

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	Mordiford C of E Primary School
Number of pupils in school	161
Proportion (%) of pupil premium eligible pupils	37 pupils 23% (29 2020-21) 8/37 SEN (11% SEN across whole school community) 13/37 Services
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	Dec 2021
Date on which it will be reviewed	Nov 2022
Statement authorised by	
Pupil premium lead	Sue Warmington
Governor / Trustee lead	Christine Harris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 31,135
Recovery premium funding allocation this academic year	£ 1,849
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	£ 32,984

Part A: Pupil premium strategy plan

Statement of intent

Our ambition in line with our Christian Vision is to:

- Treasure Each Individual, promoting good progress for all, including our most vulnerable
- Have an individual approach to addressing barriers to learning and supporting emotional needs
- Minimise attainment gap between disadvantaged students and their peers.

We ensure that the needs of all of the pupils are met through quality first teaching, targeting pupil premium students for additional tuition and quality interventions where necessary. Pupil premium funding is allocated using evidence-informed teaching, assessment data and discussion with colleagues. We also consider the importance of pupil voice to help the graduated approach of assess, do, review for all interventions.

Challenges

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

Challenge number	Detail of challenge
1	Reading : Dec 2021 data : 57% children Y2-Y5 are working at or above the expected level (EOY target 72%), for PP children this is 43%. There is a positive culture of reading in school, however not all children read at home. We will lead a number of initiatives to promote reading at home, celebration of reading and understanding the reading process. Reading progress should be seen across all groups of children, in line with potential, extra reading support will be offered for those not reading at home.
2	Writing : Dec 2021 data : 34% children Y2-Y5 are working at or above the expected level (EOY Target 54% Y2-Y5) for PP children this is 30%. The teaching and learning of writing suffered during lockdown. Writing is a key development priority across the school for all pupils. Grammar, vocabulary & spelling has been identified as a particular focus especially for PP children.
3	Maths : Dec 2021 data : 58% children Y2-Y5 are working at or above the expected level (EOY target 70%), for PP children this is 50%. Applying reasoning skills to mathematical problems continues to be an area for attention.
4	Special Needs : within the PP children 22% have SEN (across the whole school this is 11%). The challenge is to provide individualised support to those with special educational needs. Ensure staff are appropriately trained to support children and interventions are impactful.
5	Social & Emotional well-being :The COVID pandemic has affected those eligible for pupil premium in terms of their academic progress and their social and emotional well-being. Lockdown and the COVID pandemic have affected the oral communication and language development of those eligible for pupil premium, social skills and attention span.

6	<p>Attendance : Attendance for our PP children at Mordiford is above national averages, but it is something we continue to monitor, we aim to increase attendance to pre-pandemic levels.</p> <p>Attendance % in Mordiford : 94.2% For PP at Mordiford : 93.8%, Herefordshire : 92.3%, Primary schools nationally : 91.6%,</p> <p>Jan 4th-Feb 4th Herefordshire Primary schools : 87.8%, England 89.4%.</p>
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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>Reading : increase the % of PP premium children who are at or above expectation by the end of the year. Provide additional 1:1 reading support, small group interventions and reading journals. Provide parent information sessions and materials to promote reading at home.</p>	<p>Increase the % of PP children reaching at or above expected level in reading. Close the 14% gap between the PP and school %tages.</p> <p>85% Y1 PP cohort will pass their phonic screen check in July 2022</p> <p>85% Y2 PP cohort will pass the phonics screen in Nov 2021 Achieved – 85.7%</p> <p>85% Reception PP cohort will achieve ELG in reading July 2022</p>
<p>Writing : Raise attainment in writing across the school, giving appropriate support and interventions to those who need it.</p> <p>Strategies : Talk for writing (EYFS/KS1), spelling & grammar focus, bottom 20% additional reading.</p>	<p>Over the next 2-3 years we will endeavour to strengthen attainment in writing so 80% of children achieve at or above expected standard by 2024. We would aim to see a corresponding improvement in PP writing outcomes.</p>
<p>Maths : Continue to embed the mastery approach where we offer challenge at all ability levels and opportunities for using and applying maths to all.</p>	<p>Over the next 2-3 years we will endeavour to increase the % of children working at expectation or higher.</p>
<p>Special Needs : Systematically support those needing extra input. Follow through with IEPs rigorously and track the impact of interventions.</p>	<p>Over the next year we will strengthen our systems to track impact of interventions, we will offer appropriate training to staff leading interventions. SEN pupils will show above average progress in some subject areas.</p>
<p>Social & Emotional well being :</p> <p>KS1 will facilitate opportunities for speaking and listening (rolling snack table, role play activities, leading assemblies and performing in shows, taking positions of responsibility)</p> <p>We will continue running ELSA sessions for those needing additional skills to manage emotions.</p>	<p>Post pandemic we plan to re-establish shows, performances and assemblies giving children opportunities for public speaking.</p> <p>Improved speaking and listening will contribute to improvements in literacy outcomes.</p> <p>Fewer emotional behavioural incidents recorded.</p> <p>100% of PP children feel safe, happy in school and feel listened to.</p>

We will train an additional TLA to manage ELSA sessions.	
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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: £15,984

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Trained Teaching Assistant working with small groups in KS1 and EYFS on phonics, spelling and number skills.</i>	To ensure pupils who are vulnerable to delay or lack of progress in this area are given the early intervention they need. We are providing a recovery curriculum as the majority of pupils have been impacted due to covid lock-down.	1 & 2
<i>SENDCo – monitors interventions, trains staff and monitors their delivery.</i>	To ensure support is appropriate and to impactful, systems have been set up to ensure accountability with interventions. PP pupils are closely monitored and intervention is put in as early as possible.	1,2,3,4
<i>SENDCo reviews findings from EEF teaching & Learning toolkit</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	Review for innovative ways to impact teaching and learning, consider the use of peer tutoring using older children to help with reading and phonics activities in particular	1,2,3,4
<i>Use PP to fund participation in extracurricular activities, visits and after school clubs</i>	To ensure all children are given the same opportunities to access extra-curricular activities as their peers. Children have been able to access clubs and trips that they may not have been able to do without financial support from the school. Some music and sports lessons are also funded in this way if parents request it.	5 & 6
<i>Lead staff PD to think about social and emotional learning for children with difficulties (PLAC, services or those with difficulties at home).</i>	Time to share research based learning about social and emotional development in children, to discuss strategies for supporting children.	5

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Outside agencies : behaviour support and OT and SALT</i>	To ensure all pupils have a chance to “catchup” or gain skills in areas where they may be falling behind their peers or need support.	1-5
<i>Educational Psychologist Assessment of pupils 1:1</i>	Lack of progress of specific pupils leading to a need for deeper understanding of their strengths and weaknesses. Allows families and teachers to support in the most appropriate way and indicates the most beneficial strategies for boosting learning.	1,2,3,4
<i>Dyslexia Gold, toe by toe, plus 1 and power of 2, rapid reading, reading reflex, literacy toolbox, numicon</i>	Historic use of these strategies shows impact, tracking of interventions measures effectiveness.	1,2,3,4
<i>Autism outreach service</i>	Specialist support and helps guide the strategies we use. Also provide resources.	4

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Uniform costs</i>	Families unable to meet the needs of their children with regards uniform and essential clothing for school. Children have everything they need in school.	5,6
<i>Network meetings for DSL, virtual conferences and updates</i>	To ensure we are doing all we can to deal with low level behavioural issues. To ensure we follow through on our behaviour ladder. No exclusions.	5,6
<i>Additional staff trained to lead ELSA sessions</i>	ELSA sessions have had an impact on student well-being and behaviour. Building strength in this area will enable more children to benefit.	5 & 6
<i>Subsidised trips (inc Y6 residential) , lunches, breakfast club, after</i>	Offering support for these activities ensures that all students have the opportunity to take part in extracurricular activities.	5 & 6

<i>school club and music lessons</i>		
<i>Laptops for home and class</i>	Support for on line learning	1,2,3,4

Total budgeted cost: £ 32,984

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?

Previous Targets :

1 Reading progress of all children accelerates : 85% of PP cohort pass the phonic screen in July 2021 (taken November 2021). 90% of Y3 PP cohort pass phonic screen re take November 2021, ELG in reading for 85% of YR cohort July 2021.

Actual : Y2/Y3 phonics screen in Nov 2021 whole class 85.7% PP 80% (4/5) Y3 PP Phonics retake – 80% pass (1/5 children did not pass) July 2021 YR ELG reading whole class 85%, pp 75% (3/4) 2/4 exceeded ELG

2 Improved writing attainment : 80% of PP cohort working at or above expected standard in writing , 80% of EYFS PP cohort achieve writing ELG

Actual : June 2021 Y1-Y6 37% at or above, PP June 2021 20% at or above Dec 2021 30% July 2021 YR ELG writing whole class 67% PP 75% (3/4) ¼ exceeded

3 Improved quality first teaching in maths : 80% of PP cohort working at or above expected standard in maths, 80% of EYFS PP cohort achieve number ELG

Actual : All teachers received training in Maths mastery (2 on sustaining mastery, 3 on KS1 program, 1 on UKS2 lesson design also in house training) and have continued networking with other schools to keep skills developing 2021-22. June 2021 Y1-Y6 51% at or above PP June 2021 31% at or above Dec 2021 40%, July 2021 YR ELG maths whole class 89% PP 75% (3/4) ¼ exceeded

4 Children's well-being is good : 100% of PP children feel safe
100% of PP children feel happy in school, 100% of PP children say they feel listened to, 100% of PP children have access to counselling if required, 100% of PP children have at least 2 hours of exercise per week PP cohort observed to engage well with SRE/ PSHE curriculum

Actual : Parent survey Sept 2021 100% children feel safe & happy, 98% enjoys school, 97% feel valued. Mordiford mile encourages daily exercise for all.

5 Parental engagement is effective : 100% of PP parents meet with class teacher termly, 100% of PP parents read with their child regularly, 100% of PP parents give positive feedback and are happy that they are being supported with helping their children to learn

6 Attendance of Pupil Premium children is good : Overall attendance is in line with other pupils, 100% of children (including PP) is in line with that nationally No persistent absence in PP cohort

Actual : Attendance % Sept 2020-July 2021 in Mordiford **97.4%** For PP **97.4%** Herefordshire : 92.3%, Primary schools nationally : 91.6%,

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
Twinkl	Twinkl.com
Power Maths	Pearsons
Dyslexia Gold	Dyslexia Gold
Rapid Read	Pearsons

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?	2 x IEPs with 1:1 intervention, 1 x Butterflies Social emotional support. Individual progress seen for all students arising from interventions.

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.

This statement has been drawn from the following sources:

- Analyse School Performance and Scholarpack internal data
- 2020 predicted outcomes
- School attendance records
- School Improvement Partner reports
- Working with NCETM/Shaw Maths Hub
- Evidence from the EEF families of schools' database and teaching and learning toolkit