



Moirra Primary School

Pupil Premium Strategy

2021-2024

Moira 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	Moira Primary School
Number of pupils in school	187
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	C. Coates – Executive Headteacher
Pupil premium lead	V. Santy – Head of School
Governor / Trustee lead	L. Wyatt – Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,560
Recovery premium funding allocation this academic year	£7,395
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	£74,955

Part A: Pupil premium strategy plan

Moira Statement of intent

Our intent supports our whole school vision of, 'The **adventure** begins as all are welcomed through the doors of Moira Primary School. We celebrate and nurture **creativity, kindness, curiosity** and a **healthy** attitude to learning, across our whole school community.'

Moira Primary School is committed to enabling all of our children, irrespective of their background or the challenges they face, to fulfil their academic potential to make good progress across all areas of the curriculum, and to ensure their readiness to face future learning with confidence. As a school, our focus is to support and nurture our disadvantaged pupils, including those who are already high attainers, both academically and emotionally.

We will recognise the challenges faced by vulnerable pupils and that they may have significant barriers to overcome in order to achieve and succeed, including those who have a social worker and young carers.

High-quality teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our key principles when setting and reviewing our strategy are:

- We ensure that teaching and learning opportunities meet the needs of all of pupils, both in terms of challenge and identifying need where appropriate.
- We work closely with our children and their families to ensure that we target the most important areas of need.
- We use research to provide evidence, such as the EEF Framework, to ensure that our intentions are effective in closing the gap.
- Academic and social targets are incorporated to develop the whole child.
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We ensure their wider curriculum and experiences are effective in supporting them to strive for success in the areas that they enjoy.
- Children are challenged to achieve their potential across the curriculum and intervention is identified at the earliest point.
- We have a whole school 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	Assessments, observations and discussions with pupils indicate higher levels of underperformance among many disadvantaged pupils compared to non-disadvantaged pupils.
2	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers, which negatively impacts their reading development An increase in parental engagement in reading is required to support pupils learning to read.
3	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably low self-esteem. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic.
4	Observations and discussions with families and children indicate that children from the disadvantage group have far fewer opportunities for cultural enrichment than their peers.
5	Attendance data over the last two years indicates that attendance among disadvantaged pupils has been significantly lower for disadvantaged pupils than for non-pupil premium groups.

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
1. Improved progress in reading, writing and maths for pupil premium children	Children within the Pupil Premium group to make more than expected progress in reading, closing the gap between attainment in this group and their peers.
2. Improved progress in phonics and early reading for Pupil Premium children	Children within the pupil premium group to make more than expected progress in phonics and early reading. Improved attitudes towards reading at home and an increase in uptake demonstrated through pupil and parent voice.
3. To improve pupil positivity towards school and enable them to access learning	Improved attitudes towards learning demonstrated through pupil voice. Improved outcomes for this group. Behavioural incidents reduced. More children accessing social and emotional support.

4. To improve the uptake of enrichment activities.	More disadvantaged pupils are accessing a wide range of enrichment and this is evidenced through pupil voice and registers.
5. To improve and sustain improved attendance for all pupils, with a strong focus on our pupil premium group	<p>The whole school absence rate is no more than the national average.</p> <p>The attendance rate of pupil premium children to increase and be equitable with non-pupil premium children.</p> <p>Persistently absent pupils have significantly reduced their percentage of absence.</p>

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: £7,920

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching across school to improve engagement, standards and progress in reading and writing</p> <p>LKS2 T4W Greater Depth in writing x2 teachers £324</p> <p>KS1/EYFS Developing An inspiring reading culture X3 teachers £297</p> <p>Leadership of PP (VS) £6,600.</p>	<p>EEF guide to pupil premium is the tiered approach – teaching is the top priority and includes CPD.</p> <p>Research tells us that quality first teaching can narrow the disadvantage gap. The mechanisms of this training builds on systems already in place, builds knowledge, develops teaching practice and embeds practice. It meets the needs of our school in terms of staff development and ensuring agreed processes in reading and writing are strengthened through the training.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>1, 3, 4</p>
<p>High quality CPD Teaching for Mastery training.</p> <p>KS1 training.</p> <p>Maths lead to access Maths Hub and disseminate CPD throughout the school. £200</p>	<p>EEF guide to pupil premium is the tiered approach – teaching is the top priority and includes CPD.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf</p> <p>The DfE Non-statutory guidance draws on evidence-based approaches:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p>	<p>1, 3, 4</p>

<p>Whole school CPD to secure understanding of Anima Phonics and our approach to teaching. £100</p> <p>Purchase of reading books and phonic books to secure stronger phonics teaching. £100</p> <p>Rising Stars Reading Planet Online Library - £299</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1, 2, 3, 4</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £17,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>More able reading group to enrich reading comprehension (reading gladiators – VS)</p> <p>£100 Resources £500 books £6600 teaching time</p>	<p>Reading comprehension strategies are high impact on average (+6 months).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1, 4</p>
<p>Intervention groups – pre-teaching and tailored small group work</p> <p>20mins sessions x 3 times weekly x 10 weeks x £20 an hour = £600</p> <p>16 interventions across the school - £9,600</p> <p>Guided reading sets across KS1 and KS2 £800</p>	<p>If well planned and monitored, small group intervention can have a significant impact in terms of progress (4+ months).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Reading comprehension approaches can deliver an additional six months' progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1, 2, 4</p>

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

Budgeted cost: £49,435

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to improve social and emotional learning (SEL) and the provision we provide.</p> <p>Training an additional ELSA (£540) ELSA (DJ) (£150X44=£6600) ELSA (SS) £3300 A&D £4788</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	4
<p>Breakfast club to support disadvantaged pupils in attending school on time and being emotionally ready for school – being positively ready for school and able to access learning.</p> <p>Breakfast club £1014 – academic year x13 pupils = £13,182 £405.60 – 2x weekly for academic year = £3650.40 Total = £16832.40</p>	<p>School level approaches to develop a positive school ethos, which also aim to support greater engagement in learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1, 2, 3, 4
<p>Employment of an EWO to support and develop staff to improve attendance across the school.</p> <p>EWO (£340)</p>	<p>Pupil attendance has a direct impact upon their ability to achieve outcomes.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	5
<p>Pupil confidence increased through Forest School sessions.</p> <p>£4 a session x 45 children = £720 FS school training x1 = £500 5 days cover = £250</p>	<p>Studies show a positive impact but there is no evidence in terms of months added.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	1, 2, 3, 4
<p>Family support sessions (123 Magic and reading)</p>	<p>Parents play a crucial role in supporting their children’s learning, and level of parental engagement are consistently associated with better academic outcomes.</p>	1, 2, 3, 4

<p>1x termly meeting = T and TA cover 1x parent support £300</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	
<p>Pupil self esteem raised through entitlement to quality new uniform. £500</p>	<p>Although the EEF agrees that there is no robust evidence to support school uniform as improving outcomes, the context of our school means that vulnerable families find this aspect a barrier.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p>	<p>1, 2, 3, 4</p>
<p>Pupils confidence and aspirations increased due to access to a wide range of enrichment activities</p> <p>Bee Keeper activities £1164.60</p> <p>Top up school swimming KS2 = £500 (bus, swimming pool hire, staff members x2/3, swim teacher)</p> <p>Residential visits + trips £10,000</p> <p>Music provision £700</p> <p>Extra-curricular club 'Clubs Complete' £2,000</p> <p>Milk Scheme £400</p>	<p>An additional 3 months progress is the average impact of approaches that extend time spent in school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time?utm_source=/education-evidence/teaching-learning-toolkit/extending-school-time&utm_medium=search&utm_campaign=site_search&search_term=extending</p>	<p>1, 2, 3, 4, 5</p>

Total budgeted cost: £74,955

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

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.