



Moorlands Primary School

High Expectations, High Achievements, Challenge and Enjoyment for All

Pupil Premium Strategy Statement

Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date	Approved by Governors
Samantha Tough	December 2022	December 2023	

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	629
Proportion (%) of pupil premium eligible pupils	12.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22, 2022-23, 2023-24
Date this statement was published	30.12.22
Date on which it will be reviewed	30.12.23
Statement authorised by	Amanda Denney Gary Laird
Pupil premium lead	Samantha Tough
Governor / Trustee lead	Gemma Dolan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112,658
Recovery premium funding allocation this academic year	£10,730
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£123,388

Part A: Pupil premium strategy plan

Statement of intent

The purpose of pupil premium funding received from the Government is to help pupils reach their full potential, regardless of their background or financial situation.

Pupils include those who:

- Are registered for Free School Meals
- Have been registered for free school meals at any point in the past 6 years
- Are or have previously been in care
- Have parents in the armed forces

Our ultimate objective for those children, eligible to receive this funding is for them to be provided with opportunities that will enhance their learning, life experiences and well-being so that there is no apparent difference between the attainment of those children who are 'disadvantaged' and those that are not.

Our current pupil premium strategy considers the guidance outlined by the Education Endowment Fund (EEF) and works towards achieving these objectives by ensuring that our school delivers high quality teaching, through the continued professional development and training of its staff. It provides targeted intervention through the employment of staff to deliver intervention where identified and provides opportunity for children to engage in activities that develop life-skills and nurture well-being.

The key principles of our strategy are:

- The school 'ring fences' the funding each academic year, ensuring that it is spent on the targeted group of pupils.
- The school recognises that eligibility for Pupil Premium does not imply low ability. Our focus is on supporting disadvantaged pupils in meeting their full potential, aspiring to achieve the highest levels.
- All teachers know which pupils are eligible for Pupil Premium, so that they can take responsibility for accelerating their progress.
- The school uses data and teacher assessment to analyse which pupils are underachieving and why this is occurring.
- The school frequently uses attainment data to assess the effectiveness of interventions. If necessary, adjustments are made throughout the intervention period to maximise effectiveness.

- The school draws upon evidence from our own and others' experience to allocate the funding to the activities which were most likely to have an impact on improving achievement.
- School leaders make the key decisions and regularly evaluate the effectiveness of interventions for individual pupils.
- For some eligible pupils, funding is used to support social and emotional needs where necessary and appropriate.
- Pupil premium funding may be used to ensure that eligible pupils are able to take part in visits and residential due to financial constraint.

Funding has been allocated to the employment of ETAs who are deployed to support children who are identified as needing to 'catch up' as a result of the Covid pandemic or other reasons.

Challenges

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

Challenge number	Detail of challenge
1	Pupil Premium children are not meeting expected levels of progress due to the impact of COVID-19 or other reason.
2	Low social and emotional well-being across school due to the impact of COVID-19 or other circumstances beyond school. Low motivation and resilience noted particularly amongst Key Stage 2.
3	Pupil Premium children are not meeting expected levels of progress due to wider issues. Broken family structures including 16% of Pupil Premium Children receiving funding for being LAC or Post-LAC. Socio-economic disadvantage e.g. poverty. 80% of our Pupil Premium Children receive funding for living in a disadvantaged area. 9% of our Pupil Premium Children also have Special Educational Needs and Disabilities.
4	Low take up of Pupil Premium funding in KS1 due to universal free school meals therefore impacting on provision that can be made available for those eligible.

5	Parental engagement impacting on parents' ability to support children in their learning or influencing children's attitude to learning.
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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
The attainment of disadvantaged children will be in-line with non-disadvantaged children who have the same starting points.	Data will show that the levels of Pupil Premium children achieving Year Group Expectations will be the same as non- pupil premium pupils.
Emotional well-being and self-esteem of Pupil Premium children will be high.	<p>Pupils' attitudes to self, learning and school will be positive – evidenced from pupil questionnaires.</p> <p>It will be evident that PP pupils' will have made at least the expected progress.</p> <p>The number of sanctions given in class will have decreased.</p> <p>LAC and children with SEND are making progress.</p>
School to receive funding to support all children eligible for Pupil Premium funding through parents applying for universal free school meals particularly in Key Stage 1 where Universal Free School Meals apply.	All eligible children's parents apply for Free School Meals.
The majority of parents engage with and demonstrate support of their children's education through assisting in children with reading and homework, attending parents' meetings, assemblies and other school events.	Completion of reading records either by the parent/pupil. Increased submission of homework, attendance at parent meetings, assemblies or events.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 50,173

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure additional ETAs in class are having maximum impact on pupil's attainment through in house training of both teachers and ETAs on how ETAs can be effectively deployed to support teachers in delivering quality first teaching.</p> <p>Teachers and ETAs are given meeting time to discuss learning intentions, key vocabulary and understanding in the form of deployment meetings.</p>	<p>The EEF's Making the best use of teaching assistants guidance report recommends that ETAs add value to what teachers do, not replace them and suggests that ETAs are more effective within the classroom, when better prepared. Therefore, both teachers and ETAs participate in weekly deployment meetings to discuss key learning planned for the week ahead.</p>	1
<p><i>Teacher/ETA training to include retrieval and metacognition to ensure pupil progress.</i></p>	<p>EEF recognises that retrieval strategies employed within the classroom can improve children's attainment. Teaching children how to learn and to become independent learners has also shown to maximise progress. Both teachers and ETAs will receive training on how best to improve retrieval and encourage metacognitive behaviours.</p>	1

The employment of an Emotional Literacy Support Assistant.	It has been found that programmes that focus on enhancing emotional literacy improve academic performance and behaviour (Carnwell & Baker, 2007).	2
Emotion training for staff in school, to ensure understanding of children that have experienced early trauma and to acquire strategies to support them.	A study conducted by Bath Spa University (Janet Rose, 2015) suggested that emotion coaching can be used to generate a broad, consistent approach to supporting young children's behaviour. It encourages empathetic and thoughtful responses, promoting a nurturing and supportive environment that can build resilience in young people.	2

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ £ 61,190

Activity	Evidence that supports this approach	Challenge number(s) addressed
ETA's and teaching staff are to run targeted interventions (evidenced backed) when data suggests that children are not on track to meet expectations or are not fulfilling full potential. This also includes requirements to meet needs of SEND.	The EEF tiered approach suggests that targeted intervention is one of the most effective ways of improving pupils' progress.	1, 3
To provide speech and language intervention for pupil premium children identified.	The EEF states that "Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six	1,2,3

	months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds".	
Use of the school's Emotional Literacy Support Assistant and Pastoral Teacher to deliver interventions with those children in need of social, emotional and behaviour support.	It has been found that programmes that focus on enhancing emotional literacy improve academic performance and behaviour (Carnwell & Baker, 2007).	2
Forest School leaders are to run sessions for Pupil Premium children identified as having social and emotional issues.	Research into the effectiveness of Forest School stated "Children who may view themselves as failures in the classroom can discover new abilities and strengths at Forest School." Therefore by running Forest Schools we can empower children, develop their confidence and belief in themselves.	2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ £12,025

Activity	Evidence that supports this approach	Challenge number(s) addressed
To subsidise the cost of trips for Pupil Premium children.	Trips are proven to enrich the curriculum, engaging pupil's in their learning, therefore subsidies allow our disadvantaged children to take full part in all activities -visits, visitors, special events, day trips, first aid training and residential.	1,2,3
To offer every Pupil Premium child with opportunity to learn a musical instrument.	Pupil Premium children have the opportunity to play a musical instrument - academic studies of Opera North's instrument teaching	1,2,3

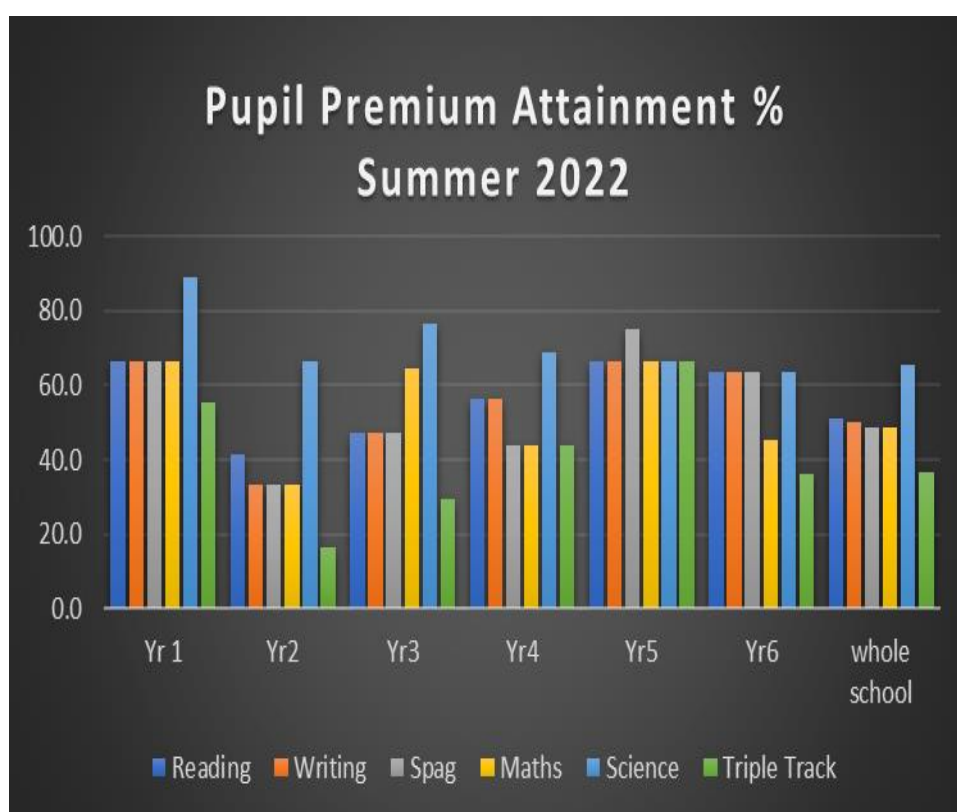
<i>Whole year groups (4 and 5) will receive and experience music lessons, delivered by a peripatetic music teacher.</i>	programmes in the most deprived Leeds schools show an outstanding impact on attainment for those pupils involved.	
To offer all pupil premium children free morning snack.	Free school meal evidence suggests that healthy food and snacks provided by school boosts attainment and improves diet quality contributing to the overall wellbeing of the individual.	1,2,3
To continue to provide an online platform through which parents can access information and engage with their children's learning.	The EEF suggests that parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.	5

Total budgeted cost: £ 123,388

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Academic year 2021-2022 marked only the first year of our three-year strategy to improve the outcomes of our disadvantaged pupils. A detailed assessment of whether the strategy has had the desired impact on the attainment of our PP pupils will take place at the end of the three-year programme. Most of the initiatives set out in the previous statement have remained the same for academic year 2022-2023. However, senior leaders frequently review whether initiatives are being effective and as a result make changes which are reflective in this year's statement.



The above data shows that in the summer of 2022, pupil premium children achieved in line with whole school attainment in reading, writing, SPaG (spelling, punctuation and grammar), and Maths with the exception of Year 2 and marginally Year 3. Good attainment was achieved in science by our pupil premium children.

Close monitoring of these pupils' progress takes place termly to assess whether they are on track to meet individual targets and year group expectations. Appropriate provision is discussed, and intervention put into place to support the pupils in making progress. A number of whole school initiatives designed to strengthen knowledge, skills and understanding of all

children including our most disadvantaged have been implemented to improve areas of English and are reflected in our School Development Programme.