

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	Moss Lane School
Number of pupils in school	163
Proportion (%) of pupil premium eligible pupils	12.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2020 – July 2023
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Victoria Abbott
Pupil premium lead	Gilly Forbes-Wood
Governor / Trustee lead	Nigel Freeman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,693.75
Recovery premium funding allocation this academic year	£2,646.25
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	£27,340

Part A: Pupil premium strategy plan

Statement of intent

All children will be successful and engaged learners making excellent progress despite the loss of learning time due to the Covid 19 pandemic. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including ensuring progress for those who are already high attainers. We believe, in line with EEF research that consistent and effective, high quality teaching strategies are key to ensuring effective provision. As a result of professional knowledge, skills and judgements of all practitioners, we create and deliver a rich, varied and innovative curriculum, where the children's needs are at its core.

Our pupil premium strategy is integral to wider plans for continued recovery in education from Covid-19. There is targeted intervention, such as Little Wandle phonics, for which the intended impact is that children reach the expected level or close the gap in their understanding.

We are also working towards improvement in emotional regulation for our most vulnerable pupils. This forms part of our compassionate schools approach and our restorative behaviour policy. It develops resilience and increases engagement for our most disadvantaged pupils.

Furthermore, the intent is that we will improve the Speech, Language and Communication level of our pupils, notably, but not singularly, our pupil premium children. Our intent is for there to be high quality CPD shared between staff to enable this.

Challenges

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

Challenge number	Detail of challenge
1	Development of a broad range of vocabulary and independence as learners
2	Undeveloped skills in emotional regulation, resilience and engagement for most disadvantaged pupils
3	40% of our PPG children have SLCN.
4	Pupils who form part of multiple vulnerable groups
5	Pupils being unable to access computer software, books and rich varied life experiences.
6	Low level attendance.

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
For PPG pupils to have good level of attendance.	Attendance of PPG pupils is 95% or above
For age expected attainment to be at least in line with national.	Attainment for Reading 67% + Writing 58% + Maths 67% +
For PPG pupils to use the Zones of Regulation whole school approach to have good mental well-being and regulation strategies.	Pupils are happy to come to school. Pupils can identify how they are feeling using the zones. Pupils can recognise strategies to help them regulate their emotions. Pupils appear more regulated.

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: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective quality first teaching and metacognitive strategies will be implemented and embedded across the school. SENCo to run QFT staff meeting after GLP INSET.	EEF research reports that QFT and Metacognitive approaches have a high impact on learning EEF Tier 1 – Teaching (High-quality for all, effective diagnostic assessment, supporting remote learning and focussing on professional development.)	1,3,4,5
Effective teaching strategies embedded within the curriculum to promote SLCN with the classroom and community.	EEF Tier 1 – Teaching (High quality for all, effective diagnostic assessment, supporting remote learning and focussing on professional development.)	1,3,4,5

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

Budgeted cost: £15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle Keep Up Intervention to focus on pre-teaching/ post-teaching and gaps in phonics.	EEF – Tier 2 Targeted academic support (high quality one to one and small group tuition, teaching assistants and targeted support, academic tutoring, planning for pupils with SEND.)	1,3,4,6
Small group tuition. Small group teaching for most pupils who have not made expected achievement in phonics, reading and writing	EEF – Tier 2 Targeted academic support (high quality one to one and small group tuition, teaching assistants and targeted support, academic tutoring, planning for pupils with SEND.)	1,3,4,6

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

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of the Zones of Regulation as a whole school approach	EEF Tier 3 – Wider strategies (supporting pupils social, emotional and behavioural needs, planning carefully for adopting SEL (social and emotional learning) curriculum, supporting parents with pupils of different ages and successfully implementation in challenging times) Wider	2,3,6
Implementation of a new behaviour policy based on restorative approaches	EEF Tier 3 – Wider strategies (supporting pupils social, emotional and behavioural needs, planning carefully for adopting SEL (social and emotional learning) curriculum, supporting parents with pupils of different ages and successfully implementation in challenging times) Wider	2,3,6
Continued support of vulnerable families, working with external	EEF Tier 3 – Wider strategies (supporting pupils social, emotional and behavioural needs, planning	2,5,6

agencies to improve attendance in school	carefully for adopting SEL (social and emotional learning) curriculum, supporting parents with pupils of different ages and successfully implementation in challenging times) Wider	
Implementation of weekly ELSA sessions with strategies shared with the class team and families.	EEF Tier 3 – Wider strategies (supporting pupils social, emotional and behavioural needs, planning carefully for adopting SEL (social and emotional learning) curriculum, supporting parents with pupils of different ages and successfully implementation in challenging times) Wider	2,5,6

Total budgeted cost: £42,500

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.

For PPG pupils to have good level of attendance:

41% of PPG pupils had attendance of 95% or above. The remaining 59% were supported by both the HSLW and external agencies.

- Overall attendance for PPG is 91%. Target work with other families continues collaborating with external agencies for further support and this will continue more consistently next academic year with the employment of a HSLW.

For age expected attainment to be at least in line with national:

- 94.5% of year 2 children met the phonics test by the end of KS1.
End of KS1
- Reading- 60% of PPG children working at or at greater depth
- Writing- 40% of PPG children working at or at greater depth
- Maths- 60% of PPG children working at or at greater depth
- RWM- 40% of PPG children working at or at greater depth
- Staff training and development to continue
- Phonics intervention for year 2 effective
- Phonics intervention is under termly review
- Progress in staff development across the school
- Strategies evident but are to be developed across the school for consistency

For PPG pupils to have good emotional well-being:

- Children are learning the school values - Safe and happy; Aiming high
- The behavior policy draft was written.
- The wellbeing committee met regularly.
- Questionnaires were sent out to pupils.
- Action plan drafted
- Training received from Primary Mental Health Worker
- Questionnaires received from staff – parent and pupil questionnaires planned for the autumn term
- Compassionate Schools Programme continued to be implemented.