

## Pupil Premium Strategy Statement – Moorlands Junior School

1. Summary information					
School	Moorlands Junior School				
Academic Year	2017 - 2018	Percentage of school population eligible for PPG	14.64%	Date of most recent review	Sept 2017
Total number of pupils	237	Amount of PPG received per pupil	£1320	Date for next internal review of strategy	April 2018
Number of pupils eligible for PP	35	Total PP budget	£46,200		

1. Current Attainment				
Progress score	Pupils eligible for PP in school	Pupils not eligible for PP in school	National benchmark for eligible PP pupils	National benchmark for non-eligible pupils
Reading	-1.94	0.45	-0.7	0.3
Writing	-6.76	-2.67	-0.4	0.2
Maths	-4.30	-0.59	-0.6	0.3
<b>% achieving expected standard in Y6</b>				
Reading	38%	83%	60%	77%
Writing	50%	78%	66%	81%
Maths	50%	73%	63%	80%
RWM combined	38%	68%	48%	67%
<b>% achieving greater depth in Y6</b>				
Reading	25%	30%	14%	29%
Writing	0%	5%	10%	21%
Maths	0%	25%	13%	27%
RWM combined	0%	3%	4%	11%

<b>2. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>	
<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)	
A	Poor self-esteem and lack of engagement in learning
B	English as an additional language
C	Lack of emotional resilience
D	Poor behaviour including attachment difficulties
<b>External barriers</b> (issues which require action outside school, such as low attendance rates)	
E	Multiple agencies working with the family
F	Parental engagement / communication

<b>3. Desired outcomes</b>		
	<i>Desired outcomes</i>	<i>How they will be measured</i>
A	An increased number of PP children achieve age-related expectations	Using KPIs and SPTO termly data it will be evident that a higher percentage of pupils achieve ARE in reading, writing and maths.
B	Children will be more resilient when approaching the unknown, leading to increased self-esteem and increased engagement in learning	Baseline Thrive assessments will be completed and compared with end-of-year results. SPTO termly data will show accelerated progress in reading, writing and maths.
C	Improved speech and language	SPTO termly data will show a higher percentage of pupils achieving ARE in reading, writing and maths as well as accelerated progress across subjects.
D	Increase attendance of PP children to 96%	Pupil Attendance figures.
E	Barriers to learning are diminished as a result of addressing family circumstances.	Parental attendance at Parent Consultations and other formal school meetings. Return of home learning activities and pupil progress data on SPTO.

#### 4. Planned expenditure

Academic year

2017-2018

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?
All teaching is good or better	Monitoring and support for teachers.	All children are entitled to receive high quality teaching.	Observations of teaching and learning leading to focussed CPD, including team teaching; modelling from specialists; peer support and whole-staff training. Pupil Progress meetings; book scrutinies and in-school moderation will confirm progress and ensure next steps lead to accelerated progress.	GS	3 x a year
Improved tracking of attainment and progress of vulnerable groups	Training to use SPTO. Termly inclusion meetings.	Improved tracking will ensure gaps in learning are identified earlier and lead to speedy intervention to diminish the difference.	Regular training and sharing of ways that SPTO can be used to identify groups. Preparation for Pupil Progress meetings to be guided for teachers to scrutinise data of vulnerable groups. Pupil Progress meetings to be followed by termly inclusion meetings to ensure strategies suggested are supportive and implemented.	GS SC	3 x a year
Interventions have desired impact and are effective in raising attainment	Detailed provision maps prioritise vulnerable groups.	All children are entitled to receive high quality teaching.	Staff running observations will keep detailed tracking notes. Observations of staff running observations will happen termly. Interventions will be impact-assessed for groups and individuals to ensure they cause accelerated progress and are cost-effective.	SC AG	3 x a year

Interventions have desired impact and are effective in raising attainment	Booster groups and interventions.	All children are entitled to receive high quality teaching.	<p>EAL leader given release time to ensure interventions and racing to English is having an impact on those children that are new to English and pupil premium. TA support guided groups of barriers to languages.</p> <p>Booster in year 5 and 6 support learners across reading, writing and maths.</p> <p>Speech and language sessions support our learning in being able to access speaking and listening.</p>	<p>SC KL</p> <p>EA</p> <p>JC</p>	<p>Weekly EAL 3x weekly Y5/6 boosters 1x daily morning PP 1:1</p>
Raising the attainment of PP children is a key priority across the school	All in-school monitoring references PP children.	All children are entitled to receive high quality teaching.	<p>All monitoring considers PP children and the support needed to diminish the difference.</p> <p>All staff are aware of PP children in their class and ensure they receive focussed QFT for gaps in their learning.</p> <p>Performance management targets focus on all staff diminishing the difference.</p>	<p>GS SC</p>	3 x a year
<b>Total budgeted cost</b>					<b>£12,269.20</b>

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?
The gap between disadvantaged and non-disadvantaged pupils is diminished	Targeted reading support across key stage 2	All children are entitled to access a curriculum, which leads to academic achievement.	Gaps identified for PP children and to receive booster sessions with teachers and TAs. CPD on Better Reading Partners (BRP) and Running Records to ensure gaps are identified and children make accelerated progress.	SC EA	3 x a year
The gap between disadvantaged and non-disadvantaged pupils is diminished	Targeted support in maths for key stage 2	It is a key element for academic achievement. All children are entitled to access a broad and balanced curriculum.	On-going teacher and TA CPD on mastery in maths. Invest in maths manipulatives to support new teaching style. Gaps identified for PP children and to receive booster sessions. Assessment to be overseen by teachers to ensure focus on gaps. Focus children to work in teacher-led groups at least twice a week in class.	SS EA SC	3 x a year
The gap between disadvantaged and non-disadvantaged pupils is diminished	Appointment of inclusion leader	All children entitled to receive high quality teaching and make good progress	Inclusion leader to work with teachers and tas to ensure quality first teaching and high quality targeted interventions	SC	
The gap between disadvantaged and non-disadvantaged pupils is diminished	Appointment of KS2 Leader	All children entitled to receive high quality teaching and make good progress	To deliver high quality teaching to targeted groups and provide booster groups to Y6 children	EA	

Children's attitudes to learning are improved and there is evidence of self-motivation and improved behaviour for learning.	New behaviour management system implemented. Growth Mindset strategies embedded.	Resilience and low self-esteem can be a barrier to academic achievement.	Behaviour Lead to develop and implement behaviour management system which builds self-esteem and confidence. Curriculum Lead to provide resources and CPD to teachers to embed Growth Mindset activities and to develop resilience and self-esteem.	SC GS	3 x a year
Children with attachment difficulties develop improved emotional regulation and behaviour	Thrive is used to support children to learn age-appropriate skills.	All children are entitled to have a calm and happy time in school to support mental health, learning behaviours and attainment.	SENCo to support teachers to complete assessments for all children. All staff to receive basic, regular Thrive CPD. Identified children receive 1-1 or small group support to ensure that difficulties are supported. Adults are redeployed to support children as needs are identified. Inclusion Lead receives Thrive training to cascade throughout the school, alongside other Thrive specialist TA.	AG/SC	3 x a year
<b>Total budgeted cost</b>					<b>£27017.78</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Children have positive relationships with their teachers and any barriers to learning are addressed early on	Transition to new staff is planned and in-depth. Inclusion Surgeries are used to identify barriers and to target support.	All children are entitled to access all areas of the curriculum and to receive support to ensure this is possible.	Transition is included on the annual teaching and learning calendar. Inclusion Lead and SENCo to work with teachers to ensure relevant documentation is shared with the new teacher. Inclusion Lead and SENCo to work with teachers in scheduled sessions to ensure barriers are identified for all children and relevant support is put in place to overcome these barriers.	SC AG	3 x year
All children experience a variety of	Music lessons	All children are entitled to receive a broad and balance curriculum,		SC	3 x year
	Swimming lesson additional support			EA	

enrichment activities	Educational visits	including accessing extra-curricular activities.			
	Football coaching				
	Scheduled enrichment				
	School camps				
Children with behavioural and emotional difficulties have positive, supported lunchtimes and there are fewer behaviour incidents	To provide additional lunchtime TAs and focus activities for identified children.	All children are entitled to have a calm and happy lunchbreak to support mental health, learning behaviours and attainment.	Assistant Head will have overview of behaviour incidences and track children who are noted to struggle. Staff will be redeployed, and activities provided on the basis of need and proven results. The SEND CoP will be followed to allow children to receive differentiated or additional support and activities.	SC	3 x a year  As difficulties are noted by staff.
Parents are supported to manage issues such as behaviour, homework, reading, attendance etc	To ensure that home and school work in partnership.	All children are entitled to have the same advantages in life.	The Parental Support Adviser will continue to be employed. The Inclusion Lead and SENCo will have regular meeting with the PSA to ensure that support is targeted. The Attendance Team will continue to focus on PP children and support parents to improve attendance. Parental workshops will be held on how best to support your child academically.	SC/AG	3 x a year
				<b>Total budgeted cost</b>	<b>£69913.02</b>
				<b>Total planned expenditure</b>	<b>£46,200.00</b>

5. Review of expenditure			
Previous academic year		2016-2017	
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
To diminish the difference academically.	To support quality first teaching to ensure all teaching and learning is good or better.	By utilising strengths in school and within the new Trust, best practice was shared to support teaching and learning to achieve teaching to be Good or better. Progress improved for all pupils in Reading and Maths in Year 6. RWM attainment for disadvantaged pupils increased from 25% in 2016 to 38% in 2017.	Continue to use the Trust to support best practice models, and increase the amount of peer learning through team teaching and peer observations within and across schools.
ii. Targeted support			
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
To diminish the difference academically.	TA Interventions for PP children	Individuals made accelerated progress using programmes such as BRP. Some gaps identified but still unaddressed.	By training more staff on successful programmes (e.g. BRP), this accelerated progress can be utilised by more children. Ensure teachers and senior staff are involved in the planning and delivery of groups to ensure that support is targeted at specific gaps. Home learning to be supported by parent groups in school to support learning of core skills, such as spelling and number facts.
To diminish the difference academically for prior-low attainers.	Specialist TA in The Ark.	All children made progress in the chosen subject, reaching a wider number of children with increased staff. Using a specialist TA, particularly benefitted the children's speaking and listening skills which impacted on learning back in class. Soft data with increase in self-esteem and confidence was evident in whole-class teaching.	The increase in self-esteem and confidence has allowed the children to take a greater part in their own class, resulting in them being able to access differentiated work with greater independence. All children remain in class for core subjects and receive targeted booster sessions.

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	
To increase parental involvement in school	Funding Parental Support Advisor	This is targeted due to limited case load by PSA. Support for parents has been well-received and beneficial for parents and children. There has been an increase in parental involvement in the school from selected families.	Although this is limited, it has a strong benefit for those families included. Continue with this next year.	
To increase attendance of PP children	Prioritising PP children at attendance meetings.	Attendance continues to be high-profile and although PP children's attendance has improved it continues to be a focus for the attendance team.	More timely requests for support from Parental Support Advisor could support families further in continuing to improve attendance.	
To reduce negative aspects of children's mental health	To host Place2Be on site	Supported a small number of children and families well- producing soft data of happier, more-settled children.	Although children who were supported, benefitted greatly, this was not widely used enough to be cost effective. Need to consider how strategies used can be used across groups of children to have a greater impact on learning behaviours and attainment.	

## 6. Additional detail

In this section you can annex or refer to additional information which you have used to inform the statement above.