

Pupil Premium Strategy Statement – Moorlands Schools Federation

1. Summary information					
School	Moorlands Schools Federation				
Academic Year	2020-2021	Percentage of school population eligible for PPG	15.2%	Date of most recent review	Nov 2020
Total number of pupils	362	Amount of PPG received per pupil	£1320	Date for next internal review of strategy	Feb / July 2021
Number of pupils eligible for PP	55 (Inf 23 Jun 32)	Total PP budget	£75320 I £30935 J £44385		

2. Current Attainment				
% achieving expected standard at end of KS1	Pupils eligible for PP (11)	Eligible for PP but not on SEN List (3)	Pupils not eligible for PP (39)	National benchmark for non-eligible pupils
	(Data taken from 2020 T1 results for Y3 cohort, using KS1 past SATs papers)			2019
Reading	36% (4/11)	33% (1/3)	74%	75%
Writing	36% (4/11)	33% (1/3)	77%	69%
Maths	27% (3/11)	33% (1/3)	69%	76%
% achieving expected standard in Phonics in Y1				84%
% achieving expected standard at end of KS2	Pupils eligible for PP (6)	Eligible for PP but not on SEN List (4)	Pupils not eligible for PP (49)	National benchmark for non-eligible pupils
Reading	50% (3/6)	75% (3/4)	70%	73%

Writing	67% (4/6)	100% (4/4)	82%	78%
Maths	33% (2/6)	50% (2/4)	80%	79%
RWM	33% (2/6)	50% (2/4)		65%

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	Disadvantaged pupils start KS1 and 2 with baselines lower than expected when compared to the Trust averages for PPG pupils when the Term1 baseline data was collected in October (except for Y1 reading, Y3,4, and 6 writing and Y6 reading).
B	For a 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, particularly following school closure in March 2019.
External barriers (issues which require action outside school, such as low attendance rates)	
D	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 to address gaps in the pupils' cultural capital.
E	Attendance is disproportionately low for pupils entitled to the PPG (Non-disadvantaged attendance 97.2%, disadvantaged attendance 92.7% in T1 2020)

4. Desired outcomes		
	<i>Desired outcomes and How they will be measured</i>	<i>Success Criteria</i>
A1	Improve pupils' fluency in addition, subtraction, multiplication and division by teaching a defined set of calculation strategies.	Progress shown through Arithmetic scores in the Statutory Assessment tests and NFER assessments
A2	Pupils entitled to the PPG have increased phonics knowledge and can apply this to reading and spelling in structured contexts.	Progress shown through Read, Write Inc termly assessments and Standardised Reading Tests – New Group Reading Test, SATS tests, NFER assessments % of vulnerable pupils passing Year 1 phonics screening is at least the national average.
A3	Pupils will have access to writing that is taught in a cohesive and progressive way which allows them to build and revisit writing knowledge over time.	% of vulnerable pupils working at ARE+ in writing is greater than that of previous year
B & C	A whole school approach for supporting and developing vulnerable pupils' emotional needs is consistently implemented and effective, resulting in an increased engagement in learning.	Progression through the Thrive developmental stages.
D	All children experience a variety of enrichment activities (virtually if necessary) and ambitions are developed and encouraged.	Increased engagement with school clubs/activities and external organisations/providers. Pupil voice evidence of growth mindset and high expectations.
E	Attendance of disadvantaged pupils is improved	% of pupils entitled to the PPG whose attendance meets the criteria for persistent absenteeism continues to decrease. % attendance of disadvantaged pupils is similar to non-disadvantaged pupils and closer to national levels.

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. 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?
A1 Improve pupils' fluency in addition, subtraction, multiplication and division by teaching a defined set of calculation strategies.	High quality first teaching of number in all classes Staff INSET training and PDMs on Number Sense Use of 'Ready to Progress' document to prioritise key areas of learning	EEF Pupil Premium Guide https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf	Maths development to feature on SDP Subject leadership release time for monitoring and supporting other teachers SLT monitoring Work scrutiny Bench marking of standards with other schools within the Trust	MC / JV / SS	Feb 2021 April 2021 July 2021

<p>A2 Pupils entitled to the PPG have increased phonics knowledge and can apply this to reading and spelling in structured contexts.</p>	<p>High quality first teaching of RWI in all EYFS and KS1 classes.</p> <p>INSET training for all staff in RWI</p> <p>Pupils grouped vertically according to stage</p>	<p>EEF Pupil Premium Guide https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p> <p>EEF Teaching and Learning Toolkit (Phonics) https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</p>	<p>Reading to feature on SDP</p> <p>Phonics lead to support teaching staff in daily phonics teaching</p> <p>Termly RWI assessments</p> <p>RWI tracking grids</p> <p>Phonics screening tools from previous years</p> <p>Point of impact 'Keep Up' quick fix RWI interventions for lowest performing 20% many of whom are entitled to the Pupil Premium, thereby ensuring they are supported to keep up with their peers</p>	<p>KS / SM</p>	<p>Feb 2021</p> <p>April 2021</p> <p>July 2021</p>
<p>A3 Pupils will have increased writing stamina and will understand how to write for a range of purposes and audiences.</p>	<p>High quality first teaching in all classes.</p> <p>Cohesive and progressive programme which allows pupils to build and revisit writing knowledge over time.</p> <p>Power of Reading – using quality texts as model for writing</p>	<p>EEF Pupil Premium Guide https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p>	<p>Writing to feature on SDP</p> <p>Writing leader released for monitoring and supporting other members of staff</p> <p>PDMs x 4</p> <p>Regular work scrutiny by SLT</p> <p>Bench marking of standards with other schools in the Trust</p> <p>Monitoring of teacher assessment</p> <p>Writing produced by children entitled to the Pupil Premium marked first by teachers and in the presence of the child wherever possible</p>	<p>EA / HM</p>	<p>Feb 2021</p> <p>April 2021</p> <p>July 2021</p>

<p>B&C A whole school approach for supporting and developing vulnerable pupils' emotional needs is consistently implemented and effective resulting in an increased engagement in learning.</p>	<p>Whole school Thrive training for teachers and TAs</p> <p>Additional full time Thrive practitioner</p> <p>Full time ELSA</p>	<p>Thrive is a well-recognised and successful approach to addressing children's emotional and behavioural needs.</p> <p>EEF Teaching and Learning Toolkit (Behaviour Interventions) https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/</p> <p>EEF Teaching and Learning Toolkit (Social and Emotional Learning) https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p>	<p>Weekly triage meetings between Inclusion lead, Thrive practitioner and ELSA</p> <p>Thrive individual and rescreen baseline data</p> <p>Thrive action plans</p> <p>ELSA target plans</p>	<p>EH</p>	<p>Feb 2021</p> <p>April 2021</p> <p>July 2021</p>
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<p>RWI training and resources £3,050; Number sense resources and provision £70; Thrive and ELSA training and provision £19,900 (I) £19,900 (J); B&A Panel £8,489 (I) £10,870 (J); Power of Reading subscription £350</p>	<p style="text-align: right;">Total budgeted cost</p> <p style="text-align: right;">£62,629</p>
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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 implementation?	
A1 Under performance in arithmetic is identified and addressed rapidly through effective and evidence-based interventions	Intensive Number Sense support for pupil premium children in KS2 (additional practice in small-group afternoon sessions) and Year 2	EEF The Attainment Gap report https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Attainment_Gap_Report_2018.pdf EEF Teaching and learning Toolkit (small group tuition) https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	Additional teacher time (1x afternoon per week) will be allocated to checking the implementation of this by TAs. Initial assessment of participating pupils using Number Sense placement assessments and tracking of pupils through Number Sense's six stages.	MC /JV / EH	Through assessments in T2, T4 and T6.	
A2 Under performance in early reading is identified and addressed rapidly through effective and evidence-based interventions	Daily RWI interventions across KS2 for identified pupils	EEF The Attainment Gap report https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Attainment_Gap_Report_2018.pdf EEF Teaching and Learning Toolkit (Phonics) https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/	Early reading to feature on SDP Additional 1:1 reading with these children will be tracked using children's reading records. Phonics lead and SENDCo to monitor intervention groups	KS / SM / EH	Termly	
RWI training and interventions £8,000; Number sense £3,440					Total budgeted cost	£11,440

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?
<p>D All children experience a variety of enrichment activities (virtually if necessary) and ambitions are developed and encouraged.</p>	<p>Offer free places at After School Clubs to pupils who are in receipt of FSM.</p> <p>Outdoor learning for all pupils to build resilience and problem-solving skills</p> <p>Additional Forest School opportunities for identified pupils.</p> <p>Virtual trips</p> <p>Pupil voice / school council</p> <p>Eco warriors</p> <p>Opportunities for financially supported music lessons including Rock Steady</p>	<p>EEF Teaching and Learning Toolkit (Collaborative Learning) https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/</p> <p>EEF Teaching and Learning Toolkit (Outdoor Adventure Learning) https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/</p>	<p>Monitor the uptake for After School Clubs. Speak to parent(s)/carer(s) if no place has been taken up.</p> <p>Discussion with Pupil Premium entitled pupils who are not engaging with enrichment activities to better understand and find ways round reasons for nonparticipation</p> <p>Contacts with external organisations/providers</p> <p>Engagement in virtual learning/enrichment activities</p> <p>Regular School Council meetings</p>	<p>EH/ JC / RK</p>	<p>Feb 2021</p> <p>April 2021</p> <p>July 2021</p>

<p>E Attendance of disadvantaged pupils is improved</p>	<p>Continue to embed rigorous attendance and punctuality systems</p> <p>Use of CPOMS to track attendance</p> <p>Referrals to Behaviour and Attendance panel for cases where school level support is not having impact</p>	<p>EEF Pupil Premium Guide https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPD_F.pdf</p>	<p>Attendance and punctuality data</p> <p>Records of interventions from attendance team</p> <p>Regular meetings with CMEO and school nurse</p> <p>CPOMS and weekly safeguarding meeting notes</p>	<p>KP</p>	<p>Termly</p>
				Total budgeted cost	
				Total planned expenditure	£74,069

6. Review of expenditure in 2020-2021 – Reviewed October 2021				
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	Cost
A1 Improve pupils' fluency in addition, subtraction, multiplication and division by teaching a defined set of calculation strategies.	High quality first teaching of number in all classes Staff INSET training and PDMs on Number Sense Use of 'Ready to Progress' document to prioritise key areas of learning	The change to remote learning had a more negative impact on the most vulnerable children (in line with national data). Only 34% of PP pupils were at ARE in Maths compared to 79% of non-PP children.	Additional training for teachers and TAs next academic year.	£3,404
A2 Pupils entitled to the PPG have increased phonics knowledge and can apply this to reading and spelling in structured contexts.	High quality first teaching of RWI in all EYFS and KS1 classes. INSET training for all staff in RWI Pupils grouped vertically according to stage	PP pupils made progress against their starting point but the most recent phonics check showed that only 37.5% of our disadvantaged pupils achieve the pass mark compared to 84% of non-disadvantaged.	RWI was only introduced in Term 4 and it will take some time for this to be embedded. Continue to embed RWI programme to achieve year on year improvement.	£8,050

<p>A3 Pupils will have increased writing stamina and will understand how to write for a range of purposes and audiences.</p>	<p>High quality first teaching in all classes.</p> <p>Cohesive and progressive programme which allows pupils to build and revisit writing knowledge over time.</p> <p>Power of Reading – using quality texts as model for writing</p>	<p>Due to the pandemic and school closures, writing levels were low in all year groups. This was reflected across other schools in the Trust.</p> <p>In KS2 73% of non-PP pupils were at ARE or above compared to 38% of PP pupils.</p> <p>End of KS2 data for Year 6 was better than other year groups: 73% non-PP at ARE or above compared to 62.5% of PP children.</p> <p>In KS1 71% of non PP pupils were at ARE or above compared to 28% of PP pupils.</p>	<p>Writing was particularly difficult to teach remotely.</p> <p>Writing will continue to be a focus for next year's PP Strategy at Trust and school level.</p>	<p>£3,534</p>
<p>B&C A whole school approach for supporting and developing vulnerable pupils' emotional needs is consistently implemented and effective resulting in an increased engagement in learning.</p>	<p>Whole school Thrive training for teachers and TAs</p> <p>Additional full time Thrive practitioner</p> <p>Full time ELSA</p>	<p>Whole staff Thrive training completed in January 2020.</p> <p>One member of staff trained as Thrive practitioner.</p> <p>Full time ELSA completed her training which had been postponed due to the pandemic.</p> <p>70% receiving Thrive or ELSA support are PP children.</p> <p>3 PP pupils were on a part time timetable at some point during the academic year. By the end of the year all three of these pupils were in school full time and accessing learning appropriate to their level.</p>	<p>Additional member of staff to train as Thrive practitioner as need for emotional support remains high particularly following the school closures.</p>	<p>£39,800</p>

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	Cost
A1 Under performance in arithmetic is identified and addressed rapidly through effective and evidence-based interventions	Intensive Number Sense support for pupil premium children in KS2 (additional practice in small-group afternoon sessions) and Year 2	<p>Due to the pandemic these groups were not able to run as anticipated and therefore the impact was less than expected.</p> <p>Staff absence made it difficult to run regular interventions</p>	<p>Additional training for teachers and TAs next academic year.</p> <p>Next year individual pupils will be identified for the school led tutoring programme.</p>	£3,440
A2 Under performance in early reading is identified and addressed rapidly through effective and evidence-based interventions	Daily RWI interventions across KS2 for identified pupils	<p>50% of pupils receiving daily RWI intervention were PP children.</p> <p>85% of these PP children progressed to at least the next group on the programme.</p> <p>38% of these PP children made two groups progress or came off the programme.</p>	<p>Continue to embed RWI programme to achieve year on year improvement.</p> <p>Regular phonics interventions will continue.</p> <p>Staff felt confident running the structured intervention following whole school training and support from Phonics Lead.</p>	£8,000

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	Cost
<p>D All children experience a variety of enrichment activities (virtually if necessary) and ambitions are developed and encouraged.</p>	<p>Offer free places at After School Clubs to pupils who are in receipt of FSM.</p> <p>Outdoor learning for all pupils to build resilience and problem-solving skills</p> <p>Additional Forest School opportunities for identified pupils.</p> <p>Virtual trips</p> <p>Pupil voice / school council</p> <p>Eco warriors</p> <p>Opportunities for financially supported music lessons including Rock Steady</p>	<p>All pupils received regular Outdoor learning.</p> <p>Majority of offsite trips were cancelled due to COVID. But some virtual trips took place.</p> <p>Parents offered discounts and payment schemes to help pay.</p> <p>7 PP children attended Rock Steady during the year.</p>	<p>Outdoor learning will continue as part of the curriculum for all pupils.</p> <p>Additional Forest School sessions will be offered to a group of PP children through the Behaviour and Attendance panel.</p> <p>We will continue to offer support for music lessons or school clubs.</p> <p>We will look for other opportunities for events and trips as restrictions are lifted.</p>	<p>£8,489</p>

<p>E Attendance of disadvantaged pupils is improved</p>	<p>Continue to embed rigorous attendance and punctuality systems</p> <p>Use of CPOMS to track attendance</p> <p>Referrals to Behaviour and Attendance panel for cases where school level support is not having impact</p>	<p>Attendance PP 2019/20 (Terms 1-4) 87%</p> <p>Attendance PP 2020-21 (Terms 1,2,5,6) 91%</p> <p>100% of referrals to the Behaviour and Attendance panel were PP children.</p>	<p>Attendance has improved but there is still a way to go.</p> <p>Some of our PP children struggled with the return to school after the second lockdown.</p> <p>One in particular has been referred to the Behaviour and Attendance Panel.</p> <p>Fortnightly attendance meetings were implemented in the summer term and these will continue into the next academic year.</p> <p>CPOMS provides instant access to attendance and safeguarding cases – allowing all contextual information to be considered and recorded – supporting evidence gathering to be used for CMES/Safeguarding referrals.</p>	
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