

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Old Moat Primary
Number of pupils in school	352
Proportion (%) of pupil premium eligible pupils	59%
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	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Oliver Kerr
Pupil premium lead	Kelly McNicholas
Governor / Trustee lead	Sally Fletcher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£282, 270
Recovery premium funding allocation this academic year	£27, 550
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	£309, 820

Part A: Pupil premium strategy plan

Statement of intent

A larger than average proportion of our pupils qualify for pupil premium funding, but we also acknowledge that many of our other families are in in-work poverty or are part of the “super-disadvantaged” group who do not qualify for benefits and therefore do not attract pupil premium. This means that a large proportion of our pupils require additional support in school to enable them to reach their full potential.

With the pupil premium funding, we aim to enable all disadvantaged pupils to attend school regularly, physically and mentally prepared to access their learning. We aim to eradicate any barriers to effective learning and ultimately, to ensure that there is no educational attainment or progress gap between disadvantaged pupils and their peers.

High quality, wave 1 teaching is integral to our approach to addressing educational inequalities. We know that strategies that will support disadvantaged pupils will also benefit non-disadvantaged pupils in our school.

Pupils being independent and able to take ownership for their own learning is critical, and at the heart of achieving this goal is the ability to read efficiently and effectively. We aim to support the bottom 20% of readers throughout school with additional reading provision and support.

Challenges

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

Challenge number	Detail of challenge
1	Low starting points with communication and language. The impact of this can be seen across the school from EYFS-KS2. Of the 30 admissions to Nursery in autumn 2023, 87% were assessed as working below age-related expectations using Wellcomm language screening tool. 20% of children were one or two sections below expectations with 67% being between 3 and 7 sections behind.
2	Children not retaining taught knowledge well enough in the wider curriculum. The use of principles of cognitive science in planning and teaching can better support this and enable more pupils to retain key knowledge and information.
3	Fear of failure vs Challenge = learning. The culture in school (partly following the return to school from Covid and partly due to lack of adequate home support) is one where many pupils are afraid to get things wrong and have a fundamental misunderstanding about what learning is.
4	Attendance and punctuality of disadvantaged pupils has been consistently lower than for non-disadvantaged pupils. In 2021/22 there was a 2.1%

	<p>difference in the absence rates of disadvantaged and non-disadvantaged pupils. Whilst better than the 2.9% national gap, school still has a desire to close this. Also in 2021/22, the rate of pupils persistently absent (10% absence or above) was 14.1% higher for disadvantaged pupils than non-disadvantaged. Again, this is better than the national picture where there was a 17.5% gap.</p> <p>Ensuring there are good rates of attendance for all groups of pupils remains a priority.</p>
5	The performance of disadvantaged pupils in reading in KS2 was 10% below non-disadvantaged pupils in 2022. In KS1, the same metric was 1.8% below non-disadvantaged pupils.
6	The performance of disadvantaged pupils in maths in KS2 was 19.6% below non-disadvantaged pupils in 2022.
7	Many of our children find it challenging to regulate their emotions and subsequently struggle to focus appropriately on their learning and to interact in an age-appropriate way with their peers. This can lead to challenging behaviour inside and outside of the classroom.

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
Pupils with low levels of communication and language identified and provision put in place to address this.	All pupils who require additional support with their communication and language will be identified shortly after arrival in the school. Provision will improve pupils' communication and language – this will be measured using the relevant intervention tool.
Children are better able to retain and apply key knowledge in the wider curriculum.	Through staff's increased awareness of and application of principles of cognitive science, foundation subject lessons will be structured in a way which supports children's retention of key knowledge. As a result, more children will retain more key knowledge which will support their learning.
Challenge is broadly understood by pupils across school to be a good thing. Children are willing to attempt challenging learning.	The post Covid culture in school is one of challenge = learning. Pupils understand that learning requires effort and that they will make mistakes but that by making mistakes they get closer to learning the desired outcome.
To achieve and sustain improved attendance for all pupils and to narrow the gap between disadvantaged and non-disadvantaged pupils' attendance.	By July 2024, the attendance gap between disadvantaged and non-disadvantaged pupils will be less than 1%. The percentage of persistently absent pupils will be in line with national averages and the gap between disadvantaged and non-disadvantaged

	persistent absence will have reduced to 5% or below.
To reduce the attainment gap in KS1 and KS2 reading between disadvantaged and non-disadvantaged pupils.	By July 2024, KS1 and KS2 reading outcomes show that the attainment gap has been narrowed between disadvantaged and non-disadvantaged pupils.
To reduce the attainment gap in KS2 maths between disadvantaged and non-disadvantaged pupils.	By July 2024, KS2 maths outcomes show that the attainment gap has been narrowed between disadvantaged and non-disadvantaged pupils.
To have more children successfully regulating their own behaviour inside and outside the classroom.	By July 2024 there are fewer internal and external exclusions. More pupils are successfully regulating their behaviour and as a result, accessing high quality learning.

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: £62,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Commission a Lead Practitioner in Maths from our MAT to work with our Maths Leader on CPA, planning and curriculum.	Support to focus on planning, COVID recovery and prioritising curriculum content, use of concrete, pictorial and abstract. Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)	3, 6
Continue to embed the Little Wandle SSP throughout school. Train staff new to the school and staff who have moved into EYFS & KS1. Purchase and ensure the smooth roll out of the catch-up programme in KS2.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Phonics EEF (educationendowmentfoundation.org.uk)	5
Embed the principles of Communication Friendly Schools across all staff in all key stages. Train new staff to ensure that they are fully conversant.	Enabling staff to understand the complexity of their instructions and questions will better equip them to support children's understanding and self-regulation. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 3
Continue to top up training for Teachers and TAs in the "Word Aware" approach of explicitly planning for the teaching of vocabulary.	Training all teaching staff on the "Word Aware" approach to teaching vocabulary will enable more children (especially disadvantaged pupils) to develop their vocabulary to a level that will support their engagement with and understanding of the range of topics and subjects within our curriculum. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 5

	Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)	
Train all Teachers and TAs in cognitive science and metacognitive approaches to teaching and learning. Provide release time for curriculum teams to refine their use of a seven-part lesson structure.	<p>Further developing staff understanding of metacognitive principles will better support children's retention of key information.</p> Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	2, 3
Develop Teachers and TAs understanding of formative assessment processes and how best to deliver, "in the moment feedback" which maximises pupil self-efficacy.	<p>Focus to be on development of "in the moment feedback" and supporting children's self-efficacy.</p> Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)	2, 3
Engage with the Trust's Education Director and Teaching Steering Group to ensure that all staff organise and present learning via optimal structures and systems.	Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	2, 3, 7

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

Budgeted cost: £151,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist Maths Teacher to intervene with Maths in Year 2, Year 5 and Year 6.	Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)	6

Early Bird breakfast intervention in Reading and Maths for pupils in Year 6. Pupils will receive 3 sessions per week before school begins. 3 Teachers will be involved in delivering these sessions.	Small group tuition EEF (educationendowmentfoundation.org.uk)	5, 6
Early Bird breakfast intervention in Maths for pupils in Year 4. Pupils will receive 3 sessions per week before school begins. Sessions delivered by Teacher.	Small group tuition EEF (educationendowmentfoundation.org.uk)	6
Additional Teacher working in Year 6 for 5 mornings per week	Mixed ability class groupings across the two-form entry cohort to support more targeted teaching for all pupils. Reducing class size EEF (educationendowmentfoundation.org.uk)	3, 5, 6
Wellcomm intervention delivered to pupils in Nursery and Reception who are working below the age related expectation with spoken language.		1

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

Budgeted cost: £86,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Worker and Attendance Leader to support and robustly challenge low attendance of pupils.	It is widely acknowledged that there is a correlation between low pupil attendance and academic underperformance. Our Family Worker effectively balances support and challenge for our families to secure the best possible attendance for as many pupils as possible. Attendance-REA-protocol-21092021.pdf (d2tic4wvo1iusb.cloudfront.net)	1, 2, 3, 4, 5, 6, 7
Delivering a complete PSHE curriculum complimented with UNICEF Rights	A small number of pupils in school can have a disproportionate impact on learning in their year groups if they are not sufficiently supported.	3, 7

Respecting content to all pupils.	Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk) Social and emotional learning EEF (educationendowmentfoundation.org.uk)	
1-1 Play Therapy sessions for pupils in acute circumstances in their home backgrounds.	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	3, 7
Train and resource the Reception Team to deliver the "Think Equal" programme to all Reception pupils.	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	3, 7
Support the Year 5 Teachers to engage with the University of Manchester's, "Passport 2 Success" programme.	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	3, 7
Review of school behaviour policy with a potential move to a more relational approach. Award of TLR to a member of staff to lead the review and policy rewrite.	Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)	7
Providing additional pastoral support for pupils at risk of fixed-term/permanent exclusion due to extreme SEMH needs.	Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)	7

Total budgeted cost: £299,000

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 2022 to 2023 academic year.

The pandemic undoubtedly had a greater impact on pupils from disadvantaged backgrounds.

The data below is a mixture of internal data and data published for school accountability measures from the academic year 2022/23.

Reading

- Year 1 Phonics screening results continued to be healthy. 76% of our Year 1 cohort passed the screening check. There was no gap between disadvantaged and non-disadvantaged pupils.
- 15% gap in Reception for PP pupils is too wide.
- Year 2 PP pupils achieved well in comparison with non-PP pupils at the end of KS1 with a narrow gap of 1.9% at the expected standard. However, there was a wider gap of 6.7% at the higher standard with no PP pupils achieving this in reading.
- In Year 6 there was a 16% gap between PP and non-PP pupils in end of KS2 reading at the expected standard. However, 3% more PP pupils achieved the higher standard.

Provisional progress score of +0.5 in reading

The data story for reading suggests that the school's strategies are effective and that pupils are generally making good progress. The Year 1 phonics screening data is very encouraging but this progress must be sustained as we continue to roll out our new SSP, Little Wandle. This will require intense training and support for staff from the English Team.

The Academic Mentor was a success and supported pupils with reading in Years 1, 2, 3 and 5.

"Early Bird" tutoring interventions were effective and this approach will continue for pupils in Year 6 for Reading.

Writing

- Gap between non-PP and PP pupils too wide in Reception at 16%.
- There was a 17% gap between non-PP and PP pupils at the expected standard at the end of Y2. No pupils achieved the higher standard.
- There was an 11% gap between non-PP pupils and PP pupils at the expected standard in writing at the end of KS2. There was a 2.4% gap between non-PP pupils and PP pupils at the higher standard.

Provisional progress score of +0.4 in writing

The data story for writing suggests that this is the area of the curriculum that most Old Moat pupils have been badly affected in, post pandemic.

A continued focus on developing pupil's vocabulary through the "Word Aware" approach and support from the English leader in lesson study projects across the school will be used. A continued focus on high quality talk in the classroom following the work of Robin Alexander's, "Dialogic Classroom", should

also help to improve written English. The implementation of "Little Wandle" will hopefully support pupils' spelling in Reception and KS1 as well as supporting those pupils in KS2 who have not yet fully grasped the required spelling patterns.

Maths

- There was a 13% gap between non-PP pupils and PP pupils in maths in Reception.
- Strong results in Year 2 with a no PP gap at the expected standard and just a 3% gap at the higher standard.
- There was an 11% gap between non-PP pupils and PP pupils at the expected standard at the end of Y6. However, there was just a 2% gap at the higher standard. Results in maths have improved significantly from the previous year.
- 27% of low prior attaining pupils achieved the expected standard and 7% of low prior attaining pupils achieved the higher standard in maths. 97% of mid prior attainers achieved the expected standard.

Provisional maths progress score of +0.8, an improvement of 2.5 from the previous year.

The school made a decision to invest resources in the 22/23 academic year into a White Rose Maths intervention that was delivered as tutoring by part-time teachers. Budget depending, this will continue in 23/24.

"Early Bird" tutoring interventions were effective and this approach will continue for pupils in Year 6 for Maths.

The strategy of using an additional teacher in Year 6 to make groups smaller and more focussed was effective and will be repeated in 23/24. The teacher will again provide 5 mornings of input.

In the 22/23 academic year, school attendance was 94.2% for non-PP pupils and 93% for PP pupils. While below the pre-Covid national average (and the Old Moat average), this is respectable attendance data considering the ongoing impact from the pandemic.

School Development priorities will remain largely unchanged in 23/24 with a focus on metacognition (including metacognitive talk), formative assessment and self-efficacy/social & emotional learning. In addition to these priorities, we will be focussing on the lowest 20% of readers across school.