

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
Moorhill Primary school	
Number of pupils in school	340
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	October 2021
Date on which it will be reviewed	April 2022 September 2022
Statement authorised by	Mrs S Sindrey
Pupil premium lead	Ceri Snowden
Governor / Trustee lead	Ms C Worrall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£217,890
Pupil premium funding carried forward from previous years	£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	£217,890

Part A: Pupil premium strategy plan

Statement of intent

Our Objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this by:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils giving disadvantaged pupils equity within the classroom.
- Ensuring 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
- Membership of a professional body – cultural capital, include action plan disadvantaged child.
- Provide opportunities for disadvantaged children to build cultural capital and enhance their experiences through visitors and trips.
- Provide and expert Maths package to support teachers in the teaching of mastery in maths.
- Support Early Career Teachers (ECT) so that children in classes of inexperienced teachers get a good deal.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. 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.
- Improve attendance and punctuality of disadvantaged learners.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- Use Challenging Education programme Raising Achievement for Disadvantaged Youngsters (RADY) as a support and challenge and to enable the school to plan for the long term sustainability for raising attainment.

Challenges

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

Challenge number	Detail of challenge
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1	Narrowing the attainment gap in across reading, writing and Maths
2	Ensure that disadvantaged children develop their substantive and disciplinary knowledge and strengthen their knowledge, understanding, retention, recall and articulation for disadvantaged.
3	Attendance and Punctuality issues.
4	Behaviour difficulties within a core group of children
5	The expand the experiences children have had of the wider world

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 in Reading	Achieve national average progress scores in KS2 Reading. Children coming from KS2 will need less reading interventions as a catch up.
Attainment in Writing	Achieve national average progress scores in KS2 Writing Children coming from KS2 will need less reading interventions as a catch up.
Attainment in Mathematics	Achieve national average progress scores in KS2 Maths Children coming from KS2 will need less reading interventions as a catch up.
The Curriculum	Disadvantaged children can retain and articulate clearly and confidently their learning making links with prior learning.
Attendance and punctuality	Ensure attendance of disadvantaged pupils is above 96%
Improved behaviour of those with complex needs.	Disadvantaged children with behavioural needs have access to a range of support within school and in other settings.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £ 50,729

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Additional teacher appointed for Y6.</i> <i>This year group has been identified because of the high level of learning and behavioural needs in the cohort. There will now be 3 classes of year 6.</i> £34,129</p>	<p>EEF As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our year 6 cohort and have identified that 3 small classes under 20 children including an experience teaching assistant, would allow teachers to increase the amount of attention each child will receive.</p>	<p>1,2,4</p>
<p><i>ECT to have access to a programme of support with a school assigned mentor and tutor.</i> £3,000 for extra training and supply costs for monitoring and training.</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. We are committed to support less experienced members of staff so have identified a new member of staff.</p>	<p>1,2,4</p>
<p><i>Curriculum co-ordinators to be a member of a professional body to enhance knowledge and understanding of their own subject.</i> £1,100</p>	<p>The EEF Guide to the Pupil Premium “Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.” Improve the provision of foundation subjects for disadvantaged learners</p>	<p>2,5</p>

	Support subject leader expertise and leadership of foundation subjects Drive improvements in teaching and learning.	
<p>Mathematics Mastery</p> <p>Staff expertly implement a comprehensive approach to building a deep conceptual understanding of concepts which will enable them to apply their learning in different situations.</p> <p>Children can articulate and apply their mathematical skills.</p> <p>£2,800</p>	<p>Supporting the attainment of disadvantaged pupils Nov 2015</p> <p>“The most popular strategies, and those that schools considered to be the most effective, focused on teaching and learning,</p>	1
<p>Purchase of Accelerated Reader</p> <p>£3,500</p>	<p>Read On Get On Strategy</p> <p>Children from poorer backgrounds are also more likely to fall behind. Every child should have the support they need to prevent this from happening.</p> <p>Children have carefully pitched independent reading books, enabling children to access books of an appropriate challenge.</p> <p>Reading attainment in disadvantaged learners rises.</p>	1
<p>Release time for class based leaders to monitor and support teaching and learning for PP pupils.</p> <p>£?????</p>	<p>The EEF Guide to the Pupil Premium</p> <p>“Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key</p>	1,2,4

20,000?	ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.”	
Use Challenging Education as support partners to effect sustained improvement for disadvantaged learners. £2,200	“What matters to children from low-income families is that a school enables them to achieve a qualification to get on in life.” Dr Rebecca Allen, Director, Education Datalab ‘Pupil Premium – Next Steps’ Sutton Trust and Education Endowment Foundation 2015.	1,2
Use Optimal Education to enhance co-ordinator expertise and develop a bespoke curriculum. £4,000	“The most popular strategies, and those that schools considered to be the most effective, focused on teaching and learning,	2
Purchase of curriculum resources to enhance the wider curriculum and support foundation subjects. £ 20,000	Ofsted handbook “As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of ‘knowledge and cultural capital’ is derived from the following wording in the national curriculum: 72 ‘It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.” In order to deliver an exciting and engaging curriculum we are investing in resources that allow the substantive knowledge to come alive.	2, 5

Targeted academic support

Budgeted cost: £ 14,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Teaching assistant hours £14,040</p>	<p>The EEF Guide to the Pupil Premium</p> <p>“Targeted academic support Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.”</p> <p>Having analysed our cohorts we have identified that support for Maths across the school is needed to support to address gaps. Due to Covid we have identified that Reading in year 3 and phonics interventions in Y1 and 2 are needed.</p>	<p>2,3</p>
<p>Extra release time for SENDCO to address needs of SEND/ PP students. 1 day per week £ 10,000?</p>	<p>The EEF Guide to the Pupil Premium</p> <p>“Targeted academic support Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key</p>	<p>1</p>

	<p>component of an effective Pupil Premium strategy.”</p> <p>We have 36 children, who are PP and SEND. Each child requires a bespoke approach and releasing our SENDCO ensures that this group in particular will get support so that they make progress from their starting points.</p>	

Wider strategies

Budgeted cost: £ 80,801.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Inclusion Manager and behaviour mentor to support children with behaviour and well-being.</i> £58,301.60</p> <p><i>Attendance Officer appointed to work ½ day a week to analyse attendance and contact low attenders.</i> £???? 4,000</p>	<p>Supporting the attainment of disadvantaged pupils Nov 2015</p> <p>“Schools with higher levels of pupil absence had lower performance among disadvantaged pupils than schools with otherwise similar characteristics.”</p> <p>Supporting the attainment of disadvantaged pupils briefing for leaders.</p> <p>“Pupils have to be in school and able to pay attention before they can access learning. More successful schools make sure they have really effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management. They also have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families. Similarly, more successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school.”</p>	1, 4
<p>High quality texts for struggling readers Y3-6 £3,000</p>	<p>Read On Get On Strategy</p> <p>Specific groups are far more likely to fail. For some children this will be related to additional needs, but for many children the reason is less clear. The reading gap</p>	1,5

	<p>between boys and girls in England is one of the widest in the developed world. Children from poorer backgrounds are also more likely to fall behind. Every child should have the support they need to prevent this from happening. This problem is reinforcing social and ethnic inequality and holding our economy back. If it is not addressed it will cost us £32.1 billion by 2025.¹ We must learn the lessons of previous literacy and reading strategies. We need a radical new approach that acknowledges that:</p> <ul style="list-style-type: none"> • Getting children reading is a job for all of us. The school is vital but so are the home and wider community. • The work starts at birth. Creating readers starts with talking and reading to babies. We can't wait until a child starts school. • Enjoyment is a vital element of reading well. The vital importance of teaching phonics and comprehension in schools needs to be complemented by approaches that help every child to engage with and develop a love of reading. • We must have the highest ambitions for all children. Despite major progress, expectations continue to be too low for particular groups of children, and in particular schools or places. 	
<p>Engage with and use votes for schools</p> <p>£500</p>	<p>OFSTED handbook Oct 2021</p> <p>Schools are crucial in preparing pupils for their adult lives, teaching them to understand how to engage with society and providing them with plentiful opportunities to do so.</p>	5
<p>Disadvantaged learners have the same opportunities as their peers.</p> <p>£ 20,000</p>	<p>Ofsted handbook</p> <p>As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life.</p>	5