**Pupil Premium Strategy**

**Academic Year 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.

|  |  |
| --- | --- |
| *Total number of pupils on roll* | *405* |
| *Amount of PP received per pupil* | *£1345* |
| Pupil Premium Grant (estimate) | £28,245 |
| B/F 2020/21 | 0 |
| **Total amount of PP received (estimate)** | **£28,245** |

At the January 2021 census there were 21 pupils in receipt of Pupil Premium which was 5% of the school population (405 pupils).

Our current % of pupils in school in receipt of Pupil Premium is 5% - 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 | 57 | 6 (tbc) | 11% (tbc) |
| Year 1 | 52 | 1 | 2% |
| Year 2 | 55 | 1 | 2% |
| Year 3 | 51 | 2 | 4% |
| Year 4 | 61 | 1 | 2% |
| Year 5 | 63 | 7 | 11% |
| Year 6 | 65 | 4 | 6% |
| **Totals** | **404 pupils** | **21 pupils (tbc)** | **5% (tbc)** |

Numbers correct September 2021

**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 - Band A (most deprived) – Band J (least deprived)

**IDACI (Income Deprivation Affecting Children Index)**

* 183 pupils (56%) in the least deprived bands I-J
* However our school community has low income affecting 93 pupils (22%) 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%) of our pupil come from the least deprived area nationally – Band J
* 85 children (20%) fall into the four most deprived bands with 62 children (15%) in Band D.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **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% |

* **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%) 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%) 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%) in bands A-Dcome 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%) 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%) 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 peers.