



Moorlands Primary School

High Expectations, High Achievements, Challenge and Enjoyment for All

Moorlands Primary School Pupil Premium Strategy 2020-2021 (suggested spend)

What is pupil premium funding?

Pupil premium funding from the Government is given to schools to help pupils reach their full potential, regardless of their background or financial situation. It's provided for pupils who:

- Are registered for free school meals
- Have been registered for free school meals at any point in the past 6 years
- Are, or have been, in care
- Have parents in the armed forces

Schools are able to spend the funding as they wish as long as we can demonstrate the allocation improves the attainment of Pupil Premium children.

Number of pupils supported in 2019-20:

57

Allocation £92,085

Number of pupils supported in 2020-21:

75

Allocation £82,873

Previous internal review of Pupil Premium Strategy: 20.01.20

Next internal review date of Pupil Premium Strategy: July 21

Key Principles underpinning the use of Pupil Premium 2020-2021

- The school 'ring fences' the funding each academic year, ensuring that it is spent on the targeted group of pupils.
- The school recognises that eligibility for Pupil Premium does not imply low ability. Our focus is on supporting disadvantaged pupils so that they achieve the highest levels.
- For some eligible pupils, funding is used to support social and emotional needs where necessary and appropriate.
- The school uses data and teacher assessment to analyse which pupils are underachieving and why this is occurring.
- The school drew and draws upon evidence from our own and others' experience to allocate the funding to the activities which were most likely to have an impact on improving achievement.
- The school ensures that the pupils are supported with social, emotional and mental health difficulties
- The school frequently uses attainment data to assess the effectiveness of interventions. If necessary, adjustments are made throughout the intervention period to maximise effectiveness.
- School leaders make the key decisions and regularly evaluate the effectiveness of interventions for individual pupils.

- All teachers know which pupils are eligible for Pupil Premium, so they can take responsibility for accelerating their progress.
- Pupil premium funding may be used to ensure that eligible pupils are able to take part in visits and residential due to financial constraint.
- Funding has been allocated to the employment of additional ETAs to support the catch-up process due to the impact of the COVID-19 impact.

Barriers to learning for the current academic year of 2020-2021

- Low social and emotional well-being across school due to the impact of COVID-19.
- Low resilience amongst Key Stage 2.
- Low take up of Pupil Premium funding in KS1 due to universal free school meals.
- SEND and PPC children not meeting expected levels of progress.
- Broken family structures including 13% of Pupil Premium Children receiving funding for being LAC or Post-LAC.
- Low parental engagement/parenting skills.
- Safeguarding, welfare and well-being issues.
- Mental Health Issues in the family or with the child (external trauma, loss, bereavement)
- Socio-economic disadvantage e.g. poverty. 60% of our Pupil Premium Children receive funding for living in a disadvantaged area.
- 13% of our Pupil Premium Children also have Special Educational Needs and Disabilities
- Large gaps in knowledge and learning of our disadvantaged pupils due to the disruption to school from the COVID-19 pandemic.

Planned expenditure

Academic year	2020-21
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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

Quality of teaching for all

Use of Pupil Premium funding	Reason for chosen action / approach	Desired impact and how it will be measured	Cost (£)	When will you review implementation?	Actual impact and measure –
Investment in interventions for higher attaining pupils.	Interventions for higher attaining children. Approaches have been successful previously. DFE Nov '15 report that raising the attainment of PP children is proven to improve through implementing strategies to deepen learning, providing QFT and to ensure staff are aware of their responsibility for raising standards High quality intervention and teaching will ensure any differences are diminished.	Maintain and continue higher ability PP children's attainment in comparison to 'others' All staff aware of who the higher ability PPC are and target appropriately. Pupils eligible for PP identified as higher ability make as much and more progress as 'other' pupils identified as high ability, across KS2 in Reading, Writing and Maths. Measured by teacher assessments and identified in pupil progress meetings	£5,000	Termly pupil progress meetings Termly data analysis	

		<p>Close monitoring of outcomes in all year groups. Data analysis and response Pupil progress meetings. To monitor data closely and regularly review interventions delivered. Comparing others against Pupil Premium children to ensure high quality teaching and intervention are having an impact.</p>			
Investment in staff CPD.	<p>Quality feedback to further children's learning. EEF toolkit suggests that high quality feedback is an effective way to improve attainment and is an approach that we can embed across school. (8 months progress). Tracking children closely and appropriate interventions delivered.</p>	<p>Diminishing the difference between Pupil Premium and non- Pupil Premium pupils in outcomes based on individual starting points. Measured using teacher assessment and statutory tests.</p> <p>Close monitoring of outcomes in all year groups. Data analysis and response Pupil progress meetings. CPD for individual staff. Whole staff training in staff meetings Coaching and paired work.</p>	£10,000	<p>Termly pupil progress meetings</p> <p>Termly data analysis</p>	
Total budgeted cost			£15,000		
Targeted support					
Use of Pupil Premium funding	Reason for chosen action / approach	Desired impact and how it will be measured	Cost (£)	When will you review implementation	Actual impact and measure –
Increased number of ETAs in each year group to provide specific support to diminish the gap in learning and provide catchup for our disadvantaged pupils due to the impact of COVID 19.	<p>Additional ETAs for classes with chn with Pupil Premium, some one to one workers. ETAs are being employed based on their experience as well as the skills they can bring to Moorlands. Although prior training and being highly skilled is deemed the best route of employment into schools through research from the Sutton Trust, we must also consider the needs of our children and those adults we feel will best suit and meet their needs.</p> <p>Continue to close the gap between Pupil Premium Children and others.</p>	<p>The attainment of disadvantaged children will be in-line with non-disadvantaged children who have the same starting points.</p> <p>- Emotional well-being and self-esteem of the children will be high (evidenced from pupil questionnaires)</p> <p>Intervention analysis.</p> <p>ETA training as required.</p> <p>Data analysis.</p>	<p>4x additional ETAs Sept 20</p> <p>£33,350</p>	<p>Termly pupil progress meetings</p> <p>Termly data analysis</p>	

	<p>The EEF explains that oral interventions have the best impact for the least cost.</p> <p>As interventions cannot be across bubbles and we are limiting staff movement, additional ETAs are required in Year groups to support with this.</p>				
<p>To implement the Boxall profile assessment tool to provide support to children and families struggling with challenging behaviours.</p>	<p>Pastoral support to support children through difficult family situations, anxieties and behavioural issues.</p> <p>To support families and children with the after affects of the impact of COVID.</p> <p>The Boxall Profile is the unique psychosocial assessment tool used to determine children and young people's social and emotional functioning and wellbeing (Bennathan, 1998).</p> <p>The assessment provides teachers and professionals working with children and young people with an insight into their world, allowing them to think about what might lie behind challenging behaviour and what their needs might be. Once needs have been identified, the Boxall Profile can be used to plan and review the support offered to pupils.</p>	<p>Use of Boxall assessment to screen up to approximately 10 children per class, including all pupil premium children, in the Summer term 2021 and provide personalised support to tackle their social and emotional difficulties.</p>	<p>£325</p> <p>1.5 full-time ETA £5,002</p> <p>7 days per week (equivalent 1 day per year group) additional ETA support to complete assessments and implement support</p>		
<p>To pay for extra-curricular activities for disadvantaged children who would not otherwise be able to access.</p>	<p>Pupil premium children have the opportunity to play a musical instrument - academic studies of Opera North's instrument teaching programmes in the most deprived Leeds schools show an outstanding impact on attainment for those pupils involved.</p> <p>Pupil Premium Trips subsidies</p> <p>To allow our disadvantaged children to take full part in all activities -visits, visitors, special events, day trips, first aid training and residential</p>	<p>To ensure inclusion amongst families from all socio-economic backgrounds</p> <p>Children are able to access a musical instrument. To recognise natural talent and support that, as they would not ordinarily be able to access these clubs</p> <p>-To nurture extra-curricular activities for those children who wouldn't normally access</p> <p>-To build up self-esteem and confidence in some of the disadvantaged children.</p>	<p>£2,500</p>		
Total budgeted cost			£60,352		
Other approaches					
Use of Pupil Premium funding	Reason for chosen action / approach	Desired impact and how it will be measured	Cost (£)	When will you review implementation	

<p>To buy new jumpers for successful Pupil Premium applicants</p>	<p>To increase the number of Pupil Premium children in KS1. Due to universal free school meals, families who do qualify, often do not apply.</p> <p>Information shared at:</p> <ul style="list-style-type: none"> - New starters evening - Sent home in KS1 reports - Newsletter - Displayed on school website - Individual families invited to sign up in times of hardship. <p>Discussions with PP auditors and their advice. Parents have the time to complete the registration during new starters evening once it has been explained.</p>	<p>Currently 16 children in KS1 have signed up for Pupil Premium. Hopefully this will increase to 24 next year (as older siblings receive FSM). Current indication show, this number is likely to increase during this Academic year.</p> <p>Staff to monitor these events are met. Clear dissemination in new starters evening to ensure parents understand their rights.</p>	£250	Annually	
<p>Behavioural, emotional and pastoral support provided by designated TAs. Employ attendance officer Access to Forest Schools for EYFS, KS1 and KS2.</p>	<p>Monitor the attendance of PP children and to ensure it stays with 'others' at 96% average by following up absences, flagging trends and offering parents support. To reduce the number of unauthorised absences from 43.75% in line with 'others'</p> <p>Reduce the number of persistent absentees among children eligible for pupil premium</p> <p>Previous experience in school has validated this approach.</p> <p>Research shows that Forest Schools impacts positivity on resilience, well-being and confidence (Sarah Blackwell, Impacts of Long-Term Forest School Programmes on Children's Resilience, Confidence and Wellbeing).</p> <p>Also, past experience shows that children thoroughly enjoy this and teachers report on significant improvements in the classroom.</p>	<p>Children will have equal opportunities to learn and be consistent in attendance creating positive well-being in school. Parents will feel supported in improving attendance or referral support for an medical needs.</p> <p>Measured through attendance data, cpoms, pupil progress meetings and outcomes for Pupil Premium Children</p> <p>Increased attendance rates for PPC children Measures of pupil attitude and self-esteem (eg behaviour policy) to be monitored and evaluated.</p> <p>3 x teachers dedicated to Forest Schools</p>	£26,000	Termly PPC analysis	
<p>Communication resources such as Seesaw to target all parents including hard to reach.</p>	<p>Parents will be increasingly involved in school activities and develop skills whilst working alongside their children.</p> <p>Low parental engagement amongst PP children.</p>	<p>Social media as well as Seesaw to ensure engagement amongst all families including those Pupil Premium Children by checking sign-up against</p>	<p>Approx ½ day per week = £5000</p>	<p>Termly data analysis of up-take with additional</p>	

Social media systems such as Twitter, website and email to promote events in school.		names. Increase in homework returns, conversation between parents and children (pupil voice). Parent Open Day events and Information Evenings		support to parents not signed up	
To ensure children have access to fresh milk.	We understand the importance of milk and calcium in children's diet and appreciate the providing this daily can be difficult for parents therefore we subsidise the cost for our parents. Dr Hilary Jones stated, 'Milk is an excellent source of vitamins, containing zinc, iron, calcium and more, making it a superfood packed with all the essential nutrients for growing children.' Research from the USA emphasises the attainment improvement of children who move to a better diet.	Increased attainment for PP children who receive school milk. General health improvement for these children.	£1,500		
Total budgeted cost			£88,927		

