

# Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Moseley Primary School
Number of pupils in school	473
Proportion (%) of pupil premium eligible pupils	20.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Nikki Evans, Headteacher
Pupil premium lead	Sally Casemore, Deputy Headteacher
Governor / Trustee lead	Manjit Kaur, lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111,635
Recovery premium funding allocation this academic year	£12,615
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£131,725

# Part A: Pupil premium strategy plan

## Statement of intent

All members of staff and the governing body at Moseley Primary School accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We are aspirational for all our pupils and encourage each child to develop a love for learning and acquire the skills and abilities needed to fulfil their potential and as an adult finding employment.

Overcoming identified barriers to learning is central to our Pupil Premium use. We identify barriers that need to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly. We provide high-quality teaching, targeted academic support for pupils who are not making expected progress, as well as addressing non-academic barriers to attainment such as attendance, behaviour and social and emotional wellbeing.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background. Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read and write fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Focus on attendance to ensure children are in school to access the learning
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
3	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, particularly in writing.</p>
4	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1 - 20% lower than for non-disadvantaged pupils.</p> <p>On average 41% of disadvantaged pupils have been 'persistently absent' compared to 20% of their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
5	Our disadvantaged children have limited life experiences which impacts on their understanding of the curriculum and well being.

## 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
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Improved oral language skills and vocabulary among disadvantaged pupils, particularly in Early Years.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</p> <p>% of pupils achieve a GLD</p> <p>To identify pupils who may require Speech &amp; Language support and provide one to one and small group sessions</p>
To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in KS1 & KS2	Disadvantaged pupils achieve in line with non-disadvantaged pupils and are at least in line or better than disadvantaged children nationally.
For all disadvantaged pupils in school to make or exceed nationally expected progress rates.	Disadvantaged pupils to make at least expected progress or better in line with disadvantaged pupils nationally.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 5%</li> <li>the percentage of all pupils who are persistently absent being below 10%</li> </ul>
Children have engaged with a wide range of curriculum and extra-curricular opportunities that support their academic and social development and help them to contextualise their learning.	<p>High uptake of extracurricular activities by disadvantaged pupils.</p> <p>Disadvantaged pupils take part in Year 6 residential.</p> <p>Children can articulate how their emotional wellbeing is supported.</p> <p>Disadvantaged children are able to engage in home learning.</p>

## 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: **£91,906.32**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Writing training and resources to support teachers in the delivery of high quality writing lessons.	<ul style="list-style-type: none"> <li>Evidence-based recommendations say that a clear writing framework of</li> <li>planning;</li> <li>drafting;</li> <li>revising;</li> <li>editing; and</li> <li>publishing.</li> </ul> <p>Best supports pupils in KS1 &amp; KS2</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	1, 3
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>HLTA released to support pupils to develop their S&amp;L.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance – purchase of	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:	2

PowerMaths and training of staff.	<a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a> The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	
Delivery of high-quality foundation subjects, including music tuition for all pupils. Support for parents of disadvantaged pupils for trips including the Y6 residential.	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. Kindermusik, Orff and Kodaly methods of learning music have been shown to be effective on the cognitive development of young children. <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Arts_Education_Review.pdf?v=1668002142">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Arts_Education_Review.pdf?v=1668002142</a>	5

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

Budgeted cost: **£6,307.50 (One to One tuition separate funding to PP)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	2,3

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

Budgeted cost: **£71,328**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Management of catch up provisions both academic and wellbeing.</p> <p>SenCo to manage and support interventions.</p>	<p>Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. Supporting resources:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	All
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Employing Safeguarding Officer with responsibility for attendance.</p> <p>SLA EWO.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	4

**Total budgeted cost: £132,823.04**

## Part B: Review of outcomes in the previous academic year (2020/21)

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 show that the outcomes we aimed to achieve in our strategy by the end of the year were therefore not fully realised as there still remains a significant gap in the attainment of Pupil Premium children compared to non-Pupil Premium.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Through analysis of writing outcomes, we concluded that standards had been impacted through the remote learning process, disproportionately in disadvantaged children. These children predominately come from homes that are not literacy rich and we found that children were able to access remote learning in maths, reading and the wider curriculum. However, the mechanics of writing were rarely practised and these tasks had limited engagement. Consequently we decided to revisit our writing provision in school and refresh our whole writing curriculum.

Although overall attendance in 2020/21 was lower than in the preceding year at 0.9%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 3% higher than their peers. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupils oracy was significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide a trained member of staff to develop speech and language skills in school.



Externally provided programmes

Programme	Provider
NELI	Nuffield