



PUPIL PREMIUM STRATEGY STATEMENT 2022-2023

Last reviewed: September 2022

Reviewed by: Miss K Hayward, Executive Principal

Next review Date: July 2023-2024

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 | Moggerhanger Primary School |
| Number of pupils in school | 109 |
| Proportion (%) of pupil premium eligible pupils | 17.43% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2022 to 2025 |
| Date this statement was published | September 2022 |
| Date on which it will be reviewed | July 2023/July 2024 |
| Statement authorised by | K Hayward |
| Pupil premium lead | K Hayward |
| Governor / Trustee lead | N Aldis |

Funding overview

| Detail | Amount |
|---|--------|
| Pupil premium funding allocation this academic year | £5,043 |
| Recovery premium funding allocation this academic year | £2,000 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0.00 |
| 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 | £7,043 |

Part A: Pupil premium strategy plan

Statement of Intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their goals, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or have special educational needs. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that the children access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all children have access to trips, residentials, first hand learning experiences, to enhance and develop their cultural capital.
Provide opportunities for all children to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable children to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all children through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual children which will be reviewed at least every half term. Alongside academic support, we will ensure that those children who have social, emotional and mental health needs will access high quality provision from appropriately trained adults, where appropriate.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Lack of social and emotional development, leading to lack of confidence to independently access the curriculum where appropriate, creating concentration issues and inappropriate behaviour for learning |
| 2 | Vocabulary and oral language skills are lower for PP children than for other students. This affects reading and writing |
| 3 | Disadvantaged children in school have fewer experiences outside school – reduces vocabulary, comprehension and affects |
| 4 | Low parental engagement/home Learning - reading and homework |
| 5 | Gaps in reading, writing, phonics and maths |

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 |
|--|--|
| Improved attainment in maths for disadvantaged children at the end of KS2 | KS2 maths outcomes in 2024/25 show that more than 50% of disadvantaged pupils meet the expected standard. |
| Higher expectations across all areas of the school for all abilities of children – focus on greater depth and meeting expectations | INSET training, monitoring of planning, monitoring and evaluation cycle, modelling by Executive Principal. Intervention. |
| Improve oral language skills and vocabulary for all PP pupils throughout the school | Pupil premium pupils make as much progress as other pupils |
| Behavioural issues addressed including those causing anxiety, attachment issues or concentration | Children able to concentrate for longer periods and persevere with their work. |
| Improved phonics scores among disadvantaged children | Phonics scores at the end of Year 1 in 2024/25 show that more than 50% of disadvantaged |

| | |
|---|--|
| | children have meet the expected standard for phonics. |
| Improved reading and writing among disadvantaged pupils. | KS2 reading and writing outcomes in 2024/25 show that more than 50% of disadvantaged pupils meet the expected standard. |
| Improved oral and language skills and vocabulary among disadvantaged pupils | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, work reviews and ongoing formative assessment. |

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

Budgeted cost: £3,200

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Dedicated PP support from three Learning Support Assistants 1, Additional tutoring to accelerate learning has a significant impact on the progress that pupils make | The average impact of the deployment of Learning Support Assistants is about an additional 4 months of progress over a year (EEF 2020) | 1,2,3,5 |
| Staff CPD | High quality CPD is essential to follow EEF principals. This is followed up during staff meetings and inset | 1,2,3,4,5 |
| One teaching member to have a day to support 7 PP children, who may also have SEND to reduce the gap | Additional tutoring to accelerate learning has a significant impact on the progress that pupils make | 1,2,3,5 |

Targeted Academic Support

Budgeted cost: £2400

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Small group support for catch up, targeted support for English and Maths | EEF Toolkit – small group tuition (+4 months) | 1,2,3,4,5 |
| Subscriptions to web-based resources to support curriculum at home and school: - TTRockstars etc. (£1000) | EEF Toolkit – parental engagement EEF guide to Pupil Premium – targeted academic support EEF – digital technology – technology approaches are beneficial for skills practice | 2,3,4,5 |
| Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. | Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk) | 1,2,4,5 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. | Phonics approaches have a strong evidence base indicating a positive impact on children, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF | 2,3,5 |

Wider Strategies

Budgeted cost: £1443

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Free/Subsidised Breakfast club School to provide uniform where needed. School to provide resources for learning | All pupils have a settled start to the school day. No pupil starts the day hungry. All pupils have the necessary equipment | 1, 3, 4 |
| Use of teacher/peer group raffle tickets as rewards | Behaviour, including learning behaviour, is good. Pupils make good progress in learning. | 1,2,3,5 |
| Nurture/social skills/parent workshops | Improved SEMH of all pupils. Instances of poor behaviour reduced. | All challenge area |

| | | |
|--|---|------------------------|
| Rewards/Golden time/Visits/Parental workshops/presentation on how they can support | Rewards for good attendance and punctuality Pupils are safe and are confident in themselves and can manage their emotions effectively. Strengthened partnership with parents/carers. Parents/Carers regularly support pupils with home | All areas of challenge |
| Wider curriculum opportunities | Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital. | All areas of challenge |

Total budgeted cost: £7043

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.

As evidenced in schools across the country, school closure was most detrimental to our most disadvantaged, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. Parental support and engagement continued to be difficult, and the gap has been widened. The impact of the first 18 months of covid has been mitigated by our resolution to maintain a high-quality curriculum, and to remain open as much as possible, this has been aided by the use of online resources and high-quality remote teaching, when needed but even this was at times rejected by our disadvantaged families.

Assessments and observations indicated that pupil behaviour, wellbeing and mental health were slightly significantly impacted last year, primarily due to Covid-19 related issues. The impact was particularly acute for dis-advantaged pupils. We used pupil premium funding to provide well-being support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan and embedded these into the work we do across all year groups.

The curriculum has and continues to be adapted well for all pupils. Staff make sure that learning is closely matched to pupil's individual needs and differentiated appropriately. We have high expectations of all and have provided the necessary support and challenge where appropriate, using the additional resources we have from this funding.

Externally Provided Programmes

| Programme | Provider |
|----------------------|----------------------|
| TTRockstar | |
| Accelerated Reader | Renaissance Learning |
| Active Learn Primary | Pearson |
| Small group tuition | Teaching Personnel |

Further Information

Impact of school closure has had a significant impact upon vulnerable pupils – the challenges facing these pupils and families have been magnified during sustained periods of home learning and this has impacted upon attainment in the 2020-21 academic year. Moggerhanger Primary School has made the recovery of our disadvantaged children's education a key target for the 2021-22 academic year.

Significant support was given to vulnerable pupils during this period. All vulnerable pupils were encouraged to attend school during the lockdown to ensure impact was minimised for the most at risk. We also invited pupils who we felt were vulnerable but not in receipt of pupil premium to attend school.

We provided all vulnerable pupils with access to a laptop to complete online learning and ensured that all lessons were accessible through Classdojo. Feedback from parents about this approach was excellent, and in the rare instances where parents found the online access a challenge paper version of work was also provided via the office. However, many of our disadvantaged families choose not to participate in this way of learning.

Families were provided with food vouchers, to ensure the children had access to appropriate food and hot food was offered through our kitchens

Some interventions that were timetabled for the 20-21 year were unable to take place as planned due to the requirement to maintain bubbles. Where this was the case committed staff resources were reallocated to work on similar focuses within their own bubble Year group.