

Pupil premium strategy statement (primary)

1. Summary information					
School	Moorfield Primary School				
Academic Year	2017/18	Total PP budget	£53,280	Date of most recent PP Review	July 17
Total number of pupils	284	Number of pupils eligible for PP	32 (11%) 27 disad 5 service	Date for next internal review of this strategy	March 2018

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	%	%
% achieving ARE in reading	55%	71%
% achieving ARE in writing	55%	76%
% achieving ARE in mathematics	36%	75%
% achieving ARE in SPAG	55%	77%
% Key stage 1 -2 progress in reading	-1.07	0
% Key Stage 1-2 progress in writing	+0.69	0
% Key Stage 1-2 progress in maths	-0.66	0

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 Y5&6 PP pupils is slightly lower than expected for their age.	
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 for Y5&6 PP pupils.	Pupils eligible for PP in Y5&6 make rapid progress by the end of the year so that the majority meet age-related expectations (2 children are SEN).
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		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					
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?
<p>A. Improved attainment for Y5&6 PP pupils.</p> <p>B. Improved progress for all PP pupils across school.</p>	<p>Specific feedback relating to misconceptions in learning provided to pupils.</p> <p>Increased opportunities for pupils to reflect on their own learning.</p>	EEF research (+ 8 months).	<p>TAs to support individual PP children to complete CTG marking tasks and to consistently edit and improve their work against success criteria and teacher feedback.</p> <p>Pupils to complete half-termly reflection sheets on their learning in Reading, Writing and Mathematics.</p> <p>Monitored by English and Mathematics subject leaders through book scrutiny/lesson observation/pupil voice activity.</p>	Deputy Head	March 2018

<p>A. Improved attainment for Y5&6 PP pupils.</p> <p>B. Improved progress for all PP pupils across school.</p>	<p>Promote cross-curricular learning, particularly the importance of Writing across the curriculum and the development of rich contexts for Mathematics.</p>	<p>Ability setting is shown to have a detrimental effect on children's learning according to EEF research (-1 month).</p>	<p>Continue to teach mixed-ability classes across KS2, enabling class teachers to know their PP pupils better as individuals and allowing for greater cross-curricular learning opportunities through flexibility of timetabling.</p> <p>Whole school focus on cross-curricular writing opportunities in both Science and foundation subjects, ensuring that the standard of writing in these books is as high as that of the Literacy books.</p>	<p>Deputy Head</p> <p>English & Maths subject leaders</p>	<p>March 2018</p>
<p>A. Improved attainment for Y5&6 PP pupils.</p> <p>B. Improved progress for all PP pupils across school.</p>	<p>Continue to develop a 'Growth Mindset' throughout the whole school.</p>	<p>EEF research into meta-cognition (+ 8 months).</p>	<p>Growth Mindset lead teacher to continue to take responsibility for this aspect of learning and develop whole school strategies further.</p>	<p>Growth Mindset lead</p>	<p>March 2018</p>

<p>A. Improved attainment for Y5&6 PP pupils.</p> <p>B. Improved progress for all PP pupils across school.</p>	<p>Outdoor adventure learning.</p>	<p>EEF toolkit (+ 3 months).</p>	<p>Continue to expand the range of residential visits provided for children of all ages with fully subsidised places offered to all PP children.</p> <p>Effective teacher-pupil relationships will be further enhanced.</p>	<p>Headteacher</p>	<p>March 2018</p>
<p>A. Improved attainment for Y5&6 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 a free place in a weekly after-school club of their choice 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 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>We also hope to offer Arts trips such as visits to plays, musicals, concerts, etc.</p>	<p>Headteacher</p>	<p>March 2018</p>
Total budgeted cost					£15,000

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 for Y5&6 PP pupils.	<p>Weekly small group after-school Mathematics sessions with experienced class teacher, in addition to daily lessons.</p> <p>Weekly small group Reading comprehension sessions before school with experienced TAs, in addition to daily lessons.</p>	<p>Extra support is needed to improve attainment.</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 (+ 5 months).</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 English and Mathematics subject</p>	Y5&6 class teachers	March 2018
A. Improved attainment for Y5&6 PP pupils.	Peer tutoring to raise aspirations of PP pupils.	EEF research (+5 months).	Sixth-Form pupils from Adams Grammar School to work with Y5&6 pupils in Mathematics on a weekly basis.	Y5&6 teachers	March 2018

<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 is needed 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>March 2018</p>
Total budgeted cost					£36,000

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. Early Intervention 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	March 2018
Total budgeted cost					£4100

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 for Y5&6 PP pupils.</p> <p>B. Improved progress for all PP pupils across school.</p>	<p>Specific feedback relating to misconceptions in learning provided to pupils.</p> <p>Increased opportunities for pupils to reflect on their own learning.</p>	<p>A. 86% (6/7) of Y6 PP children met age-related expectations in Reading, Writing and Mathematics (this improved from 57%, 71% and 43% at the start of the year). 100% (9/9) of Y5 PP children met age-related expectations in Reading, 89% in Writing and 78% in Mathematics (an improvement from 40% in all three at the start of the year).</p> <p>B. In years 1 to 6, the percentage of children meeting age-related expectations increased from 63% to 90% in Reading, 63% to 72% in Writing and 50% to 72% in Maths.</p>	<p>Children across school are now much more aware of their own strengths and weaknesses, and what they need to do next in order to improve in particular areas of their work. This has been identified through pupil voice activity and during lesson observations.</p>	£0
<p>A. Improved attainment for Y5&6 PP pupils.</p> <p>B. Improved progress for all PP pupils across school.</p>	<p>Promote cross-curricular learning, particularly the importance of Writing across the curriculum and the development of rich contexts for Mathematics.</p>	<p>See above.</p>	<p>Long-term planning has been updated to reflect the cross-curricular nature of the way in which children now learn. Opportunities for writing in all subjects are now evident in pupil books. The whole school cross-curricular 'Gingerbread Week' was a great success and we have already planned a 'Wolf Week' for next academic year which will follow a similar format.</p>	£750

	Continue to develop a 'Growth Mindset' throughout the whole school.		The 'Moorfield Mindset' has now been established. It develops positive attitudes to learning and key elements such as determination and understanding. Pupils learn that effective learning is challenging, and that is how it should be. The 'Moorfield Mindset' programme is built into assemblies. The school has a new vision statement, 'Learning to Flourish'. This is promoted through the school website and has been shared with pupils. It links with a course being studied by the Headteacher (MA in Character Education).	£2,300
	Outdoor adventure learning.		We now offer a residential visit to all pupils from Y2 upwards, with fully subsidised places offered to all PP children, and the vast majority of children in every year group taking part. Staff-pupil relationships continue to be greatly enhanced as a result of these visits. We also give children many opportunities to learn outdoors, including 'Nature days' at the local deer park for Y3, 4 and 5 children. A member of staff has received training on the 'John Muir' award and will be leading more environmental learning next year.	£7,155 +£150
	Arts & Sports participation.		The vast majority of PP pupils took up the offer of a free place in a weekly after-school club of their choice again this year. We have introduced a timetabled 30 minute 'fitness' session on a Tuesday or Wednesday morning for all pupils from YR-Y6. This is led by a P.E. specialist member of staff who has been awarded the Primary School specialism in P.E. this academic year. Next year we want to expand our offer of Arts trips such as visits to plays, musicals, concerts, etc. outside of the school day.	£5,000 £1,500 Total £16,855

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 for Y5&6 PP pupils.</p>	<p>Weekly small group after-school Mathematics sessions with experienced class teacher, in addition to daily lessons.</p> <p>Weekly small group Reading comprehension sessions before school with experienced TAs, in addition to daily lessons.</p>	<p>A. 86% (6/7) of Y6 PP children met age-related expectations in Reading, Writing and Mathematics (this improved from 57%, 71% and 43% at the start of the year).</p> <p>100% (9/9) of Y5 PP children met age-related expectations in Reading, 89% in Writing and 78% in Mathematics (an improvement from 40% in all three at the start of the year).</p>	<p>In Year 6, all PP children achieved age-related expectations apart from one child with SEN. The after-school sessions were very well-attended and children made excellent progress.</p> <p>Hard-to-reach families are now approached 1:1 by their class teacher/a member of senior staff so that they understand the importance of their child(ren)'s attendance at these sessions.</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. In years 1 to 6, the percentage of children meeting age-related expectations increased from 63% to 90% in Reading, 63% to 72% in Writing and 50% to 72% in Maths.</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>This year, we began the sessions in the third week of the academic year, rather than waiting until the second half of the Autumn term.</p>	<p>£30,000</p>
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iii. Other approaches				
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
C. High attendance rates for all PP pupils.	Educational Welfare Officer support. Early Intervention Worker.	The whole school attendance figure for the academic year 2017-2018 was 97.15% . For PP children this figure was slightly less, at 95.38% . 4 PP pupils had attendance at less than 90%, one of whom has significant medical needs.	We need to continue to work closely with the EWO to ensure parents understand the importance of their children's attendance.	£4,100
Additional spending		Educational day visit costs for PP children e.g. Birmingham, Cosford, Nottingham, Hoo Farm. PE kits, trainers, school shoes, clothes for residential visits.		£750 £500 Grand total £52,205