

## Pupil Premium Strategy Statement – Moorlands Junior School

1. Summary information					
<b>School</b>	Moorlands Infant School				
<b>Academic Year</b>	<b>2020-2021</b>	<b>Percentage of school population eligible for PPG</b>	16%	<b>Date of most recent review</b>	Nov 2020
<b>Total number of pupils</b>	<b>205</b>	<b>Amount of PPG received per pupil</b>	£1320	<b>Date for next internal review of strategy</b>	June 2021
<b>Number of pupils eligible for PP</b>	<b>32</b>	<b>Total PP budget</b>	£44 385		

2. Current Attainment			
<b>% achieving expected standard at end of KS2</b>	<b>Pupils eligible for PP (6)</b>	<b>Pupils not eligible for PP (49)</b>	<b>National benchmark for non-eligible pupils</b>
<b>Reading</b>	50%	70%	73%
<b>Writing</b>	67%	82%	78%
<b>Maths</b>	33%	80%	79%
RWM	33%		65%

<b>3. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>	
<b>In-school barriers (issues to be addressed in school, such as poor oral language skills)</b>	
A	Attainment for Moorlands disadvantaged pupils was lower than the Trust averages for PPG pupils when the Term 1 baseline data was collected in October (except for Y3, 4, and 6 writing and Y6 reading).
B	For a small group of children entitled to the PPG, poor behaviour including attachment difficulties impacts on their ability to build relationships with peers and staff; this inhibits learning progress.
C	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.
D	We have identified that speech and language needs are disproportionately prevalent in the school this year among disadvantaged pupils (16% of disadvantaged pupils have SL needs compared to 3% of non-disadvantaged pupils)
<b>External barriers (issues which require action outside school, such as low attendance rates)</b>	
E	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.
F	Attendance is disproportionately low for pupils entitled to the PPG (Non-disadvantaged attendance 97.2%, disadvantaged attendance 92.7% in T1 2020)

<b>4. Desired outcomes</b>		
	<i>Desired outcomes</i>	<i>How they will be measured</i>
A1	Arithmetic scores for KS2 pupils entitled to the PPG will increase more than for non-disadvantaged pupils given their starting points.	Arithmetic scores in the Statutory Assessment tests in June compared to NFER arithmetic scores for these 6 pupils in October.
A2	Reading age scores for Y3, 4 and 5 pupils entitled to the PPG will increase more than for non-disadvantaged pupils given their starting points.	Reading age scores in June compared to reading age scores for these pupils in December.
A3	Spelling scores for disadvantaged pupils in Y5 will increase more than for non-disadvantaged pupils given their starting points.	Using Youngs Parallel Spelling assessment, taken in Terms 2, 4 and 6.
B & C	Children will have increased self-esteem, feel safer and will therefore be better able to engage in learning	Using Thrive assessments

D	Improved expressive and receptive language skills development for pupils identified as having speech and language needs	In KS2 progress will be measured against children's individual speech and language targets.
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5. Planned expenditure					
Academic year		2020-2021			
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. <b>Quality of teaching for all</b>					
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
<b>B&amp;C</b> Children will have increased self-esteem, feel safer and will therefore be better able to engage in learning	Whole school Thrive training for teachers and TAs	Thrive is a well-recognised and successful approach to addressing children's emotional and behavioural needs.	2 trained Thrive practitioners will be able to support class teachers and TAs and monitor the pupils' development through their Thrive assessments.	EH (and LF & CH)	July 2021
<b>D</b> Improved expressive and receptive language skills development for pupils identified as having speech and language needs	Training for SENCO, shared with teachers from Word Aware	This training was recommended and organised through the Speech and Language Inclusion Partnership	SENCO will monitor implementation.	EH	July 2021

<b>B&amp;A Panel for Juniors is £9486 (Infants £7029)</b>	<b>Total budgeted cost</b>	<b>£1800</b>
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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
<p><b>A1</b> Arithmetic scores for KS2 pupils entitled to the PPG will increase more than for non-disadvantaged pupils given their starting points.</p>	<p>Intensive Number Sense support for pupil premium children in KS2 (additional practice in small-group afternoon sessions)</p>	<p>Lack of knowledge of addition and subtraction facts has been identified by KS2 teachers as a barrier to children achieving the expected standard. Number Sense is an evidenced intervention that will support this.</p>	<p>Additional teacher time (1x afternoon per week) will be allocated to checking the implementation of this by TAs.</p>	<p>MC</p>	<p>Through assessments in T2, T4 and T6.</p>
<p><b>A2 &amp; A3</b> Phonics and spelling scores for KS2 pupils entitled to the PPG will increase more than for non-disadvantaged pupils given their starting points.</p>	<p>Additional resources (targeted phonic books and resources) purchased and used with PPG pupils significantly behind expectations for their age.</p>	<p>Phonics is widely recognised as being key to improving children's reading.</p>	<p>Additional 1:1 reading with these children will be tracked using children's reading records.</p>	<p>SM/EA</p>	<p>Phonics checks in T2 and T6; spelling age assessments in Terms 2, 4 &amp; 6</p>

<p><b>B&amp;C</b> Children will have increased self-esteem, feel safer and will therefore be better able to engage in learning</p>	<p>A TA will be trained to become a Thrive practitioner.</p> <p>Another TA will be ELSA-trained.</p> <p>Both will be re-deployed so that delivering Thrive and ELSA interventions are their full time roles.</p>	<p>Thrive and ELSA are well-recognised and successful approach to addressing children's emotional and behavioural needs.</p>	<p>Timetables will be adhered to and reviewed termly according to the needs of the children.</p>	<p>EH (and LF &amp; CH)</p>	<p>July 2021</p>
<p><b>B&amp;C</b> Children will have individual attachment and behavioural needs better met, resulting in increased engagement and progress in school.</p>	<p>Support will be regularly obtained from the range of professionals available through the Behaviour and Attendance Panel.</p>	<p>The Panel is a well established and efficient route for providing a range of support from consultancy to group intervention to 1:1 play therapy. It has proved effective in the past.</p>	<p>The panel has its own system of reviewing progress on individual cases, with which the school will engage.</p>	<p>EH</p>	<p>July 2021</p>

<p><b>D</b> Improved expressive and receptive language skills development for pupils identified as having speech and language needs</p>	<p>Double the amount of Speech and Language Therapy support.</p>	<p>Increased number of children with SLCN on SEN register. Many of these are PPG.</p> <p>Targeted support from S&amp;L therapist and follow up support from TAs</p>	<p>Timetable for S&amp;L therapist to ensure each child is receiving the number of sessions they need. Follow up support from TAs in timetabled and monitored by SENDCo</p>	<p>EH / JCr with JA</p>	<p>Term 4</p>
<p><b>Number sense £3 440; Phonics £2 280; Thrive &amp; Elsa training and provision £19 900; additional SLT £5 000; B&amp;A Panel £9486</b></p>					
<p style="text-align: right;"><b>Total budgeted cost</b></p>					<p><b>£40 106</b></p>

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?
E 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.	Offer free places at After School Clubs to pupils who are in receipt of FSM.	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.	Monitor the uptake for After School Clubs. Speak to parent(s)/carer(s) if no place has been taken up.	EH/ DP/JE	Term 3 and Term 5
FAttendance is disproportionately low for pupils entitled to the PPG	Prioritise PPG pupils for intervention from the CME0 when attendance is identified as being low.  Provide information to disadvantaged pupils' parents about their attendance rate	The CME0 has the best expertise to advise and support with low attendance.	Termly reviews of attendance	JE/ WB	Termly
				<b>Total budgeted cost</b>	<b>£2 480</b>
				<b>Total planned expenditure</b>	<b>£44 386</b>