

## 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	Moulsham Infant School
Number of pupils in school	270
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 year plan (this forms part of our 3 year SDP)
Date this statement was published	December 2021
Date on which it will be reviewed	Progress in school reviewed termly and half termly. Termly meeting with PP governor.
Statement authorised by	Jane Landa-Arrese (HT)
Pupil premium lead	Lindsey Patterson (SENCo) / Jane Landa-Arrese (HT)
Governor / Trustee lead	Liz McCullough

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34, 970
Recovery premium funding allocation this academic year	£3770
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£9068
<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	£47, 808

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve to the best of their abilities across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. There is a significant focus on meeting the social and emotional needs of disadvantaged pupils, in order to ensure that all of these children are ready for learning. For this reason, we have shifted focus onto this area, so the wider strategies being implemented is where most of our delegated budget is. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Gaps in reading fluency and phonics of Y2 children with their peers. 55% of Y2 disadvantaged children did not pass the phonics screening check. 64% of Y2 disadvantaged children are working below age related expectations in reading.
2	Significant increase in social and emotional needs of disadvantaged children, with 67% of all disadvantaged group identified as needing support in this area.
3	Gaps in disadvantaged children's learning in Y2 across Reading, Writing and Maths. Accelerated progress needs to be made to close the gap with non-disadvantaged peers.
4	Low levels of speech and language amongst EYFS cohort, with half of EYFS disadvantaged group having specific speech, language and communication barriers. EEF National funded study found the following: <ul style="list-style-type: none"> <li>• 76% of schools stated pupils starting school in September 2020 needed more support with communication than in previous years</li> <li>• 96% they were concerned about pupils' speech and language development</li> </ul>
5	Attendance of disadvantaged children in Y2 is below that of peers. Concerns over engagement of parents in home learning. There is a 'disguised compliance' amongst many disadvantaged families, whereby families are not actively engaging with 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
All Y2 children accelerated in phonics and reading fluency to ensure closing of gaps in attainment	All Y2 children who did not pass phonics screening check will score higher in their end of Y2 check. Y2 ambitions to be met in reading
Disadvantaged pupils to be able to develop strategies for self-regulation and have an increased sense of value and belonging	Improved scores on Boxall Profile assessments for individuals Individual children to achieve 80% of small step targets from One Plans

	80% of EYFS cohort to be working at age related expectations for Personal, Social and Emotional Development
Improved attainment in Reading, Writing and Maths for all disadvantaged Y2 children.	Y2 ambitions to be met in reading, writing and maths
To enhance the provision for disadvantaged children to reduce or mitigate the effects on speech and language due to Covid-19 school/nursery closures.	Target group of EYFS children identified through teacher assessment. 80% of EYFS cohort to be working at age related expectations for language and communication
To achieve and sustain improved family engagement and attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being closed entirely</li> </ul>

## 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: £ 5434

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual and small group tutoring sessions for Reading, Writing and Maths in Year 2	*Focussed reading comprehension Year 2 interventions. High impact EEF. Small group and individual sessions – EEF High Impact.	3

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

Budgeted cost: £ 4084

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language teaching and intervention in EYFS run by Learning Mentor	Speech and Language baselining. Whole class and targeted speech and language sessions in EYFS. Relies on accurate baselining of children and careful next steps planning. High impact	4
LSA to run phonics intervention for Y2 children who did not pass phonics screening check	Focussed phonics intervention groups Year 2: High Impact EEF	1

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

Budgeted cost: £29, 456

Activity	Evidence that supports this approach	Challenge number(s) addressed
External pastoral and mental health support from play therapist	High impact with self-regulation work eg zones (High impact EEF); Social and Emotional learning and behaviour and attendance support (high to medium impact evidence base EEF)	2
Full-time learning mentor in place to support children struggling with social and emotional needs	High impact with self-regulation work eg zones (High impact EEF); Social and Emotional learning and behaviour and attendance support (high to medium impact evidence base EEF)	2, 5
Nurture UK training for staff to run nurture group	High impact with self-regulation work eg zones (High impact EEF); Social and Emotional learning and behaviour and attendance support (high to medium impact evidence base EEF)	2, 5
Supporting financial payments for extracurricular activities and enrichment inc school clubs, educational visits and visitor subsidies	Promotion of teamwork, collaborative skills esp in problem solving (EEF high impact)and opportunities to develop a store of cultural capital – Dept of Education, Ofsted	5
Top up care provision (eg uniform, trips, transport, photocopying homework packs etc)	To ensure all children have access to the full and wider curriculum and are able to engage fully in school life. Providing top up care for PPG children means they are more likely to attend school events and trips, thus enhancing their own experience as well as raising attendance.	5
Weekly Family Support Worker to work alongside disadvantaged families to improve engagement and attendance	Low cost for moderate impact (EEF) By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading” (EEF, 2021).	5

**Total budgeted cost: £ 38, 974**

## **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. Please see attached impact document.