



Moorlands Church of England Primary Academy

"I can do all things through Christ who strengthens me."

Philippians 4:13

Pupil Premium Strategy Statement 2021 – 2024

The Moorlands Way

We believe that our school should be at the heart of our community and that we should be actively involved in making our world, both locally and on a wider scale, a better place.

We believe that all of our children should be immersed in a high-quality learning experience that prepares them to be 21st Century Citizens. This means not only leaving Primary School being literate, numerate and well-rounded, but also being collaborative, creative and reflective.

We believe that, in conjunction with parents and carers, it is our responsibility to enable and support our children to make the best progress that they can and not place any limitations on what they can achieve.

We believe that our children should be supported by Core Values that rejoice both in what it is to be a citizen of the world and to be part of a school community with a deep and tangible Christian soul.

School Values

- Respect
- Responsibility
- Resilience
- Empathy
- Honesty
- Compassion
- Belief

School Overview

School name	Moorlands CofE Primary Academy
Pupils in school	303
Proportion of disadvantaged pupils	21% (based on current number of 63 children)
Pupil premium allocation this academic year	£70,560 (based on 52 children)
Academic year or years covered by statement	2021 - 2024
Publish date	December 2021
Review date	December 2022
Statement authorised by	Mr Ryan Freeman (Executive Headteacher)
Pupil premium lead	Mr Ryan Freeman (Executive Headteacher)
Governor lead	Bruce Gordon

Our Philosophy

Moorlands Church of England Primary believes that it is vitally important in the current climate to ensure that children facing disadvantage are given every opportunity to keep up with their peers and achieve well. We understand that these children face a number of barriers to their learning, both academically and socially, and we aim to use our pupil premium funding to ensure that these differences are diminished wherever possible.

Moorlands believes that the best way to support children facing disadvantage is to ensure that they have access to the highest quality teaching and learning, supported by a rich and highly relevant curriculum - this forms the basis of the school's current improvement focus.

Our Aims

Setting priorities is key to making the most effective use of the funding. Our priorities are as follows:

- Ensuring that all students have access to High Quality Teaching and Learning in every lesson;
- Closing the attainment gap between disadvantaged children and their peers
- Providing targeted academic support for children who are not making the expected progress
- Providing targeted intervention to challenge non-academic barriers to attainment such as attendance, behaviour, mental health and adverse childhood experiences / trauma
- Ensuring that economic support is in place for the children and their families to broaden the opportunities available

Research

We have based our approaches on research by the Education Endowment Foundation (EEF). Much of our work focuses around the following areas:

Small group tuition and 1:1 intervention

'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.'

'Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.'

Teaching Assistant Interventions

'The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.'

'Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.'

Metacognition and Self-Regulation (through pastoral support)

'Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.'

'The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.'

Feedback

'Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.'

'It is important to give feedback when things are correct – not just when they are incorrect. High-quality feedback may focus on a task, subject, and self-regulation strategies.'

Arts Appreciation

'Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.'

'Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.'

Behaviour Intervention

'Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.'

Implementation

In line with the EEF's (Education Endowment Fund's) Guide to Implementation, we select a small number of priorities, endeavouring to achieve a higher success rate in meeting the needs of our children. We will:

Explore:

- Specify an area of focus for improvement that is amenable to change;
- Determine a programme of activity based on existing evidence of what has - and hasn't - worked before;
- Examine the fit and feasibility of possible interventions for the school context.

Prepare:

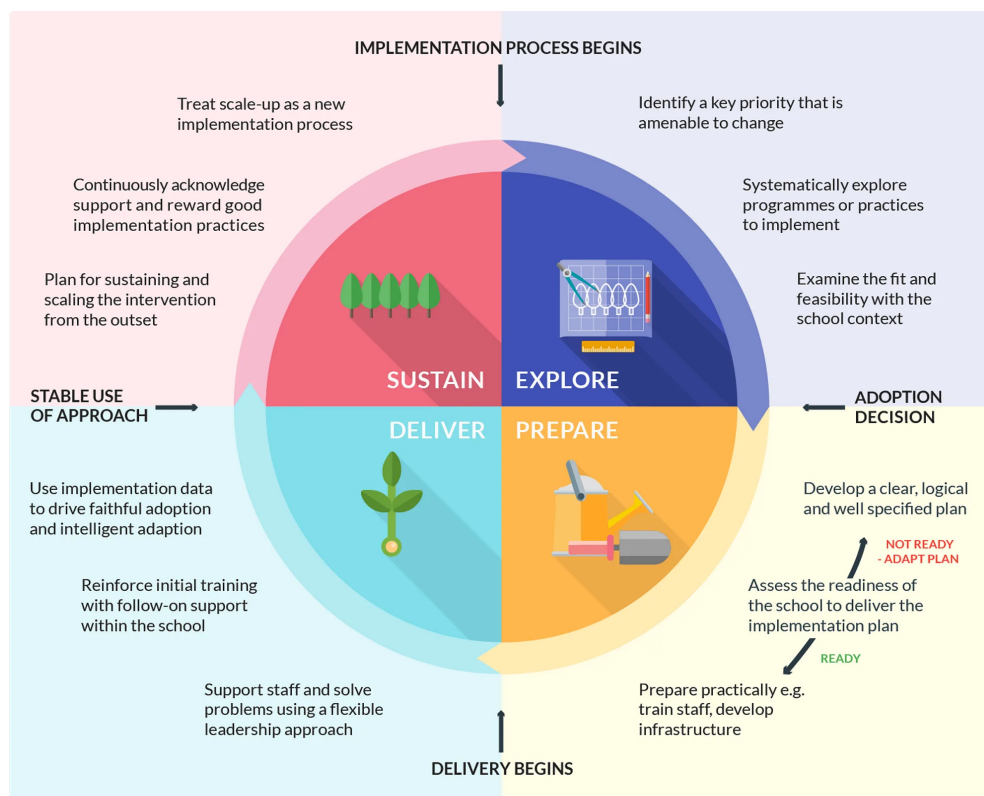
- Develop and clear, logical and well-specified plan;
- Assess the readiness of the school to deliver the plan;
- Make practical preparations for the plan to be delivered.

Deliver:

- Support staff and solve any problems using a flexible leadership approach;
- Reinforce initial training with follow-on support;
- Use data to review the delivery and inform next steps.

Sustain:

- Ensure it remains fit-for-purpose;
- Continually acknowledge, support and reward good implementation practices;
- Treat scale-up as a new implementation process.



Tiered Approach

We endeavour to make appropriate provision for children who belong to vulnerable groups which includes ensuring that the needs of socially disadvantaged children are adequately assessed and addressed.

In making provision for socially disadvantaged children, we recognise that not all children who receive free school meals will be socially disadvantaged. We also recognise that not all children who are socially disadvantaged are registered or qualify for free school meals. The Pupil Premium Grant can therefore be allocated to support any child or groups of children the school identifies as being socially disadvantaged.

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises of three categories:

Tier 1: High Quality Teaching and Learning

For example:

- Support for high quality teaching through consultancy or training
- Curriculum and Assessment.
- An evidence informed Continued Professional Development programme of support which develops teachers' subject knowledge
- Provision of extra support in classrooms to assist with delivery, interventions etc.

Tier 2: Targeted Support

For example:

- Structured interventions: small group tuition, including targeted group work in reading, writing and maths; one to one support; additional teaching and learning opportunities using additional adult support.
- Using qualified teachers and SENCO to deliver one to one or small group support.
- Targeted pastoral support.

Tier 3: Wider Strategies

For example:

- Access to music lessons
- A full and varied programme of additional educational experiences, such as school visits and extra-curricular clubs.
- Improving attendance percentages among PP children.
- Access to counselling from external qualified children's counsellor.

Changes of Approach

Moorlands has been in receipt of Pupil Premium funding for some years, investing this in a number of different approaches. Some of the approaches listed in this plan are a continuation of ideas used in previous years. However, this does not mean that previous attempts have not been successful.

The use of additional TA support – This year, the plan focuses the TA support into specific areas of the curriculum (RWI and Vipers). This is a different approach to that used in other years, where the support has been more general.

Pastoral Provision – Although the provision has not changed, the circumstances have. The issues being faced by children during this pandemic mean that effective pastoral provision is more important than ever.

Review Process

Reviewing, introducing and implementing a pupil premium plan every year could be deemed as time-costly and ineffective. Through a three year approach, with interim reviews, we are able to maintain a long-term vision whilst evaluating impact and making necessary changes as appropriate.

During an interim, annual review, the success of each intervention is evaluated, based on evidence gathered. From this we will determine the most effective approach moving forwards - adapting, extending or ceasing the intervention as required.

The progress and attainment of children in receipt of the PPG is scrutinised by class teachers and SLT across all year groups aligned to our assessment calendar. “Ultimately it does not matter how great an educational idea or intervention is in principle; what really matters is how it manifests itself in the day to day work of people in schools.” (EEF, 2018)

The cycle of implementation is therefore ongoing and developed in light of the lessons learned and with regard to any new guidance and evidence of best practice that becomes available. The Headteacher and Pupil Premium Lead are responsible for ensuring that a pupil premium strategy is always in effect.

Accountability

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG. The academy is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions. The academy publishes its strategy for using the pupil premium on the school website.

(Formal assessments have been disrupted due to the coronavirus pandemic from March 2020 onwards)

2018 - 19		
	All Children	PP
Attendance		
EYFS GLD (%)		
Year 1 Phonics (% at expected)		
Key Stage 1 Reading - % Expected Standard +		
Key Stage 1 Writing - % Expected Standard +		
Key Stage 1 Maths - % Expected Standard +		
Key Stage 1 RWM combined - % Expected Standard +		
Key Stage 2 Reading attainment - % Expected Standard +		
Key Stage 2 Writing attainment - % Expected Standard +		
Key Stage 2 Maths attainment - % Expected Standard +		
Key Stage 2 Reading progress		
Key Stage 2 Writing progress		
Key Stage 2 Maths progress		

Funding

Summary of funding 2021-2022 (Year 1)	
Total number of pupils	303
Number of pupils eligible for PPG	52 (incl. 2 service children)
Funding as advised in school budget statement	£70,560
Estimated Funding 2022 – 2023 (Year 2)	
Estimated number of pupils	303
Estimated number of pupils eligible for PPG	63
Estimated Funding	£80,000
Estimated Funding 2023 – 2024 (Year 3)	
Estimated number of pupils	303
Estimated number of pupils eligible for PPG	63
Estimated Funding	£80,000

Priorities for Disadvantaged Pupils

Priority	Tier	Target Date	Overall Costs
1. Improve outcomes for PP children in English with particular focus on phonics in KS1 and reading in KS2.	1	July 2024	£35,200
2. Improve outcomes in mathematics through the implementation of a structured approach to teaching.	1	July 2024	£160
3. Improve attendance and behaviour for PP children across the school.	2	On-going	£35,300
4. To ensure that PP children have access to a broad and balanced curriculum through the delivery of a variety of cultural opportunities.	3	On-going	£2,300
			£72,960

Action Planning

Priority 1	Improve outcomes for PP children in English with particular focus on phonics in KS1 and reading in KS2.	Tier Category: 1	High quality teaching and learning
Intended Outcomes	PP children in KS1 and 2 will improve outcomes in phonics and reading. Teaching in both areas will be systematic and high quality.	Success Criteria	phonics outcomes for PP children will be in line with all other children reading outcomes will improve through the year for PP children, with the gap to 'all' diminishing. Children speak with confidence and enthusiasm.
Implementation	Year 1	Year 2	Year 3
	How we will implement this intervention in Year 1: Introduction of Read Write Inc across KS1 - taught in small groups, led by class teachers and TAs. <i>(costs of scheme and RWI resources covered by existing grants)</i> Introduction of VIPERS in KS2 for comprehension - taught in small groups by teachers and TAs/HLTAs. Ensure that enough high quality class sets of books are in place for KS2.	How we will implement this intervention in Year 2 (in light of the Year 1 annual review):	How we will implement this intervention in Year 3 (in light of the Year 2 annual review):
Interim Review Notes			
Interim Assessment (RAG)			
Anticipated Costings	£17,500 1 TA salary costs to cover RWI sessions in smaller groups £17,500 1 TA salary costs to cover delivery of VIPERS £200 Class sets of books for VIPERS	£	£
Final Costings	£	£	£

Priority 2	Improve outcomes in mathematics through the implementation of a structured approach to teaching.	Tier Category: 1	High quality teaching and learning
Intended Outcomes	PP children in both key stages will improve their maths outcomes to be in line with 'all' children.	Success Criteria	<p>Maths outcomes will improve through the year and the gap to 'all' will diminish.</p> <p>Children will show improved reasoning skills.</p>
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in Year 1:</p> <p>Introduce White Rose mathematics across the school - training needed + online resources.</p> <p>Top up and refresh maths resources as needed.</p> <p>SLT to monitor closely to ensure consistency.</p>	<p>How we will implement this intervention in Year 2 (in light of the Year 1 annual review):</p>	<p>How we will implement this intervention in Year 3 (in light of the Year 2 annual review):</p>
Interim Review Notes			
Interim Assessment (RAG)			
Anticipated Costings	<p>£160</p> <p>White Rose online subscription.</p>	£	£
Final Costings	£	£	£

Priority 3	Improve attendance and behaviour for PP children across the school.	Tier Category: 2	Targeted Support
Intended Outcomes	The attendance and behaviour of PP children will improve as the year progresses.	Success Criteria	<p>Children will have access to pastoral support.</p> <p>Attendance will improve for PP children</p> <p>Behaviour incidents will reduce for PP children</p> <p>Families will say that they feel supported by the school.</p>
Implementation	<p>Year 1</p> <p>Pastoral support in place to work across the school.</p> <p>Attendance monitoring to be in place, including regular meetings and communications with parents.</p> <p>Children facing crisis will have access to counselling and pastoral sessions.</p> <p>Pastoral staff will access training in a variety of relevant areas - bereavement etc.</p>	Year 2	Year 3
Interim Review Notes			
Interim Assessment (RAG)			
Anticipated Costings	<p>£34,800</p> <p>Salary for Pastoral Support</p> <p>£500</p> <p>Contribution to National College training.</p>	£	£
Final Costings	£	£	£

Priority 4	To ensure that PP children have access to a broad and balanced curriculum through the delivery of a variety of cultural opportunities.	Tier Category: 3	Wider Support
Intended Outcomes	PP children will have access to all of the same opportunities to their peers and families will feel supported.	Success Criteria	The % of PP children accessing after school clubs and trips will be in line with 'all children'.
Implementation	<p>Year 1</p> <p>How we will implement this intervention in Year 1:</p> <p>Set up a fund for school trips that parents can apply for.</p> <p>Set up a fund for after school clubs that parents can apply for.</p> <p>Monitor the use of this through the year to ensure take up.</p> <p>Set up a contingency plan in case take up is low.</p>	<p>Year 2</p> <p>How we will implement this intervention in Year 2 (in light of the Year 1 annual review):</p>	<p>Year 3</p> <p>How we will implement this intervention in Year 3 (in light of the Year 2 annual review):</p>
Interim Review Notes			
Interim Assessment (RAG)			
Clubs Fund	<p>£500 Clubs Fund</p> <p>£1,800 Trips Fund</p>	£	£
Final Costings	£	£	£