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	Old Moat Primary
Number of pupils in school	391
Proportion (%) of pupil premium eligible pupils	55%
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	November 2021
Date on which it will be reviewed	July 2022
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	£244, 030
Recovery premium funding allocation this academic year	£25, 955
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	£269, 985

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. In addition to the reading support that we provide via pupil premium funding, we will this year also be utilising targeted reading support through the National Tutoring Programme. This will support disadvantaged and 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	Low starting points with communication and language. The impact of this can be seen across the school from EYFS-KS2. Of the 36 admissions to Nursery in autumn 2021, 32 pupils were assessed as working below age-related expectations using Wellcomm.
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 2019, there was a 9% difference

	between the percentage of persistently absent disadvantaged pupils and persistently absent non-disadvantaged pupils.
5	The performance of disadvantaged pupils in reading in KS2 was 9% below non-disadvantaged pupils in 2019. In KS1, the same metric was 12% below non-disadvantaged pupils. These pupils are now in Year 5 after two disrupted years of education due to the pandemic.
6	The performance of disadvantaged pupils in maths in KS1 was 16% below non-disadvantaged pupils in 2019. These pupils are now in Year 5 after two disrupted years of education due to the pandemic.

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 KS1 maths between disadvantaged and non-disadvantaged pupils.	By July 2024, KS1 maths outcomes show that the attainment gap has been narrowed between disadvantaged and non-disadvantaged pupils.

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: £51, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase membership to PiXL, a diagnostic assessment system to provide termly assessments and follow up "therapies" to address gaps identified in the QLA.	Teacher Feedback to Improve Pupil Learning | EEF (educationendowmentfoundation.org.uk)	3, 5, 6
Commission a Lead Practitioner in Maths from our MAT to work with our new 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
Purchase a DfE validated systematic synthetic phonics programme to improve consistency in the teaching of phonics in EYFS and KS1.	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
Become a certified Communication Friendly School	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
Train all 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	1, 2, 5

	range of topics and subjects within our curriculum. [Oral language interventions | EEF (educationendowmentfoundation.org.uk)](#) [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 make further developments to knowledge organisers.	Further developing staff understanding of metacognitive principles will better support children's retention of key information. [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.	Focus to be on development of "in the moment feedback" and supporting children's self-efficacy. [Teacher Feedback to Improve Pupil Learning | EEF (educationendowmentfoundation.org.uk)](#)	2, 3

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

Budgeted cost: £155, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engage with the National Tutoring Programme to fund FFT Lightning Squad reading intervention for disadvantaged and non-disadvantaged pupils from Y1-Y5.	[Small group tuition | EEF (educationendowmentfoundation.org.uk)](#)	5
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)](#)	6

	Improving Mathematics in Key Stages 2 and 3	EEF (educationendowmentfoundation.org.uk)	
Specialist Reading Recovery trained Teacher and English specialist TA to intervene with Phonics and reading in KS1. Bespoke daily reading and writing provision for Year 2 and 6 pupils working below age-related expectations.	Small group tuition	EEF (educationendowmentfoundation.org.uk)	5
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
Additional Teacher working in Year 6 for 4 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

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

Budgeted cost: £53, 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
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

Respecting content to all pupils. 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) 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

Total budgeted cost: £259, 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.

The pandemic undoubtedly had a greater impact on pupils from disadvantaged backgrounds. Across the majority of year groups there was a gap between the attainment of disadvantaged pupils and non-disadvantaged pupils, although this was under 10% in several year groups.

The data below is internal data as there were no statutory assessments in 2020/21. This data is also representative of pupils who missed a significant amount of face to face teaching over the previous eighteen months.

In Reading in Reception, Year 1 and Year 4 the gap was minimal. The gap in Year 2 was greatest at 14%.

Reading	Expected Standard	Higher Standard
Nur All	26%	0%
Nur PP	15%	0%
Rec All	52%	0%
Rec PP	52%	0%
Y1 All	49%	2%
Y1 PP	44%	0%
Y2 All	57%	20%
Y2 PP	43%	13%
Y3 All	46%	2%
Y3 PP	36%	3%
Y4 All	65%	5%
Y4 PP	63%	9%
Y5 All	58%	14%

Y5 PP	47%	9%
Y6 All	63%	14%
Y6 PP	60%	11%

In Writing, the gaps were widest between disadvantaged and non-disadvantaged pupils in Nursery, Year 2, Year 3 and Year 5.

Writing	Expected Standard	Higher Standard
Nur All	32%	0%
Nur PP	15%	0%
Rec All	52%	0%
Rec PP	52%	0%
Y1 All	47%	0%
Y1 PP	48%	0%
Y2 All	55%	4%
Y2 PP	40%	3%
Y3 All	42%	0%
Y3 PP	33%	0%
Y4 All	46%	5%
Y4 PP	43%	6%
Y5 All	53%	5%
Y5 PP	41%	6%
Y6 All	54%	9%
Y6 PP	51%	9%

In Maths, the widest gaps between disadvantaged pupils and non-disadvantaged pupils were in Nursery, Year 1, Year 3 and Year 5.

Maths	Expected Standard	Higher Standard
Nur All	32%	0%
Nur PP	15%	0%
Rec All	67%	0%
Rec PP	63%	0%
Y1 All	51%	4%
Y1 PP	44%	4%
Y2 All	48%	11%
Y2 PP	46%	7%
Y3 All	51%	0%
Y3 PP	39%	0%
Y4 All	61%	9%
Y4 PP	57%	12%
Y5 All	48%	9%
Y5 PP	38%	0%
Y6 All	59%	7%
Y6 PP	54%	6%