Moorlands Primary School

Pupil Premium Strategy

2019-20

What is the Pupil Premium Grant (PPG)?
The Pupil Premium is additional funding given to schools to support pupils from disadvantaged backgrounds and close the attainment gap between themselves and their peers. The Pupil Premium for 2019-20 will include pupils recorded in the January 2019 school census who are known to have been eligible for free school meals within the last 6 years, Looked After children, Post-Looked After children or pupils who have been recorded as a service child within the last 6 years. See Appendix for more information.

Summary Information			
Total number of pupils on roll	405	**Total amount of PPG received**	£181,900
Number of pupils benefitting from PPG	146	**Date of most recent PP Review**	Sept 2019
Percentage of school population receiving PPG	36%	**Date for next internal review of this strategy**	July 2020

Barriers to future attainment (for pupils eligible for PP including higher achievers)	
In-school barriers *(Issues to be addressed in school, such as poor oral language skills)*	
A.	Oral language skills are lower for pupils eligible for PP than for other pupils, which results in poor literacy skills in Reading and Writing
B.	Entry attainment in Reception for all areas of development is below age-related expectations
C.	Many pupils eligible for pupil premium also have other factors such as SEN and/or behavioural, social and emotional needs to consider when planning successful interventions
External barriers *(Issues which also require action outside school, such as low attendance rates)*	
1	Attendance rates for pupils eligible for PP are below the target for all children of 97% and many are below Education Welfare Officer target of 90%. This reduces their school hours and causes them to fall behind.
2	Circumstances in the home have an impact on parental engagement with school and the pupil's emotional wellbeing in school. This has an impact on a pupil's engagement with learning.
3	Some low income families find it hard to afford extra enrichment activities outside school. Enrichment opportunities help a child to be broad-minded and develop a range of knowledge and skills, which consequently helps them to be more successful learners.

Outcomes *(Desired outcomes and how they will be measured)*		
	Desired Outcomes	**Success Criteria**
A.	Higher rates of progress and attainment for pupils eligible for PP in Reading, Writing and Maths	Pupils eligible for PP make as much progress as 'other' pupils. Measured by teacher assessments and moderation of pupil work as well as national end of key stage tests and teacher assessments
B.	Improved oral language skills for PP pupils, especially in Foundation Stage	Pupils eligible for PP in Foundation Stage make rapid progress from their low starting points to meet the Communication and Language Early Learning Goals by the end of their Reception year, resulting in higher attainment at end of KS1 and KS2.
C.	Positive attitude to learning and increased ability to overcome barriers.	Fewer behaviour incidents recorded for these pupils on the school system. PP to have a Growth Mindset.
D.	The children express their feelings and emotions through emotional literacy and social skills sessions.	Pupils develop their communication skills so they are able to express when they are feeling anxious or worried. Concentration levels are increased and pupils are able to cope with the demands of the curriculum.
E.	Increased attendance rates for pupils eligible for PP	Overall PP attendance increases to at least 90% in line with local expectations.
F.	Increased parental engagement	Parents work in partnership with the school. Increased attendance at workshops, parents meetings and open sessions. Homework is completed weekly. Reading diaries are completed regularly.
G.	All pupils in receipt of PP are accessing enrichment opportunities	Records show which clubs attended by PP 100% of pupils attend at least one club each term

Planned expenditure				
Academic year	**2019/20**			
The three headings below demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and whole school strategies.				
Quality of teaching for all				
Desired Outcome	**Chosen Action/Approach**	**Evidence and Rationale for choice**	**Monitoring and Evaluation** *(Ensuring it is implemented well)*	**Staff lead**
A. Higher rates of progress and attainment in Reading, Writing and Maths	Staff training on… Rich Texts Editing and Proof-Reading Active Reading Maths Reasoning Teaching Assistants in every class during the morning for English and Maths which facilitates more cut away support, guided groups and feedback throughout lessons	We invest some of the PP in longer term change which will help all pupils, including professional development for teachers. Many different evidence sources, e.g. EEF Toolkit, suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Effectiveness of teaching, learning and progress will be assessed during ongoing monitoring and evaluation, i.e. Learning walks, Lesson Observations, Book Scrutiny, Planning Scrutiny and Pupil Progress Meetings.	SLT
A. Higher rates of progress and attainment in Reading, Writing and Maths	Non-Teaching Assistant Head Teacher responsible for Teaching and Learning and Professional Coach. This includes leading PDMs, planning support and in class coaching. We also have a Phase Leader that assists our AHT with coaching across the school.	The AHT (T&L) supports the professional development of teachers to ensure quality first teaching for all.	HT works alongside the AHT (T&L) to plan who will receive coaching and the foci for individuals. This is reviewed regularly. SLT work collaboratively.	AHT (T&L)
B. Improved oral language skills, especially in Foundation Stage	YR Phase Leader/YR Teachers and Teaching Assistants develop spoken language through adult directed and child-initiated learning opportunities ECAT training for YR parents Embed Talk partner work English Teaching Sequence (as above)	Lack of speaking and listening skills have a long-term effect on academic progress, therefore this is a priority for all children, especially in Reception.	ECAT selected due to evidence of effectiveness Monitoring of learning	YR CTs AHT (T&L) AHT (S&A)
C. Positive attitude to learning and increased ability to overcome barriers	Continue to embed work on Secrets of Success, Behaviour for Learning and Growth Mindset	A positive attitude, learning behaviours and emotional well-being are vital to successful learning and future chances, which is why we give this a high priority	Monitoring of behaviour and learning	LT CTs

Targeted support				
Desired Outcome	**Chosen Action/Approach**	**Evidence and Rationale for choice**	**Monitoring and Evaluation** *(Ensuring it is implemented well)*	**Staff lead**
A. Higher rates of progress and attainment for pupils eligible for PP in Reading, Writing and Maths	Non-teaching Assistant Head Teacher responsible for Standards and Attainment, including Pupil Premium This role involves monitoring and tracking the progress and attainment of children and leading pupil progress reviews, including half-termly meetings with teachers. The AHT also line manages TAs for QFT and Wave 2 provision.	The AHT (S&A) monitors and evaluates the impact of QFT strategies and interventions and coaches teachers to ensure best practice is in place for Pupil Premium children.	HT works alongside the AHT (S&A) to review attainment and progress regularly. SLT work collaboratively.	AHT (S&A)
A. Higher rates of progress and attainment for pupils eligible for PP in Reading, Writing and Maths	Non-teaching Inclusion Leader We have many SEN children who are in receipt of the PPG. This role involves supporting Class Teachers and Teaching Assistants with the individual needs of our children with SEN during Quality First Teaching and Wave 3 interventions.	The SENCo monitors and evaluates the impact of QFT strategies and interventions and coaches teachers and TAs to ensure best practice is in place for SEN children.	SLT work collaboratively to plan and review provision. AHT (S&A) monitors progress as part of a Pupil Progress Review.	SENCo
A. Higher rates of progress and attainment for pupils eligible for PP in Reading, Writing and Maths	Teaching Assistants run a selection of targeted interventions to address misconceptions and gaps in learning. TAs are given frequent opportunities to develop their practice through a range of training and coaching opportunities. Two Y6 booster teachers provide individualised support and small group intervention. They address misconceptions and gaps in learning and support any children that are 'stuck' learners.	Some of the pupils need targeted support to catch up. Research including, EEF Toolkit, identifies that teacher-led focused 1:1 teaching has a very good impact on achievement.	Effectiveness of teaching and learning will be assessed during regular monitoring and evaluation, learning walks and analysis of attainment and progress at Pupil Progress Meetings.	CTs SLT
D. The children express their feelings and emotions through emotional literacy and social skills sessions.	Full-time ELSA The ELSA offers support for children who may have barriers to learning arising from social, emotional and behavioural difficulties.	Emotional well-being is vital to successful learning and future chances, which is why we give this a high priority	The SENCo works closely with the ELSA to plan the role and monitor and evaluate case load, provision and impact. The AHT (S&A) reviews the impact of this provision.	ELSA SENCo AHT (S&A)

E. Increased parental engagement	The AHT (S&A) and class teachers meet with Pupil Premium families to advise on how best to support children at home. Children are provided with a special book for home practice and a special reward chart where they can work towards a family treat – tea and cake with their CT and AHT (S&A).	If parents are engaged in their child's learning, the child will have a more positive experience of school. Homework will be completed regularly resulting in greater progress and pupil engagement in learning.	AHT (S&A) works with the CT to ensure the pitch of expectations is in line with the child's needs.	AHT (S&A)
Other approaches				
Desired Outcome	**Chosen Action/Approach**	**Evidence and Rationale for choice**	**Monitoring and Evaluation** *(Ensuring it is implemented well)*	**Staff lead**
E. Increased attendance rates for pupils eligible for PP *Other outcomes specified on the Attendance Strategy.*	Attendance Officer (also our ELSA) The ELSA also works with the children and families who have attendance issues. She is dedicated to promoting good attendance.	Attendance rates for pupils eligible for PP are below the target for all children. This reduces their school hours and causes them to fall behind.	The SENCo works alongside the ELSA in monitoring attendance. Regular meetings are held with the Welfare Officer to plan actions. The HT is also involved in the planning process.	ELSA SENCo
G. All pupils in receipt of PP are accessing enrichment opportunities	Subsidising Extra-curricular activities and Enriching experiences Analyse club registers and approach families where children are not attending	This benefit is planned to reflect the falling income for vulnerable families as a result of the government's welfare reform. This also provides a location for children to develop social and emotional learning as well as a range of other skills specific to the activity they take part in.	AHT (S&A) monitors office records to show which clubs are attended by PP - 100% of pupils attend at least one club each term	Admin AHT (S&A)

Summary of Pupil Premium Grant spending 2018-19

- Employment of an Assistant Head Teacher responsible for Teaching and Learning
- Employment of an Assistant Head Teacher responsible for Standards and Attainment
- Booster Teachers x 2
- Coaching
- Non-Teaching Inclusion Leader
- Teaching Assistants
- Employment of an ELSA
- Booster clubs
- Staff development

Impact of Pupil Premium Spending for 2018-19

Early Years Foundation Stage Profile

On entry to Reception, our Pupil Premium children were below expected attainment for their age. By the end of YR, 70% have achieved GLD. Our PP children's achievement is higher than national figures.

Attainment of a Good Level of Development (Pupil Premium children – 10 pupils)				
	Moorlands		National 2019	
	PP	Non-PP	PP	Non-PP
GLD	70%	73%	57%	74%

Year 1 Phonics

Attainment in Y1 Phonics (Pupil Premium children – 17 pupils)				
	Moorlands		National 2019	
	PP	Non-PP	PP	Non-PP
Phonics	59%	68%	71%	84%

Key Stage 1

Our PP children's achievement is at least in line with the national figures.

Attainment at Expected Standard+ (Pupil Premium children – 16 pupils)				
	Moorlands		National 2019	
	PP	Non-PP	PP	Non-PP
Reading	63%	84%	62%	78%
Writing	63%	77%	55%	73%
Maths	63%	88%	63%	79%

Key Stage 2

The gap between PP and non-PP is narrower than National in Maths.

Attainment at Expected Standard+ (Pupil Premium children – 26 pupils)				
	Moorlands		National 2019	
	PP	Non-PP	PP	Non-PP
Reading	39%	73%	62%	78%
Writing	62%	82%	68%	83%
Maths	65%	79%	67%	84%
SPAG	62%	85%	67%	83%
Combined	31%	67%	51%	71%

Appendix

What is the Pupil Premium Grant (PPG)?

The Pupil Premium is additional funding given to schools to support pupils from disadvantaged backgrounds and close the attainment gap between themselves and their peers.
 	
The Pupil Premium Grant for 2019-20 is as follows:
 	
- £1,320 for each pupil in Reception to Y6 that is registered as eligible for free school meals at any point in the last 6 years
 	
- £2,300 for any pupil identified in the January 2018 as having left local authority care as a result of:
  - Adoption
  - a special guardianship order
  - a child arrangements order (previously known as a residence order)
  - who has been in local authority care for 1 day or more
  - recorded as both eligible for FSM in the last 6 years and as being looked after (or as having left local authority care)
 	
- The funding for pupils who are looked after by a local authority, and attract the £2,300 rate, is managed by the virtual school head of the local authority that looks after the pupil.