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# Pupil Premium Strategy Statement Moat Farm Junior School

This statement details our school’s use of pupil premium (and recovery premium) 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.

Disadvantaged pupils are ordinarily defined as: those who were registered as eligible for free school meals at any point in the last six years, children looked after by a local authority or have left local authority care in England and Wales through adoption, a special guardianship order, a residence order or a child arrangements order.

**School overview**

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| **Detail** | **Data** |
| School name | Moat Farm Junior School |
| Number of pupils in school | 475 |
| Proportion (%) of pupil premium eligible pupils | 32% (154 pupils) |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)** | 2021/2024 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | November 2024 |
| Statement authorised by | Elizabeth Shaw |
| Pupil premium lead | Liam Climpson |
| Governor / Trustee lead | Hannah Massey |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £225,525 |
| Recovery premium funding allocation this academic year | £22,475 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £248,000 |

# 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 focusing 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.

## Challenges

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

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| **Challenge number** | **Detail of challenge** |
| 1 | Following the pandemic, the starting point of Pupil Premium pupils have dropped significantly. |
| 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 experiences 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. |
| 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.

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| **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 with fluency and enjoyment.  Pupil Premium pupils achieve broadly in line with national averages at the end of Key Stage 2 |
| 1. As a result of high quality CPD for all teaching staff, 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. | Pupil Premium pupils achieve well in all curriculum areas.  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.  The vocabulary of Pupil Premium pupils is developed so that they use technical vocabulary effectively in context.  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.  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.  Higher attaining Pupil Premium pupils are able to access subject enrichment opportunities through Moat Farm University.  SEND Pupil Premium pupils make excellent progress in all curriculum areas.  Pupil Premium pupils achieve at least in line with national averages for all pupils. |
| 1. Parents support their child’s learning by engaging fully with the school. | Parents of Pupil Premium pupils feel confident to support their child’s learning. They know what their child is learning during each term because of effective communication and support.  Pupil Premium pupils read regularly at home.  Parents of Pupil Premium pupils attend parents’ evening in line with parents of non - Pupil Premium pupils.  Questionnaires show that parents find the school welcoming and friendly.  Attendance of Pupil Premium pupils rises to be in line with all pupils nationally. |
| 1. Pupil Premium children make up the ground lost from COVID and write fluently. | CPD for writing is effective and develops the practice of staff.  Pupil Premium pupils make accelerated progress from their starting points.  Pupil Premium pupils achieve in line with national averages at the end of Key Stage 2.  Writing interventions are effective and accelerate progress. Children display positive attitudes towards writing.  ECTs develop into highly effective teachers of writing |
| 1. A whole school mental health approach has been embedded. | The Mental Health Lead has completed the DFE training and the eight principles from ‘Promoting children and young people’s mental health and wellbeing’ are fully implemented and understood by all members of the school community.  Adapted pastoral systems meet the needs of all children.  The impact of support of children on behaviour support can clearly be seen – behaviour incidents reduce. |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding)

this academic yearto address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £102,138

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| 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. | 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 should not create an artificial separation from whole class teaching” | 2 |
| Focus CPD on writing, in particular effective feedback for ECTs and staff new to the school. | https://educationendowmentfoundat ion.org.uk/education- evidence/guidance- reports/feedback | 2 and 4 |

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

Budgeted cost: £80,698

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Resource Little Wandle | 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:  Phonics | EEF (educationendowmentfoundation.org.uk) | 1 |
| Provide daily phonics and reading teaching for children who lack fluency and comprehension in reading. | Please see above | 1 |

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| To provide tutoring in reading and maths. | https://educationendowmentfoundation.org.uk/education  -evidence/teaching-learning-toolkit/small-group-tuition  “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 |
| Provide small group tuition in writing looking to provide modelling and supported practice against identified areas for development. | https://educationendowmentfoundation.org.uk/education  -evidence/guidance-reports/literacy-ks2  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 £65,164

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Training to revisit our behaviour strategy for all staff. | https://educationendowmentfoundation.org. uk/education-evidence/guidance- reports/behaviour | 5 |
| 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.  Training for all staff around attendance. | https://[www.gov.uk/government/publications](http://www.gov.uk/government/publications)  /school-attendance/framework-for-securing- full-attendance-actions-for-schools-and- local-authorities | 3 5 |
| Training and ongoing CPD for staff to deliver Social and Emotional Learning. | https://educationendowmentfoundation.org. uk/news/prioritise-social-and-emotional- learning | 5 |
| Employment of a parents’ support worker to increase parental engagement with school, with a particular focus on reading. | https://educationendowmentfoundation.org. uk/education-evidence/guidance- reports/supporting-parents  Over 90 % of Pupil Premium families read at least three times a week. This is higher than the non-Pupil Premium families. Reading for pleasure came out as a strength of the school in our recent OFSTED report. | 3, 1, 5 |
| **Curriculum Enrichment - s**chool trips, visits and visitors to the school enable pupils access to high quality curriculum enhancements which enrich learning and give expose to a variety of real-world activities / environments. | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation | 2 |

**Total budgeted cost: £248,000**

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

## Pupil premium strategy outcomes

Children across the school are making good progress and outcomes for Year 6

SATs continue to be above the National trend in terms of ARE and GDS for Pupil Premium pupils. Importantly, teacher assessment data, which was supported by summative assessments and rigorous moderation indicated that accelerated progress for Pupil Premium pupils is closing the gap between their attainment and their non-PP peers.

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

**Outcomes in the academic year 2022 - 2023:**

2023 end of KS2 statutory assessments and the Year 4 MTC 2023 have shown that the Pupil Premium Strategy has had a positive impact on the educational outcomes for disadvantaged pupils:

Phonics

Phonics progress and attainment remain a strength within school with pupils making excellent progress from starting points on entry. The Phonics Lead was relentless in driving the continued standards in phonics and was confident of achieving these outcomes. The average progress made with pupils across school was 3 years and 2 months.

Multiplication Tables Check:

Average attainment of **all** pupils nationally: 20.2

Average attainment for disadvantaged pupils nationally: 18.3

Percentage of **all** pupils scoring 25 marks nationally: 29%

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| Year 4 Multiplication Tables Check pupils in receipt of Pupil Premium | | | | | | |
|  | 20 or below | 21 | 22 | 23 | 24 | 25 |
| % of pupils | 16.7% | 0% | 5.6% | 2.8% | 22% | 53% |

#### Key stage two SATs results:

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year 6 End of Key Stage SATs Results pupils who are in receipt of Pupil Premium | | | | | | | | | |
|  | RWM combined | Reading EXP | Reading GDS | Writing EXP | Writing GDS | Maths EXP | Maths GDS | GPS EXP | GPS GDS |
| MFJS PP43 pupils | 59% EXP7% GDS | 61% | 21% | 74% | 4% | 70% | 16% | 70% | 28% |
| PP Nationally | 44% EXP3% GDS | 60% |  | 58% |  | 59% |  |  |  |
| All pupils | 59% EXP7%GDS | 74% | 28% | 70% | 13% | 77% | 22% | 76% | 37% |

Writing moderation

As a school, we were chosen to be moderated by the Local Authority for writing. All four teachers had five samples of work moderated within the expected and greater depth criteria. Every judgement held and overall attainment was well above national and the local authority percentages. Both moderators were extremely complimentary about the standard of writing our pupils had produced and their stamina for writing, the moderators even copied work to take with them as excellent examples to use within their own schools.

Intervention

In all the core subjects, pupil progress meetings identified focus pupils. These meetings have a particular focus on disadvantaged and diminishing differences with their peers. Meetings are held termly to revisit targets and update data and identify next steps and interventions. Interventions were organised and well targeted, with children receiving the specific targeted support that they needed. We have provided numerous interventions that support the whole child, not just academic performance.

Enrichment opportunities

The school believes that opportunities to learn outside the classroom are vital to enhancing the curriculum, these include after school clubs, forest school, Moat Farm University, trips to enhance the curriculum topics and visitors into school. Moat Farm Junior’s University runs across the three terms of the academic year. Subject Leaders delivered the university for the period of half a term, incorporating a wide variety of activities, subjects included history, drama, geography, science, PE and art. Pupil premium children were given priority for attendance at these university sessions. After school clubs also provide additional activities to run alongside the university offer including football, netball, boccia, art, music, French, lego and cookery.

**Attendance:**

Pupil premium attendance has improved by more than 1% this academic year.

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|  | **MFJ Attendance 22/23** | **National attendance 22/23** | **Sandwell attendance Comparison (HT1-5)** | **MFJ Attendance 21/22** |
| Eligible for PP | 94.4%  (161 pupils) | 88.6% | 91.58% | 93.4% (179 pupils) |

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| Impact on attendance of pupils in receipt of Pupil Premium Autumn 2022- Summer 2023 | | |
|  | Moat Farm Junior School | National data |
| Attendance | 94.4% | 88.6% |
| Absence | 5.6% | 11.4% |
| Authorised | 4.0% | 6.5% |
| Unauthorised | 1.6% | 4.9% |
| PA rate | 11.8% | 37.9% |

Our EWO, Head Teachers, SENCO, AHT and pastoral team all work on improving attendance as we recognise there is a strong correlation between good attendance and high achievement. We believe that good attendance levels maximise opportunities for each pupil to realise their full potential. The team identifies families that need to overcome barriers to non-regular attendance and poor punctuality and aim to support parents and mentor pupils. Various strategies were deployed over the academic year including incentives, rewards, home visits and well-being meetings, all were undertaken in order to improve attendance and make it the best it can possibly be.

**Behaviour**

The school is proud of its pupils’ behaviour and their attitudes in school, which are both consistently good. Intervention support for key identified pupils further supports this process and is invaluable in ensuring that this level is maintained at all times. The pastoral support and intervention focus on findings from the Boxall Profile detailed reports outlining the specific levels of support each child required. When required, our pastoral team have swiftly and effectively involved other agencies for their expertise too. We have been striving to find the root cause of any barriers to disadvantaged children’s learning this year and will continue to do so.

Behaviour for all pupils at Moat Farm is consistently good. This was also referenced in our last OFSTED report,’ Pupils behave very well. They are polite and well mannered. They understand the importance of friendship and have positive relationships with their peers and teachers and more recently during a Review Day, ‘Throughout the visit to school, pupils’ behaviour was exceptional. All pupils are polite and respectful. Learning behaviours are excellent.’

Parent view 2022-2023

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| Question: | Percentage that strongly agreed or agreed: |
| My child enjoys being at Moat Farm | 97% |
| The school has a happy atmosphere | 98% |
| The school provides a safe environment for my child | 98% |
| Behaviour in the school is good | 94% |
| I would recommend the school | 97% |

## 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.*

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| --- | --- |
| **Programme** | **Provider** |
| Teach Computing  Language Angels  Access Art  TT Rockstars  Little Wandle | National Centre for Computing Education  Wandle Learning Trust |