

Pupil premium strategy statement (primary)

1. Summary information					
School	Moorfield Primary School				
Academic Year	2018/19	Total PP budget	£46,340	Date of most recent PP Review	July 18
Total number of pupils	281	Number of pupils eligible for PP	30 (11%) 24 disad 6 service	Date for next internal review of this strategy	March 2019

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	86%	70%
% achieving ARE in reading	86%	80%
% achieving ARE in writing	86%	83%
% achieving ARE in mathematics	86%	80%
% achieving ARE in SPAG	86%	82%
% Key stage 1 -2 progress in reading	-0.08	0
% Key Stage 1-2 progress in writing	+2.39	0
% Key Stage 1-2 progress in maths	-0.53	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 a minority of PP pupils is lower than expected in Mathematics.	
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 Mathematics for PP pupils.	Pupils eligible for PP make rapid progress in Maths 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		2018/19			
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 in Mathematics for PP pupils.</p> <p>B. Improved progress for all PP pupils across school.</p>	Whole school Mathematics CPD with a focus on Mastery, Problem-solving and reasoning.	EEF research (+ 5 months).	<p>Quality CPD delivered by Maths consultant.</p> <p>Monitored by Mathematics subject leader through book scrutiny/lesson observation/pupil voice activity.</p>	Maths Coordinator	March 2019
<p>A. Improved attainment in Mathematics for PP pupils.</p> <p>B. Improved progress for all PP pupils across school</p>	Higher parental engagement with Mathematics.	EEF research (+ 3 months).	<p>Parents and carers to have a clear understanding of how the four calculations are taught across school.</p> <p>Parents Meeting planned and website updated.</p>	Maths Coordinator	March 2019

<p>A. Improved attainment in Mathematics for PP pupils.</p> <p>B. Improved progress for all PP pupils across school.</p>	<p>Fully embed cross-curricular learning, particularly 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 opportunities in Mathematics, including whole-school regular cross-curricular themed weeks (e.g. Gingerbread Man, Wolves).</p>	<p>Maths subject leader</p> <p>Deputy Head</p>	<p>March 2019</p>
<p>A. Improved attainment in Mathematics for PP pupils.</p> <p>B. Improved progress for all PP pupils across school.</p>	<p>Continue to develop the 'Learning to Flourish' values across school.</p>	<p>EEF research into meta-cognition (+ 8 months).</p>	<p>Headteacher to lead on this aspect of learning through regular whole-school assemblies.</p> <p>Teaching staff to develop the values further in class.</p>	<p>Headteacher</p>	<p>March 2019</p>

<p>A. Improved attainment in Mathematics for 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 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 further enhanced.</p>	<p>Headteacher</p>	<p>March 2019</p>
<p>A. Improved attainment in Mathematics 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 children will have access to a new, high-quality Music curriculum offer.</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 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>Headteacher</p>	<p>March 2019</p>
Total budgeted cost					£12,000

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 in Mathematics for PP pupils.	Weekly small group after-school Mathematics sessions with experienced class teacher, in addition to daily lessons.	<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 Mathematics subject leader.</p>	Class teachers	March 2019
A. Improved attainment in Mathematics for 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 2019

<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>March 2019</p>
<p style="text-align: right;">Total budgeted cost</p>					<p>£36,000</p>

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	March 2019
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

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

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