

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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.

Evidence suggests that pupil premium spending is most effective when used across 3 areas: high-quality teaching, such as staff professional development; targeted academic support, such as tutoring; wider strategies to address non-academic barriers to success in schools, such as attendance, behaviour and social and emotional support. The Education Endowment Foundation (EEF) recommend that schools particularly focus their pupil premium on supporting high-quality teaching.

### School overview

Detail	Data
School name	Mountjoy School
Number of pupils in school	101
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Gill Howard Headteacher
Pupil Premium Lead	Kate Millican
Governor / Trustee Lead	Liz Fraser

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,605
Recovery premium funding allocation this academic year	£11,832 (2021-22) £0 (2022-23) (not yet allocated)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

# Part A: Pupil premium strategy plan

## Statement of intent

Mountjoy School aims to ensure every pupil makes the best possible progress across the curriculum in subject learning and with communication and interaction, social, emotional and mental health, sensory and physical development and preparation for adulthood. Our personalised offer is designed to promote progress of all disadvantaged pupils and every pupil who is underachieving and our Pupil Premium ensures there is not a variance in attainment. Nevertheless, we know that outcomes for disadvantaged pupils are affected by fewer opportunities to experience a wide range of social activities and for some, lower aspirations which could lead to a reduction in life-chances and employability.

Our universal offer is based on Quality First Teaching which is supported by evidence-informed CPD for teachers and TAs. We have designed a curriculum which is responsive to individual needs. Our first focus is on reading, writing and maths across all phases. We have same-day in-class intervention and specific intervention programmes led by TAs / HLTAs with additional training, which is partly funded through Pupil Premium. Our second focus is on enrichment activities which develop independence and confidence and promote good mental health, whilst raising aspirations. Our third focus is on physical and emotional wellbeing to ensure our pupils can experience a wide range of opportunities so they learn the benefits of physical activity now and in adult life. ***“Making a difference today for tomorrow”***

## Challenges

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

Challenge number	Detail of challenge
1	Reading and Writing: Data shows that whilst there isn't a significant gap between our disadvantaged pupils and others, observation and discussion with families indicate that pupils from disadvantaged background have less access to high quality reading books at home to help with developing interests and vocabulary. Our teachers and teaching assistants also need further training and practice in developing phonics knowledge in Pupils for whom reading isn't easy. Our focus on reading in 21-22 has led to gains in progress for reading, but writing is trailing behind.
2	Our assessments show that disadvantaged pupils generally make at least as good progress from their starting points in maths when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be the same as non-disadvantaged pupils. We are unsure as to whether this is because each

	child's needs are treated in a personalised way, hence the lack of variation, or if the barriers they face are counteracted by everyday practice such as Total Communication. Our Pupil Premium enables us to maintain this personalised offer but we need to ensure we have the right maths curriculum and resources.
3	Emotional well-being: observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils were impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies. Some of our vulnerable families were disproportionately affected by the financial impact of COVID and we have had an increase in families needing financial support.
4	Disadvantaged pupils generally have fewer opportunities outside of school to access enrichment activities; through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.

## 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
<p>1a. Pupils will be better readers, have better comprehension and a wider vocabulary and able to share a range of books with their families.</p> <p>1b. Teachers and teaching assistants will be skilled in enabling Pupils with poor phonological awareness and therefore poor phonic knowledge to make progress in reading.</p> <p>1c. Pupils will be better writers with the gap between reading and writing ability reduced.</p>	<p>All pupils will have a love of reading so they can benefit from stories and factual books to encourage them to read at home thus developing their vocabulary and improving reading fluency and reading comprehension (as shown through Read, Write Inc. data.)</p> <p>All teaching staff will be able to teach using Read, Write, Inc. confidently.</p> <p>We will measure reading and reading comprehension ages to show this improvement.</p> <p>Pupils will be more confident in writing and spelling as measured through assessment data.</p>
<p>2a. Maths: high quality training for staff so that their pedagogical and content knowledge within maths has a significant impact on pupil outcomes.</p> <p>A carefully planned sequential and cumulative maths curriculum will be embedded.</p> <p>2b. There will be better access to maths support materials such as Numicon for those pupils struggling to grasp concepts and disadvantaged Pupils who are able in maths will be supported to achieve and be extended.</p>	<p>Pupils' development in maths will be accelerated as all teaching staff will be knowledgeable in a range of techniques to aid pupils' conceptual development in mathematics.</p> <p>Teaching staff will be able to implement structured small group interventions to support classroom teaching in the maths curriculum.</p> <p>We will use a standardised reading test to measure this improvement.</p>
<p>3a. Emotional regulation – Provide School Counselling and Music Therapy.</p>	<p>Pupils with specific emotional needs will be better able to access learning and build relationships with peers and adults. There</p>

<p>Provide staff training for ESTs through specialist input and courses e.g. Hamish and Milo, Zones of Regulation.</p> <p>3b. Parent workshops will be offered to increase skills and knowledge of families. Parental Support Advisors will offer 1:1 support for vulnerable families.</p> <p>3c. Identified pupils will be able to communicate more effectively and access learning in a tailored learning environment, through better understanding of need and provision: introducing SCERTS.</p>	<p>will be fewer behaviour incidents recorded in SIMS and teacher feedback will indicate that there are higher levels of engagement.</p> <p>Some parents will be better equipped to manage challenging behaviours and to work in a collaborative way with school staff. They will know all the benefits they are entitled to.</p> <p>Attendance will improve measured through SIMS. Parental feedback will be a qualitative measure.</p> <p>The environment for pupils with complex communication needs will be improved through the use of SCERTS assessments and analysis by trained members of staff.</p>
<p>4a. Pupils will be aware of and have experience a wide range of activities which will provide quality of life, grow ambition and ensure they are part of British society.</p>	<p>There will be a growing awareness of the opportunities in the wider community to take part in society which will impact on quality of life now and into adulthood.</p> <p>Observations will show an improvement in confidence and pupil aspiration. Pupil questionnaires will demonstrate this.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding once it is allocated) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1b. 1c. Continued programme of support for teachers and teaching assistants to develop skills in teaching phonics, reading comprehension and writing skills.</p> <p>The lead will engage with Teaching Alliance of Dorset Special Schools and Cornerstone English Hub to develop the quality of English teaching through CPD.</p>	<p>There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes:</p> <p>What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</p> <p>EEF - education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1, 3, 4,</p>

<p>2a. Creation of a maths Teaching and Learning Responsibility lead to develop and improve maths teaching across the school in line with DfE guidance.</p> <p>The lead will engage with the Teaching Alliance of Dorset Special Schools and the NCETM (maths hub) to develop the quality of maths teaching through CPD and the introduction of a new maths curriculum.</p> <p>2b. The lead will investigate effective intervention or support resources which is to include 'manipulatives'.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p>	<p>2,</p>
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 36,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one tuition by an HLTA.</p> <p>20 pupils who receive FSM will have a block 15 hours 1:1 tuition by a trained HLTA.</p>	<p>EEF - education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1, 2</p>
<p>Read, Write, Inc. catch-up</p>	<p>EEF - teaching and learning toolkit</p>	<p>1</p>
<p>White Rose Maths</p>	<p>EEF - teaching and learning toolkit</p>	<p>2</p>

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

Budgeted cost: £35,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>1a. Purchase a range of fiction and non-fiction books at different reading levels and ensure that pupils are reading widely and often and home as well as at school.</p> <p>1b.(+3b.) Provide guidance to parents on how to develop reading comprehension.</p>	<p>According to EEF (teaching and learning toolkit/reading comprehension) ‘on average, disadvantaged Pupils are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.’</p>	<p>1, 3, 4</p>
<p>3a. To introduce an emotional coaching resource to be delivered one to one or in small groups by ESTs</p> <p>3b. To employ a School Counsellor and a Music Therapist.</p> <p>3b. To support families with 1:1 advice.</p> <p>3c. To train SENCO in SCERTS in order to be able to assess and analyse behaviour relating to complex communication needs and to adapt accordingly.</p>	<p><a href="http://www.education.ox.ac.uk/wp-content/uploads/2019/05/Timpson-working-paper-2.pdf">http://www.education.ox.ac.uk/wp-content/uploads/2019/05/Timpson-working-paper-2.pdf</a></p> <p>Employing specialist to help with emotional well-being helps to support the whole school ethos and understanding of trauma and emotional well-being.</p> <p><a href="https://scerts.com/wp-content/uploads/SCERTS-and-Evidence-based-practice-July-2020-final.pdf">https://scerts.com/wp-content/uploads/SCERTS-and-Evidence-based-practice-July-2020-final.pdf</a></p>	<p>3</p>
<p>4. To offer a wide range of activities to provide cultural enrichment to every pupil, including after school clubs.</p>	<p>EEF - guidance-for-teachers/life-skills-enrichment</p>	<p>4</p>

**Total budgeted cost: £ 79,500**

## 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 2021 to 2022 academic year.

1a Pupils will be better readers: Book Bags have been issued to all pupils and reading books are being sent home with a range of fiction and non-fiction texts. We have installed and stocked four small, themed libraries within the main school building so that pupils have access to a wide variety of texts at the right reading level for them. This includes an electronic library system so books can be taken home.

Impact: Most Pupils are having a wider exposure to a variety of texts (book logs). Parents have reported that there is a greater 'buzz' around reading (annual review paperwork). Reading levels have been good or outstanding across the school, with some exceptions who are able to access intervention.

1b We have had training across the school for all teachers and teaching assistants in a synthetic phonics approach. This is continuing into 2022-23, with additional training to focus on writing, coaching and 'team-teaching'.

Impact: Data shows gains in reading skills at a greater rate than expected (see data analysis). We have identified that for a small number of pupils, other methods need to be deployed to supplement RWI.

2a Pupils will make better progress in maths: All teaching staff have been trained in a Maths Mastery approach (White Rose Maths) and are following a sequential and cumulative curriculum.

Impact: Data shows gains in mathematical knowledge at a greater rate than expected for some Pupils (see data analysis). On our whole school maths day, Pupils were excited and took part in 'irresistible learning'. Maths training including coaching and 'team-teaching' is ongoing in 2022-23.

3a Emotional regulation: School counsellor and music therapist appointed. Training in Emotional Intelligence and Emotion Coaching has happened with Emotional Support Teaching Assistants and general training for all staff in how to help Pupils identify emotions, develop their emotional vocabulary and get into a 'just right state for learning' (Zones of Regulation).

Impact: Pupils have engaged with these services and staff report on qualitative gains. We have had parents report that Pupils are using the language learnt at school at

home and transferring these skills. For some Pupils, their 'toolbox' of activities they use at school to regulate are replicated at home (see annual reviews/home-school books). We are in a research project with Bath University on the use of Hamish and Milo, an intervention programme for pupils to carry out 1:1 or in very small groups in order to address specific areas.

3b Coffee mornings have been reinstated where possible (due to COVID restrictions). Family Liaison Officer and Parent Support Adviser have been able to support a number of families (see records). These include expert speakers e.g. SaLT, OT, Financial Advice. We have now established a Focus Group for parents/carers to work closely with the school to enable a better platform for 'Parent Carer Voice'.

Impact: Teacher feedback has been positive around engagement. Some of our parents have been able to work collaboratively and this has reduced number of complex behaviour incidents (see annual reviews, Ed Psych planning meeting notes and SIMS behaviour records). Attendance records indicate that it is gradually improving although this has been affected by COVID restrictions in 21-22.

4a Pupils involvement in enrichment activities: We have been able to provide a wide range of opportunities to learn in the community for example use of leisure facilities, educational trips, use of local Youth Club in the heart of the town, residential trips, theatre visits, after school clubs and cultural celebrations.

Impact: Pupils have had exposure to many opportunities and cultural celebrations. Teachers report that confidence and behaviour in public places is much improved. The local community have also engaged more with school. We have introduced 'School Passports' to record achievement in these areas.

## 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. Systematic Synthetic Phonics Programme	<a href="https://www.ruthmiskin.com/en/">https://www.ruthmiskin.com/en/</a>
White Rose Maths	<a href="https://whiterosemaths.com">https://whiterosemaths.com</a>
Hamish and Milo	<a href="https://hamishandmilo.org">https://hamishandmilo.org</a>
Drawing and Talking	<a href="https://drawingandtalking.com">https://drawingandtalking.com</a>
Lego Therapy	<a href="#">Brick by Brick Academy</a>



## Further information

Our vision is to prepare pupils for adult life to increase options, aspirations and confidence in order for them to thrive in the real world. All of our intended outcomes are to increase this capability and therefore, our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium.

Observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., independent travel, managing a budget, preparing a meal and other skills which enable an independent adult life. In order to facilitate this, we have hired an off-site building in the heart of the town so that pupils can access shops, work placements, roads, people who work in the town and leisure activities in an environment which is more like a college to prepare older students for the next stage of education.

We have created stronger links with local colleges and are starting student visits to potential colleges from year 10, to encourage those who are able to move into mainstream Post 16 provision. We have a number of pupils moving onto mainstream college this year.