

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	Moat Farm Infants
Number of pupils in school	357
Proportion (%) of pupil premium eligible pupils	28% (101 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Deborah Walker
Pupil premium lead	Rebecca McDonald
Governor / Trustee lead	Jackie L'Herroux

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118,360
Recovery premium funding allocation this academic year	£11,000 Spread termly. The first payment begins October
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	£129,360

Part A: Pupil premium strategy plan

Statement of intent

At Moat Farm Infants, the Pupil Premium will be used to remove as far as possible the barriers faced by our disadvantaged pupils. We are determined that the children in our school will not be disadvantaged when compared to their better off peers and this even more of an imperative following the Covid-19 crisis.

Common barriers to learning disadvantaged pupils at our school, can be less support at home, limited language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. Barriers concerning lack of equipment or resources will be overcome. Speech and language difficulties, issues around reading and writing and mathematical difficulties will all be tackled as vigorously as possible. Challenges are varied and there is no “one size fits all”. The Pupil Premium will be used to provide additional support to improve the progress and to raise the standard of achievement for these pupils. The funding will be used to narrow and close the gap between the achievement of these pupils and their peers. School will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.

Key Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- Pupil premium funding will be allocated following an analysis of the needs of children receiving the pupils premium grant which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving the pupil premium grant will be in receipt of pupil premium interventions at one time
- We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives

Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make substantial and sustained progress or consistently strong.
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level across the curriculum.
- We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

Strategies

Pupil Premium will be clearly identifiable within the budget

- The Head teacher, in consultation with the governors and staff, will decide how the Pupil Premium is spent for the benefit of entitled pupils
- The school will be accountable for how it has used the additional funding to support the achievement of the eligible pupils.
- Head teacher will report to the governing body and parents on how effective the intervention has been in achieving its aims.
- We will publish online information about the use and effectiveness of the Pupil Premium.
- We will seek to further develop strategies and interventions which can improve the progress and attainment of eligible pupils.
- We will track the impact of the strategies put into place through the funding to ensure that we can show the value that has been added to the education of the eligible pupils.
- We will monitor evaluate and review the success of the impact of the pupil premium funding.

Achieving these objectives

We aim to do this through a range of intervention strategies which include, but are not limited to:

- providing small group work for pupils entitled to PPG funding focussed on overcoming gaps in learning to help them make improved progress and to raise their standards of achievement.
- 1:1 Interventions (academic and nurture)
- Additional learning support
- additional teaching and learning opportunities for pupils entitled to PPG funding provided through trained TAs or external agencies to help them make improved progress and to raise their standards of achievement.
- acquiring effective materials for pupils entitled to PPG funding aimed at raising standards, particularly in reading and mathematics.
- all our work through the pupil premium will be aimed at accelerating progress moving pupils entitled to PPG funding to at least age-related expectations, initially this will be in English and Maths.
- Forest school

We will ensure that eligible pupils are treated equitably and that the additional funding is used well to address the challenges they face. The school will use the additional funding to promote the achievement and progress of all eligible pupils.

Challenges

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

Challenge number	Detail of challenge
1	Limited Language and Communication skills
2	Emotional health and wellbeing (enhanced challenge due to the COVID-19 pandemic)
3	More frequent behaviour difficulties.
4	Attendance and Punctuality issues.
5	Lower attainment score for disadvantaged children
6	Lower progress rates for disadvantaged children

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 progress in reading, writing and maths	Achieve substantial and sustained/consistently strong progress in reading, writing and maths
Pupils to be able to better manage their social, emotional and behaviour so that they are ready to learn in a positive way	Children to enjoy coming to school Reduction in behaviour incidents
To ensure smooth transitions between year groups	Transition activities to take place during the Summer term. Children to feel less nervous about transitioning between year groups/schools.
Improved attendance and punctuality for PPG	Ensure attendance of disadvantaged pupils is at least in line with national expectations

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: £16,874

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher CPD in reading, writing and phonics aimed at enhancing the curriculum. (£650)	Training supports teachers to continue to deliver targeted support. Training days, 1:1 coaching, released to observe others, phonic training	5,6
Assistant Head teacher to be given a day a week to complete PPG tracking, interventions and reports (£16,224)	To lead and organise interventions for children in receipt of PPG. To monitor and track progression of these children and produce a report showing the impact.	1,2,3,4,5

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

Budgeted cost: £ 43,020.42

Activity	Evidence that supports this approach	Challenge number(s) addressed
LSP3 practitioner delivering 'Boosting Reading Potential' interventions for 3 hours in Year 2 every day. (£12,895.68)	To continue to narrow the gap in attainment between pupils eligible for pupil premium funding and those not. It is a targeted, time-limited, 1:1 intervention that aims to improve the way children read. Over ten weeks, children improve their problem-solving skills, becoming more fluent and phrased readers. As an 'Every Child a Reader' intervention, it is a proven model of good practice.	1, 5, 6
LSP3 delivering Fisher Family Trust Wave 3 Reading and Writing intervention (Total - £5,682.90)	To continue to narrow the attainment gap in attainment between Yr2 pupils eligible for pupil premium funding and those not. Intervention description Fischer Family Trust Wave 3 (FFT Wave 3) is an early intervention for children in Year 1 who have difficulties learning to read and write. It is based on the pedagogy and practice of Reading Recovery, and targets children who do not have the skills to access group interventions.	1, 5, 6
Extension to LSP hours (in-class support - KS1) (in-class support Including 1:1 phonics, daily readers, write from the start, nurture support) (Total £4256)	To continue to narrow the gap in attainment between pupils eligible for pupil premium funding and those not. To continue to narrow the gap in attainment between more able pupil premium funded pupils and those not. This will allow for extra time to be given in class for small group work and for 1:1 interventions.	2,3,5,6

Gap narrowing in reading, spelling and phonics intervention Yr2 (£3240)	To continue to narrow the gap in attainment between pupils eligible for pupil premium funding and those not. To continue to narrow the gap in attainment between more able pupil premium funded pupils and those not. This will allow for small groups of children to focus on particular spellings, reading and phonics.	1,2,5,6
Lunchtime phonic and reading intervention Yr 1. (1,271.04)	To continue to narrow the gap in attainment between pupils eligible for pupil premium funding and those not. To continue to narrow the gap in attainment between more able pupil premium funded pupils and those not. This will allow for small groups of children to focus particularly on reading and phonics.	
Speech therapy Total: £4810.80	Speech and language therapy helps to safeguard and promote the welfare of children with communication and interaction needs. Speech and language therapy promotes social, emotional and mental health and wellbeing.	1,2,5

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

Budgeted cost: £69,465.58

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School Programme delivery one day a week. Forest School <i>Total - £10,166.56</i>	To enrich pupil experience and raise expectations by developing confidence and raising self-esteem. It helps to raise attendance, reduce persistent absence and raise attainment levels. It is a 6 week program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting. It is led by a qualified forest school leader.	1,2,3,4
Family Support Worker (£23,880.72)	To raise attainment and close gaps in learning by improving parental engagement via: home visits, support for parents to access services appropriate to their needs, engagement in multi-agency support for children with needs.	2,3,4
Attendance improvement officer (£7929.84)	To raise attainment by: Improved attendance, Improved attendance, punctuality, Reduced levels of persistent absence.	2,3,4
Enabling access to Play Therapy x (£19,610.80)	It supports the mental health of children in receipt of PPG. Play therapy creates a safe place for children to express their feelings and thoughts. It creates a relationship of trust built between the child and the play therapist. It makes way to the development of self-esteem and the coping ability of the children.	2,3

Rock steady (£766.70)	To support mental health of children in receipt of PPG. It also encourages children to come to school and learn a new skill. It encourages self-esteem and confidence.	2,3,4
Access to milk	To support healthy lifestyles. To assist behaviour/attendance with 1 child	2
Books bought and given to PPG children (£299.60)	To provide children with books to read at home To promote reading for pleasure To encourage children to read more at home	1,2,5,6
Use of Lottie - the school dog (£6,208.44)	To support nurture and behaviour To support Well-being Linked to supporting reading and writing	1,2,3,4,5,6
Supporting nurture and social skills (£515.52)	To support nurture To support well-being To support social skills	1,2,3

Total budgeted cost: £129,360

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.

<i>Aim</i>	<i>Outcomes</i>
<p>To continue to narrow the gap in attainment between pupils eligible for pupil premium funding and those not.</p>	<p>BRP: 54% (7 children) made substantial and sustained progress (4 boys) 46% (6 children) made consistently strong progress (2 boys) 3 children (2 boys) are now on track 1 child has improved their reading age by ½ year (boy) 4 children have improved their reading age by 1 year (2 boys) 2 children have improved their reading age by 1 ½ years (1 boy) 2 children have improved their reading age by 2 years and 1 child has improved their reading age by 3 ½ years (boy) 1 child has improved their comprehension age by ½ year. 3 year have improved their comprehension age by 1 year (2 boys) 3 children have improved their comprehension age by 1 ½ years (2 boys) 1 child has improved their comprehension age by 2 years. 1 child has improved their comprehension age by 3 years and 1 child has improved their comprehension age by 4 years (boy)</p> <p>FFT wave 3 intervention:</p> <p>Reading 50% (5 children) made substantial and sustained progress (4 boys) 30% (3 children) made consistently strong progress (3 boys) 20% (2 children) have not made any progress (1 boy)</p> <p>Writing 20% (2 children) made substantial and sustained progress (1 boy) 40% (4 children) made consistently strong progress (4 boys) 40% have not made any progress (3 boys)</p> <p>Extension to support staff hours Year 2 Reading – 60% made consistently strong progress 40% have not made any progress as this was delivered remotely due to National Lockdown Number box 56% made substantial and sustained progress</p>

	<p>44% made consistently strong progress Write from the start 25% made substantial and sustained progress 75% made consistently strong progress Phonics – 14% made substantial and sustained progress 86% made consistently strong progress Year 1 Reading - 43% made substantial and sustained progress 57% made consistently strong progress Number box 100% made substantial and sustained progress Write from the start 100% made substantial and sustained progress in writing. Phonics 33% made substantial and sustained progress in reading. 67% made consistently strong progress in reading.</p> <p>BRP in class 50% made substantial and sustained progress in reading. 50% made consistently strong progress in reading.</p>
<p>To enrich pupil experience and raise expectations by developing confidence and raising self-esteem and therefore raise attendance, reduce persistent absence and raise attainment levels</p>	<p>Year 1 PPG children had regular opportunities to take part in a Forest School Programme across the year. As a result they developed increased confidence and self-esteem inside and outside the classroom. This meant that more children were willing to take risks and challenge themselves. Levels of well-being and involvement/engagement also significantly improved.</p>
<p>To raise attainment and close gaps in learning by improving parental engagement via: home visits, support for parents to access services appropriate to their needs, engagement in multi-agency support for children with needs</p>	<p>Some of our PPG children come from families that require additional support. Our Family Support Worker has provided a number of these families with tailored support such as support for; attendance, punctuality, behaviour at home, behaviour at school, ‘settling in’ family routines, other pastoral care issues. She has also enabled these children’s families to access external support such as housing, food vouchers, women’s aid, drug and alcohol programmes, parenting programmes and school health. In addition, she has worked with a number of PPG children using programmes such as ‘Wishes and Feelings’ to support their emotional well-being and help them with overcoming barriers to learning.</p>

	Our Family Support Worker has also supported the Child Protection and Early Help work of the school. This care for children and the wider family has helped to ensure that these children are safe and ready to learn.
To raise attainment by: Improved attendance, Improved attendance, punctuality, Reduced levels of persistent absence	Our Attendance Improvement Officer has worked closely with our Family Support Worker and other school staff this year to work alongside families in order to raise the profile of attendance and its impact on achievement. She played a key role during Lockdown in contacting vulnerable families and supporting PPG families to attend safely.
To support mental health of children in receipt of PPG.	Rock Steady: To support mental health of children in receipt of PPG. Increased confidence in all children. All children were able to perform in front of the whole school. Listening and attention has really improved in all children and they show increased concentration when playing instruments. The well-being of the children has also been enhanced.
To lead and organise interventions for children in receipt of PPG. To monitor and track progression of these children and produce a report showing the impact.	Children are identified who are not on track and highlighted for interventions to accelerate progress. Children still not making progress are discussed with teachers and inclusion support referrals have been made.

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
Bug Club	Bug Club
Purple Mash	Purple Mash
Spelling and Maths Shed	Edshed