

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Moorlands Primary
Number of pupils in school	628
Proportion (%) of pupil premium eligible pupils	9.39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22, 2022-23, 2023-24
Date this statement was published	22.10.21
Date on which it will be reviewed	7.11.22
Statement authorised by	Amanda Denney Gary Laird
Pupil premium lead	Samantha Tough
Governor / Trustee lead	Gemma Dolan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,045
Recovery premium funding allocation this academic year	£7,290
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£102,335

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

The purpose of pupil premium funding received from the Government is to help pupils reach their full potential, regardless of their background or financial situation.

Pupils include those who:

- Are registered for Free School Meals
- Have been registered for free school meals at any point in the past 6 years
- Are or have been, in care
- Have parents in the armed forces

Our ultimate objective for those children, eligible to receive this funding is for them to be provided with opportunities that will enhance their learning, life experiences and well-being so that there is no apparent difference between the attainment of those children who are 'disadvantaged' and those that are not.

Our current pupil premium strategy considers the guidance outlined by the Education Endowment Fund (EEF) and works towards achieving these objectives by ensuring that our school delivers high quality teaching, through the continued professional development and training of its staff. It provides targeted intervention through the employment of staff to deliver intervention where identified, and provides opportunity for children to engage in activities that develop life-skills and nurture well-being.

The key principles of our strategy are:

- The school 'ring fences' the funding each academic year, ensuring that it is spent on the targeted group of pupils.
- The school recognises that eligibility for Pupil Premium does not imply low ability. Our focus is on supporting disadvantaged pupils in meeting their full potential, aspiring to achieve the highest levels.
- All teachers know which pupils are eligible for Pupil Premium, so that they can take responsibility for accelerating their progress.
- The school uses data and teacher assessment to analyse which pupils are underachieving and why this is occurring.
- The school frequently uses attainment data to assess the effectiveness of interventions. If necessary, adjustments are made throughout the intervention period to maximise effectiveness.
- The school draws upon evidence from our own and others' experience to allocate the funding to the activities which were most likely to have an impact on improving achievement.

- School leaders make the key decisions and regularly evaluate the effectiveness of interventions for individual pupils.
- For some eligible pupils, funding is used to support social and emotional needs where necessary and appropriate.
- Pupil premium funding may be used to ensure that eligible pupils are able to take part in visits and residential due to financial constraint.
- Funding has been allocated to the employment of additional ETAs to support the catch-up process due to the impact of the COVID-19 impact.

Challenges

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

Challenge number	Detail of challenge
1	Pupil Premium children are not meeting expected levels of progress due to the impact of COVID-19.
2	Low social and emotional well-being across school due to the impact of COVID-19. Low motivation and resilience noted amongst Key Stage 2.
3	Pupil Premium children are not meeting expected levels of progress due to wider issues. Broken family structures including 11% of Pupil Premium Children receiving funding for being LAC or Post-LAC. Socio-economic disadvantage e.g. poverty. 76% of our Pupil Premium Children receive funding for living in a disadvantaged area. 10% of our Pupil Premium Children also have Special Educational Needs and Disabilities.
4	Low take up of Pupil Premium funding in KS1 due to universal free school meals therefore impacting on provision that can be made available for those eligible.
5	Low parental engagement/parenting skills impacting on parents' ability to support children in their learning of influencing children's attitude to learning.

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
The attainment of disadvantaged children will be in-line with non-disadvantaged children who have the same starting points.	Data will show that the levels of Pupil Premium children achieving Year Group Expectations will be the same as non- pupil premium pupils.
Emotional well-being and self-esteem of Pupil Premium children will be high.	<p>Pupils' attitudes to self, learning and school will be positive – evidenced from pupil questionnaires.</p> <p>It will be evident that PP pupils' will have made at least the expected progress.</p> <p>The number of sanctions given in class will have decreased.</p> <p>LAC and children with SEND are making progress.</p>
School to receive funding to support all children eligible for Pupil Premium funding through parents applying for universal free school meals particularly in Key Stage 1 where Universal Free School Meals apply.	All eligible children's parents apply for Free School Meals.
The majority of parents engage with and demonstrate support of their children's education through assisting in children with reading and homework, attending parents' meetings, assemblies and other school events.	Completion of reading records either by the parent/pupil. Increased submission of homework, attendance at parent meetings, assemblies or events.

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: £ 41,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
To increase the number of ETAs in each year group to provide specific support within class to diminish the gap in learning and provide catchup for our disadvantaged pupils due to the impact of COVID 19.	Additional ETAs for classes with children with Pupil Premium, some one-to-one workers. ETAs are being employed based on their experience as well as the skills they can bring to Moorlands. Although prior training and being highly skilled is deemed the best route of employment into schools through research from the Sutton Trust, we must also consider the needs of our children and those adults we feel will best suit and meet their needs.	1
The training which commenced in previous academic year on quality feedback is to be monitored to ensure it is embedded and working effectively.	EEF toolkit suggests that high quality feedback is an effective way to improve attainment and is an approach that is to be embedded across school.	1
The training of an Emotional Literacy Support Assistant.	It has been found that programmes that focus on enhancing emotional literacy improve academic performance and behaviour (Carnwell & Baker, 2007).	2

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

Budgeted cost: £ 50,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
ETA's and teaching staff are to run targeted interventions, when data suggests that children are not on track to meet expectations or are not fulfilling full potential. This also includes requirements to meet needs of SEND.	The EEF tiered approach suggests that targeted intervention is one of the most effective ways of improving pupils' progress.	1, 3
Use of the school's newly trained Emotional Literacy Support Assistant to deliver interventions with those children in need of social, emotional and behaviour support.	It has been found that programmes that focus on enhancing emotional literacy improve academic performance and behaviour (Carnwell & Baker, 2007).	2
Forest School leaders are to run sessions for Pupil Premium children identified as having social and emotional issues.	Research into the effectiveness of Forest School stated "Children who may view themselves as failures in the classroom can discover new abilities and strengths at Forest School." Therefore by running Forest Schools we can empower children, develop their confidence and belief in themselves.	2
To provide time for teachers to meet with SENDCO to use the Boxall profile assessment tool for children experiencing difficult family situations, anxieties and behavioural issues. This will assess	The Boxall Profile is the unique psychosocial assessment tool used to determine children and young people's social and emotional functioning and wellbeing (Bennathan, 1998). The assessment provides teachers and professionals working with children and young people with an insight into their	2,3

and recommend strategies to be used by school and families that are struggling with challenging behaviours.	world, allowing them to think about what might lie behind challenging behaviour and what their needs might be. Once needs have been identified, the Boxall Profile can be used to plan and review the support offered to pupils.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,025

Activity	Evidence that supports this approach	Challenge number(s) addressed
To subsidise the cost of trips for Pupil Premium children.	Trips are proven to enrich the curriculum, engaging pupil's in their learning, therefore subsidies allow our disadvantaged children to take full part in all activities -visits, visitors, special events, day trips, first aid training and residential.	1,2,3
To offer every Pupil Premium child with opportunity to learn a musical instrument. The rap project or similar to promote self-esteem and develop an interest in language and music.	Pupil Premium children have the opportunity to play a musical instrument - academic studies of Opera North's instrument teaching programmes in the most deprived Leeds schools show an outstanding impact on attainment for those pupils involved.	1,2,3
To provide a sanctuary in school that can be used for pastoral activities or as a calming space to reflect.	Providing a calming space for children, who have difficulty regulating their emotions or struggle with anxiety, will help them to calm down and when used alongside intervention will help develop strategies to cope and barriers to learning reduced.	1,2,3
Urban strides/ skip to fit.	Public Health England (2020) stated that 'Physical activity contributes to both good physical and mental development. It has a wide range of physical and emotional benefits, from developing muscle and bone strength, increasing concentration and	1,2,3

	<p>educational performance and learning, to boosting mood and reducing the risk of many life-style related diseases.’</p> <p>Therefore, by increasing the number of opportunities our PP children have to participate in physical activity we are increasing their potential to perform better in school.</p>	
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Total budgeted cost: £ 102,335

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.