# Pupil premium strategy statement: Moor Park Sept 2019 – Aug 2020 (Covid impacted)

## Based on the TSC Pupil Premium Toolkit

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| 1. **Summary information** | | | | | |
| **School** | Moor Park Primary School | | | | |
| **Academic Year** | 19-20 | **Total PP budget** | £194,600 | **Date of most recent PP Review** | July 2020 |
| **Total number of pupils** | 425 inc nursery | **Number of pupils eligible for PP** | 38% | **Date for next internal review of this strategy** | n/a |

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| 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** | NA |  |
| **Progress for Writing** | NA |  |
| **Progress for Maths** | NA |  |

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| 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. | | | | | | |
| 1. **Planned expenditure** | | | | | | | |
| **Academic year** | | | **2019 – 2020** | | | | |
| 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?** |
| Quality of T&L including - reduced gap in pupil premium and non pupil premium progress | | | Termly pupil progress meetings  Data drops at key intervals in year | Detailed research into appropriate assessment and intervention tools.  Consistently good provision (environment, assessments & practice) provides communication experiences, language development, reading and writing progress | Continued professional learning for staff.  AHT / DHT to lead on progress meetings | AHT / DHT | Termly |
| **Achievement in line with all pupils in school and nationally at end of KS2.**  **Reduction of barriers to learning.** | | | 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.  Data at Christmas showed minimal difference between PP and nonPP  Maths is an important life skill. Closing the gap between underage mathematicians and their chronological age is a major focus.  More time needed to fully evaluate the impact of RM in closing the attainment gap. | CPD provided for TAs on Precision Teaching  Regular use of STAR assessment to identify PP gap  Monitoring of Maths ages on RM | AP  GK  EP | Termly  Half termly  Half termly |
| **Total cost** | | | | | | | £43,300 |
| 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.  Data from precision teaching showing it is having a large impact on pupils in maths and spelling. | Progress will be monitored by teachers and Senco half termly | 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.  Pupil progress meetings were positive, data showed that the gap between PP and nonPP was closing | Pupil Progress meetings will have a focus on pupils identified | AHT / DHT | Termly |
| **Improve the climate for learning.** | | | Strong pastoral systems including   * DSL / Family Support worker * PWO | Chosen approach by safeguarding board for Early Help Plans (EHP) – run by Family Support Worker to be relational with parents / carers  FSW met with families and EHP were created and implemented. During lockdown, FSW continued to work with families to ensure pupils were safe  Attendance strategy – First day absence calls, letters home, late gates to be worked on by DHT and PWO  PWO worked with parents. Unable to provide data due to COVID however attendance to Feb half term was 97% | Number of families successfully completing EHP increases  Increase in attendance and a decrease in persistent absence | DSL / HT  DHT / PWO | Termly  Fortnightly |
| **Total cost** | | | | | | | £61,600 |
| 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 Welfare 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.  Welfare / TAs have reduced the number of incidents and are now dealing with issues rather than letting them escalate to DHT | The deputy headteacher will meet regularly with welfare 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.  Reduced incidents at lunchtime leading to disrupted learning. | 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.  Breakfast for identified pupils happening. Opportunity for time with adult has been very positive for pupils. | 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.  Cojo curriculum showing limited evidence of any impact beyond enjoyment. | 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.  Working with More Music to provide a choir in school and free group tuition within Y5 on Ukulele | 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.  BfC providing activities on KS2 yard every lunch and training pupils in PALs to develop leadership. Specific focus on PP boys. | 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 – Education Psychologist**  Support for vulnerable FSM pupils and families | Challenging home circumstances and social and emotional difficulties can limit progress and affect attainment. By employing additional time with the psychologist, we ensure early identification of issues and prompt pathways for support.  Additional time procured and a priority list created. | 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 2018, 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.  Spelling Scheme implemented at showing promise of success. CPD sessions provided to support staff implementation |  |  | Summer 2020 |
| **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. | DHT | 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.  Staff have had training on Insight tracker. Data from it was used as part of Pupil Progress Meetings to compare data to FFT data. | 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 ensure good progress for all ability groups in maths, through challenge and problem solving activities. | | | **Resources to support Mastery in maths.** | 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.  Staff meetings occurred to develop approach in maths. Maths Lead is an active member of the Maths Hub and was working on providing model lessons in school for other schools to attend.  The Approach is embedded. | The maths leader will liaise with teachers prior to the start of each term, to identify need for specific resources.  At staff meetings, 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 |
| **Total cost** | | | | | | | £89,700 |

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| Review of Year | |
| **2019 – 2020** | Covid impacted on data. Notes in red indicate evaluations up to partial closure of school. |