

Pupil premium strategy statement – DRAFT

(Pending full approval by Board of Directors in January 2022)

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	Moordown St Johns C of E Primary School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	15.95%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2022 2022 – 2023 2023 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Board of Trustees
Pupil premium lead	Peter Herbert
Governor / Trustee lead	Andy Swain

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,424
Recovery premium funding allocation this academic year	£9,715
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	£110,139

Part A: Pupil premium strategy plan

Statement of intent

Moordown St John's (MSJ) Primary School has high aspirations and ambitions for all pupils who attend the school. We believe that all pupils should have the opportunity to meet their full potential; to leave MSJ equipped as lifelong learners, eager to enjoy life, love learning, take responsibility as citizens and be ambitious in all they do.

At MSJ we value the whole child and aim to nurture their spiritual, cognitive, emotional and physical sides to be the 'BLOSSOMING BEST' they can be. In addition to this, we aim to enable all pupils to access a variety of exciting opportunities and a rich and varied curriculum.

Our BLOSSOMING BEST curriculum is sequenced, planned and assessed, to give ALL pupils challenge across the entire National Curriculum. We aim for children who strive for excellence in their own learning.

Children are supported through

- High quality teaching
- A variety of targeted interventions
- Individual support where needed
- Support from professional colleagues in health, well-being and education

Through our termly progress checking meetings, staff identify individual barriers to learning or progress concerns and take timely action to facilitate suitable interventions in order to overcome these barriers. We use our progress checking meetings to ensure staff take responsibility for outcomes.

Our strategy is also integral to wider school plans for education recovery following the COVID 19 pandemic, utilising targeted support through the National Tutoring Programme initiative, focusing on school-led tutoring and including non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Teachers report, and learning walks identify, poor oral language skills and vocabulary gaps amongst Disadvantaged Pupils
2	Key Stage One and Key Stage Two data shows that children with SEN who are also disadvantaged do less well than their peers in all areas
3	32% (23 out of 73) of children who have emotional literacy needs are Disadvantaged Pupils
4	23% of the school's persistent absentees are Disadvantaged Pupils
5	For 34% of disadvantaged children lockdown had a negative impact on their reading
6	Poor parental engagement and lack of subject knowledge has led to lack of appropriate support with school work for Disadvantaged Pupils
7	A higher number of Disadvantaged Pupils have diagnosed speech and language difficulties than the general population of the school

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
Improve oral skills, language skills and vocabulary for Disadvantaged Pupils	Pupil engagement in lessons, book scrutiny, learning walks and assessments will show that pupils are able to use oral language and age appropriate vocabulary more effectively.
Reduce barriers to learning for Disadvantaged Pupils who also have SEN.	The gap between SEN (Special Educational Needs) and Disadvantaged Pupils and their non-disadvantaged non-SEN peers will be narrowed.
Enable Disadvantaged Pupils receiving emotional literacy support to be aware of their emotions; articulate how they feel and learn to use coping strategies effectively in stressful situations	Pupil exit questionnaires will show children feel supported and able to use coping strategies effectively in stressful situations. Staff observations will show children use coping strategies effectively in stressful situations. Intervention data will show numbers of children receiving repeated ESTA (Emotional Support Teaching Assistant) support decrease.

Improve attendance for disadvantaged pupils	Disadvantaged Pupils are not disproportionately represented in the persistent absentees.
Increase opportunities for reading and engaging in high quality comprehension activities	There is no gap in outcomes between Disadvantaged Pupils and their non-disadvantaged, non-SEN peers in reading
Improve parental engagement and participation in school led activities designed to support families with learning	More parents of Disadvantaged Pupils across the school attend and actively participate school led activities designed to support families with learning
Ensure children have access to high level support as recommended by SALT to overcome diagnosed difficulties	Disadvantaged Pupils overcome diagnosed SALT (Speech and Language Therapy) difficulties by access to a highly trained effective specialist TA to support children with SALT needs 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

Budgeted cost: £61,377

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school CPD on reading and oracy focussing on the fundamental recognition of the importance of improving reading standards so that the children at MSJ can be enabled to reach high standards of reading and writing, alongside proficient use of language.	Evidence shows that targeted reading aloud and book discussion with children will have a high impact on reading. [educationendowmentfoundation.org.uk] (The Reading Framework DFE July 2021)	1, 6
Embedding of knowledge organisers and techniques to utilise: interleaving, retrieval practice and quizzing	Knowledge organisers enable pupils a more in depth understanding of specific topics or concepts. Research shows that pupils remember things more efficiently when knowledge is presented in chunks and they can make links to other learning. Making links supports pupils to move essential knowledge into their long-term memories. (Kirby 2015) (EEF 2018)	1
Develop a structured approach to the teaching of vocabulary in all curriculum areas	There is evidence that the explicit teaching of vocabulary has a positive impact on pupil progress. (educationendowmentfoundation.org.uk)	1
Minimising low level disruption through the reviewing and implementation of a new behaviour shaping policy	Issues concerning behaviour increase the stress levels for teachers and pupils; disrupt the flow of lessons and take the focus away from learning. (EEF 2019)	1
Termly SLT monitoring and progress checking	This monitoring provides a forum for SLT to review the data of each child; have an overview of the pupil progress in the school; enable SLT to empower teachers to meet the needs of every pupil especially the Disadvantaged (R. Dann, Journal of Primary Education 2016)	1

Develop use of class room TAs to further support SEN and disadvantaged pupils	When deployed effectively, TAs can have a positive impact on learning outcomes for all children including the Disadvantaged. (R. Webster, Journal of Special Needs Education, 2019)	1
Further links between curriculum subjects and reading books, including the development of class libraries to ensure closer links	Reading areas have a positive impact on pupil performance; they develop good reading habits; develop the concepts of reading for pleasure or research. (The Reading Framework, July 2021)	1, 5
Purchasing a government recommended phonics scheme and associated reading resources to improve the teaching of phonics and early reading	EEF research shows that phonic approaches have a strong base that shows a positive impact on word reading particularly for Disadvantaged pupils Phonics/EEF(educationendowmentfoundation.org.uk)	1, 5
Additional staff training (teachers and TAs) in the use of phonics	Having a well-trained staff, who understand the importance of phonics, will enable the pupils to decode letters into their respective sounds and to make a link between printed words and spoken language. (Phonics, EEF, 2019)	1, 5
Use of additional 3 rd teacher in year 6 to support SEN and Disadvantaged pupils	It is recognised that pupils learn faster and perform better in smaller classes. A class size less than 20 results in pupils having more individualised attention; increased participation and better communication between the teacher and the pupils. (EEF, 2019)	2
Maths leader, English leader, AHT, AHT and DT planning of parental workshops	When parents are involved in their children's education, it has proven positive effects on the children's success. (Research Report DFE-RR156)	6
Delivery of whole school training on developmental Language Disorder to ensure quality first teaching	To support the effective learning of language in Disadvantaged pupils it is important to develop expertise in the school so that language support can be a collaborative process between health and education. (The Communication Trust, 2017)	7

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

Budgeted cost: £58,794

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention support, delivery, planning, monitoring – use of DH, AHT, AHT’s time to plan and monitor	The EEF (2019) states that additional small group support can be targeted at pupils from disadvantaged backgrounds and should be considered as an effective part of pupil premium strategy. https://educationendowmentfoundation.org.uk/education-evidence/training-learning-toolkit/small-group-tuition	1, 2, 5
Increase in additional IEP time for disadvantaged SEN pupils	The EEF suggest that individualised instruction is an effective way of increasing pupil attainment and supporting specific needs. (July 2021)	2
Employment of two ESTA	Recommendation 6 of the EEF (2019) report states social and emotional learning should be planned, supported and monitored – involving teachers and school staff, connected to, rather than competing with other school priorities. The school should provide training and support for school staff.	3
Setting up of lunch time nurture club	EEF recommendation 1 suggests teaching social and emotional learning skills explicitly in dedicated time, teaching children self-calming strategies, social awareness, relationships skills and responsible decision-making. (Aug 2021)	3
Use of the National Tutoring Programme to provide a school led tutoring programme for identified pupils. Direct employment of an additional teacher and teaching assistant to run targeted catch up budget.	Existing specialist teaching assistants at MSJ will receive specialist training through the National Tutoring Programme so that they can be better equipped to support the individualised needs of Disadvantaged Pupils. (www.gov.uk/national-tutoring-programme-ntp-2021)	5

Providing breakfast for specific pupils to encourage good attendance	DfE Improving School attendance for pupils at risk of persistent absence establish action plans to remove barriers or provide additional support, such as lunchtime/breakfast club arrangements (DfE updated Dec 2021)	4
Employment and training of specialist TA to deliver programmes	Tuition targeted at specific needs and knowledge gaps can be an effective way of supporting children at risk of falling behind (one to one tuition/EEF and small group tuition/toolkit strand/EEF)	7
Monitoring of specialist TA interventions	The National College for Leadership recognises that leaders in higher performing schools directly contribute to the quality of learning when there is a coordinated and specific approach to monitoring. (2019)	7

Wider strategies

Budgeted cost: £7,676

Activity	Evidence that supports this approach	Challenge number(s) addressed
Re-establishing the use of the library and introducing high quality texts	The Reading Framework (July 2021) suggests children could be involved in returning books to a central library. A book that is dull and dog-eared should be removed. Children need time to browse.	1
Introduction of class reading book to be read at lunchtime while children are eating	The Reading Framework (July 2019) states a language rich environment is one in which adults talk with children throughout the day, including expanding children's store of words, in particular through stories.	1, 5
Use IT to support teaching and learning and self-esteem. Focusing on basic skills in English and Maths - purchase resources such as Spelling Shed, TTRS, Marvellous Me, White Rose Maths, Nessy	Using technology to support teaching and learning motivates learners; increases pupil engagement and improves the acquisition of basic skills in Maths and English. www.gov.uk/government/using-technology-in-education	5
Purchase new resources from Trick Box – Magic Moments and Habit Wheel	The EEF recommend (Aug 2021) integrating a model of social and emotional learning skills through everyday teaching.	3

Additional training for two members of SLT to be able to run parental workshops for Trick Box	The research suggests offering more sustained and intensive support, starting by assessing needs with parents, offering structured evidence based programmes for group based parenting initiatives. (The EEF Oct 2021)	3, 6
Parent Support Worker to support and engage, hard to reach families	Top offer more sustained and intensive support where needed, target and communicate carefully to avoid stigmatising, blaming or discouraging parents. Focus on building parents efficacy. (EEF Aug 2021)	6
Budgeting for a range specialist/bespoke assessments – including sensory OT assessments, private speech therapy work, private EP work, domestic abuse support for children and counselling	It is recognised that the effective education of children with specific needs is a collaborative responsibility between the school and other professional agencies (England.nhs.uk/working-together-to-help-children)	2
Involve and target specific staff to address attendance issues including AHT, and Parent Support Worker	Deployment of staff to support families to improve attendance and eradicate persistent absenteeism improving is recognised as an effective way to support attendance in schools. www.gov.uk/publication/the-pupil-premium-how-schools-are-spending-the-funding-successfully)	4

Total budgeted cost: £ 127,847

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.

The school has used attendance data, standardised test scores and the self-evaluation process to measure the success of the previous plan. School data shows that many children have caught up the deficit caused by school closure. This has made it easier to identify the small group of pupils who still have a gap. Targeted support was given to Disadvantaged Pupils to ensure their progress.

The school evaluates the impact of pupil premium funding at the end of each term through progress checking between SLT and class teachers. Our evaluations focus on academic gains and how pupils' social and emotional learning has developed as a consequence of intervention. The progress of every child is tracked continually, and the data for the Disadvantaged Pupils is analysed to ensure that their needs are being met. We continue to narrow the gap between Disadvantaged Pupils and their peers and to prioritise the progress and attainment of the Disadvantaged.

Attendance has been continually monitored by SLT and a designated school Director. Our emphasis has been on positive communication with the families who are at risk of low attendance.

Please see below full school data breakdowns for 20-21 for EYFS, Phonics, KS1, KS2, pages 11 to 14

EYFS Data Summary 2020-21

	Cohort % (60)	Girls % (29)	Boys % (31)	PP % (9)	SEN % (10)	EAL % (13)	Eth % (16)
Met ELGs	82	90	74	89	40	85	88
Communication & language	90	96	84	89	50	85	88
Physical Development	95	97	94	89	0	100	100
PSED							
Self Confidence	89	97	81	89	60	69	81
Managing feelings	92	97	87	89	60	92	94
Making relationships	97	100	94	89	90	92	94
Literacy							
Reading	87	90	84	100	50	92	94
Writing	84	90	77	100	40	92	94
Maths							
Number	88	90	87	100	50	92	94
Shape & Space	92	93	90	89	60	92	88
Understanding the World							
People & Communities	90	97	84	89	50	85	88

Phonics Data Summary 2020-21

Phonics Data % - December 2021							
Date: December 2021							
Year Group: 2		Subject: Phonics (Late test because of Covid)					
Group	No. Children	Working To-wards (Fail)		Working At (Pass)		MSJ Dec 2020	National 2019
Cohort	60	7	12%	53	88%	85%	82%
Boys	27	5	19%	22	81%	82%	78%
Girls	33	2	6%	31	94%	89%	85%
Disadvantaged (PP)	9	0	0%	9	100%	73%	71%
Dis & SEN	1	0	0%	1	100%	0	n/a
Dis & Non-SEN	8	0	0%	8	100%	89%	n/a
Dis & Able	0	---	---	---	---	---	n/a
Non-Disadvantaged	51	7	14%	44	86%	88%	84%
FSM	9	0	0%	9	100%	78%	70%
Not FSM	51	7	14%	44	86%	86%	84%
SEN E (EHCP)	2	1	50%	1	50%	0	20%
SEN K (Support)	6	4	67%	2	33%	0	48%
SEN & Non-Dis	7	5	71%	2	29%	0	n/a
Non-SEN	52	2	4%	50	96%	96%	88%
Ethnic	11	1	9%	10	91%	91%	n/a
Not Ethnic	49	6	12%	43	88%	84%	n/a
EAL	12	2	17%	10	83%	100%	82%
Not EAL	48	5	10%	43	90%	82%	82%
Able	2	0	0%	2	100%	100%	n/a
Not Able	58	7	12%	51	88%	84%	n/a

KS1 Data Summary 2020-21

School: Moordown St John's Church of England Primary School																		
Percentages of children reaching end of KS1 expectations (Teacher Assessments): 2021																		
KS1 (Year 2)	Groups	Number	Reading %				Writing %				Maths %				Reading, Writing & Maths combined %			
			EXS - MSJ	Exs - Nat	GDS - MSJ	GDS - Nat	EXS - MSJ	Exs - Nat	GDS - MSJ	GDS - Nat	EXS - MSJ	Exs - Nat	GDS - MSJ	GDS - Nat	EXS - MSJ	Exs - Nat	GDS - MSJ	GDS - Nat
All pupils		60	73	n/a	28	n/a	78	n/a	18	n/a	72	n/a	28	n/a	67	n/a	13	n/a
Boys		32	72	n/a	34	n/a	75	n/a	22	n/a	75	n/a	44	n/a	66	n/a	19	n/a
Girls		28	75	n/a	21	n/a	82	n/a	14	n/a	68	n/a	11	n/a	68	n/a	7	n/a
PP (Dis)		12	50	n/a	25	n/a	58	n/a	17	n/a	50	n/a	17	n/a	50	n/a	17	n/a
Dis & SEN		5	0	n/a	0	n/a	0	n/a	0	n/a	100	n/a	0	n/a	100	n/a	0	n/a
Dis & Non-SEN		7	71	n/a	29	n/a	86	n/a	14	n/a	71	n/a	14	n/a	14	n/a	14	n/a
Dis & Able		1	100	n/a	100	n/a	100	n/a	100	n/a	100	n/a	100	n/a	100	n/a	100	n/a
Not PP		48	79	n/a	29	n/a	83	n/a	19	n/a	77	n/a	31	n/a	71	n/a	13	n/a
SEN K		8	13	n/a	0	n/a	13	n/a	0	n/a	13	n/a	0	n/a	0	n/a	0	n/a
EHCP		2	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a	0	n/a
SEN & Non-Dis		5	20	n/a	0	n/a	20	n/a	0	n/a	20	n/a	0	n/a	0	n/a	0	n/a
EAL		8	100	n/a	38	n/a	100	n/a	50	n/a	100	n/a	63	n/a	100	n/a	25	n/a
Not EAL		52	69	n/a	27	n/a	75	n/a	14	n/a	67	n/a	23	n/a	62	n/a	12	n/a
Able		4	100	n/a	100	n/a	100	n/a	75	n/a	100	n/a	100	n/a	75	n/a	75	n/a

KS2 Data Summary 2020-21

School: Moordown St John's Church of England Primary School																	
		Percentages of children reaching end of KS2 expectations: 2021															
KS2 (Year 6)		Reading				Writing				Maths				Reading, Writing & Maths combined			
		Number	EXS - MSJ	Exs - Nat	GDS - MSJ	GDS - Nat	EXS - MSJ	Exs - Nat	GDS - MSJ	GDS - Nat	EXS - MSJ	Exs - Nat	GDS - MSJ	GDS - Nat	EXS - MSJ	Exs - Nat	GDS - MSJ
All pupils	59	80	n/a	36	n/a	81	n/a	29	n/a	86	n/a	27	n/a	76	n/a	17	n/a
Boys	34	74	n/a	32	n/a	74	n/a	21	n/a	82	n/a	29	n/a	68	n/a	21	n/a
Girls	25	92	n/a	36	n/a	92	n/a	40	n/a	92	n/a	24	n/a	88	n/a	16	n/a
Disadvantaged (PP)	14	71	n/a	29	n/a	71	n/a	21	n/a	86	n/a	14	n/a	71	n/a	14	n/a
Dis & SEN	3	33	n/a	0	n/a	0	n/a	0	n/a	33	n/a	0	n/a	0	n/a	0	n/a
Dis & Non-SEN	11	91	n/a	36	n/a	91	n/a	27	n/a	10	n/a	18	n/a	91	n/a	18	n/a
Dis & Able	1	10	n/a	10	n/a	100	n/a	10	n/a	10	n/a	10	n/a	10	n/a	10	n/a
Not PP	45	82	n/a	36	n/a	84	n/a	31	n/a	87	n/a	31	n/a	78	n/a	18	n/a
SEN K	11	18	n/a	0	n/a	27	n/a	0	n/a	55	n/a	0	n/a	18	n/a	0	n/a
EHCP	0	----	n/a	----	n/a	----	n/a	----	n/a	----	n/a	----	n/a	----	n/a	----	n/a
SEN & Non-Dis	8	25	n/a	0	n/a	38	n/a	0	n/a	63	n/a	0	n/a	25	n/a	0	n/a
EAL	13	92	n/a	46	n/a	92	n/a	54	n/a	10	n/a	54	n/a	92	n/a	38	n/a
Not EAL	46	76	n/a	30	n/a	78	n/a	24	n/a	83	n/a	20	n/a	76	n/a	11	n/a
Able	6	10	n/a	10	n/a	100	n/a	10	n/a	10	n/a	10	n/a	10	n/a	10	n/a