

Pupil premium strategy statement

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	Moor Row Community Primary School
Number of pupils in school	75 (EYFS -Yr.6)
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mrs. J Beavis
Pupil premium lead	Mrs. J Beavis
Governor	Hannah Thornbery

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13450
Recovery premium funding allocation this academic year	£2000
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	£15450

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will use research conducted by the EEF as well as recognised literature and staff experiences and expertise to support decisions made around the usefulness and implementation of different strategies.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust summative and formative assessment. The school curriculum will be adjusted to meet the needs of all pupils following the impact of Covid-19 closures as well as ensuring planned opportunities for cultural capital.

All pupils will be supported to access the curriculum in continued periods of isolation due to positive cases of Covid-19 both within school and the community.

Whilst our strategy adopts the recommended EEF tiered approach we recognise that many elements of the strategy will overlap categories and that the balance of the approach will vary from year to year as the schools' and pupils' priorities change. We will also ensure that to make the biggest difference we focus on a small number of strategies.

Challenges

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

Challenge number	Detail of challenge
------------------	---------------------

1	Social & emotional needs
2	Weakened language & communication skills in youngest pupils.
3	Perseverance and resilience skills. Sustained writing for a period of time.
4	Parental engagement and understanding of the new heightened expectations in the curriculum and how they can help - especially in mathematics.
5	Ensuring disadvantaged pupils engage with wider-curricular opportunities and experience cultural capital.
6	Periods of isolation due to positive cases of Covid-19 in school or community resulting in gaps in progress or attainment across the curriculum.

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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>2021 – 2022:</p> <ul style="list-style-type: none"> • Early identification of pupils with social and emotional needs ensuring bespoke interventions provided in a timely manner by ELSA (Emotional Literacy Support Assistant). • To liaise with parents when pupils engaged in ELSA interventions. • To monitor and identify progress of pupils engaged in ELSA interventions/support. • To develop a safe space for nurture support within the school by December 2022. <p>2021 – 2023:</p> <ul style="list-style-type: none"> • Improved levels of Wellbeing identified in pupils. <p>2021 – 2024:</p> <ul style="list-style-type: none"> • Sustained high levels of wellbeing demonstrated by qualitative data from pupil voice, pupil and parent surveys and staff observations and surveys. • An increase in participation in enrichment activities, particularly among disadvantaged pupils.
To improve the language & communication skills of pupils in EYFS, particularly of disadvantaged pupils.	<ul style="list-style-type: none"> • Assessment and observations indicate significantly improved oral

	language among disadvantaged pupils.
To develop metacognition skills across the school for all pupils, particularly disadvantaged.	<ul style="list-style-type: none"> • To introduce and embed metacognition and growth Mindset skills across the school using Skills-blox pilot project resources. • Improve perseverance and resilience skills of all pupils in the school across the curriculum. • In writing to develop the sustainability of writing for a longer period of time.
To educate and support parents understanding of the new heightened expectations in the curriculum and how they can help - especially in mathematics.	<p>2021 - 2022:</p> <ul style="list-style-type: none"> • To hold parent training events in Maths Mastery approach (Maths No Problem). Parents to complete an evaluation form to assess impact. <p>2022 – 2023</p> <ul style="list-style-type: none"> • To introduce stay and learn sessions for parents across the school. Parents to complete feedback form.
To ensure disadvantaged pupils engage with wider-curricular opportunities and experience cultural capital.	<ul style="list-style-type: none"> • Curriculum reviewed and developed to ensure Covid gap priorities identified and curriculum adapted. • Cultural capital opportunities developed inline with the school curriculum. • Themed weeks identified and planned for to ensure opportunities for cultural capital experiences linked to Covid gaps. • Year 5/6 disadvantaged pupils offered reduction on school residential. • All disadvantaged pupils offered discount on school trip. • Identify and plan trips or visitors each term to enhance curriculum provision.
To close any attainment or progress gaps in reading, writing and mathematics through regular summative and formative assessment.	<ul style="list-style-type: none"> • To identify areas of support required in reading, writing and mathematics. • To close attainment and progress gaps through regular assessment. • To ensure effective interventions are available to all pupils as required.

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 (CPD, recruitment and retention)

Budgeted cost: £3,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce and embed oral language interventions – Staff CPD	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <i>EEF Oral language interventions (NELI – Nuffield Early Language Intervention) +6 months</i>	2
To introduce and embed metacognition and growth Mindset skills across the school – Staff CPD	The potential impact of metacognition and self-regulation approaches is high. Such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. <i>EEF Metacognition +7 months.</i>	3
Parents to be invited to attend a maths workshop by maths specialist.	Parental engagement in their children's learning activities can have an impact on pupil's progress and attainment. <i>EEF Parental Engagement +4 months</i>	4
Engagement in staff CPD linked to maths teaching for mastery.	Teaching for mastery aims to support all pupils to achieve deep understanding and competence in the relevant topic. <i>EEF Mastery Learning +5 months</i>	4 & 6

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

Budgeted cost: £6,000 including Recovery Premium

Activity	Evidence that supports this approach	Challenge number(s) addressed
To fund the purchase of a variety of interventions to target	One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. This	6

support in reading, writing and maths as well as funding the adults to lead interventions.	<p>can have a high impact on outcomes for pupils.</p> <ul style="list-style-type: none"> • Shine interventions • Salford Reading tests • IDL – Maths & English • Headphones for IDL <p>EEF one to one tuition +5 months. EEF TA interventions +4 months</p>	
To release trained individual to work with pupils across the Juniors to improve reading comprehension skills.	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read.</p> <p>EEF Reading Comprehension Strategies +6 months</p>	6

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To embed the role of the school ELSA (Emotional Literacy Support Assistant), to ensure early identification of pupils with social and emotional needs. To ensure support is available with a bespoke intervention. Time available to liaise with families and plan and monitor progress of interventions.	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions.</p> <p>EEF social & Emotional Learning Targeted support +6 months</p>	1
To help with the funding of activities to enable disadvantaged pupils to engage with wider-curricular opportunities and experience cultural capital.	Evidence currently not available on EEF site	5

Total budgeted cost: £13, 450

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

During the 2020 to 2021 academic year the Pupil Premium Grant had the following impact:

Priority	Impact
To close the gap in literacy in the early years towards the disadvantaged pupils achieving a good level of development.	PPG pupils achieved 0% GLD compared to 71% of NPPG.
PPG pupils to achieve national in the expected standards for the Yr. 1 phonics screening.	1 pupil = PPG in cohort. Did not meet phonics screening.
Ensure that disadvantaged pupils in Yr. 2 make expected or better progress to achieve the expected standard or higher at the end of KS1.	100% of PPG pupils achieved expected standard in all subject areas.
Ensure that disadvantaged pupils in KS2 make expected or better progress to achieve the expected standard or higher in reading, writing and maths.	PPG: Reading – 67%, Writing – 100%, Maths – 67%. NPPG: Reading – 100%, Writing – 100%, Maths – 100%.
Continue to improve the attendance and punctuality of pupils who are in receipt of PPG funding. All to have attendance above 95%	Whole school attendance = 98.35% PPG attendance = 96.95 Non-PPG attendance = 98.75%