

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	411
Proportion (%) of pupil premium eligible pupils	103 (25%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Deborah Walker
Pupil premium lead	Rebecca McDonald/J Davis
Governor / Trustee lead	Jackie Lherroux

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£148,167.75
Recovery premium funding allocation this academic year	£14,935
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	0
Total	163,102.75

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: £15,010.91

Activity	Evidence that supports this approach	Challenge number(s) addressed
(Recovery Premium) Teacher CPD in phonic catch-up by English/AH-lead	Training support teachers to continue to deliver targeted support.	4,5
(Recovery Premium) AHT to be given a week every term 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: £21,553.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reception, year 1 and year 2 Keep Up Sessions Phonics	To continue to narrow the gap in attainment between Rec, Yr 1 and Yr 2 pupils eligible for pupil premium funding and those that are not.	4,5

Yr 2 Extra reading Practise	To continue to narrow the gap in attainment between pupils eligible for pupil premium funding and those that are 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
Keep up phonics	To continue to narrow the attainment gap in attainment between Yr1 and Yr2 pupils eligible for pupil premium funding and those not.	4,5
Speech therapy	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: £126,538.38

Activity	Evidence that supports this approach	Challenge number(s) addressed
Safe Guarding Lead	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	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
Rock steady	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 (X5 children) 26p per child, per day	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	1,2,3

	Linked to supporting reading and writing	
Team Teach Training	To support nurture and behaviour To support Well-being	1,2

Total budgeted cost: £163,102.59

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.

Year 1:

	On Entry	Autumn 2022	Spring 2023	Summer 2023
Reading	64%	75%	74%	78%
Writing	63%	74%	75%	73%
Maths (Number)	79%	88%	83%	84%
Science (The Natural World)	92%	94%	95%	89%

Yr 1 Reading:

Groups	Reading				
	Progress % of children making below expected progress () = children	Progress % of children making expected progress () = children	Progress % of children making better than expected progress () = children	Progress % Expected or above	Attainment % of children on track (or above) () = children
All (117) not including 2 children in Sunshine Class (119)	5% (6)	73% (87)	22% (24)	95% (111)	77% (90)
Girls (48)	4% (2)	80% (39)	16% (7)	96% (46)	83% (39)
Boys (71)	6% (4)	67% (50)	27% (17)	94% (67)	73% (51)
PPG (39)	3% (1)	59% (25)	38% (13)	97% (38)	64% (25)
Non PPG (80)	6% (5)	79% (64)	15% (11)	94% (75)	83% (65)

Progress

- A higher percentage of PPG children (38%) have made substantial progress in Reading compared to non-PPG children (15%).

Attainment

- Significantly, more Non-PPG (83%) are on track in Reading compared to PPG children (64%).

Yr 1 Writing:

Groups	Writing				
	<u>Progress</u>	<u>Progress</u>	<u>Progress</u>	<u>Progress</u>	<u>Attainment</u>
	% of children making below expected progress () = children	% of children making expected progress () = children	% of children making better than expected progress () = children	% Expected or above	% of children on track (or above) () = children
All (117) not including 2 children in Sunshine Class (119)	5% (4)	78% (94)	17% (19)	95% (113)	73% (85)
Girls (48)	2% (1)	87% (42)	11% (5)	98% (47)	89% (42)
Boys (71)	6% (3)	72% (54)	22% (14)	94% (68)	63% (43)
PPG (39)	6% (2)	63% (26)	31% (11)	94% (37)	49% (19)
<u>Non PPG</u> (80)	4% (2)	85% (70)	11% (8)	96% (78)	85% (66)

Progress

- A higher percentage of PPG children (31%) have made substantial progress in Writing compared to non-PPG children (11%).

Attainment

- Significantly, more Non-PPG (85%) are on track in Writing compared to PPG children (49%)

Yr 1 Maths

Groups	Maths (Calculation)				
	<u>Progress</u>	<u>Progress</u>	<u>Progress</u>	<u>Progress</u>	<u>Attainment</u>
	% of children making below expected progress () = children	% of children making expected progress () = children	% of children making better than expected progress () = children	% Expected or above	% of children on track (or above) () = children
All (117) not including 2 children in Sunshine Class (119)	3% (4)	88% (103)	9% (10)	97% (113)	84% (98)
Girls (48)	2% (1)	91% (44)	7% (3)	98% (47)	89% (41)
Boys (71)	4% (3)	85% (61)	11% (7)	96% (68)	80% (56)
PPG (39)	5% (2)	80% (32)	15% (5)	95% (37)	67% (26)
<u>Non PPG</u> (80)	2% (2)	91% (73)	7% (5)	98% (78)	92% (71)

Progress

- A higher percentage of PPG children (15%) have made substantial progress in Maths compared to Non-PPG children (7%).

Attainment

- Significantly, more Non-PPG (92%) are on track in Maths compared to PPG children (67%)

End of Year 2

	On Entry () Reception % ARE score (Autumn 2022	Spring 2023	Summer 2023
Reading	58%	66%	69%	Expected + = 64% Greater Depth = 25%
Writing	53%	69%	68%	Expected + = 63% Greater Depth = 8%
Maths	71%	86%	87%	Expected + = 74% Greater Depth = 15%
Science	83%	90%	91%	87%

Yr 2 Reading

Groups	Reading				
	Progress % of children making below expected progress () = children	Progress % of children making expected progress () = children	Progress % of children making better than expected progress () = children	Progress % Expected or above	Attainment % of children on track (or above) () = children
All (121) Attainment Progress (118)					64% (77/121) GD 25% (30)
All (118) Attainment Progress	7% (8)	55% (68)	38% (42)	93% (110)	65% (77/118) GD 25% (30)
(Below data is on 118 children, excludes 2 children in sunshine row)					
Girls (63)	7% (4)	57% (38)	36% (21)	93% (59)	65% (41)
Boys (55)	7% (4)	54% (30)	39% (21)	93% (51)	65% (36)
PPG (49)	7% (3)	51% (28)	42% (18)	93% (46)	52% (25)
Non PPG (71)	7% (5)	58% (42)	35% (24)	93% (66)	74% (52)

Reading

Progress

- The same percentage of Non-PPG and PPG (93%) children have made consistently strong progress in Reading.
- A higher percentage of PPG (42%) children have made substantial progress in reading compared to non-PPG (35%)

Attainment

- Significantly, more Non- PPG (74%) are on track in reading compared to PPG (52%) children.

Yr 2 Writing

Groups	Writing				
	Progress % of children making below expected progress () = children	Progress % of children making expected progress () = children	Progress % of children making better than expected progress () = children	Progress % Expected or above	Attainment % of children on track (or above) () = children
All (121) Attainment Progress (118)					63% (76/121) GD 8% (10)
All (118) Attainment Progress	8% (6)	66% (90)	26% (22)	92% (112)	64% (76/118) GD 8% (10)
Girls (63)	2% (1)	69% (49)	29% (13)	98% (62)	71% (45)
Boys (55)	9% (5)	68% (42)	23% (9)	91% (50)	59% (31)
PPG (49)	8% (4)	68% (36)	26% (9)	92% (45)	54% (26)
<u>Non PPG</u> (71)	4% (2)	67% (56)	25% (13)	92% (69)	73% (52)

Writing

Progress

- The same percentage of Non -PPG and PPG (92%) children made consistently strong progress in Writing.
- A higher percentage of PPG (26%) children made substantial progress in Writing compared to Non-PPG (25%).

Attainment

- Significantly, more Non-PPG (73%) are on track in Writing compared to PPG (54%) children

Yr 2 Maths

Groups	Maths (Calculation)				
	Progress % of children making below expected progress () = children	Progress % of children making expected progress () = children	Progress % of children making better than expected progress () = children	Progress % Expected or above	Attainment % of children on track (or above) () = children
All (121) Attainment Progress (118)					74% (89/121) GD 15% (18)
All (118) Attainment Progress	2% (2)	71% (94)	27% (22)	98% (116)	75% (89/118) GD 15% (18)
Girls (63)	2% (2)	77% (42)	21% (9)	98% (61)	76% (48)
Boys (55)		68% (42)	32% (13)	100% (55)	75% (41)
PPG (49)	3% (1)	66% (37)	31% (11)	97% (48)	69% (33)
Non PPG (71)	2% (1)	65% (59)	23% (11)	98% (70)	80% (56)

Maths

Progress

- A higher percentage of PPG (31%) children made substantial progress in Maths compared to Non-PPG (23%).
- A slightly higher percentage of Non-PPG (98%) children made consistently strong progress in Maths compared to PPG (97%).

Attainment

- Significantly, more Non-PPG (80%) are on track in Maths compared to PPG children (69%).

Phonic Results

Phonics – Year 2

	By the end of Year 2 2023 Results	Compared to National Results for 2023	Local Authority
All	89%	88%	84%
Boys	85%	86%	85%
Girls	95%	90%	90%
PPG	87%	81%	83%
Non-PPG	93%	90%	90%

Phonics – Year 1

	Year 1 June 2023 Results	Compared to National Results for 2023	Local Authority

All	76%	79%	77%
Boys	73%	76%	73%
Girls	81%	83%	81%
PPG	68%	67%	70%
Non-PPG	80%	83%	81%

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