



Moss Lane 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	Moss Lane School
Number of pupils in school	163
Proportion (%) of pupil premium eligible pupils	13%
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	September 2020
Date on which it will be reviewed	Next Review July 2022
Statement authorised by	Victoria Abbott
Pupil premium lead	Jo Fulterer
Governor / Trustee lead	Nigel Freeman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,430
Recovery premium funding allocation this academic year	£13,840
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	£37,270



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. Because 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 recovery in education from Covid-19. There is targeted intervention, such as the national tutoring programme, which has provided support for vulnerable pupils whose learning, and progress may have been impacted by the pandemic.

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

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	Pupils who form part of multiple vulnerable groups.
4	Pupils being unable to access computer software, books and rich varied life experiences.
5	Low-level attendance.
6	Ongoing challenges due to Covid-19.

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 75% + Writing 69% + Maths 76% +
For PPG pupils to have good emotional well-being.	Pupils are happy to come to school. Pupils are engaged and confident learners. Well-being Award achieved. Mental Health Action Plan in place.

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	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.)	1,3,6

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
1:1 Intervention to focus on 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).	1,3,6
Small group tuition. Small group teaching for most pupils who have 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).	1,3,6

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
Implementation of a new behaviour policy based on restorative 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
Continued support of vulnerable families, working with external agencies to improve attendance in school	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	5

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 2020 to 2021 academic year.

For PPG pupils to have good level of attendance:

80% of PPG pupils had attendance of 95% or above. The remaining 20% were supported by both the HSLW and external agencies.

- HSLW time increased from 0.5 days to 1 day per week in order to respond to increased vulnerability in families due to Covid-19 (increased isolation, financial hardship)
- Overall attendance for PPG is good (95% or above). Target work with other families continues collaborating with external agencies for further support

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

Formal assessments did not take place however teacher assessments showed:

- 94% of year 2 children met the phonics test by the end of KS1 (incr from 90% in statutory autumn term assessments).
- 83% of PPG children made at least 5 steps of progress from their starting point by the end of KS1.
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- 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.
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For PPG pupils to have good emotional well-being:

- Work is continuing on our compassionate schools programme.
- Behaviour policy review.
- Well-being in schools action plan.
- Questionnaires to be sent out in September 20. Committee has met half termly (Covid allowing).
- 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 completed and implementation has begun 21.
- Mental Health Training is going ahead.