Pupil Premium Strategy Statement 2022/23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	415
Proportion (%) of pupil premium eligible pupils	21%
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 2022
Date on which it will be reviewed	Dec 2023
Statement authorised by	Board of Trustees
Pupil premium lead	Gina Angiolini
Governor / Trustee lead	Andy Swain

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,485.00
Recovery premium funding allocation this academic year	£10,150.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£94,635.00

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 universal teaching
- A variety of targeted interventions
- Individual, specialist 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, utilizing targeted support though 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	A significant number of the pupils with Emotional Literacy needs are disadvantaged pupils. In 21/22, this figure was 27%.
4	A significant number of the school's persistent absentees are Disadvantaged pupils. In 21-22, this figure was 17%.
5	For disadvantaged children, lockdown had a negative impact on their Reading in 20-21. In 21-22, the support given to Disadvantaged children has almost closed the gap, but maintaining this remains a priority.
6	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
1. 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.
2. 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.
3. 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.

4. Improve attendance for disadvantaged pupils.	Disadvantaged Pupils are not disproportionately represented in the persistent absentees.
5. Increase opportunities for Reading and engaging in high quality comprehension activities.	There is no gap in outcomes between Disadvantaged and their non-Disadvantaged, non-SEN peers in Reading.
6. 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: £53,248.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school CPD on reading and oracy focusing 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 whole-school 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
Embedding 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, EFF, 2019)	1, 5
Use of additional 3rd teacher in year 6 to support SEN and Disadvantaged pupils.	It is recognised that pupils learner 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 DHT 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
Monitoring effectiveness, following on from 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: £42,137.00

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
Training and developing an additional specialist TA to support emotional needs	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
Embedding 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 staff	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 TAs 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: £6,409.00

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 appropriate resources	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/governmnet/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	To offer more sustained and intensive support where needed, target and communicate carefully to avoid stigmatizing, 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 recognized 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: £101,794.00

Part B: Review of outcomes in the previous academic year

Outcomes for Disadvantaged Pupils

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Although schools are not required to publish their 2022 key stage 2 results, as the DfE is not publishing this data, as it is the first time that statutory assessments have returned since 2019, MSJ will publish their results on their website.

Our school's 2022 performance data has helped us to better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. However, we have recognised that COVID-19 had a significant impact on our pupils, and that this disruption affected our pupils in many different ways. Therefore, we could not use data as our only source of review and reflection. We also analysed the qualitative data collected in our termly progress meetings; feedback from pupils, parents and staff. For reference, a summary of all our data is attached to this report, see pages below.

To help us gauge the performance of our Disadvantaged pupils we compared our results to those for Disadvantaged and non-Disadvantaged pupils at a national and school level (although these comparisons are to be considered with caution, given the caveats stated above). We also looked at these comparisons using pre-pandemic results for 2019, in order to assess how the performance of our Disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that we have for the most part, made an effective use of Pupil Premium and Catch-up funding because our results in 2022 have remained broadly in-line with those of 2019 for Disadvantaged pupils. Overall, the gap for those pupils reaching 'Expected' there are minimal differences between the Disadvantaged and the non-Disadvantaged pupils, and the school performs significantly better than national comparisons. There are however, some small gaps in greater-depth Reading at KS1, and greater-depth Writing and Maths in KS2.

After much reflection and analysis, we believe that our strategically targeted interventions; together with our application of cognitive theories of learning developed throughout the school; our well-planned and sequenced curriculum; our analytical and personalized approach to tracking children with a rigorous review of every child's progress, has enabled the school to provide a high quality of education for Disadvantaged pupils. Our challenge will now be to ensure this high-quality provision continues to be effective, and that we give more focus to Disadvantaged pupils who are more able.

Our observations and assessments have demonstrated that there are still challenges for some Disadvantaged pupils in relation to mental health and well-being in this post-pandemic period, but we feel our plan to increase the support and expertise of specialist staff will continue to

support this need during 2022/23.

We believe we are presently on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. We recognise that a challenge for us is to maintain our strong practices to ensure that the successful gap narrowing between the Disadvantaged and the non-Disadvantaged pupils can be maintained and further developed.

EYFS Data Summary 2021-22

Percentages of children reaching Early Learning Goals (Teacher Assessments): 2022

	Cohort % (60)	Boys % (39)	Girls % (21)	PP % (9)	SEN K % (9)	EHCP % (1)	EAL % (9)
Met ELGs (MSJ)	**78**	**77**	**81**	**57**	**46**	**0**	**78**
National 2022	65	59	72	50	23	4	60
C&L – Attention & Listening	92	92	90	78	67	0	67
C&L – Speaking	92	92	90	78	67	0	67
PD – Gross Motor	98	100	95	100	100	0	89
PD – Fine Motor	97	97	95	100	89	0	78
PSED – Building Relationships	100	100	100	100	100	100	100
PSED- Managing Self	97	97	95	89	89	0	89
PSED – Self Regulation	97	97	100	89	89	100	100
Literacy - Comprehension	90	90	90	89	67	0	67
Literacy -Reading Words	82	82	81	78	44	0	89
Literacy -Writing	80	79	81	55	33	0	78
Maths - Number	90	92	86	89	67	0	78
Maths – Numerical Patterns	90	92	86	89	67	0	78
UW – People, Culture & Communities	92	92	90	78	67	0	67
UW – Natural World	92	92	90	78	67	0	67
UW – Past & Present	92	92	90	78	67	0	67
EAD – Creating with materials	98	100	95	100	100	0	89
EAD – Being Imaginative & Expressive	98	100	95	100	100	0	89

Year 1 Phonics Data Summary 2021-22			
Percentage of Children Reaching Expected Standard: 2022			
Group	**No. Children**	**Working At (Pass)**	**National 2022**
		%	%
Cohort	60	**82**	76
Boys	29	**83**	72
Girls	31	**81**	79
Disadvantaged (PP)	11	**82**	63
Dis & SEN	1	**100**	n/a
Dis & Non-SEN	10	**80**	72
Dis & Able	0	**-**	n/a
Non-Disadvantaged	49	**82**	79
SEN E (EHCP)	1	**100**	19
SEN K (Support)	8	**38**	44
SEN & Non-Dis	8	**38**	n/a
Non-SEN	51	**88**	82
EAL	3	**75**	75
Not EAL	56	**82**	76
Able	0	**-**	n/a
Not Able	60	**82**	n/a

KS1 Data Summary 2021-22

Percentages of children reaching end of KS1 expectations (Teacher Assessments): 2022

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	78	67	27	18	80	58	18	8	88	68	30	15	77	53	13	6
Boys	28	71	63	21	16	71	52	11	6	82	68	36	18	68	49	11	5
Girls	32	84	71	31	20	88	64	25	10	94	67	25	12	84	58	16	7
PP (Dis)	9	78	52	11	8	89	41	0	3	89	52	11	7	78	37	0	2
Dis (PP) & SEN	1	0	n/a	0	n/a	100	n/a	0	n/a	100	n/a	0	n/a	0	n/a	0	n/a
Dis (PP) & Not SEN	8	88	63	0	11	88	52	0	4	88	63	0	9	88	47	0	3
Dis (PP) & Able	0	-	n/a	-	n/a	-	n/a	-	n/a	-	n/a	-	n/a	-	n/a	-	n/a
Not PP	51	78	72	29	21	78	63	22	9	88	73	33	18	76	58	16	7
SEN K	8	0	30	0	4	13	20	0	1	50	33	0	5	0	17	0	1
EHCP	2	50	12	0	2	50	7	0	1	50	14	0	2	0	7	0	0
SEN & Not Dis (PP)	9	0	n/a	0	n/a	0	n/a	0	n/a	40	n/a	0	n/a	0	n/a	0	n/a
Not SEN	49	94	75	33	21	94	66	22	9	96	76	37	17	92	61	16	7
EAL	6	50	64	33	16	67	57	33	8	83	67	33	16	50	53	33	6
Not EAL	54	81	68	26	19	81	58	17	8	89	68	30	15	79	54	11	6
Able	3	100	n/a	100	n/a	100	n/a	67	n/a	100	n/a	100	n/a	100	n/a	67	n/a
Not Able	57	77	n/a	23	n/a	81	n/a	16	n/a	88	n/a	26	n/a	75	n/a	11	n/a

KS2 (Year 6) 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	93	75	42	28	90	70	17	13	93	71	45	23	83	59	12	7
Boys	30	93	70	33	23	90	63	13	10	100	72	47	25	87	55	7	6
Girls	30	93	80	50	33	90	77	20	16	87	71	43	20	80	63	17	9
Disadvantaged (PP)	9	89	63	44	17	89	56	11	6	89	57	22	12	78	43	11	3
Dis & SEN	4	75	n/a	0	n/a	50	n/a	0	n/a	50	n/a	0	n/a	50	n/a	0	n/a
Dis & Non-SEN	6	100	76	67	23	100	71	0	8	100	70	33	15	83	56	17	4
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	51	94	87	41	32	90	84	18	15	94	85	49	27	84	73	12	9
SEN K	9	100	44	11	9	67	30	0	3	78	40	22	7	56	21	0	1
EHCP	1	0	16	0	4	0	11	0	1	0	15	0	3	0	7	0	0
SEN & Non-Dis	6	100	n/a	0	n/a	67	n/a	0	n/a	83	n/a	0	n/a	50	n/a	0	n/a
Not SEN	50	94	84	48	33	96	80	20	15	98	81	50	27	90	69	14	9
EAL	10	90	73	40	27	80	70	30	13	100	75	70	28	80	61	20	8
Not EAL	50	94	75	42	28	92	70	14	13	92	71	40	21	84	58	10	7
Able	7	100	n/a	86	n/a	100	n/a	86	n/a	100	n/a	86	n/a	100	n/a	57	n/a
Not able	53	92	n/a	34	n/a	89	n/a	8	n/a	91	n/a	38	n/a	87	n/a	6	n/a