



Pupil premium strategy statement Moreland Primary 2021/2022

This statement details our school's use of pupil premium funding (and recovery premium for the 2021 to 2022 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	317 (Rec-Y6)
Proportion (%) of pupil premium eligible pupils	56%
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 2021
Date on which it will be reviewed	December 2022
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	£ 201,715.00
Recovery premium funding allocation this academic year	£ 10,512.50
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	£ 212,227.50

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 improvements in the last two years this is still an area of ongoing challenge.
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 high levels of Special Educational Needs and Disabilities (SEND) and social,

	<p>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. Last year (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 well-being 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.</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. 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 scheme in the Spring term 2022 including comprehensive training for staff.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>To increase the number of pupils eligible for Pupil Premium Grant with SEND making good or better progress</p>	<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 is in line with Non Pupil Premium SEND children.
<p>To increase the % of Pupil Premium children achieving greater depth in Reading, Writing and Maths at Key Stage 1 and Key Stage 2</p>	<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 pleasure and moving to the Talk for Writing approach in Key Stage 1. • 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

	<p>in maths lessons using the Times Tables Rock Stars Programme. Children who consistently accessed Times Tables Rock Stars in 20-21 showed improvement in maths fluency. This will be delivered 3 x weekly to all children from Year 2 in 21-22 at the beginning of the maths lesson as not all children access it at home.</p>
<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 on the Moreland Reading Passport and the Islington Reading Road Map and increased participation of Pupil Premium children in extra - curricular reading opportunities. • 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</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

<p>entry to Reception</p>	<p>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>
<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.
To improve support for families that are facing social and economic challenges	<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.
To improve access to and uptake of remote learning amongst disadvantaged children.	<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.

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: £ 73,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Little Wandle Letters and Sounds programme (DfE validated Systematic Synthetic Phonics programme) to secure stronger phonics teaching for all pupils.	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	4, 7

<p>Access support from Regional English Hub to implement new programme.</p>		
<p>Adapt Daily Supported Reading in Year 1 and first term of Year 2 to new phonics scheme so that all children read phonetically decodable texts in small groups daily.</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 and clarification of vocabulary.</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>4, 5, 7</p>
<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>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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 4, 5, 7</p>

<p>We will purchase resources and fund ongoing teacher training and release time.</p>		
<p>SEND review with Local Authority to audit effectiveness and value for money of SEND interventions. Put in place recommended actions and intervention programmes.</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. EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>2, 4, 5, 7</p>
<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> 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 EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>2, 4, 7</p>
<p>Restructuring of Leadership team to include a non- class based EYFS/Key Stage 1 Phase Leader to provide targeted phonics teaching and early language interventions.</p>	<p>Early language intervention supports the children who enter the school with low language and vocabulary. There is a strong evidence base that suggests oral language interventions are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF 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>2, 4</p>
<p>Restructuring of Leadership team to include a non- class based Key</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</p>	<p>2, 4</p>

<p>Stage 2 Phase Leader to support high quality first teaching in Key Stage 2 and provide targeted interventions/teaching support.</p>	<p>having low prior attainment or at risk of falling behind.</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>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 98,826

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Nuffield Language Programme delivered by Teaching Assistants</p>	<p>The Education Endowment Foundation (EEF) has provided strong evidence for the effectiveness of NELI. It found that children receiving the NELI programme made the equivalent of 3 additional months' progress in language.</p> <p>Furthermore, a team from RAND Europe (Research and Development), also found that NELI was an effective way of boosting language skills for children with English as an Additional Language (EAL).</p> <p>Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>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.</p> <p>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>	<p>5</p>

	Nuffield Early Language Intervention (NELI)	
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 led by DFE academic mentor to address gaps in reading attainment from school closures.	<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 necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	4, 7
Small group Year 1 Phonics interventions outside the school day led by experienced teaching staff.	<p>Small group phonics sessions have been shown to have a positive impact with 4 months progress.</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: 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>	4, 7
Year 2, Year 3, Year 5 and Year 6 Booster Maths/ English lessons 1.5	<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.</p> <p>The average impact of the small group tuition is four additional</p>	4, 7

<p>hours per week outside of the school day. These boosters are for children working below and just below age related expectations.</p>	<p>months progress, on average, over the course of a year.</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>Year 4 small group Maths Booster -45 minutes x2 /week per group outside of the school day. These boosters 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.</p> <p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</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>	4
<p>Year 5 and Year 6 More Able small group Boosters</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</p>	4

outside of the school day.	<p>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>	
Implement interventions from Spring Term 22 as identified during SEND review.	<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.</p> <p>EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	2, 5, 7

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

Budgeted cost: £ £46,919

Activity	Evidence that supports this approach	Challenge number(s) addressed
Re-structuring of the Leadership Team to include a full time Pastoral Manager position to lead on safeguarding, early help mental health and attendance.	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.	1, 3, 4
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1

<p>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>	<p>3, 4</p>
<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 • are better able to self-regulate 	<p>3</p>
<p>Nurture Groups</p>	<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</p>	<p>3 & 4</p>

	<p>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>	
<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>	<p>3, 6</p>

Total budgeted cost: £ 218,895

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.

Our Year 6 assessments at the end of 2020/21 suggested that the performance of disadvantaged pupils was higher in reading and maths than in 2019. Pupil Premium children achieved in line with non- pupil premium children in Reading and Writing and slightly below in maths. Pupil Premium children achieved better than on average in Islington in all three subjects. In Year 2, disadvantaged pupils attainment was slightly lower (between 8-12%) in Reading and Writing than their non-disadvantaged peers and very slightly (less than 5%) below in maths. Disadvantaged children performed better than the Islington average for this group in English and Maths but below in Writing. At the end of Reception assessment shows that disadvantaged children achieved significantly lower than non-disadvantaged children in Prime Areas and the GLD. 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. Therefore, progress and attainment for these children was significantly impacted particularly in lower year groups. However, there was a significant improvement on children with SEND achieving expected levels at the end of Year 6 in 2021. This is largely due to good engagement with online learning and children attending school during the second lockdown. We were also able to continue running booster sessions remotely in KS2.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our teaching to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online teaching. The negative impacts on disadvantaged children are most evident in the Early Years and to some extent Key Stage 1 where children were less suited to online learning and were less able to access direct teaching and support from their teachers. In the second lockdown we had very high engagement in KS2 with remote learning and had high numbers of vulnerable children attending across the school. 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 even greater negative impact on attainment.

We worked really hard at ensuring our provision was 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. Last academic year, there were targeted interventions for example the DFE Learning mentor worked with MA children in Key Stage 2. 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 in reading in KS2 was effective and this is reflected in more children reaching GD in this subject.

We strived to continue to provide a rich and broad curriculum in 20/21 including wherever possible trips, visits and cultural opportunities for all children. We were not able to attend all our planned trips however, where possible we adapted to online visits and workshops and provided a full programme of outdoor based curriculum activities and Forest school in the school grounds. Year 6 were able to attend their residential trip in the summer term. Year 5 were unfortunately not able to attend their residential in 20/21, however, they attended a short residential in September 2021 instead.

We introduced a new approach to reading at the beginning of 21/22. 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. We have purchased (with support from a grant from Richard Reeves foundation) individual copies of all WCR texts. This enabled WCR to continue fully during the second lockdown period. We also continued to encourage and support reading for pleasure including providing book borrowing during lockdowns, the use of online reading platforms including Bug Club and online daily storytelling, the continuation of our Moreland Reading Passport and reading events such as Word Book Day, National Poetry Day and Pyjamarama. Children were able to participate both at home and school in these events and activities.

Although overall attendance in 2020/21 was higher than in the preceding years absences due to COVID which are not included in absence figures made it difficult to assess the real impact of attendance measures. Attendance is still below the LA average, which is why attendance is still a key focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used 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 completed the training programme. In addition, we started a 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