



Moorlands Primary School

Pupil Premium Strategy Statement 2021-2022

The main educational barriers that prevent our pupils from achieving are related to reading, language and reasoning.

These include;

- Spelling words correctly, comprehension, reading stamina and speed of fluency, vocabulary and meaning.
- Social and emotional needs
- Speech and language difficulties
- Mathematical reasoning skills

We strongly believe that if our curriculum is based around language and questioning this will result in better communication which will foster a love of reading and improve pupils' writing, reading and mathematical understanding. By targeting these areas, we are confident that we can further improve outcomes for our pupils at the end of Key Stage 2 and improve attainment in phonics.

Despite a high percentage of online learning and the loan of electronic devices, lockdown has impacted on pupil progress and the social and emotional development of children.

School Overview

School name	Moorlands Primary School
Pupils on roll	208
Proportion of disadvantaged pupils	39%
Pupil premium allocation this academic year	£100,875
Academic year or years covered by statement	2021-2022
Publish date	September 2021
Review date	July 2022

School Led tutoring / Recovery Premium

Total Pupils on roll	208
Pupil premium	39 pupils
Funding allocated – School Led tutoring/ Recovery premium	£21,600

How the funding will be spent:

- Interventions for groups of children maximum size 3 for pupil premium children focus will be on early maths skills.
- The Recovery premium will help contribute to the 25% school cost of the school-led tutoring .
- To contribute to the purchase of Read Write Inc resources to target phonics. School moved to Read Write Inc Autumn term 2021, purchase of Fresh Start to be used Spring term with targeted children

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Work with the English hub and Read Write Inc consultant to ensure all relevant staff have received Read Write Inc Training and Intervention training so that phonics is delivered effectively
Priority 2	Work with NCETM to embed reasoning skills across all year groups and fluency across Reception to Year2 Work with NCETM – mastery. Years 3 to 6.
Barriers to learning these priorities address	Attendance of the targeted pupils so that the interventions are effective. Language and vocabulary development.
Projected spending	£40,000

Teaching priorities for the current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 reading	July 2022
Progress in Writing	Achieve national average progress scores in KS2 Writing	July 2022
Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics	July 2022
Phonics	Achieve national average expected standard in PSC Year 2 cohort	December 2021
	Year 1 cohort	July 2021
Other		

Targeted academic support for the current academic year

Measure	Activity
Priority 1	Establish small group interventions for reading and comprehension for disadvantaged pupils falling below age related expectations
Priority 2	Establish small group mathematic interventions for disadvantaged pupils falling behind age related expectations
Barriers to learning these priorities address	Attendance of the disadvantaged pupils so that the interventions are effective.
Projected spend	£45,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Establish small group and 1-1 sessions for social and emotional support sessions across the school
Priority 2	To provide wider opportunities for pupils – artist in school, music provision, trips
Projected spend	£16,500

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time for staff professional development and support / team teaching and coaching.	Use of INSET days, additional cover provided by Senior leaders or through supply. Monitoring timetable established for each term Support through the Teach First programme until April 2023
Target support	Monitoring of the interventions – reading, maths, phonics to ensure there is rigor and they are effective. Assessments result in flexible grouping. Intervention shows impact.	Maths and English lead to monitor through allocated time and a monitoring grid for 2021. Support from NCTEM and through the English Hub.
Wider strategies	Engaging families in social and emotional support interventions available	Working closely with the families providing updates and support from the Safeguarding team. Working with the Early Help partnership network. Support from an external Safeguarding consultant

Year 2 Phonics Results Autumn Term 2020

2020 Predicted results – July 2020	Actual results – December 2020
81% *	77%

- Does not include the pupil who joined March 2020. Result would have been then 77% including them. December result includes all pupils.

Impact of 2020-2021 Spending

Phonics:

The investment in staff CPD for all staff and additional resources purchased alongside the monitoring has impacted on outcomes for phonics. Pupils in Reception

Year 1 Phonics: Predicted results 67% of pupils in Year 1 who could have passed the Year 1 phonic check. Sandwell's predicted results were 61% across all schools. These results were teacher assessed and the school used a previous phonic checker test to make these judgements. Through lockdown some of the pupils that were in the bottom 20% were in school and benefitted from 1-1 targeted teaching. Phonics was taught daily live through lockdown. Staff in Reception – Year 2 have received additional training through the English Hub on phonic intervention focusing on specific blending and segmenting strategies. The school purchased additional resources to support pupils - magnetic letters, boards, flash cards. This is consistent across the school.

Nurture:

The social and emotional well-being and resilience of all our pupils is very important to us at Moorlands. The School continues to fund a nurture group to ensure pupils who require nurture readily have access. A LSP supports the development of social skills at lunch times in the KS2 playground through organising structured games. A LSP delivers the 12 week 'Building Bloxx' programme to a small group of pupils and as a 1-1 intervention and the Titan project. Murray Hall has supported identified pupils; this has included art therapy, 1-1 sessions, self-esteem and team building activities. This has impacted on the engagement of these pupils in learning and self-esteem. They have the belief that they can achieve and getting things incorrect is a positive experience. This has been a growing need this year due to COVID. The school has invested in staff focusing on Trusted Adult Training and Awareness of Mental Health and Well-being so that in 2021-2022, Moorlands' staff will take on the Murray Hall role. This means pupils have immediate access to support when needed.

Attendance:

Despite the challenging facing schools this year in comparison 2020-2021 attendance was 96% (includes pupils attending during lockdown) (96.8% up until 18.12.20) compared to 2019-2020 which was 95.3% up until 23.3.20 (86% up to 17.7.20)

Predicted Results 2020-2021

The results are predicted due to the National Lockdown.

EYFS: Predicted results 70% of pupils in EYFS who could have achieved a Good Level of Attainment (GLD).

Year 1 Phonics: Predicted results 67% of pupils in Year 1 who could have passed the Year 1 phonic check.

Key Stage 1: End of Year 2 'Expected Standard' Predicted Results 2021

2021 Predicted School Expected standard	
Reading	60%
Writing	60%
Maths	60%

Key Stage 2: Predicted End of Year 6 Results

Attainment

2021 Predicted School Expected standard	
Reading	87%
Writing	87%
Maths	73%

These results are teacher assessed – through the use of books, previous SATs papers and a sample of the writing was moderated by an external consultant to quality assure judgements.

Moorlands Primary School

Strategy aims for disadvantaged pupils 2021-2022

Priority 1 – Phonics

Priority	Action	Monitoring	Staff Lead	Review	Cost
Staff to receive Read Write Inc training	English hub provides accredited training. Staff to undertake training Staff deliver Read Write Inc sessions following the school's consistent structure	<ul style="list-style-type: none"> Phonics lead to work with the staff to ensure consistency Phonic lead to monitor teaching and learning English hub lead to provide additional support / professional development to the new staff Read Write Inc training delivered by the Read Write Inc Consultant – part subsidised https://www.ruthmiskin.com/en/programmes/phonics/ https://www.oxfordowl.co.uk/login?active-tab=teachers 	HW	<ul style="list-style-type: none"> Half termly 	£1,000 Release time
Bottom 20% of pupils make accelerated progress in phonics	Daily 1-1 sessions additional to the phonic session – Reception to Year 3 6 pupils per year group	<ul style="list-style-type: none"> Baseline assessment Phonic half termly assessments Pupil progress meetings Learning walks Support from the English hub 3 support days http://www.st-johnbosco-englishhubs.co.uk/ 	DS/HW/KL	<ul style="list-style-type: none"> Half termly 	£15,000
To reach expected phases in the term / Year	Daily phonic sessions – Reception – Year 2. Each cohort to have 3 groups Year 3 to have daily phonic	<ul style="list-style-type: none"> Baseline assessment Phonic half termly assessments Pupil progress meetings 	DS/HW/KL/AB/SM/JE/SS/ SG	<ul style="list-style-type: none"> Half termly 	£15,000

group	sessions in the Autumn term Use of phonics throughout the day	<ul style="list-style-type: none"> • Learning walks • Support from the English hub 3 support days • https://www.ruthmiskin.com/en/programmes/phonics/ • https://www.oxfordowl.co.uk/login?active-tab=teachers 			
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Priority 2 – Reasoning skills

Priority	Action	Monitoring	Staff Lead	Cost
To engage with NCTEM to accelerate pupil progress with reasoning skills	Work with NCTEM to embed reasoning skills across all year groups Supply cover for CPD – all teaching staff involved Staff deliver the knowledge learnt and provide additional interventions	<ul style="list-style-type: none"> • Baseline assessment • Book Scans • Team teaching • Termly assessments • Pupil progress meetings • Learning walks • Release time for staff CPD • NFER assessment termly • https://www.ncetm.org.uk/ • 	LS/SS/LR/GS/JC/CR	£3,000

To engage with NCTEM to accelerate pupil progress with fluency in EYFS and Key Stage 1	Work with NCTEM to embed fluency across Reception to Year2 Supply cover for CPD – all teaching staff involved Staff deliver the knowledge learnt impacting on teaching and learning and provide additional interventions	<ul style="list-style-type: none"> • Baseline assessment • Book Scans • Team teaching • Termly assessments • Pupil progress meetings • Learning walks • Release time for staff CPD • NFER assessment termly for Year 1 and 2 • Reception Baseline Assessment • Reception observation and independent learning evidence • https://www.ncetm.org.uk/ • 	LS/SS/HW/AB/SM/DS	£3,000
Bottom 20% make accelerated progress in maths fluency	Additional adult to focus on identified pupils in Maths sessions	<ul style="list-style-type: none"> • Baseline assessment • Book Scans • Team teaching • Termly assessments • Pupil progress meetings • Learning walks • Intervention evidence 	LS/SS	£3,000

Total - £40,000

Targeted academic support for the current academic year

Priority 1 – Reading

Priority	Action	Monitoring	Staff Lead	Cost
Reading fluency and comprehension	Targeted reading for fluency and comprehension, Year 1 to Year6 in addition to	<ul style="list-style-type: none"> • PM benchmarking Assessments termly • Proforma for reading completed - log • Book Scans 	KH/ KR/HW	£12,000

to be accelerated to reduce the gap between disadvantaged and non-disadvantaged pupils	Reading Owls Reading Owls sessions –Year 1-6 Additional adults to target pupils	<ul style="list-style-type: none"> • Team teaching • Termly assessments • Pupil progress meetings • Learning walks • Support from the English hub 3 support days • SLT to hear targeted pupils reading • Pupil conferencing • https://www.activelearnprimary.co.uk/login • 		
Promote the importance of reading for pleasure and daily reading	Bug club subscription for e-reading books allocated to pupils from class teachers Big Cat Daily reading for pleasure sessions whole school Reading corners to be inviting in each class	<ul style="list-style-type: none"> • Read Write Inc daily sessions and catch up sessions • Use of the bug club and Big Cat phonics • Timetable – learning walks, reading for pleasure/ daily reading sessions • English and Reading Owls learning walks • Reading Owls and English book scans • Pupil conferencing 	KR/HW	£750
Reading comprehension interventions	Year 6 targeted reading owl intervention sessions daily and additional reading sessions x 3 times a week. This to be delivered by an additional teacher. Year 4 targeted reading owl intervention session daily and additional session x 3 times a week. This to be delivered by a LSP	<ul style="list-style-type: none"> • Learning walks • Termly assessments • PM benchmarking assessments • Book scans • SLT • Use of Head start comprehension 	CT/ HW/	£ 14,000

Priority 2 – Mathematics

Priority	Action	Monitoring	Staff Lead	Cost
Mathematical fluency to be accelerated to reduce the gap between disadvantaged and non-disadvantaged pupils	<p>Number box for Year 1-3 – targeted pupils.</p> <p>Additional adults to target pupils in additional 1-1 and small group sessions.</p>	<ul style="list-style-type: none"> • Book Scans – intervention book and mathematic books • Termly assessments • Pupil progress meetings • Learning walks • Support from the NCTEM – program Reception to Year 2. • Pupil conferencing • https://www.ncetm.org.uk/ • 	KH/ KR/HW	£4,000
Mathematical interventions to develop fluency and reasoning skills	<p>Year 6 targeted intervention session daily and additional mathematical sessions x 3 times a week. This to be delivered by an additional teacher.</p> <p>Year 4 targeted intervention session daily and additional session x 3 times a week. This to be delivered by a LSP</p>	<ul style="list-style-type: none"> • Learning walks • Termly assessments • Book scans • SLT • Use of White Rose resources • https://www.ncetm.org.uk/ • https://whiterosemaths.com/resources/primary • 	CT/ LS/SS/LR	£ 14,000

£50,000

Wider strategies for current academic year

Priority 1 – Social and Emotional Support

Priority	Action	Monitoring	Staff Lead	Cost
Social and emotional support for identified pupils	<p>BuildingBlox sessions weekly for identified pupils (small group sessions and 1-1 sessions)</p> <p>1-1 and small group sessions for identified pupils using the Healthy Minds, Happy Me programme</p> <p>Trusted Adult training completed by the majority of staff.</p> <p>Nurturing sessions using the outdoor allotment area</p>	<ul style="list-style-type: none"> • Pre-assessment at the start of the intervention • Post-assessment at the end of the intervention • Safeguarding team to have updates and class teacher feedback • Reviewed every 4 weeks • https://www.jigsawpshe.com/ • 	KH/ KR/LS/DS/LW	£4,500

Priority 2 – Wider opportunities for pupils

Priority	Action	Monitoring	Staff Lead	Cost
Experience working with an artist	Artist – Darrell Wakelam. 2 days in school working with Key Stage 2 pupils to produce art work that can be displayed. Focus Well-being	<ul style="list-style-type: none"> • Artwork is produced and displayed in the school 	JC	£1,000
To experience playing a musical instrument	Year 3 and 4 to have the opportunity to learn to play a wind instrument	<ul style="list-style-type: none"> • Class teacher to work alongside the music specialist • Children to perform to their parents at the end of the spring and summer term 	LR/CR/SS	£5,000

To enhance the curriculum through visitors in school and trips	Pupils to have the opportunity to go on educational visits and visitors into school. Visits to include museums.	<ul style="list-style-type: none"> • All pupils to attend the visits across the school • Engagement of pupils in learning due to the visits / visitors – book scans • Pupil feedback 	KR/LS/ Class teachers	£4,000
Attendance incentives / rewards to encourage increase attendance Action to address the barriers	Half termly attendance rewards Class attendance weekly awards Values stickers and badges to achieve	<ul style="list-style-type: none"> • Values target board displayed in school and highlighted in praise assemblies • Badges / cards to earn – refreshed termly • Half termly attendance awards for classes • 100% attendance reward for the half term • 100% attendance award for the year • Attendance monitored by the SLT – communication with parents 	KR/LS/KC	£2,000

Total £16,500