

## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	210
Proportion (%) of pupil premium eligible pupils	15.7% (33)
Academic year/years that our current pupil premium strategy plan covers	2023/24 To 2025/26
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Karen Young Headteacher
Pupil premium lead	Karen Young Headteacher
Governor / Trustee lead	Fran Rowley Pupil Premium Governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,100
Recovery premium funding allocation this academic year	£3,480
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b>	<b>£ 32, 580</b>

## Part A: Pupil premium strategy plan

*Flourishing Together To Serve.'* (1 Corinthians 12: 4-28)

*We strive to ensure all students flourish 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 are held by all staff and governors. All staff in our school take responsibility for disadvantaged pupils' outcomes and maintain the highest expectations for every child's achievement.**

**Not all of our pupil premium underachieve but statistically they are most at risk of doing so.**

### Statement of intent

- To ensure that all children receipt of Pupil Premium make accelerated progress so that they are either working at age related expectations in Reading, Writing and Maths by the end of the academic year, or they have made outstanding progress throughout the year so that the gap is closing.
- To ensure that pupils take part in an enriched curriculum that provides experiences to enhance progress in academic, social and emotional development.
- To have no recognisable gap between the attainment of pupils in receipt of PP and non-pupil premium groups.
- To ensure that standards of attainment and progress for PP children meet national expectations and that children achieve their full potential.

### **We prioritise the use of the Pupil Premium as follows:**

- Pupil Premium pupils who are underachieving.
- Pupil Premium pupils who are achieving well and deserve to be extended and challenged to reach their true potential.

*We will act early to intervene at the point need is identified using evidence informed interventions that have been proven to be effective.*

- In making provision for socially disadvantaged pupils, we recognise however that not all pupils who receive free school meals via PP will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. Therefore, whilst it is recognised that Pupil Premium funding is to be allocated to those specifically identified using the Government criteria, we will seek opportunities wherever possible to expand that support so that other vulnerable pupils or groups may also benefit from interventions and enhancement activities that are being delivered for 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*

<b>Note: 1/3 pupils in Pupil Premium group had SEND and LAC status</b>		
<b>Measure</b>	<b>Average Scaled Score</b>	<b>Progress</b>
Reading	100.7	-1.6
Writing	91	-5.6
Maths	101.3	-1.6

<b>Measure</b>	<b>2022-2023 (3 pupils) (Note: 1/3 pupils in Pupil Premium group had SEND and LAC status)</b>
Meeting expected standard + at KS2 Reading	33%
Meeting expected standard + at KS2 Writing	0%
Meeting expected standard + at KS2 Maths	100%

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Increasing numbers of children eligible for PPG funding are joining our school. CHANGES SINCE OCTOBER 22 CENSUS: <ul style="list-style-type: none"> <li>- 4 RECEPTION STARTERS</li> <li>- 9 CURRENT STUDENTS, NEW TO PPG</li> <li>- 3 NEW ELIGIBLE STUDENTS, OTHER YEAR GROUPS</li> </ul>
1	Low prior academic attainment in Reading, Writing and Maths. 60% of our disadvantaged pupils have low prior academic attainment (excluding Reception).
2	A significant proportion of the disadvantaged pupils in our school have Special Educational Needs. 36% of our disadvantaged pupils are on our SEND register or are being monitored for SEND.
3	A significant proportion of the disadvantaged pupils in our school are Post Looked After Children. 12% of our disadvantaged pupils are Post LAC.
4	Although attendance for disadvantaged pupils is in-line with the FFT national average for non-disadvantaged pupils nationally, it continues to be lower than the percentage for non disadvantaged pupils at our school. A significant proportion of our disadvantaged pupils are on our SEND register- they are missing valuable learning through QFT and planned interventions.

## 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
<p>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.</p>	<ul style="list-style-type: none"> <li>100% of disadvantaged pupils achieve expected standard in Year 1 phonics screening check.</li> </ul>
<p>All disadvantaged children acquire the knowledge and skills required for the next stage in their education, by the end of Key Stage 2.</p>	<ul style="list-style-type: none"> <li>All disadvantaged pupils are on track to achieve at least national average progress scores in KS2 Reading by the end of the key stage.</li> <li>All disadvantaged pupils are on track to achieve at least national average progress scores in KS2 Maths by the end of the key stage.</li> <li>All disadvantaged pupils are on track to achieve national average progress scores in KS2 Writing by the end of the key stage.</li> </ul>
<p>Disadvantaged children do not face barrier to their learning linked to SEMH and/or access to enrichment opportunities. Family Support provided as required.</p>	<ul style="list-style-type: none"> <li>SEMH needs do not cause barriers to achievement and all disadvantaged pupils are on-track to achieve at least national average progress scores in reading, writing and maths (as above).</li> <li>All disadvantaged children have the opportunity to excel through engagement in enrichment opportunities.</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall attendance rate for all pupils being over 97%, and disadvantaged pupils' attendance rate is in-line with their non-disadvantaged peers.</li> <li>No disadvantaged pupils will fall into the 'persistently absent' category in 2023-24.</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: £ 8,652

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>➤ Professional development – Walk Thrus</li> <li>• Purchase of resource</li> <li>• Monitoring of implementation- learning walks/pupil outcomes</li> </ul>	<p><a href="#">Great Teaching Toolkit Evidence Review</a></p> <ul style="list-style-type: none"> <li>• <i>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils.</i></li> <li>• <i>Professional development on evidence based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning.</i></li> </ul>	1,2
<ul style="list-style-type: none"> <li>➤ SLT 1:1 coaching time with class teachers/subject leaders</li> <li>• Monitoring of implementation- learning walks/pupil outcomes</li> </ul>	<p><a href="#">EEF-Effective-PD-Mechanisms</a></p> <ul style="list-style-type: none"> <li>• <i>Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</i></li> </ul>	1,2
<ul style="list-style-type: none"> <li>➤ Maths subject specific professional development</li> <li>➤ White Rose Maths CPD/ NCETM Mastering Number programme</li> <li>• Purchase of resources</li> <li>• Release time for Maths lead to plan CPD and support implementation.</li> <li>• Release time for YR and KS1 staff to attend NCETM workshops.</li> </ul>	 <p><a href="#">EEF-Effective-PD-Mechanisms</a></p> <ul style="list-style-type: none"> <li>• <i>Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</i></li> <li>• <i>“Teaching for mastery” aims to support all pupils to achieve deep understanding and competence in the relevant topic.</i></li> <li>• <i>It is characterised by teacher- led, whole-class teaching; common lesson content for all pupils; and use of manipulatives and representations.</i></li> </ul>	1,2,3

	<p><a href="#">EEF – Improving Early Maths in EY and KS1</a></p> <ul style="list-style-type: none"> <li>• “Professional development should be used to raise the quality of practitioners’ knowledge of mathematics, of children’s mathematical development, and of effective mathematical pedagogy.</li> <li>• Developmental progressions show us how children typically learn mathematical concepts and can inform teaching.</li> <li>• Practitioners should be aware that developing a secure grasp of early mathematical ideas takes time, and specific skills may emerge in different orders.</li> <li>• The development of self-regulation and metacognitive skills are linked to successful learning in early mathematics.”</li> </ul>	
<p>➤ Feedback – improving, implementing and embedding policy</p> <ul style="list-style-type: none"> <li>• Release time for planning and use of instructional coaching to implement policy.</li> </ul>	 <p><b>Feedback</b> Very high impact for very low cost based on extensive evidence</p> <p>Implementation cost: 5 coins Evidence strength: 5 padlocks Impact (months): +6 months</p> <p><a href="#">EEF – Teacher Feedback to improve learning</a></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>	1,2,3

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



Budgeted cost: £ 15,812

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>➤ Reciprocal Reading</p> <ul style="list-style-type: none"> <li>• Cost of resource and CPD.</li> <li>• Cost of delivery of sessions</li> </ul>	 <ul style="list-style-type: none"> <li>• “Our trial involved 98 schools and 5222 pupils. We tested a whole-class approach in Year 4 and a targeted approach for students struggling with reading comprehension in Years 5 and 6.</li> <li>• The independent evaluation found that children in the targeted intervention made an average of +2 months’ more progress in terms of reading comprehension and overall reading, the measure of attainment chosen for the trial.</li> <li>• These results are rated as moderate-to-high security: 3 out of 5 on the EEF padlock scale.” EEF, 2022.</li> </ul>	1,2
<p>➤ Writing intervention</p> <ul style="list-style-type: none"> <li>- FFT Write Away Together</li> <li>-Numberstacks</li> <li>-Cued spelling</li> </ul> <ul style="list-style-type: none"> <li>• Cost of resource and CPD.</li> <li>• Cost of delivery of sessions</li> </ul>	 <ul style="list-style-type: none"> <li>• “1. Small group tuition has an average impact of four months’ additional progress over the course of a year.</li> <li>• Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. Diagnostic assessment can be used to assess the best way to target support.</li> <li>• One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.” EEF, 2022</li> <li>• “Write Away Together is a highly effective way of building feedback into children's writing process, helping them to see what is positive about their writing and how it can be improved. We know that if we encourage children to re-read their writing and think about the audience, then we can really improve the quality of what they do”</li> </ul>	1,2
<p>➤ Targeted SEMH interventions</p> <ul style="list-style-type: none"> <li>• Release time for staff to attend training</li> <li>• Cost of delivering intervention</li> </ul>	 <p><a href="#">social-and-emotional-learning</a></p> <ul style="list-style-type: none"> <li>➤ Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective social and emotional learning can lead to learning gains of +4 months over the course of a year.</li> </ul>	1,2,3,4



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

Budgeted cost: £ 8116

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>➤ Termly SEND review meetings</p> <ul style="list-style-type: none"> <li>• additional release time for teachers for review meetings and delivery of bespoke strategies</li> </ul>	 <p><b>Parental engagement</b>      Moderate impact for very low cost based on extensive evidence</p> <p>Implementation cost: £5000   Evidence strength: High   Impact (months): +4</p> <p><a href="#">EEF – Working with parents to support children’s learning</a></p> <ul style="list-style-type: none"> <li>• Provide practical strategies to support learning at home</li> <li>• Tailor school communications to encourage positive dialogue about learning</li> <li>• Offer more sustained and intensive support where needed</li> </ul>	<p>1,2,3,4</p>
<p>➤ Workshops for parents to support learning</p> <ul style="list-style-type: none"> <li>• Release time for staff to plan sessions</li> <li>• Release time for staff to deliver sessions</li> </ul>	 <p><b>Parental engagement</b>      Moderate impact for very low cost based on extensive evidence</p> <p>Implementation cost: £5000   Evidence strength: High   Impact (months): +4</p> <p><a href="#">EEF – Working with parents to support children’s learning</a></p> <ul style="list-style-type: none"> <li>• Critically review how you work with parents</li> <li>• Provide practical strategies to support learning at home</li> <li>• Tailor school communications to encourage positive dialogue about learning</li> </ul>	<p>1,2,3,4</p>



<ul style="list-style-type: none"> <li>➤ Embedding principles of good practice set out in the DfE’s <a href="#">Working together to improve school attendance</a> advice.</li> <li>• Release time for planning and use of instructional coaching to implement policy.</li> <li>• appointing attendance/support officers to improve attendance.</li> <li>• FAST track training for office staff and SLT</li> </ul>	<h3 style="text-align: center;">Working together to improve school attendance</h3> <ul style="list-style-type: none"> <li>• The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</li> <li>• <i>“This is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances. The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment. At KS2, pupils not meeting the expected standard in reading, writing and maths had an overall absence rate of 4.7%, compared to 3.5% among those meeting the expected standard. Moreover, the overall absence rate of pupils not meeting the expected standard was higher than among those meeting the higher standard (4.7% compared to 2.7%)”</i></li> <li>• <i>“For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided. Research has shown associations between regular absence from school and a number of extra-familial harms. This includes crime (90% of young offenders had been persistently absent)<sup>3</sup> and serious violence (83% of knife possession offenders had been persistently absent in at least 1 of the 5 years of study)”</i></li> </ul>	<p>1,2,3,4</p>						
<ul style="list-style-type: none"> <li>➤ Emotional Coaching and Zones of Regulation training for all staff</li> <li>➤ ACEs training for all staff</li> <li>• Cost of resources</li> <li>• Release time for SLT to provide modelling and coaching</li> <li>• Monitoring of implementation-learning walks/pupil outcomes</li> </ul>	<div style="background-color: #800000; color: white; padding: 10px; margin-bottom: 10px;"> <p style="text-align: center;"><b>Social and emotional learning</b></p> <p style="text-align: center; font-size: small;">Moderate impact for very low cost based on very limited evidence</p> <table style="width: 100%; text-align: center; font-size: x-small;"> <tr> <td>Implementation cost</td> <td>Evidence strength</td> <td>Impact (months)</td> </tr> <tr> <td>£ £ £ £ £</td> <td>🔒 🔒 🔒 🔒 🔒</td> <td>+4 months</td> </tr> </table> <p style="text-align: center;"><a href="#">social-and-emotional-learning</a></p> </div> <ul style="list-style-type: none"> <li>• “1. Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year.</li> <li>• The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores” EEF, 2022.</li> </ul>	Implementation cost	Evidence strength	Impact (months)	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4 months	<p>2,3,4</p>
Implementation cost	Evidence strength	Impact (months)						
£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4 months						

**Total budgeted cost:** £29,100

## 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 2023-24 academic year.

Aim	Outcome																								
<p>All disadvantaged children acquire the knowledge and skills required for the next stage in their education, by the end of Key Stage 2.</p> <ul style="list-style-type: none"> <li>All disadvantaged pupils are on track to achieve at least national average progress scores in KS2 Reading by the end of the key stage.</li> <li>All disadvantaged pupils are on track to achieve at least national average progress scores in KS2 Maths (o) by the end of the key stage.</li> <li>All disadvantaged pupils are on track to achieve national average progress scores in KS2 writing by the end of the key stage.</li> </ul>	<table border="1" data-bbox="807 696 1410 1099"> <thead> <tr> <th colspan="4" data-bbox="807 696 1410 779"><b>Note: 2/3 pupils in Pupil Premium group had SEND/LAC status</b></th> </tr> <tr> <th data-bbox="807 779 959 887">Measure</th> <th data-bbox="959 779 1091 887">Average Scaled Score</th> <th data-bbox="1091 779 1214 887">Progress</th> <th data-bbox="1214 779 1410 887">Number of children meeting ARE+</th> </tr> </thead> <tbody> <tr> <td data-bbox="807 887 959 938">Reading</td> <td data-bbox="959 887 1091 938">99.3</td> <td data-bbox="1091 887 1214 938">/</td> <td data-bbox="1214 887 1410 938">33.3%</td> </tr> <tr> <td data-bbox="807 938 959 990">Writing</td> <td data-bbox="959 938 1091 990">/</td> <td data-bbox="1091 938 1214 990">/</td> <td data-bbox="1214 938 1410 990">33.3%</td> </tr> <tr> <td data-bbox="807 990 959 1041">Maths</td> <td data-bbox="959 990 1091 1041">93.3</td> <td data-bbox="1091 990 1214 1041">/</td> <td data-bbox="1214 990 1410 1041">33.3%</td> </tr> <tr> <td data-bbox="807 1041 959 1099">GPS</td> <td data-bbox="959 1041 1091 1099">97</td> <td data-bbox="1091 1041 1214 1099">/</td> <td data-bbox="1214 1041 1410 1099">33.3%</td> </tr> </tbody> </table> <p data-bbox="807 1099 1410 1227">-</p>	<b>Note: 2/3 pupils in Pupil Premium group had SEND/LAC status</b>				Measure	Average Scaled Score	Progress	Number of children meeting ARE+	Reading	99.3	/	33.3%	Writing	/	/	33.3%	Maths	93.3	/	33.3%	GPS	97	/	33.3%
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<p>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.</p> <ul style="list-style-type: none"> <li>100% of disadvantaged pupils achieve expected standard in phonics screening</li> </ul>	<p>100% of Y1 pupils passed their Phonics Screening Check at the end of 2023-24.</p> <p>100% of the disadvantaged pupils passed their Phonics Screening Checks.</p> <p>1 child retook the check in Y2, this child passed the check but was not part of the Pupil Premium group.</p>																								
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> <ul style="list-style-type: none"> <li>the overall attendance rate for all pupils being no more than 97%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 0.5%.</li> <li>the percentage of all pupils who are persistently absent being below 7% and the figure among disadvantaged pupils being no more than 7%.</li> </ul>	<p><b>PPG 2022-23:</b> 94.7%  <b>PPG 2023-24:</b> 94.1%</p> <p><b>Non-PPG 2022-23:</b> 97%  <b>Non PPG 2023-24:</b> 97%</p> <p><b>Persistent absenteeism 2023-24:</b> 7.4%  <b>Persistent absenteeism amongst PPG group 2023-24:</b> 12%</p>																								

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider





