

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	Molescroft Primary School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22
Date this statement was published	September 2021
Date on which it will be reviewed	Jan 2023
Statement authorised by	
Pupil premium lead	Matthew Britton
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39245
Recovery premium funding allocation this academic year	£2175
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	£41420

Part A: Pupil premium strategy plan

Statement of intent

We aim to ensure that disadvantaged pupils at Molescroft Primary School receive as close to the same opportunities and start in life as those who are classified as without disadvantage. We acknowledge that the label of disadvantaged and its link with pupil premium eligibility is not exclusive and we ensure that all children, no matter what their status, are supported in the most appropriate way for the individual child. Every intervention and strategy used is tailored specifically to the individual and their impact is assessed based on value to the child.

Challenges

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

Challenge number	Detail of challenge
1	Pupils not school ready upon entry
2	Limitations in basic skills inhibits learning
3	Lack of exposure to high quality conversation
4	Access to books/educational resources in the home

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
PP children are identified on entry and are supported in early language skills	Immediate identification of potentially disadvantaged children after discussions with families.

	Begin support prior to January census and official identification of PP children.
All PP Children to achieve reading confidence, security and pleasure from reading.	PP Children will take part in phonics based reading intervention resulting in improved confidence and fluency in reading.
Teachers use expertise to target questions and discussions with PP children in order to improve their exposure to quality conversation.	Time is given to support teaching staff in how to formulate questioning and discussion in lessons, raising expectations of vocabulary use.
Regular opportunities to access books and other educational resources in breakfast club, tea club and during lesson time. Providing specific books and resources for use at home as appropriate.	Individual needs of children and families have been identified enabling the provision of appropriate books and resources. Resources being used effectively at Breakfast and Tea clubs.

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: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
Immediate identification of potential PP children	Early intervention is always shown to be a successful strategy.	1
Discussions with nurseries		
Full program of targeted support in place		

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

Budgeted cost: £10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading intervention Resources purchased for Y3/Y4	Evidence from Oxford University Press in use of X Code reading intervention	2
Phonics based reading scheme purchased for KS1	Evidence of link between closely matched phonics based reading material and early reading achievement.	
Staff trained in use of reading interventions		

Budgeted cost: £19479

Activity	Evidence that supports this approach	Challenge number(s) addressed
In house staff training		3
TA support with curriculum activities and 1:1 reading and discussion. 1 TA per class. Funding supports 1 hour per class with PP children per day.		
Developing learning environment to support rich vocabulary		

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

Budgeted cost: ££1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Discussion with families to identify needs		4
Organise resources for use in school clubs		

Provide resources to be used at home		
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Total budgeted cost: ££30479

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.

To support pupil premium children in their home reading by ensuring extra opportunities for children who aren't supported in home reading.

Funding on TA support enabled these opportunities. This will continue.

To ensure that teachers are focussed on the attainment of the PP children in their class. Teachers will be fully aware of PP children's needs and will address these in lessons. Regular opportunities to discuss the progress of PP children and request further support / guidance will be given at weekly staff meetings.

This continues to be succesful - teachers have excellent awareness of the PP children in their class and their needs. PP children are always considered first when marking or providing booster and catch up sessions. This is a low cost, high impact strategy, but using PP budget to fund TA time enables quality first teaching to be focussed on PP children who need support.

To encourage PP participation in extra - curricular activities and in perapatetic music lessons

Funding is used to enable children to take part in clubs and music lessons. Letters are sent home to PP children's parents to ensure they know that PP funding can be used to enable their children to access these opportunities. PP participation in extra curricular clubs gradually increases year on year.

To provide a settled start to the school day and extra opportunities for homework by providing breakfast and tea club places.

Several PP children benefit from these opportunities. Teachers state that children attending breakfast club are always ready for learning. Tea club has provided extra reading opportunities for several PP children.

Externally provided programmes

Programme	Provider
Maths No Problem	Maths No Problem

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	TA Support
What was the impact of that spending on service pupil premium eligible pupils?	Enabled enhanced reading opportunities for Service PP child.

Further information (optional)

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