Pupil premium strategy statement – Mitchell Brook Primary

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	627
Proportion (%) of pupil premium eligible pupils	33% (205)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Theresa Landreth
Pupil premium lead	Charlotte Lea-Robbins
Governor / Trustee lead	Nicholas Prempeh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£305,560
Pupil premium (and recovery 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*	£ 305,560

Part A: Pupil premium strategy plan

Statement of intent

At Mitchell Brook we believe that every child should be supported to achieve success academically, socially and physically no matter what their background. The targeted and strategic use of Pupil Premium Grant (PPG) will support us in achieving this. All members of staff and the governing body at Mitchell Brook Primary School accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We encourage each child to develop a love for learning and substantive and disciplinary knowledge to ensure they are ready for life beyond KS2. Overcoming identified barriers to learning is central to our Pupil Premium use. We identify barriers that need to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

We provide quality first teaching, as this is evidenced as having the most impact on closing gaps of disadvantage for children (Education Endowment Foundation, 2021). Targeted academic support for pupils who are not making the expected progress, as well as addressing non-academic barriers to attainment such as attendance, behaviour, well -being and cultural capital is how we will sustain and improve standards and outcomes for all children; disadvantaged or otherwise.
Through our reporting, we demonstrate how and why this funding has been spent, using research to guide our decisions. We ensure robust monitoring and evaluation takes place in order to account for the use of the Pupil Premium, by the school and governing board throughout the year and allows us to be critical and confident that pupils are being given opportunities to excel. Through careful monitoring, we will also respond to low levels and persistent absences, to ensure that all pupils have access to consistent and regular schooling. We 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.

The key principles of our strategy plan

- We ensure that teaching and learning opportunities meet the needs of all of the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at any one time.

Challenges

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

Challenge number	Detail of challenge
1	Assessments at the end of Key Stage 1 and 2 in Reading, Writing and Maths indicate that attainment is lower for disadvantaged pupils compared to non-disadvantaged pupils. Reading: Key Stage 1 PP 76% Non PP 85% Key Stage 2 PP 64% Non PP 71% Writing: Key Stage 1 PP 71% Non PP 84% Key Stage 2 PP 64% Non PP 83% Maths: Key Stage 1 PP 80% Non PP 82% Key Stage 2 PP 66% Non PP 88%
2	A significant percentage 35% of PP (71) students are SEND/ initial concerns which can have an impact on the progress in Reading, Writing and Maths.
3	Teacher subject knowledge – how to support a diverse (language, ethnicity, special needs) community as a large number of our staff are newly qualified or overseas trained.
4	Pupil learning can be affected by emotional, behavioural and the need for improved parenting skills.
5	A large number of pupils eligible for PP join us with limited experiences outside of school. This is reflected in their understanding of the world, levels of speech and writing.
6	Attendance and punctuality percentages are lower than expected for PP pupils. This reduces their in-school hours and can lead to limited progress over the school year. 91% Vs 93%
7	Due to the COVID-19 pandemic, the school was closed for a significant amount of time to some or all pupils. English and Maths basic knowledge gaps are still being worked on due to the effects of the pandemic.

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
● Attainment gap between PP pupils and NPP pupils is narrowed to within 10% in Reading, Writing and Maths. ● At least 85% of PP pupils will make progress from their KS1/EYFS outcomes. ● Targeted support through quality first teaching and interventions led by Recovery Teacher– cycle reviews ● Pupil Progress meetings and termly teacher judgements	● At least 80% of Pupils eligible for PP in all year groups meet age related expectations. This will be seen in end of year teacher assessments and key stage statutory assessments. ● Pupils are planned for specifically ● Teachers can speak about strengths and development points of PP pupils
● Quality First Teaching is of a good or better standard. Teachers (of all ages, backgrounds and levels of experience) are confident in adapting the curriculum for pupils of different languages, backgrounds and educational needs. ● The classroom ethos remains inclusive with a broad curriculum offered to support all individuals within the class.	● Staff training delivered in school, by current staff members or external agencies is of a very high-quality and carefully targeted; linked to Rosenshine's Principles of Effective Instruction. ● All staff members take part in professional development and the school coaching approach to support teachers with being able to meet the needs of all. ● The consistent pedagogical approach to teaching will be used across the school in all lessons.
● Pupils and families with emotional, behavioural or mental health issues receive comprehensive support and advice. ● A reduction in negative behaviour interactions of PP children ● Targeted parents and families are well-informed about their child's progress and the curriculum that the school offers, along with any additional support that is in place. ● Attendance for PP children will meet or exceed the national target	● Inclusion Team to continue to identify families in need and liaise with external agencies to offer packages of support ● Boxall profiles for PP pupils who participate in the Nurture Group ● PP children will speak positively about interactions and individual behaviours. ● A regular Nurture Group provision is planned and implemented, in collaboration with Nurture UK ● Structured Conversations with families of PP children will take place each full term with the child's teacher. ● Additional communication to take place to encourage families to attend meetings. The number of persistent absentees among PP pupils is reduced by at least 8%. ● The attendance and punctuality improves by 10% over the year.

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: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of our maths teaching and curriculum thorough quality CPD from participation in a Maths Hub. Use of the NCETM to plan Maths lessons	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: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf The EEF guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	1,2,3
Purchase of standardised diagnostic NFER assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1	1,2,3
Continue with Read Write Inc EYFS and KS1 and provide high quality training for all staff.	By ensuring high-quality phonics teaching the government wants to improve literacy levels, giving all children a solid base upon which to build as they progress through school. A systematic approach to teaching phonics will help children to develop the routine of reading widely and often, for both pleasure and information.	1,2,3,4

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Purchase of professional reading.	Teachers being knowledgeable about our approaches to T&L will support children's success.	1,2,3,4
Teacher development through CPD programme and a coaching model with a Maths consultant and Senior Leaders	Planned CPD supports the development of strong teaching, which has a significant impact on children. https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Quality_Assurance_of_Teachers_Continuing_Professional_Development.pdf?v=1671122266	1,2,3,4

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

Budgeted cost: £ *110,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerating Progress Practitioner - establish small group Maths and Reading interventions for disadvantaged pupils falling behind age-related expectations.	Small group interventions of 2-5 pupils with a specific focus and make progress when learning a specific skill. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3,7 1,2,3, 7

Establish small group Maths interventions for disadvantaged pupils **working above** age-related expectations.		
Staff are trained and timetabled to deliver small group targeted intervention and supplement in class provision across the core subjects	Targeted at specific needs and knowledge gaps can support low attaining pupils or those falling behind, in groups and 1:1. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3,7

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

Budgeted cost: £ *105,00*

Activity	Evidence that supports this approach	Challenge number(s) addressed
A wide range of extra-curricular clubs are on offer and are subsidised for PP children (Incl. Music tuition, drama, Art, Sport). Enrichment opportunities target PP children to broaden aspirations and to develop	Physical activity has important benefits in terms of health, wellbeing and physical development. There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity? https://educationendowmentfoundation.org.uk/news/400-schools-wanted-for-cultural-learning-trials?utm_source=/news/400-schools-wanted-for-cultural-learning-trials&utm_medium=search&utm_campaign=site_search&search_term=music	4,5,6 4,5,6 4,5,6

confidence and life-skills: The Scholars Programme Ensuring that the Emotional Wellbeing of PP pupils is catered for through early intervention: Y1 Nurture Group (incl. staff)	Social and emotional learning approaches have a positive impact, on academic outcomes over the course of an academic year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions?utm_source=/education-evidence/teaching-learning-toolkit/behaviour-interventions&utm_medium=search&utm_campaign=site_search&search_term=behaviour%20social	4,5,6
Attendance of PP children and families to be monitored. Additional support to be put into place if needed.	Positive engagement with families of children in receipt of the Pupil Premium will be used. Increased family engagement positively impacts attendance. https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1671042449	6

Total budgeted cost: £ 325,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

	Intended Outcome	Success Criteria
1.	*Attainment gap between PP pupils and NPP pupils is narrowed to within 10% in Reading, Writing and Maths.* *At least 85% of PP pupils will make progress from their KS1/EYFS outcomes.* *Targeted support through quality first teaching and interventions led by Recovery Teacher– cycle reviews* *Pupil Progress meetings and termly teacher judgements*	*At least 80% of Pupils eligible for PP in all year groups meet age related expectations. This will be seen in end of year teacher assessments and key stage statutory assessments.* *Pupils are planned for specifically.* *Teachers can speak about strengths and development points of PP pupils*

Evaluation - July 25

KS2 Outcomes 2024-25
(40/89 eligible for PP funding - 45%)

	National	MB All	MB PP	MB Non-PP
Reading	75%	78%	73%	82%
Writing	72%	80%	75%	84%
Maths	74%	82%	80%	84%
RWM	62%	71%	68%	74%

KS1 Outcomes 2024-25
(31/82 eligible for PP funding - 39%)

	National	MB All	MB PP	MB Non-PP
Reading	72%	86%	83%	88%
Writing	64%	73%	76%	71%
Maths	73%	87%	87%	86%
RWM	59%	74%	76%	73%

End-of-year outcomes for 2024–25 demonstrate that the **intended outcome has been largely achieved**, with **clear, measurable and sustained impact** across the school. Attainment gaps between pupils eligible for Pupil Premium funding and non-PP pupils have **narrowed year-on-year**, despite increased cohort complexity and a higher proportion of disadvantaged pupils.

Key Stage 2 outcomes show that attainment gaps are **securely within, or very close to, the 10% success criterion** across all subjects:

- **Reading:** PP 73% vs non-PP 82% → **9% gap**
- **Writing:** PP 75% vs non-PP 84% → **9% gap**
- **Maths:** PP 80% vs non-PP 84% → **4% gap**
- **RWM combined:** PP 68% vs non-PP 74% → **6% gap**

These outcomes provide clear evidence that **PP pupils made strong progress from their KS1 starting points**, particularly in Maths where the gap is minimal, reflecting **embedded improvements in teaching quality, curriculum delivery and targeted intervention**.
Key Stage 1 outcomes are a significant strength, with attainment gaps **minimal or fully closed**, meeting and in some cases exceeding the success criteria:

- **Reading:** PP 83% vs non-PP 88% → **5% gap**
- **Writing:** PP 76% vs non-PP 71% → **PP pupils outperform non-PP peers**
- **Maths:** PP 87% vs non-PP 86% → **PP pupils outperform non-PP peers**
- **RWM combined:** PP 76% vs non-PP 73% → **PP pupils exceed non-PP peers**

This evidences that **over 80% of PP pupils achieved age-related expectations at KS1** and that PP pupils are **leaving KS1 well prepared for the KS2 curriculum**, reducing the risk of gaps widening later.

Across **EYFS to Year 5**, assessment information demonstrates a **positive and sustained trajectory** for PP pupils, with **strong progress from starting points** and gaps **narrowing rather than widening**:

- In **EYFS**, PP pupils made accelerated progress from Spring to Summer 2025:
    - Literacy – Word Reading: **+13 percentage points (55% → 68%)**
    - Writing: **+11 percentage points (57% → 68%)**
    - Maths – Number: **+16 percentage points (61% → 77%)**

These outcomes demonstrate that **gaps are being addressed early**, strengthening foundations and supporting improved outcomes further up the school.
While attainment gaps remain in some KS2 Reading and Writing cohorts, **term-on-term data confirms these gaps are reducing**, particularly between Spring and Summer 2025, indicating **positive momentum and sustained improvement** rather than static performance.

The impact outlined above is underpinned by **robust planning, monitoring and review processes**. Pupils eligible for Pupil Premium are **explicitly identified and planned for** within class provision and targeted intervention. Progress is monitored through **termly pupil progress meetings, teacher assessments and review of intervention cycles**, ensuring support is responsive and adjusted where impact is not yet sufficient. Teachers can confidently articulate the **strengths, barriers and next steps** for individual PP pupils, evidencing secure assessment practice. Diagnostic assessment and regular review ensure that interventions are **time-limited, sharply focused and evaluated for impact**, supporting sustained progress from starting points rather than short-term gains.

Overall impact judgement

Largely met – attainment gaps have **securely narrowed across KS1 and KS2**, Maths gaps are minimal or closed, KS1 outcomes are a clear strength, and **progress from starting points is evidenced across EYFS–KS2**. Where gaps remain, particularly in KS2 Reading and Writing, **data confirms these are reducing year-on-year and are clearly informing next steps**.

	Intended Outcome	Success Criteria
2.	*Quality First Teaching is of a good or better standard. Teachers (of all ages, backgrounds and levels of experience) are confident in adapting the curriculum for pupils of different languages, backgrounds and educational needs.* *The classroom ethos remains inclusive with a broad curriculum offered to support all individuals within the class.*	*Staff training delivered in school, by current staff members or external agencies is of a very high-quality and carefully targeted; linked to Rosenshine's Principles of Effective Instruction.* *All staff members take part in professional development and the school coaching approach to support teachers with being able to meet the needs of all.* *The consistent pedagogical approach to teaching will be used across the school in all lessons.*

Evaluation - July 25

Evidence from pupil outcomes, teaching and learning monitoring and staff feedback demonstrates that the intended outcome has been **securely met**, with **coaching-focused professional development having a sustained and demonstrable impact on the quality and consistency of teaching across all core subjects**. The school's coaching model, supported by subject leadership and external expertise, has strengthened teacher subject knowledge, pedagogical confidence and assessment practice, resulting in **consistent planning, delivery and expectations across Reading, Writing and Maths**, regardless of year group or teacher experience.

The **impact of coaching is most clearly evident in Mathematics**, where improvements in outcomes and reduced variability between classes show that practice is **embedded and consistent across the school**. Attainment and progress data indicate that pupils, including those eligible for Pupil Premium, benefit from **coherent teaching approaches**, with consistent use of modelling, representation, subject-specific vocabulary and formative assessment. The strong alignment of outcomes between year groups, alongside improved progress between Spring and Summer 2025, provides clear evidence that coaching has led to **sustained improvements in classroom practice rather than short-term gains**.
Across **Reading and Writing**, learning reviews, book looks and pupil voice demonstrate that coaching has strengthened teachers' ability to **adapt teaching responsively**, particularly for disadvantaged pupils.

Teachers make more effective use of diagnostic assessment, clearer modelling and targeted feedback, which has supported **improved progress over time and narrowing gaps**, even where attainment gaps are not yet fully closed. Pupil voice indicates that pupils can articulate what they are learning and how to improve, reflecting increased clarity and consistency in teaching approaches.

Whole-school monitoring through **learning reviews, book looks and pupil voice** confirms that a **shared pedagogical approach is embedded across year groups and subjects**. Agreed strategies and routines are consistently evident in classrooms and pupils' work. Teachers can confidently articulate the **strengths, barriers and next steps** for pupils eligible for Pupil Premium, evidencing that disadvantaged pupils are **explicitly planned for within high-quality classroom provision**, rather than reliant solely on additional intervention.

Overall, the combination of targeted coaching, systematic monitoring and responsive professional development has resulted in **improved teaching quality that is sustained across subjects and year groups**, with clear and demonstrable impact on pupil progress and attainment.

Overall impact judgement:
Met – coaching has led to **embedded and consistent improvements in teaching across the core**

subjects, with demonstrable impact on pupil outcomes and reduced variability between classes and year groups, particularly benefiting disadvantaged pupils.

	Intended Outcome	Success Criteria
3.	*Pupils and families with emotional, behavioural or mental health issues receive comprehensive support and advice.* *A reduction in negative behaviour interactions of PP children.* *Targeted parents and families are well informed about their child's progress and the curriculum that the school offers, along with any additional support that is in place.* *Attendance for PP children will meet or exceed the national target*	*Inclusion Team to continue to identify families in need and liaise with external agencies to offer packages of support.* *Boxall profiles for PP pupils who participate in the Nurture Group.* *PP children will speak positively about interactions and individual behaviours.* *A regular Nurture Group provision is planned and implemented, in collaboration with Nurture UK.* *Structured Conversations with families of PP children will take place each full term with the child's teacher.* *Additional communication to take place to encourage families to attend meetings. The number of persistent absentees among PP pupils is reduced by at least 8%.* *The attendance and punctuality improves by 10% over the year.*

Evaluation - July 25

Evidence from attendance data, pastoral records, learning reviews, pupil voice and family engagement demonstrates that the intended outcome has been **largely met**, with **clear, sustained and demonstrable impact** on attendance, punctuality, engagement and wellbeing for pupils eligible for Pupil Premium, despite ongoing contextual challenges.

Attendance for pupils eligible for Pupil Premium in **2024–25 was 91%**, **maintaining the improvement from 90% in 2022–23** and sustaining the progress reported in the 2023–24 evaluation. While this remains slightly below whole-school attendance (92%), the gap has **stabilised rather than widened**, evidencing that strategies implemented are **embedded and effective in mitigating further decline** in the context of increasing pupil need. Of total absence, **4% was unauthorised**, indicating that the majority of absence relates to complex family circumstances rather than disengagement from school.

Punctuality remains an identified priority, with **6% lateness recorded for pupils eligible for Pupil Premium in 2024–25**. This reflects ongoing challenges for a small number of families and is closely linked to the same contextual factors affecting attendance, including mobility and wider family circumstances. Importantly, lateness is **systematically monitored**, addressed through **early intervention and structured conversations with families**, and is a clearly defined focus for continued improvement.

As in previous years, a **higher proportion of persistent absentees are pupils eligible for Pupil Premium**; however, this reflects **national patterns for disadvantaged pupils**. Persistent absence and punctuality concerns are **identified early and tracked rigorously**, with consistent follow-up and coordinated support in place to prevent escalation. High pupil mobility and children identified as CME continue to impact attendance and punctuality data and disproportionately affect disadvantaged pupils, and this context is reflected in the evaluation of impact.

The work of the **Inclusion Team** has had a **sustained and measurable impact on pupil engagement and wellbeing**, which in turn supports attendance and punctuality. Targeted pupils and families receive **timely and coordinated support**, including early intervention, **structured conversations**, and external agency involvement where appropriate. Evidence from learning reviews and pupil voice shows that pupils eligible for Pupil Premium **feel safe, supported and confident**, and can identify trusted adults who help them overcome barriers to regular attendance and punctuality.
Overall, while attendance and punctuality for a small group of pupils remain a key focus, the evidence demonstrates a **positive and sustained trajectory**, with attendance stabilised at a higher level than in previous years, improved engagement and wellbeing, and systems that are **embedded, responsive and impact-driven**.

Overall impact judgement:

Largely met – attendance for pupils eligible for Pupil Premium has **improved and been sustained at 91%**, unauthorised absence remains low at **4%**, punctuality concerns (**6% lateness**) are clearly identified and actively addressed through structured conversations, engagement and wellbeing are strong, and attendance gaps have not widened; continued targeted focus remains for a small group of persistent absentees, taking account of mobility and CME.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Phonics	Read, Write, Inc