

## Pupil premium strategy statement

This statement details Moorgate Primary Academy'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	Moorgate Primary Academy
Number of pupils in school	289
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mr. J. Williams Headteacher
Pupil premium lead	Mrs. V. Eaglefield Deputy Headteacher
Governor / Trustee lead	Mr. H. Griffiths, lead for pupil premium

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£129,775
Recovery premium funding allocation this academic year	£13,775
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	£143,550

## Part A: Pupil premium strategy plan

### Statement of intent

The intent of the Pupil Premium Strategy spend at Moorgate Primary Academy is designed to address the potential barriers as set out in the Curriculum Intent statement.

The school's strategy in respect of the Pupil Premium focusses clearly upon two co-dependent approaches.

1. **Structure:** Pupil Premium families require the social and emotional support to ensure that the children attend school frequently. This provokes a positive approach to both the school, education and ensures that children enter the classroom exhibiting effective behaviour for learning.
2. **Interaction:** Children are exposed to a collaborative and cooperative pedagogy where they learn through experience, self-reflection and from their peers thus building learners that are resilient and who persevere. They shall receive focussed and proportionate high quality teaching from all adults in the classroom.

The way in which this money is spent on our learners reflects those barriers to educational achievement faced by Pupil Premium learners at Moorgate Primary Academy in the **21st Century**. These are:

1. Ensuring the most disadvantaged children receive quality support in lessons
2. Ensuring that a well trained workforce deliver high quality intervention programmes to ensure children make accelerated progress
3. Providing enrichment activities which the children might not otherwise get
4. Ensuring the attendance of these groups is above national average (97%+)

High quality first teaching is at the core of our approach, with a focus on areas in which learners, irrespective of their background or challenges they face, require the most support. Our focus is to support pupils to make good progress in all areas of learning. This is proven the greatest impact on closing the disadvantage attainment gap, this in turn will impact on non pupil-premium pupils within our school.

### Challenges

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

Challenge number	Detail of challenge
1	<b>Early Reading</b> Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers particularly due to the missed learning with the school closures. This negatively impacts their development as readers.
2	<b>Pupils rely on low tier vocabulary in both speaking and writing. They do not have a wide vocabulary resulting in barriers to comprehension; as a result many disadvantaged pupils attain below ARE within English.</b> Observations, pupil voice and discussion with families suggests that pupils have limited experiences outside of school including visits and clubs. Last academic year only 14 families that attract the pupil premium funding paid towards the extended enrichment offer, this highlights that there is overwhelmingly a need to support families. Limited experiences and enrichment/trips directly have an impact on pupil's oral language skills and higher level vocabulary. It also affects their life long aspirations and mental health and wellbeing having an overall impact on their attainment. This is evident from Reception through to Key Stage 2 and in general, is more prevalent among our disadvantaged pupils than their peers.
3	<b>Reaching age-related expectations at the end of Key Stage 2</b>

	<p>Internal assessment indicates that progress within core subjects for disadvantaged pupils has been impacted by the partial school closures to a greater extent than for others.</p> <p>This has led to gaps within subjects meaning that pupils are at risk of falling further behind age-related expectations and thus making limited progress. This is especially noticeable in maths with 15% of pupil premium pupils within Key Stage 2 making limited progress last academic year.</p>
4	<p><b>Attendance:</b></p> <p>Our attendance data for last academic year, 2020-2021 shows that attendance for disadvantaged pupils was 94.2% with whole school attendance at 95.6%. For all pupils, last academic year, there were 21,281 sessions lost to COVID and 1572 sessions lost to illness in addition to 358 sessions unauthorised absences.</p> <p>The overall attendance from September 2019 – March 2020 was 96.3%. This compares to 96.2% the previous year and 95.7% the year before. Disadvantaged pupils' attendance was 96.3%. Within the year of 2018-2019 the attendance of disadvantaged pupils was 94.9%.</p>
5	<p><b>Emotional resilience and learning behaviour. – (Lack of self-regulation and understanding of metacognition)</b></p> <p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified behavioural, social and emotional issues for many pupils, notably due to a lack of routine and enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support to the Early Help Team have marked an increase during the pandemic. 89 pupils currently require additional support with social and emotional needs. This is equal to 33% of our total school cohort.</p>

### 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
Improved reading attainment amount disadvantaged pupils	<ul style="list-style-type: none"> <li>• Consistent use of a phonics scheme within Early Years and Year 1 with pupils ready to move onto spelling in Year 2.</li> <li>• Reading outcome at the end of Key Stage 1 show that disadvantaged pupils met age-related expectations and make progress from their entry point in reception.</li> <li>• Increased percentage of pupils achieving a good level of development in Early Years each year, including reading.</li> <li>• Phonics screening at the end of Year 1 is in line with, or better, than National average.</li> <li>• Pupils that re-take the phonics screening in Year 2 make accelerated progress</li> <li>• Internal tracking of reading books and book bands show that children make good progress</li> <li>• Interventions such as percussion teaching, delivered by a skilled LSA shows that pupils are making accelerated progress</li> <li>• Learning walks and lesson observations show that classrooms are rich with books relating to all topics</li> <li>• A well-trained workforce deliver high-quality intervention programmes to ensure children make accelerated progress.</li> </ul>

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Pupils consistently demonstrate high levels of positive learning behaviour and engage with a range of strategies within the classroom to support their emotional wellbeing. This will be evidenced through pupil voice, staff voice, learning walks and lesson observations</li> <li>• Increased participation in enrichment activities and after school clubs, particularly among disadvantaged pupils. Both parent and pupil voice show impact and value that enrichment has on pupils.</li> <li>• All Key stage 1 pupils to have Forest School sessions over the academic year</li> <li>• Commissioned support from outside agencies to support delivery of interventions such as 'Relax Kids' 'Lego Therapy'</li> <li>• Continue to develop strong links with outside agencies such as Malachi</li> <li>• A reduction of overall behaviour incidents at pinch point within the day e.g. lunch time/break time</li> </ul>
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<ul style="list-style-type: none"> <li>• Key Stage 2 outcomes show that pupils have made progress from their starting point each year using internal data.</li> <li>• Formative assessments and observations indicate improved oral language skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence e.g. engagement in lessons, book looks.</li> <li>• Pupils will attain age-related expectations or better at the end of KS2. Outcomes will be in line with National average.</li> <li>• A well-trained workforce deliver high-quality intervention programmes to ensure children make accelerated progress.</li> </ul>
<p>Attendance of pupils will improve with persistent absence reducing resulting in less lost learning.</p>	<ul style="list-style-type: none"> <li>• Reduction in pupils that are persistently absent or late evidenced through sustained high attendance by 2024/2025.</li> <li>• The attendance of disadvantaged pupils is in line with non-disadvantaged pupils and that any gap is being reduced.</li> <li>• Commissioned support from Educational Welfare Officer to show reduction in pupils that are absent</li> <li>• Early Help Team to continue to support families and strengthen links with the Educational Welfare Officer.</li> <li>• Parent and pupil voice to show that attendance has a high priority and that learning time in school is seen as valuable</li> </ul>
<p>Pupils are able to speak and communicate with confidence using appropriate language for the topic. They build on their bank of vocabulary and use it well when interacting with others as they move through each year group.</p>	<ul style="list-style-type: none"> <li>• Children leave Moorgate able to communicate using a variety of communication tools e.g. writing, computing, speech. They are able to use ambitious subject specific vocabulary with accuracy and confidence.</li> <li>• Assessments and observations indicate improved oral language skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence e.g. engagement in lessons, book looks.</li> <li>• At the end of KS2, disadvantaged pupils will have made at least expected progress (based on their starting point) within reading and writing.</li> <li>• Pupils will attain age-related expectations or better in English at the end of KS2. Outcomes will be in line with National average.</li> <li>• At the end of the Early Years Foundation Stage Curriculum, children will be able to speak in clear sentences to communicate their needs and understanding. Pupils achieving a good level of development will be in line with national average or better.</li> </ul>

	<ul style="list-style-type: none"><li>• A well-trained workforce delivers high-quality intervention programmes to ensure children make accelerated progress.</li><li>• Increased participation in enrichment activities and after school clubs, particularly among disadvantaged pupils.</li></ul>
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## 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: £87,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum with a specific focus in Early Years. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing training and release time for a member of the Early Help Team.</p> <p>(ELSA Programme)</p>	<p>Speaking in July 2018, Damian Hinds expressed concerns about the number of children who finish their reception year still not able to talk in full sentences. Closing the word gap is the top priority in the UK government's social mobility action plan.</p> <p><a href="#">Mind the word gap</a> <a href="#">Oxford University Press: Word Gap Matters</a></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   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">The EEF Making best use of teaching assistants</a></p>	2
<p>Embedding of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils through a range of CPD activities lead by the English Lead.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>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:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	3
<p>Retention of additional LSA provision to ensure consistency and support daily in each class. Ensure that LSAs implement quality, timely interventions and delivery high quality in-class support to ensure impact on pupils' progress.</p>	<p><a href="#">Support the attainment of disadvantaged pupils.</a></p> <p>More successful schools identify the strengths of each member of staff and find the best ways to use them. They are quick to spot potential and 'grow their own staff'. They ensure that teaching assistants (TAs) are well trained in supporting pupils' learning as well as in specific learning interventions, so TAs can provide effective support to individual pupils or small groups. They also ensure</p>	1,3

	<p>strong teamwork between teachers and support staff.</p> <p><a href="#">The EEF Guide to Pupil Premium</a> states that evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p> <p><a href="#">The EEF Making best use of teaching assistants</a></p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will purchase resources and fund ongoing training and release time for a member of the Early Help Team.	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Mind the word gap</a></p>	1,2

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

Budgeted cost: £53,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management approaches with the aim of developing our school ethos and improving behaviour across school.	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	5
Retention of the Early Help Leader who has the responsibility for liaising with families whose attendance, behaviour or appearance is a cause for concern and therefore embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice. Commissioned support EWO.	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="#">Framework for securing full attendance</a></p>	4
Year 6 Residential	<p>Whilst the EEF evidence is still unclear, there is evidence to suggest that outdoor learning increases pupils' self-confidence and resilience.</p> <p><a href="#">EEF Outdoor learning report</a></p>	2,5

	In addition, the <a href="#">Forestry Commission</a> put together a report highlighting the importance of outdoor learning opportunities for pupil's health and wellbeing.	
Enrichment activities and resources to ensure that pupils are given a range of activities to ensure that they engage fully with both curriculum and school life that they may not otherwise get.	The importance and impact of immersive experiences can be seen in improved outcomes in lessons where pupils have been given the opportunity to engage with real world events and experiences. Evidence from pupil work and use of vocabulary supports the need and positive impact of this 1,2,3,4 12 approach. Our work is further guided and supported by the <a href="#">Cultural Learning Alliance</a> whose work, guidance and approach can be found in the above link. As well as this, <a href="#">A New Direction</a> has commissioned a series of case studies explore how schools providing disadvantaged pupils with opportunities to engage in arts and cultures.	2,3,5
Retention of the Early Help Leader within school who has the responsibility of delivering and commissioning external specialist support and interventions in the form of relax kids and specific interventions such as nurture groups.	The Public Health England report in 2014 found close links between improved mental health and wellbeing of pupils. <a href="#">Report: The link between health and wellbeing</a>	2, 3

**Total budgeted cost: £143,550**



## 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 below a review of last years (2020-2021) strategy:

Outlined below is our internal assessment during 2020-2021. During this academic year there was a school closure in the Spring Term. For the children who did not make expected progress, transition meetings took place between class teachers to ensure interventions are in place to address this the next academic year. Part of the reason for these outcomes points directly to the impact of Covid-19 on school closures across the country. Children were unable to benefit from our planned improvements. This was partly mitigated by our resolution to maintain a high quality curriculum online through daily virtual teaching with pupils' class teachers.

#### **Data Headlines:**

- 18% of advantaged pupils across Key Stage 1 & 2 made limited progress in reading.
- 15% of advantaged pupils across Key Stage 1 & 2 made limited progress in writing.
- 29% of advantaged pupils across Key Stage 1 & 2 made limited progress in maths.

As there is a significant difference in the progress of pupils within Maths than English, maths has been identified as a key driver for the coming academic year. The maths leader has teamed up with the Maths hub and provided a range of purposeful CDP sessions to staff. Termly meetings will be conducted with teaching staff to review the support in place for pupils making limited progress through regular pupil progress meetings with senior leaders and moderations both internally and externally.

A new consistent phonics scheme was introduced within Early Years and Key Stage 1. Dedicated time was giving up to CDP and the English leader supported teachers throughout the progress. Learning walks were conducted to ensure that there was consistency within the teaching of phonics. Although the phonics screening did not go ahead nationally, internal data identified 71% as passing the screening in June 2021. Pupils moving into Year 2 will sit a past paper in December 2021.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were 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 wellbeing support for all pupils, and targeted interventions where required. Through the strategic use of the Early Help Leader (EHL), there were a range of nurture groups and programs in place that responded to the ever-changing needs of the children during the pandemic. The following were internal or commissioned interventions delivered last year.

- Hope project (yearly via CAMHS)
- Sapling project (home visits relating to transition and poor attendance)
- Listening ear, weekly child/family check ins
- Food bank vouchers & Lockdown food hampers
- Christmas presents received by 50 pupil premium & LAC families from Derek's Tree
- Zoom workshops with Donja—Understanding emotions, Worry workshop, Resilience workshop, Self-esteem workshop, Anger workshop (In total 16 pupils)
- Purchasing of 'worry books' for pupils that needed additional support during home learning

It was clear that children would be anxious, worried and nervous about the return to school and we looked at an approach which facilitates support for the children with their mental health and well-being through high quality PSHE lessons that were taught daily. The support that children receive takes place in tiers; ranging from universal support and the way we set up our curriculum to very personalised and specialist support for those experiencing emotions that create a barrier to their learning. All pupils in the school are placed into the tiers based on how they adapted to returning to school. Regular check ins with teachers through the academic year took place. Tier 1 – Universal support for all children. Tier 2 – Targeted bespoke support for children with a specific emotional need in addition to universal support. Tier 3 – Individual support for children who may need additional support from outside agencies.

Our attendance data for last academic year, 2020-2021 shows that attendance for disadvantaged pupils was 94.2% with whole school attendance at 95.6%. For all pupils, last academic year, there were 21,281 sessions lost to COVID and 1572 sessions lost to illness in addition to 358 sessions unauthorised absences.

The enrichment experiences were carefully mapped out for the academic year 2020-2021, with carefully considered Covid restrictions taken into account as it meant there was limited opportunities to take children out of the class environment due to social distancing and bubbles. There has been a greater emphasis on real life experiences within school and ensuring exciting and enriching resources are available for pupils such as creating solar systems in Year 1/2, tasting Chinese Food in EYFS, resources for potion making in Years 3/4 and planetarium models and resources in Years 5/6. The middle leaders have taken a proactive part in developing the enrichment opportunities and ensuring all additional resources needed are planned into their action plans.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Further information

Our pupil premium strategy will be supplemented by additional activities that are not being funded by pupil premium or recovery premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- All pupils from Key Stage 2 will have the opportunity to take part in swimming lessons on the school site by way of a hired swimming pool and changing rooms from Elite Sport UK. This will equip pupils with much needed life skills. We know that pupils have missed out on swimming instruction due to the impact of school closures.
- In addition to the enrichment offer, teaching staff will offer a wide range of extracurricular activities to boost wellbeing and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- All staff will be trained with high quality strategies to ensure that children receive quality support in lessons through carefully considered CPD including the links within SUAT multi-academy trust and the use of National College materials. Additionally, coaching at all levels takes place systematically for all practitioners.