

## **Pupil premium strategy statement**

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

### **School overview**

<b>Detail</b>	<b>Data</b>
School name	Moss Lane School
Number of pupils in school	163
Proportion (%) of pupil premium eligible pupils	9.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	September 2023 – July 2026
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Victoria Abbott
Pupil premium lead	Gilly Forbes-Wood
Governor / Trustee lead	Nigel Freeman

### **Funding overview**

<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	£29,795
Recovery premium funding allocation this academic year	£688.75
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£30,483.75

## Part A: Pupil premium strategy plan

### Statement of intent

All children will be successful and engaged learners making excellent progress, with particularly focus on the children who lost early social and learning skills due to the pandemic. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, develop their emotional resilience for learning and ensure progress for those who are already high achievers. We believe, in line with EEF research that consistent and effective, high quality teaching strategies are key to ensuring effective provision. As a result of professional knowledge, skills and judgements of all practitioners, we create and deliver a rich, varied and innovative curriculum, where the children's needs are at its core.

Our pupil premium strategy is integral to the wider plans of the school and is in line with our School Development Plan, with ensuring that Quality First teaching is excellent for all children across the school. The intent is that we will improve the Ordinarily Available Provision for our Pupil Premium children, so that all children feel able to access all learning in the classroom.

In class, we are going to be substantially supporting PPG children in maths, as there is evidence nationally that the gap is growing- the intent is that at Moss Lane, there will not be a gap due to being a PP child. There is targeted intervention, such as Little Wandle phonics, which is implemented by trained individuals and for which the intended impact is that children reach the expected level or close the gap in their understanding. We also operate a Little Wandle reading scheme, where our LSA's use their skills to support reading across the entirety of the school.

We are also working towards improvement in emotional regulation for our most vulnerable pupils, as part of recognising many missed early skills. This forms part of our compassionate schools approach and our restorative behaviour policy- which we have adapted to be a Zones of Regulation school. It develops resilience and increases engagement for our most disadvantaged pupils. Additionally, there is ELSA, implemented by our HSLW and the impact is monitored closely by data, but also by speaking to the professionals and family around the children. The intent is that all children, but notably our Pupil Premium children, have skills to engage in all areas of learning.

### Challenges

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

Challenge number	Detail of challenge
1	Development of a broad range of vocabulary and independence as learners, especially with reading
2	Undeveloped skills in emotional regulation, resilience and engagement for most disadvantaged pupils
3	Increase in number of PP children who have a special educational need
4	Pupils who form part of multiple vulnerable groups
5	Raising expectations of children outside of school
6	Low level attendance and lateness to school
7	Early indicators of EBSNA

## 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
For PPG pupils to have good level of attendance.	Attendance of PPG pupils is 95% or above
For age expected attainment to be at least in line with national.	National attainment for 22-23 Reading 68.3% + Writing 60.1% + Maths 70.4% +
For PPG pupils to have multiple well-being skills they can turn to so that they are able to regulate themselves so that they can come to school and engage with learning.	SENCo to attend EBNSA training and deliver CPD to staff. Pupils are happy to come to school. Pupils can identify how they are feeling using the zones of regulation. Pupils can recognise strategies to help them regulate their emotions. Pupils appear more regulated during learning.

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: £16,483.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective quality first teaching and high level ordinarily available provision will be implemented and embedded across the school. SENCo to continue to run QFT staff meetings and offer CPD.	EEF research reports that QFT and Metacognitive approaches have a high impact on learning. EEF Tier 1 – Teaching (High-quality for all, effective diagnostic assessment, supporting remote learning and focussing on professional development.)	1,2,3,4
Effective teaching strategies that can target individual needs in the classroom, particularly for PP children who are on the SEND register.	EEF Tier 1 – Teaching (High-quality for all, effective diagnostic assessment, supporting remote learning and focussing on professional development.)	1,2,3,4
Greater depth thinking maths resources and supporting resources	EEF Tier 1 – Teaching (High-quality for all, effective diagnostic assessment, supporting remote learning and	1,2,3,4

to ensure progress of PP children is sustained from last academic year.	focussing on professional development.)	
Reading- LSA's. All general LSA's to be used for reading 3 x a week so that every child is heard to read, explore books and learn to enjoy reading. The implementation is to buck the national trend of the gap created between PP children and their peers.	EEF Tier 1 – Teaching (High-quality for all, effective diagnostic assessment, supporting remote learning and focussing on professional development.)	1,2,3,4

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

Budgeted cost: £2,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Little Wandle Keep Up Intervention to focus on pre-teaching/ post-teaching and gaps in phonics.	EEF – Tier 2 Targeted academic support (high quality one to one and small group tuition, teaching assistants and targeted support, academic tutoring, planning for pupils with SEND.)	1,2,3,4,6
Small group tuition. Small group teaching for most pupils who have not made expected achievement in phonics, reading and writing	EEF – Tier 2 Targeted academic support (high quality one to one and small group tuition, teaching assistants and targeted support, academic tutoring, planning for pupils with SEND.)	1,2,3,4,6
Sensory circuits to meet the regulation need of children, including PP children, who need supporting with their emotional regulation.	EEF – Tier 2 Targeted academic support (high quality one to one and small group tuition, teaching assistants and targeted support, academic tutoring, planning for pupils with SEND.)	2,3,4,7

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued implementation of the Zones of Regulation as a whole school approach and restorative approaches	EEF Tier 3 – Wider strategies (supporting pupils social, emotional and behavioural needs, planning carefully for adopting SEL (social and emotional learning) curriculum, supporting parents with pupils of different ages and successfully implementation in challenging times)	2,3,4,7
Continued support of vulnerable families, working with external agencies to improve attendance in school	EEF Tier 3 – Wider strategies (supporting pupils social, emotional and behavioural needs, planning carefully for adopting SEL (social and emotional learning) curriculum, supporting parents with pupils of different ages and successfully implementation in challenging times)	2,3,4,5,6,7
EBNSA training completed by SENCo and delivered as CPD to staff at school	EEF Tier 3 – Wider strategies (supporting pupils social, emotional and behavioural needs, planning carefully for adopting SEL (social and emotional learning) curriculum, supporting parents with pupils of different ages and successfully implementation in challenging times)	5,6,7
Implementation of weekly ELSA sessions with strategies shared with the class team and families.	EEF Tier 3 – Wider strategies (supporting pupils social, emotional and behavioural needs, planning carefully for adopting SEL (social and emotional learning) curriculum, supporting parents with pupils of different ages and successfully implementation in challenging times) Wider	2,4,5,6,7
Support of HSLW for families to support attendance, behaviour and wellbeing	EEF Tier 3 – Wider strategies (supporting pupils social, emotional and behavioural needs, planning carefully for adopting SEL (social and emotional learning) curriculum, supporting parents with pupils of different ages and successfully implementation in challenging times) Wider	2,3,4,5,6,7

**Total budgeted cost:** £30,483.75

## 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.

#### **For PPG pupils to have good level of attendance.**

The average attendance for PPG children last year was 92.7%.

Reception	89.7%
Year 1	92.8%
Year 2	95.7%

The average attendance the year before was 91%, so while there has been a small impact, wider work around attendance is still needed.

#### **For age expected attainment to be at least in line with national results:**

	PPG outcomes 2023 Expected or greater	National outcomes 2023
Reading	71%	68.3%
Writing	14.3%	60.1%
Mathematics	57.1%	70.4%

#### **For PPG pupils to have multiple well-being skills they can turn to so that they are able to regulate themselves so that they can come to school and engage with learning.**

Children are learning the school values- Safe and happy; Aiming high

- The restorative behavior policy was implemented
- Zones of Regulation was rolled out across the school and used in all classrooms. A display was being developed in all rooms and children started using regulation toolboxes.
- A Zones of Regulation parents meeting was created to explain this to parents and delivered twice.
- The well-being committee met regularly.
- Questionnaires were sent out to pupils.
- Training received from Primary Mental Health Worker
- HSLW met with parents to support them on wellbeing.
- Compassionate Schools Programme continued to be implemented.