

Mount Charles Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (for the 2025 to 2026 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	2023-2024 - 365 2024-2025 – 341 2025 – 2026 - 315
Proportion (%) of pupil premium eligible pupils	2023-2024 43.29% 2024-2025 40.18% 2025 -2026 38.7%
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	November 2024
Date on which it will be reviewed	Autumn 2026
Statement authorised by	November 2023 -Claire Bunting November 2024 - Sarah Simpson November 2025 - Sarah Simpson
Pupil premium lead	Tamsyn Wiltshire
Governor / Trustee lead	Robert Radnedge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£225,758 (Apr 23 - Mar 24) £219,740 (April 24 – Mar 25)

	£199,756 (April 25 – March 26)
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 £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	£199,756

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.

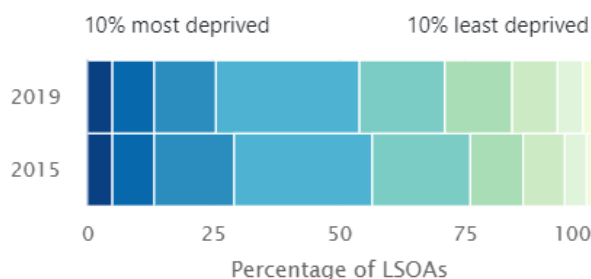
The information below shows the “Lower Super Output Areas” (LSOAs) comparison for Mount Charles against the rest of the country. This locality is amongst the 10% most deprived in the country.

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)**.



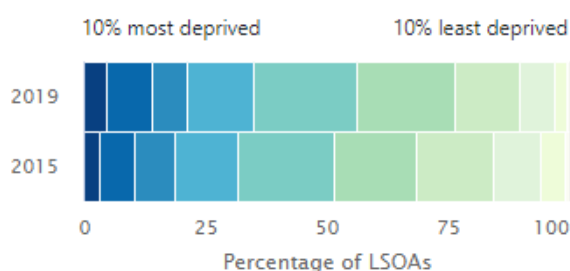
Income Deprivation Affecting Children Index

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)**.



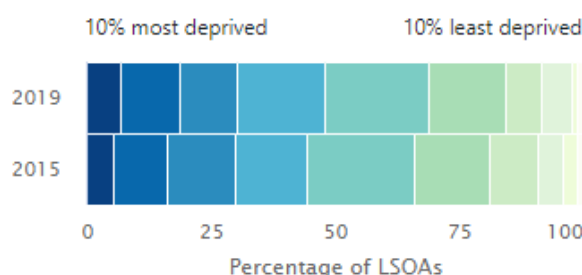
Employment Deprivation Domain

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.
- 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 Pupil premium is a greater concern than their non-PP peers.</p> <p>Although attendance figures were above national at the end of 2023-2024 and attendance figures are currently improving for disadvantaged pupils, we would like to maintain this. A higher percentage of disadvantaged pupils are late to school than non-disadvantaged pupils.</p> <p>Attendance of pupil premium pupils continues to be a priority. This year, the Trust has adjusted our response to attendance, ensuring a reflective and supportive approach to getting children in school. Attendance is closely monitored by teachers, the Attendance Officer and school's Attendance lead.</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 will impact upon their learning and progress, including social care involvement, SEND and mobility. This impacts upon attainment and progress.</p> <p>Many of our disadvantaged pupils have other challenges to learning such as:</p> <p>65% of our PP children have had EHH/FSW/Social care involvement or have had a cause for concern/SEMH concerns identified to the school safeguarding team.</p> <p>57% of pupils on the record of need are also PP 26% of PP pupils have an SEND need.</p> <p>2024 -2025 Many of our disadvantaged pupils have other challenges to learning such as:</p>

	<p>74% of our PP children have had EHH/FSW/Social care involvement or have had a cause for concern/SEMH concerns identified to the school safeguarding team. Of the 62 children on the RoN, 40 are PP, which is 64.52%. Of the 137 children on our PP list, 40 are on the RoN, which is 29.2%.</p> <p>2025 – 2025</p> <p>Many of our disadvantaged pupils have other challenges to learning such as: 52% of our PP children have had EHH/FSW/Social care involvement or have had a cause for concern/SEMH concerns identified to the school safeguarding team. Of the 73 children on the RoN, 40 are PP, which is 54.79%. Of the 122 children on our PP list, 43 are on the RoN, which is 35.24%.</p> <p>This evidences the increased demand on our safeguarding team to support our pupils. The SEMH needs of pupils remains a priority. The SEMH needs of pupils remains a priority.</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 are 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. <p>Oral language skills and vocabulary remains a priority.</p> <p>In 2025 – 2026, on entry to Reception:</p> <ul style="list-style-type: none"> • 100% of disadvantaged pupils are working below, or well below the expected standard in Listening, Attention and Understanding and Speaking.
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 shows that 4.5% of our disadvantaged population are experiencing needs that mean they are at risk of suspension, despite extensive support and provision in place compared to 0.5% of non-disadvantaged pupils.</p> <p>There was a decrease in suspensions in 2023-24 with 9 suspensions relating to 5 pupils, however, it remains a priority to reduce further.</p>

	In the year 2024-2025, there were 10 suspensions.
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 PP and Non-PP attainment of EXS in reading, writing and maths in KS1 and KS2.</p> <p>This remains a priority.</p> <p>In statutory assessments at the end of KS2, Summer 2025, the gap had closed between disadvantaged and non-disadvantaged children. This data trend is not reflected in other year groups across the school and so remains a priority.</p>
6	<p>Assessments, observations, and discussions with pupils shows that pupils that fail to pass the phonics screening are disadvantaged. This negatively impacts their development as readers.</p> <p>Phonics results were strong due to a rigorous approach to teaching assessment and monitoring. This needs to continue and remains a priority.</p> <p>Phonics results remain strong at Mount Charles. We continue to focus on this as a priority.</p>
7	<p>Internal and external (where available) assessments indicate that literacy attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</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> <p>In September 2025, 100% of our disadvantaged pupils were assessed as working below age-related expectations on entry in 15/17 of the EYFS goals. In the remain two, 86% of the disadvantaged pupils were below age-related expectations.</p> <p>Further support from the CELT SEND team on early identification and intervention has been implemented since September.</p>
8	<p>Parental surveys show parents feel that school provides some strategies for learning at home, however parents would like to receive more support regarding their child's learning and would like to be more involved in sharing their success in school.</p> <p>This remains a priority.</p> <p>This remains a priority.</p>
9	<p>Accumulation of skills and experiences needed to improve social capital and life aspirations.</p> <p>This remains a priority.</p> <p>This remains a priority.</p>
10	<p>Data monitoring shows that many disadvantaged pupils were not reading to an adult. This is evidenced through monitoring of Boom Reader.</p> <p>This remains a priority.</p> <p>This remains a priority.</p>

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>1. To sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Reduce the number of persistent absentees among pupils eligible for PP (to close the gap to non-PP PA).</p> <p>Overall PP attendance to be above 96.8%.</p>
<p>2. Children identified as having multiple barriers due to SEND/PP/mobility are supported through a multi-agency approach.</p>	<p>Pupil progress for these pupils will be tracked to ensure progress will not be affected by these experiences. Interventions will be in place where necessary.</p> <p>Percentage of PP 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>Pupils in all year groups who are eligible for Pupil Premium make rapid progress by the end of KS2 so that all pupils who are eligible for Pupil Premium meet age related expectations at least.</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>During lesson observations and pupil conferencing, pupils are observed as having a breadth of vocabulary that reflects their experiences and children will be observed to connect ideas orally and explain what is happening coherently.</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 introduced and monitoring shows that they are followed with fidelity.</p> <p>PRICE will be embedded across the school.</p>

	New behaviour policy will be embedded across the school. (Ready, Respectful, Safe.)
5. Improved attainment for disadvantaged pupils at the end of KS1 and KS2, closing the gap between PP and Non-PP peers in reading, writing and maths.	Percentage of PP pupils achieving the expected standard in reading, writing and maths is comparable with similar schools and at least in line with national figures.
6. Pupils eligible for Pupil Premium, who do not also have SEND, will pass the Phonics Screening preferably in Yr1, but if not in Yr2.	All PP children will pass the Yr1 screening.
7. Higher rates of progress in Literacy across EYFS.	Pupils identified as Pupil Premium make as much progress as non-PP peers across EYFS and those who are identified as Low Prior Attaining make accelerated progress. Progress will be visible in learning walks, lesson observations and in learning journeys. The number of pupils who have achieved GLD by the end of Reception will be in line with, or above, non-PP pupils nationally.
8. Improved reading engagement among disadvantaged pupils.	Boom Reader will show that identified pupils read regularly, either with school staff or at home and it is recorded on Boom Reader. Pupil voice will be positive regarding reading for pleasure.
9. Parents and carers are enabled to join in the celebration of success in learning, e.g. through open sessions and sharing assemblies.	Parental Engagement Project is continued and parents are involved in their child's learning and in celebrating their successes. Regular Parent Forums are held and inform next steps.
10. Pupils will have access to an outstanding enrichment offer.	All disadvantaged pupils will participate in at least one extracurricular enrichment club or activity. The Mount Charles School Charter - 50 things to do before leaving Mount Charles School will be embedded across the 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

Budgeted cost: £111,685 (Pupil Premium Funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality teaching.</p> <p>High quality, bespoke staff CPD programme. Targeted through staff meetings and in response to monitoring outcomes.</p>	<p>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'</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>Teachers will evaluate effectively to ensure misconceptions are addressed and personalised learning is available.</p> <p>Further embedding oracy (STAR and Shape), metacognition strategies including retention of prior knowledge.</p>	2,3,5,6,7
<p>Data analysis and Pupil Progress meetings to have a specific focus on the progress of disadvantaged pupils.</p> <p>Following these meeting, focused assessment tools will be used to diagnose specific focus areas. This will include YARC assessments in reading.</p> <p>Intervention including whole class focus, small group and 1:1 focus.</p>	<p>Evidence in EEF Reading comprehension strategies:</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>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. Accurately identifying the next steps and appropriate interventions for these pupils is key to closing the gap.</p>	2,3,5,6,7,8
<p>WALKTHRU CPD and Incremental Coaching</p>	<p>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.</p>	2,3,5,7,10

<p>Steplab is a platform that will support a consistent approach to coaching.</p>		
<p>Voice 21</p> <p>Assistant Headteacher, and EYFS teacher trained as Oracy Champions to develop oracy practice. CPD opportunities for staff and resources available for school and home.</p> <p>Additional adults in EYFS ensuring there is a sharp focus on children acquiring a wide vocabulary and communicating effectively.</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. The EEF document 'Preparing for Literacy' recommends that high quality, adult-child interactions are important.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-early-years</p> <p>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.</p> <p>The impact of the Voice 21 project can be seen here:</p> <p>https://voice21.org/wp-content/uploads/2021/07/Voice-21-Impact-Report-2016-2021.pdf</p>	<p>3,5</p>

Targeted academic support

Budgeted cost: £46,572 (Pupil Premium Funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Before and after school maths and English clubs for Y6 lead by class teachers to ensure</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>2,5,8</p>

consistent approach linked to the curriculum and gaps in knowledge.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
EYFS HLTA to screen all children on entry. (Nursery and Reception) Following assessments, agree and run bespoke programmes agreed with SENDCO. These could include Wellcomm, PHaB, BPVS and Talk Boost.	The EEF Toolkit shows that communication and language approaches, especially in the early years, has high impact for low cost based on extensive research. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	2,3,5
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, Precision Teaching, HFW interventions. RWINc interventions, Reading interventions.	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.	2,5,6,8
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, Numbots and Winning with Number.	

	Mastery learning EEF (educationendowmentfoundation.org.uk)	
Develop further, Reading for Pleasure. 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)	3,5,6,7,8,10

Wider strategies

Budgeted cost: £68,031

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Lead (TIS trained) will work with vulnerable pupils to ensure their SEMH needs are not a significant barrier to learning. Boxall profile outcomes monitored, 1 x HLTA's is trained as ELSA to support SEMH needs. SEMH HLTA to support nurture groups.	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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	2,4,10
Safeguarding Lead and SENDCo (3 x hourly rate of SENDCo Salary per week) will be prompt to complete necessary referrals to access the support required.	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. Specialist advice and services can be sought from external therapy services, family and behaviour support, EP service or other agencies.	2,4,10
PRICE training to be introduced and	'Since 1994, PRICE Training has developed a system that is rooted in trauma-informed practice and positive	2,3,4

<p>embedded with all staff.</p>	<p>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>	
<p>Education Welfare Service.</p> <p>EWO support and the School Attendance Officer will work with families to improve attendance, particularly for PP PA children.</p> <p>New attendance trackers will be in place to enable class teachers to better identify attendance issues for pupils and enable the wider safeguarding/ attendance team to support families to overcome any barriers.</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>	<p>1,2,3,4,5,6,7,8,9,10</p>
<p>Further improve the take up of extra-curricular opportunities provided by the school, including the most disadvantaged. Extra-Curricular Activities and Curriculum Enrichment.</p> <p>Subsidy of school trips for PP pupils.</p> <p>Facilitating access to before and after school clubs a priority for PP pupils.</p>	<p>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.</p> <p>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.</p>	<p>10</p>
<p>Free cardigan or jumper every year for every PP pupil.</p>	<p>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.</p>	<p>2</p>
<p>Parents invited into school to celebrate learning and success.</p>	<p>EEF research showed that parental engagement has a positive impact on average of 4 months' additional</p>	<p>9</p>

<p>Parents will also be invited to workshops. Parental Engagement Project continues with parental voice as a focus.</p>	<p>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</p>	
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Total budgeted cost: £ 199,765

Part B: Review of outcomes in the previous academic year (2023-2024)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Desired Outcome	Impact	Lessons Learned and implications.																																										
Increased attendance rates and punctuality for pupils eligible for Pupil Premium.	<p>Attendance data shows an improvement in attendance.</p> <table border="1"> <thead> <tr> <th></th> <th>Whole School %</th> <th>PP %</th> <th>PA %</th> <th>2021-2022 FFT Primary Schs South West</th> <th>2021-2022 FFT Primary Schs Nationally</th> </tr> </thead> <tbody> <tr> <td>19 – 20</td> <td>96.08%</td> <td>94.98%</td> <td>12.91%</td> <td></td> <td></td> </tr> <tr> <td>20 – 21</td> <td>96.7%</td> <td>95.72%</td> <td>9.27%</td> <td></td> <td></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>22-23</td> <td>94.74%</td> <td>93.88%</td> <td>11.5% (PP PA 16.76%)</td> <td>93.5%</td> <td>93.8%</td> </tr> <tr> <td>23-24</td> <td>95.29%</td> <td>93.76%</td> <td>9.02% (PP PA 12.09%)</td> <td>94.4%</td> <td>94.5%</td> </tr> <tr> <td>24-25</td> <td>95.9%</td> <td>94.3%</td> <td>5.9% (PP PA 15.6%)</td> <td></td> <td></td> </tr> </tbody> </table> <p>Attendance has continued to improve since. 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>		Whole School %	PP %	PA %	2021-2022 FFT Primary Schs South West	2021-2022 FFT Primary Schs Nationally	19 – 20	96.08%	94.98%	12.91%			20 – 21	96.7%	95.72%	9.27%			21 – 22	92.99%	91.68%	22.48% (PP PA – 30.58)	92.7%	93.1%	22-23	94.74%	93.88%	11.5% (PP PA 16.76%)	93.5%	93.8%	23-24	95.29%	93.76%	9.02% (PP PA 12.09%)	94.4%	94.5%	24-25	95.9%	94.3%	5.9% (PP PA 15.6%)			<p>Continue to embed. Attendance trackers to be used to support teachers in swiftly addressing any attendance concerns.</p> <p>In sight tracking tool to be used to track those close to 10 absences in 10 weeks.</p> <p>Scripts to be given to adults to use, edited in relation to new government guidance.</p> <p>pp champions to support PP pupils.</p>
	Whole School %	PP %	PA %	2021-2022 FFT Primary Schs South West	2021-2022 FFT Primary Schs Nationally																																							
19 – 20	96.08%	94.98%	12.91%																																									
20 – 21	96.7%	95.72%	9.27%																																									
21 – 22	92.99%	91.68%	22.48% (PP PA – 30.58)	92.7%	93.1%																																							
22-23	94.74%	93.88%	11.5% (PP PA 16.76%)	93.5%	93.8%																																							
23-24	95.29%	93.76%	9.02% (PP PA 12.09%)	94.4%	94.5%																																							
24-25	95.9%	94.3%	5.9% (PP PA 15.6%)																																									

<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>	<p>Of the 28 children who were identified as requiring Talk Boost intervention in EYFS, just 7 children remain on the program in Year 1. · In 2024, 60% PP reached the expected standard in the Speaking strand of Communication and Language compared to 79% of their non-disadvantaged peers. · 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>	<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. 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>In 2022-2023 there were 17 suspensions. In 2023-2024 there were 9 suspensions for 5 pupils. In 2024-2025 there were 10 suspensions for 6 pupils</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>In 2023-2024 in EYFS, 86% of the cohort achieved the expected standard in self-regulation, managing self and building relationships. 15% of PP pupils compared to 10% of non-PP pupils did not reach the expected standard.</p> <p>2024 – 79%</p> <p>In 2025 - 58% PP</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. Develop MCS Nursery</p> <p>To embed PRICE (Protecting Rights in a Caring Environment – CELT agreed behaviour culture) interwoven with specific Mount Charles behaviour strategies across the school. Embed The Mount Charles Way – new behaviour policy.</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 and MCS Way</p>
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		<p>supported by the visual 'LEARN' ladders in every classroom as outlined in the MCS Teaching Charter.</p>
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Improved attainment for disadvantaged pupils at the end of KS1 and KS2, closing the gap between PP and Non-PP peers in reading, writing and maths.

Reading						
	2022-23		2023-24		2024-25	
	All	All	All	PP	ALL	PP
EYFS	86%	71%	73%	70%	73%	42%
PHON-ICS	Yr 1 – 94%	Yr 1 – 88%	Yr 1 – 98%	Yr 1 – 95%	Yr 1 – 91%	Yr 1 – 86%
	Yr 2 – 95%	Yr 2 – 88%	Yr 2 – 94%	Yr 2 – 88%	Yr 2 – 98%	Yr 2 – 95%
KS1	68%	44%	82%	69%	71%	62%
KS2	66%	57%	64%	51%	80%	81%

Writing						
	2022-23		2023-24		2024-25	
	All	PP	All	PP	All	PP
EYFS	78%	57%	68%	50%	76%	50%
KS1	68%	44%	70%	50%	65%	62%
KS2	72%	61%	70%	63%	73%	73%

Maths						
	2022-23		2023-24		2024-25	
	All	PP	All	PP	All	PP
EYFS	76%	57%	77%	70%	76%	50%
KS1	70%	52%	79%	69%	79%	67%
MTC	41%	29%	51%	36%	76%	60%
KS2	69%	54%	67%	59%	75%	77%

Continue to focus on times tables and fluency in all classes through Winning with Number.

Sentence stems to support with mathematical thinking/problem solving.

Continue with intervention teachers supporting small groups and 1-1 as

Writing outcomes are improving – introduce new approach this year to build on the success.

Adaptive teaching needs to be monitored to ensure that all pupils make good progress.

Regular monitoring of teaching and learning to continue across the school.

Continue to embed coaching across the school, using Steplab to support this.

MCS Teaching Charter to continue to be embedded.

Review of reading offer

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

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>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>2024 98% of all pupils PP = 95%</p> <p>2025 98% of all pupils PP = 95%</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>
Higher rates of progress in maths across EYFS, especially in number.	<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>In 2024 in EYFS, 70% PP and 79% 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>Winning with Number has been introduced from Nursery through to Y6 (for the initial year.)</p> <p>Maths language has developed as well as maths skills.</p>
<p>Extra Curricular 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>79% of pupils attended an extra curricular in 2023-2024. This includes 71% of SEND pupils and 73% PP pupils. To improve uptake in extracurricular activities we held pupil conferencing to elicit what activities the children would be particularly interested in and discussed reasons why some children didn't want to engage.</p> <p>In 2022-2023, 76% of disadvantaged pupils in KS2 attended a residential trip.</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. Ensure PP continue to be invited to sports events in school time. DA Champions to support with this.</p> <p>Continue to review the residential offer in place. Parents to be consulted.</p>

	<p>In 2023-2024, 75% of disadvantaged pupils in KS2 attended a residential trip.</p> <p>A residential trip to London for Year 6 was organised after consulting with parents. In October 2024, 74% of disadvantaged pupils in Y6 attended.</p>	
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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
Place Value of Grammar	Grammarsaurus
Boom Reader	Squirrel Learning Ltd
Talk Boost	Speech and Language UK

Service pupil premium funding (optional)

<p><i>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</i></p>
<p>Pupils and families were spoken to individually to identify how best to utilise the funding. Support included:</p> <ul style="list-style-type: none"> • 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.
- Targeted intervention groups and 1 to 1.
- Participation in extra-curricular activities.