

Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium (and Recovery Premium for the 2021 to 2022 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	Moorlands Primary School
Number of pupils in school	404
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (<i>3 year plans are recommended</i>)	2021/2022 - 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Leanne Ross, Headteacher
Pupil Premium Lead	Rachel Wright
Governor / Trustee lead	

Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£ 209,645
Recovery Premium funding allocation this academic year	£21,895
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	£231,540

Part A: Pupil Premium Strategy Plan

Statement of Intent

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 higher achievers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, including use of the School-Led Tutoring Programme.

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. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge Number	Detail of Challenge
1	Assessments, observations, and discussions with pupils indicate <u>underdeveloped oral language skills and vocabulary gaps</u> 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.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have <u>greater difficulties with phonics</u> than their peers. This negatively impacts their <u>development as readers</u> .
3	Our records, observations and discussions with pupils indicate that many disadvantaged pupils are <u>not reading at home</u> , especially with an adult, as often as other pupils. This negatively impacts their <u>development as readers</u> .
4	Internal and external (where available) assessments indicate that attainment among disadvantaged pupils is <u>significantly below</u> that of non-disadvantaged pupils in <u>Reading, Writing and Maths</u> .
5	Our assessments and observations indicate that the <u>education and well-being</u> of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. This has resulted in <u>significant knowledge gaps</u> leading to pupils falling <u>further behind</u> age-related expectations in Reading, Writing and Maths.
6	Our observations and discussions with pupils and families have identified <u>social and emotional issues</u> for many pupils, notably due to a lack of enrichment opportunities during school closure and increased tension in the home. These challenges particularly affect disadvantaged pupils, including their attainment. ELSA referrals for emotional support have markedly increased during the pandemic. 52 pupils currently require additional targeted support with social and emotional needs and are receiving individual or small group interventions. 30 of these pupils (58%) are disadvantaged.
7	Our <u>attendance</u> data over the last 4 years indicates that attendance among disadvantaged pupils has been between 1.6% - 3.4% lower than for other pupils. 22% of disadvantaged pupils have been 'persistently absent' in the academic year 2018-19 compared to 11% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' <u>progress</u> .

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
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved Phonics and Reading attainment for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> Phonics records demonstrate that disadvantaged pupils are making good progress with individual sounds and blending and are keeping up with their peers. Y1 Phonics outcomes in 2024/25 show that more than 85% of all pupils met the expected standard, including 80% of disadvantaged pupils. KS2 Reading outcomes in 2024/25 show that more than 80% of all pupils met the expected standard, including 80% disadvantaged.
Improved Writing attainment for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> KS2 Writing outcomes in 2024/25 show that more than 75% of all pupils met the expected standard, including 75% disadvantaged.
Improved Maths attainment for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> KS2 Maths outcomes in 2024/25 show that more than 85% of all pupils met the expected standard, including 85% disadvantaged.
To achieve and sustain improved well-being for all pupils, particularly our disadvantaged pupils.	<p>Sustained high levels of well-being demonstrated in 2024/25 by:</p> <ul style="list-style-type: none"> ELSA records demonstrate progress during targeted interventions qualitative data from pupil voice, pupil and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> overall school attendance for all pupils is at least in line with the national average of 96% the percentage of all pupils who are persistently absent is below the national average of 13% the attendance gap between disadvantaged pupils and other pupils has closed

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: £151,192

Activity	Evidence that supports this approach	Challenge Number(s) addressed
Additional teacher to focus on core skills in year groups identified through ongoing assessment.	Reducing class size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller: Reducing Class Size	2, 4, 5
TA in every class during core learning in the morning, enabling more opportunities' for immediate feedback within lessons	Providing feedback has a high impact on learning outcomes. Low attaining pupils particularly tend to benefit more from explicit feedback: Feedback	2, 4, 5
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	2, 4, 5
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Training for staff to ensure the programme is implemented effectively.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 3

<p>Enhancement of our teaching of Writing in line with DfE and EEF guidance.</p> <p>Fund training from outside providers with expertise in developing the teaching of Writing.</p>	<p>The EEF guidance is based on a range of the best available evidence: Improving Literacy in Key Stages 1 and 2</p>	2, 3, 4, 5
<p>Improve the quality of personal, social and emotional learning.</p> <p>PSE approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood personal, social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Jigsaw PSHE/RSE scheme</p>	5, 6

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

Budgeted cost: £97,464

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants carrying out small group and individual interventions for basic skills every afternoon.	Teaching Assistants delivering targeted interventions to individual pupils or small groups shows positive benefits of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver: Teaching Assistant Interventions	2, 4, 5
Increase children's opportunities to practice basic skills at home through both engaging the child at the parents	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Effective parental engagement can lead to learning gains of +3 months over the course of a year: Working with parents to support children's learning	2, 3, 4, 5
Training and commitment to the	Oral language interventions can have a positive impact on pupils' language skills.	1

delivery of the NELI programme to improve listening, narrative and vocabulary skills, especially for disadvantaged pupils who have relatively low spoken language skills.	Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk) DfE approved NELI programme	
Additional YR phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 3, 4, 5
Engaging with the school-led tutoring programme for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged. The focus will be early reading and Phonics for Y1 – Y5	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2, 4, 5

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

Budgeted cost: £20,505

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training and coaching on behaviour management approaches with the	Both targeted interventions and universal approaches can have positive overall effects:	5, 6

aim of improving behaviour for individuals and identified cohorts.	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	
Personal, Social and Emotional interventions with ELSA	The average impact of successful social and emotional interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Interventions which focus on improving social interaction tend to be more successful (+6 months) than those focusing on personal and academic outcomes (+4 months) or those aimed at preventing problematic behaviour (+5 months): Social and Emotional Learning	5, 6
Embedding principles of good practice set out in the DfE's 'Improving School Attendance' advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence: Improving School Attendance	7
Allocate three 'free' spaces (20%) in each after-school club to Pupil Premium children	Enriching education has intrinsic benefits. All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. There is some research that enrichment approaches can directly improve pupils' attainment (EEF is particularly interested in exploring this further): Life Skills Enrichment	5, 6, 7

Total budgeted cost: £231,540

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 2020 to 2021 academic year.

Up until the disruption to schools in March 2020, internal assessments across the school were indicating that the gap between disadvantaged and other pupils was narrowing over time.

The pandemic has significantly impacted performance for all pupils. This was evidenced by data in Summer 2021, which was significantly lower than in previous years in Reading, Writing and Maths with Writing being the weakest area.

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure. During this time, we catered for a very large number of children from key worker and vulnerable families in school, providing them with high quality first teaching from their own teachers. We mirrored this as best as possible for those learning at home using high quality online resources such as Purple Mash, White Rose Maths and Oak Academy as well as virtual and digital support and feedback from their own teachers.

Progress was most evident in Reading as a result of school developments in the teaching of Reading Comprehension skills and the greater emphasis on tracking and boosting children's individual knowledge of Common and Further Exception words, phonemes and word blending.

There was also progress with individual children who engaged in a home learning programme to support identified basic skills.

Our assessments and observations indicated that pupil behaviour, well-being and mental health were particularly acute for disadvantaged pupils in comparison to their peers. ELSA support and targeted interventions for these pupils significantly improved their ability to participate and engage in classroom learning.