

Pupil premium strategy statement

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	Moorfield Primary School
Number of pupils in school	278
Proportion (%) of pupil premium eligible pupils	14.7% Pupil Premium – 29 pupils Service Children – 7 pupils Looked After Pupils – 5 pupils
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Ian Bussey Headteacher
Pupil premium lead	Dawn Smith Assistant Headteacher
Governor / Trustee lead	Claire Lindsay

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,415
Recovery premium funding allocation this academic year	£4,930
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	60,345

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils at Moorfield reach their potential and 'learn to flourish.' We aim for each child, irrespective of their background, to meet or exceed the expected standard in all areas of the curriculum. Furthermore, we aim to ensure that all pupils can access opportunities and experiences that will enrich their life and well-being.

Our strategy is based on diagnostic reports, research, assessments and speaking to teachers, pupils, and families. We plan to achieve these objectives by supporting disadvantaged children with their learning through high quality teaching, extra interventions, boosters, free clubs and trips and using the National Tutoring Programme to speed up the recovery of lost learning caused by the pandemic.

Adopting a new phonics scheme and using the corresponding resources will ensure all pupils have access to high quality teaching, ultimately closing the gap between disadvantaged and non-disadvantaged pupils in our school. Extra boosters, taught before and after school, will also help to raise attainment.

Offering a large range of funded extra-curricular activities within and after school, such as music lessons, sports clubs, wrap around care and residential, will ensure our disadvantaged pupils are able to have the same experiences and opportunities as others, whilst broadening their cultural capital.

Challenges

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

Challenge number	Detail of challenge
1	In response to our assessment data, observations, and the new Reading Framework, we have recognised a need to improve attainment in phonics so that the disadvantaged children make better and quicker progress.
2	Our assessment data, along with discussions with teachers, children and families, has shown a significant drop in attainment due to lost learning during the pandemic.
3	Attendance data indicates that punctuality and attendance has decreased. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

4	Discussions with families, attendance records and school surveys have shown that our disadvantaged pupils are less likely to access afterschool clubs, residential and music lessons if they must pay.
5	Assessments and observations have shown that the interrupted education has had a negative impact on the mental health and well-being of some of our disadvantaged pupils.

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
Improved reading attainment among disadvantaged children	All disadvantaged pupils to make positive progress in reading and phonics. 100% of pupils to pass the phonics check in Year 1.
'Catch up' on lost learning and improve attainment among our disadvantaged pupils	All disadvantaged children to achieve age-related expectations or greater depth in reading, writing and maths, and make good progress across all curriculum areas.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	For all disadvantaged children to be attending school 97% of the school timetable as a minimum.
To ensure wider opportunities are available and accessible to our disadvantaged pupils	All disadvantaged pupils learn to play a musical instrument and attend extra-curricular afterschool clubs. Disadvantaged pupils will have access to experiences beyond their everyday life.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged children	Sustain high levels of well-being demonstrated by: Teacher observations Student and parent voice report improved mental health and welfare An increase in participation in enrichment activities

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: £ 26,718

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued subscription of the phonics scheme (Read, Write Inc). Whole school training, assessment support and complementing resources to secure stronger phonics and teaching for all pupils DfE validated Systematic Synthetic Phonics programme	The Reading Framework encourages schools to use an accredited phonics schemes (such as Read, Write Inc) EEF's extensive evidence shows synthetic phonic approaches have higher impacts, on average, than analytic phonics approaches and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics Toolkit Strand Education Endowment Foundation EEF	1
Employment of a full-time teaching assistant to deliver additional, consistent and daily support to disadvantaged pupils who require further phonics support.	EEF findings show that pupils eligible for free school meals benefit from phonic interventions and approaches. This is due to the explicit nature of the instruction and the intensive support provided. Phonics Toolkit Strand Education Endowment Foundation EEF	1

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

Budgeted cost: £16,978

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide online tuition for	Tuition targeted at specific needs and knowledge gaps can be an	2

pupils whose education has been most impacted by the pandemic. The online tutoring will target KS2 pupils who are most in need of catching up in order to succeed in secondary school	<p>effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
Teachers and TAs to deliver additional boosters before and after school to reduce the attainment gap for disadvantaged pupils	The EEF states that 'small group tuition has an average impact of four months' additional progress over the course of a year' and is 'most likely to be effective if it is targeted at pupils' specific needs.'	2

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

Budgeted cost: £14,712

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on promoting, protecting and improving our children's mental health and wellbeing through 'Future in Mind'	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/414024/Childrens_Mental_Health.pdf	5
<p>Engage with parents and children to build strong relationships and promote regular attendance. The administrative assistant to help reduce the number of absentees by regularly reviewing attendance data and share trends.</p> <p>Embed principles of good practice set out in the DfE's https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3

g together to improve school attendance.pdf Sharing attendance figures with staff and attend half termly meetings with the EWO		
Access to Early Intervention Worker	The emotional wellbeing of pupils working with the Early Intervention Worker has improved during periods of support. EEF guidance reports also suggest that effective social and emotional learning can lead to a gain of +4 months over the course of a year.	3 and 5
Access to EWO. Regular attendance is an important protective factor for our most vulnerable pupils and the best opportunity for needs to be identified and for additional support to be given.	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	3
Music lessons to be funded for disadvantaged pupils	EEF findings state that arts participation can be subject to financial barriers for PPG children. Research suggests a link between arts education with overall attainment and can have an impact on attainment (+3 months).	4
After school, extracurricular clubs to be funded for eligible pupils	https://www.gov.uk/government/publications/pupil-premium/pupil-premium	4 and 5
Residential and school trips to be funded for disadvantaged pupils	https://www.gov.uk/government/publications/pupil-premium/pupil-premium https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/706830/Charging_for_school_activities.pdf EEF states that access to cultural experiences can have a positive impact of +3 months	4 and 5

Total budgeted cost: £58,408

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.

Priority 1: Improved reading attainment among disadvantaged children

The new validated systematic, synthetic phonics scheme (Read, Write Inc) has been successfully embedded within KS1. Teachers and TAs have received training, and new resources have been purchased. Engagement with parents and attendance for before and after school boosters, as well as daily lessons, have helped secure good progress over the year. 97% (29/30) of Year 1 pupils passed the 2022 Phonics Screening test – with 4 of the 5 PP pupils achieving a pass mark. Whilst this is lower than the set target, it does show an incline in previous years and staff have been impressed with the pupils' understanding and response to the new programme. Teachers' observations and discussions with pupils and families also showed an increase in the understanding and importance of reading.

Priority 2: 'Catch up' on lost learning and improve attainment among our disadvantaged pupils

The NTP and before and after-school boosters, have been received well by PPG pupils. 60% of Year 5/6 PPG pupils attended the NTP and all pupils were offered before or afterschool boosters with most of the places being accepted. All Year 6 PP pupils (8 students) achieved the Expected Standard or greater in their reading, writing and maths assessments this year. 68% of PP pupils throughout the school achieved the Expected Standard or above in Reading and Maths, and 64% achieved the same standards in Writing.

Priority 3: To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

COVID-related absences have still been a feature of last year's absences with 68% of PPG pupils attending school less than the required 97% of the time. Figures for 2021-2022 show whole school attendance as 94.81%. The daily attendance figures are shared with staff and challenging patterns are actioned.

Priority 4: To ensure wider opportunities are available and accessible to our disadvantaged pupils

Since restrictions have been lifted, we have been able to offer a larger range of opportunities for our disadvantaged pupils. 54% of PPG pupils attended afterschool clubs, whilst 29% of pupils were learning to play a musical instrument within school time. Residential and school trips have also been funded to ensure they are accessible – and with that, 97% of our PPG pupils attended at least one out-of-school experience.

Priority 5: To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged children

As mentioned in Priority 4, more PP pupils are now participating in afterschool activities and a larger majority of children have attended an out-of-school experience - showing a willingness to join in other activities outside of the school day and conveying a more positive sense of wellbeing. Teachers have reported that most pupils are happier and calmer within school, with good attitudes to learning. Staff are proactively forming strong relationships with pupils and their families to better understand their needs and difficulties they may have.

Externally provided programmes

Programme	Provider
Not applicable	

Further information (optional)

We are fully committed to supporting our disadvantaged pupils and go the extra mile to ensure that they have the same opportunities, experiences and support as other pupils in the school.

Laptops have been issued to PPG pupils to help them access online learning and homework facilities. Extra places for siblings at breakfast and afterschool club guarantee before/afterschool boosters are attended, whilst genuine, valuable relationships with pupils and parents have helped secure solid links and good lines of communication so that we are always well informed of pupils' circumstances.

The purchase of the Jigsaw programme to enhance our RHE delivery has contributed to whole school topics and themes being discussed. This has helped to prepare our pupils for life: helping them know and value who they are whilst aiding inclusion across the school.