

# Pupil premium strategy statement

## School overview

<b>Metric</b>	<b>Data</b>
School name	MOORFIELD PRIMARY SCHOOL
Pupils in school	285
Proportion of disadvantaged pupils	
Pupil premium allocation this academic year	£37059
Academic year or years covered by statement	2020-2021
Publish date	April 2021
Review date	July 2021
Statement authorised by	Ian Bussey
Pupil premium lead	Claire Hill
Governor lead	Claire Lindsay

<b>Measure</b>	<b>Activity</b>
Priority 1	Improved attainment in reading for PP pupils
Priority 2	Improved progress for all PP pupils across school
Barriers to learning these priorities address	School closures due to COVID meant that not all PP children were in school meaning that assessment did not take place and Targets have been carried forward to ensure that they are fully met and progress is monitored.

### Teaching priorities for current academic year

<b>Aim</b>	<b>Target</b>	<b>Target date</b>
Progress in Reading	Pupils eligible for PP make rapid progress in Reading by the end of the YEAR	July 2021
Progress in Writing	Pupils eligible for PP make progress in Writing over the year	July 2021
Progress in Mathematics	Pupils eligible for PP make progress in Maths over the year	July 2021
Phonics	Pupils eligible for PP make progress in Phonics over the year	July 2021

### Targeted academic support for current academic year

<b>Measure</b>	<b>Activity</b>
Priority 1	Weekly before or after school small group boosters with experienced class teacher, in addition to daily lessons. Engagement with parents before the intervention starts to ensure they understand the importance of sessions and how they will impact on children's attainment and future success.
Priority 2	As above – weekly small group booster sessions in a variety of subjects with teachers or TAs in addition to daily lessons. Full-time Teaching Assistant employed to work with PP children, working on interventions outside the classroom and also supporting in class where necessary.
Priority 3	1:1 support for those children who are exhibiting emotional health and well being needs due to issues at home or school. Employment of an Early Intervention worker to support pupils quickly and effectively with emotional and mental health areas of need.
Priority 4	Additional support for PPG children who are not working towards or not achieving their potential in Reading, Writing and Maths following Covid 19. This will be provided by a mixture of TA support and fully qualified teacher.
Barriers to learning these priorities address	COVID restrictions have meant that not all children have been in school for the full year and have been taught at home.

Wider strategies for current academic year

Measure	Activity
Priority 1	<ul style="list-style-type: none"> <li>• The priority for reading is to show improved progress for the lowest 20% of readers which includes many of the PP children. We have introduced different initiatives with a focus on improving the enjoyment and frequency of reading. Children are encouraged to read at least three times a week at home.</li> <li>• Staff training to take place on the importance of reading and the different strategies to use.</li> <li>• Purchase of additional phonetically decodable books.</li> <li>• All teachers have a performance management target to increase reading with the lowest 20% of readers.</li> </ul>
Priority 2	<ul style="list-style-type: none"> <li>• Continue to provide a range of residential visits for children of all ages with fully subsidised places offered to all children. Effective pupil – teacher relationships will be further enhanced. Most trips have been cancelled due to COVID, but we hope to reinstate these in 2021-22.</li> <li>• Provide PP children with more experiences – theatre trips, and events, author visits etc</li> <li>• All PP pupils are offered free after school places (up to 5 times a week) throughout the school year.</li> <li>• All PP pupils are offered free breakfast club places</li> <li>• All PP pupils are offered free music lessons.</li> <li>• All classes will continue to receive 30 minutes of fitness weekly – high intensity exercise programme which delivered by a trained sports coach.</li> </ul>
Priority 3	<ul style="list-style-type: none"> <li>• Explore the use of training materials, dependent on what the issues are. Liaise with Intervention worker where necessary.</li> <li>• Pupils with emotional and mental health needs are identified and supported quickly and effectively. Some PPG have emotional needs</li> </ul>

	<p>relating to home security, moving schools, relationships in the home and family circumstances. This impacts on their ability to attend school and to focus on the learning opportunities provided.</p>
Priority 4	<ul style="list-style-type: none"> <li>• More PPG children make ARE in SATs and Greater Depth for the more able. Some PPG children are not yet working at ARE whereas some have the ability to reach Greater Depth by attending booster sessions. Progress is monitored at Pupil Progress meetings each half term.</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Prior to school closures due to COVID, attainment for a minority of PP pupils was lower than expected in reading</li> <li>• Prior to school closures due to COVID, pupils eligible for PP were not always making rapid progress, particularly in KS2</li> </ul>
Projected spending	<p><b>Priority 1 -</b> £18000</p> <p><b>Priority 2 –</b> £3000 due to COVID – this will increase next year</p> <p><b>Priority 3</b> £5000</p> <p><b>Priority 4</b> £10000</p>

## Review: last year's aims and outcomes

Aim	Outcome
Improved attainment in Reading for PP pupils	Unfortunately, due to COVID19 school closures, we were only able to run these sessions for part of the year. Therefore, the full impact (had children been in school until July as normal) cannot be measured.
Improved progress for all PP sessions across the school.	The vast majority of parents now understand the importance of the booster 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. Due to school closures because of COVID , as above we were only able to run these sessions for part of the year.
Improved attendance for PP pupils	The whole school attendance figure for the academic year 2019-2020 (up until Friday 20 March) was 97.06%. For PP children this figure was slightly less, at 95.87%. 2 PP pupils had attendance at less than 90%, one of whom has significant medical needs. We continue to work with the EWO to address any attendance issues for PP children.

## Review of Costs

<b>Priority One</b>	<b>£18000 – employment of a full-time teaching assistant to work with Pupil Premium children</b>
<b>Priority Two</b>	<b>£3000 – support of trips and music lessons for Pupil Premium children</b>
<b>Priority Three</b>	<b>£5000 – purchase of Jigsaw programme for RHE and cluster contribution to Family Intervention worker</b>

<b>Priority 4</b>	<b>£4000</b>  <b>Purchase of books and resources, costs for booster sessions</b>
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**We will fully review the Pupil Premium strategy and publish our report by December 2021. Some of these priorities will be carried forward to the new report and strategy as they could not be completely fulfilled due to the Covid restrictions and interruptions.**