Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	7.1%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2020/21 - 2023/24
Date this statement was published	Sep 2022
Date on which it will be reviewed	Sep 2023
Statement authorised by	Michael Loncaster
Pupil premium lead	Matthew Britton
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 34,245
Recovery premium funding allocation this academic year	£ 3915
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	£38,160

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 inhibiting learning
3	Lack of exposure to high quality conversation
4	Limited access to books and educational resources in the home
5	Social and emotional challenges linked to attachment and stability.

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	PP children are identified on entry and are supported in early language skills Thorough and detailed transition discussions ensuring full knowledge of specific needs as children move from nursery.

All PP Children to achieve reading confidence, security and pleasure from reading.	PP Children across the school will take part in phonics based reading intervention resulting in improved confidence and fluency in reading. In KS1 this will mean extra focussed phonics support alongside phonics lessons as appropriate. In KS2, children will use XCode Phonics based reading resources as appropriate, led by TAs, to decrease the difference in phonics skills with peers working at age related expectations.
Teachers and teaching assistants 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 with PP and non-PP children.

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: £600

Activity	Evidence that supports this approach	Challenge number(s) addressed
In house staff training - Phonics based reading scheme	Phonics based reading scheme validated by DFE and proven to improve reading skills.	1,2,3
Developing learning environment to support rich vocabulary		
Immediate identification of potenital PP children		
Discussions with nurseries		

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

Budgeted cost: £31,920

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.		3,4

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

Budgeted cost: £6,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA TA sessions with targeted PP FSM and PP LAC/PLAC children 2 hours per day.	ELSA is evidenced training for supporting children with emotional needs.	4,5
General availablity of ELSA TA at lunchtimes to support PP and Non PP children as appropriate. *1 hour per day.*		
Organise resources for use in school clubs.		
Provide resources to be used at home.		

Total budgeted cost: £39,360

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.

In the academic year 2021/22, a combination of our internal assessment data based on teacher assessment and NFER tests, and external data from SATs show that:

Progress from Y2 to Y6 meant that achievement of the expected standard in Reading, Writing and Maths increased from 47% EXS to 73% EXS.

*** awaiting Data tracker to update other assessments.

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
Maths No Problem	Maths No Problem
X Code Reading	Oxford