

Pupil premium strategy statement

Part 3 – 2023 – 2024

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	Moss Valley Primary School
Number of pupils in school	158
Proportion (%) of pupil premium eligible pupils	61%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2022 2022 – 2023 <u>2023 – 2024</u>
Date this statement was published	November 2023
Date on which it will be reviewed	July 2023 – Year 2 Review
Statement authorised by	Chair of Governors Jenny Davis
Pupil premium lead	David Nightingale Headteacher
Governor / Trustee lead	Jenny Davis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116,644
Recovery premium funding allocation this academic year	£10,030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£126,674

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium At Moss Valley Primary Academy

What are our ultimate objectives for our disadvantaged pupils?

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. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

How does our current pupil premium strategy plan work towards achieving these objectives?

The objectives for our disadvantage pupils:

- All children can communicate effectively and have the speaking and listening skills achieve in all areas of the curriculum
- Progress by the end of each key stage is equitable for all children
- All children are able to regulate their behaviours so that disruption to learning is minimal
- All children are meeting our attendance target of 96.5%

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

What are the key principles of our strategy plan?

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.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external (where available) assessments indicate that attainment in reading, writing and mathematics in KS1 among disadvantaged pupils, including SEND, is below that of non-disadvantaged pupils
4	Internal and external (where available) assessments indicate that attainment in reading, writing and mathematics in KS2 among disadvantaged pupils, including SEND, is below that of non-disadvantaged pupils
5	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to self-esteem, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
6	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 1 - 3% lower than for non-disadvantaged pupils. 22% of disadvantaged pupils have been 'persistently absent' compared to 18% of their peers during that period. 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																								
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Starting point information 2021-22</p> <table border="1" data-bbox="802 819 1412 927"> <thead> <tr> <th data-bbox="802 819 1165 875">ELG - C&L</th> <th colspan="2" data-bbox="1165 819 1412 875">July 22</th> </tr> </thead> <tbody> <tr> <td data-bbox="802 875 1165 927">Reception (all)</td> <td colspan="2" data-bbox="1165 875 1412 927">56%</td> </tr> </tbody> </table> <p>Starting point information 2022-23</p> <table border="1" data-bbox="802 1021 1412 1178"> <thead> <tr> <th data-bbox="802 1021 1090 1077">ELG - C&L</th> <th data-bbox="1090 1021 1254 1077">Sept 22</th> <th data-bbox="1254 1021 1412 1077">July 23</th> </tr> </thead> <tbody> <tr> <td data-bbox="802 1077 1090 1133">Nursery (all)</td> <td data-bbox="1090 1077 1254 1133">33%</td> <td data-bbox="1254 1077 1412 1133">67%</td> </tr> <tr> <td data-bbox="802 1133 1090 1178">Reception (all)</td> <td data-bbox="1090 1133 1254 1178">36%</td> <td data-bbox="1254 1133 1412 1178">69%</td> </tr> </tbody> </table> <p>Starting point information 2023-24</p> <table border="1" data-bbox="802 1272 1412 1429"> <thead> <tr> <th data-bbox="802 1272 1090 1328">ELG - C&L</th> <th data-bbox="1090 1272 1254 1328">Sept 23</th> <th data-bbox="1254 1272 1412 1328">July 24</th> </tr> </thead> <tbody> <tr> <td data-bbox="802 1328 1090 1384">Nursery (all)</td> <td data-bbox="1090 1328 1254 1384">33%</td> <td data-bbox="1254 1328 1412 1384"></td> </tr> <tr> <td data-bbox="802 1384 1090 1429">Reception (all)</td> <td data-bbox="1090 1384 1254 1429">36%</td> <td data-bbox="1254 1384 1412 1429"></td> </tr> </tbody> </table>	ELG - C&L	July 22		Reception (all)	56%		ELG - C&L	Sept 22	July 23	Nursery (all)	33%	67%	Reception (all)	36%	69%	ELG - C&L	Sept 23	July 24	Nursery (all)	33%		Reception (all)	36%	
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Improved phonic attainment for disadvantaged pupils at the end of Year 1 and ensure gap is closed by end of Year 2 so as not to negatively impact on development as readers.	<p>Parents/Carers will feel fully supported during their child's early reading journey from EYFS to Y1. All applicable staff members will teach RWI to a consistent high standard. Parents will be provided with home learning resources to develop Phonics. Pupils will be able to decode in line with their Year group expectations. Consistency in books is evident across all subjects in all year groups. KS2 reading outcomes in 2024/25 show that more than X%* of disadvantaged pupils met the expected standard.</p> <p>Starting point information 2021-22</p> <table border="1" data-bbox="802 1917 1412 2024"> <thead> <tr> <th data-bbox="802 1917 1082 1973">Phonics screen</th> <th data-bbox="1082 1917 1246 1973">Nov 21</th> <th data-bbox="1246 1917 1412 1973">June 22</th> </tr> </thead> <tbody> <tr> <td data-bbox="802 1973 1082 2024">Year 1 (all)</td> <td data-bbox="1082 1973 1246 2024">N/A</td> <td data-bbox="1246 1973 1412 2024">92%</td> </tr> </tbody> </table>	Phonics screen	Nov 21	June 22	Year 1 (all)	N/A	92%																		
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<p>To raise the attainment and progress of all pupils, disadvantaged and non-disadvantaged in reading, writing, mathematics and GPS by the end of KS2 at</p>	<p>KS2 reading, writing, GPS and maths outcomes in 2024/25 show that more than X%* of disadvantaged pupils met the expected standard.</p> <p>Starting point information 2021-22 (19/24 – 79% Dis)</p>																																				

both the 'expected' standard and 'greater depth'.

July '22	Rd	Wr	Ma	GPS
Year 6 (all)	67% (17%)	50% (0%)	58% (21%)	38% (4%)
Year 6 (D)	63% (5%)	42% (0%)	53% (26%)	37% (5%)

Starting point information 2022-23

July '23	Rd	Wr	Ma	GPS
Year 6 (all)	54% 8%	69% 0%	69% 15%	54% 15%
Year 6 (D)	57% 14%	57% 0%	57% 14%	43% 29%

Starting point information 2023-24

July '23	Rd	Wr	Ma	GPS
Year 6 (all)				
Year 6 (D)				

To address children's emotional, behavioural and mental health needs at an early stage in order to remove barriers to learning and lay the foundations for making healthy life choices in teenage and adult years.

Boxall assess all pupils to accurately target and provide emotional and therapeutic support to identified pupils and families of target PPG. Pupil voice shows that pupils are happy to attend school, feel safe and ready to learn. Pupils are able to achieve their potential as they are ready to learn.

Starting point information 2021-23

Boxall	Summer '22	Spring '23
All	80%	
D pupils	36%	

Boxall assessments not taken place as system to be replaced with CORDS in Autumn 2023.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Sustained high attendance from 2024/25 demonstrated by:

- the overall absence rate for all pupils being no more than 10%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 8%.

The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 2% lower than their peers.

Starting point information 2021-22

Attendance	Aut '21	Sum '22
Attendance (all)	93.9%	93.6%
Attendance (D)	93.2%	93%
PA (all)	23.7%	20.1%
PA (D)	25%	21.7%

Starting point information 2022-23

Attendance	Aut '22	Sum '23
Attendance (all)	94.6%	93.8%
Attendance (D)	94.2%	93.2%
PA (all)	19.5	18.75%
PA (D)	23.5%	21%

Starting point information 2023-24

Attendance	Aut '23	Sum '24
Attendance (all)	95.9%	
Attendance (D)	96.2%	
PA (all)	5.6%	
PA (D)	5.4%	

* This will be updated when we have accurate assessment information for disadvantage and non-disadvantage

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.

Green – what we are currently doing.

Orange – what we intend to add to our offer.

Teaching

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</p> <ul style="list-style-type: none"> • High Quality CPD/staff training supports the development of teaching and learning. • LSAs have access to planning time. • Lesson enquiry; team teaching e.g. RWInc and peer observations enable teachers to develop their own pedagogy, e.g. P4C/TALK. • Moderation activities; Cluster and wider LA. Opportunity to develop this further within Cluster. • PiXL resources used for assessment; QLAs and targeted interventions. Opportunity to further explore use of PiXL to tailor assessments into next steps/precision teaching. 	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF's guidance reports offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. The EEF Toolkit includes summaries of the best available evidence on approaches. • Evidence Based Education's Great Teaching Toolkit provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness. <p>Cognitive science approaches offer principles that hold promise for improving the quality of teaching. The EEF 'Cognitive Science Approaches in the Classroom: A Review of the Evidence' summarises the evidence for teachers.</p>	<p>1, 2, 3, 4</p>

<ul style="list-style-type: none"> • Key Priorities are written to ensure development of high quality teaching for all learners. A KP for 'the wider curriculum and assessment' written to ensure clear next steps can be looked at for all learners. 		
<p>Professional development on evidence-based approaches, e.g. feedback; metacognition; reading comprehension; phonics or mastery learning</p> <ul style="list-style-type: none"> • Talk and P4C training remains a high priority for all staff. • Maths Mastery training delivered through NCETM/Maths Hub/; PowerMaths; cluster events and in-house support. • RWinc phonics training supports teachers and LSAs to deliver exactly what the pupils need. • P4C training in place for all new teachers and LSAs to support TALK. • Staff attend Cluster meetings across all subjects to share key messages and approaches. • Further focus on Feedback – written/verbal and when and how this is delivered to pupils. 	<p>Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the</p> <p>best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF Toolkit and guidance reports. • The EEF's 'Effective Professional Development' guidance report offers support in designing and delivering PD and selecting external PD. <p>The EEF has developed support tools to go alongside the 'Effective Professional Development' guidance, such as 'Considering a balanced design', and more here.</p>	<p>1, 3, 4, 5</p>

<ul style="list-style-type: none"> • Continue to embed RWI to secure stronger phonics teaching for all pupils. This includes release time for the reading lead and continuing with the consultancy buy in service. 	<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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2</p>
<p>Mentoring and coaching</p> <ul style="list-style-type: none"> • Coaching - planned programme of coaching – Level 1; 2 or 3. • Senior Leadership team coaching. • All ECTs have a trained mentor with regular weekly meetings scheduled and termly progress reviews where coaching conversations are used to reflect on practice and develop further. • Ensure all ECT mentors have completed coaching level 1 and 2. • Continue to ensure that the ECTs have coaching opportunities built within these sessions. 	<p>A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers. Schools should carefully consider the mechanisms, for example, whether they are going to be adopting a mentoring or coaching approach. Supporting resources:</p> <p>The EEF guidance on 'Effective Professional Development' is accompanied by a poster to help consider the 'Effective Mechanisms of PD' - i.e. what are the essential elements that make mentoring or coaching more likely to be effective.</p>	<p>All</p>

Targeted academic support

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions to support language development; literacy and numeracy</p> <ul style="list-style-type: none"> • LSAs/teachers support with targeted interventions that feed into next steps in learning from QFT. • Precision teaching takes place using PiXL therapies. • LSA3s have an area where they lead – WellComm; Speech & Language (EYFS); ICT • Academic mentor for small groups (years 2-3) • Phonics groups are assessed and streamed according to stage; groups delivered daily by class teachers and LSAs; groups changed half-termly. • 	<p>Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF's 'Selecting Interventions' tool offers evidence-informed guidance to select an apt programme. <p>The EEF has dedicated web pages on effective approaches to support literacy and numeracy.</p>	<p>1</p>
<p>Activity and resources to meet the specific needs of disadvantaged pupils with SEND</p> <ul style="list-style-type: none"> • SENDCo provides support/advice to all staff, parents/carers and attends all PP meetings. 	<p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. Supporting resources:</p> <p>The EEF guidance report on Special Educational Needs in Mainstream Schools includes 5 evidence-based recommendations to support pupils with SEND</p>	<p>1, 2, 3, 4, 5</p>

<ul style="list-style-type: none"> • PP meetings allow achievement and progress of these pupils to be discussed and next steps to be identified. • SALT assessment and intervention supported by Speech Therapists. • Play therapy for targeted pupils. • Timetabled access to Sensory room for children across all year groups as required. • Intervention support from Primary Inclusion Team. • Access to advice and support from EP. • <i>Continue to liaise with specialist teachers and agencies and explore further support available.</i> • <i>Explore use of technology to support SEND children.</i> 		
<p>Teaching assistant deployment and interventions</p> <ul style="list-style-type: none"> • LSAs have timetables that support all learners within the class/identified groups. • 	<p>Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF guidance report on Making the Best Use of Teaching Assistants includes 6 recommendations, including adopting evidence-based interventions to support small group and one to one instruction. 	3

Wider strategies

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting attendance</p> <ul style="list-style-type: none"> • EWO on attendance; and home visits. • Process for escalation in place. • Support/interventions for parents/carers. • Attendance and Punctuality rewards celebrated. • <i>Consider new evidenced based initiatives to promote improved attendance.</i> 	<p>There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Supporting resources:</p> <p>The EEF guidance report on ‘Working with Parents to Support Children’s Learning’ includes a focus on offering more intensive support, which can include approaches to support attendance</p>	<p>6</p>
<p>Extracurricular activities, including sports, outdoor activities, arts, culture and trips</p> <ul style="list-style-type: none"> • Range of after school clubs take place Mon-Thurs offering wellbeing, arts, music and reading. • <i>Continually monitor clubs on offer – ensuring a range on other than sports and that children would like including lunchtime clubs.</i> • Trips and visitors planned in to enhance the curriculum. • <i>Continue to explore new visits and visitors. All to visit a museum/music venue during primary school years.</i> 	<p>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. Supporting resources:</p> <p>The EEF Toolkit has a strand on arts participation.</p>	<p>1, 2, 3, 4, 5 & 6</p>

<ul style="list-style-type: none"> • Residential in place for KS2 – Lledr Hall. • Mini-bus to support sporting fixtures and competitions. • MAPAS events and WCIT lessons. • Chess lessons and Chess Club. • Sporting Competitions. <p>Fundraising /charity events e.g. Discos; Bingo and fairs.</p>		
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Total budgeted cost: £190,000 (£63,326 from additional funds)

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 2022 to 2023 academic year.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Improved oral language skills and vocabulary among disadvantaged pupils.

Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

Starting point information 2022-23

ELG - C&L	July 23
Nursery (all)	67%
Reception (all)	69%

Comment

This data shows that over half the children achieved the ELG in Communication & Language which includes listening, attention and understanding and speaking. Oral language will continue to be a focus in 2023-24.

Improved phonic attainment for disadvantaged pupils at the end of Year 1 and ensure gap is closed by end of Year 2 so as not to negatively impact on development as readers.

Improved phonic attainment for disadvantaged pupils at the end of Year 1 and ensure gap is closed by end of Year 2 so as not to negatively impact on development as readers.

Phonics screen	Nov 22	June 23
Year 1 (all)	54%	76%
Year 2 (all)	45%	85%
Year 3 (all)	87%	87%

Comment

By the end of June '23 X% of all pupils passed the phonic screener. This was an extremely good outcome. The progress in year 2 (from X% to X% of pupils). Again this was an extremely good outcome. In 2023 – 2024 we will continue to focus on phonics as this is integral to developing fluency to ensure all learners can access the curriculum.

To close the gap between disadvantaged and non-disadvantaged in KS1 in reading, writing and Mathematics.

To raise the attainment and progress of all pupils, disadvantaged and non-disadvantaged in mathematics by the end of KS2 at both the 'expected' standard and 'greater depth'.

Starting point information 2022-23

(7/13 – 54% Dis)

July '22	Ma
Year 6 (all)	69% (0%)
Year 6 (D)	57% (14%)

Comment

Over half of all pupils and over half of disadvantage pupils achieved expected in mathematics in the 2023 national curriculum tests. Particularly pleasing was the number of pupils achieving greater depth.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils

Starting point information 2022-23

Attendance	Aut '23	Sum '24
Attendance (all)	95.9%	
Attendance (D)	96.2%	
PA (all)	5.6%	
PA (D)	5.4%	

Comment

We are pleased with the starting points for attendance and we are pleased that disadvantage attendance is better than all as is PA. This is bucking the national trend

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
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Journey Of Hope	Place2Be
ReadingWise	ReadingWise - Literacy Intervention for Schools

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. These include:
 - Chess
 - Sports (both key stages)
 - Dance
 - Cooking

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.