



# Moss Hall Infants Pupil premium strategy statement MHI

## December 21

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	Moss Hall Infant School
Number of pupils in school	356
Proportion (%) of pupil premium eligible pupils	13.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Laura Wynne, Executive Head
Pupil premium lead	Clare Dyson, Head of School
Governor / Trustee lead	Chloe Khan

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51776
Recovery premium funding allocation this academic year	£4784+ 7800 + 4320
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	£68,680

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

In our school, through the design of an ambitious and language rich curriculum we want all our children to have access to rich vocabulary, culturally diverse learning and the opportunities to think hard, develop the skills to communicate clearly and to be resilient in their learning. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal increasing their cultural capital and self-confidence

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.

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. We will use the funding to support the development of teachers and other staff to teach high quality phonics and reading skills, especially for pupils at the stages of Early Reading.

Where disadvantaged children need more support we will use selected interventions that are proven to be effective by the EEF as well as our own strategies and ways of supporting children that are effective in our setting. We will use 1:1 or small group tuition for these pupils to make the most progress.

As Moss Hall Schools Federation, a 2 school federation of a separate infant and junior school, we are adopting a coherent and all through/ federation wide approach in which all staff take responsibility for disadvantaged pupils' outcomes as they progress from the infant to the junior school.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from EYFS to Year 2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments indicate underdeveloped phonic knowledge and application among many disadvantaged pupils. These are evident from EYFS through to Y2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Assessments indicate underdeveloped reading fluency among many disadvantaged pupils. This is evident in Year 2 in general and is more prevalent among our disadvantaged pupils than their peers who may not have access to support outside school.
4	Assessments indicate underdeveloped writing skills and fluency among many disadvantaged pupils. This is evident from EYFS where the application of phonics and reason to write / audience is less secure in our disadvantaged than other children.
5	Internal assessments indicate that math attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
6	EYFS Language and Communication: Our assessments indicate that children's developmental language and communication in the EYFS is further behind than we would expect. This is particularly the case for disadvantaged pupils
7	Our attendance data since through school closures indicated a fluctuating engagement with online learning. Since September 2021 attendance among disadvantaged pupils has been improving but we expect it to be sustained.
8	Fine and Gross Motor development: Our assessments and observations indicate that some children do not have the motor control, grip and proprioception needed to hold a pencil, write, build, balance. This is most evident in children who were not able to routinely exercise through the 2020 and 2021 lockdowns.

## 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
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Improved oral language skills and vocabulary among disadvantaged pupils.	Disadvantaged pupils in all year groups use their increased vocabulary to make good progress across the curriculum and meet their academic targets
Improved Phonic Screen check outcome among disadvantaged pupils	Year 1 phonics Screen check outcomes are in line or above National and Barnet average for all pupils by 2023 and this is sustained to the end of the strategy Year 1 disadvantaged pupils are in line with national by 2023 and this is sustained to the end of the strategy. Year 2 catch up effectively ensures children who missed a pass, catch up.
Pupils attaining in the lowest 20% in Reading make at least good progress	Pupils in this group achieve their ambitious targets in reading (21-22) KS1 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard at the end of KS1
Improved maths attainment for disadvantaged pupils at the end of KS2.	Pupils in this group achieve their ambitious targets in maths (21-22) KS1 maths outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard at the end of KS1
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS1 writing outcomes in 2024/25 show that more than 70+% of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	The overall absence rate for disadvantaged pupils improves termly and is sustained

### 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: £35,694

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardized diagnostic assessments CPD for staff to interpret and administer	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:  <a href="#">Standardised tests</a>   <a href="#">Assessing and Monitoring Pupil Progress</a>   <a href="#">Education Endowment Foundation</a>   <a href="#">EEF</a>	1,2,3,5
Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.	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:	2

CPD for staff to deliver the programme	<a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Purchase of Language and Reading programme to secure early reading fluency	A research informed measurable and impactful programme to accelerate progress for children reading below the expected standard	3,4,6
Purchase of CPD in Writing training for all staff - bespoke to staff needs and federation wide, to secure greater subject knowledge and summative assessment skills and guidance to precision teach from the information	Working with our expert partner we have diagnosed school wide areas to improve (audience, purpose, drafting, editing, grammar, punctuation) and improved teaching sequences to take account of these issues  Over 2 years we are seeing improving outcomes and intend to keep this CPD practice going through the length of the strategy.	4
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to co-teach and plan in order to embed mastery approach to all teaching CPD (including Teaching for Mastery training).	The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 1 and EYFS</a>	5
Explicitly Teach Tier 2 words in lessons to support children's exposure to a larger vocabulary that they have heard, can understand and can use. Target disadvantaged pupils through use of vocab walls.	The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that 'oral language interventions consistently show positive impact on learning'. Oral language approaches include: targeted reading aloud and book discussion with young children; explicitly extending pupils' spoken vocabulary; the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction Isobel Beck calls such vocabulary 'second tier' words. "A robust approach to vocabulary involves directly explaining the meanings of words along with thought-provoking, playful, and interactive follow-up." Beck IL, McKeown MG and Kucan L (2013). 'Bringing words to life: robust vocabulary instruction'	1

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

Budgeted cost: £22,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Engaging with the National Tutoring Programme to provide a blend of tuition, and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,4,5
<b>‘Talk bBoost/ time to talk’</b> intervention for disadvantaged pupils.  Time to Talk - intervention (R)	The EEF summary of evidence in the ‘Teaching and Learning Toolkit’ shows that ‘oral language interventions consistently show positive impact on learning’. Oral language approaches include: · targeted reading aloud and book discussion with young children; · explicitly extending pupils’ spoken vocabulary; · the use of structured questioning to develop reading comprehension; and · the use of purposeful, curriculum-focused, dialogue and interaction	1
LEP  Language Enrichment Programme - KS1 (A and Z)	Research informed programme – funded by DfE to support rapid language development in young children	1

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

Budgeted cost: £10,911

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of federation wide welfare and attendance officer	Embedding good practice set out in DfE’s Improving School Attendance  Working with families to break down barriers with the school system and ensuring continuity of support and policy implementation for families	7
Well-being support through the work of Senior Learning	“Happy to be me programme” has been successfully run at the school for x years	all

Mentor - bespoke and weekly programmes	Children have a safe space and peer group to focus on self-esteem and developing relationships	
Gross and fine motor skills development	Structured NHS programme delivered by staff to build fine and gross motor control in order to develop stamina and strength to write	8

**Total budgeted cost: £ £68,680**



## Pupil premium strategy outcomes 20-21

(Note: The details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year are reported separately on our website)

*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.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*