

## 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	Moseley CofE Primary School
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	9.7%
Academic year/years that our current pupil premium strategy plan covers	2022/23 To 2024/25
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Dawn Gallagher Headteacher
Pupil premium lead	Farirayi Mupesa Deputy Headteacher/ SENDCo
Governor / Trustee lead	Fran Rowley Pupil Premium Governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,085
Recovery premium funding allocation this academic year	Predicted £3,624 (£906 per qtr)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b>	<b>£32,709</b> (Subject to Recovery PP)

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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## Part A: Pupil premium strategy plan

### Statement of intent

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

Our welcoming, spiritually vibrant and inclusive, church school aspires to fulfil the potential of all. We seek to enable every unique child to flourish in body, mind and spirit; gaining wisdom and knowledge and developing gifts and talents. We nurture and empower children to serve as active citizens in God’s diverse, modern world; guided and strengthened by our distinctively Christian values of Hope, Courage, Love, Thankfulness, Forgiveness and Trust.

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.

A high proportion of disadvantaged pupils at our school have identified SEND needs and/or have had experience of the care system. We have given consideration to the challenges faced by our SEND pupils and Looked After and Previously Looked After pupils. Our approach detailed 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

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

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

## 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: 5/6 pupils in Pupil Premium group had SEND</b>		
<b>Measure</b>	<b>Average Scaled Score</b>	<b>Progress</b>
Reading	100.2	+0.2
Writing	97.0	-6.2
Maths	94.5	-7.9

<b>Measure</b>	<b>2021-2022 (6 pupils) (Note: 5/6 pupils had SEND)</b>
Meeting expected standard at KS2	30%
Achieving high standard at KS2	0%

<b>Challenge number</b>	<b>Detail of challenge (23 children)</b>
1	Low prior academic attainment in Reading, Writing and Maths. 57% 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. 35% 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 Looked After Children or Post Looked After Children. 17% of our disadvantaged pupils are LAC or Post LAC.
4	Gaps in learning due to Covid 19 disruption and poor attendance. Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 93.4%. Although this is in line with the FFT national average for non-disadvantaged pupils nationally it is 1.3% lower than for non disadvantaged pupils at our school. A significant proportion of our disadvantaged pupils are on our SEND register. Due to absence, children are missing valuable learning through quality first teaching and missing planned interventions which further impact on their progress and attainment. Our assessments and

observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

## 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 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 (0) 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>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 by the end of KS1.</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</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>

## 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: £ 8,467

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development – Walk Thrus Purchase of resource and planning time for DHT. Monitoring of implementation through learning walks and staff voice.	<a href="#">Great Teaching Toolkit Evidence Review</a> Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils. Professional development on evidence based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning.	1,2
Additional release time for DHT and class teachers for instructional coaching.	<a href="#">EEF-Effective-PD-Mechanisms</a> Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.	1,2
Maths subject specific professional development – White Rose Maths CPD  Purchase of resource. Release time for Maths lead to plan CPD and support implementation.	 <a href="#">EEF-Effective-PD-Mechanisms</a> Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. “Teaching for mastery” aims to support all pupils to achieve deep understanding and competence in the relevant topic. It is characterised by teacher-led, whole-class teaching; common lesson content for all pupils; and use of manipulatives and representations.  <a href="#">EEF – Improving Early Maths in EY and KS1</a> “Professional development should be used to raise the quality of practitioners’ knowledge of	1,2

	<p>mathematics, of children’s mathematical development, and of effective mathematical pedagogy. Developmental progressions show us how children typically learn mathematical concepts and can inform teaching. Practitioners should be aware that developing a secure grasp of early mathematical ideas takes time, and specific skills may emerge in different orders. The development of self-regulation and metacognitive skills are linked to successful learning in early mathematics.”</p>	
<p>Feedback – improving, implementing and embedding policy</p> <p>Release time for planning and use of instructional coaching to implement policy.</p>	 <p><b>Feedback</b> Very high impact for very low cost based on extensive evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: 5 icons Impact (months): +6 months</p> <p><a href="#">EEF – Teacher Feedback to improve learning</a></p> <p>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. 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.</p>	<p>1,2,3</p>

**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> <p>Cost of resource and CPD.</p> <p>Cost of delivery of sessions</p>	 <p><b>Reciprocal Reading</b> FFT Literacy</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: 5 icons Impact (months): +2 months</p> <p>“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.</p>	<p>1,2</p>

	<p>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.</p> <p>These results are rated as moderate-to-high security: 3 out of 5 on the EEF padlock scale." EEF, 2022.</p>	
<p>NTP – maths</p> <p>School's proportion of funding to deliver tutoring to identified pupils</p>	 <p>The overarching evaluation report for the TP programme will be published in Autumn 2022. The National Tutoring Programme (NTP) is a part of the Government's COVID-19 catch-up response for schools and forms part of the wider Catch-Up Funding. The programme aims to support teachers and schools in providing a sustained response to the COVID-19 pandemic and to provide a longer-term contribution to closing the attainment gap.</p>	1,2
<p>Writing intervention</p> <p>- FFT Write Away Together</p> <p>Cost of resource and CPD.</p> <p>Cost of delivery of sessions</p>	 <p><b>Small group tuition</b> Moderate impact for low cost based on moderate evidence</p> <p>"1. Small group tuition has an average impact of four months' additional progress over the course of a year. 2. 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. 3. 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</p> <p>"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"</p>	1,2
<p>Termly SEND review meetings – additional release time for teachers for review meetings and delivery of bespoke</p>	 <p><b>Parental engagement</b> Moderate impact for very low cost based on extensive evidence</p>	1,2,3,4

workshops for parents to support learning	<a href="#">EEF – Working with parents to support children’s learning</a> -Critically review how you work with parents -Provide practical strategies to support learning at home -Tailor school communications to encourage positive dialogue about learning	
School-based mentor support for Child Counselling students (BCU)	 <p>Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p>	2,3,4

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

Budgeted cost: £ 8,430

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE’s <a href="#">Working together to improve school attendance</a> advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. Attendance – FAST track training for office staff.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. <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>	1,2,3,4

	<p><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></p>	
<p>Emotional Coaching and Zones of Regulation training for all staff.</p> <p>Create and purchase resources to support implementation of Emotion Coaching and Zones of Regulation.</p> <p>Release time for SENDCO to provide modelling and coaching and to monitor and evaluate implementation and impact.</p> <p>KICK Dance Coaching and mentoring</p>	<div data-bbox="523 622 1193 831" data-label="Figure">  <p><b>Social and emotional learning</b>      Moderate impact for very low cost based on very limited evidence</p> <p>Implementation cost: £ £ £ £ £      Evidence strength: [5 padlocks]      Impact (months): +4 months</p> </div> <p>“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. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</p> <p>2. 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.</p> <p><a href="#">social-and-emotional-learning</a></p>	<p>2,3,4</p>

**Total budgeted cost: £ £29,085**

## 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 2021 to 2022 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>Disadvantaged pupils achieve national average progress scores in KS2 Reading (0) by July 2022.</li> <li>Disadvantaged pupils achieve national average progress scores in KS2 Maths (0) by July 2022.</li> <li>Disadvantaged pupils continue to achieve national average progress scores in KS2 writing.</li> </ul>	<table border="1"> <thead> <tr> <th colspan="4" data-bbox="805 629 1398 712"><b>Note: 5/6 pupils in Pupil Premium group had SEND</b></th> </tr> <tr> <th data-bbox="805 712 954 801">Measure</th> <th data-bbox="954 712 1086 801">Average Scaled Score</th> <th data-bbox="1086 712 1209 801">Progress</th> <th data-bbox="1209 712 1398 801">Number of children with progress 0+</th> </tr> </thead> <tbody> <tr> <td data-bbox="805 801 954 857">Reading</td> <td data-bbox="954 801 1086 857">100.2</td> <td data-bbox="1086 801 1209 857">+0.2</td> <td data-bbox="1209 801 1398 857">2/6</td> </tr> <tr> <td data-bbox="805 857 954 913">Writing</td> <td data-bbox="954 857 1086 913">97.0</td> <td data-bbox="1086 857 1209 913">-6.2</td> <td data-bbox="1209 857 1398 913">0/6</td> </tr> <tr> <td data-bbox="805 913 954 969">Maths</td> <td data-bbox="954 913 1086 969">94.5</td> <td data-bbox="1086 913 1209 969">-7.9</td> <td data-bbox="1209 913 1398 969">1/6</td> </tr> <tr> <td data-bbox="805 969 954 1025">GPS</td> <td data-bbox="954 969 1086 1025">101.2</td> <td data-bbox="1086 969 1209 1025">+0.4</td> <td data-bbox="1209 969 1398 1025">3/6</td> </tr> </tbody> </table>	<b>Note: 5/6 pupils in Pupil Premium group had SEND</b>				Measure	Average Scaled Score	Progress	Number of children with progress 0+	Reading	100.2	+0.2	2/6	Writing	97.0	-6.2	0/6	Maths	94.5	-7.9	1/6	GPS	101.2	+0.4	3/6
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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 June 2022.</li> </ul>	<p>100% of Y2 children passed their Phonics Screening Checks at the end of 2021-22.</p> <p>97% of Y1 pupils passed their Phonics Screening Check at the end of 2021-22. 1 child missed the pass mark by 1 mark. 100% of the disadvantaged pupils passed their Phonics Screening Checks.</p>																								
<p>All children's SEMH needs are met so that they are able to develop positive relationships with adults and peers in school, access the full curriculum and engage in their learning.</p> <ul style="list-style-type: none"> <li>The SEMH toolkit and Strengths and Difficulties Questionnaires identify the progress and achievement of set targets so children are ready to learn, access the curriculum and develop positive relationships.</li> </ul>	<p>Progress of pupils with SEMH needs is being tracked on the SEMH Toolkit Tracker. All pupils tracked are making progress.</p>																								