



Pupil premium strategy statement Moreland Primary 2022/2023

This statement details our school's use of pupil premium funding (and recovery premium for the 2022 to 2023 academic year) 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	Moreland Primary School
Number of pupils in school	(Rec-Y6) 336
Proportion (%) of pupil premium eligible pupils	59%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2023/24
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Catherine Lawrence
Pupil premium lead	Catherine Lawrence
Governor / Trustee lead	Ruth Grant

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 236,780
Recovery premium funding allocation this academic year	£ 24,360
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	£ 261,140

Part A: Pupil premium strategy plan

Statement of intent

At Moreland Primary School we are committed to narrowing the gap in attainment of children from economically disadvantaged backgrounds. The targeted and strategic use of the Pupil premium Grant (PPG) supports the school to achieve this aim. Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non- disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates
- To support our pupils' health and well-being to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We aim to allocate the Pupil premium funding to reach and include any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	Issues with attendance and punctuality. Attendance and punctuality figures are below the Local Authority average. There are also a higher than average number of persistently absent children. Many of the families with low attendance present with ongoing social difficulties and have significant challenges in their lives. Although there have been some improvements in the last two years this is still an area of ongoing challenge and there is currently a high level of persistence absence.
2	Impact of SEND upon pupils eligible for the PPG. A significant proportion of our children who are eligible for the pupil premium grant have complex factors affecting their progress and attainment including

	<p>high levels of Special Educational Needs and Disabilities (SEND) and social, emotional and mental health (SEMH) needs. Learning lost due to the pandemic has had a higher impact on children with SEND than other groups, particularly disadvantaged pupils with SEND as they were the least able to access remote learning and in many cases did not have adequate support at home. Whilst a large number of these were identified as vulnerable and offered school places during the second lockdown not all families accepted the school places.</p>
3	<p>Emotional wellbeing</p> <p>High numbers of children have experienced trauma, come from families where trauma has been experienced or where there are other mental health or social needs. There are high numbers of families accessing early help, CAMHS or support from Children's Social Care. In 20-21 we had the highest number of Children Looked After (CLA) in the Local Authority. There are a small number of pupils who have high level SEMH needs and are at risk of exclusion due to their behaviour. These children require high levels of input and time from staff.</p>
4	<p>Effect of the Pandemic and subsequent lockdowns/remote learning</p> <p>Our internal assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been negatively impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing. National assessments in 21-22 showed there are still gaps between attainment pre and post pandemic.</p>
5	<p>Poor oral language skills and vocabulary</p> <p>Internal assessments and observations, including discussions with children indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This impacts outcomes in reading and writing and Fisher Family Trust analysis shows all groups of children score less well on vocabulary based questions in Key Stage 2 SATS. It also impacts children's attainment in math's reasoning tests. These are evident from Nursery through to Key Stage 2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
6	<p>The Experience Gap and access to Cultural Capital</p> <p>There is a significant gap in terms of life experiences (holidays, cultural opportunities, clubs, sports for example) for the majority of our pupils (this includes children entitled to Free School Meals and many of our children who come from low income working families also). This means that our pupils eligible for the Pupil Premium Grant do not have the same prior knowledge and access to cultural capital and personal development opportunities to build upon without intervention.</p>
7	<p>Low Attainment in Reading at Key Stage 1</p> <p>Internal assessments show that a higher proportion of children who are eligible for the Pupil Premium Grant are often attaining in the bottom 20% in Reading at Key Stage 1 (including in phonics). Children in Key Stage 1 and EYFS have experienced the greatest amount of lost learning as they were less able to access remote learning and this has had a negative impact on children's early reading attainment, particularly for disadvantaged children and those with SEND. The school needs to introduce a new DFE approved phonics</p>

	scheme in the Spring term 2022 including comprehensive training for staff. Attainment in the Phonics assessment in 2022 was below national attainment.
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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
To increase the number of pupils eligible for Pupil Premium Grant with SEND making good or better progress	<ul style="list-style-type: none"> • Intervention strategies and quality first teaching for SEND pupils have a marked impact on attainment and children with SEND make at least expected progress (this may be progress towards individual targets for children with High Needs). • An increased number of children with SEND make accelerated progress narrowing the gap between them and their peers. • By 24/25 the progress made by Pupil Premium SEND children (without profound needs) is in line with Non Pupil Premium SEND children.
To increase the % of Pupil Premium children achieving greater depth in Reading, Writing and Maths at Key Stage 1 and Key Stage 2	<ul style="list-style-type: none"> • To embed a “culture of challenge” and achieve the National Association for Able Children in Education (NACE) accreditation by the end of Autumn Term 21. (This accreditation includes consideration of provision and outcomes for More Able Pupil Premium children). • To increase the % of children achieving greater depth year on year so that by 24/25 combined Reading, Writing and Maths is at least in line with National results at Key Stage 1 and Key Stage 2. • More children reach greater depth in reading in Key Stage 1 and 2 through embedding the school’s approach to teaching reading (see below) and providing challenge for More Able children through targeted book/ reading clubs and booster sessions, encouraging wider reading for pleasure and through quality first teaching of reading. • Increase the number of Pupil Premium /Free School Meals children working at and above expected levels in writing; closing gaps caused by the pandemic. Teacher assessment shows improved outcomes so that by 24/25 Pupil Premium children’s writing outcomes are in line with non- Pupil Premium in Key Stage 1 and Key Stage 2. This will be achieved through the introduction of a new handwriting scheme, wider opportunities for reading and writing for

	<p>pleasure and moving to the Talk for Writing approach in Key Stage 1.</p> <ul style="list-style-type: none"> • Pupil Premium children will show improved fluency in maths as evidenced through increased numbers achieving the Year 4 Times Tables assessment between 2022 and 2025. This will be achieved through structured times tables practice in maths lessons using the Times Tables Rock Stars Programme. Children who consistently accessed Times Tables Rock Stars in 20-21 and 22-23 showed improvement in maths fluency and higher results in the Year 4 multiplication check . This will be delivered 3 x weekly to all children from Year 2 at the beginning of the maths lesson as not all children access it at home.
<p>To improve outcomes for Pupil Premium children in Reading in Key Stage 1 and Key Stage 2.</p>	<ul style="list-style-type: none"> • Key Stage 1 and Key Stage 2 reading outcomes in 2024/25 show that the % of disadvantaged pupils meeting the expected standard is in line with non- disadvantaged pupils and is at least in line with national results for all pupils. • The introduction of a new phonics scheme ensures that more disadvantaged pupils are reaching the expected standards in the phonics assessment by the end of Year 2. By 24/25 this is in line with national levels. • The provision of weekly small group reading booster sessions to children in Key Stage 1 and 2 who are assessed as working below age related expectations supports the closing of gaps caused by the Pandemic. Children attending these sessions show accelerated progress (more than expected progress) in reading in end of year teacher assessments. • Through quality first teaching of reading (using the Whole Class Reading approach from Y2 - Y6) and increased opportunities for reading for pleasure (through the Moreland Reading Passport, improvements to the school library, targeted reading clubs, extra- curricular drama clubs and theatre trips and high quality story times) pupils demonstrate better comprehension skills and improved vocabulary. This is evident in their discussion of what they read in lessons, in reading assessments, in their writing and in the breadth of reading for pleasure. More disadvantaged children achieve age related expectations in Key Stage 1 and Key Stage 2 assessments.
<p>To increase reading for pleasure amongst disadvantaged children</p>	<ul style="list-style-type: none"> • More disadvantaged children are observed to be reading for pleasure and reading a broader range of texts. This is evidenced through an increase in the number of books children read

	<p>on the Moreland Reading Passport and the Islington Reading Road Map and increased participation of Pupil Premium children in extra-curricular reading opportunities.</p> <ul style="list-style-type: none"> • More parents report feeling confident reading with their child at home.
<p>To increase % of Pupil Premium children working at age related expectations in the Prime areas on entry to Reception</p>	<ul style="list-style-type: none"> • On entry assessments to Reception show that amongst disadvantaged children attending the school's nursery class an increased number are working at age related expectations in the prime areas. This will be achieved through targeted small group language interventions, improved opportunities to develop physical skills and working with EYFS parents (e.g. Kitchen club, parent workshops, home school reading passport).
<p>To widen children's cultural and personal development opportunities to close the experience gap between disadvantaged children and other children</p>	<ul style="list-style-type: none"> • Continue to provide a wide range of first hand experiences and opportunities as a core offer of the school curriculum that ensures all children receive a broad cultural experience. • Increase the number of disadvantaged children attending extra-curricular activities outside of the school day. • Ensure there are no financial barriers to children attending residential trips and that attendance at residential trips of disadvantaged pupils matches their peers. Extend the offer of day / 1 night residential to Year 3 and 4 pupils to build confidence in attending longer residential.
<p>To increase support for children's mental health; building their resilience and improving emotional well being</p>	<ul style="list-style-type: none"> • More staff feel confident and have the necessary skills to support children's mental health through continued access to trauma informed reflective practice groups and through extending this offer to more staff. • There is a clear and consistent delivery tool for teaching emotional literacy (the RULER approach). Monitoring shows that the RULER programme is being delivered effectively in every class and that children are able to articulate the principles of the programme and demonstrate an increased emotional vocabulary. • There is a reduction in behaviour incidences at playtime and in the lunch hall as children are more able to manage their emotions effectively and with increased independence. Family Service at lunch time supports improved social skills and reduces conflict. <p><i>This links with our use of the Sports Premium as a joined up approach to improving the quality of lunch and play times.</i></p>

<p>To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Increase time and support available for children and families through the provision of a full time Pastoral Support Manager to address underlying causes of poor attendance and punctuality. • Reduce the attendance gap between disadvantaged pupils and their non-disadvantaged peers. • Reduce the percentage of disadvantaged pupils who are persistently absent so that this is in line with the Local Authority average by 24/25.
<p>To improve support for families that are facing social and economic challenges</p>	<ul style="list-style-type: none"> • Increase time and support available for children and families through the provision of a full time Pastoral Support Manager (Designated Safeguarding Lead and Mental Health Lead) resulting in families and children reporting increased feelings of well-being and satisfaction with the support received from the school.
<p>To improve access to and uptake of remote learning amongst disadvantaged children.</p>	<ul style="list-style-type: none"> • Continue to develop Google Classroom to enhance in-class writing opportunities and remote learning capabilities (if required) so that all children in Key Stage 2 are able to independently access remote learning through Google Classroom. • Audit Chrome Books to ensure that there are enough available for all disadvantaged children to have access to a school Chrome Book for use in remote learning situations. • Introduce Atom Homework platform for children in Key Stage 2 to support transition to online homework platforms in secondary school.

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: £ 100,804

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Purchase of additional Little Wandle Letters and Sounds programme resources (DfE validated Systematic Synthetic Phonics programme) to secure stronger phonics teaching for all pupils. This will include keep up and catch resources.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>4, 7</p>
<p>Deliver 3 x weekly Supported Reading in Reception, Year 1 and Year 2 to new phonics scheme so that all children read phonetically decodable texts in small groups 3 x weekly.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>4, 7</p>
<p>Embedding Whole Class Reading approach to teaching of Reading Years 2-6. More explicit teaching of reading comprehension strategies, clarification of vocabulary and fluency in reading</p>	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Fluent reading supports reading comprehension. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending the text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension.</p> <p>EEF blog: Shining a spotlight on reading fluency</p>	<p>4, 5, 7</p>

	https://educationendowmentfoundation.org.uk/news/eef-blog-shining-a-spotlight-on-reading-fluency	
<p>More opportunities for dialogic activities across all subjects including Whole Class reading, P4C and Global Citizenship.</p> <p>Introducing Dialogic approach to reading in EYFS and Y1.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	2, 4, 5, 7
<p>Put in place recommended actions and intervention programmes from SEND review with Local Authority to audit effectiveness and value for money of SEND interventions.</p>	<p>The EEF Special Educational Needs in Mainstream Schools Guidance report identifies 5 recommendations including : <i>“Complement high quality teaching with carefully selected small-group and one-to-one interventions”</i></p> <p>Interventions should be carefully targeted through identification and assessment of need.</p> <p>Interventions should be applied using the principles of effective implementation described in the EEF’s guidance report Putting Evidence to Work: A School’s Guide to Implementation. EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	2, 4, 5, 7
<p>Strategic SEND CPD programme to support delivery of Quality First Teaching of SEND pupils in all classes based on EEF recommendations.</p>	<p>The EEF Special Educational Needs in Mainstream Schools Guidance report identifies 5 recommendations including : <i>“Ensure all pupils have access to high quality teaching”</i></p> <p>The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils. flexible grouping; cognitive and metacognitive strategies; explicit instruction; using technology to support pupils with SEND; and scaffolding</p>	2, 4, 7

	EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)	
Leadership team to include a non-class based EYFS/Key Stage 1 Phase Leader to provide targeted phonics teaching and early language interventions.	<p>Early language intervention supports the children who enter the school with low language and vocabulary.</p> <p>There is a strong evidence base that suggests oral language interventions are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Experienced teacher leading interventions with children well known to them. The EEF Toolkit indicates small group tuition 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.</p>	2, 4
Whole school focus and staff training on supporting children to develop metacognitive strategies through the Thinking Matters Programme.	<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.</p> <p>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>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.</p> <p>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p> <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>Metacognition and self-regulation EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	2, 4

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

Budgeted cost: £ 98,144

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Years Teaching Assistants to deliver small group language interventions	<p>Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching, such as:</p>	5
Talk Boost Key Stage 1 Intervention.	<p>Talk Boost KS1 has been developed by I CAN and The Communication Trust – leaders in the field of speech, language and communication. The programme was designed, developed and evaluated through an initial trial of 140 children across 12 primary schools. A randomised control trial showed that the children taking part in the 10 week intervention made an average of 18 months progress compared with just 6 months progress made by the control group. In larger roll out, academic support has determined that children have made statistically significant progress across all measures of language as a result of Talk Boost KS1.</p> <p>Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	5
Phonics interventions in Year 1 lead by DFE academic mentor to	<p>Delivered at a very low cost to school as the school is eligible for a DFE funded academic mentor. Cost is 5% of salary plus on-costs.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not</p>	4, 7

<p>address gaps in reading attainment from school closures.</p>	<p>necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Small group Year 1 Phonics interventions outside the school day led by experienced teaching staff.</p>	<p>Small group phonics sessions have been shown to have a positive impact with 4 months progress. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. The average impact is influenced by the targeted use of before and after school programmes, which have higher impacts on average. Extending school time EEF (educationendowmentfoundation.org.uk)</p>	<p>4, 7</p>
<p>Year 2, Year 3, Year 4, Year 5 and Year 6 tutoring in Maths/ English 1.5 hours per week outside of the school day. These are for children working below and just below age related expectations.</p>	<p>Moderate impact for low cost based on EEF toolkit. The EEF Toolkit indicates small group tuition 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 average impact of the small group tuition is four additional months progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness. Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. The average impact is influenced by the targeted use of before and after school programmes, which have higher impacts on average. Extending school time EEF (educationendowmentfoundation.org.uk)</p>	<p>4, 7</p>

<p>Year 5 and Year 6 More Able small group Boosters outside of the school day.</p>	<p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. The average impact is influenced by the targeted use of before and after school programmes, which have higher impacts on average.</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p>	<p>4</p>
<p>SEND interventions as identified from pupil progress reviews.</p>	<p>The EEF Special Educational Needs in Mainstream Schools Guidance report identifies 5 recommendations including : <i>"Complement high quality teaching with carefully selected small-group and one-to-one interventions"</i> Interventions should be carefully targeted through identification and assessment of need. Interventions should be applied using the principles of effective implementation described in the EEF's guidance report Putting Evidence to Work: A School's Guide to Implementation.</p> <p>EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>2, 5, 7</p>

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

Budgeted cost: £ 69,710

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Leadership Team to include a full time Pastoral Manager position to lead on safeguarding, early help mental health and attendance.</p>	<p>The school has a very high number of families on the pastoral care register and high numbers of families receiving support from Children's Social Care. Early help intervention is proven to improve outcomes for families. Improving attendance and punctuality also has proven positive outcomes on attainment.</p>	<p>1, 3, 4</p>
<p>Embedding principles of good practice set out in the DfE's</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>1</p>

<p>Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support pastoral manager to improve attendance.</p>		
<p>Improve the quality of social and emotional (SEL) learning and development of self-regulation strategies through implementation of RULER approach and embedding Islington Trauma Informed Practice in Schools (ITIPS).</p> <p>These approaches will be embedded into routine educational practices and supported by professional development and training for staff including regular reflective practice groups and visits to a Wellbeing Hub school.</p>	<p>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):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p> <p>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.</p> <p>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	3, 4
<p>Staff continued professional development in ITIPS – trauma enforced practice approach to responding to pupils emotional needs and behaviour including Reflective Practice Groups</p>	<p>Since ITIPS started in September 2017 Islington schools report that:</p> <ul style="list-style-type: none"> • Staff are attuning to pupils and being 'curious' about behaviour • There are improved staff-pupil interactions • Staff are better able to self-regulate and respond empathetically • Staff are having more reflective conversations with pupils • Pupils are reflecting more on their feelings and emotions and 	3

	<ul style="list-style-type: none"> • are better able to self-regulate 	
Nurture Groups	<p>Social and emotional learning interventions help to improve pupils' decision-making skills, interaction with others and their self-management of emotions. They have been shown to add as much as 4 months impact in the EEF Toolkit.</p> <p>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).</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	3 & 4
<p>Cultural Capital and personal development enrichment opportunities</p> <p>Continue to provide an extensive programme of trips to museums, theatres, concerts, cultural experiences, adventurous activities, forest school, residential trips and sporting opportunities.</p> <p>Map a comprehensive personal development curriculum to ensure these opportunities are embedded and show progression across the school.</p>	<p>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.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p>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.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>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>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p> <p>There are numerous studies that show the positive impact of spending time outdoors on children's physical and mental wellbeing.</p>	3, 6

Total budgeted cost: £ 268,658

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 2021 to 2022 academic year.

The performance of disadvantaged children in KS2 assessments was higher than disadvantaged pupils nationally and in Islington in reading but significantly lower in maths. This is largely a reflection of the very high number of SEND children in the cohort who were more impacted by school closures due to the pandemic. More children with SEND reached the expected standard than SEND children nationally in Reading, Writing and Maths with significantly higher average points scores. Disadvantaged children achieving Greater Depth was higher than disadvantaged children nationally showing the positive impact of the whole class reading approach.

Although attainment in KS1 in 21/22 was significantly lower than in 2019 (as it was nationally) due to the impact of the pandemic; disadvantaged pupils achieved significantly better than disadvantaged children nationally (15% higher in R,W and M combined putting the school on the 22 percentile rank). In Year 2, disadvantaged pupils attainment was slightly lower (-6.8%) in Reading, Writing and Maths combined than their non-disadvantaged peers . Disadvantaged children performed better than the Islington average for this group in Writing and Maths but slightly below in Reading. There were a number of refugee children, children new to English and children with SEN new to the school in Year 2 in this cohort.

In phonics attainment was below the national average for all pupils. 59% of disadvantaged children reached the expected standard at the end of Year 1 compared to 62% nationally. 76% of disadvantaged children had reached the expected standard by the end of KS1 compared to 79% of disadvantaged children nationally. Phonics was particularly negatively impacted by the school closures and many children went backwards in phonics during the school closures in their reception year. The very high numbers of children with SEN in year 1 compounded this as these children showed the worst impact on their well- being and learning. The school recognised the need to improve phonics outcomes and worked with the English hub to implement a new DFE approved phonics scheme in the summer term 2022. This should have a positive impact on phonics attainment for the Year 1 cohort in 2022-23.

At the end of Reception assessment shows that 60% of disadvantaged children achieved the GLD compared to 50% of disadvantaged children nationally and 55% in Islington. The school is in the top third of schools (33 percentile) in performance of disadvantaged children achieving the GLD. However, this is 11% lower than non-disadvantaged pupils. In the Prime Areas this was 10% below the Islington average but in-line with the GLD. In addition, our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils in some year groups was lower than in previous years in key areas of the curriculum. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Children with SEND were the most heavily impacted by school closures and the wider pandemic as they had significantly less access to interventions and support from external professionals. However, in all national assessments more children with SEND reached the expected level than SEND children nationally.

We had a high take up of our Reading and Maths Booster classes of PP children in Y2 - 6 which helped to address gaps caused by the pandemic and children in Y1 had an extended school day to provide additional teaching of maths and reading. These successes helped to mitigate greater negative impact on attainment.

We have worked really hard at ensuring our provision is in line with our ethos of providing a 'culture of challenge'. We successfully were accredited the NACE award in November 21 and PP children were specifically considered in the accreditation process. We delivered targeted interventions and enrichment for MA children in Year 1,2,5 and 6. The focus was on ensuring all children including MA children making more than expected progress to close gaps lost by Covid. The focus on closing gaps and providing challenge in reading and maths in KS2 was effective and this is reflected in more children reaching GD in these subjects than in 2019.

We strived to continue to provide a rich and broad curriculum in 21/22 including a full range of trips, visits and cultural opportunities for all children. We also provided a full programme of outdoor based curriculum activities and Forest school in the school grounds that supported children's well being. Year 6 attended 2 residentials in September and May. Year 5 attended a camping residential in July.

We continued to embed our new approach to reading that was introduced last year. This approach has supported children to improve their comprehension skills especially around clarifying new vocabulary. Overall, more children are working at a mastery level in Reading than other subjects reflecting the key focus on reading skills for Covid recovery. Results in reading in KS2 reflect the success of this approach. We also continued to encourage and support reading for pleasure including the Moreland Reading Passport. The Reading Road Map and high profile reading events such as Word Book Day, National Poetry Day and Pyjamarama. We introduced Little Wandle phonics in the second half of the Spring term working with the English Hub. All staff teaching the scheme received full training and all classes teaching phonics made the switch to the new programme. In 22/23, the focus will be on embedding this and extending the scheme to children in KS2 still working towards the phonics expected standard.

Attendance in 21/22 was still significantly impacted by Covid absences and other illnesses such as chicken pox where children had lower immunity following lockdowns. There were also a number of families who took unauthorised holidays to see family overseas following relaxing of restrictions on travel. However, the gap between the school's attendance and national attendance narrowed as some of these issues were reflected nationally.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continued to be impacted last year, this was evident in the wider community also. The impact was particularly acute for disadvantaged pupils. We continued to use pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required including nurture groups, 1:1 nurture and a specialist nurture class for three children with high level SEMH needs. We continued to offer training to all staff on the ITIPS approach and introduced

the RULER approach to developing self regulation. We introduced an emotional well being curriculum led by the ITIPS staff working group. In addition, we ran number of reflective practice groups for staff. We are building on that approach with the activities detailed in this plan.

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
NACE Accreditation Programme	NACE –Barbara Firth