

Moreton Say CE Primary School Pupil premium strategy statement 2022-2023

This statement details our school's use of pupil premium funding (and recovery premium for the 2022 to 2023 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	79 + 21 nursery
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	October 2022
Date on which it will be reviewed	September 2022 (interim, annual) 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	£20,990
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	£22,990

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 Improvement 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 practice
- 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 group 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
	Academic barriers to attainment
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
	Non-academic barriers to attainment
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 Age related expectations (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 Pupils will be 'ready to learn'	Pupils will be ready to learn as reported by class teacher 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 (2022-23)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£ 15,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ staff to allow smaller, more focused teaching groups	EEF toolkit Internal analysis	1,4,5,7,10,11
CPD – Pathways to Progress – Build in strong understanding of English Curriculum.	EEF toolkit 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 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 Internal analysis	1,4,5,10,11

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

Budgeted cost: **£ 4,000**

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. Little Wandle interventions, ELSA support, 1:1 readers for lowest 20%	EEF toolkit Internal analysis	1,3,4,5,9
Toe by Toe/ Power of 1/2/Times tables/Dyslexia Gold/ Times Tables Rockstars licenses for catch up groups Pathways to progress catch up programme	EEF toolkit Internal analysis	1,3
Accelerated reader to promote reading fluency and identify lowest 20% of pupils for additional support.	EEF toolkit 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- Live music concert/Free music club.	EEF toolkit Internal analysis	2,6,8,9,10,12

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

Budgeted cost: **£ 3,990**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support and intervention; staff training and release for Early Help work No Worries training and support provision	EEF Teaching assistants recommendations DFE recommendations	7,8,11,12
Mental health lead – release time for supporting staff and CPD	EEF Teaching assistants recommendations DFE recommendations	7,10,11,12,13
Costs of providing and attending CPD for supporting pupils with attachment and trauma	EEF Teaching assistants recommendations 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 DFE recommendations	4,9,12,13,
Targeted pastoral work with pupils in relation to health and emotional well being – ELSA lead	EEF improving behaviour in schools DFE mental health support and guidance School and regional evidence base	6,7,9,10,11,12

Whole school mental health programmes and workshops	Internal analysis 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: £ 22,990 *(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 2021 to 2022 academic year.

Action	Impact
Small group tuition: Introducing targeted English and Maths teaching for pupils who are below age-related expectations. Little Wandle interventions, ELSA support, 1:1 reader for lowest 20%	<p>Reading Attainment Year end – Years 1,3,4 & 5</p> <p>% Of Pupil Premium children reaching the Expected standard or above in Reading = 80%</p> <p>% Of Non-Pupil Premium children reaching the Expected standard or above in Reading = 83%</p> <p>Writing Attainment Year end – Years 1,3,4 & 5</p> <p>% Of Pupil Premium children reaching the Expected standard or above in Writing = 80%</p> <p>% Of Non-Pupil Premium children reaching the Expected standard or above in Writing = 58%</p> <p>Maths Attainment Year end – Years 1,3,4 & 5</p> <p>% Of Pupil Premium children reaching the Expected standard or above in Maths = 60%</p> <p>% of Non-Pupil Premium children reaching the Expected standard in Maths = 69%</p> <p><u>End of KS2 Assessment</u></p> <p>Reading</p> <p>% of Pupil Premium children reaching the Expected standard or above in Reading = 100%</p> <p>% of Non-Pupil Premium children reaching the Expected standard or above in Reading = 60%</p> <p>Writing</p> <p>% Of Pupil Premium children reaching the Expected standard or above in Writing = 100%</p> <p>% of Non-Pupil Premium children reaching the Expected standard or above in Writing = 80%</p> <p>Maths</p> <p>% Of Pupil Premium children reaching the Expected standard or above in Maths = 100%</p> <p>80 % of Non-Pupil Premium children reaching the Expected standard in Maths = 80%</p>

	<p><u>End of KS1 Assessment</u></p> <p>Reading % Of Pupil Premium children reaching the Expected standard or above in Reading = 100% % Of Non-Pupil Premium children reaching the Expected standard or above in Reading = 73%</p> <p>Writing % Of Pupil Premium children reaching the Expected standard or above in Writing = 100% % of Non-Pupil Premium children reaching the Expected standard or above in Writing = 54%</p> <p>Maths % Of Pupil Premium children reaching the Expected standard or above in Maths = 0% 80 % of Non-Pupil Premium children reaching the Expected standard in Maths = 45%</p>
CPD – Pathways to Read and Write – Build in strong understanding of English Curriculum.	<p>Staff have clearer understanding and therefore better equipped to deliver Mastery curriculum in English.</p> <p>Staff clearer understanding of a learner's starting points and knowledge of how to build upon learning.</p>
Pastoral support and intervention; staff training and release for Early Help work No Worries training and support provision	Pupils overall mental health and wellbeing is valued and supported equally as that of academic achievement. Pupils learning readiness is improved

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
Pathways to Progress	The Literacy Company
TT Rockstars	TT Rockstars
Dyslexia Gold	Dyslexia Gold
Educational psychology services	Shropshire council
Speech and Language specialists	Shropshire council

No Worries – CBT	Supporting Pupils Mental Health And Wellbeing Shropshire Council
ELSA	Shropshire Educational Psychology Service

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?	No Worries/ Staff CPD Targeted interventions (Pathways to Progress/ TT Rockstars) support for learning Funding clubs during challenging times for families to provided pastoral support for both pupils and families
What was the impact of that spending on service pupil premium eligible pupils?	Support from school is available for families during most challenging times/ times of transition. Pupil Mental Health is supported. Targeted support ensures children of 'mobile' families maintain and are in line with age related expectations ensures

