

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Mountnessing CE Primary School
Number of pupils in school	193
Proportion (%) of pupil premium eligible pupils	12.4% (24 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	22.09.25
Date on which it will be reviewed	September 2026
Statement authorised by	Tim Lee (CofG)
Pupil premium lead	Holly Obank
Governor / Trustee lead	Tim Lee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	23,609
Recovery premium funding allocation this academic year	£0
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	£23,609

Part A: Pupil premium strategy plan

Statement of intent

To unlock every child's potential as a unique child of God.

"May Christ dwell in your hearts through faith, that being rooted and grounded in love, you may have the power to comprehend, with all the saints, what is the breadth and length and height and depth, and know the love of Christ that surpasses knowledge, so that you may be filled with all the fullness of God."

We have designed our curriculum to be engaging, inclusive, challenging and progressive. Much of our learning is cross-curricular and supports our thematic approach. The core and foundation subjects do not form the complete curriculum. We aim to give all children a broad and balanced education that seeks, above all, to treat each child as an individual, allows them to unlock their true potential and to prepare them for life.

We believe that children should be taught the skills and knowledge that give them an understanding of their world and equip them for later life. We focus on key subject and learning skills and are careful to ensure that knowledge taught is relevant and useful.

Our intent is that the children learn to ask and answer higher lever questions and learn in a fun and active setting collaboratively with their peers and other year groups. We believe in the power of learning outdoors and offer a Forest School Curriculum for EYFS, year 1 and year 2 in the second half of each year.

Our curriculum (in school and out of school hours) ensures enrichment days and activities such as trips, visitors and workshops, to stimulate, excite and engage all our pupils.

We teach our pupils through all subject areas to be respectful of cultural, spiritual, social, religious and individual differences of all children. We teach them to understand and recognise feelings and involve other people in their learning experiences.

This is no different for our disadvantaged children. Our objectives for our disadvantaged pupils are for them to have a positive learning experience and access the same education as all children in our school. We want these pupils to progress in our school and exceed wherever possible in all areas of the curriculum. We want them to maximise their potential wherever possible through a nurturing environment.

Challenges

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

Challenge number	Detail of challenge
1	Emotional support and wellbeing. Our disadvantaged pupils can sometimes have low self-esteem and self worth. They don't always realise their full potential and often need additional support to help them understand this.
2	Speech and Language. We have observed that children are entering our school with a lower level of language and need additional support with speech and understanding of language.
3	Broadening the range of learning experiences. Some disadvantaged pupils have less cultural capital than their peers and parents are difficult to engage in school activities.
4	Progress. Ensure all PP pupils make progress in line with their peers and pupils nationally.

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
<i>Programmes in place to support and improve pupil's progress.</i>	Children will make progress in line with their personalised targets. Staff offer effective feedback for pupils. Children use metacognition to improve their own learning.
Pupil's emotional needs are met	Children will be able to discuss their concerns and worries with a trained adult. Pupils will feel safe and happy in school. School staff and outside support will value all children and recognise when additional resources are needed to ensure children's wellbeing.
Engage the families facing challenges at home Ensure pupils don't 'miss out' on experiences and extra curricular activities because of lack of engagement or finances.	All PP children will be supported to attend school trips, clubs. Pupils receive a broad and balanced curriculum. Every child is encouraged to reach their full potential Parents/carers support their child by attending events and meetings.

Speech and language provision is strong throughout school and embedded into the curriculum.

Pupils will be assessed on entry to school. Interventions and further assessments in place to ensure progress where needed.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Metacognition staff training Adult: child interaction training	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1 2
AfL staff training	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1 2 3 4
Online safety staff training	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/digital-technology-2019	3 4 1
Peer to peer support from colleagues	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 18,109.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Classroom support	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	4 1 2
Tuition	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	4 2

1:1 and small groups		
Talk Boost	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://ican.org.uk/media/2928/tb-data-statements-0311.pdf	2

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Kids Inspire support	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1
Outdoor visits School trips School clubs	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	3
Pupil Support from BSCWT	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1
Uniform and transport fund		3

Total budgeted cost: £ 23609

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 2024 to 2025 academic year.

Alongside academic achievement, all PPG pupils received additional support where necessary for their emotional wellbeing

Additional support and guidance was provided through adult support or physical resources where it was needed.

All PPG pupils have access to an LSA to support when it is needed.

All PPG pupils have received funding for uniform, resources, swimming, after school clubs and school trips if needed.

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
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A