

Moor Nook School 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	Moor Nook Community Primary School
Number of pupils in school	189 + 22 (Pre-School)
Proportion (%) of pupil premium eligible pupils	49%
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	January 2022
Statement authorised by	Ms Suzanne Clough (Head)
Pupil Premium Lead	Mrs Andrea Jaeger (Assistant Head)
Governor / Trustee lead	Mr Peter Gerrish

Funding Overview:

Detail	Amount
Pupil premium funding allocation this academic year	£127,085
Recovery premium funding allocation this academic year	£13,775
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	£140,860

Part A: Pupil Premium Strategy Plan

Statement of Intent:

During the academic year 2021-2022, Moor Nook Community Primary School will be using the Pupil Premium Funding and additional Recovery Premium Funding to focus on the following areas:

- Developing pupil use of writing skills, effective punctuation and grammar to improve progress and attainment in Writing. This is also a SIP priority area.
- Embed the development of Speech and Language (vocabulary, expression and understanding) throughout the curriculum. This is also a SIP priority area.
- Enriching the curriculum to widen pupil experiences and develop their cultural capital.

We will use the funding to plan for, develop and implement high-quality teaching for all pupils, targeted academic support for smaller groups of children or individuals and finally offering wider support, which may not have a main educational focus, but will benefit the pupils' social, emotional, physical, spiritual and mental well-being.

We believe that by focusing on these three key priorities it will enable the school to:

- raise attainment and progress in Writing and across the wider curriculum; closing the gap between the school and the local authority and national expected standards
- support pupil understanding and widening of vocabulary through reading, writing and the wider curriculum
- enable pupils to listen carefully and better understand explanations, instructions and teaching points
- help pupils to express themselves clearly, effectively and appropriately
- foster younger pupils gross motor skills to further their fine motor skills
- widen pupils understanding of the wider world, outside of their local area
- develop their cultural capital; enabling skill development and creative learning via a wider array of cultural experiences

Challenges:

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

Challenge number	Detail of challenge
1	In-school assessments demonstrate that Writing is a priority area for development for 2021-2022: The closure of schools in 2019-2020 and 2020-2021 affected all areas of the school curriculum; however they impacted most on pupils' writing skills as these were the most complex to teach through a remote platform. The development of their letter formation, handwriting, punctuation and grammar skills were also negatively impacted during this time. Some recovery has been made on returning from school closure, but this has been at a noticeably slower rate than that of Reading and Mathematics.
2	Speech and Language Assessments (Bridge Speech & Language Therapy) demonstrate a high percentage of pupils are working below average when they enter school in Reception: Effective interactions with their children can be a struggle for many of our parents, who do not realise that the communication they have with their children is limited to 'closed' yes or no style responses. The children are therefore less exposed to a wide vocabulary, which would be hand—in—hand with more valuable communication (How? Why? If?), plus a wider range of experiences where they can be exposed to new vocabulary in real-life contexts (See challenge 4).
3	Developing a new curriculum which is tailored to meet the needs of Moor Nook pupils: During the lockdown of March – September 2020, Moor Nook Subject Leaders used this time effectively to plan and create a more creative, personalised and bespoke curriculum that meets the requirements of the National Curriculum 2014, whilst also meeting the individual needs of our pupils. After its first year of implementation, all Subject Leaders reviewed the progress that had been made with the quality of teaching and learning and adapted the curriculum as necessary. However this is a working document, which needs to be continually customised and modified to ensure that our pupils are offered the best opportunity to develop their knowledge, skills, understanding, independence and resilience through experiencing new vocabulary, fieldwork, the outdoors, visitors, experts and visits.
4	Our pupils have a limited understanding of life off the 'estate' and away from their local area: Many parents of our pupils are in receipt of benefits and government support (49%) which does not allow a great deal extra to put aside to use on leisure time such as holidays, visits, experiences etc. Therefore many of our pupils will have not had the same cultural capital as their peers from different backgrounds. This disadvantage is demonstrated in their understanding of the wider world, especially when reading and writing; when they struggle to understand what is happening, empathise with a character's experience or infer what might happen next.
5	Some pupils enter school with limited strength in their arm and leg muscles: Pupils are entering the EYFS without the 'regular' nursery and

	pre-school experiences of riding a bicycle, balancing on a scooter etc. because they do not have access to safe equipment at home, for a variety of reasons. This impacts on their gross motor skills development, which in turn affects their fine motor skills and their ability to hold a pencil correctly, form letters and write effectively.
--	--

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
Developing pupil use of writing skills, effective punctuation and grammar to improve progress and attainment in Writing.	<ul style="list-style-type: none"> • PP pupils' writing across the school demonstrates improvement. • Evidence of age related skills being included in their writing. • The percentage of PP pupils working at ARE shows an improving picture. • The gap between the September baseline and ARE has improved in all year groups. • PP pupils are aware of their writing target card and how this can be used to improve the standard of their writing. • Marking and feedback allows PP pupils to reflect on their learning and demonstrate improvement. • Increasing number of PP pupils can form letter correctly, use the correct strokes to join letters and write in an effective joined style, with improved speed.
Embed the development of Speech and Language (vocabulary, expression and understanding) throughout the curriculum.	<ul style="list-style-type: none"> • PP children are exposed to and focus on a wider range of vocabulary throughout English and across the curriculum. • PP pupils have strategies to use when they encounter unknown words. • Increased number of PP pupils who have ARE vocabulary skills.
Enriching the curriculum to widen pupil experiences and develop their cultural capital.	<ul style="list-style-type: none"> • Subject Leaders consider how their subject areas can be enriched and these are developed throughout the year to enhance and support the wider curriculum. This is demonstrated in Subject Action Plans for the academic

	<p>year & appraisal.</p> <ul style="list-style-type: none"> • All pupils have the opportunity to participate in a residential visit, in a contrasting locality (Lake District), during their time in Key Stage 2. • Pupils are able to draw on their wider experiences and this has a positive impact on their curriculum learning and enables them to have a greater ability to find links between subjects and themes within their learning. • Forest school provision is available for the EYFS (Pre-School and Reception classes). • The pupils have opportunities to improve their wellbeing by trying different activities, experiences and workshops e.g. Yoga, Lego Therapy, Drama etc.
--	---

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.

*Please note additional Teaching, Targeted Interventions and Wider Experiences may be added throughout the year. This list is not exhaustive.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £13,612.51

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school staff training: Writing Assessment.	<p>EEF: Guidance Report 'Improving Literacy in Key Stage 1.' (September 2021). Point 7: Use high quality information about pupils' current capabilities to select the best next steps for teaching: Collect high quality, up-to-date information about pupil's current capabilities and adapt teaching accordingly to focus on exactly what pupils need to progress.</p> <p>EEF: Guidance Report 'Improving Literacy in Key Stage 2.' (September 2021). Point 6: Target teaching and support by accurately assessing pupil needs.</p>	1

Whole school staff training: Writing Feedback & Marking.	EEF: Guidance Report ‘Teacher Feedback to Improve Pupil Learning.’ (June 2021). Summary: <ol style="list-style-type: none"> 1. High quality instruction reduces the need for feedback. 2. Feedback should move learners forward. 3. Allow pupils to welcome and use feedback. 4. Feedback should be timely. 5. Verbal feedback can be more time efficient. 6. Design and implement an effective Feedback Policy. 	1
Whole school staff training: Planning for modelled and independent writing.	EEF: Guidance Report ‘Improving Literacy in Key Stage 1.’ (September 2021). Points 5-8: Teach pupils to use strategies for planning and monitoring their writing. Promote fluent written transcription skills. Use high quality information about pupils’ current capabilities to select the best next steps. Use high quality interventions to help pupils who are struggling with their literacy. EEF: Guidance Report ‘Improving Literacy in Key Stage 2.’ (September 2021). Points 4-7: Teach writing composition strategies through modelling and supported writing. Develop pupils’ transcription and sentence construction skills through extensive practice. Target teaching and support by accurately assessing pupil needs. Use high-quality structured interventions to help pupils who are struggling with literacy.	1
Whole school staff training: Extending speaking and listening opportunities across the curriculum + Vocabulary	EEF: Guidance Report ‘Improving Literacy in Key Stage 1.’ (September 2021). Point 1: Develop pupils’ listening skills and wider understanding of language. EEF: Guidance Report ‘Improving Literacy in Key Stage 2.’ (September 2021). Point 1: Develop pupils’ language capability to support their reading and writing.	2
Teaching Assistant training by Bridge Therapy (Hannah Clarke): Delivering 1:1 and small group Speech and Language Therapy.	EEF: Guidance Report ‘Improving Literacy in Key Stage 1.’ (September 2021). Point 8: Use high quality interventions to help pupils who are struggling with their literacy. EEF: Guidance Report ‘Improving Literacy in Key Stage 2.’ (September 2021). Point 7: Use high-quality structured interventions to help pupils who are struggling with literacy.	2

Metacognition Training (Iain Richardson)	<p>EEF: Teaching and Learning Toolkit - Metacognition and Self-Regulation.</p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p> <p>Self-regulated learning can be broken into three essential components:</p> <ul style="list-style-type: none"> • cognition – the mental process involved in knowing, understanding, and learning • metacognition – often defined as ‘learning to learn’ • motivation – willingness to engage our metacognitive and cognitive skills. <p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> <p>Impact +7 months.</p>	
--	---	--

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

Budgeted cost: £184,530.97

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 3 trialling ‘Pie Corbett – Talk For Writing’.	<p>EEF: Guidance Report ‘Improving Literacy in Key Stage 1.’ (September 2021). Point 8: Use high quality interventions to help pupils who are struggling with their literacy.</p> <p>EEF: Guidance Report ‘Improving Literacy in Key Stage 2.’ (September 2021). Point 7: Use high-quality structured interventions to help pupils who are struggling with literacy.</p>	1

<p>Lego Therapy (Learning Mentor)</p> <p>Play Therapy (S. Mederos)</p> <p>Learning Mentor 1:1 Support</p>	<p>EEF: Teaching and Learning Toolkit: Social and Emotional Learning. Focusing on positively managing emotions and effective social interactions (Impact +6 months) - but needs to be monitored carefully.</p>	2/3
<p>Speech and Language Therapy Small Group and 1:1 support</p> <p>(Bridge Therapy & TA2 staff)</p>	<p>EEF: Guidance Report ‘Improving Literacy in Key Stage 1.’ (September 2021). Point 1: Develop pupils’ listening skills and wider understanding of language.</p> <p>EEF: Guidance Report ‘Improving Literacy in Key Stage 2.’ (September 2021). Point 1: Develop pupils’ language capability to support their reading and writing.</p>	2
<p>EYFS: Gross Motor Intervention to support pencil grip and handwriting.</p>	<p>https://enquirelearningtrust.org/news/2019-12-11-physically-ready-to-write</p> <p>https://www.independent.co.uk/news/education/education-news/school-age-four-year-old-children-not-physically-ready-experts-warn-a7220476.html</p> <p>Early Years Support Service: Physical Development ‘Moving and Handling’</p> <p>https://my.optimus-education.com/sites/optimus-education.com/files/attachments/articles/pd_moving_and_handling_2.pdf</p> <p>Sue Cowley - The Road To Writing</p> <p>https://www.suecowley.co.uk/</p> <p>https://www.researchgate.net/publication/315458903_Correlation_between_Gross_Motor_Activities_and_Hand_Writing_Skills_in_Elementary_School_Children</p>	5
<p>‘50 experiences’ before the end of EYFS</p>	<p>EEF: Teaching and Learning Toolkit: Outdoor and Adventure Learning. Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>EEF: Teaching and Learning Toolkit: Parental Engagement. The average impact of the Parental engagement approaches is about an additional four</p>	2/3/4

	months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.	
'Come Read With Me' in Reception and Year 1	EEF: Teaching and Learning Toolkit: Parental Engagement. The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.	2
Y5 'Magic & Maths' Intervention http://magickillsforschools.co.uk/	EEF: Teaching and Learning Toolkit: Small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. Impact +4 months.	2/3/4
Y3 & Y5 Writing Tuition (After School) Small Group Tuition	EEF: Guidance Report 'Improving Literacy in Key Stage 2.' (September 2021). Point 7: Use high-quality structured interventions to help pupils who are struggling with literacy. EEF: Teaching and Learning Toolkit - Small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. Impact +4 months.	1
More Able Workshops (Years 4,5 & 6) North-West Gifted & Talented Small Group Tuition	EEF: Guidance Report 'Improving Mathematics in Key Stage 2 and 3.' (October 2021). Point 5: Develop pupils' independence and motivation. School leaders should ensure that all staff, including non-teaching staff, encourage enjoyment in maths for all children.	2/3/4

Forest School (EYFS)	<p>Forest Schools: impact on young children in England and Wales (2003-2005)</p> <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p> <p>Research shows that children have improved:</p> <ul style="list-style-type: none"> - confidence and ability to demonstrate independence - communication; language development was improved by the children's sensory experiences - motivation; increasing their ability to concentrate over longer periods of time - physical skills; improved stamina, gross and motor skills - knowledge and understanding of their natural surroundings and environment 	2/3/5
Violin Lessons (Year 4 & 5)	<p>EEF: Teaching and Learning Toolkit – Arts Appreciation.</p> <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds. There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment. Impact +3 months.</p>	1/3/4
Specialist SEND Teacher support	<p>EEF: Teaching and Learning Toolkit – Individualised Instruction.</p> <p>Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum—will be more effective. Disadvantaged pupils may be more likely to be affected by higher school absence rates and lower attainment, on average, when compared to their more advantaged peers. This means disadvantaged pupils may be more likely to progress through school with gaps in their understanding, which will affect how quickly and easily they can acquire and connect new learning. For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment. Impact +4 months.</p>	1/2/3

PE Gross Motor/ Fine Motor Interventions (EYFS, Year 1 & Year 2)	EEF: Teaching and Learning Toolkit: Physical Activity. Physical activity has important benefits in terms of health, wellbeing and physical development. Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. Improving gross motor skills will impact on fine motor skills and therefore results in an improvement in letter formations and handwriting. Impact + 1 month.	1/5
--	---	-----

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

Budgeted cost: £28,881.46

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole School Pantomime Visit to the Dukes Theatre, Lancaster (December 2021).	EEF: Teaching and Learning Toolkit: Arts Participation. Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. Impact +3 months.	3/4
Annual Whole School 'Well-Being' Day (July 2022)	HM Government: Promoting children and young people's mental health and wellbeing - A whole school or college approach (September 2021). It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood.	3/4/5

Bike Ability (EYFS, Years 5 & 6)	<p>EEF: Teaching and Learning Toolkit: Physical Activity.</p> <p>Physical activity has important benefits in terms of health, wellbeing and physical development. Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. Impact + 1 month.</p>	5
Oral Hygiene (Dentist Visit & Teeth brushing)	<p>American Public Health Association: The Impact of Oral Health on the Academic Performance of Disadvantaged Children (September 2012)</p> <p><u>Results:</u> Students with toothaches were almost 4 times more likely to have a low grade point average. About 11% of students with inaccessible needed dental care missed school compared with 4% of those with access. Per 100 elementary and high school–aged children, 58 and 80 school hours, respectively, are missed annually. Parents averaged 2.5 absent days from work or school per year because of their children’s dental problems.</p> <p><u>Conclusions:</u> Oral health affects students’ academic performance. Studies are needed that unbundle the clinical, socioeconomic, and cultural challenges associated with this epidemic of dental disease in children.</p>	3
Breakfast Club KS2 Fruit & Milk Water Coolers	<p>EEF Projects ‘Magic Breakfast’ & ‘National Schools Breakfast Programme’ (Updated 2019): A summary of their findings demonstrated:</p> <ul style="list-style-type: none"> • Year 2 children in breakfast club schools made the equivalent of two months’ additional progress compared to Year 2 children in the business as usual control group. This result has a low to moderate security rating. These results are similar to the original results, although they are now less secure. • There is no evidence that breakfast clubs had an impact on Year 6 pupil outcomes. This result has moderate to high security. Compared to the original results, the effect size for Year 6 pupils is lower and less 	1/2

	<p>secure.</p> <ul style="list-style-type: none"> • The findings suggest that, where improvements are seen, it is not just eating breakfast that delivers improvements but attending a breakfast club. This could be due to the content of the breakfast itself or to other social or educational benefits of the club. • Pupil behaviour, as measured by a teacher survey, improved in breakfast club schools. This is interesting because it shows that breakfast clubs may improve outcomes for children who do not even attend breakfast club by improving classroom environments. This key conclusion is unchanged from the original report. 	
Family Talking Projects (EYFS)	<p>EEF: Teaching and Learning Toolkit: Parent Engagement.</p> <p>Effects are substantially higher in Early Years settings (+5 months) and primary schools (+4 months) than secondary schools (+2 months). Effects tend to be higher for literacy (+5 months) than for mathematics (+3 months). By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p>	1/2
Yoga (All year groups – rolling programme)	<p>EEF: Teaching and Learning Toolkit: Physical Activity.</p> <p>Physical activity has important benefits in terms of health, wellbeing and physical development. Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. Impact + 1 month.</p>	4/5
Dr Diane Davies Maya Archaeologist (Year 5)	<p>EEF: Teaching and Learning Toolkit: Arts Participation. Enabling pupils to meet professional bodies from a field of work and study. Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three month's progress.</p>	3/4

	Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. Impact +3 months.	
History Museum Loan Boxes	EEF: Teaching and Learning Toolkit: Arts Participation. Enabling children to have access to real artefacts from a time in history. Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three month's progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. Impact +3 months.	3/4
Water Park Residential Trip (Coniston, Lake District) Year 6 (January 2022)	EEF: Teaching and Learning Toolkit – Outdoor Adventure Learning. Outdoor adventure learning typically involves outdoor experiences, such as climbing or mountaineering; survival, ropes or assault courses; or outdoor sports, such as orienteering, sailing and canoeing. These can be organised as intensive residential courses or shorter courses run in schools or local outdoor centres. Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion may also be involved. Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and	1/2/3/4/5

	emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. (Impact unknown).	
French 'Escape Rooms' (Years 3, 4, 5 and 6)	<p>EEF: Evidence Reviews – Foreign Language Learning and its impact on wider academic outcomes.</p> <p>The evidence is mixed with some showing positive effects of learning a modern foreign language (cognitive ability, linguistic processing, cognitive development etc.) whilst others demonstrate negative effects.</p> <p>These will be used to promote children's engagement with French and ability to spoken and written French.</p>	4

Total budgeted cost: £227,024.94

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.

Aim	Outcome
To close the gap between PP and non-PP pupils, with PP pupils matching or exceeding county/national averages.	<ul style="list-style-type: none">• County and National data not available as results were not published in 2020-2021 due to COVID school closures.• Teachers aware of PP children in their class and plan for these children accordingly.• Teachers discuss the progress, attainment and needs of pupils at regular Pupil Progress Meetings with the Head and PP Lead Teacher.• Following Pupil Progress Meetings, targeted support implemented to meet the needs of individual pupils and this is reviewed at assessment and progress points, to ensure a measureable impact on the children's progress and attainment.• The appraisal process reflects the commitment to ALL groups of pupils, particularly the disadvantaged. <p><u>Internal Assessment Data demonstrates:</u></p> <ul style="list-style-type: none">• Years 2 and 6 PPG pupils outperformed non-PPG pupils in Reading.• Years 2 and 5 PPG pupils outperformed non-PPG pupils in Writing.• Years 1, 2, 5 and 6 PPG pupils outperformed non-PPG pupils in Mathematics.
To improve the quality of teaching, learning and progress for disadvantaged pupils across the curriculum.	<ul style="list-style-type: none">• Most teachers have high expectations for pupils.• Increasingly work is appropriately challenging for ALL groups of pupils, particularly the disadvantaged.• The revised curriculum reflects the individual needs of ALL pupils at Moor Nook CP School.• When monitoring pupils' knowledge, skills and understanding there is more evidence of 'sticky-learning' and children are beginning to make relationships and find patterns beginning to between current and past learning.• Pupil books reflect the pride and enthusiasm for their learning and progress in the majority of classes.• Marking and feedback enables pupils to further their learning and understanding, in the majority of classes. <p><u>Internal Assessment Data demonstrates:</u></p> <ul style="list-style-type: none">• 6/7 year groups made accelerated progress (Above 6.0 steps for the year) in Reading and Mathematics.

	<ul style="list-style-type: none"> • 5/7 year groups made accelerated progress (above 6.0 steps) in Writing. • 6/7 PPG groups, with each year group, made accelerated progress in Reading. • 5/7 PPG groups, with each year group, made accelerated progress in Writing. • 4/7 PPG groups, with each year group, made accelerated progress in Maths. • Years 2 and 6 PPG pupils outperformed non-PPG pupils in Reading. • Years 2 and 5 PPG pupils outperformed non-PPG pupils in Writing. • Years 1, 2, 5 and 6 PPG pupils outperformed non-PPG pupils in Mathematics.
To develop the speech and language skills of expression and understanding for disadvantaged pupils.	<ul style="list-style-type: none"> • Sophie Crilly (Bridge Speech Therapy) employed to work within school and support classes and individual pupils. • Individual assessment identified pupils with vocabulary limitations or by expanding their attention and listening skills, across the school. • Some pupils, within KS1 and KS2, supported by the Speech Therapist and trained Teaching Assistants. • Unfortunately, further lock downs have impacted on the progress of this outcome, therefore the SLT have decided to increase the SLT support to one day per week in 2021-2022. • This will be a Priority Area on the PP Strategy for 2021-2022. <p><u>Wellcomm Screening Data demonstrates:</u></p> <ul style="list-style-type: none"> • At the beginning of the year, pupils in all year groups* working significantly below expected levels (General population = 10% below) EYFS = 56% Year 1 = No data* Year 2 = 20% Year 3 = 40% Year 4 = 34% Year 5 = 45% Year 6 = 32% • At the end of the academic year, pupils in all year groups* except Reception working at expected levels (General population = 10% below) EYFS = 36% Year 1 = No data* Year 2 = 7% Year 3 = 8% Year 4 = 4% Year 5 = 14% Year 6 = 7%
To support disadvantaged pupils with low attainment on entry.	<ul style="list-style-type: none"> • The EYFS leader will ensure that effective transition meetings are co-ordinated between the school and all feeder nurseries. • Baseline Assessments will demonstrate disadvantaged pupils who require additional targeted support to address the gaps in the prime areas for learning. • All support is regularly reviewed to ensure it is making a positive impact on pupil progress.

	<ul style="list-style-type: none"> • The school nursery is able to offer places for early starters to support the child's journey into learning. • Parents/ Carers are invited to an induction meeting to meet the EYFs staff and multi-agency representatives e.g. school nurse, health visitor etc. • The 'Getting Ready For School' booklet supports parents/ carers in aiding their child to make a positive and effective start to school life and their education. <p><u>EYFS Assessment Data demonstrates:</u></p> <ul style="list-style-type: none"> • All pupils made accelerated progress in Reading (8.4 steps), Writing (8.3 steps) and Maths (8.5 steps). • PPG pupils made accelerated progress in Reading (8.0 steps), Writing (8.1 steps) and Maths (8.5 steps).
To develop catch-up provision, including assessment of lost learning and targeted support.	<ul style="list-style-type: none"> • Staff completed an initial assessment of lost-learning within the first two weeks of the pupils returning to school in September 2020 to ensure an accurate baseline was in place for teaching and learning to continue. • Staff were aware of the areas of learning which had been lost and those that have become 'rusty' and would be quickly re-established in the children's knowledge, skills and understanding. • Teachers and pupils received Google Classroom training in Autumn Term, which was in place for the school closures of January-March 2021. • Additional support given to pupils in Year 2 (additional teacher to lower class size and allow the pupils to work within two ability groups during the morning lessons of English and Maths) and Year 5 (Maths tutoring for small groups of pupils before and after school). • Bridging units used in English to begin the academic year and focus on writing skills missed from the previous year. • Mega-Maths Days used to cover Maths areas which will be missed due to school closure. • 'Creative Days' introduced to cover areas of missed learning from school closures. <p><u>Internal Year 2 Assessment Data demonstrates:</u></p> <ul style="list-style-type: none"> • All pupils made accelerated progress in Reading (Average 7.9 steps). • PPG pupils made accelerated progress in Reading (8.3 steps) and Writing (6.3 steps). • PPG pupils outperformed non-PPG pupils in Reading (8.3), Writing (6.3) and Mathematics (5.4). <p><u>Internal Year 5 Assessment Data demonstrates:</u></p> <ul style="list-style-type: none"> • All pupils made accelerated progress in Mathematics (8.2 steps). • PPG pupils (8.7) outperformed non-PPG pupils (7.8) in Mathematics.
To foster and develop	<ul style="list-style-type: none"> • An increased number of pupils are reading regularly at

<p>a love of reading within school, with increased reading stamina.</p>	<p>home, with evidence of parental support and involvement in their reading records.</p> <ul style="list-style-type: none"> • Star Readers celebrated in assembly, school display and on the school website. • Unfortunately pupils were unable to use the library because of COVID restrictions. • VIPERS Guided Reading System introduced for planning and teaching in Key Stage 2. • 'Reading Dares' trialled in Summer Term – not as engaging as previous medals system. <p><u>Internal Reading Assessment Data demonstrates:</u></p> <ul style="list-style-type: none"> • 6/7 year groups made accelerated progress in Reading (Above 6.0 steps for the year). • 6/7 PPG Pupil groups, within year groups, made accelerated progress in Reading (Above 6.0 steps for the year). • PPG pupils in Year 2 and Year 6 outperformed non-PPG pupils in Reading.
<p>To improve the attendance and punctuality of disadvantaged families, although it compares well with national averages there is a marked difference within the Moor Nook setting.</p>	<ul style="list-style-type: none"> • When considering this evidence data, the effect of Covid-19 should be taken into consideration. • PP attendance fell by 0.67%. • PP punctuality improved before (0.06+) and after (0.01+) the register had closed. • Pupil attendance and punctuality is monitored by the SLT, Learning Mentor and Office Staff regularly. • Initiatives and strategies for improving both attendance and punctuality were reviewed and adapted to increase their effectiveness. • The Learning Mentor supported PP families who were struggling to attend or ensure their children were punctual. • Attendance and Punctuality continues to have a high profile within school e.g. school/ class assemblies, display, rewards etc. • Regular monitoring of attendance enabled support to be quickly implemented.
<p>To engage with parents/carers to become more actively involved within school life, including events, enrichment activities and homework.</p>	<ul style="list-style-type: none"> • Unfortunately, due to COVID restrictions, engaging parents has been very limited this year. • Nursery parents did join their children on a visit in July 2021 to Bowland Wild Boar Park, when educational visits were permitted again. • Year 6 undertook their residential trip in July 2021, after it was postponed from January 2021. • Music Tuition (Penny Holt – Lancashire Music Service) continued for Years 4 and 5. • More Able Maths Workshop in the Autumn Term for Years 5 and 6.
<p>To ensure all eligible pupils are in receipt of Pupil Premium</p>	<ul style="list-style-type: none"> • Parents encouraged to check for eligibility during home visits (EYFS) or on entering the school for other pupils. • Learning Mentor and School Office assistance is available

funding.	<p>ble to support parents in registering for support.</p> <ul style="list-style-type: none"> • More pupils were added to the PP List after lockdown as more parents sought benefit support & all new pupils were added to the record on their entry. • 102 PPG pupils (53%) at the end of the academic year.
To support pupils with emotional barriers to their learning e.g. resilience, low self-esteem, managing behaviour etc.	<ul style="list-style-type: none"> • Targeted support available to children to enable them to have independent strategies to cope in a variety of situations e.g. Learning Mentor and Play Therapist. • Additional trainee Play therapist supporting four pupils in Year 5. • Pupil's personal growth and development supported through the PSHE Curriculum, Values Based Education and whole school curriculum. • Effective transition in place between and across Key Stages, including moving to Year 7. • Additional transition put in place for Reception to Year 1 and Year 2 to Year 3 as these were identified as priority areas for the school.

Externally Provided Programmes:

Moor Nook did not purchase any non-DFE programmes in the academic year 2020-2021.

Programme	Provider

Service Pupil Premium Funding:

Not applicable to Moor Nook.

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

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.