# 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

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| Detail | Data |
| School name | Two Moors Primary School |
| Number of pupils in school | 372 |
| Proportion (%) of pupil premium eligible pupils | 30% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022 to 2024/2025 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Caroline Buckley, Headteacher |
| Pupil premium lead | Rob Boraston, Assistant Headteacher |
| Governor lead | Nicky Skeggs |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £157,147 |
| Recovery premium funding allocation this academic year | £16,051 |
| Pupil premium funding carried forward from previous years | £0 |
| **Total budget for this academic year** | £173,198 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Two Moors it is 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.  We will consider the challenges faced by all vulnerable pupils. The plans we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.  High-quality first 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.  Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through a tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.  Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:   * ensure disadvantaged pupils are challenged in the work that they’re set * act early to intervene at the point need is identified * adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve and partake of in the life of the school |

## Challenges

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

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| 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 Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. |
| 2 | Internal assessments indicate that on exit from Reception in 2021 the performance of disadvantaged children was significantly below that of their peers |
| 3 | 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. |
| 4 | Internal assessments indicate that reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils.  Following the disruption to learning over 2020-21 the attainment of our disadvantaged pupils in reading is on average at least 10% below that other pupils. This is despite closing the gap in earlier years. |
| 5 | Internal assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.  Following the disruption to learning over 2020-21 the attainment of our disadvantaged pupils in writing is significantly below that of other pupils despite good progress in previous years. |
| 6 | Internal assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.  Whilst the gap is smaller than in reading and writing there is a gap that needs to be reduced. |
| 7 | Assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to anxiety and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic and a greater proportion of pupils receiving counselling are disadvantaged. |
| 8 | Our attendance data over the last 5 years indicates that attendance among disadvantaged pupils has been on average 94.1 % which compares to 94.9% for the whole school.  Over the 5 year period 7.2% of disadvantaged pupils have been ‘persistently absent’ compared to 2.5% for all children 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.

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| Intended outcome | Success criteria |
| 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, pupil interviews and ongoing formative assessment. |
| Improved reading attainment among disadvantaged pupils. | Year 1 phonics and early reading outcomes in 2022 show that more than 80% of disadvantaged pupils meet the expected standard.  Year 2 (summer 2022) phonics and early reading outcomes show that more than 90% of disadvantaged pupils met the expected standard. |
| Improved reading attainment among disadvantaged pupils. | KS2 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard. |
| Improved writing attainment among disadvantaged pupils. | KS2 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard. |
| Improved maths attainment for disadvantaged pupils at the end of KS2. | KS2 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2023/24 demonstrated by:   * qualitative data from student voice, student and parent surveys and teacher observations * a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance from 2023/24 demonstrated by:   * the overall absence rate for all pupils being no more than 3.8%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being less than 0.8% * the percentage of all pupils who are persistently absent being below 1% and the figure among disadvantaged pupils being no more than their peers. |

## 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

Budgeted cost: **£54,000**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.  Children will have the opportunity to discuss in small groups with an adult to maximise the opportunities for language development | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: | 1 |
| Purchase of standardised diagnostic assessments.  Training for staff to ensure assessments are interpreted and administered correctly. | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: | 1,3,4,5,6 |
| Purchase of additional elements of a [DfE validated Systematic Synthetic Phonics programme](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme) to secure stronger phonics teaching for all pupils. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading. | 3 |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches and we are currently carrying out a fluency project an NCTEM fluency project in Years Reception, 1 and 2. | 3 |
| Children’s use of knowledge retrieval skills will be strengthened following staff CPD | Supporting pupils to strengthen memory and build on previous learning can be an effective method to support low attaining pupils or those falling behind access the curriculum, engage and acquire skills and knowledge. | 3,4,5,6 |
| Improve the quality of social and emotional (SEL) learning.  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): | 5 |

**Targeted academic support**

Budgeted cost: **£70,000**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Delivery of speech and language programmes and groups to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. | Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment which support the skills needed to talk in sentences, read and write. | 1,2,3,4,5 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered following school training with a specialist consultant. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Progress towards meeting the phonics standard will be measured every half term. | 3 |
| Provision of school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups increasing overall confidence to access the curriculum, engagement and acquisition of skills. | 4,5,6 |

**Wider strategies**

Budgeted cost: **£50,000**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Whole staff training on emotional coaching to support behaviour management approaches with the aim of developing our school ethos and improving behaviour for some pupils. | Both targeted interventions and universal approaches can have positive overall effects: | 1,7,8 |
| Counselling and specialist services provided by the school support pupils to manage their emotions and access learning. | Targeted interventions can have positive overall effects: | 1,7,8 |
| The Family Support worker promotes good attendance, engagement with families and supports problem solving so children attend and enjoy school, particularly the disadvantaged. | Targeted interventions can have positive overall effects: | 1,7,8 |

**Total budgeted cost: £174,000**

# 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.

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| Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.  Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Read Write Inc, White Rose Maths and Purple Mash.  Although overall attendance in 2020/21 was lower than in the preceding 3 years at 94.9%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 0.4% higher than their peers and persistent absence 0.3% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.  Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. |

## Externally provided programmes

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| Programme | Provider |
| Bounce | Open Minds |
| The Lightening Squad | FFT |