

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 – 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	Moor Row Community Primary School
Number of pupils in school	71 (EYFS -Yr.6)
Proportion (%) of pupil premium eligible pupils	18% (13/71)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-23 2023-24 2024-25
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023
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	£18, 005
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	£20, 005

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.

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	Perseverance and resilience skills. Sustained writing for a period of time.

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3	Parental engagement and understanding of the new heightened expectations in the curriculum and how they can help - especially in mathematics.
4	Ensuring disadvantaged pupils engage with wider-curricular opportunities and experience cultural capital.
5	Periods of isolation due to positive cases of Covid-19 in school or community resulting in gaps in progress or attainment across the curriculum.
6	To ensure disadvantaged pupils have access to food preparation opportunities.

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>2022 – 2023:</p> <ul style="list-style-type: none"> To develop a safe space for nurture support within the school by December 2022. To increase the participation of disadvantaged pupils in after school clubs. Improved levels of Wellbeing identified in pupils – wellbeing survey at start and end of academic year. To engage staff in the Cumbria Year of Wellbeing initiative. Train mental health lead. Improve staff's knowledge and accessibility of the local offer for children's Mental health and wellbeing. <p>2023 – 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. To sustain participation in enrichment activities, particularly among disadvantaged pupils. <p>2024 – 2025:</p> <ul style="list-style-type: none"> To engage parents in support and training session with school ELSA.

	<ul style="list-style-type: none"> To offer workshops from local experts for parents.
To develop metacognition skills across the school for all pupils, particularly disadvantaged.	<p>2022 - 2023</p> <ul style="list-style-type: none"> Improve perseverance and resilience skills of all pupils in the school in mathematics. In writing to develop the sustainability of writing for a longer period of time. <p>2023– 2024</p> <ul style="list-style-type: none"> To develop metacognition and Growth Mindset skills across the curriculum. <p>2024-2025</p> <ul style="list-style-type: none"> To embed metacognition and Growth Mindset skills across the curriculum.
To educate and support parents understanding of the new heightened expectations in the curriculum and how they can help - especially in mathematics.	<p>2022 – 2023</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. To hold parent events related to need - survey parents as to training events they would find useful.
To ensure disadvantaged pupils engage with wider-curricular opportunities and experience cultural capital.	<p>2022 – 2023</p> <ul style="list-style-type: none"> Year 1 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. Disadvantaged pupils offered discount on school trips. Identify and plan trips or visitors each term to enhance curriculum provision. Disadvantaged pupils supported to access school provision clubs.

	<ul style="list-style-type: none"> • Phunky food Cook and Eat sessions introduced to develop food preparation opportunities.
<p>To close any attainment or progress gaps in reading, writing and mathematics through regular summative and formative assessment.</p>	<ul style="list-style-type: none"> • To continue to identify individual areas of support required in reading, writing and maths. • To close attainment and progress gaps through regular summative 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: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve perseverance and resilience skills of all pupils in the school in mathematics.</p> <p>In writing to develop the sustainability of writing for a longer period of time.</p>	<p>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.</p> <p>EEF Metacognition +7 months.</p>	2
<p>Parents to be invited to attend a maths workshop by maths specialist.</p>	<p>Parental engagement in their children's learning activities can have an impact on pupil's progress and attainment.</p> <p>EEF Parental Engagement +4 months</p>	3
<p>Engagement in staff CPD linked to maths teaching for mastery.</p>	<p>Teaching for mastery aims to support all pupils to achieve deep understanding and competence in the relevant topic.</p> <p>EEF Mastery Learning +5 months</p>	2, 3 & 5

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

Budgeted cost: £8005

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To fund the purchase of a variety of interventions to target support in reading, writing and maths as well as funding the adults to lead interventions.</p>	<p>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. This can have a high impact on outcomes for pupils.</p> <p>1:1 Reading ELSA Support Maths intervention support</p> <p>EEF one to one tuition +5 months. EEF TA interventions +4 months</p>	5

<p>To release trained individual to work with pupils across the Juniors to improve reading comprehension skills.</p>	<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>Shine intervention Herts reading fluency project EEF Reading Comprehension Strategies +6 months</p>	<p>6</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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>	<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>ELSA intervention – ELSA time, resources, room development.</p> <p>EEF social & Emotional Learning Targeted support +6 months</p>	<p>1</p>
<p>To help with the funding of activities to enable disadvantaged pupils to engage with wider-curricular opportunities and experience cultural capital.</p>	<p>Evidence currently not available on EEF site</p>	<p>4</p>

Total budgeted cost: £ 20,008

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

During the 2021 to 2022 academic year the Pupil Premium Grant had the following impact:

Priority	Impact
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>ELSA (Emotional Literacy Support Assistant) support prioritised and provided in a timely manner with improved early identification of pupils with social and emotional needs. 16 pupils directly supported by ELSA. 4 out of 16 pupils receive PPG funding = 25% of pupils supported by ELSA receive PPG funding.</p> <p>Clear timetabling of ELSA interventions – raised profile of Emotional support to aid pupils academic learning.</p> <p>Letters sent to parents when pupils begin ELSA to engage parents in process. ELSA supported parents with strategies of support to use at home.</p> <p>Half termly monitoring and impact introduced. ELSA support has resulted in:</p> <ul style="list-style-type: none"> • Improved positive behaviour with signs of children being happier in themselves. • Improved peer interaction • Improved anxiety • Pupils better equipped at explaining feelings • Improved independence • Increased self-confidence • A reduction in friendship issues • Self-calming strategies more embedded.

<p>To improve the language & communication skills of pupils in EYFS, particularly of disadvantaged pupils.</p>	<p>Pupils working above the level of identified intervention therefore intervention not implemented in EYFS. Year 1 also assessed. No need for intervention identified in Year 1.</p>												
<p>To develop metacognition skills across the school for all pupils, particularly disadvantaged.</p>	<p>Skills-blox introduced across the school to raise job aspirations and career development. All pupils within school introduced to local job / career opportunities to raise aspirations including:</p> <ul style="list-style-type: none"> • Engineering (women in engineering) • Sellafield • Forth Engineering <p>Language of I can't do this ... Yet! And learning from mistakes imbedded across the school.</p>												
<p>To educate and support parents understanding of the new heightened expectations in the curriculum and how they can help - especially in mathematics.</p>	<p>Parent event postponed due to Covid-19. Rebooked for October 2022.</p>												
<p>To ensure disadvantaged pupils engage with wider-curricular opportunities and experience cultural capital.</p>	<p>Year 2 rolling plan Curriculum reviewed and developed ensuring Covid gap priorities were identified and curriculum adapted.</p> <p>Cultural capital opportunities developed in line with the school curriculum.</p> <p>Three themed weeks held in 2021 – 22. Art focused on pupils using a variety of mediums, Science focus was linked to hands on experiments and local industry and Queens Jubilee linked to British Values.</p> <p>Trips included Young Voices, River Trip, Local walk history and art, Animal adventures, Vikings, local farm. Cost of trips reduced through the allocation of PPG funding.</p>												
<p>To close any attainment or progress gaps in reading, writing and mathematics through regular summative and formative assessment.</p>	<ul style="list-style-type: none"> • Risk Assessments of pupil's attainment identified summative needs. Interventions and support put in place as required. <p>2022 Year 6 PPG / NPPG data outcomes:</p> <table border="1" data-bbox="810 1787 1401 2029"> <thead> <tr> <th></th> <th>PPG (1 child)</th> <th>NPPG (14 children)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>100 %</td> <td>93 %</td> </tr> <tr> <td>Writing</td> <td>100 %</td> <td>93 %</td> </tr> <tr> <td>Maths</td> <td>100 %</td> <td>78 %</td> </tr> </tbody> </table>		PPG (1 child)	NPPG (14 children)	Reading	100 %	93 %	Writing	100 %	93 %	Maths	100 %	78 %
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