



Moor First School Pupil Premium Strategy Statement 2021-22

School overview

Metric	Data
School name	Moor First School
Pupils in school	Y1-4 = 62 Reception = 16 Nursery = 7
Proportion of disadvantaged pupils	5 PP (+1 in receipt of forces funding) (+1 in receipt of adoptive after care funding) (+2 pupils in receipt of LAC funding In total = 9%)
Pupil premium allocation this academic year	£8375 (post in year deductions)
Academic year or years covered by statement	2021-22
Publish date	6 th September 2021
Review date	January 2022, April 2022, July 2022
Statement authorised by	Mrs Victoria Atherton
Pupil premium lead	Mrs Victoria Atherton
Governor lead	Mrs Alison Timbey

Disadvantaged pupil progress scores for last academic year for the eleven pupils. Note COVID-19 disruption in spring 2021

Measure	Score (11 Pupils including adopted/forces)
Reading	91% made expected progress. 64% of which made more than expected progress.

Writing	91% made expected progress. 36% of which made more than expected progress.
Maths	91% made expected progress. 28% of which made more than expected progress.

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS1	N/A SATS/Phonics due to COVID-19
Achieving high standard at KS1	N/A SATS/Phonics due to COVID-19

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1 - Writing	Ensure all relevant staff (including new staff) have received up to date paid-for training to deliver the phonics scheme effectively/purchase new scheme. Also ensure that EYFS training is robust in line with the new EYFS framework.
Priority 2 – maths	Work with the maths team to ensure that practical methods are being embedded effectively in all lessons and that working memory remains the focus for all lessons.
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions.
Projected spending	£500

Teaching priorities for current academic year

Aim	Target	Target date
Progress and attainment in Reading	Achieve national average attainment scores in KS1 and make expected AR progress: Reading	July 2022

Progress and attainment in Writing	Achieve national average attainment scores in KS1 and make expected AR progress: Writing	July 2022
Progress and attainment in Mathematics	Achieve national average attainment scores in KS1 and make expected AR progress: maths	July 2022
Phonics	Achieve national average expected standard in KS1 PSC	July 2022
Other	Improve attendance of disadvantaged pupils to (96.5%)	July 2022

Targeted academic support for current academic year

Measure	Activity
Priority 1: reading and write	Increase 1:1 and small group reading opportunities whereby texts are phonetically appropriate but also motivate children to read and write for pleasure.
Priority 2: maths	Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations and embed understanding using a wide range of practical resources/concepts.
Barriers to learning these priorities address	Encouraging wider reading/engagement with families. Timetabling interventions to ensure that regular learning opportunities are not missed across the curriculum.
Projected spending	£7,575

Wider strategies for current academic year

Measure	Activity
Priority 1: extended learning opportunities	Creating and embedding increased opportunities for the learning of maths, reading and writing (extra-curricular clubs/outdoor learning)
Priority 2: Financial/family support for education	Providing equal opportunities – financing of school trips, events, resources etc. and wellbeing support.
Barriers to learning these priorities address	Improving attendance to school events/clubs. Maintaining engagement during any COVID-19 isolation periods/Local closures/National closures.

Projected spending	£300
--------------------	------

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use INSET days and additional cover provided by senior leaders to upskill.
Targeted support	Personalising learning enrichment to match school-wide strategies.	Ensure compliance to the home-school learning agreement. 100% signed parental responses. Ensure that writing remains a priority for home learning.
Wider strategies	Delivering training/support to families who need support.	Offer 1:1 sessions termly to guide families and liaise with agencies who can offer support. Record and monitor termly club attendance.

Review: last year's aims and outcomes 2020-21

Aim	Outcome
<p>To close the gap between attainment in reading, writing and maths for PP children in all years</p>	<p>See progress above which shows an increase in PP pupils achieving higher than expected progress – in order to close the attainment gap. Increasing writing attainment is a whole school target for 2021-22.</p> <p>Data below for PP does not include those with SEND.</p> <p>%PP ARE+ maths = 43%</p> <p>%PP ARE+ writing = 43%</p> <p>%PP ARE+ reading = 57%</p>
<p>To Increase rates of progress in writing especially that of boys who are eligible for PP.</p>	<p>Pupil progress noted above has been excellent. 100% of boys have made expected or more progress in all 3 areas of learning.</p>
<p>To ensure that Pupil Premium children alongside those on the SEND Register – overcome barriers to learning through quality first teaching.</p>	<p>100% of lessons include detailed/differentiated interventions/challenges for PP children and those with SEND.</p> <p>Intervention trackers are revised termly with all staff.</p> <p>Staff CPD supports the planned interventions and is monitored.</p> <p>The remote learning embeds a varied approach to its delivery in order that all PP children and those with SEND can access the learning and be challenged.</p>
<p>To increase attendance rates</p>	<p>On average, PP attendance was at 89% over the year (including spring term school closures/limited opening.)</p> <p>During spring, all PP children were invited into school alongside key workers children. 73% were in attendance. 27% remote learning.</p> <p>Daily register checks were complete in line with the remote learning policy for those children not in school/isolating.</p>

	Education welfare officers worked with school to increase attendance for individuals and provide family support.
To extend/embed relevant learning opportunities within the before/afterschool/holiday club.	Limited opportunity to do this due to COVID-19 disruption. Financial support provided for parents to access the before/afterschool provision during COVID-19 timetable changes.