

Pupil premium strategy statement (primary)

1. Summary information					
School	Moorfield Primary School				
Academic Year	2019/20	Total PP budget	£37,360	Date of most recent PP Review	July 19
Total number of pupils	279	Number of pupils eligible for PP	33 (12%) 23 disad 10 service	Date for next internal review of this strategy	April 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE or above in reading, writing & maths	60%	71%
% achieving ARE in reading	70%	78%
% achieving ARE in writing	90%	83%
% achieving ARE in mathematics	90%	84%
% achieving ARE in SPAG	70%	83%
% Key stage 1 -2 progress in reading	2.0	0.32
% Key Stage 1-2 progress in writing	3.22	0.27
% Key Stage 1-2 progress in maths	1.66	0.37

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Attainment for a minority of PP pupils is lower than expected in Reading.	
B.	Pupils eligible for PP are not always making rapid progress, particularly in KS2.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
C.	Attendance rates for a small minority of PP pupils are below the whole school target of 97.3%.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improved attainment in Reading for PP pupils.	Pupils eligible for PP make rapid progress in Reading by the end of the year so that the majority meet age-related expectations.
B.	Improved progress for all PP pupils across school.	Pupils eligible for PP make accelerated progress over the year in Reading, Writing and Mathematics.
C.	High attendance rates for all PP pupils.	Attendance rates for all PP pupils are in-line with the whole school target.

5. Planned expenditure					
Academic year		2019/20			
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					
i. Quality of teaching for all					
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 implementation?
A. Improved attainment in Reading for PP pupils. B. Improved progress for all PP pupils across school.	Replenish EYFS and KS1 reading books with up-to-date, phonetically decodable stock.	EEF research (+ 4 months for Phonics, + 3 months for Parental engagement).	Phonics/Early Reading Parents Information meetings for YR, Y1 & Y2.	English Coordinator /KS1 Lead	April 2020

<p>A. Improved attainment in Reading for PP pupils.</p> <p>B. Improved progress for all PP pupils across school.</p>	<p>Train Lunchtime Supervisors to read 1:1 with KS1 children, with a focus on Reading Comprehension strategies.</p>	<p>EEF research (+ 5 months).</p>	<p>English Coordinator and KS1 Lead to jointly deliver CPD for Lunchtime Supervisors on both Phonics and Reading Comprehension strategies.</p>	<p>English Coordinator /KS1 Lead</p>	<p>April 2020</p>
<p>A. Improved attainment in Reading for PP pupils.</p> <p>B. Improved progress for all PP pupils across school.</p>	<p>Raise the expectations of how regularly children are expected to read with an adult at home.</p> <p>Purchase '100 Recommended Texts' for every year group (Y3 - Y6).</p>	<p>EEF research (+ 3 months).</p>	<p>Whole school push on recording reading in Reading Diaries (with Parental comments in KS1/Parental signatures in KS2). Children who are reading regularly are rewarded.</p>	<p>All staff</p>	<p>April 2020</p>

<p>A. Improved attainment in Reading for PP pupils.</p> <p>B. Improved progress for all PP pupils across school.</p>	<p>Outdoor adventure learning.</p>	<p>EEF toolkit (+ 4 months).</p>	<p>Continue to provide a range of residential visits for children of all ages with fully subsidised places offered to all PP children.</p> <p>Effective teacher-pupil relationships will be even further enhanced.</p>	<p>Headteacher</p>	<p>April 2020</p>
<p>A. Improved attainment in Reading for PP pupils.</p> <p>B. Improved progress for all PP pupils across school.</p>	<p>Arts & Sports participation.</p>	<p>EEF research (+ 2 months).</p>	<p>All PP pupils are offered free after-school club places (up to 5x days a week) throughout the school year. Monitored by Headteacher to ensure that all children (as far as is practical) take up this offer.</p> <p>All classes will continue to receive 30 minutes of 'Fitness' weekly – this is a high-intensity exercise programme which will help to keep children fit and healthy, delivered by a high-quality instructor.</p> <p>PP children can also have music lessons free-of-charge if they wish.</p>	<p>Headteacher</p>	<p>April 2020</p>
Total budgeted cost					£19,800

ii. 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 implementation?
A. Improved attainment in Reading for PP pupils.	Weekly small group after-school Reading Comprehension sessions with experienced class teacher, in addition to daily lessons.	Extra support is needed to improve attainment. Small group sessions with highly-qualified staff have been shown to be effective through research carried out by the EEF toolkit (+ 4 months for Small group tuition, + 6 months for Reading Comprehension).	Extra teaching time and preparation time paid for out of PP budget, rather than sought on a voluntary basis. Engagement with parents before intervention begins to ensure that they understand the importance of sessions and how they will impact on children's attainment and future success. SLT to engage with parents further if attendance is not good. Impact overseen by English Coordinator.	Class teachers	April 2020
A. Improved attainment in Reading for PP pupils.	Appoint two trained Coram Beanstalk Reading volunteers to work with x6 KS2 PP children.	EEF research (+ 6 months).	School Partnership agreement. Training before appointment. Reading Record and regular reviews.	English Coordinator /Deputy Head	April 2020

<p>B. Improved progress for all PP pupils across school.</p>	<p>Weekly small group after-school Mathematics or Reading comprehension sessions with experienced class teacher, in addition to daily lessons.</p> <p>Weekly small group Mathematics or Reading comprehension sessions before school with experienced TAs, in addition to daily lessons.</p>	<p>Extra support provided to accelerate progress.</p> <p>Small group sessions with highly-qualified staff have been shown to be effective through research carried out by the EEF toolkit and John Hattie's Visible Learning.</p>	<p>Extra teaching time and preparation time paid for out of PP budget, rather than sought on a voluntary basis.</p> <p>Engagement with parents before intervention begins to ensure that they understand the importance of sessions and how they will impact on children's attainment and future success. SLT to engage with parents further if attendance is not good.</p> <p>Impact overseen by Deputy Headteacher (PP lead).</p>	<p>Deputy Head</p>	<p>April 2020</p>
Total budgeted cost					£22,850

iii. 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 implementation?
C. High attendance rates for all PP pupils.	Educational Welfare Officer support. Family Support Worker.	Good attendance will in turn lead to improved progress and attainment. To provide support and nurture for vulnerable pupils in receipt of PP who otherwise would not meet the threshold of support under the established CAF / TAC process.	EWO to monitor attendance of PP pupils closely and attend meetings with parents for any child whose attendance is causing concern, referring any families to Family Support Worker if necessary. FSW to liaise with children and families as requested.	Headteacher	April 2020
Total budgeted cost					£500

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>A. Improved attainment in Reading for PP pupils.</p> <p>B. Improved progress for all PP pupils across school.</p>	Replenish EYFS and KS1 reading books with up-to-date, phonetically decodable stock.	<p>A. From year R to 6, the percentage of PP children meeting age-related expectations or above in Reading increased from 48% (October 2019) to 74% (March 2020).</p> <p>In Reception & KS1, the percentage of PP children meeting age-related expectations or above in Reading increased from 40% (October 2019) to 80% (March 2020).</p> <p>B. From year R to 6, the percentage of children meeting age-related expectations or above increased from 43% to 70% in Writing, and 30% to 78% in Mathematics (October 2019 - March 2020).</p>	<p>The new phonetically decodable reading books were not rolled out across Reception and KS1 until December 2019, so the full impact of these will not have been visible by March (at the point of school closures).</p> <p>Parent meetings were held in December 2019 so that staff could demonstrate how the new books should be used at home.</p> <p>Parental feedback on the new books has been overwhelmingly positive and the children enjoy reading the wide range of texts available.</p>	£5000

<p>A. Improved attainment in Reading for PP pupils.</p> <p>B. Improved progress for all PP pupils across school.</p>	<p>Train Lunchtime Supervisors to read 1:1 with KS1 children, with a focus on Reading Comprehension strategies.</p>	<p>A. From year R to 6, the percentage of PP children meeting age-related expectations or above in Reading increased from 48% (October 2019) to 74% (March 2020).</p> <p>In Reception & KS1, the percentage of PP children meeting age-related expectations or above in Reading increased from 40% (October 2019) to 80% (March 2020).</p> <p>B. From year R to 6, the percentage of children meeting age-related expectations or above increased from 43% to 70% in Writing, and 30% to 78% in Mathematics (October 2019 - March 2020).</p>	<p>Lunchtime Supervisors have been upskilled in subject knowledge both in terms of Phonics and Reading.</p> <p>All children in Reception & KS1 now read with an adult twice a week minimum in school. The lowest 20% of readers are read with every day.</p>	
<p>A. Improved attainment in Reading for PP pupils.</p> <p>B. Improved progress for all PP pupils across school.</p>	<p>Raise the expectations of how regularly children are expected to read with an adult at home.</p> <p>Purchase '100 Recommended Texts' for every year group (Y3 - Y6).</p>	<p>A A. From year R to 6, the percentage of PP children meeting age-related expectations or above in Reading increased from 48% (October 2019) to 74% (March 2020).</p> <p>In Reception & KS1, the percentage of PP children meeting age-related expectations or above in Reading increased from 40% (October 2019) to 80% (March 2020).</p> <p>B. From year R to 6, the percentage of children meeting age-related expectations or above increased from 43% to 70% in Writing, and 30% to 78% in Mathematics (October 2019 - March 2020).</p>	<p>Due to the reward system that was implemented, children in KS2 began recording their reading at home much more regularly.</p> <p>Teaching staff saw a big increase in the number of children in each class reading 3 times a week or more at home.</p>	<p>£2000</p>

<p>A. Improved attainment in Reading for PP pupils.</p> <p>B. Improved progress for all PP pupils across school.</p>	<p>Outdoor adventure learning.</p>	<p>Effective teacher-pupil relationships continue to be greatly enhanced by this provision.</p>	<p>We have continued to provide a range of residential visits for children of all ages with fully subsidised places offered to all PP children.</p>	<p>£3920</p>
<p>A. Improved attainment in Reading for PP pupils.</p> <p>B. Improved progress for all PP pupils across school.</p>	<p>Arts & Sports participation.</p>		<p>This year, we have increased the quality and range of musical instruments that are taught in school. We now offer instrumental tuition on a range of woodwind instruments, piano, guitar and ukulele. We continue to fully fund lessons for any pupil premium children who wish to take part.</p> <p>The vast majority of PP pupils have taken up the offer of a free place in as many weekly after-school clubs as they wish throughout this school year.</p> <p>Many PP children have also taken advantage of the offer of free Breakfast Club places this year.</p> <p>All classes have continued to receive 30 minutes of 'Fitness' weekly – this is a high-intensity exercise programme designed to keep children fit and healthy, delivered by a high-quality instructor.</p>	<p>£6471</p>

ii. Targeted support

In this section you can annex or refer to **additional** information which you have used to support the sections above.

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>A. Improved attainment in Reading for PP pupils.</p>	<p>Weekly small group after-school Reading Comprehension sessions with experienced class teacher, in addition to daily lessons.</p>	<p>A. From year R to 6, the percentage of PP children meeting age-related expectations or above in Reading increased from 48% (October 2019) to 74% (March 2020).</p> <p>In Reception & KS1, the percentage of PP children meeting age-related expectations or above in Reading increased from 40% (October 2019) to 80% (March 2020).</p> <p>B. From year R to 6, the percentage of children meeting age-related expectations or above increased from 43% to 70% in Writing, and 30% to 78% in Mathematics (October 2019 - March 2020).</p>	<p>Unfortunately, due to COVID19 school closures, we were only able to run these sessions until 13 March 2020. Therefore, the full impact (had children been in school until July as normal) cannot be measured.</p>	<p>£16,135</p>

<p>A. Improved attainment in Reading for PP pupils.</p>	<p>Appoint two trained Coram Beanstalk Reading volunteers to work with x6 KS2 PP children.</p>		<p>We signed up to this scheme in October 2019 and were told there may not be volunteers available until January. Despite having chased them on 31 January, we received no reply or further contact.</p>	
--	--	--	--	--

<p>B. Improved progress for all PP pupils across school.</p>	<p>Weekly small group after-school Mathematics or Reading comprehension sessions with experienced class teacher, in addition to daily lessons.</p> <p>Weekly small group Mathematics or Reading comprehension sessions before school with experienced TAs, in addition to daily lessons.</p>	<p>B. From year R to 6, the percentage of children meeting age-related expectations or above increased from 43% to 70% in Writing, and 30% to 78% in Mathematics (October 2019 - March 2020).</p>	<p>The vast majority of parents now understand the importance of these sessions and encourage their children to attend. We often have parents requesting sessions for their children even when they have not been identified as needing extra support.</p>	<p>£3870</p>
<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

