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	207
Proportion (%) of pupil premium eligible pupils	8.2% (17 children)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2026 - 2029
Date this statement was published	01.09.2026
Date on which it will be reviewed	September 2027
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	**£ £46,500**
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	£46,500

Part A: Pupil premium strategy plan

Statement of intent

Our Vision

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."
Ephesians 3:17-19

At the heart of our school is a commitment to ensuring that every child thrives and flourishes academically, socially, emotionally and spiritually. We believe that all children, regardless of background or circumstance, deserve access to a rich, ambitious and inclusive curriculum that enables them to achieve their full potential.

Intent

Our intention is to use Pupil Premium funding strategically to remove barriers to learning and ensure that disadvantaged pupils receive the support, opportunities and experiences they need to thrive. Through high-quality teaching, targeted interventions and a nurturing environment, we aim to ensure that disadvantaged pupils achieve outcomes that are at least in line with their peers and, where possible, exceed expectations.

We recognise that disadvantage can present a range of challenges that impact learning, attendance, wellbeing and engagement. Therefore, our approach is centred on understanding the individual needs of each child and providing personalised support that enables them to flourish.

We are committed to ensuring that disadvantaged pupils:

- Access the same high-quality, broad and balanced teaching and curriculum as all pupils.
- Make strong academic progress across all areas of learning.
- Develop confidence, resilience and independence as learners.
- Have full access to enrichment opportunities, including educational visits, visitors, workshops, clubs and residential experiences.

- Benefit from high levels of attendance and engagement in school life.
- Receive support for their social, emotional and mental wellbeing where needed.
- Feel valued, included and empowered to succeed.
- Develop the cultural capital, knowledge and experiences necessary to prepare them for the next stage of education and later life.

Our Commitment

We believe that disadvantage should never be a barrier to achievement. Through careful identification of need, evidence-informed practice and ongoing evaluation, we strive to provide every disadvantaged child with the opportunities, support and encouragement required to maximise their potential.

By nurturing aspiration, promoting excellence and living out our Christian values, we aim to ensure that all disadvantaged pupils leave our school as confident, successful and compassionate individuals, ready to make a positive contribution to the world around them.

Challenges

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

Challenge number	Detail of challenge
1	**Emotional Wellbeing and Personal Development** Some of our disadvantaged pupils experience social, emotional and mental health challenges that can affect their confidence, self-esteem and engagement with learning. These pupils may require additional support to develop resilience, manage emotions and build positive relationships. In some cases, they do not readily recognise their own strengths or potential, which can limit their aspirations and willingness to take risks in their learning. We recognise that strong emotional wellbeing is fundamental to academic success and are committed to providing a nurturing environment where every child feels valued, supported and able to thrive.
2	**Attendance** Attendance remains a key challenge for some disadvantaged pupils. Lower attendance can result in gaps in learning, reduced opportunities to consolidate knowledge and skills, and difficulties in maintaining positive peer relationships.

	Persistent absence can have a significant impact on academic achievement and overall engagement with school life. We work closely with families to promote the importance of regular attendance, identify barriers and provide targeted support to ensure pupils attend school consistently and benefit fully from the opportunities available to them.
3	**Progress** While many disadvantaged pupils make good progress, attainment and progress gaps can still exist between some disadvantaged pupils and their peers. Barriers such as limited prior knowledge, reduced access to learning resources and interruptions to learning can impact academic outcomes. Some pupils require additional targeted interventions to secure key skills, particularly in reading, writing and mathematics, and to ensure they are able to access the wider curriculum successfully. Our priority is to provide high-quality teaching and tailored support that enables disadvantaged pupils to make strong progress and achieve their full potential.
4	**Broadening Learning Experiences** Some disadvantaged pupils have fewer opportunities to access enriching experiences beyond their immediate environment. This can limit the development of cultural capital, vocabulary, background knowledge and aspirations, all of which contribute to success in school and later life. We recognise the importance of providing a wide range of experiences through educational visits, visitors, workshops, clubs, residential trips and outdoor learning opportunities. By broadening pupils' experiences and horizons, we aim to inspire curiosity, raise aspirations and support disadvantaged pupils in developing the knowledge, skills and confidence needed for future success**.**

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
Emotional Wellbeing and Personal Development Disadvantaged pupils demonstrate improved confidence, self-esteem and resilience, enabling them to engage positively in learning and wider school life. Pupils feel safe, valued and supported, and are able to develop positive relationships with their peers and adults.	**Success will be measured by:** • Improved pupil wellbeing and engagement as evidenced through pupil voice, surveys and discussions. • Increased participation in lessons, enrichment activities and leadership opportunities. • Reduction in behaviour incidents linked to emotional regulation and wellbeing. • Positive feedback from parents, staff and pupils regarding emotional support and pastoral provision. • Evidence that pupils demonstrate greater confidence, independence and aspiration in their learning.

Attendance **Intended Outcome:** Attendance for disadvantaged pupils improves and is in line with, or increasingly close to, that of non-disadvantaged pupils. Persistent absence among disadvantaged pupils is reduced, ensuring pupils have consistent access to learning and wider school opportunities.	**Success will be measured by:** • Improved attendance rates for disadvantaged pupils. • Reduced percentage of disadvantaged pupils who are persistently absent. • Narrowing of attendance gaps between disadvantaged and non-disadvantaged pupils. • Increased engagement of families with attendance support and intervention strategies. • Positive attendance trends sustained throughout the academic year.
Progress **Intended Outcome:** Disadvantaged pupils make at least good progress from their starting points across the curriculum. Any attainment gaps between disadvantaged pupils and their peers are diminished, particularly in reading, writing and mathematics.	**Success will be measured by:** • Internal assessment data demonstrates strong progress for disadvantaged pupils. • Improved attainment outcomes in reading, writing and mathematics. • Gaps between disadvantaged pupils and their peers reduce over time. • Pupils successfully access and engage with the full curriculum. • Targeted interventions demonstrate a positive impact on pupils' academic achievement and progress.
Broadening Learning Experiences **Intended Outcome:** Disadvantaged pupils have equal access to a wide range of enrichment opportunities that enhance their learning, raise aspirations and develop cultural capital. Pupils benefit from experiences that extend beyond the classroom and contribute to their personal development and future success.	**Success will be measured by:** • Increased participation of disadvantaged pupils in trips, clubs, workshops, residential visits and enrichment activities. • Pupil voice demonstrates that pupils value and can articulate the impact of these experiences on their learning and aspirations. • Improved engagement and confidence in classroom learning through the application of wider experiences. • Evidence of enhanced cultural capital, vocabulary and knowledge across the curriculum. • All disadvantaged pupils access a broad range of opportunities regardless of financial barriers**.**

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
Adult and Child Interaction Training (SHREC) Develop staff expertise in high-quality adult-child interactions through SHREC training, with a particular focus on shared thinking, high-quality questioning, responsive communication and vocabulary development. This will support pupils to become more confident communicators, increase engagement in learning and strengthen language skills across the curriculum. Staff will use these approaches consistently throughout the school to ensure disadvantaged pupils benefit from rich learning conversations and high expectations.	https://educationendowmentfoundation.org.uk/early-years/high-quality-interactions/the-shrec-approach	1 2 3 4
Oracy Development We recognise that strong spoken language skills are fundamental to success across the curriculum and beyond. Through development of pupils' oracy skills through high-quality classroom practice, structured discussion opportunities, vocabulary development, and targeted interventions we will explicitly teach pupils how to articulate ideas, listen actively, build on the contributions of others, and speak with confidence. We aim to improve engagement, communication, attainment, and self-esteem. Particular focus is given to ensuring disadvantaged pupils develop the language and confidence needed to fully access learning and participate successfully in school life.	https://oracyeducationcommission.co.uk/wp-content/uploads/2024/10/Future-of-Oracy-v23-web-13.pdf	3
High-Quality First Teaching Development Continue to invest in professional development and instructional coaching to strengthen quality first teaching across all year groups. Staff will develop expertise in adaptive teaching, effective feedback, metacognition and inclusive classroom practices to ensure disadvantaged pupils access	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	1 2 3 4

ambitious learning alongside their peers. A consistent focus on high-quality teaching will help close attainment gaps and improve outcomes across the curriculum.		

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

Budgeted cost: £ *41,000*

Targeted Academic Support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Classroom Support Provide skilled teaching assistant support within classrooms to ensure disadvantaged pupils receive timely guidance, scaffolding and opportunities to access learning successfully. Teaching assistants will be deployed strategically to promote independence, improve engagement and support pupils in overcoming identified barriers to learning.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1 2 3 4
Targeted Support Linked to Specific Outcomes Deliver carefully planned interventions for disadvantaged pupils based on individual assessment data and identified needs. Support will focus on securing and accelerating progress in reading, writing and mathematics through evidence-informed programmes and small-group teaching. Interventions will be regularly reviewed to ensure they have a measurable impact on pupil outcomes.	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support	1 2 3
Pre-Teaching and Overlearning Provide pre-teaching opportunities to introduce key vocabulary, concepts and knowledge before whole-class learning, alongside overlearning sessions to reinforce and consolidate new learning. This approach will help disadvantaged pupils build confidence, participate fully in lessons and retain key knowledge over time.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1 2 3
Attendance Monitoring and Early Intervention	https://educationendowmentfoun	1 2

Continue to implement a robust attendance monitoring process that enables early identification of attendance concerns for disadvantaged pupils. Work proactively with families to understand and remove barriers to attendance through regular communication, targeted support and partnership working. This will ensure pupils attend school consistently and maximise their access to learning opportunities.	dation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	3 4
Personalised Pupil Premium Plans Develop and regularly review personalised Pupil Premium plans for each disadvantaged pupil, identifying individual strengths, barriers to learning, attendance patterns and areas for development. Plans will be used to monitor progress and wellbeing, inform targeted support, and ensure interventions are responsive to pupils' changing needs throughout the year. This approach will enable staff to provide timely, tailored support that helps each pupil overcome barriers and achieve their full potential.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1 2 3 4

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 Therapeutic Support Provide access to therapeutic support through Kids Inspire for disadvantaged pupils experiencing social, emotional or mental health challenges. Targeted support will help pupils develop emotional regulation, resilience, self-esteem and positive relationships, enabling them to engage more successfully in learning and school life.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1 2 3
Enrichment Experiences, Educational Visits and School Clubs Ensure that all disadvantaged pupils can access a rich programme of educational visits, residential experiences, workshops, visitors and extra-curricular clubs regardless of financial circumstance. These opportunities will broaden	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	2 3

horizons, increase cultural capital, raise aspirations and enhance learning beyond the classroom.		
Pupil Support from BSCWT Work in partnership with the Brentwood School Children's Wellbeing Team (BSCWT) to provide targeted support for pupils and families where emotional wellbeing, behaviour or wider family circumstances are affecting learning and engagement. This support will help remove barriers to achievement and strengthen links between home and school.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1 2
Uniform and Transport Fund Provide financial assistance for essential school uniform, transport and other educational costs where these present a barrier to participation. This will ensure disadvantaged pupils attend school regularly, feel included within the school community and are able to access the full range of learning and enrichment opportunities available.		1 2 3 4

Total budgeted cost: £ £46,500

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 2025 to 2026 academic year.

Throughout the 2025-2026 academic year, our Pupil Premium funding enabled us to provide targeted support that addressed both academic and non-academic barriers to learning for disadvantaged pupils. We trialled creating PPG plans for each child that outlined their strengths and areas for improvement. These have been useful documents that have allowed us to personalise support. We will continue these into the next academic year.

Alongside academic provision, disadvantaged pupils received personalised support to promote their emotional wellbeing and personal development. Where required, pupils accessed additional pastoral support, helping them to develop resilience, self-esteem and positive engagement with school life.

Additional support and resources were provided to individual pupils according to identified needs. This included adult guidance, targeted intervention and bespoke provision to ensure pupils could access learning successfully and participate fully in school activities.

All disadvantaged pupils had access to Learning Support Assistant (LSA) support when needed. This enabled pupils to receive timely scaffolding, clarification and encouragement within lessons, supporting both academic progress and confidence in learning.

To ensure that no child was disadvantaged by financial circumstances, funding was made available to support access to school uniform, curriculum resources, swimming lessons, educational visits, residential experiences and extra-curricular clubs. As a result, disadvantaged pupils were able to participate fully in the wider life of the school and benefit from the same enrichment opportunities as their peers.

Overall, our approach helped to remove barriers to learning, support pupil wellbeing and engagement, and ensure that disadvantaged pupils were included in all aspects of school life. Through a combination of academic, pastoral and financial support, we continued to work towards our vision of enabling every child to flourish and achieve their full potential

Key Results - 2025-2026

Assessment	Statistic	Cohort	School Result
KS2 Reading, Writing & Maths combined	% achieving the expected standard	4	50%
KS2 Reading, Writing & Maths combined	% achieving the higher standard	4	0%
Multiplication Tables Check (MTC)	% scoring full marks (25/25)	2	50%
Phonics Screening Check	% passing in Year 1	2	50%
Early Years Foundation Stage	% achieving a Good Level of Development	2	100%

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