**Moorfield Primary** **Pupil Premium Strategy Statement 2020/21**

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| **Summary information** | | | | | |
| **School** | Moorfield Primary School | | **PP per pupil** | £1345 | |
| **Academic Year** | 2020/21 | **Total PP budget** | £26,900 | **Date of most recent PP Review** | November 2020 |
| **Total number of pupils** | 407 | **Number of pupils eligible for PP** | 20 | **Date for next internal review of this strategy** | March 2021 |

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| **The number of pupils supported within each current year group who receive the Pupil Premium Grant** | | | |
| **Year group** | **Number of Children in Year Group**  *(figures in brackets are without Resource Base pupils)* | **Number of Children in receipt of PP**  *(figures in brackets are without Resource Base pupils)* | **PP %**  *(figures in brackets are without Resource Base pupils)* |
| Year 1 | 55 (49) | 1 (1) | 2% (2%) |
| Year 2 | 51 (49) | 2 (2) | 4% (4%) |
| Year 3 | 59 (55) | 1 (1) | 2% (2%) |
| Year 4 | 64 (61) | 6 (6) | 9% (10%) |
| Year 5 | 64 (60) | 4 (3) | 5% (5%) |
| Year 6 | 61 (59) | 6 (6) | 10% (10%) |
| **Totals** | **407 (385)** | **20 (19)** | **5% (5%)** |

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| **A - Barriers to future attainment (for all pupils including those eligible for PP)** |
| **In-school barriers** *(issues to be addressed in school)* |
| Gap between vulnerable pupils and non-vulnerable pupils increased due to Covid |
| Upskilling staff to support intervention and diminishing differences |
| **B - External barriers** *(issues to be addressed in school which also require action outside of school)* |
| **Stockport Council Business Intelligence Team**   * Total of 16 pupils living in 25% most deprived areas * 4% of the total number attending the school   **IDACI (Income Deprivation Affecting Children Index)**   * Low income affecting 93 pupils (22%) in the five most deprived bands A-E.   **IMD (Index of Multiple Deprivation (Overall)**   * 85 children (20%) fall into the four most deprived bands with 62 children (15%) in Band D.   These factors can impact on: |
| Social and emotional wellbeing |
| A wide range of experiences |

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| **Addressing the barriers to learning: Summary of planned allocation of Pupil Premium 2020-21** | | | | |
|  | **Priority Actions** | **Approach** | **Cost** | **Desired Outcome** |
| **A** | Inclusion Lead to raise the status of ‘vulnerable’ pupils through providing support for Moorfield Stakeholders | Dedicated time weekly to lead Pupil Premium. Release time to drive and monitor interventions; leading TA’s & supporting staff.  To provide support provision for high need PP pupils, including liaising with outside agencies and parents. | £15,158 | * All pupils identified and supported * Pupils progress discussed at PP meetings * Diminishing differences achieved * Teachers and TA’s supported with intervention strategies to support learning * Families supported with home learning and regular school contact to provide advice and support |
| **A** | SENDCO to work alongside Inclusion Lead to provide additional support for ‘vulnerable’ pupils and families | To provide support provision for high need PP pupils, including liaising with outside agencies and parents. | £6,240 | * All pupils identified and supported * Pupils progress discussed at PP meetings * Diminishing differences achieved * Teachers and TA’s supported with intervention strategies to support learning * Families supported with home learning and regular school contact to provide advice and support |
| **A** | Supply Teacher providing, First quality teaching that provides learning experiences in pairs, groups, working collaboratively to develop communication, skills of working together, self esteem | To provide targeted intervention groups 2 days a week supporting Pupil Premium pupils | £1366 | * To address issues identified by class teachers/SLT in pupil progress meetings to follow up and consolidate * To allow for 1-1 or small group sessions for targeted support * To complete extension activities to improve progress for higher attaining pupils * To build the confidence and resilience in vulnerable learners * To see clear progress in pupils spoken language |
| **A** | Reading support for children with who are not meeting year group expectation as well as developing their confidence and reading skills | Coram Beanstalk Reading Volunteers one hour per week | £440 | * To address issues identified by class teachers/SLT in pupil progress meetings to follow up and consolidate * To allow for 1-1 or small group sessions for targeted support * To complete extension activities to improve progress for higher attaining pupils * To build the confidence and resilience in vulnerable learners * To see clear progress in pupils reading age and banded books |
| **A** | Appropriate CPD to support intervention for pupils | Extra CPD courses | £140 | * Inclusion Lead and SENDCo to provide CPD for staff to support pupils in class both academically and socially and emotionally |
| **B** | Using an electronic safeguarding tool to support the recording of concerns across the school | To monitor safeguarding, wellbeing and pastoral issues. Recording notes about interventions with PP pupils. | £940 | * Consistent system of recording ‘concerns’ relating to individual pupils and families. * Enable a ‘picture’ to be built up over time for pupils and families so appropriate support can be identified and signposted |
| **B** | A part time Pastoral Teaching Assistant who delivers targeted social and emotional interventions and also offers pastoral care to families. This ensures pupils are able to focus on learning and make academic progress  Using the outdoors to provide support for children with social and emotional difficulties | To provide specialised and tailored social & emotional support to vulnerable pupils 3 days per week | £10,961 | * To address issues identified by class teachers/SLT in pupil progress meetings to follow up and consolidate * To allow for 1-1 small group sessions for targeted support * To build the confidence and resilience in vulnerable learners * To work with pupils and families to build on work at home/school * To see clear progress in a reduction of negative behaviours in line with the behaviours for learning policy |

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| **Monitoring Strategy** | **Date of review** |
| Inclusion Lead analyses the end of year data and evaluates the impact of the strategy | End of academic year |
| Senior Leadership Team agree to strategy for the forthcoming year based on previous PP evidence | End of academic year |
| Final pupil progress meetings of the academic year identity pupils targeted for support in September | End of academic year |
| Half termly/termly pupil progress meetings identify the impact and progress of individual pupils | Half termly/termly |
| Each term the Inclusion Lead provides a report to be presented to the Governors. This identifies the quality of provision, the impact it is having and future areas for development/improvement | Termly |
| Attendance rates are closely tracked along with pupil progress and attainment and followed up where necessary | On-going –SIP target |

**Moorfield Primary** **Pupil Premium Strategy Summary and Evaluation 2019/20**

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| **Summary information** | | | | |
| **School** | Moorfield Primary School | | **PP per pupil** | £1320 |
| **Academic Year** | 2019/20 | **Total PP budget** | £38880 | |
| **Total number of pupils** | 419 | **Number of pupils eligible for PP** | 40 pupils | |

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| **The number of pupils supported within each current year group who receive the Pupil Premium Grant** | | | |
| **Year group** | **Number of Children in Year Group**  *(figures in brackets are without Resource Base pupils)* | **Number of Children in receipt of PP**  *(figures in brackets are without Resource Base pupils)* | **PP %**  *(figures in brackets are without Resource Base pupils)* |
| Year 1 | 51 (49) | 1 (1) | 2% (2%) |
| Year 2 | 60 (57) | 1 (1) | 2% (2%) |
| Year 3 | 65 (62) | 5 (5) | 8% (8%) |
| Year 4 | 65 (61) | 5 (4) | 8% (7%) |
| Year 5 | 61 (59) | 6 (6) | 10% (10%) |
| Year 6 | 61 (58) | 6 (5) | 10% (9%) |
| **Totals** | **363 (346)** | **24 (22)** | **7% (6%)** |

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| **Impact Statement** | | | | |
|  | **Priority Actions** | **Desired Outcome** | **Cost** | **Impact** |
| **A** | Speech & language therapy to ensure pupils develop their communication skills and promotes oracy | * To address issues identified by class teachers/SLT in pupil progress meetings to follow up and consolidate * To allow for 1-1 or small group sessions for targeted support * To build the confidence and resilience in vulnerable learners   To see clear progress in pupils spoken language | £0 | The impact of the Covid-19 Pandemic prevented the priority actions to be met |
| **B** | First quality teaching that provides learning experiences in pairs, groups, working collaboratively to develop communication, skills of working together, self esteem | * To address issues identified by class teachers/SLT in pupil progress meetings to follow up and consolidate * To allow for 1-1 or small group sessions for targeted support * To complete extension activities to improve progress for higher attaining pupils * To build the confidence and resilience in vulnerable learners   To see clear progress in pupils spoken language | MPS teacher cost tbc |  |
| **C** | Reading support for children with who are not meeting year group expectation as well as developing their confidence and reading skills | * To identify 6 children for 3,2,1 support. * To address issues identified by class teachers/SLT in pupil progress meetings to follow up and consolidate * To allow for 1-1 or small group sessions for targeted support * To complete extension activities to improve progress for higher attaining pupils * To build the confidence and resilience in vulnerable learners   To see clear progress in pupils reading age and banded books | £5261 |  |
| **D** | Fine motor skills therapy to support pupils with the skills needed to hold a pencil | * To improve children’s fine motor skills using a targeted intervention   To see clear progress in a range of books of improved handwriting and presentation | £1070 |  |
| **E** | First quality teaching that provides basic maths skills through Concrete, Pictorial (visual), Abstract (CPA) teaching to develop pupils understanding of number and the four operations | * To address issues identified by class teachers/SLT in pupil progress meetings to follow up and consolidate * To allow for 1-1 or small group sessions for targeted support * To complete extension activities to improve progress for higher attaining pupils * To build the confidence and resilience in vulnerable learners * To see clear progress in pupils arithmetic and written methods | MPS teacher cost tbc |  |
| **F** | Behaviour Support Service (BSS) –support for children with social and emotional difficulties | * To address issues identified by class teachers/SLT in pupil progress meetings to follow up and consolidate * To allow for 1-1 small group sessions for targeted support * To build the confidence and resilience in vulnerable learners * To work with pupils and families to build on work at home/school   To see clear progress in a reduction of negative behaviours in line with the behaviours for learning policy | Addressed through de-delegated budget |  |
| **G** | A part time Pastoral Teaching Assistant who delivers targeted social and  emotional interventions and also offers pastoral care to families. This ensures pupils are able to focus on learning and make academic progress  Using the outdoors to provide support for children with social and emotional difficulties | * To address issues identified by class teachers/SLT in pupil progress meetings to follow up and consolidate * To allow for 1-1 small group sessions for targeted support * To build the confidence and resilience in vulnerable learners * To work with pupils and families to build on work at home/school   To see clear progress in a reduction of negative behaviours in line with the behaviours for learning policy | £10078 |  |
| **H** | Funding for class trips and visitors to school, to enable the children to access a wider range of experiences and have more of an understanding of the world around them | To provide pupils with ‘experiences’ they may otherwise not experience to develop their understanding of 21st Century Britain and provide imagination to support them with learning in the classroom | Addressed through MHSA tbc |  |
| **I** | Education Welfare Officer working with the Inclusion Lead to apply LA protocols for absence and persistent absence | * To address issues of absence and/or punctuality identified by class teachers/SLT weekly/monthly/half termly   To apply LA protocols to challenge and support families to improve individual pupil attendance | Addressed through main school budget |  |

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| **Current attainment based on end of year July 2020 (KS1/KS2 SATs) – SATs unable to take place due to Covid restrictions** | | |
|  | *Pupils eligible for PP (figures in brackets are without Resource Base pupils )* | *Pupils not eligible for PP (figures in brackets are without Resource Base pupils)* |
| **End of KS1** |  |  |
| % achieving expected standard in reading |  |  |
| % achieving expected standard in writing |  |  |
| % achieving expected standard in maths |  |  |
| % achieving expected standard in reading, writing and maths |  |  |
| % achieving greater depth in reading, writing and maths |  |  |
| **End of KS2** |  |  |
| % achieving expected standard in reading |  |  |
| % achieving expected standard in writing |  |  |
| % achieving expected standard in maths |  |  |
| % achieving expected standard in reading, writing and maths |  |  |
| % achieving greater depth in reading, writing and maths |  |  |