# Pupil premium strategy statement: Moor Park 2017 - 18

## Based on the TSC Pupil Premium Toolkit

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. **Summary information** | | | | | |
| **School** | Moor Park Primary School | | | | |
| **Academic Year** | 2017 - 18 | **Total PP budget** |  | **Date of most recent PP Review** |  |
| **Total number of pupils** | 425 inc nursery | **Number of pupils eligible for PP** | 38% | **Date for next internal review of this strategy** |  |

|  |  |  |
| --- | --- | --- |
| 1. **Current attainment** | | |
|  | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **% achieving Expected or above in reading, writing and maths** |  |  |
| **Progress for Reading** | 2.18 | 0.32 |
| **Progress for Writing** | -0.08 | 0.17 |
| **Progress for Maths** | 0.42 | 0.28 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | | | | |
|  | | **Achievement in line with all pupils in school and nationally at end of KS1.** | | | | | |
|  | | **Achievement in line with all pupils in school and nationally at end of KS2.** | | | | | |
| **C.** | |  | | | | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | | | | |
| **D.** | | Family crisis issues can impact on well-being, attendance, behaviour and thus on progress. | | | | | |
| 1. **Desired outcomes** | | | | | | | |
|  | *Desired outcomes and how they will be measured* | | | | | | |
|  | Achievement in line with all pupils in school and nationally at end of FS, KS1 and KS2. | | | | | | |
|  | Improved language and communication skills. Promoting key skills. | | | | | | |
|  | Pupils access rich experiences, which promotes engagement with learning, school and self-esteem. | | | | | | |
|  | Reduction of barriers to learning. | | | | | | |
|  | Resources, including human resources, are used to ensure pupils make accelerated progress. | | | | | | |
| 1. **Planned expenditure** | | | | | | | |
| **Academic year** | | | **2017-18** | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | | | |
| 1. **Quality of teaching for all** | | | | | | | |
| **Desired outcome and *Success Criteria*** | | | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review?** |
| **Achievement in line with all pupils in school and nationally at end of KS1.**  *Improved progress in Y1, particularly in writing, through improved planning and accountability.*  *Improve attainment at end of year 2, reducing the gap between school disadvantaged and national non-disadvantaged.* | | | additional support  for Y1  Additional pupil progress meetings with AHT.  Assistant head – support for Y1 and Y2 – planning, progress meetings and coaching. | Quality learning opportunities, tailored to meet the needs of specific cohorts, make a difference to achievement.  Experienced senior leaders have a proven record of supporting less experienced teachers.  Close mentoring will support the new to Y1 teachers and timely support will prevent issues arising with progress. | The HT will monitor new to Y1 staff performance management feedback with senior staff.  Planning meetings will be attended by AHT and will be discussed at Leadership Team meetings.  The HT and deputy will meet to look at progress more frequently and to evaluate strategies. | AHT | Half-termly. |
| **Achievement in line with all pupils in school and nationally at end of KS2.**  **Reduction of barriers to learning.**  *.*  *Target: % of FSM pupils gaining national standard in writing and greater depth in Maths is at least in line with National non-disadvantage and in school* | | | Precision teaching as a vehicle for intervention  Focused sessions in library for AR checkin’s  Use of RM maths for identified pupils | We know that precision teaching is an effective intervention that closes gaps in their learning.  AR is effective in encouraging reading. We aim to ensure there is no sig diff in reading ages between PP and nonPP in school.  Reading is an important life skill. Closing the gap between underage readers and their chronological age is a major focus. |  |  |  |
| **Total budgeted cost** | | | | | | |  |
| 1. **Targeted support** | | | | | | | |
| **Desired outcome** | | | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review?** |
| **Achievement in line with all pupils in school and nationally at end of KS2.**  *Teachers to use LAPS, identify gaps in learning in aspects of maths and English that the pupils find difficult and target work precisely, leading to increase in percentage gaining expected standard in English and Maths and increase in percentage making good progress in English and Maths at end of KS2.* | | | **Teaching staff**  TAs for 1:1 or small group tuition in across KS2 for  10 sessions plus 1 planning session and 1 evaluation session (precision teaching) | 1:1 or small group tuition can be tailored to fill specific gaps in learning, essential for ensuring continuous progress. Pupils thrive with this support, gaining confidence as well as knowledge, understanding and skills, that enables them to operate with a greater degree of confidence within whole class settings. | Progress will be monitored by teachers weekly and the assessment co-ordinator will continuously liaise with tutors to discuss progress. | Class teacher | Final review will be at the end of each block of sessions |
| **Achievement in line with all pupils in school and nationally at end of Ks1 and KS2.**  *Increase in number of pupils on track to achieve end of year expectations in maths and literacy.*  *Accelerated progress.* | | |  | Pupils are not confident writers. Organising classes into smaller groups, thus improving adult:pupil ratios, enables carefully targeted approaches, with pupils having more frequent conversations and quality feedback.  It is essential that HA pupils reach their potential and highly tailored mastery approaches will achieve thi |  |  |  |
|  | | |  |  |  |  |  |
| **Total budgeted cost** | | | | | | |  |
| 1. **Other approaches** | | | | | | | |
| **Desired outcome** | | | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review?** |
| **Improve the climate for learning.**  Support teachers with effective behaviour management and Lunchtime supervisors (LTS) with engaging pupils, so that pupils are ready for learning.  Improve the progress of FSM pupils through school. | | | **Teaching Staff**  Deputy Headteacher  Support for FSM pupils through school – behaviour and conditions for learning. | Some pupils take time to settle following lunchtime sessions, which can impact on afternoon readiness for learning. Having senior leaders to pick up on any higher level issues frees lunchtime supervisors to deal with the next level down. | The deputy headteacher will meet regularly with LTS to discuss and solve any issues arising. Potentially vulnerable pupils will be identified and supported by the deputy and discussed in pastoral Support team meetings, so effective support can be put in place. | SLT | Termly. |
| **Improve the climate for learning.**  To encourage pre-school learning and organise activities, work on social skills, which improve the climate for learning during lessons. | | | **TA Pre-school support / homework club**  15 mins daily, year long. | Some pupils need support in the mornings due to difficult circumstances at home. Providing a calm environment, with access to resources and games that promote social skills, helps these pupils settle into the school day and be prepared for lessons. | Timetables for support staff will be matched carefully to skills and experience and evaluated termly to ensure pupils are benefiting. | SLT / Learning mentor | Termly. |
| **Promoting achievement and self-confidence.**  Improve confidence and progress in speaking and listening.  To improve the dramatic skills of talented pupils. | | | **Use of Cojo Curriculum** | Some of our pupils need to have the opportunity to excel in an area other than the core subjects, which impacts greatly on self-esteem and can help to steer future career ambitions and choices. | After a trial last year, we know the Co-jo curriculum challenges pupils and builds resilience. | Deputy | Following each project. |
| **Promoting achievement and self-confidence. Promoting cultural awareness.**  To boost self-esteem and promote good relationships with school, leading to improved learning behaviour. Achievement in an area of the curriculum that FSM pupils may otherwise not experience.  Cultural experience for pupils who may have few opportunities to hear live performances. | | | **WOPS Music Service**  Instrument tuition and live music performances. | Some of our pupils need to have the opportunity to excel in an area other than the core subjects, which impacts greatly on self-esteem and can help to steer future career ambitions and choices. Our pupils have no or very limited experience of attending musical performances and the opportunity to see classical performances in school promotes a sense of awe and cultural development. | Close liaison between music tutors, to ensure pupils accessing this are the ones who will get the most from it.  Capturing comments of pupils will help judge the impact and influence decisions for following projects. | Music co-ordinator | End of tuition sessions. |
| **Reducing barriers to learning.**  Support for vulnerable children to enable them to access in-class learning in the afternoons. Reduction in incidents recorded for vulnerable pupils leads to improved learning. | | | **BfC Community Trust and Sports Partner**  **Conditions for learning** – lunchtime support and after school support for FSM pupils. | Some of our pupils need to have the opportunity to excel in an area other than the core subjects, which impacts greatly on self-esteem and can help to steer future career ambitions and choices.  Lunchtime can be difficult for some pupils, who need more structured activities to enable them to develop their social and team skills. This prevents low level disputes in the yard and helps these pupils settle to afternoon learning better. | Close liaison between sports partners and class teachers, to ensure pupils accessing this are the ones who will get the most from it. Capturing comments of pupils will help judge the impact and influence decisions for future groups. | Deputy | Termly. |
| **Reducing barriers to learning.**  To ensure pupils in challenging circumstances have swift access to psychologist support. | | | **Bought in service – clinical Psychologist**  Support for vulnerable FSM pupils and families | Challenging home circumstances and social and emotional difficulties can limit progress and affect attainment. By employing our own clinical psychologist, we ensure early identification of issues and prompt pathways for support. | The school’s SENCOs will work closely with teachers on Plan, Do and Review, so that systems for referral are robust and pupils with the greatest needs are identified. | SENCO | Termly |
| **Promoting key skills.**  To make spelling high profile in school, providing motivation to learn. | | | **Spelling Scheme in line with T & L philosophy** | In 2016, Spelling and Grammar results at KS2 were pulled down by the spelling scores. Pupils tell us they do not always practise at home and some have confided that parents do not find spelling easy themselves. |  | RB | Summer 2017 |
| **Pupils access rich experiences, which promotes engagement with learning, school and self-esteem.**  To boost confidence, increase motivation and inspire learning. This enables events to go ahead, as prior to PP some were in danger of being cancelled due to lack of contributions, mainly from FSM pupils. | | | **Subsidising or funding educational visits and outdoor learning.** | The impact of lack of experience of different places and events is clearly seen within some pupils’ language development, personal and social development and understanding of the world. Giving pupils access to these experiences not only promotes these areas, it also acts as a catalyst for learning linked around themes, enthusing and inspiring the pupils. | All visits and residentials will be carefully evaluated prior to a decision to subsidised. Priority will be given to those with proven track records in inspiring, motivating and developing pupils and teachers will report back on impact. | JS | Termly |
| **Reducing barriers to learning.**  **Achievement in line with all pupils in school and nationally at end of FS, KS1 and KS2.**  At Pupil progress meetings staff are well prepared and able to talk about progress in their year groups. The Pupil progress tracker enables us to look at the standards and progress of different groups including FSM. | | | **Assessment and tracking**  Implement changes to assessment and tracking progress.  Access to data analysis to support pupil progress meetings.  Additional pupil progress meetings – cover for staff – focus on PP pupils. | The newly devised and introduced assessment and tracking methods will support teachers to be able to discuss how far every child in their class is away from their end of year target. Pupil premium pupils as a group can be monitored and effective support put in place where progress is stalled.  A team approach to pupil progress meetings, where teachers and support staff members are freed up to come together to discuss each pupil, ensures we have the full picture for each pupil and identify the contribution all can make to ensure progress. | This work will be backed up by termly moderation meetings, to ensure consistency of judgements.  Teachers will be asked to come to meetings prepared, with the appropriate evidence, especially where judgements are borderline.  Once gathered, data will be shared with teachers, year groups and the whole school, as well as with governors, so that strategies for tackling poorer progress are agreed by all and implemented. | Deputy / Class Teacher | Termly |
| **Promoting key skills.**  **Achievement in line with all pupils in school and nationally at end of FS, KS1 and KS2.**  To develop a reading culture in school and at home, promoting home reading and reading progress. | | | **Improved Phonics Resources, reading resources**  Accelerated Reader  Library area  **Motivation for boys-**  **Male teacher swap, male role model readers, Cocco time.**  Cover for staff, additional resources – reading material. | Efforts must continue to promote a reading culture, as some pupils inform us they read very little at home. Inspiring resources are critical to this, especially resources which enable pupils to access reading materials at home, where books may be lacking.  We have some reluctant readers amongst our boys. Using our male members of staff, who are excellent role models, respected by the pupils, will help to foster a ‘reading is cool’ culture and thus encourage daily reading, which in turn will boost reading skills and confidence. | The English leader and ICT co-ordinator will ensure that online resources are promoted with parents and available to all, including through morning study clubs for pupils with limited access.  The English leader will co-ordinate staff swaps and volunteers in school, ensuring that boys all year groups benefit from this.  Impact on progress in reading for boys will be carefully monitored. | English leader.  SLT | Summer 2017  Termly |
| **Promoting key skills.**  **Achievement in line with all pupils in school and nationally at end of FS, KS1 and KS2.**  To ensure good progress for all ability groups in maths, through challenge and problem solving activities. | | | **Resources to support Mastery in maths.**  **Support from Maths consultant** | We need to ensure all our pupil premium pupils, including those with high prior attainment, are making as much progress as possible. Our recently adopted approach to maths relies on resources to support problem solving activities, enabling pupils to apply and extend their knowledge. | The maths leader will liaise with teachers prior to the start of each term, to identify need for specific resources. At staff PDMs, the maths leader will ask for feedback on how the approach is going, as well as looking for evidence during maths work and planning scrutiny. | Maths leader | Termly |
| **Achievement in line with all pupils in school and nationally at end of FS.**  To support development in all strands through continuous provision in FS2. | | | **Improved FS Provision** | Some pupils enter FS with very low levels of development. It takes careful planning to fill these gaps, which extends from nursery through to FS2. We have recently developed our FS2 outside space and will need to continue to stock it with quality resources that will support this development. | The FS leader will liaise with FS2 teachers regularly to assess impact of resources on areas of development. | FS2 leader | Termly |
| **Total budgeted cost** | | | | | | |  |