

MPJS Pupil Premium Strategy Statement 2023-2024

This statement details our school's use of pupil premium and recovery premium 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 PRIMARY School
Number of pupils in school	463
Proportion (%) of EYFS ppg eligible pupils	2.4%
Proportion (%) of pupil premium eligible pupils	18.8%
Academic year/years that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Governing Body
Pupil premium lead	Sally Nunwick
Governor / Trustee lead	Carys Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£143,980
EYFS PPG	£2,343
Recovery premium funding allocation this academic year	£9,534
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	£155,857

Part A: Pupil premium strategy plan 2023 2024 Challenges

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

Challenge number	Detail of challenge
1	There is an increasing number of pupils starting school with Speech and Language issues, leading onto difficulties in phonics and early reading
2	Fewer PPG pupils are attaining Higher Standard/Greater Depth in Reading, Writing and Maths when compared with their KS1 and KS2 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 has a higher level of SEMH needs
5	Pupils in receipt of PPG are less likely to join clubs and activities outside school and visit areas outside of our school location

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. Increase the capacity to assess, support and provide interventions for pupils with speech and language needs and those who need support in phonics	<ul style="list-style-type: none"> As a result of speech and language interventions delivered at an early stage, fewer pupils are signposted to our specialist interventions run by Trafford Those who are referred make rapid progress because of a joint approach between trafford S&L and school Highly trained staff are able to deliver the phonics programme and phonics catch up programmes in order to raise standards for individuals and groups of pupils
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 Sonar 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 Y2 published data shows the % of disadvantaged pupils attaining HA has increased from X% to Y% Y6 published data shows that the % of disadvantaged pupils attaining HA has increased from 0% in 2019 and X% in 2022
3. Gaps are narrowed in Reading, Writing and Maths between <i>NON-SEND PPG pupils and the equivalent</i>	<ul style="list-style-type: none"> Termly Pupil progress meetings show identified pupils make accelerated progress

<p><i>non-disadvantaged group, SEND PPG and the equivalent non-disadvantaged group.</i></p>	<ul style="list-style-type: none"> • Sonar data shows the gap in attainment closing between peers from both groups • Y2 published data shows that the gap has been narrowed between the disadvantaged group and non disadvantaged group (using 2022 school and national data) • Y6 published data (progress and attainment) books shows that the gap has been narrowed between the disadvantaged group and non disadvantaged group (using 2022 school and national data as benchmark) • Higher standardised scores in the statutory tests at the end of KS2 • This success criteria is on track to be replicated in Y3/4/5 by 2024 (See School Improvement Plan)
<p>4. School has the capacity to meet the needs of our disadvantaged group of pupils</p>	<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 view) show that pupils' wellbeing has improved after a block of pastoral support • Analysis of behaviour files show a reduction in pupils requiring SLT input and intervention following a sequence of pastoral support
<p>5. All pupils are able to access a range of subsidise clubs, trips, visits an experiences and make use of the school library and resources</p>	<ul style="list-style-type: none"> • Analysis of club registers and competitions shows that virtually all pupils access at least one club per year, are represented in competitions and take up free places on trips, visits and residential activities

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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sonar Training	Assessment for Learning/Feedback - EEF "Teaching and Learning Toolkit"	2/3
WRM Maths Training	High Quality Teaching/Targeted intervention - EEF "Teaching and Learning Toolkit"	2/3
Writing Consultant Emma Caufield	High Quality Teaching - EEF "Teaching and Learning Toolkit"	2/3

Phonics Bug and Rapid Phonics Training and purchase plus books	Phonics/Targeted intervention and Oral Language interventions - EEF "Teaching and Learning Toolkit"	1/2/3
Literacy Consultant EN	High Quality Teaching - Targeted intervention EEF "Teaching and Learning Toolkit"	1/2/3
Educational Psychologist training (attachment, sensory, SEMH)	SEMH (EEF) and Young Minds research plus our successful collaboration with Longford Park Outreach for a small focused group of children	4
SCHOOT online training package (all staff)	EEF "Teaching and Learning Toolkit"	2/3
Extra supply cover to enable in-school training, support and consultancy	EEF "Effective professional Development " DFE workload reduction toolkit	

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

Budgeted cost: £60,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELKLAN training and materials	Lead Targeted interventions - EEF "Teaching and Learning Toolkit" and "Making Best use of Teaching Assistants"	1
Extra TA Deployment to deliver interventions	Lead Targeted interventions - EEF "Teaching and Learning Toolkit" and "Making Best use of Teaching Assistants"	1/2/3
1 day Trafford Speech & Language support per week	Lead Targeted interventions - EEF "Teaching and Learning Toolkit" and "Making Best use of Teaching Assistants"	1
3rd Space Maths 1-1 tuition	Individual Tuition with individual feedback - EEF "Teaching and Learning Toolkit"; analysis of TT data for 3rd Space group 2021- 2022	2/3
Small group tuition with tutor	Small Group Tuition - EEF "Teaching and Learning Toolkit"	2/3
'Targeted Intervention' (Targeted Provision) 1-1 tutoring for the most vulnerable pupils	Small Group Tuition - EEF "Teaching and Learning Toolkit"	2/3

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

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Longford Park Outreach 2 x mornings per week	“Supporting Mental Health in Schools Colleges” Gov 2018 “Impact of Covid 19 on Mainstream Schools” Young MInds submission to the consultation	4
Play Therapy 1 day per week with X4 children	“Supporting mental health in schools and colleges” Gov 2018	4
‘When the Adults Change’ whole school behaviour training plus books	DFE Behaviour in Schools guidance; EEF EEF “Improving Behaviour in Schools” Toolkit	4
Trained Emotional Literacy Support Assistants) lead SEMH interventions in school	EEF “Making Effective use of Teaching Assistants” EEF “Social and Emotional Learning” toolkit	4
Lunchtime TA led play activities and alternative spaces to support SEMH	Over-representation of boys and pupils from disadvantaged pupils in LOFT (school analysis); EEF “Social and Emotional Learning” Toolkit	4
OPAL Playground Programme	The Case for Play in Schools Sport England EEF “Improving Behaviour in Schools” toolkit	4
Forest School expansion in to KS2	EEF teaching and Learning Toolkit	5
Artist in Residence 1 day per week	EEF Teaching and Learning Toolkit	5
Subsidised Breakfast Club, Curriculum Clubs, trips and visits, uniform	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

Total budgeted cost: £150,000