

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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 | Moorfield Primary School |
| Number of pupils in school | 279 |
| Proportion (%) of pupil premium eligible pupils | 9.6% |
| Academic year/years that our current pupil premium strategy plan covers | |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Ian Bussey Headteacher |
| Pupil premium lead | Dawn Smith Assistant Headteacher |
| Governor / Trustee lead | Claire Lindsay |

Funding overview

| Detail | Amount |
|--|----------------|
| Pupil premium funding allocation this academic year | £46,795 |
| Recovery premium funding allocation this academic year | £11,245 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £58,040 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils at Moorfield reach their potential and ‘learn to flourish.’ We aim for each child, irrespective of their background, to meet or exceed the expected standard in all areas of the curriculum. Furthermore, we aim to ensure that all pupils can access opportunities and experiences that will enrich their life and well-being.

Our strategy is based on diagnostic reports, research, assessments and speaking to teachers, pupils, and families. We plan to achieve these objectives by supporting disadvantaged children with their learning through high quality teaching, extra interventions, boosters, free clubs and trips and using the National Tutoring Programme to speed up the recovery of lost learning caused by the pandemic.

Adopting a new phonics scheme and using the corresponding resources will ensure all pupils have access to high quality teaching, ultimately closing the gap between disadvantaged and non-disadvantaged pupils in our school. Extra boosters, taught before and after school, will also help to raise attainment.

Offering a large range of funded extra-curricular activities within and after school, such as music lessons, sports clubs, wrap around care and residentials, will ensure our disadvantaged pupils are able to have the same experiences and opportunities as others, whilst broadening their cultural capital.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | In response to our assessment data, observations, and the new Reading Framework, we have recognised a need to improve attainment in phonics so that the disadvantaged children make better and quicker progress. |
| 2 | Our assessment data, along with discussions with teachers, children and families, has shown a significant drop in attainment due to lost learning during the pandemic. |
| 3 | Attendance data indicates that attendance has decreased. In particular, the number of “persistently absent” children (those whose attendance is less than 90%) is greater than it normally is for this time in the academic |

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| | year – approximately 40 when in previous years it has been around 12-15 children. Not all of the children are disadvantaged, but a disproportionate percentage are. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. |
| 4 | Discussions with families, attendance records and school surveys have shown that our disadvantaged pupils are less likely to access afterschool clubs, residential and music lessons. |
| 5 | Assessments and observations have shown that the interrupted education has had a negative impact on the mental health and well-being of some of our disadvantaged pupils. |

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 reading attainment among disadvantaged children | All disadvantaged pupils to make positive progress in reading and phonics. 100% of pupils to pass the phonics check in Year 1. |
| 'Catch up' on lost learning and improve attainment among our disadvantaged pupils | All disadvantaged children to achieve age-related expectations or greater depth in reading, writing and maths, and make good progress across all curriculum areas. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | For all disadvantaged children to be attending school 97% of the school timetable as a minimum. |
| To ensure wider opportunities are available and accessible to our disadvantaged pupils | All disadvantaged pupils are offered the opportunity to learn to play a musical instrument and attend extra-curricular afterschool clubs and most disadvantaged children take up this opportunity. Disadvantaged pupils will have access to experiences beyond their everyday life. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged children | Sustain high levels of well-being demonstrated by: Student and parent voice Teacher observations An increase in participation in enrichment activities |

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: £ 15822

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Purchase of a new phonics scheme (Read, Write Inc) and complementing resources to secure stronger phonics and teaching for all pupils DfE validated Systematic Synthetic Phonics programme | The Reading Framework encourages schools to use an accredited phonics schemes (such as Read, Write Inc) EEF's extensive evidence shows synthetic phonic approaches have higher impacts, on average, than analytic phonics approaches and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics Toolkit Strand Education Endowment Foundation EEF | 1 |
| Employment of an additional teaching assistant to deliver additional support to disadvantaged pupils who require further phonics support. | EEF findings show that pupils eligible for free school meals benefit from phonic interventions and approaches. This is due to the explicit nature of the instruction and the intensive support provided. Phonics Toolkit Strand Education Endowment Foundation EEF | 1 |

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

Budgeted cost: £ 22,954

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Engaging with the National Tutoring Programme to provide online tuition for | Tuition targeted at specific needs and knowledge gaps can be an | 2 |

| | | |
|---|--|---|
| pupils whose education has been most impacted by the pandemic. Initially, the online tutoring will target UKS2 pupils who are most in need of catching up in order to succeed in secondary school | <p>effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | |
| Teachers and TAs to deliver additional boosters before and after school to reduce the attainment gap for disadvantaged pupils | The EEF states that ‘small group tuition has an average impact of four months’ additional progress over the course of a year’ and is ‘most likely to be effective if it is targeted at pupils’ specific needs.’ Each teacher will deliver an after school session and each teaching assistant will deliver at least one before school session each week. | 2 |

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

Budgeted cost: £15,195

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Whole staff training on promoting, protecting and improving our children’s mental health and wellbeing through ‘Future in Mind’ | https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/414024/Childrens_Mental_Health.pdf | 5 |
| Engaging with parents, children and the administrative assistant to reduce the number of absentees | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 3 |
| Access to Early Intervention Worker | The emotional wellbeing of pupils working with the Early Intervention Worker has improved during periods of support. EEF guidance reports also suggest that effective social and emotional learning can lead to a | 3 and 5 |

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| | gain of +4 months over the course of a year. | |
| Access to EWO | Improving School Attendance. | 3 |
| Music lessons to be funded for disadvantaged pupils | EEF findings state that arts participation can be subject to financial barriers for PPG children. Research suggests a link between arts education with overall attainment and can have an impact on attainment (+3 months). | 4 |
| After school, extracurricular clubs to be funded for eligible pupils | https://www.gov.uk/government/publications/pupil-premium/pupil-premium | 4 and 5 |
| Residential and school trips to be funded for disadvantaged pupils | https://www.gov.uk/government/publications/pupil-premium/pupil-premium https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/706830/Charging_for_school_activities.pdf EEF states that access to cultural experiences can have a positive impact of +3 months | 4 and 5 |

Total budgeted cost: £ 53,971

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.

Priority 1: Improved attainment in reading for PP pupils

Engagement with parents and attendance of before and after school boosters, as well as daily lessons helped secure good progress over the year. Internal data, whilst inconsistent due to COVID, shows pupils' reading attainment improved. Teachers' observations and discussions with pupils and families showed an increase in the understanding and importance of reading.

Priority 2: Improved progress in writing for all PP pupils across the school

Pupils attended before or after school small group boosters, in addition to daily lessons. Whilst internal data was positive, COVID restrictions meant that not all children were in school for the full year and were taught at home. Discussions with pupils and families showed this to be the least practised during COVID-related absences.

Priority 3: Pupils eligible for PP make progress in Maths over the year

Before and after school boosters helped PP pupils make expected or above progress over the year. Internal data, whilst inconsistent due to COVID-related absences, shows improvement. Lending school laptops ensured pupils could access online learning during the lockdown and periods of self-isolation.

Priority 4: Pupils eligible for PP make progress in phonics over the year.

Current Year 2 phonic check (Dec 2021) reported 86% of children passed the phonics test.

Further information

We are fully committed to supporting our disadvantaged pupils and go the extra mile to ensure that they have the same opportunities, experiences and support as other pupils in the school.

Laptops have been issued to PPG pupils to help them access online learning and homework facilities. Extra places for siblings at breakfast and afterschool club guarantee before/afterschool boosters are attended, whilst genuine, valuable relationships with pupils and parents have helped secure solid links and good lines of communication so that we are always well informed of pupils' circumstances.

The purchase of the Jigsaw programme to enhance our RHE delivery has contributed to whole school topics and themes being discussed. This has helped to prepare our pupils for life: helping them know and value who they are whilst aiding inclusion across the school.