

Pupil premium strategy statement Moat Farm Juniors

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.

School overview

Detail	Data
School name	Moat Farm Junior School
Number of pupils in school	482
Proportion (%) of pupil premium eligible pupils	33.61
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/ 2024
Date this statement was published	November 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Lara Stone
Pupil premium lead	Elizabeth Shaw
Governor / Trustee lead	Hannah Massey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£218,832 – deprivation (Based on Sep – March 22/23 and estimates April – Aug 23/24)
Recovery premium funding allocation this academic year	£23,490
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	£242,322

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 focussing 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.

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 experience 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 exacerbated 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.

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
2. As a result of high quality CPD for all teaching staff, there is highly effective quality teaching and	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.

<p>learning throughout the whole curriculum, Pupil Premium pupils develop a deep knowledge base and as a result learn more, do more and know more.</p>	<p>The vocabulary of Pupil Premium pupils is developed so that they use technical vocabulary effectively in context.</p> <p>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.</p> <p>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.</p> <p>Higher attaining Pupil Premium pupils are able to access subject enrichment opportunities through the Moat Farm University.</p> <p>SEND Pupil Premium pupils make excellent progress in all curriculum areas.</p> <p>Pupil Premium pupils achieve at least in line with national averages for all pupils.</p>
<p>3. Parents support their child learn by engaging fully with the school.</p>	<p>Parents of Pupil Premium pupils feel confident to support their child learn. They know what their child is learning during each term because of effective communication and support.</p> <p>Pupil Premium pupils read regularly at home.</p> <p>Parents of Pupil Premium pupils attend parents' evening in line with parents of non - Pupil Premium pupils.</p> <p>Questionnaires show that parents find the school welcoming and friendly.</p> <p>Attendance of Pupil Premium pupils rises to be in line with all pupils nationally.</p>
<p>4. Pupil Premium children make up the ground lost from COVID and write fluently.</p>	<p>CPD for writing is effective and develops the practice of staff.</p> <p>Pupil Premium pupils make accelerated progress from their starting points.</p> <p>Pupil Premium pupils achieve in line with national averages at the end of Key Stage 2.</p> <p>Writing interventions are effective and accelerate progress.</p> <p>Children display positive attitudes towards writing.</p> <p>ECTs develop into highly effective teachers of writing</p>
<p>5. A whole school mental health approach has been embedded.</p>	<p>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.</p> <p>Adapted pastoral systems meet the needs of all children.</p> <p>The impact of support of children on behaviour support can clearly be seen – behaviour incidents reduce.</p>

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: £62,203

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://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback	2 and 4

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

Budgeted cost: £109,397

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

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: £ 71,071

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/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

Total budgeted cost: £242,671

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.

Reading

As a result of good in school support and mentoring, Pupil Premium pupils read regularly and with enjoyment and fluency. Over 95% of Pupil Premium pupils read at least three times a week. Our recent OFSTED inspection in May 2022, highlighted reading for pleasure as a strength of the school. As a result of effective phonics teaching, children make accelerated progress from their starting points and the average progress for Pupil Premium pupils was a 30-month reading age improvement.

End of Key Stage Outcomes in Year 6 July 2022

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using Key Stage 2 performance data and our own internal assessments. Schools are not required to publish their 2022 Key Stage 2 results as the DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and the DfE plans to publish Key Stage 2 school performance data for 2023. DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. 63% of Pupil Premium pupils were working at the expected standard for reading, writing and maths (national averages for all pupils were 59%). 73% of Pupil Premium pupils reached the expected standard in reading, 71% achieved the expected standard in writing and 69% achieved the expected standard in maths. These results were in line or above national averages for all pupils. Pupil Premium pupils achieved above national averages for writing at Greater Depth (17%). This reflects the improvements in use of vocabulary and the impact of frequent opportunities to write.

Attendance

Attendance for Pupil Premium pupils was 93.4% for the academic year 2021/22. This is a key part of the school improvement plan for 22/23.

Behaviour

Behaviour for all pupils at Moat Farm is consistently good. This was also referenced by our last OFSTED report.

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