

## 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 name	Moortown Primary
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	4% FSM (7% incl PP+)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22, 2022-23, 2023-24
Date this statement was published	21 October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	David Roundtree
Pupil premium lead	Clare Weekes
Governor lead	Rachel Greenhalgh

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,074
Recovery premium funding allocation this academic year	£2,320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£543
<b>Total budget for this academic year</b>	<b>£29,937</b>

# Part A: Pupil premium strategy plan

## Statement of intent

**We want our school to be a happy and healthy place to learn for every child, including those who may be socially disadvantaged.**

'Happy and healthy' (including positive mental health) because we can't learn effectively without these basic needs being met. 'To learn' because we want our children to be confident in themselves so they can realise their potential as people who find learning enjoyable, relevant, inspiring and creative – our four positive attitudes that we aim for, as set out in our [Curriculum Statement](#).

We use pupil premium funding to help us meet this aim.

**In our approach to planning and executing this strategy, we follow key principles that we believe can maximise the impact of our pupil premium spending:**

### **High expectations**

We firmly believe in all children: no excuses are made for underperformance. We will strive to overcome barriers to learning for pupils and give every individual the best possible chance of success.

### **High quality provision**

Good quality teaching is key to good progress and attainment. We continue to ensure that all pupils receive good teaching. We ensure consistent application of key elements of teaching and learning such as planning, feedback and assessment. We provide high quality professional development for all staff.

### **Emphasis on basic skills**

High standards in English and mathematics can only be achieved if our children are confident and competent in basic skills and knowledge, such as reading age-appropriate texts fluently and having number fact fluency (a rapid recall of number facts, including times tables). Our emphasis on basic skills may be in the form of direct teaching and additional support, or may be indirect through improving attendance, behaviour or access to resources and support.

### **Broad and balanced curriculum**

Pupils access the very broadest opportunities across all subjects. This includes providing or subsidising rich cultural experiences and building up pupils' 'cultural capital'.

### **Knowing our children**

Pupils eligible for pupil premium funding are not always socially disadvantaged or at risk of underachievement. Some potentially higher attaining pupils need challenge to make sure they don't under-achieve. Likewise, there are pupils who may be vulnerable but who are not in receipt of pupil premium funding – we use the funding to support pupils with identified needs.

### **Collaboration**

We adopt a whole school approach: all relevant staff are involved in identifying pupils in need and the barriers to their learning. We work across Sphere Federation to share ideas and to challenge each other on the impact of strategies.

### **Early intervention**

High quality provision in the Early Years Foundation Stage with a strong emphasis on oracy and characteristics of effective learning builds a strong foundation for subsequent success in Key Stages 1 and 2.

**There are key processes in place as we formulate and execute this strategy:**

### **Evaluation**

We review how effective our previous strategy was. The last two years has seen disruption caused by the coronavirus, making it hard to reliably measure impact. Before the pandemic, however, we were increasingly confident that the strategies we had developed were successful. To support our evaluations, we seek the views of external consultants.

### Identifying barriers to learning

Pupils can experience many barriers to their learning. We identify these barriers and set out ways to overcome them as much as we can. Analysis has shown that typical barriers may be:

- attendance and punctuality issues
- lack of support at home
- weak language and communication skills
- behaviour and emotional difficulties
- low confidence and self-esteem
- lack of resources to support homework

### Use of assessment

We acknowledge the importance of assessment as a basis for planning provision including additional support and challenge. Assessment data is analysed each term in order to evaluate the performance of all pupils, including consideration of pupils selected for support using pupil premium funding where this can be evaluated in terms of quantitative outcomes.

### Provision

Children are individuals with varying needs and as such we employ a wide range of strategies aimed at ensuring that they achieve the highest standards of attainment. We take a flexible approach and therefore plans set out here may sometimes vary to meet an individual's need, if a specific or immediate one becomes more apparent.

### Consideration of evidence

We refer to research and evidence when considering the actions we take to address barriers to learning. The [Education Endowment Foundation's Teaching and Learning Toolkit](#) is central to this. (Reference to this is made below, using 'EEF' abbreviation.) For example, evidence from across the English school system shows that using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils – that's why we invest a significant amount in continuing professional development.

## Challenges

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

Challenge number	Detail of challenge
1	Previous limited progress and current lower attainment, which has been exacerbated by Covid lockdowns.
2	Limited oral language skills, which slow down progress in reading and writing (and increasingly research indicates other subjects, too).
3	Limited opportunities and routines at home to fulfil our revised homework expectations, which include daily reading and daily practice for fluency.
4	From time to time, due to social and/or emotional circumstances, some individuals are at risk of disengaging at an early age from education, not being ready for secondary school and not fulfilling their long-term potential.
5	Limited life and cultural experiences, which for some of our pupils restricts understanding of some curriculum areas.

## 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
Excellent and/or additional provision for all through teaching and classroom-based support and challenge so that that pupils eligible for PP make <b>accelerated progress</b> and increase attainment.	The majority of pupils make rapid progress in Reading, Writing and Maths. All pupils make at least expected progress in Reading, Writing and Maths.
<b>Improved oral language skills</b> for pupils identified as needing the support.	The progress made by children receiving speech and language support in Early Years Foundation Stage is rapid, particularly in Communication and Language.
More children meet our <b>homework expectations</b> , reading on a daily basis and practising number fact fluency and spellings.	All targeted individuals attend newly-established out-of-school club. Of those targeted, all make rapid progress in Reading and in number fact fluency.
Through greater social and emotional support, <b>selected children are more ready and able to learn</b> .	All children chosen for additional support make at least expected progress in Reading, Writing and Maths.
Even <b>greater engagement and enrichment</b> that stems from increased opportunities for cultural and curriculum visits / experiences.	Pupil feedback indicates enriched learning experiences. Teacher observation confirms positive attitude.

## 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: £11,831

Activity	Evidence that supports this approach	Challenge number(s) addressed
Carry out individual and small-group interventions to support and challenge pupils appropriately.	Children who keep up or catch up on specific gaps in their learning are more able to at least reach age-related expectations. EEF evidence relates to various aspects: individualised instruction (4 months' extra progress impact); one-to-one tuition (5 months); small group tuition 4 months); reading comprehension strategies (6 months)' teaching assistant interventions (4 months).	1

<p>January 2022 update: Children identified from tracker and discussed with teachers and interventions (sometimes 1:1 and sometimes small groups) put in place to address specific gaps.</p>		
<p>April 2022 update: Some interventions show good progress eg Y1 phonics (T1.2: 70%; T2.2: 80%) and Y2 reading fluency – reading at least 90 words a minute (T1.2 50%; T2.2 82%). Certain children have been targeted where phone calls home have made a difference to their engagement with learning at home (eg Times Table Rock Stars usage; reading more regularly).</p>		
<p>Subsidise leadership costs to free up senior leaders to support new teachers in school.</p>	<p><i>'Evidence from across the English school system shows that using your pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils.'</i> (DfE, 2021)</p>	<p>1, 2</p>
<p>January 2022 update: Senior member of staff is now non-teaching so that 2x Early Career Teachers (ECTs) are supported during one afternoon a week plus PPA time. Regular observations provide constructive feedback giving them the opportunity to reflect and improve.</p>		
<p>April 2022 update: Both ECTs have shown effective teaching and made excellent progress with the support from a senior member of staff at least weekly.</p>		
<p>Invest in new systematic synthetic phonics programme and new decodable reading books.</p>	<p>Our provision in phonics is effective and our outcomes have been very good; the new programme will help to ensure fidelity in our teaching for new staff and the new books will refresh our reading materials so that children remain engaged, developing a love of reading at an early age with the long-term view of ensuring children reach at least -age-related expectations. EEF evidence: 5 months' extra progress can be made through effective phonics provision.</p>	<p>1</p>
<p>January 2022 update: Investment made and resources in use across KS1. E-books being used at home (relatively new but generally positive feedback so far).</p>		
<p>April 2022 update: E-books being accessed by the vast majority of parents at home. Reception and Y1 teachers are seeing progress in reading and writing. The reading practice sessions are working really well and children are making excellent progress: a very large majority are expected to meet the threshold in the forthcoming national phonics screening check.</p>		
<p>Invest in oracy CPD so that school leaders and subsequently teachers have a greater awareness and improved skills around teaching effective speaking and listening.</p>	<p>EEF evidence: 6 months' extra progress can be made through oral language interventions. The CPD will raise awareness of this amongst school leaders and teachers.</p>	<p>2</p>
<p>January 2022 update: CPD in PDMs and oracy guide in place with focus each half term. Learning walks from senior leaders focusing on different aspects of oracy amongst other things.</p>		
<p>April 2022 update: Oracy is more high profile in all classrooms and PDMs mention oracy on a regular basis to keep it high profile and it has been observed in learning walks (eg 17.03.22 Y6 children were able to say what the oracy expectations were in a lesson).</p>		

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

Budgeted cost: £9,110

Activity	Evidence that supports this approach	Challenge number(s) addressed
After-school additional learning sessions.	Proven track record of positive impact in-house, with the majority of targeted pupils having reached age-related expectations.  EEF evidence: 6 months' extra progress can be made by reading comprehension strategies; 4 months' extra progress can be made using small group tuition.	1
January 2022 update: Booster groups in place for Y2, Y3, Y4, Y5 and Y6 – attendance is consistent and progress tracked.		
April 2022 update: Consistent booster groups are in place and attendance is good. In Y6, 75% of children attending Maths booster are scoring above 97 in standardised scores. In Y2, 100% of those attending Phonics booster are now at expected standard and in Y2, 100% attending Reading booster are at age-related expectations.		
Speech and language therapy.	Our past experience indicates that this has a positive impact on selected children's communication skills.  EEF evidence: 6 months' extra progress can be made through oral language interventions.	2
January 2022 update: Targeted intervention for certain pupils from the speech therapist and support from Talking House to up-skill staff in school to lead regular intervention sessions.		
April 2022 update: Funding for Reception child approved. Three requests for EHCPs in process with support of the speech therapist. Significant progress for children in Reception who had limited speech when they joined. Another child in Y3 has made significant progress with social skills with support of Talking House.		
NumBots and Times Tables Rock Stars.	We have limited in-house evidence around the long-term impact of this because we began to invest just before the pandemic.  EEF evidence: 5 months' extra progress can be made through effective homework.	1
January 2022 update: Engagement with NumBots and Times Tables Rock Stars tracked by staff – phone calls home to parents of those children who are not engaging to make sure that all children are accessing it. Technology support offered if access to devices is a problem.		
April 2022 update: Usage increased when there was an emphasis made at school and certain children targeted eg phone calls home.		
Lexia, an online reading and spelling programme.	EEF evidence: 5 months' extra progress can be made through effective phonics.	1

January 2022 update:

Used in KS1 as independent learning; still accessible at home and used by KS1 children. Review after contract ends to decide if it is worth continuing.

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

Budgeted cost: £15,788

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidise newly-established out-of-school club for strictly targeted individuals.	We have limited in-house evidence around the impact of this because it is a new initiative. EEF evidence: those that engage in effective homework support can make 4 months' extra progress.	3
January 2022 update: Wraparound care very well attended; places offered to certain individuals and some have taken up a place.		
April 2022 update: Wraparound care well established and is fully booked on some days.		
Invest in local extended services and inclusion partnerships.	Our past experience is that these partnerships have been instrumental in sustaining engagement or re-engaging individuals at risk of not fulfilling their potential. EEF evidence: those involved in social and emotional support can make 4 months' extra progress.	4
January 2022 update: Emotional and wellbeing sessions in school with some individuals with CW. Referrals to external agencies for family support worker and play therapy.		
April 2022 update: Play therapy referral accepted and sessions starting in May 2022. Emotional and wellbeing lessons are going well.		
Children across school participate in a variety of funded experiences, which may include theatre visits, music lessons, after-school clubs, residential. This will include subsidised visits to art galleries / sculpture park as part of the curriculum this year.	Previous activity in this area evidences pupil enjoyment and engagement in learning: <i>'I've never been to the theatre before. I will be able to tell the story to my aunty when I get home. (Y1 pupil following a trip to the theatre)'</i> . EEF evidence: those who participate in the arts can make 3 months' extra progress.	5
January 2022 update: In Autumn 2, Y5/6 visited Yorkshire Sculpture Park and Y1-4 visited an art gallery. These experiences really supported the art topic and writing.		
April 2022 update: Y1/2 have visited Abbey House Museum and Y4 and Y6 families have been supported so that they can attend the residential visits in Summer term.		

**Total budgeted cost: £36,729**



## Part B: Review of outcomes in the previous year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Specifically, there were four intended outcomes stated in the 2020-21 strategy:

- Accelerated progress
- Improved oral language skills
- Readiness to learn and learning behaviour
- Greater cultural capital

#### **Progress**

We assessed all pupils using a range of assessments (eg past SAT papers and other externally-sourced assessments); these supplemented teachers' own assessments. (More details about end of Key Stage 2 assessments can be found on the website in the Results page.)

There were 15 disadvantaged pupils across Key Stage 1 and 2 at Moortown Primary. By the end of last year, 67% of children were working at the expected standard or greater depth in Reading, 60% in Writing and 53% in Maths. Broadly speaking, more older children were at expected standard or greater depth standard in Reading, Writing and Maths, and more younger children were working towards expected standard. This reflects [national research](#) that indicates younger pupils have been most affected by lockdown learning loss.

Having said that, in terms of progress, 93% of the 15 disadvantaged pupils made expected progress or greater than expected progress in Reading and 87% in Writing and Maths. In light of the challenges presented by lockdowns, this is a positive picture, although we recognise that there is much to do to address the attainment gap between pupils, particularly younger pupils, and to ensure a greater proportion are working at expected or greater depth standard by the end of primary school.

#### **Oral language skills**

The investment in Talking House (Speech and Language) is having a significant impact in progress, particularly in Early Years. The Reception children who worked with Talking House in 2020/21 made accelerated progress; one in particular spoke very little when starting school with a query around Development Language Disorder; the progress they made with their oral language skills resulted in them reaching a Good Level of Development (GLD) at the end of the year. 80% of children in Early Years reached oral language expectations by the end of Reception. Other children who worked with Talking House also made good progress and an oracy focus is keeping it high profile.

#### **Readiness to learn and learning behaviour**

Good learning behaviour is well established for the vast majority of children. After lockdown, children returned to school with a positive attitude and systems in place allowed for issues to be sorted out quickly and without impact on peers. Behaviour records from staff show that as children get used to boundaries and expectations, behaviour incidents decrease and individuals who caused any concern had emotional intervention and support to self-regulate their feelings and behaviour. Learning walks have consistently shown positive learning behaviour.

#### **Cultural capital**

In challenging times, we worked hard to broaden children's experiences and develop cultural capital. Children had a virtual 'live' theatre performance, a healthy eating assembly and some children had a steel pan workshop.

Not cultural capital, but also widening children's experiences, is outdoor and adventurous activity. Alongside another Sphere Federation school, we were the first in Leeds to make sure that children took part in a residential after lockdown. It was a priority for us to give the children this opportunity after everything that they had missed during the pandemic. The cost was subsidised where needed so that all children had an equal opportunity to have this experience.

## Catch-up premium outcomes

Separately, schools were allocated Covid catch-up premium. Plans for this were set out in a separate document, as funds were released to support pupils following 2019-20 lockdown). Funding was allocated per pupil.

### Additional teacher

A large part of the catch-up premium was invested in a part-time teacher who worked with children from three year groups, identified as having children who had returned from lockdowns having not made as much progress as other year groups. This use of the catch-up premium has been effective:

Year 1:

There was a very positive impact with Phonics progress – 90% of children improved their score and met the Phonics threshold. There was a small increase in the proportion of pupils (20%) who made accelerated progress in Maths, but class teachers commented that for the rest, confidence and consistency in class improved.

Year 2:

Teachers reported improved consistency and secure knowledge, but did not assess overall outcomes at a higher level. Nevertheless, there was 100% improvement in standardised scores in Maths.

In Phonics / Writing, 11% increased in teacher assessments and confidence in class did improve.

Phonics scores are strong: 89% of those taking part in intervention reaching phonics threshold.

Year 5:

In Reading, 100% increased standardised score and 67% improved in terms of teacher assessments. In Writing, 42% increased in terms of teacher assessments, although 8% slipped back a little. In Spelling, 90% improved standardised score in assessments for Grammar, Punctuation and Spelling, and 60% improved in terms of teacher assessments.

### Other recovery adaptations

Reflecting adaptations based around Covid recovery, outcomes across school are very good. (The following refers to Years 1 to 6.)

In **Reading**, we saw an increase compared to the previous year in pupils who had made accelerated progress in four out of the six classes, and a decrease in the small proportions of pupils who made less than expected progress. The proportions who were working at expected standard or higher increased in all six classes.

There is an even more positive picture in **Writing**. All six classes had an increase compared to the previous year in pupils who had made accelerated progress and a decrease (where possible) in the small proportions of pupils who made less than expected progress. The proportions who were working at expected standard or higher increased in all six classes.

The outcomes in **Maths** are similar. In five out of the six classes, there was an increase compared to the previous year in pupils who had made accelerated progress, and also in five classes a decrease in the small proportions of pupils who made less than expected progress (although one class did see a small increase in proportions making slower progress). The proportions who were working at expected standard or higher increased in all five classes.

Relating only to the Year 6, we also saw a very significant increase in the proportions of children achieving greater depth level in Reading, Writing and Maths.

## Externally provided programmes

Programme	Provider
Speech and language therapy	Talking House
Various curriculum support programmes, such as NumBots and Times Tables Rock Stars	Maths Circle: <a href="http://mathscircle.com/">http://mathscircle.com/</a>
We chose not to invest in external programmes through the <a href="#">National Tutoring Programme</a> as much of the support available involved online learning and we wanted to avoid this, based on the extent of online learning we had asked of our pupils.	