

## Moreton Say CE Primary School Pupil premium strategy statement 2021-2022

This statement details our school's use of pupil premium funding (and recovery premium for the 2021 to 2022 academic year) 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   | Moreton Say CE Primary School                              |
| Number of pupils in school  | 75 + 20 nursery  |
| Proportion (%) of pupil premium eligible pupils   | 7.5%   |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 3  |
| Date this statement was published   | October 2021   |
| Date on which it will be reviewed   | September 2022 (interim, annual)<br>September 2024 overall |
| Statement authorised by   | Stephanie Henney   |
| Pupil premium lead  | Stephanie Henney   |
| Governor / Trustee lead   | Jenny Nixon  |

### Funding overview

| Detail   | Amount         |
|--|----------------|
| Pupil premium funding allocation this academic year                                    | £14,380        |
| Recovery premium funding allocation this academic year                                 | £1000          |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0             |
| <b>Total budget for this academic year</b>   | <b>£15,380</b> |

## **Part A: Pupil premium strategy plan**

### **Statement of intent**

Overcoming barriers to learning is at the heart of our PPG (Pupil Premium Grant) use here at Moreton Say CE Primary School. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. As with all children at Moreton Say CE Primary School, to ensure maximum impact, the needs of children entitled to the Pupil Premium are clearly identified, steps are taken to meet their individual needs and their progress is closely monitored, by teachers on a daily basis and by the senior management team termly, and where necessary our SENDCo, throughout their time with our school. Where small group / 1:1 support is felt to be most beneficial Pupil Premium may be used to support this provision and budgets are allocated accordingly.

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the School Development Plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn. It also means that we utilise funding over the anticipated three year strategy.

### **Principles**

Teaching and learning at Moreton Say CE Primary School is designed to meet the individual needs of all children and is aligned to our school vision which firmly sets the emotional, social, spiritual and academic growth of our pupils at the heart of everything that we do.

In addition to this:

- We ensure that appropriate provision is made for children who belong to vulnerable groups and that socially disadvantaged children have their needs adequately assessed and met.
- We recognise that not all children who receive free school meals will be socially disadvantaged and we also recognise that not all children that are disadvantaged have free school meals.
- We will allocate Pupil Premium funding after a needs analysis to identify priority groups and individuals.

### **Moreton Say's Rationale For Provision**

The chosen provisions have been made due to the following rationale;

- Our school has also used its own internal analysis and research to develop effective use of the funds
- Utilising local cluster developments and sharing of good practise
- Following reference to outstanding schools and their proven outcomes in utilising funds
- Use of the EEF toolkit for evidence based practise
- Early Help guidance and support - Shropshire Council

## Our Priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring class sizes and age groups mixes are manageable and enable high quality learning experiences
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as mental health and well-being
- Ensuring that the PPG reaches the pupils who need it most

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
|                  | <b>Academic barriers to attainment</b>  |
| 1                | Low levels of literacy and maths  |
| 2                | Lack of real life experiences to apply to writing and maths skills                                      |
| 3                | SEND needs affecting progress   |
| 4                | Poor language and communication skills  |
| 5                | Lack of school readiness  |
|                  | <b>Non-academic barriers to attainment</b>  |
| 6                | Poor attendance   |
| 7                | Lower self-esteem and reduced resilience observed in lessons.   |
| 8                | Need for support at Early Help level  |
| 9                | Lack of routine leading to tiredness in school and poor attention/behaviour                             |
| 10               | Behaviour impacting on focus during lessons, needing time out to calm down and missing parts of lessons |
| 11               | Child Protection Issues   |
| 12               | Self Esteem – nurture and support.  |
| 13               | Arriving at school unprepared e.g., without breakfast, poor equipment, uniform etc.                     |

## 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  |
|--|---|
| <p>Ensure high quality learning experiences engage and motivate pupils</p> <p>Disadvantaged pupils will have access to experiences which develop cultural capital (visits/visitors/adjusted lessons)</p> | <p>The attainment gap between disadvantaged pupils and their peers will be closing</p> <p>'Cultural capital' for disadvantaged pupils will be more in line with their peers</p>           |
| <p>Staff to have specialised skills in maths and English – good progress in English and Mathematics</p>  | <p>Pupils' attainment to increase and be in line with ARE</p>   |
| <p>New staff to be confident in the mastery methods – good progress in mathematics</p>   | <p>Pupil outcomes to be in line with or above ARE</p> <p>Staff to evidence skills in mastery methods – teaching to be good/outstanding consistently</p>                                   |
| <p>Pupils self-esteem and confidence will improve</p> <p>Attitudes towards school and learning will be positive</p>  | <p>Pupils will evidence self-confidence – parents/teachers and pupils will report improvements</p> <p>Attitudes to learning will be improved as reported by staff, parents and pupils</p> |
| <p>Self-esteem and focus during lessons will improve</p>   | <p>Improved self-esteem will be evident in individual pupils</p> <p>Attainment and progress will improve with outcomes closer to national ARE</p>   |

|  |  |
|--|--|
| Food and social interactions to be provided for pupils at a reduced rate/free depending on need – pupils will not be hungry<br><br>Pupils will be 'ready to learn' | Pupils will be ready to learn as reported by class teacher<br><br>Barriers to learning will be reduced |
|--|--|

### 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: £ 10,000

| Activity   | Evidence that supports this approach | Challenge number(s) addressed |
|--|--------------------------------------|-------------------------------|
| Employ staff to allow smaller, more focused teaching groups  | EEF toolkit<br>Internal analysis     | 1,4,5,7,10,11                 |
| CPD – Pathways to Read and Write – Build in strong understanding of English Curriculum.  | EEF toolkit<br>Internal analysis     | 1,2,3,4,5                     |
| Professional development: Coaching sessions to support teachers and teaching assistants, with a particular emphasis on core skills                               | EEF toolkit<br>Internal analysis     | 1,4,5,7,10,11                 |
| Support for new in post teachers: Release time for subject co-ordinators to work with new in post teachers in supporting high quality delivery of the curriculum | EEF toolkit<br>Internal analysis     | 1,4,5,10,11                   |

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

Budgeted cost: £ 2,880

| Activity   | Evidence that supports this approach | Challenge number(s) addressed |
|--|--------------------------------------|-------------------------------|
| Small group tuition: Introducing targeted English and maths teaching for pupils who are below age-related expectations   | EEF toolkit<br>Internal analysis     | 1,3,4,5,9                     |
| Toe by Toe/ Nessy/ Times Tables Rockstars licenses for catch up groups<br>Pathways catch up programme  | EEF toolkit<br>Internal analysis     | 1,3                           |
| Accelerated readers promote reading fluency and identify lowest 10% of pupils for additional support.  | EEF toolkit<br>Internal analysis     | 1,5,12                        |
| Supporting pupils to access wider curriculum areas – raising pupil aspirations through engagement/aspiration programmes such as funded visits and musical instrument tuition | EEF toolkit<br>Internal analysis     | 2,6,8,9,10,12                 |

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

Budgeted cost: £ 2,500

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Pastoral support and intervention; staff training and release for Early Help work<br>No Worries training and support provision   | EEF Teaching assistants recommendations<br>DFE recommendations  | 7,8,11,12                     |
| Mental health lead – release time for supporting staff and CPD   | EEF Teaching assistants recommendations<br>DFE recommendations  | 7,10,11,12,13                 |
| Costs of providing and attending CPD for supporting pupils with attachment and trauma  | EEF Teaching assistants recommendations<br>DFE recommendations  | 7,10,11,12,13                 |
| Use of a breakfast club and after school care club to provide pupils with a nutritious breakfast before school as well as developing social interactions and experiences | Internal analysis<br>DFE recommendations  | 4,9,12,13,                    |
| Targeted pastoral work with pupils in relation to health and emotional well being  | EEF improving behaviour in schools<br>DFE mental health support and guidance<br>School and regional evidence base | 6,7,9,10,11,12                |
| Whole school mental health programmes and workshops  | Internal analysis<br>DFE recommendations  | 5,8,9,12                      |

|  |                   |         |
|--|-------------------|---------|
| Supporting costs of residential visits   | Internal analysis | 1,7,12  |
| Supporting costs of whole class musical instrument provision across a wider range of instruments | Internal analysis | 7,11,12 |

**Total budgeted cost: £ 14,880** *(supplemented from school budget where necessary)*

## 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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Our evaluation of our outcomes for 2020-21 are provided on our school website.

### 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                                      |
|---------------------------------|---|
| Pathways to Literacy            | The literacy company                          |
| Pathways to Read                | The literacy company                          |
| X Tables Rockstars              | TT Rockstars                                  |
| Nessy Spelling Intervention     | Nessy   |
| Educational psychology services | Shropshire council                            |
| Speech and Language specialists | Shropshire council                            |
| No Worries                      | Supporting Pupils Mental Health And Wellbeing |
| Emotion coaching                | thehappinessclub.co.uk                        |

### Service pupil premium funding (optional)

*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?    | N/a     |
| What was the impact of that spending on service pupil premium eligible pupils? | N/a     |



