Pupil premium strategy statement 2022-23

Moldgreen Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	353 + 35 Nursery
Proportion (%) of pupil premium eligible pupils	**2021/22** 87 (24%) **2022/23** 99 (28%) **2023/24** 111 (31%)[1]
Academic year/years that our current pupil premium strategy plan covers: **Year 2 of a 3-year strategy**	2021-22 2022-23 2023-24
Date this statement was published	September 2021
Review date	May 2023
Review period	Year 1: 2021-22
Statement authorised by	Helen Pearson
Statement reviewed by	Stephen Lonsdale
Pupil premium leads	Louise Szewczyk Tammy Williams
Governor / Trustee lead	Christine Hall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year[2]	£ 147,244.00
Recovery premium funding allocation this academic year[3]	£ 10,875.00
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*	£ Nil
Total budget for this academic year	£ 158,152.00

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[1] Provisional figure

[2] 2022-23 academic year: £1,385 for each primary aged pupil per year
https://www.gov.uk/government/publications/pupil-premium/pupil-premium

[3] 2022-23 academic year.

Part A: Pupil premium strategy plan

Statement of intent

At Moldgreen Primary School, we are guided by the following principles:

- we relentlessly focus on securing high standards and outcomes by providing teaching and learning opportunities that meet the needs of **all** pupils;

- we provide appropriate provision for pupils who belong to vulnerable groups, ensuring that the needs of pupils are accurately assessed, and their needs addressed;

- we recognise that not all pupils eligible or in receipt of Free School Meals are socially disadvantaged;

- we recognise that not all pupils who are socially disadvantaged are eligible for Free School Meals.

As a school, we provide opportunities to break through barriers to learning through a well-developed, rich curriculum, giving our pupils a broad, balanced education, ready for their next stage of education. We work closely with our **local community** to meet local needs, using local intelligence. We are proud of our strong links with **Dalton Together** and the **local church**, enabling us to reach out to our families.

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 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 and therefore life chances.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils from the analysis of a wide range of internal school data and information including attendance and persistent absence levels, information on wellbeing and mental health, and on safeguarding.

Challenge	Detail of challenge
1	Attendance and punctuality (including persistent absence and lateness) levels can vary across the year comprising: ▪ seasonal childhood illnesses; ▪ holidays during term time; ▪ low priority given to good attendance and punctuality.
2	Parental engagement for some disadvantaged children – particularly linked to attendance where there is low priority given to good attendance and punctuality.
3	Limited experiences beyond the immediate locality and its effect on self-confidence and resilience.
4 **Revised for 2022/23**	<u>The proportion of disadvantaged children achieving **combined** 'Expected Standard' and the 'Higher Standard' across school and progress between Key Stage 1 and Key Stage 2.</u>
5	An increasing proportion of pupils with identified and diagnosed mental health conditions and social emotional difficulties across all year groups including: ▪ trauma; ▪ domestic violence; ▪ bereavement; ▪ mental health of parents/carers.
6	The number of eligible Pupil Premium pupils with SEND and SEMH needs has increased since 2019.
7	Lower than expected levels of development on entry to EYFS – particularly in relation to communication and language and social and emotional development. Children from 'talk-a-little' families presenting with speech and language issues.

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.

Key performance indicators have been refined for 2022/23 to ensure that clear, demonstrable impact can be evidenced.

KPI 1: outcomes for children

Intended outcomes	Success criteria
(A) The proportion of disadvantaged children achieving at least the expected standard (combined) increases so that it is at least in-line with non-disadvantaged pupils nationally. (B) The proportion of disadvantaged children making better than expected progress increases, so that 'on-entry' attainment gaps are closed.	• By the end of Key Stage 2, the attainment gap between disadvantaged pupils and non-disadvantaged pupils nationally closes. • Internal attainment and progress data is used effectively to close gaps in learning with a demonstrable flight path evidenced.

KPI 2: attendance and persistent absence

Intended outcomes	Success criteria
(A) Attendance improves for disadvantaged pupils so that it is at least in-line with the national perspective. (B) Persistent absence decreases for disadvantaged pupils so that it is at least in-line with the national perspective.	• Effective action is taken to improve attendance using the full extent of resources available to school. • Parents and carers actively engage with school to support their child's learning and development.

KPI 3: equality of opportunity, SEND, mental health and wellbeing

Intended outcomes	Success criteria
(A) Effective support is provided to ensure that **all** pupils receive their **full** curriculum entitlement. (B) **All** pupils receive a broad, balanced curriculum entitlement to improve life chances and aspirations. (C) Targeted support is provided to encourage emotionally healthy, strong, and positive behaviours in **all** pupils. (D) **All** pupils leave Moldgreen as **responsible**, **resilient**, and **respectful** citizens ready for the next stage of education.	• Children with SEND/SEMH receive the support they need to enable them to access the national curriculum for their chronological age. • External agency support is used effectively to provide specialist assistance. • The school's iFLY programme provides a wide range of meaningful learning experiences, including those beyond the school gate. • Children actively engage in lessons. • Children can use strategies to be resilient in all situations resulting in fewer instances of negative behaviour incidents.

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.

Activity refined following review of pupil premium to align key actions to key performance indicators.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 96,245.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching Our core tool – rooted in core texts to develop: Recruitment and retention - Tier 2 and tier 3 vocabulary. - Literacy-rich curriculum, including through quality texts - RAG £85,000	[EEF: High-quality teaching](#) The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial.	4, 7
Reading training and resources Equip staff to teach phonics, vocabulary, fluency, reading and comprehension explicitly and systematically. - Little Wandle systematic synthetic phonics programme – including in Key Stage 2 - Whole-school approach to the explicit teaching of reading, including VIPERS £5,000	[EEF Teaching and Learning toolkit: phonics](#) +5 months: high impact for very low cost. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).	4, 7
School-wide CPD and leadership development opportunities - TLR3 post holders aligned to outcomes in statutory assessment years. - Curriculum development in working	[EEF Guidance report: professional development](#) Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to	4, 7

Activity	Evidence that supports this approach	Challenge number(s) addressed
groups across school, focussing on ▪ National College staff-wide CPD subscription, providing quality, targeted professional development related to pedagogy and practice. £4,245	develop teaching quality and enhance children's outcomes in the classroom.	
Live marking Develop staff understanding of how to incorporate live marking and apply tasks into their day to day practice, including high-quality feedback. Directed time	[EEF Teaching and Learning toolkit: feedback](#) +6 months: very high impact for very low cost. 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. Studies of verbal feedback show slightly higher impacts overall (+7 months).	4, 7
Supporting all learners Ensure that planning provides explicit support and challenge to ensure that all children access the national curriculum for their chronological age. ▪ Speech and language support is implemented quickly ▪ Interventions tracked and impact reviewed with increased rigour £2,000	[EEF Guidance report: special educational needs in mainstream schools](#) The five specific approaches—indicated in below —are particularly well-evidenced as having a positive impact. Harnessing these evidence-informed strategies will positively support all learners, including those with SEND. 1. Explicit instruction 2. Cognitive and metacognitive strategies 3. Scaffolding 4. Flexible grouping 5. Using technology	4, 6, 7

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

Budgeted cost: £ 40,430.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support for Year 6 – two-prong approach £28,500	[EEF Targeted academic support](#) Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.	4
1:1 weekly sessions to improve writing outcomes £9,144		4
Interventions – embellish ▪ Reading Eggs	[EEF Guidance report: using digital technology to improve learning](#)	4

	Systematic programmes that exploit the use of technology	
- Reading Theory - Handwriting - Arithmetic – TT Rockstars - Numbots - Purple Mash - Spelling shed £2,786	1. Technology can be used to improve the quality of explanations and modelling 2. Technology offers ways to improve the impact of pupil practice 3. Technology can play a role in improving assessment and feedback	

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

Budgeted cost: £ 36,595.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving attendance Deputy Headteacher aligned to attendance lead role targeting: 1. Persistent absence 2. At risk of persistent absence 3. Parental engagement to improve attendance 4. Liaison with the LA and pursuit of legal action. Support member of staff aligned to day-to-day monitoring and absence tracking. £20,520	[.Gov Working together to improve school attendance](#) For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided. Research has shown associations between regular absence from school and a number of extra-familial harms. This includes crime (90% of young offenders had been persistently absent) and serious violence (83% of knife possession offenders had been persistently absent in at least 1 of the 5 years of study).	1, 2
Vulnerable learners - In-house SEMH/Safeguarding link - Huddersfield Town FC mentoring programme. - CPOMS safeguarding software for schools £9,575	[EEF Teaching and Learning toolkit: social and emotional learning](#) +4 months moderate impact for very low cost Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	2, 5, 6
Educational visits and extra-curricular clubs - Subsidised trips and visits to ensure equality of opportunity linked to the school's iFly development programme.	Internal intelligence and data shows a net deficit in wider experiences available to children identified as disadvantaged at school, including understanding the world around us beyond the immediate locality. There is an added requirement to improve resilience, aspirations and life changes to	3, 5

£6,000	equip all children with the necessary tools to be able to live in modern day Britain.	
Hardship interventions Support available to provide targeted, emergency aid. £500	Internal data and intelligence highlights specific needs within the school community. Fund available to provide emergency support, on a case-by-case basis.	2
Behaviour strategies – revised behaviour policy Revised behaviour policy and associated rewards to promote positive behaviours, resilience and a love of learning.	[EEF Guidance report: improving behaviour in schools](#) 1. Know and understand your pupils and their influences 2. Teach learning behaviours alongside managing misbehaviour 3. Use classroom management strategies to support good classroom behaviour 4. Use simple approaches as part of your regular routine 5. Tailor targeted approaches to meet the needs of individuals in your school 6. Whole-school approach for consistency	5, 6
Parental engagement Opportunities to further improve parental engagement through the annual cycle of events, links with the Friends of Moldgreen, and development over the course of the year of hybrid information and upskilling events, including: ▪ hybrid meetings to support working families and to facilitate attendance ▪ Improving attendance ▪ Liaison with external agencies ▪ Friends of Moldgreen events ▪ phonics workshops ▪ reading workshops ▪ new-starter meetings	[EEF Teaching and Learning toolkit: parental engagement](#) +4 months: moderate impact for very low cost. Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes: ▪ approaches and programmes which aim to develop parental skills such as literacy or IT skills; ▪ general approaches which encourage parents to support their children with, for example reading or homework; ▪ the involvement of parents in their children's learning activities; and ▪ more intensive programmes for families in crisis.	2, 6

Total budgeted cost: £ 173,270[4]

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[4] £15,118 sourced through school budget

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.

Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Intended outcome	Success criteria	Impact and next steps
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	In-school data shows PP children's attendance at 92.7% versus non-PP children at 94.5%. **Variance: 1.8%** Work now needed to improve attendance with reference to non-PP nationally.
Engage parents and encourage them to support school activities, to support their child's learning.	• Parents are engaging with school to support their child.	Year 6 SATs meeting well-attended; weekly parental assemblies receive high levels of attendance; reading, phonics and literature workshops attended by the full age range in school; parent voice is positive and demonstrable through biannual parent questionnaires.
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.	All children, regardless of background have equal opportunities to engage in the full range of the school's curriculum, including trips and visits. To further develop this through the school's iFly programme.
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	2022 end of KS2 progress <table><tr><td></td><td>PP</td><td>Other</td></tr><tr><td>R</td><td>-2.2</td><td>-1.8</td></tr><tr><td>W</td><td>+0.6</td><td>-1.4</td></tr><tr><td>M</td><td>-1.5</td><td>-1.2</td></tr></table>Progress broadly average against national picture. Work needed to align pupil progress against non-PP nationally. Flight path across school to be more closely monitored through RAG meetings to

		ensure as linear trajectory possible.
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.	RAG meetings forensically analyse academic performance alongside pastoral guidance, providing clear, succinct plans of action to support children with SEMH.
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.	IQM Flagship status achieved in recognition of the work undertaken to support vulnerable learners. End of KS2 progress |	SEND	Other
R	-1.0	-2.3
W	-1.0	-0.5
M	-2.6	-0.9 | Progress broadly average against national picture. Work needed to align pupil progress against non-PP nationally. Maths a key action area going forward – linked to basic skills and arithmetic.
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.	Significant improvements made through the use of a systematic, DfE-approved phonics programme. Phonics catch-up programme for Key Stage 2 children who did not achieve the phonics screening check: extended into Year 3 for daily targeted support. Work now needed to realise marginal gains to maximise the number of children achieving the phonics screening check in Year 1 in preparation for Year 2. |	PP	Other
WA	64.3%	70.6%	

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Spelling Shed	Education Shed
Reading Eggs	3P Learning
CPOMS	Raptor technologies
Purple Mash	2Simple
Numbots	Maths Circle Ltd
Letterjoin	Green and Tempest Ltd
TT Rockstars	Maths Circle Ltd

Service pupil premium funding

How our service pupil premium allocation was spent 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.
The impact of that spending on service pupil premium eligible pupils
Improved reading ages of the pupils

Further information

At Moldgreen Primary School, we use Otrack, (an online assessment tool), alongside our bespoke pupil progress tool and other regular teacher assessments for individual classes to review progress and achievement of **all** children.

As part of our review of the Pupil Premium Strategy we use internal data and information to analyse the impact our actions are having on our disadvantaged pupils.

Where necessary, we will change or alter provision that we have in place to maximise the impact of our interventions.

The Governing Body plays a key role in ensuring the pupil premium is well spent on improving educational outcomes for disadvantaged children. This is achieved through rigorous reporting mechanisms where Governors can feel assured funds are allocated proportionately and that measures are having the desired outcome.