

## Mason Moor Primary School - 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	Mason Moor Primary School
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020 – 2021 <b>2021 – 2022</b> 2022 - 2023
Date this statement was published	28 <sup>th</sup> December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Kristy Wharton
Pupil premium lead	Kristy Wharton
Governor lead	-

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£178,755
Recovery premium funding allocation this academic year	£22,677
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total funding	£201,432

## Part A: Pupil premium strategy plan

### Statement of intent

At Mason Moor Primary School, the aim of our curriculum is to give all our pupils a rich, meaningful, purposeful education that engages pupils and through which they know, remember and can do more.

Our curriculum aims to challenge our pupils and give them the aspirations and determination that they can achieve whatever goals they set themselves and become rounded members of their current and future communities. Our curriculum vision are is the heart of every subject supports pupils to flourish. We aim to enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations. We aim to develop not only their academic skills but also their personal development but enriching the curriculum offer and give them experiences that they didn't even know existed. Additionally, we have designed our curriculum (and environment) to maximise the opportunities for our children to engage in physical activity and to take responsibility in becoming healthy and active. We ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support. This is true of all of the children within our school, including those PP children and with SEND or language needs.

When making decisions about using our Pupil Premium funding we consider the context of the school and the subsequent challenges we face, research conducted by EEF around different strategies and its value for money. Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

## Challenges

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

Challenge number	Detail of challenge
1	Poor speech and language development - A significant number of pupils enter reception with less developed language skills than those expected for pupils of their age.
2	A significant number of pupils enter reception from a diverse range of pre-school contexts, having not being exposed to important reading experiences. This impacts on the level of attainment pupils are able to attain in phonics and reading comprehension within KS1.
3	Narrowing the attainment gap across Reading, Writing, Maths - The current levels of attainment for some of children identified as disadvantaged may prevent them from achieving nationally expected standards at the end of a key stage and achieving their full potential; this can include a lack of support with their learning at home.
4	Attendance and Punctuality issues.
5	Frequent behaviour difficulties within a core group of children - Behaviour issues for a small group of pupils, all eligible for PP, are having a detrimental effect on their academic progress and that of their peers.
6	Poor parental engagement

## 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
Improve oracy skills for pupils in reception and Year 1	Disadvantaged pupils in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.  By the end of EYFS, >80% PP pupils achieving a good level of development
Improve attainment in the prime ELGs of reading, writing and number by the end of EYFS. Improve attainment in reading, writing and maths ensuring the vast majority of children are able to attain at ARE by the end of Year 1.	Disadvantaged pupils attain broadly in line with non-disadvantaged pupils nationally within reading. Writing and number at the end of EYFS. At the end of Year 1 pupils' phonics attainment is in line with non-disadvantaged pupils nationally.  By the end of EYFS, >80% PP pupils achieving a good level of development

<p>Improve attainment in Phonics knowledge and understanding for Year 1 and Year 2 children. Increase parental engagement in developing their children's reading skills outside of the school.</p>	<p>By the end of Year 1 attainment for disadvantaged learners is in line with that of other pupils nationally</p> <p>By the end of KS1, &gt;75% PP pupils achieving the expected standard or better in Reading</p>
<p>Improve attainment within Reading, Writing and Maths in all Key Stage 2 cohorts.</p> <p>Specific groups</p> <ul style="list-style-type: none"> <li>• PP</li> <li>• PP with SEND</li> <li>• SEND</li> <li>• PP with EAL</li> <li>• LAC</li> </ul>	<p>Disadvantaged pupils within Year 3, 4 and 5 are making rapid progress and the gap between disadvantaged and non-disadvantaged pupils is closing quickly by the end of the year. Disadvantaged pupils attain in line with non-disadvantaged pupils nationally by the end of KS2. Disadvantaged pupils make progress in line with non-disadvantaged pupils nationally by the end of KS2.</p> <p>By the end of KS2, &gt;75% PP pupils achieving the expected standard or better in Reading, Writing and Maths</p>
<p>Improve community engagement with helping children to practise and consolidate their reading skills at home.</p>	<p>Children's home reading records show that all children read regularly at home (4-5 times per week as a minimum).</p>
<p>To continue to Improve attendance and punctuality</p>	<p>Increased attendance rates for disadvantaged learners.</p> <p>Reduce the gap between FSM and all pupils' attendance and between that of the school and national averages.</p>

## 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: £79,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increased staff/pupil ratios within EYFS to enable frequent focused teaching of groups ensuring regular opportunity for high quality feedback as a driver for accelerating progress.</p> <ul style="list-style-type: none"> <li>• Developing effective written and verbal feedback.</li> <li>• Developing self-regulation skills.</li> </ul>	<p>Feedback and self-regulation are identified nationally and internationally as key drivers in securing mastery of the basic skills required to support children making the progress needed to engage and succeed within the primary curriculum.</p> <p>Evidence: EEF Toolkit EEF Early Years Toolkit</p>	<p>1, 2, 3, 5</p>
<p>Daily phonics teaching and early intervention where needed is in place to enable whole school approach to the development and understanding of phonics in EYFS/Year 1/Year 2</p> <p>Ensure all new staff are fully trained Phonics Intervention for identified children in KS2</p>	<p>The effective use of phonics skills and understanding is essential to the comprehension skills children need to acquire and use to access the curriculum as they move through all stages of their primary and secondary education.</p> <p>Systematic, frequent and well-paced phonics teaching is identified through a wealth of research as a highly effective strategy to teach children to read at an early age. Using Springhill Phonics will, with effective implementation, develop accurate and fluent readers by the time children are 6 years old.</p> <p>Evidence Reading by Six EEF Toolkit Rose review Education inspection framework: overview of research 2019</p>	<p>1, 2, 3, 6</p>
<p>Part funding non-class based Head of Curriculum (leadership scale) to:</p> <ul style="list-style-type: none"> <li>• Ensure the curriculum develops PP pupils knowledge, understanding and skills</li> </ul>	<p>Regular feedback, support, modelling, coaching and objective setting for teachers will support will enable them to understand and just their teaching order to maximise their impact on children's progress.</p>	<p>3, 4, 5</p>

<ul style="list-style-type: none"> <li>• Ensure all teachers know and understand the crucial content that needs to be learnt</li> <li>• Ensure progression of knowledge and skills is explicit in order for all learning to build on previous learning</li> <li>• Ensure the whole curriculum is linked to the school's curriculum vision</li> <li>• Provide weekly coaching and mentoring for NQTs to ensure quality first teaching is delivered in every classroom.</li> <li>• Improve outcomes for PP pupils both in the core subjects and the wider curriculum.</li> </ul>	<p>Feedback and self-regulation are identified nationally and internationally as key drivers in securing mastery of the basic skills required to support children making the progress needed to engage and succeed within the primary curriculum.</p> <p>To be effectively embedded within the practise of inexperienced teachers.</p> <p>Evidence This will enable strategies identified through:</p> <p>EEF Toolkit</p> <p>EEF Early Years Toolkit</p> <p>Education inspection framework: overview of research 2019</p>	
<p>Part funding for enhanced release of mathematics and English leader based SENCO to:</p> <ul style="list-style-type: none"> <li>• Track progress of key PP groups including those with SEN and EAL.</li> <li>• To ensure that provision effectively meets the needs of these groups</li> <li>• Ensure progression of knowledge and skills is explicit in order for all learning to build on previous learning</li> <li>• Ensure all teachers know and understand the crucial content that needs to be learnt</li> </ul>		3

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

Budgeted cost: £ 37,432

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional teaching assistant provision to deliver targeted interventions.</p> <p>Phonic interventions for KS2 pupils.</p> <p>Teaching assistants will deliver synthetic phonic interventions outside of the timetabled teaching</p>	<p>Evidence shows that teaching assistants who are effectively trained and accurately deployed to target key groups, can have a significant impact on accelerating pupil progress. Evidence</p> <p>EEF Making Best Use of Teaching Assistants</p>	3

of core subjects. These interventions will be precisely targeted, with clear outcomes, assessment and timescales. • Phonics intervention • Reading for meaning intervention		
Speech and Language enhanced support for LA SLA Speech and Language Therapist	Speech and Language Therapist directed Teaching Assistant delivering speech and language programme	1, 2, 3
Improve curriculum sequence and structure to effectively embed learning in the long-term memory Knowledge led curriculum using the principles of retrieval, spacing and interleaving to structure the sequence of learning.	Education inspection framework: overview of research 2019 indicates that over the course of study, teaching which is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts lead to reduced cognitive load, more effective use of working memory and securing of key knowledge in long-term memory.	2, 3, 5
Improvement of basic number skills High quality, structured and time specific targeted catch up interventions by TA during PPA time and Friday afternoons KS1 Number Sense Maths programme	Fluency has improved, as has arithmetic scores over the past year and this need to continue <a href="#">Numbersense</a>	3

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

Budgeted cost: £ 85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Magic Breakfast Club	The Education Endowment Foundation (EEF) evaluation of school breakfast clubs, found that a model of free, universal, before-school breakfast clubs was a cost-effective way of raising pupil attainment in primary schools. Similarly, breakfast provision helps ensure that no child has to learn when they're hungry. There is also evidence that it improves attendance.	4,5
ELSAs	The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or	1, 2, 3, 4, 5, 6

	behavioural issues can be effective, especially for older pupils.	
After School Clubs, Trips, (including Residential)	EEF - extending school EEF (+3) Our school curriculum offers a variety of enrichment activities to allow all children to be inspired by learning. We support parents with additional costs to enable all children to enjoy these experiences. Having the option to attend these after school activities, can also have an impact on attendance due to the requirement to be in school in order to attend.	4, 5, 6
Ethos and Engagement HLTA to have extra time to monitor and support attendance	DFE -Missing school for just a few days a year can damage pupils' chances of gaining good GCSEs, according to a new report published by the Department for Education	4, 6



## 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 separate evaluation statement linked to previous strategy.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

### 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
White Rose Maths	White Rose Maths Hub
Springhill Phonics Programme	Springhill English Hub