

Moss Hey Primary Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	1.4%
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	Autumn 2023
Date on which it will be reviewed	Every autumn
Statement authorised by	E Messham, Headteacher
Pupil premium lead	E Messham, Headteacher
Governor / Trustee lead	Jane Hancock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£4,700
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£6,700

Part A: Pupil premium strategy plan

Statement of intent

At Moss hey Primary, our aim is that all pupils, irrespective of their background or the challenges they face, have high aspirations, make good progress, achieve their full potential in all subject areas, feel confident and enjoy a wide range of experiences. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that aim.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, are post LAC, newly adopted and young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils to achieve. To ensure they are effective we:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and have high expectations of what they can achieve
- ensure disadvantaged pupils are challenged in the learning activities they engage in
- act early to intervene at the point need is identified

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, check-ins, observations and discussions with pupils and families have identified social and emotional issues for some pupils, challenges particularly affecting our disadvantage pupils.
2	33% of our disadvantage pupils have attendance less than the National average (96%)
3	Internal assessments and observations indicate that 33% of our disadvantaged pupils are not currently on track to achieve age related expectations in writing.

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
To achieve and sustain improved emotional wellbeing for all pupils, particularly those who are disadvantaged	Data from pupil voice, parent/carer surveys and observations by staff, demonstrate sustained high levels of wellbeing and positive peer relationships.
Broaden horizons of disadvantaged pupils by ensuring equal access to a wide range of extra-curricular activities	An increase in participation in enrichment activities, particularly among disadvantaged pupils
Progress data for Writing for disadvantaged pupils is improved.	The gap between Average Progress Score of our disadvantaged pupils and non-disadvantaged pupils has narrowed and is more in line with the national picture.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.

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: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchased Literacy Tree scheme for writing. Training for teachers to ensure high quality-first teaching and consistency	EEF tiered model 1 high quality teaching - developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils	3
Purchased Grammarsaurus scheme for SPAG. Training for Year 2 – Year 6 teachers to ensure high quality-first teaching and consistency	EEF tiered model 1 high quality teaching - developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils	3

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

Budgeted cost: £700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers and experienced TAs providing 1:1 and small group interventions in grammar and maths.	Evidence shows that small group intervention delivered by a teacher or trained teaching assistant is effective when targeted at meeting needs identified by diagnostic assessment: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3
Additional phonics sessions targeted at pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3
Purchase of licences for Nessy – reading and spelling programme.	Research has identified remedial and tutorial use of technology as being particularly practical for lower attaining pupils, those with special educational needs or those from disadvantaged backgrounds in providing intensive support to enable them to catch up with their peers.	3

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

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchased 'My Happy Mind' to help children build resilience, self-esteem and confidence</p> <p>Training for all staff to develop a consistent approach for supporting children's well-being, particularly our disadvantaged pupils.</p>	<p>EEF tiered model 3 wider strategies - Supporting pupils' social, emotional and behavioural needs</p>	<p>1</p>
<p>Ensure office staff and class teachers are aware of their role in monitoring and supporting pupil attendance and that they have the relevant time and training to do so effectively.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence</p>	<p>2</p>
<p>Fund school trips. Before and after school clubs for disadvantaged pupils.</p>	<p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>	<p>1</p>

Total budgeted cost: £6,700

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2022/23 outcomes

Key stage 1: No pupil premium children in EYFS/Key stage 1

Key Stage 2: 2 disadvantaged pupils. Expected standard was achieved in Maths by both children. 1 child was working below expected standard in reading and writing.

The numbers of disadvantaged pupils at Moss Hey are very low, making statistical comparisons problematic. However, our standardised internal assessments show our disadvantaged pupils make good progress from their individual starting points.

Further information

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. These are outlined in our School Development Plan:

- Pupils to continue to make good progress from their individual starting points in reading
- Pupils to continue to make significant progress from their individual starting points in maths
- Pupils to continue to make good progress from their individual starting points in writing with a focus on greater depth
- Further develop our curriculum to ensure that it celebrates race, diversity and inclusion and equips children for the diverse world in which we live
- Further develop our approach and teaching of positive mental health through the Mental Health Lead training, introduction of new pupil scheme and the use of 'Zones of regulation'