

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 | Moat Hall Primary School |
| Number of pupils in school | 306 |
| Proportion (%) of pupil premium eligible pupils | 98 pupils 32% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022 to 2024/2025 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Jane King Headteacher |
| Pupil premium lead | Jane King Headteacher |
| Governor / Trustee lead | Georgina Raybould Pupil premium governor |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £116,340 |
| Recovery premium funding allocation this academic year | £25,400 |
| 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 | £141,740 |

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 on our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. 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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 are 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 | Under developed oral language skills and vocabulary gaps among many disadvantaged pupils, particularly in early years 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 greater difficulties with phonics than their peers. This negatively impacts their development as readers. |
| 3 | Internal and PUMA assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. |
| 4 | Our assessments and observations indicate that the education and well being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations especially in maths and writing. |
| 5 | Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. |
| 6 | Our attendance data indicates that attendance among our disadvantaged pupils is lower than any other group |

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. | Assessments and observations indicated significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lesson, talking to the pupils about what they remember and the technical vocabulary they use, book scrutiny and ongoing formative assessment. |
| Raise rates of progress for PP children in reading and writing to be at least in line with that of other pupils. | Evidence of the impact of this outcome will be seen in: <ul style="list-style-type: none"> • External validated data from PIRA and GAPS • Internal tracking data • Intervention outcomes • Standardised test outcomes |
| Improved maths attainment for disadvantaged pupils at the end of KS2 | Evidence of the impact of this outcome will be seen in: <ul style="list-style-type: none"> • External validated data from PUMA • Internal tracking data • Intervention outcomes Standardised test outcomes |

| | |
|---|--|
| <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> | <p>Sustained high levels of wellbeing from 2024/2025 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. |
| <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> | <p>Sustained high attendance from 2024/2025 demonstrated by:</p> <ul style="list-style-type: none"> • Published attendance data • Termly monitoring reports for governors • Ofsted ISDR summary |

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

Budgeted cost: £54,400

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Continued purchase of PIRA, PUMA and GAPS assessments to give standardised scores.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Continued discussion of pupil's progress during meeting with SLT.</p> | <p>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.</p> | <p>1,2,3,4</p> |
| <p>Continued use of whole class reading structure across the school. This will support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Purchased Literacy Pathways for Reading and we will fund ongoing training and release time.</p> | <p>There is a strong evidence base that suggests oral language interventions such as high-quality classroom discussion, are inexpensive to implement with high impact on reading.</p> | <p>1</p> |
| <p>Creation of our own systematic synthetic phonics programme using the DfE validated criteria to secure stronger phonics teaching for all pupils.</p> | <p>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.</p> | <p>2</p> |
| <p>Enhancement of our maths teaching and curriculum by adopting White Rose maths scheme as our spine.</p> <p>We will fund teacher release time to embed key elements of guidance. Working with the LA maths lead and school to school support to enable our teachers to</p> | <p>The DfE non-statutory guidance has been produced in conjunction with the NCETM.</p> | <p>3</p> |

| | | |
|--|--|--|
| deliver and plan quality challenging maths lessons. | | |
| Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. | There is extensive evidence associating childhood social and emotional skills with improved outcomes and school and in later life. | |

Targeted academic support

Budgeted cost: £75,340

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Purchase of the Wellcomm toolkit to assess children's language skills. This is to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. Interventions and support are implemented in nursery. | Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two shows positive impacts on attainment. | 1,4 |
| Additional 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 of period up to 12 weeks. | 2 |
| External providers of RE, music and MFL (for KS2 staff only) enables teachers and teaching assistants to be released to deliver high quality targeted interventions. This is for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive these interventions will be | Tuition and interventions targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. | 4 |

| | | |
|---|---|---|
| disadvantaged, including those who are high attainers. | | |
| Purchased and implemented Tutoring with the Lightning Squad from FFT across the school. Targeted low attainers in reading. Children receive daily 30 minute sessions with trained staff on the programme. | Tuition and interventions targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. | 4 |
| Purchased and implemented the Catch-up programme in literacy and maths. Identified pupils receive 2x15 min sessions 1-1 with a trained member of staff. Catch-up is currently being reviewed by EEF as an effective way to catch up children that are falling behind. | Tuition and interventions targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. | 4 |

Wider strategies

Budgeted cost: £12,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| 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. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 6 |
| Targeted support for disadvantaged children with nurture groups set up based on barriers to learning identified by teachers. Children meet in groups with similar needs weekly to complete activities, give time to discuss and reflect on the week and check readiness for school. | Both targeted interventions and universal approaches can have positive overall effects. | 6 |
| Contingency fund for acute issues | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside | All |

| | | |
|--|--|--|
| | to respond quickly to needs that have not yet been identified. | |
|--|--|--|

Total budgeted cost: £141,740

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 2020 to 2021.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was slightly lower in key areas of the curriculum.

79% of pupils reached ARE in reading (67% of Pupil Premium children reached ARE)
67% of pupils reached ARE in Maths (67% of Pupil Premium children reached ARE)
79% of pupils reached ARE in writing (62% of Pupil Premium children reached ARE)

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, as they were not able to benefit from our pupil premium funded improvements. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by the use of online teaching by our own staff as well as those provided by Oak National Academy. We also supported disadvantaged pupils by providing electronic devices and internet access to ensure they could engage in the online learning. Families that could not access the online learning were supported by paper based packs and regular contact with teachers and the home school team to ensure support was provided and reviewed.

Where possible vulnerable pupils, some disadvantaged and children of service personnel, were provided a place at our onsite Key Worker provision. This provided the same online learning experiences in the school environment with support from teaching staff.

Overall attendance in 2020/21 was slightly better than previous years (96.49%) and met the national average of 96%. Over the year, disadvantaged pupils attendance was 3.4% lower than that of their peers. This gap is the reason why attendance remains a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils and targeted interventions where required.

Externally provided programmes

| Programme | Provider |
|-----------------------------------|------------------|
| Tutoring with the Lightning Squad | FFT |
| Catch up Literacy | Catch up |
| Catch up maths | Catch up |
| Well Comm | Pearson |
| PUMA, PIRA and GAPS | Hodder Education |