

Pupil premium strategy statement

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 Schools Federation
Number of pupils in school	374 (Inf 164, Jnr 210)
Proportion (%) of pupil premium eligible pupils	Inf 15.9%, Jnr 15.7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	24.11.21
Date on which it will be reviewed	July 2022
Statement authorised by	Local Governing Body
Pupil premium lead	Liz Hebditch
Governor / Trustee lead	Katherine Risk

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79,355 (Inf £34,970, Jnr £44,385)
Recovery premium funding allocation this academic year	£8,700 (Inf £3,770, Jnr £4,930) - estimated
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	£88,055

Part A: Pupil premium strategy plan

Statement of intent

Moorlands Schools Federation commits to working collaboratively and collectively with schools across the Partnership Trust, to eliminate the disadvantaged gap.

Our aim is to use pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school so that this is at least comparable with that of non-disadvantaged pupils nationally.

We aim to support disadvantaged pupils to adjust socially and emotionally so that they are better placed to access high quality teaching and to succeed academically.

During the period of this strategy plan we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well: oral language and vocabulary; writing stamina and composition; early reading skills and social and emotional resilience.

Our expectation at Moorlands is that all pupils, irrespective of background or the challenges they face, become strong readers and writers. This will broaden their horizons; enabling them to be good communicators, and be interested and interesting citizens.

The approaches we have adopted complement each other to help pupils to excel. To ensure they are effective we will:

- ensure disadvantaged pupils are supported and purposefully challenged in their learning
- act early to intervene at the point need is identified
- adopt a whole school 'deliberately bothered' approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments, discussions and observations show that the writing levels of most disadvantaged pupils are significantly below their non-disadvantaged peers and the gap is widening.</p> <p>Teacher assessment shows that 33% of our disadvantaged pupils are working at age-related expectations compared to 72% of others.</p>
2	<p>Internal and external assessments show some disadvantaged pupils attain less well in the Y1 Phonics check, impacting on their development as readers.</p> <p>The most recent phonics check showed that 37.5% of our disadvantaged pupils achieve the pass mark compared to 84% of non-disadvantaged.</p>
3	<p>Our assessments, discussions and observations show underdeveloped oral language and vocabulary gaps for some disadvantaged pupils, from EYFS and through the school to KS2.</p> <p>Our baseline assessments on entry to Reception demonstrate that 33% of our disadvantaged pupils enter school below age-related expectations compared to 22% of others.</p>
4	<p>Our assessments, discussion and observations have identified social and emotional / self-confidence issues for some disadvantaged pupils, which has an impact on their engagement in and enjoyment of learning. This limited resilience impacts their willingness to challenge themselves and independently take risks with their learning.</p> <p>Within our school, 75 pupils are identified as needing additional support with social emotional needs. Since the pandemic, referrals from teachers and parents for support have increased.</p>
5	<p>Our attendance data shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance.</p> <p>At present 31% of our PP children are in danger of falling into the 'persistent absenteeism' category.</p>

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 writing stamina and spelling accuracy for disadvantaged pupils	Teacher assessment of pupils' writing demonstrates a reduction in the attainment gap between disadvantaged pupils and their peers in school from 39% to no more than 10%. This is within a context of high attainment for all.

	Pupils are assessed against the Youngs Parallel Spelling Test and this is used to inform next steps.
All disadvantaged pupils at Moorlands leave as strong readers	<p>KS1 phonics assessment scores reflect our ambition to reduce the attainment gap between disadvantaged pupils and their peers from 46.5% to no more than 10%.</p> <p>Pupils are assessed against the national standard using the GL Assessment New Group Reading Test and this is used to inform next steps.</p> <p>End of Key Stage outcomes show disadvantaged pupils make progress towards their aspirational and challenging targets and they are on track to perform as well as non-disadvantaged pupils nationally.</p>
Improved oral language for disadvantaged pupils	Teacher assessment of pupils' oral language at the end of EYFS demonstrates a reduction in the attainment gap between disadvantaged pupils and their peers in school from 11% to no more than 5%.
Improved attendance for disadvantaged pupils	Attendance for disadvantaged pupils improves in line with personalised targets so that disadvantaged pupils are on track to meet at least 95% each half term with no unauthorised absence.

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: £47,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Standardised diagnostic assessments to identify individual pupil need for both teaching and learning and academic intervention.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: EEF research into Diagnostic Assessments https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants	1, 2, 3
Whole school CPD to secure high quality teaching for all children. Training to include: 7 principles within Moorlands teaching and learning policy MITA training ECT training Training to support writing across KS1 and 2	There is strong evidence that meta-cognition and self regulation and feedback have very high impact on pupil's rate of progress. EEF Teaching and Learning toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback (+6) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation (+7) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send Deploying TAs effectively in the classroom can help pupils in developing independence and in managing their own learning. EEF Maximising the Impact of Teaching Assistants https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants	1,2,3
Embedding RWI phonics across EYFS and KS1	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: EEF Improving Literacy in Key Stage 1	2

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	
Launching and embedding the RWI Spelling programme across the whole school.	EEF guidance highlights that spelling should be taught explicitly and that high-quality structured interventions should be used to help pupils who are struggling with literacy. EEF Improving Literacy in Key Stage 1 and 2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1
Improve the quality of social and emotional learning through embedding Thrive approaches across school. This will be supported by professional development and training for staff	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies?utm_source=/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies&utm_medium=search&utm_campaign=site_searchh&search_term https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219638/DFE-RR253.pdf	4

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

Budgeted cost: £21,055

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions for targeted pupils in KS2	EEF SEN research recommendation 4: <i>Compliment high quality teaching with carefully selected small-group and one-to-one interventions.</i> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1
Nuffield Early Language Intervention	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	2

	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention	
Engaging with the School Led Tutoring Grant Programme for 1:1 or 1:2 tutoring sessions for oracy or reading or writing or maths (25% school top-up) (3x 30min sessions every week)	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and small group:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://www.nfer.ac.uk/media/1700/eftr05.pdf</p> <p>https://www.thetutortrust.org/Handlers/Download.ashx?IDMF=f327d9b8-3ec9-413d-bdb3-5d987d762e9a</p>	1, 2, 3

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive group work and 1:1 support	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies?utm_source=/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies&utm_medium=search&utm_campaign=site_searchh&search_term</p>	4
Create and embed a School Relational Policy.	<p>EEF Special Educational Needs in Mainstream schools recommendation 1: <i>Create a positive and supportive environment for all pupils, without exception.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219638/DFE-RR253.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	4, 5

	Supporting Teachers in Relational Pedagogy and Social Emotional Education https://files.eric.ed.gov/fulltext/EJ1137978.pdf	
<p>Improve attendance and punctuality by</p> <ul style="list-style-type: none"> – <i>Monitoring attendance and punctuality data, responding to evidence as it emerges</i> – <i>Maintaining the work of and interventions led by the attendance team</i> – <i>Holding regular meetings with parents/carers, CMEO and School Nurse</i> – <i>Recording attendance concerns/actions in CPOMS and discussing these at weekly safeguarding meetings</i> 	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://www.gov.uk/government/statistics/pupil-absence-in-schools-in-england-2017-to-2018</p>	5
Contingency fund for acute issues	Resources set aside for needs not yet identified. Our experience tells us this is important to be able to be responsive.	All

Total budgeted cost: £88,055

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.

A number of our planned strategies were not fully implemented due to Covid 19 restrictions and partial school closures. Our resources were diverted to support acute and unplanned need arising from the pandemic.

As evidenced in schools across the country, the impact of Covid 19 and partial school closures was most detrimental to our disadvantaged pupils. Learning was disrupted in key subject areas, particularly in writing in years 1-5. Disadvantaged pupils were invited into school but for those who were unable to attend we provided printed home learning packs and provided devices for those without IT access to remote learning.

Although national assessments were cancelled in 2020/21, our school assessments demonstrated that disadvantaged pupil premium performance in KS2 reading improved in the last academic year. Performance in KS2 Maths and Writing was similar to previous years. Performance of disadvantaged pupils in KS1 school assessments was lower, partly due to having had two disrupted years of education.

School assessments and observations indicate that pupil mental health and wellbeing was significantly impacted by Covid 19 which in turn impacts pupils' attendance and engagement in learning. Pupil Premium funding was used to provide support for all pupils and targeted provision was implemented where needed.

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
Read Write Inc	Ruth Miskin
Thrive online	Thrive
RWI Spelling	Ruth Miskin
Wellcomm assessment	GL assessment

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?	Thrive Motor skills support Social skills support
What was the impact of that spending on service pupil premium eligible pupils?	Improved engagement in group work Improved self-regulation in the classroom

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.