

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	386 (Inf 179, Jnr 207)
Proportion (%) of pupil premium eligible pupils	18.3%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
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	£69,250 (Inf £27,700, Jnr £41,550)
Recovery premium funding allocation this academic year	£7,395 (Inf £3,045, Jnr £4,350)
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	£76,645

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: £39,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Strengthen the ability of teachers and teaching assistants to develop pupils' metacognitive skills and knowledge</p> <p>Whole school CPD to secure high quality teaching for all children. Training to include:</p> <p>7 principles within Moorlands teaching and learning policy</p> <p>ECT training</p> <p>Monitoring the use of agreed strategies through learning walks and lesson drop-ins.</p> <p>Provide opportunities for teachers to observe each other using a 'lesson study model' to provide feedback on the impact of teaching approaches used to develop pupils' metacognitive knowledge and skills across a range of subjects.</p>	<p>Evidence gathered through research conducted by the EEF suggests the use of metacognitive strategies that get pupils to think about their own learning can be worth the equivalent of an additional +7 months' progress when these are effectively applied in the classroom. Additionally, the research indicates that the impact of these approaches is particularly high for disadvantaged pupils.</p> <p>Metacognition and Self-Regulated Learning – EEF Guidance Report Oct 2021</p> <p>Metacognition and Self-Regulation Recommendations – EEF Oct 2021</p> <p>Moving forwards, making a difference: A planning guide for schools 2022–23 – EEF May 2022</p>	<p>1,2,3</p>
<p>Embedding RWI phonics across EYFS and KS1</p>	<p>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:</p>	<p>2</p>

	<p>EEF Improving Literacy in Key Stage 1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	
<p>Strengthening the teaching of writing</p> <p>Build pupils' confidence to write by increasing the ease with which they can record in the written form, commonly occurring words that are used to structure spoken as well as written language.</p> <p>Embedding the RWI Spelling programme across the Years 2 to 6.</p> <p>Embedding writing training from last year – Daily Sentence as well as Sentence Stacking.</p> <p>Professional development for staff for writing:</p> <ul style="list-style-type: none"> • Understanding year group expectations in writing for Years 1 to 6 • How to effectively moderate writing using example portfolios • Moderation opportunities both in-school and across the Trust 	<p>At KS1 as well as KS2, recommendations arising from EEF research reference the importance of developing pupils' transcription and sentence construction skills through extensive practice. This includes the specific teaching of spelling and the use of diagnostic assessment to focus effort on spellings that pupils are finding difficult to master and are inhibiting the flow of their writing.</p> <p>EEF Improving Literacy in Key Stage 1 and 2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	1
<p>Improve the quality of social and emotional learning through embedding Thrive approaches within classroom practice.</p> <p>This will be supported by professional development and training for all staff</p>	<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>EEF https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies?utm_source=/education-evidence/early-years-toolkit/social-and-</p>	4

	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	
Develop a shared expectation and understanding for the high quality teaching of oracy to build staff confidence and ability to teach it Staff CPD	EEF 'Teaching and Learning Toolkit' identifies Oral language interventions as an effective approach to accelerating academic progress (+6 months). Evidence suggests that children from disadvantaged backgrounds are more likely to be behind in developing early language and speech skills. They are also more likely to make accelerated progress in Oracy development. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	3

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

Budgeted cost: £10,000

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, 2
Screen EYFS pupils for oracy skills using Wellcomm assessment	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 https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention	3
Engaging with the National Tutoring Programme to	Tuition targeted at specific needs and knowledge gaps can be an effective method to	1, 2, 3

<p>provide school led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. (40% school top-up) (2x 30min sessions every week)</p>	<p>support low attaining pupils or those falling behind, both one-to-one and small group: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://www.nfer.ac.uk/media/1700/eftr05.pdf https://www.thetutortrust.org/Handlers/Download.ashx?IDMF=f327d9b8-3ec9-413d-bdb3-5d987d762e9a</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £27,395

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Thrive group work and 1:1 support CPD for Thrive practitioners</p>	<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): 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
<p>Embedding the Relational Policy across the whole school. CPD on attachment and relationship.</p>	<p>EEF Special Educational Needs in Mainstream schools recommendation 1: <i>Create a positive and supportive environment for all pupils, without exception.</i> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219638/DFE-RR253.pdf</p>	4, 5

	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Supporting Teachers in Relational Pedagogy and Social Emotional Education</p> <p>https://files.eric.ed.gov/fulltext/EJ1137978.pdf</p>	
<p>Improve attendance and punctuality of disadvantaged learners by 1.2% through:</p> <ul style="list-style-type: none"> – <i>Nominating a School Attendance Champion</i> – <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, Attendance and Welfare Support Officer (A&WSO) and School Nurse</i> – <i>Recording attendance concerns/actions in CPOMS and discussing these at weekly safeguarding meetings</i> – <i>Referrals to Parent Support Advisor</i> 	<p>Poor attendance impacts on pupils' ability to access high quality teaching and creates gaps in knowledge and understanding that grow exponentially over time. Research and analysis published by Ofsted in February 2022 identifies approaches that secure good attendance and reduce persistent absence. The research also takes account of school attendance challenges that arose in autumn 2021.</p> <p>Research and analysis: Securing good attendance and tackling persistent absence – Ofsted Feb 2022</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: £76,645

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.

'Maximising the Impact of Teaching Assistants' (MITA) training led to a focus on deployment of TAs within the Monitoring, Evaluating and Review cycle. Learning-Looks and Drop-ins demonstrated an improvement in how TAs were being used to support our most vulnerable learners, included our disadvantaged pupils in the classroom. This was also noted in the Trust Whole School SEND review at the end of the year. Staff absence had an impact on the number of interventions that were able to run and because of this Phonics and Speech and Language interventions were prioritised in line with the focus on Reading and Oracy. NELI groups ran in EYFS for a limited number of pupils with good results.

Standardised assessments were used, in addition to NFER assessment, to track progress of interventions in line with the MITA training. Reading and spelling ages test were implemented across the school and Maths age assessments were carried out for several disadvantaged pupils. This enabled smaller steps of progress to be measured for some of our disadvantaged pupils who are working below Age Related Expectations.

Additional Read Write Inc training enabled all Infant staff to run daily stage-appropriate groups. 62.5% of Year 1 disadvantaged pupils (5/8) passed their Year 1 Phonics Screening Check compared to 77.6% overall. (The 3 disadvantaged pupils who did not pass all have high level special educational needs). 77% of Year 2 disadvantaged pupils (10/13) passed their Phonics Screening re-take compared to 87% overall. This was an improvement on the previous year. (Of the 3 disadvantaged pupils who did not pass, 2 are pupils with EHCPs). Identified KS2 pupils have had daily phonics interventions and now have access to new high-quality decodable books at their level. All disadvantaged pupils made progress across RWI groups with some making accelerated progress and coming off the programme.

All staff received training in RWI Spelling programme but implementation and consistency was affected by high levels of staff absence and the implementation of this continues as a focus for the coming year.

Tracking of in-school Thrive assessments indicate good impact on social and emotional development for disadvantaged pupils. Each school has a trained Thrive practitioner or ELSA providing support either 1:1 or in groups as well as additional transition support groups for Year 6 pupils. All staff have received Thrive training and this is reflected in

the school's Relational Policy. In the recent Trust SEND review, the Relational Policy was noted as best practice.

A total of 39 disadvantaged pupils received support through the National Tutoring Programme. School Led Tutoring was led by part time teachers who already knew the pupils well and therefore were able to maximise progress in Reading, Writing or Maths. Entry and exit data showed good progress in the specific area of tutoring.

Attendance of disadvantaged pupils was monitored closely with regular attendance review meetings with parents and CMEO. The attendance of disadvantaged pupils is below the Trust average (91.8% compared to 93.3%) and some of our disadvantaged pupils were consistent non-attenders. Some staff have attended training on supporting Emotional Based School Avoidance (EBSA) as well as receiving support through the Bath Behaviour and Attendance panel and the school's Parent Support Advisor. This has informed practice for the coming year.

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 Approach	Thrive
RWI Spelling	Ruth Miskin
New Group Reading Test	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