

Pupil premium strategy statement 2023-24

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	391
Proportion (%) of pupil premium eligible pupils	2021/22 87 (24%) 2022/23 99 (28%) 2023/24 105 (27%)
Academic year/years that our current pupil premium strategy plan covers: Year 3 of a 3-year strategy	2021-22 2022-23 2023-24
Date this statement was published	September 2021
Review date	December 2023
Review team	HPE, LSz, SLo
Review period	Year 2: 2022-23
Statement authorised by	Helen Pearson
Pupil premium lead	Louise Szewczyk
Governor / Trustee lead	Andrew Hancox

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year ¹	£ 152,775.00 ²
Recovery premium funding allocation this academic year ³	£ 14,500.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*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.</i>	£ Nil
Total budget for this academic year	£ 167,275.00

¹ 2023-24 academic year: £1,455 for each primary aged pupil per year
<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

² 7/12 of academic year

³ 2023-24 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: <ul style="list-style-type: none"> ▪ 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	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.
5	An increasing proportion of pupils with identified and diagnosed mental health conditions and social emotional difficulties across all year groups including: <ul style="list-style-type: none"> ▪ 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.

KPI 1: outcomes for children

Intended outcomes	Success criteria
<p>(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.</p> <p>(B) The proportion of disadvantaged children making better than expected progress increases, so that 'on-entry' attainment gaps are closed.</p>	<ul style="list-style-type: none"> 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
<p>(A) Attendance improves for disadvantaged pupils so that it is at least in-line with the national perspective.</p> <p>(B) Persistent absence decreases for disadvantaged pupils so that it is at least in-line with the national perspective.</p>	<ul style="list-style-type: none"> 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
<p>(A) Effective support is provided to ensure that all pupils receive their full curriculum entitlement.</p> <p>(B) All pupils receive a broad, balanced curriculum entitlement to improve life chances and aspirations.</p> <p>(C) Targeted support is provided to encourage emotionally healthy, strong, and positive behaviours in all pupils.</p> <p>(D) All pupils leave Moldgreen as responsible, resilient, and respectful citizens ready for the next stage of education.</p>	<ul style="list-style-type: none"> 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: £ 9,595.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading training and resources</p> <p>Equip staff to teach phonics, vocabulary, fluency, reading and comprehension explicitly and systematically.</p> <ul style="list-style-type: none"> ▪ Little Wandle systematic synthetic phonics programme – including in Key Stage 2 ▪ Resourcing the reading/phonics curriculum. Book replenishment. <p style="text-align: right;">£3,995</p>	<p>EEF Teaching and Learning toolkit: phonics</p> <p>+5 months: high impact for very low cost.</p> <p>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.</p> <p>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).</p>	<p>4, 7</p>
<p>School-wide CPD and leadership development opportunities</p> <ul style="list-style-type: none"> ▪ National College staff wide CPD subscription, providing quality, targeted professional development related to pedagogy and practice. <p style="text-align: right;">£1,500</p>	<p>EEF Guidance report: professional development</p> <p>Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.</p>	<p>4, 7</p>
<p>Live marking</p> <p>Develop staff understanding of how to incorporate live marking and apply tasks into their day-to-day practice, including high-quality feedback.</p> <p style="text-align: right;">Directed time</p>	<p>EEF Teaching and Learning toolkit: feedback</p> <p>+6 months: very high impact for very low cost.</p> <p>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.</p> <p>Studies of verbal feedback show slightly higher impacts overall (+7 months).</p>	<p>4, 7</p>
<p>Supporting all learners</p> <p>Ensure that planning provides explicit support and challenge to</p>	<p>EEF Guidance report: special educational needs in mainstream schools</p>	<p>4, 6, 7</p>

<p>ensure that all children access the national curriculum for their chronological age.</p> <ul style="list-style-type: none"> ▪ Rosenshine principles ▪ Release time for good practice visits ▪ Coaching model ▪ IQM flagship status <p style="text-align: right;">£4,100</p>	<p>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.</p> <ol style="list-style-type: none"> 1. Explicit instruction 2. Cognitive and metacognitive strategies 3. Scaffolding 4. Flexible grouping 5. Using technology 	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 72,235.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality use of support staff</p> <ul style="list-style-type: none"> • Skilled and targeted support staff aligned to promoting positive outcomes for pupils • Emotional coaching - ELSA <p style="text-align: right;">£70,226</p>	<p>EEF Making best use of teaching assistants</p> <p>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.</p>	4, 5, 7
<p>Interventions</p> <ul style="list-style-type: none"> ▪ Reading Eggs ▪ Arithmetic – TT Rockstars and Numbots ▪ Purple Mash <p style="text-align: right;">£2,009</p>	<p>EEF Guidance report: using digital technology to improve learning</p> <p>Systematic programmes that exploit the use of technology</p> <ol style="list-style-type: none"> 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 	4

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

Budgeted cost: £ 113,280.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving attendance</p> <p>Deputy Headteacher and attendance support aligned to attendance lead role targeting:</p> <ol style="list-style-type: none"> 1. Persistent absence 	<p>.Gov Working together to improve school attendance</p> <p>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.</p>	1, 2

<p>2. At risk of persistent absence</p> <p>3. Parental engagement to improve attendance</p> <p>4. Liaison with the LA and pursuit of legal action.</p> <p>Support member of staff aligned to day-to-day monitoring and absence tracking.</p> <p style="text-align: right;">£32,351</p>	<p>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).</p>	
<p>Vulnerable learners</p> <ul style="list-style-type: none"> ▪ Huddersfield Town Association mentoring programme ▪ CPOMS safeguarding software for schools ▪ SENDCo remit linked to assessment and provision for vulnerable learners. ▪ Pastoral and guidance support <p>Parental engagement</p> <p>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:</p> <ul style="list-style-type: none"> • hybrid meetings to support working families and to facilitate attendance • Improving attendance • Liaison with external agencies • new-starter meetings • Headteacher supporting parents through community hubs <p style="text-align: right;">£69,229</p>	<p>EEF Teaching and Learning toolkit: social and emotional learning</p> <p>+4 months moderate impact for very low cost</p> <p>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.</p> <p>EEF Teaching and Learning toolkit: parental engagement</p> <p>+4 months: moderate impact for very low cost.</p> <p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> ▪ 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. 	<p>2, 5, 6</p>
<p>Educational visits and extra-curricular clubs</p> <ul style="list-style-type: none"> ▪ Subsidised trips and visits to ensure equality of opportunity linked to the school's iFly development programme. <p style="text-align: right;">£10,300</p>	<p>Internal intelligence and data show a net deficit in wider experiences available to children identified as disadvantaged at school, including understanding the world around us beyond the immediate locality.</p> <p>There is an added requirement to improve resilience, aspirations and life changes to equip all children with the necessary tools to be able to live in modern day Britain.</p>	<p>3, 5</p>

<p>Hardship interventions Support available to provide targeted, emergency aid. £500</p>	<p>Internal data and intelligence highlights specific needs within the school community. Fund available to provide emergency support, on a case-by-case basis.</p>	<p>2</p>
<p>Behaviour strategies – revised behaviour policy Revised behaviour policy and associated rewards to promote positive behaviours, resilience and a love of learning.</p>	<p><u>EEF Guidance report: improving behaviour in schools</u></p> <ol style="list-style-type: none"> 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 	<p>5, 6</p>

Total budgeted cost: £ 195,110⁴

⁴ £27,835 sourced through school budget

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

KPI 1: outcomes for children

Intended outcomes	Success criteria	Impact and next steps																																								
<p>(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.</p> <p>(B) The proportion of disadvantaged children making better than expected progress increases, so that 'on-entry' attainment gaps are closed.</p>	<ul style="list-style-type: none"> 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. 	<p>EYFS: 28.5% increase on previous year, placing the school in the 40th percentile from the 76th percentile in the previous year.</p> <p>Y1 Phonics: 28% of this cohort (disadvantaged) achieved GLD at EYFS. Year 1 phonics achievement equates to 53.8%. Whilst this figure is below the national perspective, this demonstrates a 25.8% increase from baseline figures.</p> <p>Y2 phonics recheck: 71.4% of disadvantaged children achieved the expected standard placing school in the 28th percentile nationally.</p> <p>Key Stage 1: There is no GLD data owing to Covid-19</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>PP Nat</th> <th>Oth Nat</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>53</td> <td>54</td> <td>73</td> </tr> <tr> <td>W</td> <td>32</td> <td>45</td> <td>65</td> </tr> <tr> <td>M</td> <td>53</td> <td>56</td> <td>75</td> </tr> <tr> <td>C</td> <td>32</td> <td>41</td> <td>61</td> </tr> </tbody> </table> <p>Key Stage 2:</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>PP Nat</th> <th>Oth Nat</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>45</td> <td>60</td> <td>78</td> </tr> <tr> <td>W</td> <td>55</td> <td>58</td> <td>77</td> </tr> <tr> <td>M</td> <td>50</td> <td>59</td> <td>79</td> </tr> <tr> <td>C</td> <td>30</td> <td>44</td> <td>66</td> </tr> </tbody> </table> <p>Information below considers performance of 'home-grown' children⁵ (33) of whom, 6 children missed achieving the expected standard in reading by 1 mark. Had these children achieved the additional mark, attainment in reading would have increased to 67% for this group. Performance in writing and maths for 'home-grown' children shows performance closer to that of non-disadvantaged children nationally: 73% writing and 73% maths.</p> <p>Two children were working below the Key Stage and were therefore disapplied from sitting statutory assessments.</p> <p>Strategic review of staffing in Years 2 and 6 to secure increased outcomes.</p>		PP	PP Nat	Oth Nat	R	53	54	73	W	32	45	65	M	53	56	75	C	32	41	61		PP	PP Nat	Oth Nat	R	45	60	78	W	55	58	77	M	50	59	79	C	30	44	66
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⁵ Children who have spent their full primary education at Moldgreen Primary School (Reception to Year 6).

KPI 2: attendance and persistent absence

Intended outcomes	Success criteria	Impact and next steps
<p>(A) Attendance improves for disadvantaged pupils so that it is at least in-line with the national perspective.</p> <p>(C) Persistent absence decreases for disadvantaged pupils so that it is at least in-line with the national perspective.</p>	<ul style="list-style-type: none"> 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. 	<p>2022-23 overall absence for disadvantaged children at Moldgreen equates to 9.3% compared to 10.8% nationally.</p> <p>31% of disadvantaged children whose attendance is cause for concern have received safeguarding or child protection intervention owing to SEND, safeguarding or medical needs.</p> <p>43% of disadvantaged children are from minority ethnic groups whose absence results from extended absence abroad. Interventions including fines have been issued to these families in-line with Kirklees policy.</p> <p>34 children were identified as persistently absent comprising:</p> <ul style="list-style-type: none"> 11 SEND – including medical 12 minority ethnicity – absence relates to extended leave abroad 9/34 children were in Year 6 all of whom did not achieve RWM combined. <p>Increased emphasis on this strand in 2023-24 through Deputy Headteacher remit in addition to in-house attendance and pastoral officer.</p>

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

Intended outcomes	Success criteria	Impact and next steps
<p>(A) Effective support is provided to ensure that all pupils receive their full curriculum entitlement.</p> <p>(B) All pupils receive a broad, balanced curriculum entitlement to improve life chances and aspirations.</p> <p>(C) Targeted support is provided to encourage emotionally healthy, strong, and positive behaviours in all pupils.</p>	<ul style="list-style-type: none"> 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. 	<p>In-line with the school's Flagship status with Inclusion Quality Mark (IQM), Moldgreen Primary School is committed to focusing on the whole child and has achieved the following over the last academic year:</p> <ul style="list-style-type: none"> Children have been referred to relevant external agencies where required. All children have accessed the school's iFLY curriculum including, amongst others: <ul style="list-style-type: none"> Two-year groups attended overnight residentials: York and Cliffe House Learning outside the classroom with High Adventure (Keighley) Visits to places of worship – including churches, mosques and synagogues Visits to cultural locations such as the Laurence Batley theatre

<p>(D) All pupils leave Moldgreen as responsible, resilient, and respectful citizens ready for the next stage of education.</p>	<ul style="list-style-type: none"> • Children actively engage in lessons. • Children can use strategies to be resilient in all situations resulting in fewer instances of negative behaviour incidents. 	<ul style="list-style-type: none"> • Forest school accessed for some of the most vulnerable children with a specific emphasis on wellbeing and regulation. • Visitors to school provided experiences <ul style="list-style-type: none"> ○ Mobile farm visits for Key Stage 1 and EYFS ○ HSBC financial education links ○ HMPNOT4ME ○ Exotic pets ○ Huddersfield Town footballers, including Danny Ward and Michal Helik <p>Following revision of the school's behaviour policy, a more forensic approach to reviewing, tracking and monitoring behaviour has resulted in a significant reduction in low-level disruption. Staff are empowered and trusted to manage behaviour effectively in-line with policy and have become skilled professionals in (1) owning the behaviour process, (2) promoting positive behaviours through strong relationships, (3) recording information through our CPOMS system and (4) seeking advice and support, where required, where a more personalised and targeted approach is required. Where behaviour is a cause for concern, these cases are discussed at SLT meetings, recorded and appropriate action taken as a result. All parents related to this are positive about the way in which Moldgreen responds to and tackles behaviour issues.</p> <p>Parent voice:</p> <p><i>I'd like to thank you for dealing with the situation so promptly, hopefully they'll think twice next time. (June 2023)</i></p> <p><i>[Child] is much happier, no reoccurrences have taken place and that [child] is now interacting with a wider range of his peers at break and lunchtimes. (July 2023).</i></p>
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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
Reading Eggs	3P Learning
CPOMS	Raptor technologies
Purple Mash	2Simple
Numbots	Maths Circle 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.