

## 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 ( <b>3 year plans are recommended</b> ) | 2021/ 2022                   |
| Date this statement was published   | October 2021                 |
| Date on which it will be reviewed   | April 2022<br>September 2022 |
| Statement authorised by   | Mrs S Sindrey                |
| Pupil premium lead  | Ceri Snowden                 |
| Governor / Trustee lead   | Ms Coleen Worrall            |

### Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £217,890 |
| Pupil premium funding carried forward from previous years   | £0       |
| <b>Total budget for this academic year</b><br>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 |
| <b>Recover Premium 2021-22</b>  | £23,635  |
| <b>School –Led Tutoring</b>   | £18,224  |

## 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  |
|------------------|--|
| 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.   |

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| 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.<br>Children coming from KS2 will need less reading interventions as a catch up. |
| Attainment in Writing                           | Achieve national average progress scores in KS2 Writing<br>Children coming from KS2 will need less reading interventions as a catch up.  |
| Attainment in Mathematics                       | Achieve national average progress scores in KS2 Maths<br>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: £ 90,729

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><i>Additional teacher appointed for Y6.</i></p> <p>£34,129</p>  | <p>EEF</p> <p>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.</p> <p>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. <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></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></p> <p>£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.</p> <p>We are committed to support less experienced members 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></p> <p>£1,100</p>                            | <p><a href="#">The EEF Guide to the Pupil Premium</a></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 ingredient of a successful school and should rightly be</p>  | <p>2,5</p>                    |

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|   | <p>the top priority for Pupil Premium spending.”</p> <p>Improve the provision of foundation subjects for disadvantaged learners<br/>Support subject leader expertise and leadership of foundation subjects<br/>Drive improvements in teaching and learning.</p>  |       |
| <p>Mathematics Mastery</p> <p>£2,800</p>  | <p><a href="#">Supporting the attainment of disadvantaged pupils Nov 2015</a></p> <p>“The most popular strategies, and those that schools considered to be the most effective, focused on teaching and learning,</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> | 1     |
| <p>Purchase of Accelerated Reader</p> <p>£3,500</p>   | <p><a href="#">Read On Get On Strategy</a></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><a href="#">The EEF Guide to the Pupil Premium</a></p> <p>“Spending on improving teaching might include professional development, training and support for early career teachers and</p>  | 1,2,4 |

|  |  |             |
|--|--|-------------|
| <p>£20,000</p>   | <p>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.”</p>  |             |
| <p>Use Challenging Education as support partners to effect sustained improvement for disadvantaged learners.</p> <p>£2,200</p> | <p>“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.</p> <p>Working with a consultant helps bring clarity to targeting disadvantaged youngsters and ensuring that attainment of this group is at the heart of improving long term outcomes.</p>   | <p>1,2</p>  |
| <p>Use Optimal Education to enhance co-ordinator expertise and develop a bespoke curriculum.</p> <p>£4,000</p>                 | <p>“The most popular strategies, and those that schools considered to be the most effective, focused on teaching and learning,</p>   | <p>2</p>    |
| <p>Purchase of curriculum resources to enhance the wider curriculum and support foundation subjects.</p> <p>£ 20,000</p>       | <p><a href="#">Ofsted handbook</a></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. 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.”</p> | <p>2, 5</p> |

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|  | In order to deliver an exciting and engaging curriculum we are investing in resources that allow the substantive knowledge to come alive. |  |
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## Targeted academic support

Budgeted cost: £ 27,156

Recovery Premium £23,635

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Additional Teaching assistant hours<br>£14,040  | <a href="#">The EEF Guide to the Pupil Premium</a><br><br>“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.” | 2,3                           |
| Extra release time for SENDCO to address needs of SEND/ PP students.<br>1 day per week<br>£10,000 | <a href="#">The EEF Guide to the Pupil Premium</a><br><br>“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  | 1                             |

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|   | <p>intervention to classroom teaching, is likely to be a key 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>   |   |
| <p>2x TA to run Ready to progress maths intervention.<br/>£9273</p>                     | <p><a href="#">Supporting the attainment of disadvantaged pupils Nov 2015</a></p> <p>“The most popular strategies, and those that schools considered to be the most effective, focused on teaching and learning,</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>                                     | 1 |
| <p>2X TA to run fast track Phonics as a catch up intervention.<br/>15 hrs @ £11,652</p> | <p><a href="https://www.surrey.ac.uk/features/study-finds-phonics-teaching-benefits-disadvantaged-children">https://www.surrey.ac.uk/features/study-finds-phonics-teaching-benefits-disadvantaged-children</a></p> <p>They found significant effects on the average child at the age of five and seven, but these had disappeared by age eleven. However, children from poor family backgrounds or who did not speak English as a first language received significant long-term benefits from synthetic phonics.</p> | 1 |
| <p>Helping hands intervention<br/>£5826</p>   | <p>Through our own behaviour monitoring and safeguarding systems we have seen a significant increase in children needing additional support for SEMH interventions</p>   | 4 |

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| <p>School-Led tutoring programme<br/>Approx 67 children for 15 hours of tutoring in small groups to 1:1.</p> <ul style="list-style-type: none"> <li>• 3 TA's to complete 11 hours of training with EDF.</li> <li>• Offer tutoring opportunities either before or after school to teaching staff. (2 hours training- optional)</li> <li>• School to pay £4,556 – Grant = £ 13,668, £270 per pupil. Grant covers £202.50</li> <li>• £18/hr tutoring.</li> <li>• Tutoring to commence 28.2.22</li> </ul> | <p>To close the gap for disadvantaged groups particularly in Y2-4 where the pandemic has most impact in our school.</p> | <p>1</p> |
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## Wider strategies

Budgeted cost: £ 95,801.60

| 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><br/>£58,301.60</p> <p><i>Attendance Officer appointed to work ½ day a week to analyse attendance and contact low attenders.</i><br/>£4,000</p> | <p><a href="#">Supporting the attainment of disadvantaged pupils Nov 2015</a></p> <p>“Schools with higher levels of pupil absence had lower performance among disadvantaged pupils than schools with otherwise similar characteristics.”</p> <p><a href="#">Supporting the attainment of disadvantaged pupils briefing for leaders.</a></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</p> | <p>1, 4</p>                   |

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|   | <p>barriers they face in getting their children to school.</p> <p>We know that children who are consistently in school are more likely to make expected progress and that those children who have adverse childhood trauma are less likely to be able to learn.</p>   |     |
| <p>High quality texts for struggling readers Y3-6</p> <p>£3,000</p> | <p><a href="#">Read On Get On Strategy</a></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 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.<sup>1</sup> 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"> <li>• Getting children reading is a job for all of us. The school is vital but so are the home and wider community.</li> <li>• The work starts at birth. Creating readers starts with talking and reading to babies. We can't wait until a child starts school.</li> <li>• 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.</li> <li>• 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.</li> </ul> <p>High quality texts engage children in reading which in turn will make them readers. The effect being children's attainment rises.</p> | 1,5 |
| <p>Engage with and use votes for schools</p> <p>£500</p>            | <p><a href="#">OFSTED handbook Oct 2021</a></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> <p>For our community engagement in the wider world is a vital skill which will add cultural capital to pupils lives by:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learn about the world</li> <li><input checked="" type="checkbox"/> Seek different points of view</li> <li><input checked="" type="checkbox"/> Empathise with others</li> </ul>  | 5   |

|   |  |           |
|---|--|-----------|
|   | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Separate fact and opinion</li> <li><input checked="" type="checkbox"/> Ask relevant and meaningful questions</li> <li><input checked="" type="checkbox"/> Listen and respond thoughtfully</li> <li><input checked="" type="checkbox"/> Be open to different opinions</li> <li><input checked="" type="checkbox"/> Think before they speak</li> <li><input checked="" type="checkbox"/> Voice their opinion</li> <li><input checked="" type="checkbox"/> Stand up for what they believe in</li> <li><input checked="" type="checkbox"/> Feel empowered to make a change</li> <li><input checked="" type="checkbox"/> Take democratic action</li> </ul> |           |
| <p>Disadvantaged learners have the same opportunities as their peers.</p> <p>£ 20,000</p> | <p><a href="#">Ofsted handbook</a></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> <p>As a school we feel that this especially important post COVID-19 where opportunities for wider experiences have either been limited by pandemic rules or by a reduced income in families.</p>   | 5         |
| <p>Hardship fund/ allowance for Sip priorities</p> <p>£10,000</p>                         |  | 1,2,3,4,5 |

## 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 2021 to 2022 academic year.

#### Teaching:

The impact of a third teacher in Y6 has been that the children made progress in the personal development and learning from their starting points at the beginning of Year 6. In reading, in September, scaled score went from 96 points average to 101 average at the end of key stage assessments. Spelling, grammar and punctuation scores rose from 97 to 102 and maths from 98 to 100. The number of exclusions for this cohort decreased by 66% (from 15% to 5% of the cohort). At the end of the year this cohort was able to go back into. Two classes such was the progress in their social, emotion and mental health. The ECT was successful in their first year and continues in the school.

Mathematics further developed staff expertise and staff were able to adapt the programme to fill gaps of disadvantaged pupils left by the pandemic. Further question level analysis has identified that disadvantaged children need further support in arithmetic fluency and inference skills: this will inform pupil premium spending for next year. Using Challenging Education as a support partner has led to the development of specific aspects of teaching to be developed, which directly impact on the quality of education for pupil premium children: such as vocabulary development and retrieval practice. Further development of proportional representation in clubs and an equity approach to attendance are being considered for the coming year.

#### Targeted Academic Support:

Extra teaching assistant hours have provided the in school spelling interventions, reading interventions and 'keep up not catch up' maths. These have been ongoing. In years two and three, teaching assistants were deployed in RWI sessions and interventions where phonics security (affect of COVID-19 pandemic for these years was particularly apparent) was not there. At the end of year three all children were phonic secure except for 13%, who will have a further intensive bout of phonics sessions so that almost all children will have secured their sounds by Christmas 2022. For this cohort, further interventions will be required to close the gap in their fluency, stamina and comprehension and raise outcomes at the end of 2023. The impact of fast track phonics on year one and year two are: 82% of year one pupils passed their

phonics screening and 57% of year the year two children who had not previously passed their phonics screening have now done so.

Of those children who did not reach the required standard, fast track phonics will be in place in September 2022 as will phonic interventions and reading for those children going onto year 3.

31 pupils accessed Helping Hands pastoral intervention this year; the impact of this can be seen through anecdotal evidence from class teachers reporting that these children are better able to regulate their behaviour. Boxall Profiles demonstrate an improvement in SEMH and there is evidence in the behaviour monitoring RAG rated charts that these children are less likely to be of concern. Attendance remains a concern with a school attendance of 91.5%: working in partnership with parents, working with children who are reluctant to come to school and referring those who are persistently absent has been on-going. Efforts to address this remains a target, including improved staff awareness specifically on persistent absence.

#### Wider Opportunities:

The Inclusion Manager's involvement in safeguarding has allowed senior leaders to focus on quality first teaching in the classroom. The Inclusion Manager continues to work with parents and outside agencies in safeguarding and attendance. A Shaw Education Trust audit stated that safeguarding practice is effective. The inclusion team have supported pupil premium children to access the curriculum in class successfully.

Pupil voice shows that the Votes for Schools remains popular and has allowed staff to address diverse topics such as leadership and Gypsy, Roma and Traveller Community awareness. Staff report that this forum has been effective in challenging and addressing stereotypes, widening understanding of diversity and learning about the wider world. This will be extended to year three in the coming year. All pupils were able to take part in visits and trips such as zoo and castle visits, Standon Bowers residential and York. Visits next year will be reviewed because of the mounting costs to school and parents.

#### School Led Tutoring:

School Led Tutoring was allocated for 67 pupils for 15 hours for a range of small group and 1:1 interventions. Four teaching assistants completed eleven hours of training with the EDF. The interventions that took place were:

- Ready to Progress: Mathematics Mastery programme delivered twice weekly for years two to six. The ready to progress programme was primarily focussed on filling gaps left as a result of COVID -19 pandemic. It allowed children to access the age appropriate learning. Pre and post tests showed that 88% of pupils made significant progress. However, this did not significantly affect the percentage of children reaching 100+ in the NFER tests; it did get them closer to this boundary.

- The impact of the phonics programmes of fast track phonics in Y1 and Y2 and the phonics interventions was:

#### PHONICS YEAR 1 NUMBER PERCENTAGE

32+ 39 82%

#### PHONICS YEAR 2 NUMBER PERCENTAGE

32+ 8 57%

- Times tables catch up was delivered in the afternoons to pupil premium children who were significantly behind in their times tables knowledge: as a long term goal times table intervention would allow this group of children to better access the Y5 and Y6 curriculum.

- Teacher led tutoring in maths and reading, again, plugged gaps. In some cases in year six maths this ensured that children reached a scaled score of 100.