

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	318
Proportion (%) of pupil premium eligible pupils	45.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/25
Date this statement was published	September 2023
Date on which it will be reviewed	February 2023 May 2023
Statement authorised by	Mrs S Sindrey
Pupil premium lead	Ceri Snowden
Governor / Trustee lead	Mrs Hayley Hill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£209,520
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	£209,520
Recovery funding	£21,170

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.
- Raise attendance for disadvantaged learners and reduce the percentage of persistent absence.
- To reduce inconsistencies in behaviour management, and therefore reduce repeated negative behaviours, ensuring all staff understand and practise a restorative and relational approach, ensuring that disadvantaged SEND including SEMH needs are consistently met and reasonable adjustments quickly in place.

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.
- A programme of enrichment activities and experiences.
- Use Track it to monitor behaviour effectively, to reduce negative behaviours and to promote and recognise positive behaviours.
- Provide an expert Maths package to support teachers in the teaching of mastery in maths including a support of maths leaders.

- Support Early Career Teachers (ECT) so that children in classes of those starting their teaching careers have high quality learning.
- 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 using assessment packages to identify question level analysis gaps.
- Fund ELSA and forest school provision to support social, emotional and mental health.

Challenges

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

Challenge number	Detail of challenge
1	To improve outcomes for disadvantaged learners in all year groups. 2023 - outcomes for children at end of key stage one assessments show that in reading 62% of children were at expected standard or better at the end of KS1 in reading and 50% of pupil premium cohort reached the expected standard or better. For writing, 47% of children were at expected standard or better at the end of KS1 in writing and 29% of pupil premium cohort reached the expected standard or better. It was recognised early on that children needed boosting in writing talk for writing strategies were put in place to enable children to verbalise stories before writing. Class engagement in writing was better and Y1 saw significant improvements in writing. For Maths, 64% of children were at expected standard or better at the end of KS1 in Maths and 50% of pupil premium cohort reached the expected standard or better.
2	Ensure that the youngest children get a good start. At the end of EYFS 52% of the cohort gained a good level of development and 44% of Pupil premium children. The main barrier was writing development.
3	Within and across all subjects, ensure that quality teaching enables high levels of retention, retrieval and recall in relation to the key knowledge and vocabulary that children need to explain their learning.
4	Attendance and Punctuality issues: 89.2% of PP above 96% attendance in comparison to 93.3% of non-pupil premium children, Persistent absence for 2022/23 is 32.6%
5	Consistency of behaviour management to address and support SEMH for disadvantaged pupils: of the 63,837 green track it points earned 42.4% were earned by PP learners.

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 KS1 will need less reading interventions as a catch up.
Attainment in Writing	Achieve national average progress scores in KS2 Writing Children coming from KS1 will need less writing interventions as a catch up.
Attainment in Mathematics	Achieve national average progress scores in KS2 Maths Children coming from KS1 will need less maths 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. Staff are able to effectively monitor behaviour and address it in a supportive and timely manner.

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: £ 128,299

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ECT to have access to a programme of support with a school assigned mentor and tutor. For extra training and supply costs for monitoring and training.</i>	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. We are committed to support less experienced members of staff. 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 Support subject leader expertise and leadership of foundation subjects Drive improvements in teaching and learning.	1,3
<i>Mathematics Mastery Including the leadership to further support maths leaders in strengthening provision of disadvantaged learners.</i>	Supporting the attainment of disadvantaged pupils Nov 2015 “The most popular strategies, and those that schools considered to be the most effective, focused on teaching and learning, 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 Children can articulate and apply their mathematical skills.	1
<i>Purchase Reading Plus over three years</i>	Read On Get On Strategy Children from poorer backgrounds are also more likely to fall behind. Every child should have the support they need to prevent this from happening. Children have carefully pitched independent reading books, enabling children to access books of an appropriate challenge. Reading attainment in disadvantaged learners rises. Evidence from of schools in the trust shows that Reading Plus has had a significant impact on attainment outcomes at the end of Key Stage two	1
<i>Subscriptions to interventions, planning and resources. Mirodo</i>	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/593913/6.2799_DFE_MB_Reducing_Teacher_Workload_Poster_20161213_print.pdf	1

Literacy shed plus Testbase Showbie app	Planning should be meaningful and targeted. The subscriptions that we are purchasing will support teachers in the development of the own expertise and enable teachers to provide high quality lessons and learning experiences.	
<i>Track it</i>	<p>Claire Evans Deputy Headteacher at Anderton Park Primary School, Birmingham We all love Trackit Lights. Rewarding our school values is important to us, as is the quick and meaningful praise and reward system. The children love it too and it's been a very positive addition to the classroom. Trackit Lights also enables senior leaders to follow pupil behaviour across the school and quickly identify those not on target. Its a win - win for us</p> <p>https://trackitlights.com/case-studies/ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf</p> <p>Maintain that culture constantly School systems require maintenance. This is often where good cultures break down. It is reasonably straightforward to identify what a good culture might look like, but like a diet, the difficulty lies in embedding and maintaining it. This includes staff training, effective use of consequences, data monitoring, staff and student surveys and maintaining standards.</p>	5
<i>Resources for summative assessment: NTS DCPRO assessment data management</i>	<p>Firstly, regarding the implementation of the curriculum: “The most important factors in how, and how effectively, the curriculum is taught and assessed are that: teachers check pupils’ understanding effectively, and identify and correct misunderstandings... teachers use assessment to check pupils’ understanding in order to inform teaching.”</p> <p>In relation to the school’s use of assessment, the handbook states: “When used effectively, assessment helps pupils to embed knowledge and use it fluently, and assists teachers in producing clear next steps for pupils.”</p> <p>https://www.teachwire.net/news/how-assessment-and-the-new-ofsted-framework-can-help-school-improvement/</p>	1
<p><i>RWI books and renewal for the training package. Investment into reading books which are phonically decodable.</i></p> <p><i>For pleasure books. Reading for pleasure</i></p>	<p>Reading by Six – in 2010 the UK government studied the twelve highest performing schools across the UK, seven of them taught Read Write Inc</p> <p>https://www.gov.uk/government/publications/reading-by-six-how-the-best-schools-do-it</p> <p>https://readingagency.org.uk/about/impact/002-reading-facts-1/?gclid=EAlaIqobChMlpKWri_DD-glVCYFQBh1K1gCjEAAAYASAAEqJpRvD_BwE</p> <p>Reading for pleasure is more important for children's cognitive development than their parents' level of education and is a more powerful factor in life achievement than socio-economic background.</p> <p>16-year-olds who choose to read books for pleasure outside of school are more likely to secure managerial or professional jobs in later life.</p> <p>Having books in the home is associated with both reading enjoyment and confidence. Of children who report having fewer than 10 books in their homes, 42% say they do not like reading and only 32% say they are 'very confident' readers. For children who report having over 200 books at home, only 12% say they do not like reading and 73% consider themselves 'very confident' readers.</p>	1

	Children who read books often at age 10 and more than once a week at age 16 gain higher results in maths, vocabulary and spelling tests at age 16 than those who read less regularly.	
Opening Worlds Text Books	<p>The programme is characterised by strong vertical sequencing within subjects (so that pupils gain security in a rich, broad vocabulary through systematic introduction, sustained practice and deliberate revisiting) and by intricate horizontal and diagonal connections, thus creating a curriculum whose effects are far greater than the sum of their parts.</p> <ul style="list-style-type: none"> • thoroughness in knowledge-building, achieved through intricate coherence and tight sequencing; • global and cultural breadth, embracing wide diversity across ethnicity, gender, region and community; • rapid impact on literacy through systematic introduction and revisiting of new vocabulary; • subject-specific disciplinary rigour, teaching pupils to interpret and argue, to advance and weigh claims, and to understand the distinctive ways in which subject traditions enquire and seek truth; • well-told stories: beautifully written narratives and the nurture of teachers' own story-telling art; • a highly inclusive approach, secured partly through common knowledge (giving access to common language) and partly through thorough high-leverage teaching that is pacy, oral, interactive and fun; • efficient use of lesson time, blending sharp pace, sustained practice and structured reflection; • rapid improvement of teachers' teaching through systematic training in the Opening Worlds evidence-informed, high-leverage techniques. <p>Perhaps the most noticeable impact is that pupils can access the rich, extended text in the booklets.</p>	1, 3
White Rose Training and resources package	Provide structured training and a mastery approach in small steps. Supporting class teachers to adapt and teach all children. Reduces cognitive load of pupils.	1,3
Investment in EYFS and Maths resources to support learning in the classroom	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1170108/EYFS_framework_from_September_2023.pdf</p> <p>Overarching principles . Four guiding principles should shape practice in early years settings. These are: • every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured • children learn to be strong and independent through positive relationships • children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1699602962 Recommendation 2 – using manipulatives.</p>	1,2
Y4 class teacher and TA for EYFS	On balance having small cohorts of children particularly in Y5 will enable to better tailor the learning of all children especially those disadvantaged children who have behavioural and learning needs. Small classes will enable those who are impacted by sensory processing and cognitive	1,2,3

	<p>overload to better engage in learning and make effective relationships with peers and adults.</p> <p>In EYFS there are a significant percentage of children who are not 'YR ready'. These learners will need extra support and quality interactions with adults to be able to become YR ready rapidly.</p>	
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Targeted academic support

Budgeted cost: £ 65,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Teaching assistant hours for fast track phonics and reading interventions in	<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>https://www.surrey.ac.uk/features/study-finds-phonics-teaching-benefits-disadvantaged-children</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>	1,3
Extra release time for SENDCO to address needs of SEND/ PP students. 1 day per week	<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>For the children who are pupil premium 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>	1, 3
ELSA	<p>The ELSA (Emotional Literacy Support Assistant) intervention was originally developed within Southampton, then Hampshire, by Sheila Burton, Educational Psychologist. It was designed to build the capacity of schools to support the emotional needs of their pupils from within their own resources. This is achieved by training teaching assistants to develop and deliver individualised support programmes to meet the emotional needs of children and teenagers in their care. It recognises that children learn better and are happier in school if their emotional needs are also addressed. This intervention is now widely implemented by educational psychologists across Britain.</p>	4,5

Forest schools	The study showed that children's academic attainment, social development, and emotional well-being increased as a result of Forest School, and did well in comparison to peers who didn't participate, whole school and national data. Forest schools and longitudinal study	1,4,5
SATs booster club	Extra support for learners who need extra support and consolidation for taught materials. Opportunities to pre- teach materials coming up.	1

Wider strategies

Budgeted cost: £ 74,428

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral team including attendance</i> <i>Attendance Officer ½ day a week to analyse attendance and contact low attenders.</i>	Supporting the attainment of disadvantaged pupils Nov 2015 "Schools with higher levels of pupil absence had lower performance among disadvantaged pupils than schools with otherwise similar characteristics." Supporting the attainment of disadvantaged pupils briefing for leaders. "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. 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.	4,5
<i>VIPeducation</i>	https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4	4
Engage with and use votes for schools	OFSTED handbook Oct 2021 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. For our community engagement in the wider world is a vital skill which will add cultural capital to pupils lives by: <ul style="list-style-type: none"> • Learn about the world • Seek different points of view • Empathise with others • Separate fact and opinion • Ask relevant and meaningful questions • Listen and respond thoughtfully • Be open to different opinions • Think before they speak • Voice their opinion • Stand up for what they believe in • Feel empowered to make a change • Take democratic action 	3,5
Disadvantaged learners have the same opportunities as their peers.	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.	4

	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.	
School Uniform vouchers/ breakfast	Some of our families struggle to feed and clothe their children. At Moorhill we recognise this and are committed to ensuring that children come to school ready to learn. This will also contribute to supporting attendance.	4
Investment in ARTS Music Tuition £7784 TREAD Theatre £1000	Y4 and Y5 music tuition News report from independent	5
Apps for the ipad	I-pad for primary learners It is also envisaged that using the I-pads will increase engagement and lower persistent absence.	3,5,6
Provide simple breakfast for children at 8.30am for children in KS2	food for life website Breakfast clubs allow children to have a healthy breakfast in a safe and secure environment before school and can be particularly essential for families who do not have the resources or the time to provide breakfast for their children. They are able to offer children a social environment to have breakfast with their peers. Gov.uk A healthy breakfast can help children and young people with their concentration and behaviour.	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 2022 to 2023 academic year.

Outcomes:

Outcomes for children at end of key stage one assessments show that in reading 62% of children were at expected standard or better at the end of KS1 in reading and 50% of pupil premium cohort reached the expected standard or better.

For writing, 47% of children were at expected standard or better at the end of KS1 in writing and 29% of pupil premium cohort reached the expected standard or better. It was recognised early on that children needed boosting in writing so writing strategies were put in place to enable children to verbalise stories before writing. Class engagement in writing was better and Y1 saw significant improvements in writing.

For Maths, 64% of children were at expected standard or better at the end of KS1 in Maths and 50% of pupil premium cohort reached the expected standard or better.

Focus next year should be in those children going into Y3.

Outcomes for children at end of key stage two assessments show that in reading 65% of children were at expected standard or better at the end of KS2 in reading and 55% of pupil premium cohort reached the expected standard or better.

In writing, 65% of children were at expected standard or better at the end of KS2 in writing and 50% of pupil premium cohort reached the expected standard or better. Jane Considine writing scheme was introduced and increased children's engagement with writing. Further staff training on how to make this properly effective should be given so that children make accelerated progress. In Maths, 71% of children were at expected standard or better at the end of KS2 in reading and 64% of pupil premium cohort reached the expected standard or better.

The Multiplication check: 59% of Y4 children scored 20 or higher while the percentage of Pupil Premium children attaining 20 or higher was 50%

At the end of EYFS 52% of the cohort gained a good level of development and 44% of Pupil premium children. The main barrier was writing development.

Small group interventions were held in phonics across KS1 and KS2. The introduction of Reading plus highlighted children's stamina as a weakness. Staff were able to use the information that Reading plus provided to fill gaps in reading skills. Staff have used the NTS gap analysis to further identify gaps in knowledge and put into planning.

Every child received an Ipad as part of our digital strategy. The impact of this was that children and staff reported that they enjoyed teaching and learning with the iPad. Staff have begun to consider how to use the iPads to support pupil premium children with SEND.

Behaviour: The use of Track it Lights monitoring system enabled staff to identify children who were struggling to learn and engage. These children identified had access to ELSA, forest schools and helping hands. Of the 63,837 green track it points earned 42.4% of these were earned by pupil premium pupils roughly in-line with the pupil premium percentage.

Attendance: whole school attendance was 91.4%. Pupil premium children attended on average 89.2% of the time and non-pupil premium attended 93.3%.

Current year groups of concern are: Yr, Y1 and Y4.

Attendance staff conducted home visits, attendance calls, children had access to learning from 8.30am. Children were identified as persistently absent and worked closely with families. This was met with success but not early enough to move children out of the persistently absent category.

The pastoral interventions (ELSA, Forest Schools and Helping Hands) has supported pupil premium children with social and emotional needs. These sessions have been popular with children and parents alike. Forest Schhols has been used as an incentive for improving whole class attendance with the winning class getting an afternoon of forest school.

Staff have uses Mirodo to set maths, English and grammar homework. Maths mastery has continued to support leaders and staff to plan and deliver a structured maths curriculum. 3 members of staff have completed or are completing NPQs and 1 member of staff is taking a Level 7 apprenticeship. The second year ECT successfully complete their statutory induction and the first year ECT successfully completed their first year also.