# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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

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| Detail | Data |
| School name | Moorthorpe Primary |
| Number of pupils in school | 240 (plus 11 in resource) |
| Proportion (%) of pupil premium eligible pupils | 88 pupils (35%) |
| Academic year/years that our current pupil premium strategy plan covers | 2022-2023 |
| Date this statement was published | Dec 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Deborah Birdsall |
| Pupil premium lead | Claire Turner |
| Governor / Trustee lead | Margaret Gallagher |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £96,870 |
| Recovery premium funding allocation this academic year | £11,600 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £1,028 |
| **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 | £109,498 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Moorthorpe, our ambition is for all our children, irrespective of background or the challenges they face, to become confident, secure, caring individuals who celebrate differences and are tolerant and respectful of others. Each child is given the chance to experience a range of opportunities  Leaders have developed our Pupil Premium Strategy to identify key priorities directly taken from our school improvement plan and the two complement each other in our resolve to support our most vulnerable children. Our outlined intentions are designed to support the needs of all through a clear pastoral offer, including children with special educational needs and disabilities, those who have a social worker or are identified as vulnerable, regardless of whether they are disadvantaged.  A broad balanced curriculum is vital for all our pupils and integral for developing their key skills for learning, alongside this as part of education recovery, we continue to tailor our content delivery to cover missed content due to Covid 19 and other factors such as attendance. This includes part of the National Tutoring Programme, delivered by experienced staff within school.  We aim to identify challenges early in order to implement support and intervention rigorously and ensure that we use diagnostic assessment not assumption when monitoring our pupils. We expect all members of our Moorthorpe community to consider every child their responsibility and avoid bias based on circumstances.  We have implemented approaches which encourage our pupils to excel and we will ensure their effectivity by:  • Developing a whole school approach as a staff, to enable our disadvantaged children to be challenged appropriately and not have their challenges deemed as a limit to their potential.  • Ensure early assessment is utilised effectively and to ensure targeted and robust support  High-quality teaching is at the centre of our strategy. We recognise that not all pupils who are eligible for Pupil Premium are underachieving, whilst there are also pupils who are underachieving and not eligible for Pupil Premium. All children will be given the opportunity to make progress and we will strive to accelerate this progress; targeted intervention and our funding will be used to ‘diminish the difference’ for those underachieving and widen opportunities for those pupils who might be already be achieving as expected. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Internal data highlights the need for consistency in the Quality First Teaching delivered across school to ensure the first point of contact for all children (including our most disadvantaged) is secure and effective. |
| 2 | Internal and external data shows that a significant minority of children have gaps in basic Reading skills such as decoding and fluency and Phonics skills such as recognition of phonemes. |
| 3 | Some extreme and in some cases sustained low level behaviour is consistently impacting on attainment for a number of our disadvantaged pupils. |
| 4 | Attendance data shows a significant number of our disadvantaged pupils are disproportionately affected by external factors such as mental health, persistent absence and social and emotional challenges. Many of our families require additional pastoral support or intervention. |

## 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.

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| Intended outcome | Success criteria |
| To ensure consistency in QFT in all classrooms for all children from EYFS to Year 6. | Use of side by side coaching to support and monitor new teaching methods/systems in reading fluency and maths (using the new PD materials).  Feedback recorded and next steps to be addressed  Monitoring by SLT of strategies and CPD in termly staff meetings  Continue to ensure Rosenshine principles are embedded in all classrooms  Increased metacognition of all pupils by embedding quiz and recall challenges across the curriculum. Children will retain the key information taught and be able to recall. |
| To increase attainment in Phonics for disadvantaged children in line with National average  To increase attainment in Reading at Key Stage 2 | The pass rate of disadvantaged pupils in the Phonics screening will be in line with National average  All children, including disadvantaged will complete the Read, Write, Inc programme by the end of KS1 (extra afternoon intervention will be used where needed)  KS2 reading outcomes for disadvantaged pupils are closer to the National average  Accelerated Reader data will show an average increase in reading age of 14 months over the course of a year group in KS2.  Internal use of triangulated data from Lexia progress report, AR Star reader data and Phonics data to make succinct accurate assessments. |
| To manage the negative and extreme behaviours of disadvantaged pupils | Use of Zones of Regulation (alongside calm, safe spaces) across school to allow pupils to safely regulate their challenging behaviour and return to class when ready.  Use of outside agencies and reports to support pupils in school.    Exclusion data monitored (alongside CPOMs reports) to monitor behaviour across school.  Weekly behaviour report compiled for more extreme behaviours and shared to teaching staff. Traffic light system to monitor for triggers and to link to CPOMs reports.  % reduction in cases of behaviour/violent incidents |
| To offer support for identified pupils as vulnerable or disadvantaged  To increase attendance in line with national average (Target 96%)  To reduce persistent absence of disadvantaged pupil | Internal 1:1 programme in place for pupils who are identified as persistent absentees – reports submitted & recorded on CPOMs and monitored across the year.  Improve FSM attendance from 86% to 92%  Improve PP attendance from 87% to 93%  Reduce number of persistent absentees to be closer in line with national average  Use of class rewards - £5 to highest attending class  Whole school accountability – graphs on doors, mention in weekly assembly  Parental engagement – pastoral support (JH) |

## 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: **£45,000**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Improve the QFT in all classroom with support from the English and Maths Hubs  Use of coaching (across Key Stages) from our reading and maths leaders to ensure consistency and share good practice.  CPD staff meetings to address new methods/ways of working based on research  Release time for Phonic Leader, English Leader and Pupil Premium Leader and Maths Leader to support teaching and teaching. | Partnership with the Jerry Clay English Hub  Partnership with the Maths Hub | 1 and 2 |

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

Budgeted cost: **£35,000**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Read Write Inc used across EYFS/KS1 | Daily groups streamed based on ability across EYFS/ KS1  Afternoon RWI small group and 1:1 tutoring for the lowest 20%.  Termly assessments to adjust and change groups accordingly  Rigorous monitoring through weekly CPD and in-school lead monitoring  Frequent CPD from ‘expert’ trainer to ensure fidelity across all classrooms  In school action plan updated termly  [RWI Case Study - ongoing](https://d2tic4wvo1iusb.cloudfront.net/documents/projects/RMT_TLIF_-_Study_Plan_2019.04.09_Updated.pdf) | 2 |
| Lexia licence purchased for all children | Timetabled slots for each class to ensure usage met each week  Rewards/certificates used in class to encourage engagement  Monitored termly  [EEF Evalutation report](https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Lexia-evaluation-report.pdf) | 2 |

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

Budgeted cost: **£35,000**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| To reduce incidents of behaviour in school  All staff to use CPOMs to record incidents  Use of pastoral support (LG/JH) to ensure children receive individualised support when needed. Longer programmes and group work also in place  To use class and individual incentives to promote and reward good attendance.  To liaise with parents to encourage good attendance and intervene in a timely fashion where needed. | Recording of CPOMS following clear format B T A Behaviour Trigger Action using time stamps and to alert key staff members  Bespoke programme based on PIMS programme delivered by pastoral care – targeted work with Year 2 and 5 | 3,4 |
| Forest Schools? |  |  |

**Total budgeted cost: £111,531 spent to date**

# 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 2020 to 2021 academic year.

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| Desired outcomes | Impact |
| Improve QFT across all subjects | * Teachers received CPD regarding Rosenshine’s principles throughout 2020/21 academic year * Principles are being used across Key Stages * Monitoring via SLT and coaching triads beginning to show impact |
| Improve rates of progress and increasing attainment for all groups of pupils and those eligible for PP in all classes. | * Isolation and school closures as a result of COVID-19 impacted on the progress of some disadvantaged pupils. This will be monitored in 2021/2022 assessments |
| Improve vocabulary for all pupils | * Presence of vocabulary in classrooms has increased * Use of S&LT in EYFS to address early intervention * Focus on vocabulary used in curriculum planning |
| Reduce impact of behaviour on attainment for individuals and classes  Provide the social and emotional support necessary to support children’s return to school following the Covid-19 pandemic. | * Pupils settled back into school well following the break in learning caused by Covid. * Most children access the curriculum in class * Support is individualised where possible for those children unable to access * Pastoral support is provided by highly skilled staff members * Parents/carers are supported by school * Wellbeing groups for all Y2 and Y5 pupils |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
| Accelerated Reader | Renaissance Place |
| Nessy | Nessy Learning |
| Spelling shed | Ed Shed |
| ELSA | ELSA Support Ltd |
| You, Me and PSHE | Islington |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | Increased time with our wellbeing mentor. Daily check ins, one to one weekly sessions. |
| What was the impact of that spending on service pupil premium eligible pupils? | Extremely effective about both pupils have struggled with absent fathers. |

# Further information (optional)

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| In planning our new pupil premium strategy, as part of our involvement in the One Wakefield Disadvantaged Programme, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.  Leaders understand that this was as a result of insufficient depth of analysis to support key decisions and lack of research. As this strategy conveys, we are now intently focused on working on key priorities in a simple, systematic and effective way, backed up with the outcomes of national research.  Leaders have therefore considered both our School Improvement Plan and our previous pupil premium plan to focus on overcoming challenges faced by disadvantaged learners, for the benefit of all.  We have looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.  We used the EEF’s implementation guidance to help us develop our strategy, particularly the ‘explore’ phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities and our regular reviews of this plan.  We will continue to use the research led approach, alongside Year 2 of the One Wakefield programme to ensure we consistently achieve our expectations, with a focus on diminishing the difference for our most disadvantage pupils. |