

Moldgreen Community Primary Pupil Premium Strategy Statement

1. Summary information					
School	Moldgreen Community Primary School				
Academic Year	2019-20	Total PP budget	£123,740	Date of most recent PP Review	Oct 2019
Total number of pupils	370	Number of pupils eligible for PP including EYPP	89	Date for next internal review of this strategy	Easter

2. Current attainment and progress		
EYFS 2018-19 2019-20	<i>Pupils eligible for PP (18 pupils = 40%) 15 pupils =30%</i>	<i>All pupils (45) (50)</i>
Proportion of pupils achieving a good level of development (GLD) (based on Sept RAG assessments)	63% 7%	72% 18%
Year 1 Phonics 2018-19 2019- 20	<i>Pupils eligible for PP(20 pupils = 44%) 11 pupils = 23%</i>	<i>All pupils (46) (48)</i>
Proportion achieving the expected standard in Year 1 Phonics (based on Sept 2020 Phonics baseline assessment)	36% 27% / 45% (borderline 28-31)	53% 40% / 69%
KS1 2018-19 2019 - 20	<i>Pupils eligible for PP(13pupil = 33%) 15 pupils – 31%</i>	<i>All pupils (39) (48)</i>
Proportion achieving at least expected standard in reading	64% 33%	73%
Proportion achieving at least expected standard in writing	55% 40%	75%
Proportion achieving at least expected standard in maths	55% 20%	79%
Proportion achieving expected standard or above in R/W/M	55% 7%	71%
Proportion achieving higher standard or above in R/W/M	0% 0%	6%
KS2 2018-19	<i>Pupils eligible for PP (48 pupil = 54%)</i>	<i>All pupils (89)</i>
Proportion achieving at least expected standard in reading	52%	66%
Proportion achieving at least expected standard in writing	52%	82%
Proportion achieving at least expected standard in maths	62%	66%
Proportion achieving at least expected standard in GPS	67%	84%
Proportion achieving expected standard or above in R/W/M	38%	51%
Average progress score in reading	-2.6	-2.1

Average progress score in writing (TA)	0.2	0.8
Average progress score in maths	-2.5	-1.7

3. Barriers to future attainment (ie those characteristics which pupils eligible for PP are more likely to display)

In-school barriers *(issues to be addressed in school)*

A.	The development of, and grasp of, language tends to be lower for PP children than others affecting starting points and progress.
B.	Lack of resilience and confidence when reading, writing and phonics due to limited language acquisition and real-life experiences.
C.	Poor social and emotional development of PP pupils affects their readiness and attitude to learning.
D.	Skills and understanding in maths impacted due to limited language acquisition- this affects attainment.
E.	Language barriers of parents with EAL affects their ability to support their child/ren.

External barriers *(issues which also require action outside school)*

F.	Persistent Absence and lower punctuality rates are more evident for PP pupils than for other pupils, this affects their attainment.
G.	Parental engagement for some PP pupils is not as strong as for other pupils (for example reading at home), and this affects attainment particularly where parents themselves have had negative school experiences.
H.	Access to opportunities and the wider world beyond home.

4. Desired outcomes *(Desired outcomes and how they will be measured)*

Success criteria

A.	Improved language acquisition.	Pupils eligible for EYPP will make accelerated progress from their starting points. The gap between KS1 pupils eligible for PP and 'All' will diminish for reading at the expected standard. <i>Children have had a lot of time away from school this academic year due to COVID restrictions. This will continue to be an area for development in 2020 - 21.</i>
B.	Increase the % of Pupil Premium children achieving expected standard in Phonics check. Increase the % of KS1 Pupil Premium children achieving expected standard in reading and writing diminishing the gap between school and national figures. To increase the number of Pupil Premium children achieving the higher standard in reading and writing.	The gap between national PP and School PP will diminish in phonics. RAG documents and careful tracking of PP children will show progress. Interventions and careful, informed grouping will diminish the gap. <i>No official tests were taken due to COVID, however, children in Moldgreen were on track to achieve a much higher percentage than the previous year. Streaming had taken place across the KS and a rigorous schedule of testing had been maintained until schools were 'closed' in March. In 2020-2021 streaming will continue, but only</i>

		throughout the year group due to COVID restrictions, and a strict schedule of testing will ensure that children are making progress throughout the year and adaptations made for those that are not.
C.	Improved attitudes to learning. Children's participation in lessons is increased and they are willing and able to talk positively and confidently about their learning.	Pupils speak positively about their learning experiences. Children feel safe and supported in school and know how to access additional support should they need it. Pupil voice conversations were due to take place at the end of Spring 2 but did not take place due to COVID. TW shielding from 16.3.20.
D.	Improved ability, confidence and resilience to answer maths questions that require reasoning and greater acquisition of language.	The % of PP achieving the expected standard in KS2 maths will raise to be more in-line with national. Book monitoring and lesson observations prior to school 'closure' showed that children had improved ability, confidence and resilience in answering reasoning problems and had a better understanding, and use, of mathematical language.
E.	Language barriers of parents with EAL affects their ability to support their child/ren.	Parents will be supported and will be better able to support their children. Work will continue to support parents with EAL to support their children in their learning.
F.	The attendance for PP children will increase	Overall, the attendance figures will for children eligible for PP will be largely in line with all. (LS to email figures)

G.	Increased parental engagement with school developing the home/school relationship	<p>Parental attendance to school events to support learning will be improved e.g. phonics, maths and reading workshops and parents evening.</p> <p>Feedback from parents will show that they feel increasing involved in their child's education and are more knowledgeable about how to seek additional support should they require it.</p> <p>Emails for each class have been set up to enable parents to have direct contact with their child's teacher. During lockdown these were used by parents and children to keep in touch with teachers and share photos of work / activities they had been doing at home.</p> <p>A school blog has been set up on the school website.</p> <p>During lockdown, all parents were phoned by teachers several times. Weekly calls were made to specified children / families. Teachers also emailed parents. Weekly newsletters were emailed and included on the school website, from each Year group, to share work that children in school and at home had been doing, upcoming home-learning work and updates from teachers.</p>
H.	Access to opportunities and the wider world beyond home.	<p>Children will have additional experiences beyond those at home. Unfortunately, this has been limited due to COVID.</p> <p>In December, PP were taken to the theatre to watch a production of Sleeping Beauty.</p> <p>Some children were also given opportunities of Forest schooling.</p> <p>Computer clubs and choir were received well by many PP children.</p>

5. Planned expenditure				
Academic year		2019 – 20 (£123,740)		
i. Teaching and learning interventions				
Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	Analysis/ Outcomes
A Improved language development £5,300	<ul style="list-style-type: none"> • Speech and language support is implemented quickly • Ensure there is a literacy rich learning environment in EYFS • Interventions tracked and impact reviewed with increased rigour. • Small group work daily • Resources provided to facilitate groups 	SaLT assessments/feedback. Early Years individual profiles tracking. EYFS Intervention tracking. Observations/ drop-ins / observations.	YL, CH, HP, LS	Several children have received, and continue to receive, support from SaLT. Classroom environments are stimulating and literacy rich. Small group work for English and streamed phonics groups have taken place daily.

<p>B. Increased confidence and standards in reading and writing</p> <p>£40,000</p>	<ul style="list-style-type: none"> Assess reading ages through Schonell tests regularly Project X group for relevant pupils Texts used in Literacy to be chosen carefully to enthuse children and linked to writing Reading areas in each classroom Improved library area and increased use of the library for borrowing across all cohorts World book day quiz for years 5 and 6 Increased, regular phonics assessments Phonics workshops for parents Reading Eggs Interventions 	<p>Analysis of termly assessments Pupil progress meetings identifying focus PP children. Year 6 prediction analysis Co-ordinator to monitor reading ages scores SLT Feedback on drop-ins, book scrutinies and lesson observations</p>	<p>CS,HP, LS, CH, TW</p>	<p>Project X group was taking place prior to COVID. Reading Eggs was accessed by all Year 1 and some year 2 children. Spelling Shed was also used to support reading and writing y2 – 6. Each classroom has an inviting reading area. Interventions allowed for targeted support to increase standards in reading and writing. Dr. Webb targeted writing in Yr 6.</p>
<p>B. Increased confidence and standards in writing at KS2</p> <p>£9120</p>	<ul style="list-style-type: none"> Provide Y6 children with creative writing group to extend vocabulary. 	<p>Book scrutinies Assessment analysis RAG documents</p>	<p>HP, LS, CM, MN, TW</p>	<p>Dr Webb</p>
<p>B. Ensure PP children make a good start in phonics</p> <p>£10,000</p>	<ul style="list-style-type: none"> Children to be divided in to groups Support staff training resources Materials sent home to support parents 	<p>PP children are make good progress</p>	<p>Staff delivering phonics CS, HP, LS, TW</p>	<p>Children were grouped in FS2 and streamed across KS1. Additional phonics books were purchased to send home and support parents with their child's phonics learning.</p>

C. Improved attitudes to learning across school £25,000	<ul style="list-style-type: none"> Revised behaviour policy Observations and pupil interviews Increased pupil roles and responsibilities Confidence in the classroom Staff for clubs School council AHT in charge of behaviour across school Prizes for children during celebration assemblies with parents DHT to coach and monitor staff 	Regular monitoring of children's books Assessment tracking and analysis Pupil progress meetings School council meeting minutes	Class teachers LS/HP/CM	
D Improved ability, confidence and resilience to answer maths questions that require reasoning and greater acquisition of language. £24,000	<ul style="list-style-type: none"> 'White Rose Maths' materials to be used in all classes Termly, formal maths assessments to take place Increased concrete and practical activities in lessons Link concrete to abstract through alternative teaching methods e.g. tens frames and bar method Use of TT Rockstars to engage pupils in learning times tables. Year group planning for maths mapped out for consistency in and across cohorts and groups. Intervention groups Staff CPD I See Reasoning Beat It Maths 	Book scrutinies Assessment tracking Pupil Progress meetings	MN, HP, LS	
Total budgeted cost				£113,420

ii. Nurturing and parent interventions				
Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>F Improved attendance</p> <p>£8,345.50</p>	<ul style="list-style-type: none"> • APSO involved in a timely manner • DHT to work closely with the APSO to track and monitor attendance. 	<p>Attendance data analysis Fortnightly meetings Letters/phone calls home Information about attendance given out at Parent Evenings</p>	<p>LS, HP, APSO</p>	<p>Half termly</p>
<p>G Increase parental involvement and engagement</p> <p>£5,000</p>	<ul style="list-style-type: none"> • Parental assemblies • Parental workshops- Maths/Literacy • Create PTA • Summer Fayre 	<p>Records from meetings show increased attendance Parent surveys show positivity towards school</p>	<p>LS/HT/CM ,YL</p>	<p>Half termly</p>

<p>H Provide PP children with wider curriculum</p> <p>£1000</p>	<ul style="list-style-type: none"> • Provide some music tuition to PP children. 	<p>Performances HP/LS checking provision.</p>	<p>HP,LS</p>	
<p style="text-align: right;">Total budgeted cost</p>				<p>£14,434.50</p>