



Pupil Premium Strategy Statement 2021/22

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	79
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Karen Hayward
Pupil Premium Lead	Karen Hayward
Governor/Trustee Lead	Gill Deans

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£6725
Recovery premium funding allocation this academic year	£2366
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£9091

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Moggerhanger Primary School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. 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.

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 writing.
4.	Low parental engagement/Home Learning – especially through Covid-19 for some PP students
5.	Attendance for some.
6.	Lack of parental support with home reading and homework.

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
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.
Increased attendance rates for PP children	95% or above, in line with other pupils.

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: £1100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved oral language skills throughout the school – through whole school phonics being embedded from pre-school to the end of Year 4.	To build up students' vocab to be able to use more complex words in context and to create images	1, 2, 3

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

Budgeted cost: £6200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group intervention and one-to-one tuition. Whole school assessment programme to be introduced and CPD on skills development in maths.	To build up student's confidence and skill with numbers to allow them to access the curriculum and progress.	1, 2, 3, 6

<p>Additional one to one support and learning opportunities for PP students to help improve progress and attainment across identified subjects from Reception.</p> <p>Upwards, to help achieve exceeded and greater depth, especially in writing and maths.</p>	<p>To improve students' progress and attainment across their curriculum and support the development of their skills and understanding.</p>	<p>1, 2, 3, 6</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1791

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Topics to be used to develop students understanding of the world around them, in conjunction with visits outside of the school. Continue to use the subject based curriculum.</p>	<p>To develop students experiences of different environments to build their understanding and confidence in the world around them, as well as enrich their language development.</p>	<p>1, 2, 3</p>
<p>Extra-Curricular activities to be accessed by all</p>	<p>To allow all students equal access to extra-curricular activities and improve attendance and participation rates.</p>	<p>3, 6, 4</p>

Total budgeted cost: £9091

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.

The introduction of whole school phonics sessions and other enrichment activities designed to develop confidence, self-esteem, and an understanding of the world around them, had mixed results. The students who went on the visits gained a great deal of social skills and knowledge of the places visited, but this needs to be enhanced further. The new phonics programme has been very successful but this needs to be embedded further this year due to the impact of Covid-19.

Our review of the intervention and support for PP pupils, including the 'Plan – Review – Do' model every half-term, had a high impact. It allowed PP students to fully access all areas of the curriculum and to be fully engaged in all sessions. The additional intervention put in place, which targeted exact area of need, could therefore be addressed every 6 to 8 weeks, allowing further progress and development.

The focus on high expectations for all, was developed through regular staff CPD, with staff modelling effective practice and providing personal support plans, coaching and other support strategies to improve inconsistencies in teaching. This had some success, with some PP students responding well to the additional support, and this is reflected in their outcomes. Additional one to one support needs to be incorporated into the normal school day, so as to improve attendance and progress.

The focus on improved oral language skills throughout the school was developed through staff training on high quality questioning and feedback. Additional vocabulary input was put in place through a programme of paired and small group story time. This had a mixed result. Some PP students responded well to the additional support and this is reflected in their outcomes. Additional one to one support needs to be incorporated into the normal school day going forward, so as to improve attendance and progress.

The focus on an individualised understanding of PP students, with school-home liaison, which focused on (among other things) barriers to learning, strengths and limitations, transition had mixed results. We increased parental engagement for PP students' parents but this needs to continue. We need to look at parental support programmes and increasing parent's knowledge of changes in the curriculum to help build their confidence.

The use of detailed tracking sheets so staff are aware of children's starting points and can accurately measure progress, had a high rate of success. It allowed PP students to fully access all areas of the curriculum and be fully engaged in all sessions through differentiated tasks.

Parental workshops and individual meetings with parents had mixed results. We increased parental engagement for PP students' parents but this needs to continue. Specialist newsletters to be issued each half term, to help parents be aware of the topics covered.

The focus on attendance with frequent phone calls, letters, monthly meetings or EHAs, had some success, with some individual students showing good improvements.

A focus on timely and effective feedback had a positive result. It allowed PP students to fully access all areas of the curriculum and be fully engaged in all sessions where they knew how to improve, building their confidence.

Social and emotional support through 'Golden Time', Theraplay and a weekly support club had mixed results. Student's confidence and social skills were increased and relationships were improved, but this needs to be an ongoing provision, where the skills and strategies learnt are revisited at timely intervals.

Staff training on PP students benefiting from 3 waves approach had a high impact. It allowed PP students to fully access all areas of the curriculum and be fully engaged in all sessions through differentiated tasks.

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

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?	