



Pupil Premium Strategy Statement

This statement details our school's use of the Pupil Premium for the academic year 2023 to 2024 to help improve the attainment of disadvantaged pupils. This is part of a three-year strategy.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the impact that last year's spending of the Pupil Premium had within our school.

School overview

Detail	Data
School name	Moor Green Primary Academy
Number of pupils in school	412 (ex. Nursery)
Proportion (%) of pupil premium eligible pupils	31% (September 2023)
Academic year/years that our current pupil premium strategy plan covers	2023-2024 to 2025-2026
Date this statement was published	5 th September 2023
Date on which it will be reviewed	8 th January 2024
Statement authorised by	Yateen Bhoola
Pupil premium lead	Tom Twort
Governor / Trustee lead	Kristina Gruzdeva

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£182,724
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£182,724

Part A: Pupil premium strategy plan

Statement of intent

We will use a tiered approach to Pupil Premium spending. This will help ensure we balance approaches to constantly evaluate and improve teaching and learning, targeted academic support and wider strategies.

By spending funding on improving teaching through professional development, training and support for early career teachers and recruitment and retention, we will ensure an effective teacher is in front of every class, and that every teacher is supported to keep improving.

Through targeted academic support, we will work hard to ensure pupils identified as needing to catch up with their peers get the help they need to make substantial progress.

In addition to academic support, interventions are in place to ensure a more holistic approach. 1:1 mentoring and small, social group activities will help remove barriers to learning linked to emotional and behavioural development.

Increasing attendance and reducing persistent absenteeism is also key focus for the school. The Pastoral Manager will provide relentless challenge and support to the families of children whose attendance is causing concern.

Raising the achievement of disadvantaged pupils is the responsibility of all staff at Moor Green and our pupil premium strategy is fully aligned with our school development plan which outlines this priority

Challenges

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

Challenge number	Detail of challenge
1	Attendance data shows that rates of absence and persistent absence are higher for disadvantaged pupils than non-disadvantaged pupils.
2	Assessment data and monitoring evidence shows that disadvantaged pupils in some year groups have been impacted by lockdowns and partial closures to a greater extent than non-disadvantaged pupils.
3	Assessment data and monitoring evidence shows that disadvantaged pupils in some year groups with multiple vulnerabilities (SEND and/or EAL) are not yet strong readers with secure comprehension skills and, as a result, are not yet able to recall as much key knowledge and vocabulary across the curriculum as non-disadvantaged pupils.

4	Discussions with pupils have identified that some disadvantaged pupils have limited access to varied life experiences. This has been exacerbated by the cost-of-living crisis.
5	Since the pandemic there has been an increased requirement for access to pastoral support and early help for some disadvantaged families.

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
Improved attendance for disadvantaged pupils.	<p>Attendance for disadvantaged pupils is at least in line with non-disadvantaged pupils nationally.</p> <p>Persistent absence rates for disadvantaged pupils are at least in line with non-disadvantaged pupils nationally.</p>
Disadvantaged pupils make at least expected progress (in line with the demands of the curriculum) as a result of highly effective quality first teaching and targeted interventions.	<p>Monitoring and evaluation shows that all teaching in school is effective or highly effective.</p> <p>In reading, writing and maths, 100% of disadvantaged pupils make expected progress (in line with the demands of the curriculum) and at least 35% make better than expected progress from previous assessment points (which enables them to catch up with their peers).</p> <p>In statutory assessments, disadvantaged pupils perform at least in line with their non-disadvantaged peers nationally.</p>
Disadvantaged pupils, particularly those with multiple vulnerabilities, are fluent readers with secure comprehension skills which enable them to thrive in all areas of the curriculum.	<p>Analysis of reading fluency interventions show that disadvantaged pupils are becoming increasingly fluent readers.</p> <p>Assessment and monitoring shows that disadvantaged pupils are keeping up with the demands of the curriculum in reading comprehension.</p> <p>Pupil voice and monitoring of reading habits shows that all disadvantaged pupils are reading regularly and developing into lovers of books.</p> <p>Analysis of pupil book study findings show that disadvantaged pupils, especially those with multiple vulnerabilities are able to fully access all aspects of the curriculum and are remembering more knowledge and vocabulary,</p>

<p>Increased access to a wide range of curricular and extra-curricular experiences</p>	<p>All disadvantaged pupils participate in curricular experiences including 11B411 Promises.</p> <p>Free places are offered in all extra-curricular clubs and rates of participation for disadvantaged pupils in extra-curricular clubs are high.</p>
<p>Disadvantaged pupils and their families benefit from pastoral care and assistance</p>	<p>Tracking of behaviour data shows that incidents involving disadvantaged pupils continue to decrease.</p> <p>Cases studies evidence the positive impact of early help interventions.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (**this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £91,362

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deputy Headteachers and subject leaders will ensure an effective or highly effective teacher is in front of every class, and that every teacher is supported to keep improving. They will provide whole school CPD as well as personalised coaching and support.</p>	<p>EEF research shows that improving teaching is the <i>'key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending'</i>. Important aspects of CPD provided include: in the moment feedback, reading comprehension strategies, phonics and adaptive teaching. All of which EEF research shows has a positive impact on pupil outcomes.</p>	<p>2, 3, & 4</p>
<p>Deputy Headteachers and subject leaders will play a key role in the school's curriculum development and evaluation work. There will be a strong focus on developing less confident subject leaders through coaching and mentoring and signposting to relevant research.</p>	<p>Our curriculum design and implementation is underpinned by research including:</p> <ul style="list-style-type: none"> • The EEF's metacognition and self-regulated learning strategies • Chris Quigley's 'Making it Stick – Teaching for Long-Term Memory' • Willingham's Simple Model of Memory <p>Senior leaders will use their knowledge and experience in these areas to further develop less confident or inexperienced leaders.</p>	<p>2, 3, & 4</p>
<p>Pupil Book Study will be used to support subject leaders so that they better understand and are confident to articulate how the curriculum design enables pupils to achieve well, and how the well thought out planning translates to work in pupils' books.</p>	<p>We will use Alex Bedford's Pupil Book Study which is an evidence informed guide to help leaders quality assure our curriculum. A systematic toolkit will enable leaders and teachers to focus on evaluating the curriculum, teaching and learning in a precise, evidence-rich environment.</p>	<p>2, 3, & 4</p>

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

Budgeted cost: £36,282

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted teaching support for low prior attaining pupils, further disadvantaged by lockdown, to enable them to make at least expected progress.	EEF research shows that small group tuition has a positive impact on attainment levels.	2 & 3
Small group language intervention and 1:1 support from SEND Inclusion Lead and Speech and Language Champion.	EEF research shows that oral language interventions have a positive impact on pupils' ability to develop language and comprehension skills	2, 3, & 4

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

Budgeted cost: £54980

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Manager to provide support for pupils and their families – offering support and challenge as well as promotion of high levels of attendance and removal of barriers to learning.	Research shows that good attendance has a direct link to academic outcomes and subsequent life chances. If pupils in receipt of early help intervention feel happy and safe, they are more likely to be able to learn well in school.	1 & 5
Rewards and incentives to support the school attendance strategy.		1
Health and Learning Mentor to provide 1:1 support and intervention to support pupils with self-regulation and understanding of emotions. This support will extend to families where needed.	EEF research shows that social and emotional learning and improved self-regulation has a positive impact on attainment.	5

Total budgeted cost: £182,724

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 2022 to 2023 academic year.

Attainment and Progress:

EYFS GLD 2022-2023

- 58% of disadvantaged children achieved a Good Level of Development.

Year 1 Phonics Screening Check 2022-2023

- 86% of disadvantaged children passed the phonics screening check.

End of KS1 2022-2023

- 74% of disadvantaged children achieved the expected standard in reading.
- 63% of disadvantaged children achieved the expected standard in writing.
- 63% of disadvantaged children achieved the expected standard in maths.

End of KS2 2022-2023

- 76% of disadvantaged children achieved the expected standard in reading.
- 76% of disadvantaged children achieved the expected standard in writing.
- 71% of disadvantaged children achieved the expected standard in maths.
- 67% of disadvantaged children achieved the expected standard in reading, writing and maths combined.

Reading: 2022-2023 In-Year Progress for Disadvantaged Pupils from Autumn Baseline to Summer End

- Year 1: expected progress -100% better than expected progress - 22%
- Year 2: expected progress - 100% better than expected progress -22%
- Year 3: expected progress - 100% better than expected progress -5%
- Year 4: expected progress - 95% better than expected progress -13%
- Year 5: expected progress - 100% better than expected progress -5%
- Year 6: expected progress - 90% better than expected progress -40%

Writing: 2022-2023 In-Year Progress for Disadvantaged Pupils from Autumn Baseline to Summer End

- Year 1: expected progress -90% better than expected progress - 11%
- Year 2: expected progress - 89% better than expected progress -22%
- Year 3: expected progress - 100% better than expected progress -0%
- Year 4: expected progress - 96% better than expected progress -9%
- Year 5: expected progress - 100% better than expected progress -0%
- Year 6: expected progress - 100% better than expected progress -13%

Maths: 2022-2023 In-Year Progress for Disadvantaged Pupils from Autumn Baseline to Summer End

- Year 1: expected progress -94% better than expected progress - 11%
- Year 2: expected progress - 94% better than expected progress -11%
- Year 3: expected progress - 90% better than expected progress -11%
- Year 4: expected progress - 96% better than expected progress -9%
- Year 5: expected progress - 100% better than expected progress -5%
- Year 6: expected progress - 90% better than expected progress -5%

Monitoring and evaluation records show that all teaching in school is effective or highly effective.

Increased access to a wide range of curricular and extra-curricular experiences

School monitoring and evaluation, further supported by Trust validation, shows that pupils demonstrate high levels of engagement in learning across the curriculum.

Disadvantaged children enjoy rich and varied experiences that they may not otherwise have been able to access.

Rates of participation in extra-curricular clubs were high. 100% of disadvantaged pupils who requested a place in sports, art, chess or drama club were offered a place.

Rates of participation in after school sports club are improving but leaders are determined to further increase the numbers of disadvantaged pupils attending the after school club offer.

Attendance:

The Pastoral Manager has forensically tracked attendance. He has worked with families to identify barriers to attendance and has supported them, e.g. with letters, meetings and provision of breakfast club places. Fines are only issued when all avenues of early help have been exhausted.

Disadvantaged attendance for Autumn Term 2023: 94.4%

Disadvantaged pupils persistently absent during the academic year 2022-2023: 16.8%

Improving attendance and reducing persistent absenteeism of disadvantaged pupils remains a key whole-school improvement priority.

Pastoral Care and Assistance

Mentor sessions and Lego intervention impacted on pupil wellbeing and fitness. School held records show high-quality support and guidance offered to pupils.

Case studies show how 1:1 support and intervention impacted positively on behaviour of individual pupils.

Cases studies evidence the positive impact of early help interventions.

Mental Wellbeing and Fitness activities provided in school Healthy Lifestyles Awareness week promoted healthy lifestyles at school and at home for families in need of help.

There was 100% participation of disadvantaged pupils in Wellbeing Hub activities.