

# Pupil premium strategy statement Moat Farm Juniors

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	Moat Farm Junior School
Number of pupils in school	482
Proportion (%) of pupil premium eligible pupils	33.61
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2023-2024
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Lara Stone
Pupil premium lead	Lara Stone
Governor / Trustee lead	Hannah Massey

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£207,802 – deprivation £9,380 – post looked after £9,380 LAC – Ring fenced
Recovery premium funding allocation this academic year	£22,040
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£239,222

## Part A: Pupil premium strategy plan

### Statement of intent

*Moat Farm Juniors serves a vibrant and diverse area. As a school community we aim for all children to make the best progress they are capable of across the curriculum; ultimately we want our Pupil Premium children to leave us with excellent skills in English and maths and achieve at the end of Key Stage 2 in line with non - Pupil Premium pupils nationally. We also want our Pupil Premium children to leave us with a wide body of knowledge that supports excellent achievement in all curriculum areas.*

*Our strategy sets out how we will mitigate the challenges faced by some of our pupils. We aim to meet the needs of every child to ensure that they have everything they need to be successful both in and out of school.*

*Excellent curriculum delivery through consistently good teaching is the basis of our Pupil Premium plan. Good teaching in all curriculum areas ensures that children have the specific subject knowledge that enables new knowledge to be retained , helping them commit the new information to long term memory. Our curriculum will tackle the 'Matthew Effect' (Hirst) of those pupils with more prior knowledge learning more than those with limited prior knowledge. We aim to develop specific subject knowledge for every Pupil Premium pupil so that this gap closes by implementing a knowledge rich curriculum that looks to embed communal knowledge for all pupils . To do this, we need our Pupil Premium pupils in school every day on time feeling good about themselves and able to persevere with learning in school because they have the positive attitudes to enable them to succeed so our plan prioritises attendance and the development of positive learning behaviours and attitudes to learning.*

*We have a number of teachers at the early stages of their career so of particular focus is the way in which we develop our ECTs and RQTs into the best teachers to enable our Pupil Premium pupils to make accelerated progress.*

*In our current Pupil Premium strategy we are focussing on developing the practice of all members of staff by implementing our curriculum. In particular we are looking to develop our ECTs into good teachers in all curriculum areas by providing planning support, ongoing CPD coaching and mentoring and by providing frequent opportunities to observe excellent practice. We are providing ongoing attendance support for families of Pupil Premium pupils who are not yet reaching the school's attendance target of 97%. We are providing targeted interventions in reading , writing and maths to ensure that children are developing the knowledge and understanding to catch up.*

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## Challenges

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

Challenge number	Detail of challenge
1	In the last 2 years , the starting point of Pupil Premium pupils has dropped significantly. A third of pupils have started in Year 3 lacking fluency in reading because of limited phonics knowledge .
2	Our assessments and observations suggest that Pupil Premium pupils may have more limited experiences outside of school and as a result they may start some curriculum areas with less knowledge than peers. Ongoing assessments and observations in school show that some Pupil premium Pupils have a less developed and extensive vocabulary as a result . This lack of language and knowledge impacts on all curriculum areas but also limits comprehension in reading .
3	Our experience and observations suggest that some parents from Pupil Premium families have had negative experience of school and as a result lack confidence to engage with school and are unsure as to how to support their child learn. From our work with families ,we know that attendance is an area that many parents value support with. Prior to the pandemic , attendance for Pupil Premium pupils was 96.4% and attendance of non Pupil Premium pupils was 97.2 % . Since the pandemic attendance has decreased for all pupils but it has decreased further for Pupil premium Pupils. Currently in November 2021, attendance for Pupil Premium pupils is 93.7 % and is 96.4% for non – Pupil Premium pupils.
4	We know from in school monitoring and assessment that the number of Pupil Premium pupils working at ARE in writing has dropped in every year group as a result of the pandemic. Teaching writing online meant that the focus had to shift to shorter activities and as a result stamina for writing has dropped and basic skills are not being applied with the same consistency as was seen prior to the pandemic. The limited phonics knowledge of pupils new to the school has also had a negative impact on writing.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. This has been acerbated by the pandemic and the impact of lockdown on mental health.

## 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
1. Children develop effective skills in reading that enable them to read fluently with comprehension. Pupil Premium pupils achieve in line with national averages at the end of Year 6.	All children on a phonics plan make at least 2 years progress in their reading age in the academic year that they are on a phonics intervention. All Pupil Premium pupils make good progress in reading from their starting points All Pupil Premium children read regularly at home Pupil Premium pupils achieve broadly in line with national averages at the end of Key Stage 2
2. As a result of high quality CPD for all teaching staff,	Pupil premium pupils achieve well in all curriculum areas.

<p>there is highly effective quality teaching and learning throughout the whole curriculum, Pupil Premium pupils develop a deep knowledge base and as a result learn more, do more and know more .</p>	<p>Leaders in school know the gaps of Pupil premium pupils in their subject and are working with staff to catch pupils up in all areas.</p> <p>The vocabulary of Pupil Premium pupils is developed so that they use technical vocabulary effectively in context.</p> <p>Pupil Premium pupils use reading to develop their own understanding. They have access to a range of quality texts to support learning in all curriculum areas.</p> <p>All Pupil Premium pupils can show how they are working to acquire , retain and retrieve knowledge. The effective subject knowledge of staff ensures that retrieval tasks embed central knowledge and match the abilities of individual pupils.</p> <p>Higher attaining Pupil Premium Pupils are able to access subject enrichment opportunities through the Moat Farm University.</p> <p>SEND Pupil premium pupils make excellent progress in all curriculum areas.</p> <p>Reading assessments show that children have improved vocabulary skills.</p>
<p>3. Parents support their child learn by engaging fully with the school</p>	<p>Parents of Pupil Premium pupils feel confident to support their child learn. They know what their child is learning during each term because of effective communication and support .</p> <p>Pupil premium pupils read regularly at home.</p> <p>Parents of Pupil Premium pupils attend parents' evening in line with parents of non - Pupil Premium Pupils.</p> <p>Questionnaires show that parents find the school welcoming and friendly.</p> <p>Attendance of Pupil premium pupils rises to be inline with all pupils nationally.</p>
<p>4. Pupil Premium children make up the ground lost from COVID and write fluently.</p>	<p>CPD for writing is effective and develops the practice of staff.</p> <p>Pupil Premium pupils make accelerated progress from their starting points .</p> <p>Pupil Premium pupils achieve in line with national averages at the end of Key Stage 2.</p> <p>Writing interventions are effective and accelerate progress.</p> <p>Children display positive attitudes towards writing.</p> <p>ECTs develop into highly effective teachers of writing</p>
<p>5. A whole school mental health approach has been embedded.</p>	<p>The Mental Health Lead has completed the DFE training and the 8 principles from 'Promoting children and young people's mental health and wellbeing' are fully implemented and understood by all members of the school community.</p> <p>Adapted pastoral systems meet the needs of all children.</p>

	<p>The impact of support of children on behaviour support can clearly be seen – behaviour incidents reduce.</p>
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## 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: £ £58,692

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Ongoing CPD opportunities to develop quality teaching across the curriculum . We will pay to release staff so that they can observe models of outstanding practice in school and receive planning support</i>	Pupil Premium guidance from the EEF : “Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn’t create an artificial separation from whole class teaching”	2
<i>Focus CPD on writing in particular effective feedback for ECTs</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a>	2 and 4

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

Budgeted cost: £106,304

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Buy a DFE approved phonics scheme</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:	1

	<a href="https://educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	
<i>Provide daily phonics teaching for children who lack fluency in reading</i>	Please see above	1
<i>Buy into the National Tutoring Programme to support Year 6 pupils</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>  “Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. Diagnostic assessment can be used to assess the best way to target support.” EEF small group – tuition For children that enter this intervention, we will work with class teacher to make a precise diagnosis of children’s needs.	1 and 4
<i>Provide small group tuition in writing looking to provide modelling and supported practice against identified areas for development</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a> There is an extensive evidence base that this works, especially when there is accurate diagnosis of capabilities and difficulties to match pupils to appropriate interventions.	4

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

Budgeted cost: £ 73,827

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Training to revisit our behaviour strategy for all staff</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>	5
<i>Employment of an attendance officer to work with parents to re-establish good routines around attendance whilst at the same time acknowledging the challenges of COVID.</i>	<a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	3 5

<i>Training for all staff around attendance</i>		
<i>Training for staff to deliver Social and Emotional Learning</i>	<a href="https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning">https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</a>	5
<i>Employment of a parents' support worker to increase parental engagement with school with a particular focus on reading .</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a>	3, 1, 5

**Total budgeted cost: £ 238,823**

## 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.

#### *Accessing the online curriculum*

*As a school we had very high number of cases from COVID all year – bubbles had to work from home from the first week of the Autumn term. We ran live lessons offering a full curriculum from the start of the Autumn term onwards . A main focus of CPD and staffing last year was to ensure that our Pupil Premium families and children could access the live online learning offer including online interventions. We supported Pupil Premium children in a number of ways. Our IT technician helped families to log on and navigate Teams, we dropped devices round, we sourced data packages and routers and we carefully monitored attendance of pupils at every session , contacting parents and carers to offer more support if children were not online. As a result, our Pupil Premium pupils attended live lessons in line with non - pupil premium pupils ( 96% attendance). Feedback from parents highlighted how valuable parents found the support to access live lessons. Attainment for Pupil Premium Pupils at the end of Year 6 was broadly in line with pre- Pandemic national averages of children reaching Age Related Expectations : reading 73% and maths 70%. However , the number of Pupil Premium pupils reaching Age Related Expectations in writing dropped to 62%. Writing remains a key focus for all pupils moving forward.*

#### *Attendance*

*We have supported Pupil Premium families in a variety of ways throughout the pandemic. In the Autumn and Summer terms last year , we worked with families that were anxious about returning to school and had in place pastoral provision to support children who were reluctant to attend. The attendance team supported families to get children tested quickly for COVID so that they could return to school as soon as possible. The school also supported families to return to the UK who had become stuck abroad as a result of COVID restrictions.*

#### *Reading for pleasure*

*We mentored children and families who were not reading three times a week at home by providing training, phone calls and ongoing support. This support continued during the partial closure when pupils could borrow books from the school's virtual library and then post pictures of their reading diaries on line which was acknowledged by staff.*

*Staff personally delivered reading reward prizes of books to those children who had read consistently at home. As a result of high levels of support, Pupil Premium children now read more frequently at home than their peers.*

#### *Phonics interventions*

*Using the COVID catch up funding we paid for a teaching assistant to come out of class and work solely on the teaching of early reading through phonics. Because of the strength of our online curriculum, these interventions continued during the period of partial closure. The average improvement in reading ages for these pupils was more than two years.*

#### *National Tutoring Programme*

*For Year 5 we used the NTP to support Pupil Premium pupils in reading in the summer term. These pupils made on average 2 terms progress during that intervention.*

## **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*

<b>Programme</b>	<b>Provider</b>

