

# 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   | Moortown Primary                 |
| Number of pupils in school  | 211                              |
| Proportion (%) of pupil premium eligible pupils   | 3.8% deprivation (7.1% incl PP+) |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2022-23, 2023-24, 2024-25        |
| Date this statement was published   | 14 October 2022                  |
| Date on which it will be reviewed   | October 2023                     |
| Statement authorised by   | David Roundtree                  |
| Pupil premium lead  | Clare Weekes                     |
| Governor lead   | Jude Rawlings                    |

## Funding overview

| Detail   | Amount         |
|--|----------------|
| Pupil premium funding allocation this academic year                                    | £25,540        |
| Recovery premium funding allocation this academic year                                 | £1,015         |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0             |
| <b>Total budget for this academic year</b>   | <b>£26,555</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.<br>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.<br>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.<br>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: £12,480 (supplemented where necessary and appropriate)

| 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.<br>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                             |
| <b>End of year comment (see the 2023-24 plan, section B, for review):</b><br>Intervention champions have consistently supported children in all year groups. Each intervention has been closely monitored.<br>Y2 intervention group: Reading fluency improved – the average number of words read per minute (wpm) increased from 50 to 101 with 100% reading the expected 90 words per minute. Similarly, average score of number fluency increased from 13/20 to 18/20.<br>Y6 intervention group: In Reading, three of the four children reached expected level. In Maths, intervention meant an increase in scaled scores: average score for those receiving intervention increased from 94 to 102 by the end of Y6. |   |                               |
| Subsidise leadership costs to free up senior leaders to support Early Career teachers in school.   | <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> ( <a href="#">DfE, 2021</a> )   | 1, 2                          |
| <b>End of year comment (see the 2023-24 plan, section B, for review):</b><br>Having a non-teaching senior leader meant that three teachers in their second year of teaching were very well supported and they all completed their Early Career Framework professional development with success. Feedback for all three members of staff has been, and still is, positive; an external advisor commented on their strong and effective teaching: <i>'The quality of learning observed was to a very high standard. There was a high level of mathematical language across all lessons.'</i> (School Improvement Advisor, November 2022).  |   |                               |
| Continue to embed systematic synthetic phonics programme and decodable reading books.  | 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.<br>EEF evidence: 5 months' extra progress can be made through effective phonics provision. | 1                             |
| <b>End of year comment (see the 2023-24 plan, section B, for review):</b><br>The phonics programme is now fully embedded. Children who fall slightly behind receive intervention straight away so that any misconceptions or lack of progress is addressed. If children aren't accessing e-books, teachers contact parents to offer support. Head of School also follows up some of these phone calls to ensure parental engagement and to support with any issues. Observations of lessons and interventions show that children are becoming fluent readers and that phonics teaching is at least good. <i>'The school is committed to making every child a reader.'</i> (School Improvement Advisor, October         |   |                               |

2022). There were five children who did not meet expectations at the end of Y1; there were very specific reasons and there is targeted intervention in place.

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

Budgeted cost: £5,312 (supplemented where necessary and appropriate)

| 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.<br>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                             |
| <b>End of year comment (see the 2023-24 plan, section B, for review):</b><br>Additional learning sessions after school were in place for all year groups from Y2 to Y6. The children who attended these were identified from assessment data; they weren't fixed for the year meaning that more children benefitted. Examples of positive impact: children attending additional Maths tuition in Y5 had an average scaled score of 99 shift to 110 and additional Reading tuition shifted the average scaled score from 88 to 101.   |   |                               |
| Speech and language therapy.   | Our past experience indicates that this has a positive impact on selected children's communication skills.<br>EEF evidence: 6 months' extra progress can be made through oral language interventions.   | 2                             |
| <b>End of year comment (see the 2023-24 plan, section B, for review):</b><br>Regular time with the speech and language therapist skilled up support staff and children had specific targets that were addressed. Children are identified at the earliest opportunity so that any issues were targeted. This worked well and individuals made good progress.  |   |                               |
| 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.<br>EEF evidence: 5 months' extra progress can be made through effective homework.  | 1                             |
| <b>End of year comment (see the 2023-24 plan, section B, for review):</b><br>All children had access to Numbots or TimesTable Rockstars; their access, participation and progress was tracked by individual teachers. If children weren't accessing the material, teachers contacted parents to offer support and to raise the profile of the programmes. Head of School also followed up some of these phone calls to ensure parental engagement and to support with any issues. 35% attained full marks (25/25) in the Y4 Multiplication Tables Check (national: 29%), and the average score was 22.3 (national: 20.2). Pupils in receipt of pupil premium need to have continued support to become more fluent. |   |                               |
| Lexia, an online reading and spelling programme.   | EEF evidence: 5 months' extra progress can be made through effective phonics.   | 1                             |
| <b>End of year comment (see the 2023-24 plan, section B, for review):</b><br>Lexia was used in KS1 as an independent learning programme. It was accessed by children but the e-books embedded in the phonics programme take priority. This subscription has now been cancelled as it wasn't proving value for money.   |   |                               |

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

Budgeted cost: £8,763 (supplemented where necessary and appropriate)

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Subsidise out-of-school club (wraparound care) for strictly targeted individuals.   | We have limited in-house evidence around the impact of this because it is a new initiative.<br>EEF evidence: those that engage in effective homework support can make 4 months' extra progress.   | 3                             |
| <b>End of year comment (see the 2023-24 plan, section B, for review):</b><br>87% of the extra-curricular places offered were filled. Disadvantaged pupils and pupils who are looked after or pre-looked after are offered these extra-curricular activities for free. 11 of the children took part in extra-curricular activities; external factors meant the remaining three children couldn't participate.  |   |                               |
| 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.<br>EEF evidence: those involved in social and emotional support can make 4 months' extra progress.   | 4                             |
| <b>End of year comment (see the 2023-24 plan, section B, for review):</b><br>Referrals were made for play therapy, pupil counselling and family support. These were all accepted by the cluster and work completed. North East Primary Area Inclusion Partnership supported school with two children to make sure needs were met.   |   |                               |
| 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> .<br>EEF evidence: those who participate in the arts can make 3 months' extra progress. | 5                             |
| <b>End of year comment (see the 2023-24 plan, section B, for review):</b><br>Support was offered to targeted families so that children didn't miss out on the Y4 or Y6 residential; this financial support was accepted meaning that all children who wanted to go attended. There were plans to take some children to a bookshop to share an experience and to purchase a book of their choice. Due to staffing issues, we were unable to do this but in planned for 23/24. This will support the school's commitment to enable every child to have a love of reading. |   |                               |

**Total budgeted cost: £26,555** (supplemented where necessary and appropriate)



## 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 2021 to 2022 academic year.

#### **Teaching**

Regular interventions are established; children who have taken part in intervention have made good progress. Examples of this are:

Year 1 phonics screening, at the end of the year, showed an improvement of 30 percentage points and resulted in all children reaching expected level at the end of Year 1; reading fluency (reading at least 90 words a minute) in Year 2 improved by 37 percentage points meaning that 87% of pupils were fluent readers moving into Year 3.

Regular phone calls home have meant that certain children have been more engaged. For example, because of regular reminders to parents, 87% of children at the end of Year 4 scored 20+/25 in the Multiplication Tables Check; 40% scored full marks 25/25, and the class average score of 22.6/25.

New staff, in their first year of teaching, have had an excellent year. Consistent support from a senior member of staff had significant impact and they are both going into their second year with confidence. Support will continue during the next year. This will include additional support to meet Sphere Federation priorities.

The consistent approach to phonics teaching has shown good impact; children in Reception are ready for the learning in Y1 and there has been good engagement from parents with new e-books. Reading practice sessions, four times a week, are established and all children in Y1 met the expected level in the phonics screening.

Staff have commented that they have noticed significant improvements in children's oracy skills. The approach to the development of oracy skills is now further embedded across our curriculum with these skills being taught incidentally, not accidentally. This focus will be continued next year to ensure that it is fully embedded.

#### **Targeted academic support**

School-led tuition was established as a result of gaps in learning caused by the pandemic. Sessions became established quickly and attendance remained good throughout the year. The impact of these sessions was good. For example, the end of Key Stage 2 SATs resulted in 87% of children reaching expected standard in Reading (national: 74%), 87% in Writing (69%), 84% in Maths (71%), and 90% in Grammar, Punctuation and Spelling (72%). This meant that our Y6 children were 'high school ready'.

Issues with speech and language is identified early followed by assessment and intervention if needed. Children involved with these interventions made good progress and the early intervention was evident and not needed for as long. Support will continue in September with children who need more input and early intervention put in place, where appropriate, for Reception children.

As mentioned above, regular phone calls home have meant that certain children were targeted and once phone calls were made, they became more engaged. For example, all children take part in a Multiplication Tables Check at the end of Year 4 and because of regular reminders to parents, 87% scored above the pass rate.

The children in Key Stage 1 are still using Lexia and the progress in Reading and Phonics is good. This will be continued for another year and then the usage and progress will be reviewed and other options will be explored if needed.

#### **Wider strategies**

School set up their own wraparound care in September 2021. It continues to be popular and very well attended and we have had positive feedback from children and parents; wraparound care is fully booked from September 2022.



School continues to use extended services to support children in specific areas. Family support and play therapy have been used successfully and children have made progress through this support: '[The pupil] made progress in areas of resilience and self-government within the play therapy room. They sought sharing and connection through their play and this appeared important to them' (end of therapy report July 22).

Due to an increasing number of children who are looked after or post looked after, a member of the Senior Leadership Team has engaged in training for Building Underdeveloped Sensory Systems (BUSS). This is particularly relevant for any child who was born very prematurely, those who have suffered trauma and those with attachment issues. There are children in school who will benefit from support and some of the techniques will be used as intervention for some children (particularly KS1).

As a school, we feel it is important for all children to experience learning away from the school site. Year 1 and Year 2 visited Yorkshire Wildlife Park; Year 4 and Year 6 children attended residential (Year 4 went to Herd Farm at Eccup and Y6 went to Robinwood in Todmorden). All children were given the opportunity to attend; finance was not a limiting factor.

## Externally provided programmes

| Programme   | Provider   |
|---|--|
| Speech and language therapy   | Kathryn Thompson – independent SLT   |
| Various curriculum support programmes, such as NumBots and Times Tables Rock Stars  | Maths Circle:<br><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. |  |