

Pupil premium strategy statement

School overview

Metric	Data
School name	Mount Charles School
Pupils in school	408
Proportion of disadvantaged pupils	45%
Pupil premium allocation this academic year	£228,360
Academic year or years covered by statement	2020-21 to 2022-23
Publish date	September 2020
Review date	April 2021
Statement authorised by	Claire Bunting
Pupil premium lead	Alana McGovern
Governor lead	Julie Barr

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	45%
Writing	55%
Maths	45%

Strategy aims for disadvantaged pupils

Aim	Measure	Target	Date
Pupils are 'KS1-ready' on completion of their reception year.	Achieving a good level of development at the end of the Early Years Foundation Stage.	Percentage of PP pupils achieving a good level of development is comparable with similar schools. Education Endowment Foundation (families of schools database)	Sept 2023
All pupils reach the end of KS1 able to read.	Passing the phonics screening in Year 1. Those that do not, pass the screening in Year 2.	Percentage of PP pupils passing the Year 1 phonics is at least in line with national. Education Endowment Foundation (families of schools database)	Sept 2023
Pupils start KS2 as confident readers, writers and mathematicians.	Meeting expected standard at KS1.	Percentage of PP pupils achieving the expected standard in reading, writing and maths is comparable with similar schools. Education Endowment Foundation (families of schools database)	Sept 2023

Pupils are aspirational for what they might achieve and are ambitious in their learning.	Achieving the higher standard at KS1	Percentage of PP pupils achieving the higher standard in reading, writing and maths is comparable with similar schools. Education Endowment Foundation (families of schools database)	Sept 2023
Pupils start KS3 'secondary-ready' as confident readers, writers and mathematicians.	Meeting expected standard at KS2	Percentage of PP pupils achieving the expected standard in reading, writing and maths is comparable with similar schools. Education Endowment Foundation (families of schools database)	Sept 2023
Pupils are aspirational for what they might achieve and are ambitious in their learning.	Achieving the higher standard at KS2	Percentage of PP pupils achieving the higher standard in reading, writing and maths is comparable with similar schools. Education Endowment Foundation (families of schools database)	Sept 2023

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Successful implementation of the Whole Class Reading approach.	July 2021
Progress in Writing	Successful implementation of the curriculum progression map, including purposeful cross-curricular writing.	July 2021
Progress in Mathematics	Successful implementation of the Power Maths scheme.	July 2021
Phonics	% of PP pupils passing the screening check is at least in line with national other.	July 2021
Blended/Home Learning	The school blended and home learning offer ensures that pupils' progress is not negatively impacted upon long-term (beyond academic year).	July 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	MCS Teaching and Learning 'blueprint' written and collectively agreed by all staff to further improve the quality of education in every classroom, for every pupil.
Priority 2	Quality of Education is consistently at least good in all classes.
Priority 3	The outdoor environment enables high quality learning in the early years.
Barriers to learning these priorities address	Attendance Access to high quality first teaching for all. Closing the vocabulary gap. Independent learning skills.
Projected spending	

Wider strategies for current academic year

Measure	Activity
Priority 1	Attendance
Priority 2	Staffing

Barriers to learning these priorities address	Unpredictability of government guidance updates in relation to progression of pandemic. Ability to recruit and retain quality staff.
Projected spending	Pending following Catch Up Plan

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development.	Use of Twilight, Staff Meetings and release time. Appointment of Cover Supervisor and additional TAs due to COVID restrictions.
Targeted support	Ensuring protected capacity for HLTAs, SALT, SEND TAs and Class TAs to deliver targeted interventions.	Timetabled interventions including RWI, Speech and Language, precision teaching, pre-teaching and therapy sessions. Avoid using HLTAs for cover. Increased capacity through recruitment and retention. Appointment of Cover Supervisor and additional TAs due to COVID restrictions.
Wider strategies	Engaging the families facing most challenges	Working closely with CELT, other local schools and early years settings and the school education welfare officer to work in partnership. Effective and regular use of social media and the school website to promote community engagement. Promoting positive interactions between school and home through a range of events and projects including parenting courses. Pastoral Care Manager maintain positive relationships with parents worked upon over lockdown.

Review: last year's aims and outcomes

Aim	Outcome
To ensure disadvantaged pupils with low entry baselines make accelerated progress from their starting points and achieve a Good Level of Development	Due to absence of statutory data, the review of the previous academic year's strategy is not possible.

within a context of improving attainment for all.	
To diminish the attainment gap between disadvantaged pupils and other pupils (sch) at KS1.	Due to absence of statutory data, the review of the previous academic year's strategy is not possible.
To ensure disadvantaged pupils make at least expected progress from KS1.	Due to absence of statutory data, the review of the previous academic year's strategy is not possible.
To increase attendance rates for pupils eligible for pupil premium whilst diminishing the difference between PP persistent absenteeism (PA) and that of 'other PA'.	Due to absence of statutory data, the review of the previous academic year's strategy is not possible.