

Pupil Premium Strategy Statement – Moorlands Infant School

1. Summary information					
School	Moorlands Infant School				
Academic Year	2019-2020	Percentage of school population eligible for PPG	7.6%	Date of most recent review	Dec 2019
Total number of pupils	161	Amount of PPG received per pupil	£1320	Date for next internal review of strategy	June 2020
Number of pupils eligible for PP	20	Total PP budget	£25,080		

2. Current Attainment			
% achieving expected standard at end of KS1	Pupils eligible for PP	Pupils not eligible for PP	National benchmark for non-eligible pupils
Reading	25%	83%	78%
Writing	38%	78%	73%
Maths	25%	78%	79%
% achieving expected standard in Phonics in Y1	80%	88%	84%
% achieving expected standard in Phonics by end of Y2	33%	88%	62%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A	Poor self-esteem and low engagement in learning, which can develop as a lack of emotional resilience, which prevents children from fully engaging in all learning opportunities.
B	English as an additional language, which can slow progress across subjects and hinder social and emotional development.
C	Parental engagement / communication can be low resulting in children struggling to complete home learning or take part in wider events in the school.
D	Poor behaviour including attachment difficulties; this impacts on children building relationships with peers and staff, which prevents learning progress.
External barriers (issues which require action outside school, such as low attendance rates)	
E	Multiple agencies working with the family can result in reduced parental engagement and impact on home learning.
F	Aspirations held by pupils and their families can be low, which means encouragement to attend after school clubs and to participate in other life widening experiences offered by the school is needed.

4. Desired outcomes		
	<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, resulting in higher proportion of children achieving the required level in the Phonics Screening Check.	Year 1 and 2 Phonics Screening Results will show a higher percentage achieving the required level.
D	Increase attendance of PP children to 96%	Pupil Attendance figures in July 2019.
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. Children's attendance to clubs and wider school events.

5. Planned expenditure					
Academic year		2018-2019			
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 implementat
Improved feedback so children can focus on next steps in learning.	Monitoring and support for teachers.	Whilst children receive feedback, due to low emotional resilience, children in receipt of PPG sometimes struggle to engage. It is essential that all children should receive effective feedback that is specific, accurate and clear.	Continue to develop effective professional development for teachers. Focus feedback on complex or challenging tasks or goals to emphasise the importance of effort and perseverance. Develop self and peer feedback strategies to deepen learning opportunities. Research positive approaches in other similar schools. Children to be in teacher Guided Groups 3 x week. Books are checked first for next steps in learning.	Deputy: Learning	3 x a year
Embed mastery learning approaches in maths through teacher CPD and reflection.	Monitoring and support for teachers	Mastery teaching has been improved to accelerate progress. Ensuring practices are embedded, will allow for improved tracking to ensure gaps in learning are identified and lead to speedy intervention to diminish the difference.	Continue to develop effective professional development for teachers. Teachers to pre-teach and over-learn children in receipt of PPG. Timetable additional small group tuition and one to one support for those pupils who take longer to learn a topic. TA timetables to be flexible and adapted to needs of vulnerable learners. CPD for TAs to be developed around the needs of learners as well as the pedagogy behind the mastery approach.	Deputy: Learning TA Lead: SC Maths Lead: MB	3 x a year

<p>Raising the attainment of PP children is a key priority across the school</p>	<p>Further develop phonics teaching and learning.</p>	<p>Due to identified barriers learning, including home learning, EAL and parental engagement in learning, the difference between children in receipt of PPG and non-PP pupils was 17% in Y1. Although progress was accelerated, more needs to be done to diminish the difference in attainment.</p>	<p>Develop new Phonics tracking system. Continue to develop effective professional development, including model teaching and coaching sessions for teachers and TAs. Further resources ordered to ensure continuity and high-quality resources for each group. Timetable additional small group tuition and one to one support to be flexible and adapted to needs of vulnerable learners from formative assessment.</p>	<p>Phonics Lead: KS</p>	<p>3 x a year</p>
<p>Interventions have desired impact and are effective in raising attainment</p>	<p>Detailed provision maps prioritise vulnerable groups.</p>	<p>As interventions are used to deliver a focussed curriculum to diminish the difference for children in receipt of PPG, the quality of teaching must be high and specific to the needs of the child.</p>	<p>Observations of staff running observations will have coaching feedback. Interventions will be impact-assessed for groups and individuals to ensure they cause accelerated progress and are cost-effective. Teachers to lead pre-teach and over-learn interventions within the classroom. Teachers to direct and assess interventions to monitor and develop in Inclusion Surgeries.</p>	<p>Inclusion: SC SENCo: AG</p>	<p>3 x a year</p>
<p>Early Years interventions have desired impact and are effective in raising attainment</p>	<p>Varied programme of interventions for children and parents to engage them with learning at the start of formal schooling.</p>	<p>As interventions are used to deliver a focussed curriculum to diminish the difference for children in receipt of PPG, the quality of teaching must be high and specific to the needs of the child.</p>	<p>Continue to develop positive relationships between staff and children Engage children in activities which support pre-reading, the development of early number concepts and non-verbal reasoning. Ensure groups include a mixture of children from different social backgrounds and a strong educational component. Develop a wide-programme of parental workshops to support parents with early learning.</p>	<p>EYFS Lead: MP</p>	<p>3 x a year</p>

<p>Children can articulate their learning and work well with peers.</p>	<p>Increase collaborative learning experiences</p>	<p>With barriers to learning for children with EAL or speech and language difficulties, support and rehearsal in oral skills will allow children to make a greater depth in learning as they can reason, justify and explain their thinking. Through peer-supported learning, it ensures that emotional resilience is also built with the focus on the social and emotional development.</p>	<p>Develop structured approaches with well-designed tasks, which lead to the greatest learning gains. Further develop a broad curriculum with collaborative learning experiences in and out the classroom, through Forest School, cooking and termly trips and visitors for each class. Develop the use of structured questioning in each lesson and between peers through staff CPD. Develop the use of purposeful, curriculum-focused, dialogue and interaction to increase the confidence of vulnerable learners through staff CPD and progression of learning skills across the curriculum. Embed approaches which promote talk and interaction between learners. Provide CPD and resources for teachers and TAs to encourage talk and to articulate thinking in collaborative tasks.</p>	<p>Deputy: Learning</p>	<p>3 x a year</p>
<p>Raising the attainment of PP children is a key priority across the school</p>	<p>All monitoring references PP children, with Feedback adapting provision to suit the needs of the child.</p>	<p>To ensure the difference in attainment is diminished, learning opportunities have to be specific and more frequent for children in receipt of PPG. Through regular monitoring and feedback, provision can be adapted to ensure that all children make accelerate progress.</p>	<p>All monitoring considers PP children and the support needed to diminish the difference. Specific monitoring focuses on progression for children in receipt of the PPG. Feedback from monitoring is timely and supports learning in a variety of ways, including learning in books, interventions and support in the classroom. All staff are aware of PP children in their class and ensure they receive focussed QFT for gaps in their learning. Teachers to lead pre-teach and over-learn interventions within the classroom.</p>	<p>Head: GS Inclusion: SC</p>	<p>3 x a year</p>
<p>Total budgeted cost</p>					<p>5,293</p>

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 implement
The gap between disadvantaged and non-disadvantaged pupils is diminished	Targeted reading comprehension support across key stage 1	Due to identified barriers learning, including home learning, EAL and parental engagement in learning, the difference between children in receipt of PPG and non-PP pupils was 29% at the end of KS1. Although progress was accelerated, more needs to be done to diminish the difference in attainment.	<p>Books reviewed and more ordered to support clear link between Phonics acquisition and reading skills.</p> <p>Gaps identified for PP children and to receive booster sessions.</p> <p>INSET CPD on best practice for reading comprehension strategies for teachers and TAs to ensure gaps are identified and accelerated progress is made.</p> <p>Further termly CPD on using Better Reading Partners (BRP) and Running Records effectively for TAs.</p> <p>PP children to receive 1-1 reading sessions at least twice a week with the teacher if below age-expected to ensure effective diagnosis of reading difficulties lead to gaps being identified and diminished.</p>	Reading lead: JF	3 x a year
The gap between disadvantaged and non-disadvantaged pupils is diminished	Targeted support in maths for key stage 1	Due to identified barriers learning, including early home learning and parental engagement, the difference in attainment was 6% at the end of KS1. Although progress was accelerated, more needs to be done to diminish the difference in attainment.	<p>On-going teacher and TA CPD on mastery in maths.</p> <p>Invest in maths manipulatives to support new teaching style.</p> <p>Gaps identified for PP children and to receive booster sessions with HLTA at least twice a week.</p> <p>Assessment to be overseen by teachers to ensure focus on gaps.</p> <p>Focus children to work in teacher-led groups at least twice a week in class: ensure that this happens regardless of prior attainment.</p> <p>Year 1 teacher attending external CPD to develop best practice.</p> <p>Year 2 teachers attend local Maths Hub CPD and meetings.</p>	Maths Lead: MB	3 x a year

<p>Children’s attitudes to learning are improved and there is evidence of self-motivation and improved behaviour for learning.</p>	<p>Behaviour interventions where needed.</p> <p>Growth Mindset strategies embedded.</p>	<p>Resilience and low self-esteem can be a barrier to academic achievement, as well as developing into larger behaviour concerns. Through targeting the causes of low self-esteem and other SEBD learnt behaviours, children can then fully engage in wider-learning opportunities.</p>	<p>Timetable key skills as a weekly slot with a focus on Growth Mindset to develop resilience and self-esteem in each class.</p> <p>Paired Thrive interventions focussed on the arts to increase resilience and calm when dysregulated.</p> <p>Provide parents with Thrive home assessments to support out of school.</p> <p>Thrive sessions to focus on children developing level-appropriate strategies to recognise their emotions and to adapt behaviours to support self-regulation.</p> <p>Continued CPD to support teachers’ behaviour management through Behaviour Surgeries focussed on individual concerns.</p>	<p>Inclusion: SC</p>	<p>3 x a year</p>
<p>Children with attachment difficulties develop improved emotional regulation and behaviour</p>	<p>Thrive is used to support children to learn age-appropriate skills.</p>	<p>Children are entitled to feel calm and happy in school to support mental health, learning behaviours and attainment.</p> <p>Some of the children in receipt of PPG have been identified to struggle with developing appropriate attachment with staff and pupils resulting in low emotional wellbeing and behaviour difficulties.</p>	<p>SENCo to ensure all teachers are supported to complete Thrive assessments for all children.</p> <p>PP to receive small-group focus regardless of stage to improve emotional regulation.</p> <p>All staff to receive basic, regular Thrive CPD.</p> <p>TAs, who lead Thrive groups, to receive monthly training and on-going support to ensure that support is targeted and specific to individuals and identified groups.</p> <p>Identified children receive 1-1 or small group support to ensure that difficulties are supported.</p> <p>Adults are redeployed to support children based on need throughout the year.</p>	<p>SENCo: AG</p> <p>Inclusion: SC</p>	<p>3 x a year</p>
Total budgeted cost					8,400

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?
Children have positive relationships with their teachers and any barriers to learning are addressed early on	Inclusion Surgeries are used to identify barriers and to target support.	To ensure the individual needs of children in receipt of PPG are identified and supported, teachers may need support and guidance on how to overcome individual barriers. This has been identified to particularly be an issue at the end of term and in transition to the new year groups.	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 and PP needs regardless of prior attainment. Short-term action plans are used to focus on individual children, identifying their barriers to learning and utilising in-class support to overcome them. Transition is planned in detail to new year groups for children in receipt of PPG. Nursery-Reception and Y2-3 transition opportunities are developed to ensure high self-confidence and self-esteem, as well as healthy relationships built with new teachers, staff, peers and building.	SENCo: AG Inclusion: SC	3 x year
All children experience a variety of enrichment activities	Music lessons Educational visits Scheduled enrichment	All children are entitled to receive a broad and balance curriculum, including accessing extra-curricular activities. Children in receipt of PPG have a lower uptake in school clubs and wider opportunities, including trips and the Year 6 residential camp. These experiences can assist in fostering a healthy level of self-esteem; support with physical health and address social and emotional distance from peers. Missing these opportunities can create social isolation and a lack of interest in other learning opportunities.	All staff-led clubs will be free to families. Music lessons will be offered and funded for PP children, including 1 Rock steady place. PP families will be made aware that costs for educational visits can be met. PP families will be supported in engaging with external clubs if requested. Provide CPD for teachers through modelled lessons from specialists. Identify needs of children and provide opportunities to focus on arts that support e.g. music for spatial awareness and drama for writing. Develop a programme that allows all children to experience a range of musical instruments. Weekly outdoor session involving collaborative learning experiences with a high level of physical challenge, focussing on practical problem-solving, explicit reflection and discussion of thinking and emotion. Extra Forest School sessions for one term. Link with Sports Funding to ensure that PP children experience a range of sporting activities and levels of fitness are increased through targeted support. Financial support for educational visits will be offered to ensure all children can partake.	Inclusion: SC PE: SC PE: MG	3 x year

Children with behavioural and emotional difficulties have positive, supported lunchtimes and there are fewer behaviour incidents	To provide adequate lunchtime TAs and focus activities for identified children.	Due to identified social and emotional needs, language barriers or behaviour difficulties of some of the pupils in receipt of PPG, unstructured lunchtimes can result in dysregulation. All children are entitled to have a calm and happy lunchbreak to support mental health, learning behaviours and attainment.	OPAL (Outdoor Play and Learning) INSET training for all staff to consider the opportunities and support provided at lunchtimes. Development of outdoor provision and resources to allow for greater choice of play opportunities. Identified children to engage in play-based Thrive sessions to learn new games and ways to engage in play. Training for kitchen staff to be developed to support identified children. Sanctuary area provided each lunchtime for children who need a quiet or structured area. Play zones developed based on Thrive assessments to reflect the needs of children. Daily lunchtime SEBD interventions led by SLT for any identified children.	Inclusion: 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.	Evidence from our pupils in receipt of PPG shows that if there is a low interaction between parents and school, children can struggle to engage in home learning; attendance can drop, and behaviour incidences can increase at home and in school.	The Attendance Team will continue to focus on PP children and support parents to improve attendance, developing incentives to support children. Parental workshops will be held on how best to support your child academically as well as to develop a parent support network. Home Thrive plans created to support parents and children with transition between home and school. Spelling Shed and Maths Shed will be purchased so children can complete home learning without parental support and in an engaging way. Children without home-access will be given time during the school day as well as the option of paper-based home learning.	SENCo: AG Inclusion: SC	3 x a year
Total budgeted cost					6,307
Total planned expenditure					£20,000

Review: Due to the COVID-19 crisis and school lockdown, pupils' attainment was not measured until the autumn term. This showed that the gap between disadvantaged and non-disadvantaged pupils had grown during the lockdown period. Money was diverted into providing home learning packs and time was spent on checking on the welfare of (mostly) disadvantaged pupils and attempting to support parents remotely with home education.

The pupil premium in 2020-21 needs to be tightly focused on achieving specific attainment gains for pupils entitled to the PPG, as well as supporting our pupils' mental health and emotional needs.