

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Moor First School
Number of pupils in school	85 Y1-4 = 66 Reception = 11 Nursery = 8
Proportion (%) of pupil premium eligible pupils	6% (R-Y4) 5 pupils Ever 6 (Plus 2 forces and one adopted.) 10% (R-Y4) in receipt of funds 8 Pupils in total
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 2023 2024
Date this statement was published	16 th September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	V. Atherton
Pupil premium lead	V. Atherton

Governor	A.Timbey
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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6,925 PP (5 Pupils) £610 Forces (2 pupils) £2410 Adopted (1 pupil)
Recovery premium funding allocation this academic year	£0
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	£9,945

Part A: Pupil premium strategy plan

Statement of intent

Moor First School prides itself on a highly inclusive and personalised approach to learning for all where 'Every child and everyone matters' in line with our Equal opportunities Policy. Governors, staff and professional partners are committed to promoting an aspirational learning culture where all individuals are valued equally, respected and provided with high quality daily learning experiences. Strong relationships and pastoral support and guidance helps underpin the school's positive ethos and helps drive the high expectations for all members of the school's learning community. Our intention is that all pupils irrespective of background, need or challenge, aspire to achieve to their very best, making good progress both academically, socially and emotionally. By knowing our learners and learning community well, we will consider the challenges faced by our vulnerable pupils and focus on what we can influence most, regardless of whether learners are disadvantaged or not. High quality teaching is at the heart of our approach delivered through highly inclusive practice, built upon a bedrock of positive relationships and pastoral care. This is proven to have the greatest impact upon closing the disadvantaged gap, whilst at the same time benefitting all learners regardless of need. Our strategy is also integral to wider school plans for education recovery, notably through targeted support for learners whose education has been worst affected. This is regardless of background or disadvantage. Our personalised approach to learning is responsive to both commonly shared challenges and individual need and is rooted in robust and accurate diagnostic assessment rather than assumptions about the impact of disadvantage. Building an ongoing, holistic understanding of all learners and their needs ensures timely, targeted support and curriculum equity and access for all.

This strategy supports the schools school's priorities for all ensuring:

- All children, regardless of need are challenged/supported in their learning.
- Intervention is timely, appropriate and delivered by skilled practitioners.
- All staff take responsibility for raising expectations and aspiring learners.
- Pupil voice is listened to and helps to shape our school future.
 - All children have access to develop a character education through the six school values.
 - All children have equal access to the full curriculum, experiences and wider school life.

Challenges

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

Challenge number	Detail of challenge
1	Limited independent application of writing skills across the curriculum and lack of mathematical working memory.
2	40% of learners have social, emotional and behavioural challenges impacting upon their behaviour for learning and/or social interaction. Low self-esteem, poor self-regulation and lack of emotional literacy can sometimes impact upon their ability make sustained progress.
3	Some learners comes from hard to reach homes (out of the immediate area) where parental engagement with school and home learning is low, due to low expectations and financial hardship. Limited home learning support linked to learning spellings. Limited fine motor skills required for writing stamina.
4	Lack of equipment and resources for school and home learning negatively impacts upon self-esteem and learner engagement to its full potential.
5	Attendance – PP average of 95% which is below our school target of 96.5% but an improvement on 91% from 2020-21

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
Effective use of the 'graduated response' and assessment informs high quality 'inclusive teaching', carefully selected intervention and resource deployment.	Assessments, observations and learner engagement demonstrates good progress from starting points for those disadvantaged. Provision mapping effectively informs inclusive teaching and intervention. Termly Governor reports show high impact.

<p>Improved phonics, spelling, handwriting and maths attainment for disadvantaged and vulnerable learners.</p>	<p>Key Stage 2 phonics outcomes show that the gap in the percentage of learners achieving the expected standard in phonics/reading is reducing for disadvantaged learners compared to national expectations. Achieve in line with national average expected standard for Reading and writing.</p> <p>Book scrutiny/lesson observations and learning walks will show increased independent application of writing and maths skills across the whole curriculum.</p> <p>Tracking of spellings will show opportunities for repetition and gaps will close.</p> <p>Intervention trackers will show increased opportunities for children to close maths gaps/recap learning within morning maths sessions.</p>
<p>Improved well-being, engagement in learning and self-esteem for all pupils, especially disadvantaged learners.</p>	<p>Observations, pupil Questionnaires and wellbeing scored checklists indicate improved well-being and learner's self-confidence in their own abilities to achieve and succeed. Lego sessions are embedded to support and Yoga/mindfulness club. Measure the number of referrals to MHST.</p>
<p>Ensure all disadvantaged learners have access to a full and wide ranging curriculum entitlement.</p>	<p>100% of disadvantaged learners have access to wider curriculum opportunities such as clubs, trips and enrichment activities. Pupil and parental feedback indicates learners have the resources and support to access a full and engaging curriculum, during the school day and through extended learning opportunities.</p> <p>Attendance will be monitored in order to achieve 96.5%.</p>
<p>Increase parental engagement and home-school learning/partnership opportunities.</p>	<p>Blended learning opportunities are exploited to promote and encourage increased engagement in home-school learning partnership. Effective resource deployment of ICT Devices for disadvantaged learners increases home-school learning engagement opportunities and access to learning outside of the school day.</p>

	School workshops are targeted to support PP families.
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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: £7845

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all relevant staff (including new staff and those employed specifically for interventions) have received up to-date training to deliver the Twinkl phonics, handwriting and spelling schemes.</p> <p>Complete peer to peer sessions to support staff delivery</p>	<p>Phonics approaches have a strong evidence base that indicate a positive impact on the accuracy of word reading, particularly for disadvantaged learners. Its impact is particularly beneficial for younger learners aged (4 – 7).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/phonics</p>	<p>1,2,3,4,5</p>
<p>Teaching Assistant support in each class enables the Teacher to provide targeted high quality feedback and learning dialogue through targeted group teaching.</p>	<p>Providing high-quality feedback to learners is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons. Deployment of Teaching Assistants within each classroom enables the Teacher to provide timely targeted feedback and targeted intervention whilst, ensuring all learning is maintained for all during lessons.</p> <p>https://educationendowmentfoundation.org.uk/guidance-forteachers/assessment-feedback</p>	<p>1,2,3,4,5</p>

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

Budgeted £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ Teaching Assistants to lead English and maths interventions to accelerate progress and ARE through stretch and challenge tasks.</p> <p>CPD to ensure high quality tuition and experience of intervention lead.</p>	<p>High quality targeted support can provide effective extra support for learners. Small group support is most effective when learners are supported by the most experienced staff, training support and resources are provided, sessions are brief and regular and are explicitly linked to the everyday activities of teaching.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/teaching-assistantinterventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/phonics</p> <p>There is some evidence to suggest that disadvantaged learners are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of these strategies by the teacher and reinforcement by the Teaching Assistants could therefore encourage targeted learners to practice these skills and use them more frequently throughout their daily lessons and learning experiences.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/metacognition-and-selfregulation</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_selfregulated_learning.pdf</p>	<p>1,2,3,4,5</p>

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

Budgeted cost: £1100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase staff awareness of SEMH specific challenges through the analysis of questionnaires, informing personalised and targeted intervention. Specialist Counselling through MHST</p> <p>Start a Peer Wellbeing club – pupil wellbeing champions.</p>	<p>Research indicates that Social and emotional learning (SEL) interventions seek to improve pupils' decision making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEMH interventions can focus on the ways in which students work with (and alongside) their peers, teachers, family or community leading to improved self-esteem and well-being.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/social-and-emotionalllearning</p>	<p>1,2,3,4,5</p>
<p>Learners come to school well-resourced and prepared to learn through access to a uniform and resource support scheme.</p> <p>Purchase a wider range of rewards to motivate and promote self-esteem.</p>	<p>Mentally Healthy Schools and Anna Freud Centre for Children and Families recognises that relationships in a child's life is very important for their well-being. Schools should ensure that the learners feel they belong to and are a valued part of the school's community. Feedback from our own learners in the past through learner interviews had indicated how not having the correct equipment for school or uniform has made them feel anxious or been a contributing factor in unwanted behaviours. As such as a school we feel supporting our learners in having access to the school's uniform and resources for their learning to access the full curriculum ensures they have a sense of belonging to the school's community and can support them in building important relationships</p>	<p>1,2,3,4,5</p>

	<p>with their peers, staff and the wider community.</p> <p>https://www.mentallyhealthyschools.org.uk/risks-and-protective-factors/schoolbased-risk-factors/relationships-andbelonging/</p>	
<p>Learners and their parents are supported in accessing 'Seesaw'/Tapestry thus increasing engagement in home-schoolpartnership and home learning. Disadvantaged learners access on-line learning resources to support over-learning & catchup.</p>	<p>EEF research suggests that when planned and considered carefully technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. For it to be most effective learners must be monitored to check they have the skills they need to use it effectively to ensure that technology does not widen the gap between disadvantaged learners and their non-disadvantaged peers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/digital</p>	1,2,3,4,5
<p>All PP children have paid for access to one Premier Sport Club block per term in order to boost healthy active lifestyles.</p>	<p><u>60 Active Minutes</u></p> <p>The government have stated that, of the 60 minutes required for 5-18 year olds, schools are responsible for 30 minutes, in addition to the 2 hours of PE the children complete each week.</p> <p><i>30 Active Minutes at School</i></p> <p>As a school, we are making a conscious effort to ensure every child participates in 30 extra active minutes. Activities include:</p> <ul style="list-style-type: none"> - Wake up, shake up routines - Active Maths starters - Active English starters - Active counting - Active phonics - Active spelling - Daily Mile. <p>-Lunchtime events</p>	1,2,3,4,5

Total budgeted cost: £6925 PP

(£9945 including forces/adopted)

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 2021 to 2022 academic year.

Review: last year's aims and outcomes (2021-22)

Disadvantaged pupil progress scores for last academic year for the 7 pupils.

(2021-22)

Measure	Score
	Five PP pupils (Plus 1 services and 1 adopted) Not including 2 x LAC
Reading	100% made expected progress. 71% made more than expected progress. (This is an increase of GD +15% from July 2021.)
Writing	100% made expected progress. 43% 56% of which made more than expected progress. This is a slight GD decrease (-13% from July 2021.)
Maths	86% made expected progress. 57% of which made more than expected progress. This is a slight GD decrease (-10% from July 2021.)

Disadvantaged pupil performance overview for last academic year (2021-22)

Measure	Score
Meeting expected standard at KS1/ Achieving high standard at KS1 (SATS/Phonics)	<u>SATS:</u> 100% of PP children met expectations for reading and maths on SATS summer 2022 <u>End of KS1 Teacher assessment:</u> Reading –100% exceeding

	<p>Writing – 50% Working towards, 50% exceeding</p> <p>Maths - 50% exp, 50% exceeding</p> <p><u>Y1 Phonics:</u></p> <p>0% of PP children achieved expected phonics scores (SEND)</p>
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Aim	Outcome
<p>To close the gap between attainment in reading, writing and maths for PP children in all years and to achieve KS1 national data targets for phonics/SATS.</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 was a whole school target for 2021-22.</p> <p>Attainment data below for PP does not include one child with SEND nor LAC pupils.</p> <p>6/9 pupils:</p> <p>%PP ARE+ maths = 67% (17% GD) (an increase of 24% since 2020-21)</p> <p>%PP ARE+ writing = 67% (17% GD) (an increase of 23% since 2020-21)</p> <p>%PP ARE+ reading = 83% (50% GD) (an increase of 26% since 2020-21)</p> <p>Intervention groups have had positive impact on recapping skills and pre teaching new skills.</p> <p>A revised reading timetable across the school ensures that there are increased reading opportunities.</p> <p>Whole School SATS/KS1 :</p> <p>86% of all year 2 met expectations for reading. This is an increase on the National 2019 score of 75%. (+11%)</p> <p>86% of all year 2 met expectations for maths. This is an increase on the National 2019 score of 76%. (+10%)</p>

	<p>Teacher assessment: 57% of all year 2 met expectations for writing. This is a dip on the National 2019 score of 69% (-12%)</p> <p>100% of Y2 PP children met expectations for reading and maths ON SAT's.</p> <p><u>Phonics Scores</u></p> <p>63% of all year 1 (including 2 pupils with SEND) met expectations for phonics.</p> <p>71% of Year 1 without SEND met expectations for phonics. This is a decrease on the National 2019 score of 82% (-11%)</p> <p>Note that this national data is out of date, especially post COVID disruption. Also the class size means that the percentage for one child is high.</p> <p>0% of Y1 PP children met expectations for Phonics due to having SEND.</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 show good/outstanding elements of teaching.</p> <p>Lessons include detailed/differentiated interventions/challenges for PP children and those with SEND.</p> <p>Pupil voice shows that children are given the strategies needed/support needed to succeed.</p> <p>Positive behaviour management shows excellent behaviour for learning.</p> <p>Intervention trackers are revised termly with all staff to ensure that targets are current.</p> <p>Staff CPD supports the planned interventions and is monitored.</p> <p>Core and Foundation subject action plans include specific details on PP/SEND data targets and outcomes.</p>

	<p>Phonics, handwriting and spellings training has been delivered to all staff to ensure a consistent approach in Sept 2022.</p> <p>Practical maths training has been embedded successfully in all maths lessons and links well with White rose planning.</p>
<p>To increase attendance rates</p>	<p>On average, PP attendance was at 91% over the year. Increase of 2% from 2020-21. This is still below our school target of 96.5%</p> <p>Education welfare officers worked with school to increase attendance for individuals and provide family support. Mental Wellbeing support provides referrals for any child who requires support where attendance may be linked. One PP referral made thus addressing late attendance.</p>
<p>To extend/embed relevant learning opportunities within the before/afterschool/holiday club.</p>	<p>Before and afterschool club: Extra-curricular: families were provided with some financial support for Premier Sport extra-curricular sports clubs.</p> <p>100% of PP children attended an extra-curricular club over the year – most did so each term.</p> <p>100% of PP children completed competitive sports festivals/competitions across Biddulph Cluster.</p>
<p>To provide family support for trips/events etc.</p>	<p>Financial support provided for: Residential – Laches Wood Termly class trips In school event days Uniform support provided/PE kit when needed.</p>

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
Twinkl Phonics/handwriting and Spellings Scheme	Twinkl

Service pupil premium funding

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?	Stretch and Challenge Interventions
What was the impact of that spending on service pupil premium eligible pupils?	Pupil achieved GD in all subjects