document 'Preparing for Literacy' recommends that high quality, adult-child interactions are important. https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-early-years Adults have a vital role to play in modelling effective language and communication. Strength in language and communication provides the foundation of thinking and learning and so should be prioritised.	3,5,6
Data analysis and Pupil	Evidence in EEF Reading comprehension strategies:	2,3,5,6,7,8

<p>Progress meetings to ensure a specific focus on the progress of disadvantaged pupils.</p> <p>Following these meetings, assessment tools will be used to diagnose specific areas. This will include YARC assessments in reading.</p> <p>Intervention including whole class, small-group and 1:1.</p>	<p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>‘Effective diagnosis of reading difficulties is important in identifying possible solutions particularly for older struggling readers.’</p> <p>‘Closing the Attainment Gap’ document produced by EEF shows that targeted small group and 1:1 intervention has the largest potential for immediate impact on attainment. Accurately identifying the next steps and appropriate interventions for these pupils is key to closing the gap.</p>	
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Targeted academic support

Budgeted cost: £59,007

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Before and after school maths, reading and spelling clubs for Y6 lead by class teachers to ensure consistent approach linked to the curriculum and gaps in knowledge.</p>	<p>In the EEF, there is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>2,5,8</p>
<p>Speech and Language HLTA to screen all children on entry. Following assessments, Wellcomm, PHaB and Talk</p>	<p>The EEF Toolkit shows that communication and language approaches, especially in the early years, has high impact for low cost based on extensive research.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	<p>2,3,5</p>

Boost to be used.		
RWI 1:1 tuition.	The 'Closing the Attainment Gap' document produced by EEF shows that targeted small group and 1:1 intervention has the largest potential for immediate impact on attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	6
Additional support staff to offer interventions and support pupils in class or one to one. Support may include, Number Stacks, Precision Teaching, Shine and Lightning Squad.	The 'Closing the Attainment Gap' document produced by EEF shows that targeted small group and 1:1 intervention has the largest potential for immediate impact on attainment.	2,5,6
Focus on basic number facts, fluency and multiplication times tables.	Research on Rosenshine's Principles of Instruction and Willingham's fluency and drilling show that children's confidence and fluency will improve through independent practice as children will need to retrieve the number facts from their long-term memory whilst using Times Tables Rock Stars in KS2. Children in EYFS and KS1 will access NCETM's Mastering Number programme and Numbots. Mastery learning EEF (educationendowmentfoundation.org.uk)	5
Further develop, Reading for Pleasure strategy This will include: Reading Lead introducing reading ambassadors and class librarians, author visits (virtual or in person.) Reading Celebrations.	Developing a reading for pleasure culture as evidenced in The Reading Framework 2023 The reading framework (publishing.service.gov.uk)	3,5,6,7,8,9

Wider strategies

Budgeted cost: £ 88,236

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Lead (TIS trained) will work with vulnerable pupils to ensure their SEMH needs are not a significant barrier to learning.</p> <p>Boxall profile outcomes monitored,</p> <p>1 x HLTA's is trained as ELSA to support SEMH needs.</p> <p>SEMH HLTA to support nurture groups.</p>	<p>The ACE's study is one of the biggest Public Health studies of all time (17,000 people). The study found that ACEs are a leading determiner of the most common forms of physical illness, mental illness and early death in the Western World. Research studies on social buffering, show that 'protective factors', namely interventions by emotionally-available adults, before the age of 18, can interrupt the trajectory from childhood adversity to challenging behaviour, learning difficulties, long-term mental, physical and societal ill-health.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	2,4
<p>Safeguarding Lead and SENDCo will be prompt to complete necessary referrals to access the support required.</p>	<p>Multi Agency Support Team Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social Emotional Learning can lead to learning gains of +4 months over the course.</p> <p>Specialist advice and services can be sought from external therapy services, family and behaviour support, EP service or other agencies.</p>	2,4,7
<p>Protecting Rights in a Caring Environment. (PRICE) training to be introduced and embedded with all staff.</p>	<p>'Since 1994, PRICE Training has developed a system that is rooted in trauma-informed practice and positive behaviour support that places human rights and the well-being of vulnerable people at the very heart of what we do.'</p> <p>About Us - Price Training</p>	2,3,4
<p>Education Welfare Service.</p> <p>EWO support and the School Attendance Officer will work alongside families to improve attendance,</p>	<p>Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%.</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	1,2,3,4,5,8,9

particularly for PP PA children.		
Further improve disadvantaged participation in extra-curricular activities provided by the school Subsidy of school trips for disadvantaged pupils.	One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills (character) are important in determining life chances. "Intelligence plus character-that is the goal of true education." — Martin Luther King, Jr. To build cultural capital, pupils not only need knowledge, they also need attitudes, tastes, values and language. Pupils at Mount Charles School need access to experiences to enable them to accumulate these skills.	10
Support to provide uniform for disadvantaged pupils.	The EEF suggests that wearing a uniform is not on its own, likely to improve learning, but it supports a sense of identity, belonging and the development of a school ethos and the improvement of behaviour and discipline. Children will know what it means to be ready to learn and will take pride in their appearance.	2
Parent engagement activities.	EEF research showed that parental engagement has a positive impact on average of 4 months' additional progress. They state that it is crucial to consider how to engage with all parents to avoid widening attainment gaps. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	7

Total budgeted cost: £ 276,424

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.

Desired Outcome	Impact	Lessons Learned and implications.																																		
Increased attendance rates and punctuality for pupils eligible for Pupil Premium.	Attendance data shows an improvement in attendance.	Continue to embed. Attendance trackers to be used to support teachers in swiftly addressing any attendance concerns.																																		
	<table border="1"> <thead> <tr> <th></th> <th>Whole School %</th> <th>PP %</th> <th>PA %</th> <th>2021-2022</th> <th>2021-2022</th> </tr> </thead> <tbody> <tr> <td>19 – 20</td> <td>96.08%</td> <td>94.98%</td> <td>12.91%</td> <td rowspan="2">FFT Primary Schs South West</td> <td rowspan="2">FFT Primary Schs Nationally</td> </tr> <tr> <td>20 – 21</td> <td>96.7%</td> <td>95.72%</td> <td>9.27%</td> </tr> <tr> <td>21 – 22</td> <td>92.99%</td> <td>91.68%</td> <td>22.48% (PP PA – 30.58)</td> <td>92.7%</td> <td>93.1%</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>93.5%</td> <td>93.8%</td> </tr> <tr> <td>22-23</td> <td>94.74%</td> <td>93.88%</td> <td>11.5% (PP PA 16.76%)</td> <td></td> <td></td> </tr> </tbody> </table>			Whole School %	PP %	PA %	2021-2022	2021-2022	19 – 20	96.08%	94.98%	12.91%	FFT Primary Schs South West	FFT Primary Schs Nationally	20 – 21	96.7%	95.72%	9.27%	21 – 22	92.99%	91.68%	22.48% (PP PA – 30.58)	92.7%	93.1%					93.5%	93.8%	22-23	94.74%	93.88%	11.5% (PP PA 16.76%)		
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Attendance has improved since 2021-2022. MCS is above FFT averages for primary schools nationally and in the Southwest. PA has significantly reduced. This is as a result of strong leadership ensuring that the CELT policy																																				
is followed robustly and that all staff are responsible for challenging and improving attendance.																																				

<p>Children identified as having multiple barriers due to SEND/PP/mobility are supported through a multi-agency approach.</p>	<p>Support in place for pupils, pastoral support and safeguarding team are swift in seeking advice. Case studies have been completed and analysed.</p>	<p>All teachers to continue to identify SEN/PP/ Mobility groups and interventions required at pupil progress meetings. Progress to be monitored and reviewed regularly.</p> <p>Assessment of lowest 20% in reading to identify specific barriers.</p>
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<p>Improved language and communication skills for pupils eligible for Pupil Premium.</p>	<ul style="list-style-type: none"> • Of the 23 children who were identified as requiring Talk Boost intervention in EYFS, just 5 children remain on the program in Year 1. • In 2023, 52% PP reached the expected standard in the Speaking strand of Communication and Language • In all classes SHAPE and STAR are in place to support pupil's oracy skills. • The schools Oracy Champion is deployed to teach in the Early Years so that oracy skills are explicitly taught and embedded across the EYFS curriculum. • Oracy tools and prompts are shared with our feeder pre-schools to empower EYFS practitioners prior to children starting school. 	<p>On entry to EYFS, communication and language skills are a barrier to learning, we will need to continue with interventions. All pupils to be screened on entry using Wellcomm.</p> <p>BPVS assessments then to be used as necessary. Continue to monitor use of SHAPE and STAR in classes and develop oracy work.</p>
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<p>Behavioural issues addressed.</p>	<p>The number of suspensions in 2022-2023 has almost halved from 2021-2022.</p> <p>In 2022-2023 there have been 17 suspensions.</p> <p>In 2023, In EYFS, 92% of the cohort achieved the expected standard in self-regulation, managing self and building relationships. 19% of PP pupils compared to 0% of non-PP pupils did not reach the expected standard.</p>	<p>Continue to follow the SEMH pathway, seeking support from Trust SENDCO Lead and Trust Safeguarding Lead.</p> <p>Investigate transition preparation for pupils moving onto different classes and schools.</p> <p>Continue to develop stronger links with feeder nurseries and pre-schools.</p> <p>To embed PRICE</p> <p>(Protecting Rights in a Caring Environment – CELT agreed behaviour culture) interwoven with specific Mount Charles behaviour strategies across the school.</p> <p>All staff to receive regular training focusing on the Behaviour Policy and agreed strategies including Read, Write, Inc behaviour cues, Walkthrus (behaviour and routines) and consistently refer to the 'LEARN' values</p>
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<p>To close the gap between PP and Non-PP peers widened by the pandemic.</p>	<p>Reading</p> <table border="1" data-bbox="450 1415 995 2087"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">2018 - 2019</th> <th colspan="2">2021-2022</th> <th colspan="2">2022-23</th> </tr> <tr> <th>All</th> <th>PP</th> <th>All</th> <th>PP</th> <th>ALL</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>EYFS</td> <td>73%</td> <td>58%</td> <td>79%</td> <td>65%</td> <td>86%</td> <td>71%</td> </tr> <tr> <td rowspan="4">PHONICS</td> <td rowspan="2">Y1-85%</td> <td rowspan="2">Y1-89%</td> <td>Y1-91%</td> <td>Y1-87%</td> <td>Yr 1-94%</td> <td>Yr 1-88%</td> </tr> <tr> <td>Y2-92%</td> <td>Y2-94%</td> <td>Yr 2-95%</td> <td>Yr 2-88%</td> </tr> <tr> <td rowspan="2">Y293%</td> <td rowspan="2">Y285%</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>KS1</td> <td>69%</td> <td>48%</td> <td>64%</td> <td>61%</td> <td></td> <td>44%</td> </tr> </tbody> </table>		2018 - 2019		2021-2022		2022-23		All	PP	All	PP	ALL	PP	EYFS	73%	58%	79%	65%	86%	71%	PHONICS	Y1-85%	Y1-89%	Y1-91%	Y1-87%	Yr 1-94%	Yr 1-88%	Y2-92%	Y2-94%	Yr 2-95%	Yr 2-88%	Y293%	Y285%									KS1	69%	48%	64%	61%		44%	<p>Continue to focus on times tables and fluency in all classes.</p> <p>Sentence stems to support with mathematical thinking/problem solving.</p> <p>Continue with intervention teachers supporting small groups and 1-1 as there have been positive outcomes.</p> <p>Writing outcomes have improved. The Write Stuff has been embedded.</p> <p>Adaptive teaching needs to be monitored to ensure that all pupils make good progress.</p> <p>Regular monitoring of teaching and learning to continue across the school.</p>
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Writing

	2018 - 2019		2021-2022		2022-23	
	All	PP	All	PP	ALL	PP
EYFS	73%	58%	79%	65%	86%	71%
KS1	69%	48%	62%	61%	68%	44%
KS2	59%	46%	56%	50%	72%	61%

Maths

	2018 - 2019		2021-2022		2023-24	
	All	PP	All	PP	All	PP
EYFS	73%	58%	76%	71%	76%	57%
KS1	69%	48%	72%	78%	70%	52%
MTC	n/a	n/a	26%	8%	41%	29%
KS2	59%	46%	71%	69%	69%	54%

Coaching to be embedded across the school, Introducing Steplab to support this.

MCS Teaching Charter to be embedded.

Review of reading offer

YARC assessments for lowest 20% in reading to identify barriers.

Staff were disappointed with some 2022 results, in particular, results for our disadvantaged pupils.

Also, KS2 reading was unexpected as the cohort received 81% in reading in the spring past paper and teacher assessment was 79%. 6 children 10% scored over 100 twice before in past papers last year and another 8 (total of 23%) scored over 100 once before.

<p>Pupils eligible for Pupil Premium, who do not also have SEND, will pass the Phonics Screening preferably in Yr1, but if not in Yr2.</p>	<p>2020 82% all pupils. PP = 67%</p> <p>2021 77% all pupils. PP = 77%</p> <p>2022 91% all pupils. PP = 87%</p> <p>2023 94% of all pupils PP = 88%</p> <p>Of the 2 SEND pupils in Y1 that did not pass the phonics screening, both are under the NHS SALT team and receive high levels of intervention based on this.</p>	<p>Read Write Inc continues to be successful. CELT schools have a Trust subscription which ensures high levels of scrutiny by the regional consultant.</p> <p>Highly effective early reading leader to continue to monitor RWInc sessions to ensure high quality teaching and rapid progress.</p>
<p>Higher rates of progress in maths across EYFS, especially in number.</p>	<p>In 2023 in EYFS, 57% PP and 93% non-PP achieved the expected standard in number at the end of EYFS. This compares to 10% PP and 28% non-PP on entry.</p>	<p>NCTEM in EYFS has been introduced.</p> <p>Maths language has developed as well as maths skills.</p>
<p>ExtraCurricular Activities and Curriculum Enrichment.</p> <p>50% subsidy of school trips for PP pupils.</p> <p>Facilitating access to before and after school clubs a priority for PP pupils.</p>	<p>All pupils have been encouraged to attend an extra-curricular club.</p> <p>In 2022-2023, 76% of disadvantaged pupils in KS2 attended a residential trip.</p> <p>71% of children have represented the school at a sporting event. This includes 65% of SEND children and 64% PP. 75% of pupils attended an extra-curricular club in 2021-2022 this increased to 83% of pupils attending an extra-curricular club in 2022-2023.</p>	<p>Teachers to continue to encourage extra-curricular trips.</p> <p>Review the offer in place to ensure a range of clubs are available.</p> <p>Review the residential offer.</p> <p>Review the residential offer in place. Parents to be consulted.</p>

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
Read Write Inc	Ruth Miskin Training
Power Maths	Pearson
The Write Stuff	Jane Considine Education
Lightening Squad	FFT Tutoring
Number Stacks	Number Stacks
Talk Boost	Speech and Language UK
Shine	Rising Stars

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Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Pupils and families were spoken to individually to identify how best to utilise the funding. Support included:

- Targeted intervention to ensure progress in learning.
- Pastoral Support sessions.
- Attending nurture groups.
- Wrap around support.
- Extra-curricular activity participation.

The impact of that spending on service pupil premium eligible pupils

- Pastoral support has been available for pupils to manage emotions.
- Intervention has supported progress in reading via Lightning Squad.
- Participation in extra-curricular activities.