



# Moss Hall Junior School Pupil Premium Strategy Statement

## 22-23 Plan and 21-22 Review

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils for the 2022-23 academic year . It is part of a wider 4 year strategy to raise expectations and standards for our disadvantaged pupils across the federation over this time.

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 Junior School
Number of pupils in school	441 pupils
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3+ year plans are recommended</b> )	2021-22 to 2024/2025
Date this statement was published	7th December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Laura Wynne, Executive Head
Pupil Premium lead	Helen Hoyle, Acting Head of School
Governor / Trustee lead	Chloe Khan

### Funding overview 22-23

Detail	Amount
Pupil premium funding allocation this academic year	£119,110
Recovery premium funding allocation this academic year	£12,905
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
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	£132,015

## 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. Due to the impact of the Covid-19 pandemic, statutory assessments have not been available for 2 years, hence assessment information is based on teacher assessment and standardised data in reading and Maths.

Challenge number	Detail of challenge
1	Assessments indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This "word gap" can make it harder for pupils to master the curriculum if it is not closed.
2	Assessments indicate underdeveloped phonic knowledge and application among many disadvantaged pupils, particularly those who join us in or after Year 3. Those attaining in the lowest 20% in Reading are often disadvantaged pupils
3	Assessments indicate underdeveloped reading fluency among many disadvantaged pupils. This is evident from Year 3 through to Y6 and in general, 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. These are evident from Year 3 through to Y6 and in general, are more prevalent among our disadvantaged pupils than their peers for a range of reasons
5	Internal assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.  On entry to Year 3 in the last 2 years, 50 % of our disadvantaged pupils arrive below age-related expectations compared to 21% of other pupils. This gap remains consistent across most year groups.

6	Our assessments and observations indicate that the health and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.
7	Our attendance data since through school closures indicated a fluctuating engagement with online learning. Since September 2021 attendance among disadvantaged pupils has been between 2-3 % lower than for non-disadvantaged pupils.

### 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 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
Pupils attaining in the lowest 20% in Reading make at least good progress	Pupils in this group achieve their ambitious targets in reading (22-23) KS2 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Pupils in this group achieve their ambitious targets in Maths (22-23) KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved writing attainment for disadvantaged pupils at the end of KS2.	Pupils in this group achieve their ambitious targets in writing (22-23) KS2 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.	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 3.5 %, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 2 %.</li> <li>The percentage of all pupils who are persistently absent being below 6.9 % and the figure among disadvantaged pupils being no more than 10% .</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: £62,103

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised 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   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	3,5

<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p>CPD for staff to deliver the programme</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>	2
<p>Purchase of Language and Reading programme to secure early reading fluency</p>	<p>A research informed measurable and impactful programme to accelerate progress for children reading below the expected standard</p>	2
<p>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</p>	<p>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</p> <p>Over 2 years we are seeing improving outcomes and intend to keep this CPD practice going through the length of the strategy</p>	4
<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 co-teach and plan in order to embed mastery approach to all teaching CPD (including Teaching for Mastery training).</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>	5
<p>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.</p>	<p>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'</p>	1

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

Budgeted cost £40, 322

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Highly effective online maths intervention - Third Space Maths purchased for target pupils in Years 3,4,5 6. Weekly 1:1 tutoring for children who are currently</p>	<p>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:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	5

working below/ just below and with potential to be Greater Depth by July 23	And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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, mentoring 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>	5,4
Focused teaching in Destination Reader lessons which explicitly teach reading comprehension strategies	The EEF summary of evidence in 'Improving Literacy in KS1 and KS2' rates the explicit teaching of reading comprehension strategies as having 'high impact'. Destination Reader lessons in KS2 teach pupils a range of techniques which enable them to comprehend the meaning of what they read. 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	2

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

Budgeted cost £31,075

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 Mentor - bespoke and weekly programmes	"Happy to be me programme" has been successfully run at the school for many years Children have a safe space and peer group to focus on self-esteem and developing relationships	7,6
Brilliant club	<a href="https://thebrilliantclub.org/evaluation/programmes-evaluation/">https://thebrilliantclub.org/evaluation/programmes-evaluation/</a> By offering children who may not have a family member who has been to university the chance to visit, access and be supported to aspire to this - we are putting children on the path to college 14 children PP - Y6	6,1,3,5

Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	6
Music fund: to enable talented pupils to access small group tuition - thus building their culture capital and increasing chances of accessing music places at local specialised secondary schools	As a school with a good reputation for music, we believe family income should not be barrier to learning a tuned instrument any child who wishes to.	6
EAL classes for parents	Funding to enable primary carers to have weekly one hour EAL lessons with a trained instructor and to learn basic "words for school" and to have a point of contact regarding curriculum matters - 2 terms in first instance:	
Funding to enable some children to attend after school activities.	10 children per term:	

**Total budgeted cost: £ 132, 510**

## Part B: Review of the previous academic year (21-22)

### Outcomes for disadvantaged pupils

This review details the impact that our strategy activity has had on pupils in the 21-22 academic year of our 4 year plan.

In 21-22 the National average of children eligible for pupil premium (PPG) was 23.5% The overall school average is 19.2%

Year group	Roll	# Eligible for PPG	%
3	109	15	14%
4	90	17	19%
5	118	22	19%
6	120	30	25%

### Funding 21-22

Detail	Amount
Pupil premium funding allocation this academic year	£120,232.66
Recovery premium funding allocation this academic year	£23417
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	143,649.66

### 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 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
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)  KS2 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	pupils in this group achieve their ambitious targets in Maths (21-22)  KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.
Improved writing attainment for	pupils in this group achieve their ambitious targets in writing (21-22)

disadvantaged pupils at the end of KS2.	KS2 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.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 3.5 %, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 2 %.</li> <li>the percentage of all pupils who are persistently absent being below 6.9 % and the figure among disadvantaged pupils being no more than 10% .</li> </ul>

## Outcomes

### Year 3-6 Attainment

	Reading		Writing		Maths	
	Final outcome	Target	Final outcome	Target	Final outcome	Target
Year 3 15 children	<b>EXS+ 47%</b> GDS: 7%	<b>EXS+: 46%</b> GDS:	<b>EXS+ 33%</b> GDS:	<b>EXS+: 23%</b> GDS:	<b>EXS+: 40%</b> GDS:	<b>EXS+: 38%</b> GDS:
Year 4 17 children	<b>EXS+ 53%</b> GDS: 12 %	<b>EXS+ 41%</b> GDS: 12%	<b>EXS+41%</b> GDS:	<b>EXS+: 41%</b> GDS:	<b>EXS+: 41%</b> GDS: 12%	<b>EXS+: 47%</b> GDS: 6%
Year 5 22 children	<b>EXS+ 45%</b> GDS: 14%	<b>EXS+: 35%</b> GDS: 10	<b>EXS+ 14%</b> GDS:	<b>EXS+: 15%</b> GDS:	<b>EXS+: 52%</b> GDS: 5%	<b>EXS+:50%</b> GDS: 5%
Year 6 30 children	<b>EXS+ 67%</b> GDS: 7%	<b>EXS+: 50%</b> GDS: 11%	<b>EXS+ 67%</b> GDS: 7%	<b>EXS+: 50%</b> GDS: 4%	<b>EXS+: 50%</b> GDS: 17%	<b>EXS+ 54%</b> GDS: 14%

Outcomes in 21-22 were assessed through teacher assessment and by the use of standardised tests in years 3-5 (NFER Reading and Writing). National Statutory assessment tests (SATs) were applied in Year 6. Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. In line with DfE advice, 21-22 outcomes are not compared to data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. Overall children's outcomes across the Junior school were in line with the challenging targets set at the beginning of the year and show accelerated progress for identified children. All children made progress from their starting points.