

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	360
Proportion (%) of pupil premium eligible pupils	30% (108 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 2022
Date on which it will be reviewed	September 2022
Statement authorised by	Deborah Walker
Pupil premium lead	Rebecca McDonald
Governor / Trustee lead	Jackie Lherroux

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140,302.00
Recovery premium funding allocation this academic year	£10,656.00
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	150,958.00

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.
- We will identify and intervene early on the children that are persistently absent from school

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.
- Improve the attendance of PPG children by keeping logs, building relationship with families and intervening early

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	More frequent behaviour difficulties.
3	Attendance and Punctuality issues.
4	Lower attainment score for disadvantaged children
5	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
To narrow the gap in Reading between PPG and Non PPG children	The majority of PPG children to make substantial and sustained progress in reading. The attainment in reading is more in line with national average.
To narrow the gap in Writing between PPG and Non PPG children	The majority of PPG children to make substantial and sustained progress in Writing.

To narrow the gap in Mathematics between PPG and Non PPG children	The majority of PPG children to make substantial and sustained progress in Mathematics. The attainment in Mathematics is more in line with national average.
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: £28,869.66

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher CPD in phonic catch-up by English-lead ½ day a week	Training support teachers to continue to deliver targeted support.	4,5
Assistant Head teacher to be given a day a week to complete PPG tracking, interventions and reports	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
Ongoing CPD opportunities to develop quality teaching across the curriculum. We will pay to release staff so that they can observe models of outstanding practice in school, team teach, receive coaching and receive planning support.	To ensure quality first teaching. This will benefit all students and has a particularly positive effect on children eligible for the Pupil Premium	1,2,4,5

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

Budgeted cost: £36,175

Activity	Evidence that supports this approach	Challenge number(s) addressed
(School led tutoring top up) -Year 1 Keep Up Sessions Phonics	To continue to narrow the gap in attainment between Yr1 pupils eligible for pupil premium funding and those not.	4,5
Year 2 Keep up Sessions - Phonics	To continue to narrow the attainment gap in attainment between Yr2 pupils eligible for pupil premium funding and those not.	4, 5
(School led tutoring top up) Fisher Family Trust Yr 2 Wave 3 Reading and Writing intervention	Intervention description Fischer Family Trust Wave 3 (FFT Wave 3) is an early intervention for children in Year 2 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.	4, 5
(School led tutoring top up) Yr 2 Gap Busting in writing	To continue to narrow the gap in attainment between Yr2 pupils eligible for pupil premium funding and those not. This will allow for small groups of children to focus on particular spellings and writing.	4, 5
Yr 2 Extra reading Practise	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 children to read on a 1:1.	1, 4, 5
Closing the gap writing intervention	To continue to narrow the gap in attainment between Yr 2 pupils eligible for pupil premium funding and those not. This will allow for small groups of children to focus on particular spellings and writing.	1, 4, 5
Closing the gap maths yr 2	To continue to narrow the gap in attainment between Yr 2 pupils eligible for pupil premium funding and those not. This will allow for small groups of children to focus on gaps in their Maths learning.	4,5

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

Budgeted cost: £85,820

Activity	Evidence that supports this approach	Challenge number(s) addressed
Safe Guarding Lead 30 hrs per week 4 days a week	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.	1,2,3
Attendance Lead 2 days a week	To raise attainment by: Improved attendance, Improved attendance, punctuality, Reduced levels of persistent absence.	1,2,3,4,5
Attendance Improvement Officer	To raise attainment by: Improved attendance, Improved attendance, punctuality, Reduced levels of persistent absence.	1,2,3,4,5
Access to milk	To support healthy lifestyles.	3,4,5
Books bought and given to PPG children	To provide children with books to read at home To promote reading for pleasure To encourage children to read more at home	1,4,5
Use of Lottie the school dog	To support nurture and behaviour To support Well-being Linked to supporting reading and writing	1,2,3
Team Teach Training	To support nurture and behaviour To support Well-being	1,2

Total budgeted cost: £150,864

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 2021 to 2022 academic year.

Aim	Outcomes																																				
Improved progress in reading, writing and maths	<p>Reception end of Summer term Writing Data</p> <table border="1" data-bbox="431 642 1477 852"> <thead> <tr> <th data-bbox="431 642 581 688">Groups</th> <th colspan="2" data-bbox="581 642 802 688">CL – Listening, Attention and Understanding</th> <th colspan="2" data-bbox="802 642 1019 688">Maths - Number</th> <th colspan="2" data-bbox="1019 642 1240 688">Literacy – Word Reading</th> <th colspan="2" data-bbox="1240 642 1477 688">Literacy - Writing</th> </tr> <tr> <th data-bbox="431 688 581 789"></th> <th data-bbox="581 688 688 789">Attainment on Entry % of children on track (40-60 Emerging or above)</th> <th data-bbox="688 688 802 789">Attainment % of children on track (ELG)</th> <th data-bbox="802 688 909 789">Attainment on Entry % of children on track (40-60 Emerging or above)</th> <th data-bbox="909 688 1019 789">Attainment % of children on track (ELG)</th> <th data-bbox="1019 688 1127 789">Attainment on Entry % of children on track (40-60 Emerging or above)</th> <th data-bbox="1127 688 1240 789">Attainment % of children on track (ELG)</th> <th data-bbox="1240 688 1347 789">Attainment on Entry % of children on track (40-60 Emerging or above)</th> <th data-bbox="1347 688 1477 789">Attainment % of children on track (ELG)</th> </tr> </thead> <tbody> <tr> <td data-bbox="431 789 581 821">EYPPG (33) 29%</td> <td data-bbox="581 789 688 821">58% (15)</td> <td data-bbox="688 789 802 821">70% (23)</td> <td data-bbox="802 789 909 821">12% (3)</td> <td data-bbox="909 789 1019 821">61% (20)</td> <td data-bbox="1019 789 1127 821">8% (2)</td> <td data-bbox="1127 789 1240 821">39% (13)</td> <td data-bbox="1240 789 1347 821">8% (2)</td> <td data-bbox="1347 789 1477 821">36% (12)</td> </tr> <tr> <td data-bbox="431 821 581 852">Non EYPPG (79) 71%</td> <td data-bbox="581 821 688 852">48% (42)</td> <td data-bbox="688 821 802 852">89% (70)</td> <td data-bbox="802 821 909 852">28% (24)</td> <td data-bbox="909 821 1019 852">86% (68)</td> <td data-bbox="1019 821 1127 852">11% (10)</td> <td data-bbox="1127 821 1240 852">75% (59)</td> <td data-bbox="1240 821 1347 852">11% (10)</td> <td data-bbox="1347 821 1477 852">73% (58)</td> </tr> </tbody> </table>	Groups	CL – Listening, Attention and Understanding		Maths - Number		Literacy – Word Reading		Literacy - Writing			Attainment on Entry % of children on track (40-60 Emerging or above)	Attainment % of children on track (ELG)	Attainment on Entry % of children on track (40-60 Emerging or above)	Attainment % of children on track (ELG)	Attainment on Entry % of children on track (40-60 Emerging or above)	Attainment % of children on track (ELG)	Attainment on Entry % of children on track (40-60 Emerging or above)	Attainment % of children on track (ELG)	EYPPG (33) 29%	58% (15)	70% (23)	12% (3)	61% (20)	8% (2)	39% (13)	8% (2)	36% (12)	Non EYPPG (79) 71%	48% (42)	89% (70)	28% (24)	86% (68)	11% (10)	75% (59)	11% (10)	73% (58)
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Significantly, more Non-PPG are on track in writing compared to PPG children.

Year 1 end of Summer Term Maths Data

Groups	Maths (Calculation)				
	Progress % of children making <i>below</i> expected progress () = children	Progress % of children making <i>ex-pected</i> progress () = children	Progress % of children making <i>better than ex-pected</i> progress () = children	Progress % Expected or above	Attainment % of children on track (or above) () = children
PPG (41)		50% (21)	49% (20)	100% (41)	63% (26)
Non PPG (77)	1% (1)	65% (49)	34% (29)	99% (76)	75% (58)

A higher percentage PPG of children have made consistently strong progress compared to Non-PPG children in Maths.

A higher percentage of PPG children have made substantial progress in Maths.

A higher percentage of Non-PPG children are on track compared to PPG in Maths.

More PPG children are on track in Maths compared to Reading and Writing

Year 2 end of Summer Term Reading Data

Groups	Reading				
	Progress % of children making <i>below</i> expected progress () = children	Progress % of children making <i>ex-pected</i> progress () = children	Progress % of children making <i>better than ex-pected</i> progress () = children	Progress % Expected or above	Attainment % of children on track (or above) () = children
PPG (27)	4% (1)	52% (15)	44% (11)	96% (26)	74% (20)
Non PPG (93)	9% (8)	57% (54)	34% (31)	91% (85)	68% (63)

A higher percentage Non -PPG of children have made consistently strong progress compared to PPG children.

A higher percentage of Non -PPG children have made substantial progress.

Significantly, more Non-PPG are on track in writing compared to PPG children.

Year 2 end of Summer Term Writing Data

Groups	Writing				
	Progress % of children making <i>below</i> expected progress () = children	Progress % of children making <i>ex-pected</i> progress () = children	Progress % of children making <i>better than ex-pected</i> progress () = children	Progress % Expected or above	Attainment % of children on track (or above) () = children

PPG) (27)	7% (2)	57% (16)	36% (9)	93% (25)	48% (13)
Non PPG (93)	13% (12)	56% (53)	31% (28)	87% (81)	63% (58)

A higher percentage Non PPG of children have consistently strong progress compared to PPG children in Writing.

A higher percentage of PPG children have made substantial progress in Writing. Significantly, more Non-PPG are on track in writing compared to PPG children.

Year 2 end of Summer Term Reading Data

Groups	Maths (Calculation)				
	Progress % of children making <i>below</i> expected progress () = children	Progress % of children making <i>ex-pected</i> progress () = children	Progress % of children making <i>better than expected</i> progress () = children	Progress % Expected or above	Attainment % of children on track (or above) () = children
PPG) (27)	4% (1)	48% (13)	48% (13)	96% (26)	74% (20)
Non PPG (93)	2% (2)	59% (65)	29% (26)	98% (91)	71% (65)

A higher percentage of Non PPG children have made substantial progress compared to PPG children in Maths.

A higher percentage of Non PPG children are on track compared to PPG in Maths.

More PPG children are on track in Maths compared to Reading and Writing.

End of Year 2 Phonic Data

	By the end of Year 2 2022 Results	Compared to National Results for 2019
PPG	98%	95%
Non-PPG	94%	98%

A higher percentage of PPG children 98% passed the phonic test in Year 2 compared to Non-PPG children 94%.

Year 1 end of Summer Term Phonic Data

	Year 1 June 2022 Results	Compared to National Results for 2019
PPG	60%	65%
Non-PPG	71%	77%

	<p>The same percentage 77% of boys and girls passed the phonic test. A higher percentage of Non-PPG children 71% passed the phonic assessment compared to PPG children 60%.</p>
Improved attendance and punctuality	<p><i>Attendance:</i></p> <p><i>Reception:</i> PPG 91% Non-PPG 91%</p> <p><i>Year 1</i> PPG 90% Non-PPG 92%</p> <p><i>Year 2</i> PPG 92% Non-PPG 94%</p> <p><i>Last year it could be seen that we have started to narrow the gap.</i></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>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> <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.</p>
To raise attainment by: Improved attendance, Improved attendance, punctuality,	<p>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.</p>

Reduced levels of persistent absence	
To support mental health of children in receipt of PPG.	<p>Rock Steady:</p> <p>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.</p> <p>The well-being of the children has also been enhanced.</p>
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
Big Cat	Collins
Purple Mash	Purple Mash