

PUPIL PREMIUM STRATEGY STATEMENT 2021/22

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	Moldgreen Community Primary School
Number of pupils in school	362
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Helen Pearson
Pupil premium lead	Louise Szewczyk / Tammy Williams
Governor	Christine Hall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125,085
Recovery premium funding allocation this academic year	£6887.50
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	£131,972.50

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Part A: Pupil premium strategy plan

Statement of intent

At Moldgreen Community Primary School we believe that every child has the ability to achieve their potential, regardless of background and that no child will be left behind. As a school, we will provide opportunities to break through barriers by teaching a well-developed, rich curriculum, giving our pupils a broad, balanced education, ready for their next stage of education. We will work closely with our local community to meet the local needs, using local intelligence. The school has a strong link with Dalton Together and the local church, enabling us to reach out to our families.

The main barriers to learning for disadvantaged pupils at our school are low attendance for some families, mental health and well-being of some children, limited language development and lack of exposure to real life experiences.

We focus our Pupil Premium spending on delivering high quality teaching in language rich environments, effective and targeted interventions, enhancing the cultural capital of our disadvantaged children and supporting children to develop their independence and resilience and also promoting positive mental health.

We will:

- Work with families to improve attendance by gaining support through Early Support, TAC meetings and offering rewards.
- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge	Detail of challenge
1	Persistent Absence and lower punctuality rates are more evident for PP pupils than for other pupils, this affects their attainment.
2	Parental engagement for some PP pupils is not as strong as for other pupils (for example reading at home), and this affects attainment particularly where parents themselves have had negative school experiences.
3	Access to opportunities and the wider world beyond home.
4	Due to COVID, many children had a prolonged absence from school, March 2020 – March 2021. Many children then experienced having to self-isolate or bubble closures until July 2021. Some PP children did not access / complete online schooling. Due to the current circumstances, some children are still having absence due Covid.
5	Mental Health and Wellbeing of some children who have suffered various trauma at home due to Domestic Violence, bereavement and mental health of parents.
6	A significant number of pupils who are eligible for PP have additional needs.
7	Improved language acquisition. The development of, and grasp of, language tends to be lower for PP children than others affecting starting points and progress.

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
Pupil Premium children attend school regularly and the level of persistent absence is reduced	Percentage attendance of PP children is broadly in line with non-PP children

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Engage parents and encourage them to support school activities, to support their child's learning.	Parents are engaging with school to support their child.
Pupil Premium children have the same access /opportunities for learning as the rest of the school	PP children all accessing trips/visits and enrichment curriculum opportunities.
Pupil Premium children's progress and attainment is equal to or greater than their non-pupil premium peers (Inclusive of EYFS)	Progress of PP children is at least in-line with non-PP children with many making accelerated progress
Children have strategies to be emotionally resilient and can calmly talk about any issues that arise.	Children are ready to learn and engaged in lessons. Behaviour monitoring shows less incidents. Vulnerable pupil meetings minute children are well supported and have access to other agencies where needed.
Children are well supported to meet their SEND targets and books show progress.	SEND targets are met. Other agencies are engaged with the children where necessary to support the child. Children are making progress.
Pupil Premium children have solid phonics knowledge and increased vocabulary to read fluently.	Children can pass their phonics check. Children are making progress with their reading ages.

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: £ 100000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving attendance</p> <ul style="list-style-type: none"> Addressing behaviour and attendance through providing extra curricular, assemblies celebrating good attendance. CPOMS, Behaviour system and MHST lead. Offer rewards for good attendance. <p>£2000</p>	<p>Improved attainment for children with attendance below the national expectation, tracking from baseline.</p> <p>Celebration assemblies celebrate good attendance.</p> <p>Children attending after school clubs regularly.</p> <p>Behaviour monitoring shows children's incidents declining.</p> <p>Declining number of persistent absences</p>	1,2
<p>Improving Language</p> <ul style="list-style-type: none"> Speech and language support is implemented quickly Ensure there is a literacy rich learning environment in EYFS Interventions tracked and impact reviewed with increased rigour. Small group work daily Explicitly teach vocabulary 	<p>SaLT assessments/feedback.</p> <p>Early Years individual profiles tracking.</p> <p>EYFS Intervention tracking.</p> <p>Observations/ drop-ins show children are engaged and learning.</p> <p>Intervention monitoring shows impact.</p>	6,7

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<p>Cost £80000</p>	<p>Key vocabulary is shared with children at the start of topics using knowledge organisers, to support vocabulary building.</p>	
<p>Effective teaching of reading.</p> <ul style="list-style-type: none"> • Implement Little Wandle Phonic scheme and train all staff. • Assess reading ages through Schonell tests regularly • Project X group for relevant pupils • Texts used in Literacy to be chosen carefully to enthuse children and linked to writing • FFT Lightening Squad inventions • Improved library area and increased use of the library for borrowing across all cohorts • Regular phonics assessments • Phonics workshops for parents • Reading Eggs Interventions <p>Cost £10000</p>	<p>“Phonics approaches have been consistently found to be effective in supporting younger readers” – (EEF)</p> <p>DFE – All schools to have a systematic, synthetic system in place for phonics. “</p> <p>School will meet national expectations in phonics, KS1 Reading and KS2 Reading.</p> <p>Children able to talk positively about books they have read. (pupil voice)</p> <p>Data and intervention feedback from pupils.</p> <p>Lesson observations show consistency of teaching of reading and phonics.</p> <p>EEF-Parental engagement strategies are typically more effective with parents of very young children. It is important to consider how you will maintain parental engagement as children get older. For example, providing flexible communications (e.g. short sessions at flexible times) might create opportunities for parents of older pupils to engage with the school.</p>	<p>2,7</p>
<p>Wider Opportunities</p> <ul style="list-style-type: none"> • Provide PP children with wider curriculum opportunities such as playing an instrument, Grow for Schools, Theatre trips, subsidised trips 	<ul style="list-style-type: none"> • EEF: Teaching and Learning Toolkit – Learning behaviours • Children able to talk about experiences and have extended vocabulary. 	<p>3,5,7</p>

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Cost £8000		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 19100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deploy AHT to support Y6 teaching of maths and English every morning to reduce numbers. £11100	EEF Tolkit Evidence One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile. 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.	4,6,7
Employ an outstanding Y6 teacher to take pupils for 1:1 or 1:3 writing every Monday £8000		4,6,7
Y6 highly qualified TA teaching small groups and 1:1. Targeting bottom 20% readers daily. Cost included in teaching figures		
Set up 1:1 or 1:3 intervention for FFT Lightening Squad and Third Space Learning		

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

Budgeted cost: £ 15000

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Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion team meet regularly to discuss PP children and needs so they are emotionally supported. £2000	Minutes of meeting showing impact of support.	2,4,5,6
The inclusion team works with parents to ensure the children are safe and in school. £5000	Home visits are carried out on children who are absent and on the vulnerable pupils list. These visits are recorded on CPOMs.	2,4,5,6
Parental engagement to support children's learning, health and development. £3000	Active Friends of Moldgreen group organising events, supporting new families and community links. Parental workshops held to support parents.	1,2,3,4 & 5
Mentoring by HTAFC Foundation	Children's behaviour incidents decline Children are confident and resilient.	5
MHST Trailblazer mental health support. Staff trained in supporting pupils.	Children surveys and pupil voice interviews show impact.	5
Attendance Challenges and tracking weekly by administration team and headteacher. £5000	Attendance for PP pupils improves significantly.	1

Total budgeted cost: £ 134100

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.

The impact of academic progress was limited due to the lockdowns. As evidenced across the country, school closures were most detrimental to disadvantaged pupils in many areas. The impact of this was mitigated by our efforts to provide a high quality remote curriculum and extensive support to pupils on their return to school.

Weekly calls were made to specified children / families. Teachers also emailed parents. Weekly newsletters were emailed and included on the school website, from each Year group, to share work that children in school and at home had been doing, upcoming home-learning work and updates from teachers.

Staff in the early years and foundation stage and KS1 have reported based on observations and assessment data that speech, language and communication needs are much more prevalent in these classes. The children have had less formal education therefore work will need to be done this academic year, embedding strategies for behaviour for learning.

The attainment gaps were not only evident with pupils who receive pupil premium but across the school. Quality first teaching and interventions that are of a high quality will be a priority for this academic year. Each child has been tracked by the Pupil Premium lead and discussed at Pupil Progress meetings (RAG) by the classteacher, AHT and headteacher. The interventions have been closely aligned with gaps in learning so that the pupils catch up.

Externally provided programmes

Programme	Provider
Spelling Shed	Education Shed
Lightening Squad	Family Fisher Trust
Third Space Learning	Third Space Learning
TT Rockstars	Maths Circle Ltd
Flash Academy	I Centrum Learning

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Small group work was carried out with the children to narrow the gaps in learning. The children also received 1:1 reading sessions to help improve reading strategies.
What was the impact of that spending on service pupil premium eligible pupils?	Improved reading ages of the pupils.