# Pupil premium strategy statement for Moor Park Primary

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year based on last October’s census) 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 | Moor Park Primary School |
| Number of pupils in school |  |
| Proportion (%) of pupil premium eligible pupils | 137 pupils |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | Sept 2021 – 22  Sept 2022 – 23  Sept 2023 – 24 |
| Date this statement was published | Sept 2021 |
| Date on which it will be reviewed | Sept 2022 and each September there after |
| Statement authorised by | Document taken to governors and approved |
| Pupil premium lead | G Kirkpatrick |
| Governor | J Martin |

**Funding overview**

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| --- | --- |
| **Detail** | **Amount 21 / 22 Financial year** |
| Pupil premium funding allocation this academic year | £184265 – work on this |
| Recovery premium funding allocation this academic year | £ |
| 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 | £ |

# Part A: Pupil premium strategy plan

### Statement of intent

When making decisions about using our Pupil Premium funding it is important that we consider the context of the school and the subsequent challenges faced. This, alongside research conducted by the EEF and guidance from DfE on the use of Pupil Premium indicates we should consider the following:

Teaching

Spending on improving teaching might include professional Development, training and support for Early Careers Teaching and recruitment and retention. Ensuring an effective teacher in front of every class, and that every teacher is supported to keep improving, are the key ingredients to our successful school and should rightly be a top priority for Pupil Premium Spending.

Academic Support

Evidence consistently shows the positive impact targeted academic support can have, including those pupils that are not making good progress across the spectrum of achievement. Considering how classroom teachers and classroom teaching assistants can provide targeted academic support, including how to link structured one to one or small work group intervention to classroom teaching, is likely to be a key component of our effective Pupil Premium Strategy.

Wider Approaches

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and emotional support. It is likely that the specific features of the community that we serve will affect spending in this category.

## 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 | Weaker Language and Communication skills in KS1 and Lower KS2 |
| 2 | Lower attainment on entry to the Early Years Foundation Stage in all areas than in previous years |
| 3 | Higher numbers of SEND pupils than in previous years who are also Pupil Premium |
| 4 | Attendance and Punctuality issues. |
| 5 | Some complex family lives and Social Service involvement |
| 6 | Widening participation in cultural actives |
| 7 | Loss of classroom experience due to Covid |
| 8 | Higher PP numbers in Upper KS2 |
| 9 | The need to upskill Teachers and Teaching assistants to support quality first teaching |

## 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.

All data for 2021 mentioned compares internal moderated data with NCER National non Pupil Premium data as this was the only way we could benchmark – we understand that this is not verified national data.

Linked back to 3 areas outlined above – teaching (high quality) target and how we address the challenges.

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| Intended outcome | Success criteria |
| Quality teaching in all year groups is a universal offer for all pupils | OFSTED good rating. Statutory outcomes are for the PP children in line with national all other pupils. |
| Targeted academic support for all identified individuals | Individuals identified at a very early stahe and the appropriate teachers and TA’s are allocated and the focus of the teaching time has ensured that these children have learned and achieved the intended goal. |
| Removal of non-academic barriers e.g. attendance, behaviour, and social and emotional needs are identified quickly | Individual children and families are identified quickly and a plan drawn for support.  Attendance % is higher. Behaviour incidents are very low and emotional support for individuals and families are recognised as making a difference. |

## 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: £ *[insert amount]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Development of EYFS provision to improve the over attainment and progress of children in achieving GLD | Over recent years, about half of children in the reception cohort have achieved a Good Level of Development by the end of the Foundation Stage, and this is again the case in 2021, with exactly 58% achieving GLD. Foundation stage attainment is therefore consistently well below national (72% in 2019).  An audit by the Blackpool English Hub was undertaken in 2020 looking at the quality of reading books used in Phonics, Guided Reading and home reading books. An investment of new books was undertaken to support the EEF research.  Weak Language and Communication skills. Most children are working in the 22-36 month age band and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently  Higher than average numbers of children access SALT in Reception – 62% of disadvantaged children access and will either require small group support or 1:1 support from the school speech and language therapist  The Reception learning environment was identified by a school improvement partner as needing investment and a complete refurbishment has been undertaken to provide a bright and engaging learning environment  additional teacher for SEND pupils who are also PP  Enhanced CPD for TAs & Teachers | 1, 2, 7, 9 |
| *High Quality Teaching for all-*  *Staff CPD* | High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We are part of the Blackpool English Hub and the local Maths Hub.  All staff who lead a priority subject, such as Reading, are released regularly to:   * Coach * Model * Quality assure   additional teacher for SEND pupils who are also PP  Enhanced CPD for TAs & Teachers | 1, 2, 3, 4, 7, 8, 9 |
| *High Quality Teaching for all – classroom teaching* | The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.  Senior leaders will support staff through:   * Coaching * Modelling * Professional development programme * Supporting Early Career teachers * Making good use of assessment data * Effective remote learning   additional teacher for SEND pupils who are also PP  Enhanced CPD for TAs & Teachers | 1, 2, 3, 4, 7, 8, 9 |
| Improvement of the overall attainment and progress in reading (including phonics) | We know that the demographics of school intake has changed over the past few years and that the phonics data was slowly edging towards a decline. To prevent this happening, we have worked along side the English hub to strength phonics teaching.  We will continue to:   * Implement with authenticity RWInc Phonics * Strengthen leadership of phonics and early reading by developing staff subject knowledge * Mentor and coach all staff in implementing high quality phonics and reading teaching   additional teacher for SEND pupils who are also PP  Enhanced CPD for TAs & Teachers | 1, 2, 3, 4, 7, 8, 9 |

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

Budgeted cost: £ *[insert amount]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Small group tuition to catch up on missed learning 8 hours a week* | We know that there have been some groups of pupils who have missed learning due to lockdowns and want to provide tailored intervention as part of their school experience to enable them to be successful in their learning.  We know that our teachers are best placed to provide the learning as they know the pupils the best and the approaches that school use to enable success.  We will target using the following interevetions   * Read Write Inc Phonics in Y1 and 2 * Every Child a Counter in Y2 and 3 * Fresh Start for those in Y5 and 6 * SLCN   We will target mainly at disadvantaged, Previously Looked after and Looked After *pupils and those subject to a CP/CIN plan* where there is an identified barrier with their learning. | 1, 2, 5 , 7, 8, 9 |
| Additional teaching time available to be allocated to any year group as and when identified | The use of small group tuition in e.g. Read Write Inc phonics or 1st Class at Number targeted at pupils with identified need.  This will buy an additional support staff to release a skilled practitioner to back fill. | 1, 2, 3, 4, 7, 8, 9 |
| Additional SLCN provision | This will buy an additional support staff to release a skilled practitioner to back fill an experienced member of staff in KS1 to provide SLCN provision.  For pupils working significantly behind their peers, we will purchase specialist intervention from an external provider. | 1, 2, 3, 4, 7, 8, 9 |

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

Budgeted cost: £ *[insert amount]*

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Provide support for pupil premium children with SEMH needs and / or those at risk of ongoing internal and fixed term exclusions  Individual PP children are supported to remove barriers to learning and achievement and to access opportunities through school | With the additional increase in Social Service involvement, it is essential that we know our children and can spot triggers which will affect learning.  Our Family support worker and learning mentors will support families and pupils with identified SEMH concerns to ensure they are able to be a success in life  We know that providing a structured lunchtime offer allows pupils with SEMH to thrive, we will work with BfC to provide these activities | 3, 5, 7 |
| Attendance of PP pupils to be at least in line with non PP pupils  Persistent absence reduced to at least 8% for PP pupils (in line with non PP pupils) | Overall attendance was 95.6% last academic year but PA was 11.5% which is higher than we would like. We would like to achieve attendance of 96% and PA of 8%.  We are working with PWO to identify and support, early, those families who have historic poor attendance. | 4, 7 |
| Family Support Worker | With COVID home issues and Safeguarding being the most important drive in our school, the last year has seen the need to extend our safeguarding team to deal with an increase in Social Services involvement and Early Help referrals | 4, 5 |
| Part or fully music tuition for pupils  Part of fully subsidised actives such as residentials, theatre trips  Provision of breakfast / afterschool clubs  Purchase of uniform clothing etc | We know that lack of finance shouldn’t be a barrier to a child accessing the wider cultural aspects of school life that more affluent pupils readily access.  Ensure all pupils are equally equipped | 6 |

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

# 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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| *If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?* School Data In the absence of national referenced data, we benchmarked data with as much external data as possible, the results have been outlined above. We recorded all data on the Local Authority portal (perspective) and are able to compare school data with a smaller than normal but still significantly large population to gather reliable data.  Reception:  Staff completed end of Reception data in line with the approach and frameworks they would previously used. Data was not externally moderated but a random selection of pupils was moderated ins school. Phonics: Pupils in Y1 sat the 2018 phonics screening checklist under the same conditions as stated in the handbook. Pupils were also assessed with the Read Write Inc materials to produce a detailed understanding of current attainment.  Phonics data in NOVEMBER Year 2: Pupils undertook a cold piece of writing which was compared with NoMoreMarking using a comparative judgement. This data was used to inform teacher assessment in line with the frameworks for KS1 assessment. Maths and Reading papers were provided to support teacher assessment. Year 6: Pupils undertook a cold piece of writing which was compared with NoMoreMarking using a comparative judgement. This data was used to inform teacher assessment in line with the frameworks for KS2 assessment. Maths and Reading papers were provided to support teacher assessment.  Pupils in Year 6 undertook a Standardised assessment in reading using STAR and NGRT to provide further information to benchmark against. Evaluation of Previous PP Plan Priority 1: Ensure that high-quality interventions are implemented and that these are effectively monitored for impact.  In line with EEF guidance, the main focus on intervention was around supporting quality first teaching. Coaching support was provided from DHT and AHT in classrooms to help strengthen the quality of teaching. Where it was appropriate staff carried out paired observations with SLT, received support with Planning a broad and balanced curriculum through additional release time and had in class live coaching.  Where interventions happened outside of the classroom, such as the phonics club, pupils were targeted and invited. This helped pupils in Year 1 and Year 2 achieved the threshold in phonics and the expected standard in Year 2. To support phonics in Year 3 additional staff were deployed.  Priority 2: Ensure there is a robust strategy implemented to target persistent late and persistent absent children; working with children, families and external agencies where appropriate.  Attendance for the academic year was 95.6%. Where it was appropriate, due to covid, we did use fast track letters to support families with historically lower attendance. Throughout lockdown, PWO and FSW provided safeguarding visits to families who were causing concern as well as providing food parcels.  Regular meetings were held with PWO to identify pupils at risk of persistent absence and a range of measures was used to support attendance. This helped reduce the % to 4.4%.  Priority 3: Continued improvement of the quality of teaching across school  Staff have had training on implementing whole class guided reading which they are now implementing. Monitoring has shown that this is having a positive impact. Phonics is being systematicall implemented in Nursery, EYFS and KS1 with select pupils in KS2 accessing intervention to ensure rapid catch up. Data from Phonics screening has been very positive. KS2 data has shown that pupils have made good progress from the previous published data.  Standardised data from STAR and NGRT has shown that the averages for each class across KS2 has increased suggesting improvement in pupils attainment over the academic year.  Teachers have been reading to each class for 15min daily to encourage a love of reading. |

## 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 |
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## 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? |  |
| What was the impact of that spending on service pupil premium eligible pupils? |  |

# Further information (optional)

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| *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.* |