



## **Pupil Premium Strategy Statement 2021/22**

## Pupil Premium Strategy statement 2020/21

Summary Information					
School	Moggerhanger Primary School				
Academic Year	2021/22	Total PP Budget	£6725	Date of most recent PP review	Oct 2021
Total Number of Pupils	79	Number of Pupils eligible for PP	11	Date for next internal review of this strategy	Feb 2022

Previous Attainment						
	Pupils eligible for PP (your school) Summer Term 2021					
% achieving in reading, writing and maths	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
% reaching expected standard in reading		NA				50%
% reaching expected standard in writing		NA				25%
% reaching expected standard in maths		NA				0%

### No PP students in Year 2 in Summer 2021

Current Attainment						
	Pupils eligible for PP (national) Summer Term 2019					
% achieving in reading, writing and maths	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
% reaching expected standard in reading		60%				58%
% reaching expected standard in writing		53%				64%
% reaching expected standard in maths		61%				63%

National Statistics only published for KS1 & KS2 results. Statistics are for summer 2019 as no tests were undertaken in summer 2020 or 2021.

Barriers to future attainment (for pupils eligible for PP)	
In school barriers (issues to be addressed in school)	
A	Lack of social and emotional development, leading to lack of confidence to independently access the curriculum where appropriate, creating concentration issues and inappropriate behaviour for learning
B	Vocabulary and oral language skills are lower for PP children than for other students. This affects reading and writing
C	Disadvantaged children in school have fewer experiences outside school – reduces vocabulary, comprehension and affects writing
External barriers (issues which require action outside school)	
D	Low parental engagement/Home Learning – especially through Covid for some PP students
E	Attendance for some
F	Lack of parental support with home reading and homework

Desired Outcomes		
		Success Criteria
A	Higher expectations across all areas of the school for all abilities of children – focus on greater depth and meeting expectations	INSET training, monitoring of planning, monitoring and evaluation cycle, modelling by Executive Principal. Intervention.
B	Improve oral language skills and vocabulary for all PP pupils throughout the school	Pupil premium pupils make as much progress as other pupils
C	Behavioural issues addressed including those causing anxiety, attachment issues or concentration	Children able to concentrate for longer periods and persevere with their work.
D	Increased attendance rates for PP children	95% or above, in line with other pupils.

Review of Expenditure				
Previous Academic Year 2020/21				
Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
Development of confidence, self-esteem, understanding of the world and vocabulary – introduction of whole school phonics sessions daily.	Develop aspirations, experience, vocabulary and interests through opportunities to develop language skills through phonics and other enrichment activities	Mixed: the students who went on the visits gained a great deal of social skills and knowledge of the places visited, but this needs to be enhanced further. The new phonics programme has been very successful but this needs to be embedded further this year due to the impact of Covid	Staff were very positive about the impact the visits have had, but more time is needed to embed greater vocabulary. The phonics programme needs to be developed further and allow the children to be challenged by stage and not age, but this was not possible due to covid restrictions	£1575

Effective provisions	Review the current approach to intervention and support for PP pupils, compile a list of suitable support strategies for these pupils. Plan – Review – do model to follow the assessment cycle every half term, to ensure the intervention is appropriate and effective.	High: Allowed PP students to fully access all areas of the curriculum and be fully engaged in all sessions. Additional intervention put in place which targeted exact area of needed could be addressed every 6 to 8 weeks, allowing further progress and development.	This needs to be continued to allow all students equal access to the curriculum and build on their strengths and interests, but make intervention focused and relevant to the child at all times based on the assessment evidence.	£5200
Good progress aided by differentiation	<p>Ideally, using all three types of differentiation to accommodate the different learning styles in the classroom:</p> <p><b>Differentiation by task</b>, which involves setting different tasks for pupils of different abilities.</p> <p><b>Differentiation by support</b>, which means giving more help to certain pupils within the group.</p> <p><b>Differentiation by outcome</b>, which involves setting open-ended tasks and allowing pupil response at different levels. Following the school's policy of at least 3 levels of differentiation within lessons.</p>	High: Allowed PP students to fully access all areas of the curriculum and be fully engaged in all sessions.	This needs to be continued to allow all students equal access to the curriculum and build on their strengths and interests	Staff Development Time

High expectations for all	Lead/organise staff development meetings/INSET, model effective practice and provide personal support plans, coaching and other support strategies to improve inconsistencies in teaching e.g. differentiation, marking and feedback, challenge and modelling.  Focus during the year on 'Higher Expectations' themes.	Mixed: Some PP students responded well to the additional support and this is reflected in their outcomes.	Additional one to one support needs to be incorporated into the normal school day, so as to improve attendance and progress.	
Improved oral language skills throughout the school	Staff training on high quality questioning and feedback. Additional vocabulary input through a programme of paired and small group story time.	Mixed: Some PP students responded well to the additional support and this is reflected in their outcomes.	Additional one to one support needs to be incorporated into the normal school day, so as to improve attendance and progress.	PSG study groups = £500

Targeted support				
Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
Individualised understanding of PP children	Discussion with parents asking about strengths and difficulties. Barriers to learning analysis completed by the class teacher. Transition meetings between years. Find out how they prefer to learn and plan accordingly. Find out about their hobbies and interests and ask them about them. Find out information about their context and background.	Mixed: We increased parental engagement for PP students' parents but this needs to continue.	We need to look at parental support programmes and increasing parent's knowledge of changes in the curriculum to help build their confidence. Phonics master class.	Inset time and staff time
Individualised understanding of PP children	Detailed tracking sheets so staff are aware of children's starting points and can accurately measure progress.	High: Allowed PP students to fully access all areas of the curriculum and be fully engaged in all sessions v is differentiated tasks.	This needs to be continued to allow all students equal access to the curriculum and build on their strengths and interests.	£200
Higher parental engagement	PP provision to be discussed with parents and parents guided on how best to support their child at home. – Parental workshops face to face or online to be developed.	Mixed: We increased parental engagement for PP students' parents but this needs to continue. Specialist newsletters each half term issued to help parents be aware of the topics covered.	We need to look at parental support programmes and increasing parent's knowledge of changes in the curriculum to help build their confidence.	£560 – to be continued to be developed

Improved attendance (for some)	All PP children will have their attendance monitored monthly. If it falls below 95% a member of staff will contact the family and work with them to improve attendance. Letters may be sent, monthly meetings established or EHAs commissioned.	Mixed: there has been some improvement in attendance but this can be improved further.	The importance of attendance needs to be raised across the school, along with the practice and procedure.	£500
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Other approaches				
Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
Good progress aided by effective and timely feedback	<p>Providing feedback at the Right time, with a specific purpose and desired outcome.</p> <p>Ensuring it is specific, accurate and clear e.g. "It was good because you..."</p> <p>Providing specific guidance on how to improve and not just tell students where they have gone wrong.</p> <p>Modelling correct work/ processes where possible and appropriate.</p> <p>Avoiding comparison to other pupils.</p> <p>Encouraging peer and self-assessment.</p> <p>Providing opportunities for pupils to make improvements following feedback.</p>	High: Allowed PP students to fully access all areas of the curriculum and be fully engaged in all sessions where they knew how to improve, building their confidence.	This needs to be continued to allow all students to build their confidence in taking control of their own learning.	£150
Social and emotional support for children	<p>Golden time offered to all PPG children. Weekly club</p> <p>Enabling children to undertake some 'Theraplay'.</p> <p>Opportunity to share worries and to build social</p>	Mixed: Student's confidence and social skills were increased and relationships were increased, but this needs to be an ongoing provision, where the skills	Staff skills to deliver such sessions and be able to review progress with students needs to be developed.	£750

	relationships across year groups and beyond their classes.	and strategies learnt are revisited at timely intervals.		
Appropriate and timely intervention	Staff training and guidance of PP children benefiting from 3 waves: Wave 1 - The effective inclusion of all children in high quality teaching and learning. Wave 2 – Additional time-limited provision in the form of small-group intervention outside the normal classroom. Wave 3–Specific targeted interventions for identified pupils outside the classroom.	High: Allowed PP students to fully access all areas of the curriculum and be fully engaged in all sessions v is differentiated tasks.	This needs to be continued to allow all students equal access to the curriculum and build on their strengths and interests. Introduction of specialist maths and literacy programmes to help reduce the gap.	£4565
			Total spent:	£14000

NB: The majority of our students continued to attend school throughout Covid and we continued to put in place intensive support where possible.

Planned Expenditure Academic Year 2021/22					
Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
Improve numeracy across Reception to Year 6, increasing the number of children achieving greater depth.	Small group intervention and one-to-one tuition. Whole school assessment programme to be introduced and CPD on skills development in maths.	To build up student's confidence and skill with numbers to allow them to access the curriculum and progress.	Maths lead to oversee the groupings and resources to be delivered at these times	Maths Co-ordinator plus, Deputy Headteacher	May 2022
Improved oral language skills throughout the school – through whole school phonics being embedded from pre-school to the end of Year 4.	Development of vocab lists and key words used throughout the school and at home to develop students understanding and use of language across all years. Phonics MATS and workshops to be continued.	To build up students vocab to be able to use more complex words in context and to create images	The Literacy Co-ordinator to oversee the development of vocab lists across 4he years and develop a strategy for assessing students' progress. Phonics action plan to be reviewed and moderated.	Literacy Co-ordinator plus, Head of School	Sept/Oct 2021

Topics to be used to develop students understanding of the world around them, in conjunction with visits outside of the school. Continue to use the subject based curriculum.	To develop students understanding and experience of different environments, cultures, etc.	To develop students experiences of different environments to build their understanding and confidence in the world around them, as well as enrich their language development.	Class teachers to plan visits or outside speakers within the topics being covered to enrich students' experiences.	Class teachers and Deputy Headteacher	Jan 2022
Total Budget cost					£5250

Targeted Support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
Additional one to one support and learning opportunities for PP students to help improve progress and attainment across identified subjects from Reception Upwards, to help achieve expected and greater depth, especially in writing and maths.	Home Learning Club, key workers to mentor and support students. Targeted intervention for students following half termly assessment reviews. Continued use of accelerated reader and number shrink. Writing to be a key priority to improve outcomes.	To improve students' progress and attainment across their curriculum and support the development of their skills and understanding.	Observations of mentoring sessions and key worker sessions. Learning walks.	All staff	Oct 2021
Total Budget cost:					

Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
Extra-Curricular activities to be accessed by all	Continue to support the funding of extra-curricular activities.	To allow all students equal access to extra-curricular activities and improve attendance and participation rates.	Monitoring and review of participation rates. Observations of sessions.	SLT/Subject Leaders	September 2021 throughout
Total Budget cost					£1500

Additional Details
<p>The School's Pupil Premium Policy can be found on the website.</p> <p>Greater information about student outcomes for Pupil Premium students can also be found on this site, as well as the proposed spending of Pupil Premium funding.</p>