



Pupil Premium Allocation 2021/22

What is the Pupil Premium?

The pupil premium is a grant given to schools for each child who currently claims free school meals or who has done so in the last 6 years - EVER6

A message to Parents and Carers

It is really important that all parents/carers of children eligible for free school meals register themselves even if they prefer to continue to send their child with a packed lunch. The grant for registering for free school meals (FSM) enables school to provide invaluable extra resources and support for your child's education.

Research has shown that in some cases children who have been on/ are on free school meals do not attain as highly as other children in school. This appears to be very unfair. The government therefore provide this grant so that we can commission/allocate additional support to ensure that they do.

The support can be short term (booster sessions to focus on a specific area for development) or long term such as one term or two terms (to focus on a major area for development). It may take the form of 1-1 or small group teaching and may be an evidence based intervention. In school one of the interventions is known as "Hotspotting", where there is a prompt support for children with any misunderstandings. There is also support for the higher ability children giving them opportunities to work at greater depth and to accelerate learning.

At Moorfield all of the intervention programmes that we utilise are evidence based and demonstrate impact.

The government allows us to spend this money in a variety of ways as long as it impacts positively on children in terms of improving their literacy and mathematical skills and their social and emotional well-being and happiness.

The following information outlines the amount of funding we have received and how we intend to spend it this academic year.

<i>Total number of pupils on roll</i>	409
<i>Amount of PP received per pupil</i>	£1345 +£145 (recovery curriculum) =£1490
Pupil Premium Grant	£49,862
B/F 2020/21	0
Total amount of PP received	£49,862

At the January 2022 census there were 40 pupils in receipt of Pupil Premium which was 10% of the school population (402 pupils).

Our current % of pupils in school in receipt of Pupil Premium is 12% - well below the National average and well below the LA average of 24%

The table below outlines the number of pupils supported within each current year group who receive the Pupil Premium Grant.

Year group	Number of Children in Year Group	Number of Children in receipt of PP	PP %
Reception	59	5	8.6%
Year 1	53	3	5.7%
Year 2	56	7	12.5%
Year 3	54	8	14.8%
Year 4	61	10	16.4%
Year 5	61	6	9.8%
Year 6	65	9	13.8%
Totals	409	48	11.8%

Numbers correct July 2022

Barriers to learning

The following information highlights the issues within our school community which impact on the lives of the families we serve.

Findings from Confidential Report – Community Issues **Autumn 2019** updated **Spring 2022** - Band A (most deprived) – Band J (least deprived)

IDACI (Income Deprivation Affecting Children Index)

- **233 pupils (56%) / 235 pupils (58%)** in the least deprived bands I-J – however there is a change from the majority of these being in band J to now being in band I
- However our school community has low income affecting **93 pupils (22%) / 98 pupils (24%)** in the five most deprived bands A-E. Research has shown pupils living in high deprivation areas can suffer from:
 - pressure not to extend education
 - poor housing and opportunities
 - negative influences over a range of health and social issues

IMD (Index of Multiple Deprivation (Overall))

- **220 pupils (53%) / 135 pupils (34%)** of our pupil come from the least deprived area nationally – Band J
- **85 children (20%) / 92 children (24%)** fall into the four most deprived bands with **62 children (15%) / 72 children (18%)** in Band D.

2019

	IMD		Barriers to housing and services		Crime		Education, skills and training		Employment		Health and disability		Income		Living environment		IDACI	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%	Pupils	%	Pupils	%	Pupils	%	Pupils	%	Pupils	%
Band A most deprived 10%	11	2.6%	0	0.0%	4	1.0%	11	2.6%	11	2.6%	14	3.3%	11	2.6%	7	1.7%	10	2.4%
Band B 10-20%	1	0.2%	0	0.0%	17	4.1%	2	0.5%	2	0.5%	21	5.0%	1	0.2%	10	2.4%	3	0.7%
Band C 20-30%	11	2.6%	4	1.0%	52	12.4%	11	2.6%	13	3.1%	69	16.5%	12	2.9%	8	1.9%	4	1.0%
Band D 30-40%	62	14.8%	4	1.0%	27	6.4%	13	3.1%	62	14.8%	14	3.3%	59	14.1%	51	12.2%	11	2.6%
Band E 40-50%	13	3.1%	2	0.5%	42	10.0%	13	3.1%	17	4.1%	37	8.8%	20	4.8%	21	5.0%	65	15.5%
Band F 50-60%	19	4.5%	2	0.5%	9	2.1%	77	18.4%	26	6.2%	70	16.7%	36	8.6%	29	6.9%	27	6.4%
Band G 60-70%	24	5.7%	68	16.2%	8	1.9%	18	4.3%	21	5.0%	150	35.8%	15	3.6%	16	3.8%	21	5.0%
Band H 70-80%	18	4.3%	126	30.1%	51	12.2%	84	20.0%	112	26.7%	9	2.1%	4	1.0%	52	12.4%	11	2.6%
Band I 80-90%	6	1.4%	52	12.4%	101	24.1%	32	7.6%	65	15.5%	1	0.2%	115	27.4%	107	25.5%	84	20.0%
Band J least deprived 10%	220	52.5%	127	30.3%	74	17.7%	124	29.6%	56	13.4%	0	0.0%	112	26.7%	84	20.0%	149	35.6%
No data	34	8.1%	34	8.1%	34	8.1%	34	8.1%	34	8.1%	34	8.1%	34	8.1%	34	8.1%	34	8.1%

2022

	IMD		Barriers to housing and services		Crime		Education, skills and training		Employment		Health and disability		Income		Living environment		IDACI	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%	Pupils	%	Pupils	%	Pupils	%	Pupils	%	Pupils	%
Band A most deprived 10%	12	3.0%	1	0.2%	7	1.7%	13	3.2%	12	3.0%	18	4.5%	12	3.0%	13	3.2%	10	2.5%
Band B 10-20%	4	1.0%	2	0.5%	72	17.9%	0	0.0%	4	1.0%	12	3.0%	0	0.0%	1	0.2%	3	0.7%
Band C 20-30%	4	1.0%	7	1.7%	8	2.0%	6	1.5%	24	6.0%	55	13.7%	17	4.2%	85	21.1%	5	1.2%
Band D 30-40%	72	17.9%	40	10.0%	49	12.2%	16	4.0%	40	10.0%	63	15.7%	62	15.4%	4	1.0%	33	8.2%
Band E 40-50%	11	2.7%	43	10.7%	26	6.5%	46	11.4%	22	5.5%	60	14.9%	4	1.0%	30	7.5%	47	11.7%
Band F 50-60%	44	10.9%	25	6.2%	13	3.2%	30	7.5%	54	13.4%	84	20.9%	59	14.7%	18	4.5%	46	11.4%
Band G 60-70%	12	3.0%	63	15.7%	58	14.4%	52	12.9%	53	13.2%	67	16.7%	8	2.0%	16	4.0%	9	2.2%
Band H 70-80%	6	1.5%	33	8.2%	54	13.4%	90	22.4%	109	27.1%	42	10.4%	5	1.2%	61	15.2%	14	3.5%
Band I 80-90%	102	25.4%	64	15.9%	115	28.6%	73	18.2%	65	16.2%	1	0.2%	181	45.0%	163	40.5%	148	36.8%
Band J least deprived 10%	135	33.6%	124	30.8%	0	0.0%	76	18.9%	19	4.7%	0	0.0%	54	13.4%	11	2.7%	87	21.6%
No data	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

- **Barriers to Housing and Services – physical and financial accessibility ‘geographical barriers’ (proximity of local services) and ‘wider barriers’ (affordable housing).**
Our pupils have few barriers to housing and services
- **Crime – personal and material victimisation at a local level.**
Crime levels are similar nationally across all deprivation bands
- **Education, Skills and Training – attainment and skills in the local population.**
- **37 children (9%) / 35 children (9%)** in bands A-D come from families with limited education and skills. Aspiration is key to these pupils being inspired by education and improving their life chances. Support with homework (including reading and other basic skills) may also be a barrier
- **Employment – working age population in the local area.**
Although the school has low levels of pupil premium, **88 pupils (21%) / 80 pupils (20%)** in bands A-D come from families with low employment. Identifying pupils entitled to PP is essential in ensuring an accurate picture for the school demographic, as well as an increased PP budget to support pupil wellbeing and aspiration

- **Income – low income families in the local population.**
83 pupils (20%) / 91 pupils (23%) in bands A-D come from low income households and although not pupil premium these pupils may come from homes where a lack of finance is impacting on clothing and equipment, cost of school trips/events and longer term educational aspiration
- **Health and Disability – impairment of quality of life through poor physical or mental health.**
118 pupils (28%) / 148 pupils (37%) in bands A-D come from households where there are health needs and pupils themselves have poor nutrition or social and emotional needs. School absence can be a particular problem and some pupils may be acting as young carers
- **Living Environment – quality of ‘indoor’ (housing) and ‘outdoor’ (air quality/traffic accidents).**
76 pupils (18%) / 103 (25%) in bands A-D live in low quality housing and/or in built up urban areas with high levels of air pollution. This can lead to health issues and a high risk to pupil’s safety.

We therefore ensure our Pupil Premium allocation is spent to support children and families to improve social and emotional well-being, to develop spoken language, to address behavioural needs and to give wider opportunities and experiences to broaden and enhance their understanding of the world. This ultimately impacts positively on academic progress and allows pupils to close the gap between them and their peer

Moorfield Primary Pupil Premium Strategy Statement 2021/22



Summary information					
School	Moorfield Primary School		PP per pupil	£1345 inc £145per pupil (recovery curriculum) = £1490	
Academic Year	2021-22	Total PP budget	£49,862	Date of most recent PP Review	November 2021
Total number of pupils	406	Number of pupils eligible for PP	48	Date for next internal review of this strategy	March 2022

The number of pupils supported within each current year group who receive the Pupil Premium Grant			
Year group	Number of Children in Year Group	Number of Children in receipt of PP	PP%
Reception	58	5	8.6%
Year 1	53	3	5.7%
Year 2	56	7	12.5%
Year 3	54	8	14.8%
Year 4	61	10	16.4%
Year 5	61	6	9.8%
Year 6	65	9	13.8%
Totals	406	48	11.8%

A - Barriers to future attainment

In-school barriers *(issues to be addressed in school)*

Gap between vulnerable pupils and non-vulnerable pupils increased due to Covid particularly in Literacy and Numeracy skills (in addition to the use of catch up premium)

Upskilling staff to support intervention and diminishing differences

B - External barriers *(issues to be addressed in school which also require action outside of school)*

Stockport Council Business Intelligence Team

- Total of 15 pupils living in 25% most deprived areas
- 4% of the total number attending the school

IDACI (Income Deprivation Affecting Children Index 2022)

- Low income affecting 98 pupils (24%) in the five most deprived bands A-E (up by 5 pupils and 2% from 2019)

IMD (Index of Multiple Deprivation Overall 2022)

- 92 children (23%) fall into the four most deprived bands (up by 7 pupils and 3% from 2019) with 72 children (18%) in Band D (up by 10 pupils and 3% from 2019)

These factors can impact on:

Social and emotional wellbeing

Access to a wide range of experiences and extended learning opportunities

Addressing the barriers to learning: Summary of planned allocation of Pupil Premium 2021-22				
	Priority Actions	Approach	Cost	Desired Outcome
A/B	1-1 Reading support for children who are not meeting year group expectation as well as developing their confidence and reading skills	45 minute reading doctor sessions for LAC pupil Two Coram Beanstalk volunteers supporting 9 pupils each term – 1 hour per week	£2000 £1000	<ul style="list-style-type: none"> To address issues identified by class teachers/SLT in pupil progress meetings to follow up and consolidate To allow for 1-1 or small group sessions for targeted support To complete extension activities to improve progress for higher attaining pupils To build the confidence and resilience in vulnerable learners To see clear progress in pupils reading age and banded books
A	1-1 learning support for pupils working below expectation or significantly below expectation	Dedicated time weekly provided by Stockport Learning Support Service to support pupils with specific SEND learning needs. To provide support and guidance for class teachers and TA's to continue intervention programmes in the classroom on a daily basis Parents and Carers supported with child's targets and home learning	£5524	<ul style="list-style-type: none"> All pupils identified and supported Pupils progress discussed at PP meetings Teachers and TA's supported with intervention strategies to support learning Families supported with home learning and regular school contact to provide advice and support
A/B	To provide additional booster sessions for pupils in KS1 with gaps in learning. English and Maths	Teaching and Learning Lead to provide intervention in English and Maths across KS1 including Phonics Boosters English and Maths Boosters Restorative social and emotional learning Training Staff on delivering new reading and spelling programme Supporting parents and carers delivering programmes at home	£10,100	<ul style="list-style-type: none"> All pupils identified and supported Pupils progress discussed at PP meetings Diminishing differences achieved Teachers and TA's supported with intervention strategies to support learning Families supported with home learning and regular school contact to provide advice and support
A	Appropriate Resources and CPD for staff to support intervention for pupils	Speech and Language therapist to provide CPD in Language Link to support staff in the identification and intervention of speech and language.	£1000	<ul style="list-style-type: none"> Pupils identified and programme of support in place
B	Using an electronic safeguarding tool to support the recording of concerns across the school	To monitor safeguarding, wellbeing and pastoral issues. Recording notes about interventions with PP pupils.	£1000	<ul style="list-style-type: none"> Consistent system of recording 'concerns' relating to individual pupils and families. Enable a 'picture' to be built up over time for pupils and families so appropriate support can be identified and signposted
B	Pastoral Teaching Assistant who delivers targeted social and emotional interventions and also offers pastoral care to families. This	To provide specialised and tailored social & emotional support to vulnerable pupils	£15,525	<ul style="list-style-type: none"> To address issues identified by class teachers/SLT in pupil progress meetings to follow up and consolidate To allow for 1-1 small group sessions for targeted support To build the confidence and resilience in vulnerable learners

	ensures pupils are able to focus on learning and make academic progress Using the outdoors to provide support for children with social and emotional difficulties			<ul style="list-style-type: none"> To work with pupils and families to build on work at home/school To see clear progress in a reduction of negative behaviours in line with the behaviours for learning policy
B	Educational trips and visits for all pupils	To support parents and carers with the expense of school trips and visits	£5000	<ul style="list-style-type: none"> Provide all pupils with opportunities to engage in learning experiences both in school and out of school
B	To provide specific 1-1 emotional literacy to pupils identified	TA trained in to work as an ELSA emotional literacy support assistance. 5 days training	£1000	<ul style="list-style-type: none"> To address issues identified by class teachers/SLT in pupil progress meetings to follow up and consolidate To allow for 1-1 small group sessions for targeted support To build the confidence and resilience in vulnerable learners To work with pupils and families to build on work at home/school To see clear progress in a reduction of negative behaviours in line with the behaviours for learning policy
B	Provide enjoyable lunchtime experiences	TA operating as an additional midday assistant to support vulnerable pupils on the playground Midday assistant employed to increase adult:pupil ratios and to provide support to vulnerable pupils To support pupils who find lunchtimes a challenge with regard to their behaviours and attitudes Provide a range of activities that are include indoor games as well as outdoor play. Provide opportunities for the pupils to facilitate and lead games with younger children – buddies.	£2527	<ul style="list-style-type: none"> To build the confidence and resilience in vulnerable learners To work with pupils and families to build on work at home/school To see clear progress in a reduction of negative behaviours in line with the behaviours for learning policy

Monitoring Strategy	Date of review
Inclusion Lead analyses the end of year data and evaluates the impact of the strategy	End of academic year
Senior Leadership Team agree to strategy for the forthcoming year based on previous PP evidence	End of academic year
Final pupil progress meetings of the academic year identify pupils targeted for support in September	End of academic year
Half termly/termly pupil progress meetings identify the impact and progress of individual pupils	Half termly/termly
Each term the Inclusion Lead provides a report to be presented to the Governors. This identifies the quality of provision, the impact it is having and future areas for development/improvement	Termly
Attendance rates are closely tracked along with pupil progress and attainment and followed up where necessary	On-going –SIP target

Moorfield Primary Pupil Premium Strategy Summary and Evaluation 2021/22



Summary information				
School	Moorfield Primary School		PP per pupil	£1345
Academic Year	2021/22	Total PP budget	£26900	
Total number of pupils	406	Number of pupils eligible for PP	48 pupils	

The number of pupils supported within each current year group who receive the Pupil Premium Grant			
Year group	Number of Children in Year Group	Number of Children in receipt of PP	PP%
Reception	58	5	8.6%
Year 1	53	3	5.7%
Year 2	56	7	12.5%
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Year 5	61	6	9.8%
Year 6	65	9	13.8%
Totals	406	48	11.8%

Impact Statement				
	Priority Actions	Desired Outcome	Cost	Impact
A	1-1 Reading support for children who are not meeting year group expectation as well as developing their confidence and reading skills	<ul style="list-style-type: none"> To address issues identified by class teachers/SLT in pupil progress meetings to follow up and consolidate To allow for 1-1 or small group sessions for targeted support To complete extension activities to improve progress for higher attaining pupils To build the confidence and resilience in vulnerable learners To see clear progress in pupils reading age and banded books 	£3000	<ul style="list-style-type: none"> Staff aware of pupils in class identified as vulnerable and CPD provided to support pupils Inclusion Lead monitoring and tracking pupils through the use of Target Tracker and providing advice and guidance to teachers/TA's on appropriate support
A	1-1 learning support for pupils working below expectation or significantly	<ul style="list-style-type: none"> All pupils identified and supported 	£5524	<ul style="list-style-type: none"> As above

	below expectation	<ul style="list-style-type: none"> • Pupils progress discussed at PP meetings • Teachers and TA's supported with intervention strategies to support learning • Families supported with home learning and regular school contact to provide advice and support • 		
A/B	To provide additional booster sessions for pupils in KS1 with gaps in learning. English and Maths	<ul style="list-style-type: none"> • All pupils identified and supported • Pupils progress discussed at PP meetings • Diminishing differences achieved • Teachers and TA's supported with intervention strategies to support learning • Families supported with home learning and regular school contact to provide advice and support 	£10,100	<ul style="list-style-type: none"> •
A	Appropriate Resources and CPD for staff to support intervention for pupils	<ul style="list-style-type: none"> • Pupils identified and programme of support in place 	£1000	<ul style="list-style-type: none"> • Staff knowledge developed resulting in effective intervention and support
B	Using an electronic safeguarding tool to support the recording of concerns across the school	<ul style="list-style-type: none"> • Consistent system of recording 'concerns' relating to individual pupils and families. • Enable a 'picture' to be built up over time for pupils and families so appropriate support can be identified and signposted 	£1000	<ul style="list-style-type: none"> • All staff competent in using CPOMS • Records updated and shared with Safeguarding team and class teachers/TAs • Consistent system in place and monitoring to support pupils and families
B	<p>Pastoral Teaching Assistant who delivers targeted social and emotional interventions and also offers pastoral care to families. This ensures pupils are able to focus on learning and make academic progress</p> <p>Using the outdoors to provide support for children with social and emotional difficulties</p>	<ul style="list-style-type: none"> • To address issues identified by class teachers/SLT in pupil progress meetings to follow up and consolidate • To allow for 1-1 small group sessions for targeted support • To build the confidence and resilience in vulnerable learners • To work with pupils and families to build on work at home/school • To see clear progress in a 	£15,525	<ul style="list-style-type: none"> • Reduction in behaviour incidents involving identified pupils • Social and emotional needs supported and opportunities for pupils to share concerns and problems. Next steps provided in terms of 1-1 support or support in the classroom. Where appropriate led to support for families through outside agencies. •

		reduction of negative behaviours in line with the behaviours for learning policy		
B	Educational trips and visits for all pupils	<ul style="list-style-type: none"> Provide all pupils with opportunities to engage in learning experiences both in school and out of school 	£5000	<ul style="list-style-type: none"> All pupils included in school trips and visits All Year 6 pupils attended residential
B	To provide specific 1-1 emotional literacy to pupils identified	<ul style="list-style-type: none"> To address issues identified by class teachers/SLT in pupil progress meetings to follow up and consolidate To allow for 1-1 small group sessions for targeted support To build the confidence and resilience in vulnerable learners To work with pupils and families to build on work at home/school To see clear progress in a reduction of negative behaviours in line with the behaviours for learning policy 	£1000	<ul style="list-style-type: none"> Reduction in behaviour incidents involving identified pupils Social and emotional needs supported and opportunities for pupils to share concerns and problems. Next steps provided in terms of 1-1 support or support in the classroom. Where appropriate led to support for families through outside agencies
B	Provide enjoyable lunchtime experiences	<ul style="list-style-type: none"> To build the confidence and resilience in vulnerable learners To work with pupils and families to build on work at home/school To see clear progress in a reduction of negative behaviours in line with the behaviours for learning policy 	£2527	<ul style="list-style-type: none"> Reduction in behaviour incidents involving identified pupils Social and emotional needs supported and opportunities for pupils to share concerns and problems. Next steps provided in terms of 1-1 support or support in the classroom. Where appropriate led to support for families through outside agencies

			Average of Displayed Subjects			Reading			Writing			Mathematics		
◆	No. ◆	% ◆	Sum2 20-21 ◆	Sum2 21-22 ◆	Progress ◆	Sum2 20-21 ◆	Sum2 21-22 ◆	Progress ◆	Sum2 20-21 ◆	Sum2 21-22 ◆	Progress ◆	Sum2 20-21 ◆	Sum2 21-22 ◆	Progress ◆
All Pupils	37	100.0	49.7	56.9	7.2	50.4	57.6	7.2	49.2	56.1	6.9	49.7	57.1	7.4
Males	15	40.5	44.9	51.9	7.0	45.5	52.6	7.1	43.6	50.2	6.6	45.6	52.9	7.3
Females	22	59.5	53.6	61.0	7.4	54.3	61.6	7.3	53.7	60.9	7.2	52.9	60.6	7.7

PP progress across school.

Expected progress is 6 points per year = 1 band