

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	Moredon Primary and Nursery School
Number of pupils in school	428
Proportion (%) of pupil premium eligible pupils	29% (126/428)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2022
Date this statement was published	20 th October 2021
Date on which it will be reviewed	18 th July 2022
Statement authorised by	Claire Leach
Pupil premium lead	Emma Preen
Governor / Trustee lead	David Maine

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£150,640
Recovery premium funding allocation this academic year	£17,110
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	£167,740

Part A: Pupil premium strategy plan

Statement of intent

Our pupil premium intent is to provide all children with the high-quality teaching and learning that closes the attainment gap between disadvantaged children and their peers. We aim to inspire all children to have big ambitions and have high expectations of themselves through a strong, focussed curriculum that is delivered by highly skilled professionals.

This links in with our mission statement: “Your learning journey to new horizons.” We are continuously working to develop a curriculum that inspires and challenges the children and allows them to have a range of experiences, trips, and visits. The mission statement clearly shows our promise to children that we will make learning interesting and challenging, and it will make sense to them.

The main aim for our pupil premium funding is to provide our children with outstanding, quality first teaching that engages and develops key learning skills that enables them to become lifelong learners. We are a values-based school, and we aim to provide children with the values they need to become outstanding members of the community and increase their social capital, especially those from a disadvantaged background. Through our varied curriculum, we aim to provide a range of cultural capital experiences so that learning is made relevant to our children and they can build on their learning experiences and make links.

We pride ourselves on the level of support that we provide for children to support them with their emotional, social, and educational needs. We have robust systems for identifying vulnerable students and for providing support and intervention to ensure that they thrive and accomplish their potential. We are quick to put in support programmes and help with the child in school and within their home environment. We have a highly effective pastoral team (which is known as our NEST Team. N – Nurture, E – Education, S – Support and T – Team.) This is made up of our SENCO, Family Support Worker and Learning Mentor Support/ELSA.

Challenges

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

Challenge number	Detail of challenge
1	Poor oral language skills of children in the EYFS.

2	Time (Teachers/Teaching Assistants) to support individuals with reading and any interventions needed.
3	Mental health of pupils.
4	Pupils who are coasting with their progress are also SEN pupils with significant needs.
5	Some children need support with the behaviours and attitudes conducive to learning e.g. confidence, resilience and self-esteem.
6	Further gaps in learning due to school closures and home learning.
7	Safeguarding issues at home.
8	Lack of parental engagement with learning.
9	Low attendance rates amongst some families and low attendance due to COVID.
10	Parenting support needed from Family Support Advisor.
11	Low aspirations amongst some families.
12	Lack of experiences/exposure to cultural capital to draw upon.
13	Parents who are keen to support but have poor English or Maths themselves which makes it difficult.

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
To improve the progress made by pupil premium children with SEN from their individual starting points.	<ul style="list-style-type: none"> • Books will show good progress • SEN assessments will show progress • Key Skills books will show progress • Pupil Progress Meetings • Lesson observations • End of year data
To increase the number of pupil premium children achieving GLD by the end of Reception and age-related expectations at the end of Key Stage 1 and Key Stage 2.	<ul style="list-style-type: none"> • End of year data • Learning journeys will show progress • Pupil Progress Meetings • Lesson observations
To increase the number of disadvantaged children achieving ARE and GD by the end of Year 6 in Reading, Writing and Maths, with a particular focus on SEN and boys.	<ul style="list-style-type: none"> • End of year data • Books will show attainment • Pupil Progress Meetings • Lesson observations
To improve the progress and attainment made by boys.	<ul style="list-style-type: none"> • End of year data • Books will show attainment and progress

	<ul style="list-style-type: none"> • Pupil Progress Meetings • Lesson observations
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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: £89,845

Activity	Evidence that supports this approach	Challenge number(s) addressed	Why? (Evidence from EEF)
Music tuition	<p>Every child at Moredon will have access to music tuition of some sort over the course of the year. Examples include African drumming, ukuleles and singing lessons. Roadshows for KS1 and KS2 have also been booked providing the children with experience of different musical genres. Participation in the music festivals/services for Easter, Christmas, Infant and Juniors allows an opportunity for the children to perform in front of a wider audience. The impact will be on their self-esteem and confidence as well as broadening their cultural understanding.</p> <p>COST: £9,275</p>	3, 5, 12	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and</p>

			<p>potential link between music and spatial awareness.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p>
Learning Mentor	<p>The learning mentor will support children with social, emotional, and mental health needs to feel happy and settled both at home and in school. Strategies and support will be given to the children to ensure they are ready to access learning in class. Interventions will range for short term focused work to long term work over the academic year.</p> <p>COST: £22,281</p>	3, 5, 7, 9	<p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year.</p> <p>Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health</p>

			<p>and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>
<p>Learning Mentor Assistant (this is planned for term 2 onwards)</p>	<p>The learning mentor assistant will support children with social, emotional, and mental health needs to feel happy and settled both at home and in school. They will work alongside the Learning Mentor. Strategies and support will be given to the children to ensure they are ready to access learning in class. Interventions will range for short term focused work to long term work over the academic year.</p> <p>COST: £8,864</p>	<p>3, 5, 7, 9</p>	<p>We are still in the process of recruiting.</p>
<p>Family Support Worker</p>	<p>Family support worker will be in school four days per week working with families to ensure they are in contact with relevant agencies. The family support worker will run</p>	<p>7, 8, 9, 10, 11</p>	<p>The average impact of the Parental engagement approaches is about an additional four months' progress</p>

	<p>parenting programs, work with parents to support with rules and routines at home and support access to wider support networks.</p> <p>COST: £15,408</p>		<p>over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>There is some evidence that supporting parents with their first child will have benefits for siblings.</p> <p>By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p>
<p>Booster teacher</p>	<p>Our booster teacher works 3 days a week supporting children in Years 2, 3 and 4 who are not achieving ARE with a particular focus on identifying learning gaps and providing catch up sessions in reading, writing and maths.</p> <p>COST: £24,017</p>	<p>2, 4, 6</p>	<p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a</p>

			rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.
Little Wandle	<p>Due to the requirement to have a new SSP, we will invest heavily in Little Wandle. This involves training for all staff, resources, release time for phonics lead to ensure consistency across the school and confidence in teaching. There are currently large gaps in phonic knowledge due to lockdowns and Little Wandle will be used across the school to address this.</p> <p>COST: £10,000</p>	1, 2, 4, 6	<p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress.</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>It is possible that some disadvantaged</p>

		<p>pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p>Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies.</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £35,650

Activity	Evidence that supports this approach	Challenge number(s) addressed	Why?
Speech and language therapist in one day per week.	Children enter Moredon with low level speech and language and often limited vocabulary knowledge. Due to the large number of	1, 4, 6	The average impact of Oral language interventions is approximately an additional six

	<p>children requiring speech and language intervention it was felt that a day a week in school clinic would ensure focused teaching and ensure attendance.</p> <p>COST: £9,700</p>		<p>months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p>The studies in the Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall. Approaches that are delivered one-to-one also have larger impacts.</p>
<p>Educational Psychologist</p>	<p>The Educational Psychologist will observe, assess, and advise teaching staff and parents on progress and development.</p> <p>COST: £8,910</p>	<p>1, 3, 4, 5, 13</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with</p>

			<p>poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>
TAMHS	<p>Due to the increase in GP referrals for TAMHS being sent back into school it was felt that a number of children needed a higher level of support. The purchase of a TAMHS worker once a week ensure those children get regular intervention which is regularly reviewed.</p> <p>COST: £10,080</p>	3, 5, 7	As above
SEMH Provision	<p>We have a significant number of children with mental health needs and anxiety. There will be individual targeted support.</p> <p>COST: £6,360</p>	3, 5	As above
CGP books	<p>We will purchase CGP books for years 2 – 6 and pupil premium children across</p>	4, 6, 13	By designing and delivering effective approaches to

	<p>other year groups to support parents with home learning. The structured nature of the books will support parents who are keen to support but find it difficult.</p> <p>COST: £600</p>	<p>support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £12, 651

Activity	Evidence that supports this approach	Challenge number(s) addressed	Why?
Hardship fund	<p>Curriculum trips and residential visits will be subsidised across the school to allow access for all children. Trips and residential trips will help to build independence and confidence.</p> <p>Help will be available to families who are finding it difficult to pay for school uniform or school shoes.</p> <p>Resources/home learning packs will be provided for all pupil premium children.</p>	6, 8, 9, 13	Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that

	COST: £5000 + £2000		might not otherwise be available to them. When considering hosting sports activities that may require contributions from parents, schools should consider whether places could be provided free of charge or subsidised for disadvantaged pupils.
Swimming subsidy	Year 5 will go swimming once a week for three terms to enable them to develop water confidence and swimming skills as early as possible. The money is used to subsidise the swimming instructors and for transportation. The knock-on effect of lockdown is that many children missed their swimming for the last two academic years, this means the subsidy is more important than ever. Swimming is a life skill and accessing lessons will increase self-esteem and confidence. COST: £3880	3, 12	As above
Uniform incentive to sign up for pupil	To provide all reception children who are eligible for pupil premium with a school jumper that has the logo on, a PE kit bag and a book bag. It	8, 9, 11	By designing and delivering effective approaches to support parental engagement,

	<p>is important for children to have a good start to school and have the correct kit.</p> <p>COST: £1250</p>		<p>schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation.</p>
<p>Educational Psychologist Supervision</p>	<p>When needed, the Educational Psychologist will listen to and support the Learning Mentor. To ensure that staff supporting pupils with SEMH needs have the opportunity to talk things through so they can be in the best frame of mind to support vulnerable children.</p> <p>COST: £221</p>	<p>2, 4, 5</p>	<p>If staff well being is looked after then they are in a better frame of mind to support vulnerable children.</p>
<p>Mini Police</p>	<p>30 children in Year 5 to take part in the Mini Police Programme. These children will receive Mini Police uniforms and will take part in activities once a term.</p> <p>COST: £300 for the cost of extra Mini Police uniforms required.</p>	<p>3, 5, 9, 11, 12</p>	<p>The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year.</p> <p>Structured approaches with well-designed tasks lead to the greatest learning gains.</p>

			Most of the positive approaches include the promotion of talk and interaction between learners.
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Total budgeted cost: £138,146

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.

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?

Review of expenditure	
Previous Academic Year	2020 - 2021
Quality of Teaching for All	

Desired outcome	Chosen action/approach	Cost	Estimated impact	Lessons Learnt/Actual Impact
<p>To improve the progress made by disadvantaged pupils with significant SEN from their individual starting points.</p>	<p>Educational Psychologist</p>	<p>£8490</p>	<p>Time for the Educational Psychologist to observe, assess and advise teaching staff and parents on progress and development.</p>	<p>Work started however had to cease due to Lockdowns. Vulnerable families were able to hold telephone consultations with the Educational Psychologist and she was able to support the SENCO.</p>
<p>To support pupil premium children with their social, emotional and mental health needs.</p>	<p>TAMHs</p>	<p>£7920</p>	<p>This year we have invested in a Clinical Practitioner to ensure strategies and improvements are clear. We expect to see improved emotional well-being of the children involved.</p>	<p>Work started however had to cease due to Lockdowns. TAMHS worker contacted children via the telephone during the closure and parents reported that this was helpful. Since returning to school, our TAMHS worker has been able to work with children again either face to face or via Teams.</p>

<p>To support pupil premium children with their social, emotional and mental health needs.</p>	<p>Family Support Worker</p>	<p>£16,312</p>	<p>To work with vulnerable families to ensure they are in contact with relevant agencies. Work to ensure children are in settled home routines to ensure they are ready to learn on entering school each day.</p>	<p>Family Jigsaw hasn't been able to happen due to lockdowns. During lockdowns our family support worker contacted her families weekly arranging for additional support including food parcels and access to services. We have employed a new Family Support Worker but there has been a seamless transition to our new FSW.</p>
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<p>To support pupil premium children with their social, emotional and mental health needs.</p>	<p>Learning Mentor</p>	<p>£21,270</p>	<p>To support our vulnerable children to ensure they are settled at both home and school. This support can vary from emotional well-being, self-esteem or behaviour support.</p>	<p>Work began with our most vulnerable children prior to lockdown, and we were seeing positive results. During lockdown our learning mentor contacted her regular children weekly for a touch base on the telephone. Once restrictions eased, she was able to come into school and support our key worker children with their emotional well-being. With restrictions being eased again, she has been able to work face to face with children.</p>
<p>To improve communication and language acquisitions skills.</p>	<p>Speech and Language</p>	<p>£9324</p>	<p>Referral to Speech and Language therapist to assess, devise programs, assist staff with planning interventions</p>	<p>Work had begun but this ceased during lockdown. Work has been able to continue since returning to school.</p>

<p>To improve the learning experience for all children in order to increase their enthusiasm for learning.</p>	<p>Music Services</p>	<p>£11,159</p>	<p>All children in the school have access to music tuition, this is to further enhance the curriculum and ensure that all have access to experiences they may not have the opportunity to have at home.</p>	<p>All classes have been able to continue learning an instrument/have singing once we returned to school after lockdown.</p>
<p>To improve the progress made by disadvantaged pupils without significant SEN from their individual starting points.</p>	<p>Booster teacher</p>	<p>£23,962</p>	<p>Booster teacher to work 1:1 or with small groups of pupil premium children to plug the gaps in their learning. Immediate interventions working alongside the class teacher to ensure progress and attainment is in line with their peers.</p>	<p>Work had begun with groups of children across the school however this had to cease over lockdown. Work was able to commence again on return to school after lockdown.</p>
<p>To improve the learning experience for all children in order to increase their enthusiasm for learning.</p>	<p>Swimming</p>	<p>£4000</p>	<p>Subsidise swimming costs to ensure that all children are able to learn this essential life skill.</p>	<p>No children have been swimming as a result of a national lockdown.</p>

<p>To improve the learning experience for all children in order to increase their enthusiasm for learning.</p>	<p>Trip Subsidies</p>	<p>£5,000</p>	<p>To ensure all children are able to gain extra-curricular activities board and lodgings will be paid for the children.</p>	<p>No residential trips have been able to go ahead as a result of a national lockdown. We have been able to provide experiences within school and had a good uptake and children had noticeable improvements in their confidence and emotional well-being as a result.</p>
<p>To support pupil premium children with their social, emotional and mental health needs.</p>	<p>Young Carers</p>	<p>£3000</p>	<p>The Young Carers group meet weekly. Whilst some have access to support from the Swindon Young Carers group not all do, this money will allow them to go on trips and take part in activities they would not usually be able to access</p>	<p>Work began with the young carers group however this had to stop in school due to the national lockdown, we were unable to take the children anywhere. However, contact was made with the children regularly and they were set challenges to complete at home.</p>

<p>To improve the learning experience for all children in order to increase their enthusiasm for learning.</p>	<p>Reading scheme investment</p>	<p>£10,000</p>	<p>A need has been identified to update the selection of home reading books on offer to Key Stage 2 following the successful update of books in Key Stage 1 last year. This will ensure home books are current and are interesting to the children. The impact should be the development of a love of reading, an increased enthusiasm for home reading books and therefore an improvement in progress made in reading.</p>	<p>New guided reading and home books were ordered for use across the whole school. All of the books for early reading are now fully decodable. The children are very excited and engaged with the new books.</p>
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<p>To support pupil premium children with their social, emotional and mental health needs.</p>	<p>Pupil Premium Champion</p>	<p>£10,345</p>	<p>The Pupil Premium Champion who will work alongside both families and children to develop community links. They will also support the work of the Learning Mentor running small group nurture sessions. The impact will be that children's emotional and social needs are being supported and they feel more confident.</p>	<p>We had a Pupil Premium Champion who started work alongside both families and children to develop community links but this stopped during lockdowns. Phone calls were able to be made to offer support. They also supported the work of the Learning Mentor. Our Pupil Premium Champion has now left the school. We plan to employ a Learning Mentor Support Assistant.</p>
<p>To support pupil premium children with their social, emotional and mental health needs.</p>	<p>Sensory room development</p>	<p>£12,000</p>	<p>A need has been identified for a sensory room to be established in the school as there are a large number of children with additional needs.</p>	<p>Our sensory room has been set up. It really benefits the large number of children with additional needs and helps them to self-regulate.</p>

To support pupil premium children with their social, emotional and mental health needs.	Play therapy	£12,000	To support and supplement the work of the Learning Mentor. The play therapist will support our PP/LAC children who have high level of emotional needs. The work will be completed on a 1:1 basis.	Work began with our most vulnerable children but this had to cease due to the national lockdown. Our Play Therapist supported children until December when we went into another lockdown.
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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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.