

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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

Detail	Data
School name	Moorthorpe Primary
Number of pupils in school	246 (plus 7 in resource)
Proportion (%) of pupil premium eligible pupils	77 pupils (29%)
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	Nov 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Deborah Birdsall
Pupil premium lead	Hannah Doyle
Governor / Trustee lead	Margaret Gallagher

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89,810
Recovery premium funding allocation this academic year	£9,860
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£99,670

## Part A: Pupil premium strategy plan

### Statement of intent

At Moorthorpe, our ambition is for all our children to become confident, secure, caring individuals who celebrate differences and are tolerant and respectful of others. We aim to identify barriers and challenges early in order to implement support and intervention rigorously and ensure that we use 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 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 through Quality First Teaching, 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.

Challenge number	Detail of challenge
1	Improving QFT – through use of metacognition, Rosenshine's principles & improving vocabulary – retention, awareness, range and use, speech & language development
2	Attainment in Reading and Phonics
3	Behaviour – addressing extreme behaviour
4	Wellbeing - impact of Covid, mental health, attendance (including persistent absence)

### 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
To improve QFT in all classrooms for all children	Use of coaching triads to monitor teaching methods

	<p>Feedback recorded and next steps to be addressed</p> <p>Monitoring by SLT of strategies and CPD in termly staff meetings</p> <p>Embedded Rosenshine principles accessed in all classrooms</p> <p>Increased metacognition of all pupils</p>
<p>To increase attainment in Phonics for disadvantaged children</p> <p>To increase attainment in Reading at Key Stage 2</p>	<p>Phonics screening – Increase pass rate of PP children in line with national</p> <p><b>2020 47% (8/17 pupils)</b></p> <p><b>2021 70% (7/10 pupils)</b></p> <p>Reading data – Increase no of PP chn working at ARE</p> <p>Use of triangulated data from Lexia progress report, AR Star reader data and Phonics data</p>
<p>To manage the negative and extreme behaviours of disadvantaged pupils</p>	<p>Case studies of individuals – one PP child from KS1 and KS2 – using CPOMS reports in specific categories i.e. behaviour, violent incidents and safeguarding to monitor success of implemented strategies over 2 academic years.</p> <p>Reports from outside agencies</p> <p>Exclusion data</p> <p>% reduction in cases of behaviour/violent incidents</p>
<p>To offer support for identified pupils as vulnerable or disadvantaged</p>	<p>1:1 programme in place for identified pupils – reports submitted &amp; recorded on CPOMS</p> <p>Evaluation at end of programme to measure impact</p> <p>Pupil voice/Parent voice/Dojo posts</p>
<p>To increase attendance in line with national average (Target 96%)</p> <p>To reduce persistent absence of disadvantaged pupil</p>	<p>Improve FSM attendance from 90% to 96%</p> <p>Improve PP attendance from 93% to 96%</p> <p>Reduce number of persistent absentees from 17% to 14.5% in line with national average</p> <p>Use of class rewards - £5 to highest attending class</p> <p>Whole school accountability – graphs on doors, mention in weekly assembly</p> <p>Parental engagement – pastoral support (JH)</p>

## 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: **£31,204**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the QFT in all classroom using Rosenshine’s principles</p> <p>Use of coaching triads (across Key Stages) to ensure consistency and share good practice.</p> <p>CPD staff meetings to address Metacognition and Rosenshine Principles.</p> <p>Release time for Phonic Leader, English Leader and Pupil Premium Leader to support teaching and teaching.</p>	<p>Tom Sherrington – A thematic interpretation for teachers <a href="#">EEF Metacognition and self-regulated learning</a></p> <p>Developing Great Teaching (from the Teacher Development Trust)</p>	1 and 2

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

Budgeted cost: **£20,771**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Read Write Inc used across EYFS/KS1</p>	<p>Daily groups streamed based on ability across EYFS/ KS1</p> <p>Afternoon RWI small group and 1:1 tutoring for the lowest 20%.</p> <p>Termly assessments to adjust and change groups accordingly</p> <p>Rigorous monitoring through weekly CPD and in-school lead monitoring</p>	2

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	Frequent CPD from 'expert' trainer to ensure fidelity across all classrooms In school action plan updated termly <a href="#">RWI Case Study - ongoing</a>	
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 <a href="#">EEF Evaluation report</a>	2

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

Budgeted cost: **£22,288**

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

**Total budgeted cost: £74,263 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.

Desired outcomes	Impact
Improve QFT across all subjects	<ul style="list-style-type: none"> <li>- Teachers received CPD regarding Rosenshine's principles throughout 2020/21 academic year</li> <li>- Principles are being used across Key Stages</li> <li>- Monitoring via SLT and coaching triads beginning to show impact</li> </ul>
Improve rates of progress and increasing attainment for all groups of pupils and those eligible for PP in all classes.	<ul style="list-style-type: none"> <li>- 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</li> </ul>
Improve vocabulary for all pupils	<ul style="list-style-type: none"> <li>- Presence of vocabulary in classrooms has increased</li> <li>- Use of S&amp;LT in EYFS to address early intervention</li> <li>- Focus on vocabulary used in curriculum planning</li> </ul>
<p>Reduce impact of behaviour on attainment for individuals and classes</p> <p>Provide the social and emotional support necessary to support children's return to school following the Covid-19 pandemic.</p>	<ul style="list-style-type: none"> <li>- Pupils settled back into school well following the break in learning caused by Covid.</li> <li>- Most children access the curriculum in class</li> <li>- Support is individualised where possible for those children unable to access</li> <li>- Pastoral support is provided by highly skilled staff members</li> <li>- Parents/carers are supported by school</li> <li>- Wellbeing groups for all Y2 and Y5 pupils</li> </ul>

## 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*

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:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*