

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the **2023 to 2024** 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	77 Y1-4 = 57 Reception = 15 Nursery = 5
Proportion (%) of pupil premium eligible pupils	4% (R-Y4) 2 pupils Ever 6 4% (R-Y4) in receipt of service child funds 4% x LAC addition pupils additional
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24
Date this statement was published	4 th October 2023
Date on which it will be reviewed	8 th July 2024
Statement authorised by	V. Atherton
Pupil premium lead	V. Atherton
Governor	Vicki Jackson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 7275 EVER 6 £ 670 forces
Recovery premium funding allocation this academic year	£2,000
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 **together** we unlock **potential** and **learn** for life...in line with our ethos and 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. **We are the Moor First Family.**

This strategy supports the 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...**we are all unique and together we help each other to grow.**

This statement details Moor First School's use of Pupil Premium funding (and Recovery Premium for 2023-24 academic year) to improve the outcomes of our disadvantaged pupils.

Our ultimate objective is that the additional challenges faced by our pupils are overcome through effective use of the funding alongside excellent daily practice based on our Champion Learning Pedagogy for teaching and learning founded on the Rosenshine principles. Following our recent Ofsted inspection (Dec 2022) our priority for this academic year is to increase the percentage of pupils reaching Greater Depth outcomes, especially with phonics and early reading. Our focus is to ensure consistency in sequencing and assessment in foundation subjects so that children gain a broader knowledge and master a range of skills across the whole curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Closing existing gaps in phonics, reading fluency, fundamentals in maths and writing.
2	Social, emotional, mental health and behavioural challenges negatively impacting upon 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 come 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 and some parents needing support with own educational learning.
4	Additional financial pressures faced due to austerity and parental engagement. Lack of equipment and resources for school and home learning negatively impacts upon self-esteem and learner engagement to reach full potential. Access to wider opportunities and curriculum

	enhancements with the necessary support and resources to be ready to learn.
5	Ensuring that attendance rates for pupil premium eligible pupils are in line with other groups and the national average.

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
There are no Reading, Writing and Maths gaps attainment gaps and stretch and children are challenged to achieve GD. 1,2,3,4,5	<ul style="list-style-type: none"> Children close gaps rapidly to ensure their attainments are in-line with, or above, age related expectations by the end of year 4 (KS2.) Gaps in learning have been identified quickly and progress is ensured by teacher led quality first teaching and appropriate intervention. Teachers consistently teach using the whole school pedagogies such as Rosenshine's principles. Stretch and challenge interventions move learning forward.
Ensure sustained Phonic outcomes linked to Little Wandle. 1,2,3	<ul style="list-style-type: none"> At least 95% of pupils in Y1 and Y2 pass the Phonics screening check (without SEND) Systematic Phonic Assessments ensure early identification and target intervention. 100% of staff deliver the phonics non-negotiables for teaching and learning.
Ensure improved reading fluency outcomes. 1,2,3	<ul style="list-style-type: none"> Pupils make rapid progress and their levels of reading fluency greatly improve from their baseline assessments.
Provide meaningful support to pupils who need Social Emotional and wellbeing provision. 1,2,4	<ul style="list-style-type: none"> MHST interventions show impact through engagement in learning. Wellbeing questionnaires/surveys demonstrate positive outcomes.

	<ul style="list-style-type: none"> • School mental health lead provides support/referral to MHST for identified pupils. • Pupils report positive influence of wellbeing support. • Wellbeing warriors receive training to support peers. • Yoga/mindfulness lunchtime clubs.
<p>Provide meaningful support to parents who need Social Emotional and wellbeing provision</p> <p>2</p>	<ul style="list-style-type: none"> • School leaders provide support for identified parents and can refer parents to appropriate services. • Parents report positive influence of wellbeing support – MHST drop in sessions.
<p>Pupils who are both identified as Pupil Premium and has having SEND Needs</p> <p>1, 2,3, 4</p>	<ul style="list-style-type: none"> • Pupils have consistent access to QFT, meaningful and measurable interventions and specific SEND support to facilitate their progress towards achieving their potential overtime. • SENDco and mental health lead provides support for identified pupils. • Robust systems of Plan, Do & Review are in place in accordance with the SEND Code of Practice to support pupils to ensure pupils achieve exceptionally well. • Termly governor reports highlight progress and clear next steps.
<p>Pupils access wider opportunities and curriculum enhancements with the necessary support and resources to be ready to learn.</p> <p>3, 4</p>	<ul style="list-style-type: none"> • Effective systems are in place to ensure pupils access to wider opportunities and curriculum enhancement. This includes a subsidy towards trips and extra curricular provision. • A culture of support and solution focused practice is embedded. • School club data shows high % of PP children in attendance as there is a daily lunchtime option. • All PP children can access 'champion moments' throughout each age phase.

<p>Increase parental engagement and home-school learning/partnership opportunities.</p> <p>3</p>	<ul style="list-style-type: none"> • School workshops are targeted to support PP families.
<p>Pupils attendance is in line or above national expectations.</p> <p>1,2,3,4,5,</p>	<ul style="list-style-type: none"> • There is no gap between pupil premium and non-pupil premium pupils in school attendance. • There is a relentless focus on improving attendance with robust systems in place to support this.

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: £6945

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher led first quality teaching to teach reading comprehension and fluency skills using a variety of texts and the Reading Vipers strategies.	EEF toolkit- Reading comprehension strategies are high impact on average (+6 months).	1, 3, 4
Embedding of a new synthetic phonic approach alongside phonics books. (Little Wandle) Resources and Training	EEF toolkit- Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills. Little Sutton English hub support and monitor the school on delivery and outcomes which show consistency.	1,3
Teacher led first quality teaching in Maths and Writing using the Rosenshine principles. Specific focus on improving writing outcomes including high quality CPD.	EEF toolkit – Mastery learning has a high impact on average (+5 months)	1,3
Teachers and school nurture lead to use specialised programmes which target children with particular social or emotional needs. Additional staff trained in ELSA	EEF guidance report on social and emotional learning (+4 months) Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions	2,3,4,5

Curriculum enhancements and extracurricular activities are subsidised to ensure pupils have access to them.	EEF Evidence Brief – Arts participation increases engagement	2,4
ITT students are provided with additional CPD and mentoring to ensure pupils needs are met.	DFE, Early Career CPD Ongoing CPD enables Early Career Teachers/ITT students to continue to develop their ability to meet the needs of all pupil groups effectively and provides them with the support to do so.	1,2,3
Teaching Assistant support in each class enables the Teacher to provide targeted high quality feedback and learning dialogue through targeted group teaching.	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. https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback	1,2,3,4,5

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

Budgeted £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trained staff members to provide additional phonics and reading intervention via Little Wandle for KS1 and lower KS2.	EEF Toolkit- an average impact of four months' additional progress over the course of a year.	1
TA/teacher led targeted intervention during assembly - Focus	EEF Toolkit- an average impact of four months'	1

on reading, spelling and maths fundamentals.	additional progress over the course of a year.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Bee Active provision offer afterschool/beforeschool– HAF funding</p> <p>All PP children have paid for access to one Bee Active Sport Club block per term in order to boost healthy active lifestyles.</p>	<p>EEF guidance on social and emotional learning (+4 months)</p> <p>60 Active Minutes</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>30 Active Minutes at School</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. -Lunchtime events 	2,4
Uniform provided if needed – see shop 2 nd hand goods.	EEF guidance on social and emotional learning (+4 months)	2
Where appropriate children to continue to be provided with additional learning resources so that they can access the pre-learning, the curriculum and	EEF education evidence/guidancereports/digital.	2,3,4

homework. Learners and their parents are supported in accessing 'Seesaw' thus increasing engagement in home-school partnership and home learning.		
Parent workshops – curriculum, SEND and attendance	EEF- communicating with parents regarding supporting their child with their learning	1,2,3,4,5
Maintain wellbeing warriors – pupil wellbeing champions.	EEF -Social-and-Emotional Learning	1,2,3,4,5
Purchase a wider range of rewards to motivate and promote self-esteem.	<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.</p> <p>https://www.mentallyhealthyschools.org.uk/risks-and-protective-factors/schoolbased-risk-factors/relationships-andbelonging/</p>	1,2,5

Total budgeted cost: £ 9945

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 2022 to 2023 academic year.

Review: last year's aims and outcomes (2022-23)

Disadvantaged pupil progress and attainment scores for last academic year for the 5 Ever 6 pupils plus 2xforges and 1xadopted (8 pupils)

(2022-23)

Measure	Score
	<p>5 Ever 6 pupils plus 2xforges and 1x adopted (8 pupils)</p> <p>Data below accounts for the 5 FSM children (one of which has SEND)</p> <p>The additional 3 children also have SEND.</p>
Reading	<p>100% made expected progress. 40% of which made more than expected progress. 80% are working at ARE+, 20% of which are GD.</p> <p>One pupil working below expectation and has SEND.</p> <p>(Maintained ARE+ from 2021-22 but 30% dip in GD from last year)</p>
Writing	<p>80% made expected progress. 40% of which made more than expected progress. 80% are working at ARE+, 40% of which are GD.</p> <p>One pupil working below expectation and has SEND.</p> <p>(13% increase in ARE+ 2021/22 and 23% increase in GD)</p>
Maths	<p>80% made expected progress. 40% of which made more than expected</p>

	<p>progress. 60% are working at ARE+ 20% of which are GD.</p> <p>One pupil working below expectation and has SEND. Another pupil was only one step away.</p> <p>(7% dip in ARE+ 2021-22 and 3% increase in GD)</p>
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Disadvantaged pupil performance overview for last academic year (2022-23)

Measure	Score
Meeting expected standard at KS1/ Achieving high standard at KS1 (SATS/Phonics)	<p><u>SATS:</u></p> <p>N.A – no PP children in Y2.</p> <p><u>End of KS1 Teacher assessment:</u></p> <p>N.A – no PP children in Y2.</p> <p><u>Y1 Phonics:</u></p> <p>N.A – no PP children in Y1</p>

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

<ul style="list-style-type: none"> Termly SEND/PP reports sent to governors show the positive impact of targeted interventions/Asses, Plan, Do, Assess, review systems for learners. Ofsted Dec 2022 – inspected the school and positively reviewed PP strategy and SEND provision. PP progress and attainment data is in line with non-PP children for reading, writing and maths. 80% of parents received a free half-termly sports club for their child per term. (Premier Sports) PP attendance: 94% was the average PP attendance for 2022-23. This is a 3% increase from 2021-22. Only 40% of all PP children were above the schools target of 96.5% but 80% of them were above 93% (close). Only one pupil attendance needs monitoring next year (88.82%)
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- Targeted interventions were delivered by teachers and teaching assistants using to close gaps and support recovery. Analysis of intervention data shows that interventions closed gap, especially with the increase in ARE+/GD attainment data.
- The school engaged with and utilised Nuffield Early Language Intervention, the outcomes of both attributed to the progress for the pupils accessing them.
- 100% of families were supported with the payment of school trips and 40% accessed uniform support.
- 67% of the Y4 PP children spent an extra day of transition at Middle school.
- 12 x Pupils received wellbeing warrior training by the mental health support team – teacher assistant also trained. Reduction in playground fallouts with the wellbeing warriors working alongside playtime pals.
- 100% of PP children attended an extra-curricular club over the year – most did so each term. 80% of PP children completed competitive sports festivals/competitions across Biddulph Cluster.
- Learning walks, book scrutinies and pupil voice show that children are challenged to develop reasoning skills and to build on knowledge recall through the use of Bloom's question stems.
- One child received weekly NELI communication training as part of their SEND personalised plan.
- Twinkl phonics scheme was embedded and staff trained but the scheme was not effective across the school. Little Wandle to be delivered SEPT 23 onwards to ensure consistency.

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
Sept 2023 – Little Wandle phonics, reading and spelling N-Y2	Letters and Sound
Squiggle Whilst you wiggle	Shonette Bason
Neli Communication	Nuffield
TT Rockstars	Maths Circle
EP Literacy Approach	Staffordshire SEND

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?	50% of service children achieved GD in all subjects.