

MPJS Pupil premium strategy statement 2021-2022

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	Moss Park Junior School
Number of pupils in school	256
Proportion (%) of pupil premium eligible pupils	20.7%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2022
Date this statement was published	December 2021
Date on which it will be reviewed	April & July 2021
Statement authorised by	Governing Body
Pupil premium lead	Sally Nunwick
Governor / Trustee lead	Suzanne Bennion

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,870
Recovery premium funding allocation this academic year	£6,815
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	£74,685

Part A: Pupil premium strategy plan 2021 2022

Challenges

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

Challenge number	Detail of challenge
1	Lockdown experience (attendance at lessons equally good, work submitted not so much) so some widening gaps amongst PPG pupils in Reading, Writing and Maths
2	Fewer PPG pupils are attaining Higher Standard/Greater Depth in Reading, Writing and Maths when compared with their KS1 non-PPG peers
3	Pupils in this group attain a lower standardised score at the end of Key Stage 2 than their non PPG peers
4	Analysis of My Concern show that this group have more SEMH issues
5	Many disadvantaged pupils have less access to clubs and activities outside school
6	Digital Divide - suitable hardware and wifi connectivity for home learning

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
1. Gaps are narrowed in Reading, Writing and Maths between <i>NON-SEND PPG pupils and the equivalent non-disadvantaged group, SEND PPG and the equivalent non-disadvantaged group.</i>	<ul style="list-style-type: none"> ▪ Termly Pupil progress meetings show identified pupils make accelerated progress ▪ Target Tracker data shows the gap in attainment closing between peers from both groups ▪ Y6 published data (progress and attainment) books shows that the gap has been narrowed between the Disadvantaged group and Non Disadvantaged group nationally (using 2019 data as benchmark) ▪ This success criteria is on track to be replicated in Y3/4/5 by 2023 (See School Improvement Plan)
2. Increase the PPG pupils attain Higher Standard/Greater Depth in Reading, Writing and maths	<ul style="list-style-type: none"> ▪ Pupil Progress Meeting/analysis of Target Tracker data shows the number of disadvantaged pupils on track for the Higher Standard is increasing at each PPM ▪ Work in books shows that these judgements are robust ▪ Y6 published data shows that the % of disadvantaged pupils attaining HA has increased from 0% in 2019

3. Increased Standardised Scores for the PPG group in Reading and Maths tests	<ul style="list-style-type: none"> Analysis of PIRA & PUMA Termly tests shows a term on term rise in SS for the PPG group in all classes Y6 Published Data shows that the average score for pupils exceeds the 2019 benchmark of 100 (reading) and 101 (maths)
4. School has the capacity to meet the needs of our disadvantaged group of pupils	<ul style="list-style-type: none"> All pupils requiring an SEMH intervention receive it within 2 weeks of referral Entry and Exit SDQs (or similar) pupils, parents and school show that pupils' wellbeing has improved after a block of pastoral support
5. Disadvantaged pupils access clubs at same % as non PPG group	<ul style="list-style-type: none"> Analysis of club registers shows that there is no deficit between the number of PPG and non PPG pupils accessing our free club offer
6. All pupils are able to access home learning when delivered digitally and attend weekly teacher-led Homework Hub if needed	<ul style="list-style-type: none"> All pupils identified have a converted chrome book and parents have connectivity via phones/wifi/sims cards obtained by school Pupils who have struggled to log on attend Homework Hub and technical support is offered to parents in school drop-in Homework is completed weekly by all identified pupils

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: £25,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Target Tracker Training £400	Assessment for Learning/Feedback - EEF "Teaching and Learning Toolkit"	1/2/3
Maths Training £500	High Quality Teaching/Targeted intervention - EEF "Teaching and Learning Toolkit"	1/2/3
RQT Training £300	High Quality Teaching - EEF "Teaching and Learning Toolkit"	1/2/3
Phonics Training and purchase of Phonics intervention scheme £1500	Phonics/Targeted intervention and Oral Language interventions - EEF "Teaching and Learning Toolkit"	1/2/3
Literacy Consultant Training £500	High Quality Teaching - Targeted intervention EEF "Teaching and Learning Toolkit"	1/2/3

Extra TA Deployment £10,600	Lead Targeted interventions - EEF “Teaching and Learning Toolkit” and “Making Best use of Teaching Assistants”	1/2/3
Zones of Regulation Training (Longford Park) + resources £300	SEMH (EEF) and Young Minds research plus our successful collaboration with Longford Park Outreach for a small focused group of children	4
Emotional Literacy Support Assistant training (Educational Psychologist team) £2000	Social and Emotional Learning - Small Group Tuition - EEF “Teaching and Learning Toolkit”	4
4 middle leaders accessing the NPQL training £2500	Quality first Teaching EEF “Guide to the Pupil - Premium” with focus on research based improvements to practice and leadership	1/2/3

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

Budgeted cost: £35,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small Group Tutoring (NTP trained teacher 0.4) £21,000	Small Group Tuition - EEF “Teaching and Learning Toolkit”	1/2/3
3rd Space Maths 1-1 tuition £3863/term	Individual Tuition with individual feedback - EEF “Teaching and Learning Toolkit”; analysis of TT data for 3rd Space group 2020 - 2021	1/2/3
‘Targeted Intervention’ (company) 1-1 tutoring for the most vulnerable pupils £2500+	Small Group Tuition - EEF “Teaching and Learning Toolkit”	1/2/3

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

Budgeted cost: £ 11,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra Longford Park Outreach ½ day per week £5600	“Supporting Mental Health in Schools Colleges” Gov 2018 “Impact of Covid 19 on Mainstream Schools” Young Minds submission to the consultation	4
Trained TAS lead SEMH interventions in school £2000	EEF “Making Effective use of Teaching Assistants”	5

Subsidised Breakfast Club, Curriculum Clubs, trips and visits, uniform £3000	We know from our previous impact statements that attendance has improved when free Breakfast Club is offered; Developing cultural capital - our clubs and trips are free or heavily subsidised - this is an important value in our Curriculum Policy	5
Homework Hub £600	EEF "Teaching and Learning Toolkit" "Remote Learning: The Digital Divide" Sutton Trust	6
Loan Chromebooks and secure connectivity £200/DFE	MPJS Experience from School Closure 2021 (100% connectivity) "Remote Learning: The Digital Divide" Sutton Trust	6

Total budgeted cost: £72,100

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
3rd Space Maths Tuition	3rd Space

Part B: Review of outcomes in the previous academic year

Please see Separate Document on this page for:

- **The evaluation of the full PPG strategy 2020 – 2021 in the school format. The DFE template will be used when SATs/standardised scores are available in 2022**