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	Moseley CofE Primary School
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	12% (25)
Academic year/years that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	September, 2021
Date on which it will be reviewed	September, 2022
Statement authorised by	Dawn Gallagher
Pupil premium lead	Daniel Rogers
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,830.00
Recovery premium funding allocation this academic year	£3,480.00
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	£22,310.00

Part A: Pupil premium strategy plan

Statement of intent

At Moseley CofE Primary School *'Every Child Matters to God'*, every member of our school community is valued for their uniqueness and for the important role they play within our school community. *(1 Corinthians 12:12-27).*

We strive to ensure **all** students achieve academically regardless of their circumstance. Our moral purpose, as educators, is to ensure every individual child is given the best possible chance of achieving their potential, and as a Church school we take pride in nurturing the needs of each individual pupil.

High expectations of all children, regardless of their background are held. Not all pupil premium underachieve but statistically they are most at risk of doing so. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.

As a result, the funding we receive has been researched to provide high impact, measurable outcomes in closing the 'gap'.

Our current pupil premium strategy, works towards closing the gap by identifying the key barriers to learning for children entitled to pupil premium.

Challenges

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

Disadvantaged Pupil Progress and Attainment at KS2

Measure	Score
Reading	-0.8
Writing	+0.9
Maths	-0.1

Measure	2020-21 (4 pupils)	2021-2022 (6 pupils)
Meeting expected standard at KS2	75%	83%
Achieving high standard at KS2	25%	33%

Challenge number	Detail of challenge
1	Low prior academic attainment in Reading, Writing and Maths.
2	Social Emotional and Mental Health needs including attachment disorders, Adverse Childhood Experiences, low self-esteem, anxiety.

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 disadvantaged children acquire the knowledge and skills required for the next stage in their education, by the end of Key Stage 2.	• Disadvantaged pupils achieve national average progress scores in KS2 Reading (0) by July 2022. • Disadvantaged pupils achieve national average progress scores in KS2 Maths (0) by July 2022. • Disadvantaged pupils continue to achieve national average progress scores in KS2 writing.
All disadvantaged children are able to decode to an age-appropriate standard by the end of Key Stage 1 so that they can read age-appropriate books in Year 3 and above. This will enable children to engender a love of literature and access the curriculum in Key Stage 2.	• 100% of disadvantaged pupils achieve expected standard in phonics screening June 2022.
All children's SEMH needs are met so that they are able to develop positive relationships with adults and peers in school, access the full curriculum and engage in their learning.	• The SEMH toolkit and Strengths and Difficulties Questionnaires identify the progress and achievement of set targets so children are ready to learn, access the curriculum and develop positive relationships.

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: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategically planned bespoke CPD delivered for all staff including reading, writing, maths and SEND. This will focus on the mastery approach, reading fluency and comprehension and the writing sequence.	**Mastery learning** ££££(£) 🔒🔒🔒🔒🔒 +5 Moderate impact for very low cost, based on moderate evidence. A focus in Maths and Writing will be embedding mastery learning as traditional teaching keeps time spent on a topic constant and allows pupils' 'mastery' of curriculum content to vary. Mastery learning keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent at these objectives. Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps and must demonstrate a high level of success on tests, typically about 80%, before progressing to the next unit. **Reading comprehension strategies** £££££ 🔒🔒🔒🔒🔒 +6 High impact for very low cost, based on extensive evidence. Reading comprehension strategies focus on the learners' understanding of written text. Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and identifying difficulties themselves.	1
Pupil progress meetings will be used to support the implementation of mastery learning. The use of FFT aspire will be used to set	**Small group tuition** £££(£)(£) 🔒🔒🔒🔒🔒 +4 Moderate impact for moderate cost, based on limited evidence. Pupil progress meetings will support the continued implementation of mastery learning in all subjects. This will be supported by small group tuition Small group tuition will support embedding mastery learning, so that children's learning gaps are identified so children can keep up. Pupil progress meetings will identify children who are at risk of falling behind and are quickly identified so they are provided with small group tuition to keep up. Small group tuition will be planned strategically across school through rigorous	1

	monitoring of pupil's attainment and progress data in pupil progress meetings.	
ambitious targets and set precise actions in Pupil Progress meetings.		
The practice of Feedback and Marking will developed over the academic year 2021-22 so the implementatio n supports pupils to focus future learning on areas of weakness, through identifying and explaining misconception, through supporting them in taking greater responsibility for their own improvement or through increasing pupils' motivation to improve. This will be implemented through CPD and policy.	Feedback Very high impact for very low cost based on extensive evidence (£)(£)(£)(£)(£) (🔒)(🔒)(🔒)(🔒)(🔒) +6 Research shows that when feedback, information given to the learner about the learner's performance relative to learning goals or outcomes, should aim to (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task the process of the task the student's management of their learning or self-regulation, or about them as individuals (which tends to be the least effective). This feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers (see Peer tutoring). There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.	1

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

Budgeted cost: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s)

		addressed
Higher Level Teaching Assistants will deliver small group reading and maths interventions for disadvantaged pupils in KS2 falling behind age-related expectations, identified through pupil progress meetings.	**Small group tuition** £££££ 🔒🔒🔒🔒🔒 +4 Moderate impact for moderate cost, based on limited evidence. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.	1
Through forensic analysis of children's phonic skills and knowledge, 1:1 Direct Phonics intervention to pupils not on track to achieve expected standard will be provided.	**Phonics** £££££ 🔒🔒🔒🔒🔒 +4 Moderate impact for very low cost, based on very extensive evidence. Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.	1

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

Budgeted cost: £ 5,830

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social Emotional Learning approaches, including	**Social and emotional learning** £££££ 🔒🔒🔒🔒🔒 +4 Moderate impact for moderate cost, based on extensive evidence. On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social	2

Emotion Coaching and Team Teach Training, will be embedded into quality first teaching.	relationships in school. They also have an average overall impact of four months' additional progress on attainment.

Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. | |
| Teaching Assistant and SEMH lead deliver well-being hub interventions for identified children. 1:1 and/or group well-being intervention to support their mental health and well-being, resilience techniques and anxiety management. | Three broad categories of SEL interventions can be identified:

- universal programmes which generally take place in the classroom;
- more specialised programmes which are targeted at students with particular social or emotional needs; and
- school-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning. | 2 |
| Additional support allocated for identified children through EP, Forward Thinking Birmingham | | 2 |

Total budgeted cost: £18,830

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.

Aim	Outcome
All children's SEMH needs are met and children are able to access the full curriculum and engage in their learning	Staff absence has had a negative impact on children's progress and led to inconsistent support for pupils in well-being hub interventions and in class.
All children's SEND needs are identified and met so that all children make progress in all subjects.	ITPs evidence that all children made progress in all strands. Some ITP's evidence that children have made accelerated progress in some strands. Progress was generally slower in spelling strand. Gaps increased during lockdown, especially in maths and writing.
All children make at least expected progress from their various starting points (and many make accelerated progress) to achieve (or exceed) end of year outcomes.	**YR** 3/6 PP children currently on track to achieve GLD PP making accelerated progress to Jan'21: Reading 6/6. (4/6 on track to achieve ELG) Writing 5/6 (1/6 exp progress), 3/6 on track to achieve ELG. Maths 2/6 (4/6 exp progress) 6/6 on track to achieve or ELG Y1 Reading 1/2 EXP progress Writing 1/2 EXP progress Maths 1/2 EXP progress **Y2** Reading 1/1EXP progress Writing 1/1 EXP progress Maths 1/1 EXP progress Y3 Reading 1/2 EXP progress Writing 0/2 EXP progress Maths 1/2 EXP progress **Y4 (1 PP pupil new to school)** Reading 1/2 EXP progress Writing 0/2 EXP progress Maths 1/2 EXP progress

	Y5 (+2 additional PP pupils not yet included in data) Reading 1/4 EXP progress Writing 1/4 EXP progress Maths 1/4 EXP progress Y6 Reading 3/4 EXP progress Writing 3/4 EXP progress Maths 3/4 EXP progress

Externally provided programmes

No non-DfE programmes were used in 2020-21.