



EVALUATED Moorthorpe Primary Pupil Premium Strategy 2019 /2020

Due to lockdown in March 2020 and the cancellation of end of year summative assessments, we have no data to show the impact of this PP plan.

1. Summary information					
School	Moorthorpe Primary School				
Academic Year	2019-20	Total PP budget	Approx. £84,480	Date of most recent PP Review	n/a
Total number of pupils	241 (plus 20 LF)	Number of pupils eligible for PP 2019 (£1,320 per pupil x 64)	R-6: 64 (27.4%)	Date for next internal review of this strategy (reviewed termly)	March 20 Jul 20

	Total number of pupils in each year group	Total number of PP pupils in year group	% of PP Pupils in each year group
Reception	36	8	22%
Year 1	42	9	21%
Year 2	39	12	31%
Year 3	27	11	41%
Year 4	31	7	23%
Year 5	30	8	27%
Year 6	28	9	32%
Total	233	64	27.4%



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Main barriers to educational achievement

When making decisions about using pupil premium funding it is important to consider the context of the school and the barriers to learning that our children face.

The majority of our children begin school at low starting points. Barriers and challenges faced by some of our disadvantaged pupils are many and varied but often include:

EYFS entry data - children come in below average (see EYFS entry profiles). One of the lowest areas is speaking and listening (94% came in at 22-36 months or below) . PSED is also a weak area (100% of the children are came in at 22-36 months or below)
Poverty. The Income Deprivation Indicator ranks the school 77th out of 114 primary schools in Wakefield with 35% of pupils in the top 10% most deprived. (IDACI score). This is related to their home life. Examples include; dysfunctional home: mental health, domestic violence, poor basic skills, unemployment, drugs and alcohol.
Reduced cometenacy in reading (eg: slower progress through phonics/ less home reading)
Reduced competency in solving maths problems / mental arithmetic
Writing - receptive vocabulary (BPVS) lower, understanding of vocabulary and sentence construction an issue.
Lack of aspirations and attitude to learning
Behaviour issues for a small group of pupils (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers.

In addition to considering the barriers that our children face, we have examined the impact of current interventions and strengths in place; analysed our data thoroughly; and made use of a range of research (Education Endowment Foundation Toolkit, Sutton Trust) to inform our decision making and identify our key priorities.

Strengths (current interventions and strategies already in place):

- An ethos of attainment for all pupils - high aspirations and expectations for all children with all teachers knowing which children are eligible for Pupil Premium (colour coded class lists)
- Effective behaviour strategies implemented to ensure lessons run smoothly and no learning time is lost.



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- Priority focus on high-quality teaching for all across school.
- Good and improving teaching and learning across the school.
- An improving focus on the effectiveness and skills of teaching assistants.
- SLT guidance and support in the use of data by all staff resulting in targeted intervention and support.
- Good relevant CPD for all staff.
- Pupil Premium Leader who is part of the SMT plus collective responsibility as an SLT.
- Second qualified teacher appointed in year 6 to deliver interventions in year 6 also in year 2 from Christmas
- Barriers to learning identified by all class teachers and provision maps in place

2018-19 Data:

Last year's data suggest that this year's focus needs to be on:

EYFS/KS1

- To continue to improve outcomes for children within the EYFS FSM group from below typical outcomes.
- To ensure continued increase in standards across specific areas increases. SLCN continues to be a priority area for the school.
- To ensure that funding is targeting disadvantaged pupils in EYFS, year 1 and 2 to secure improved outcomes in phonics.
- To ensure the reading curriculum is engaging for disadvantaged pupils (especially boys) with a focus on using phonetically decodable books to apply phonic skills.
- To ensure that the texts, structures and sequence of learning supports their rapid progress in reading and writing.
- To support disadvantaged pupils who leave EYFS as emerging, so that a greater proportion achieve expected at the end of year 2.
- To target year 2 disadvantaged children (especially boys) so that a greater proportion reach greater EXS and GDS by the end of year 2.

KS2

- To ensure that funding is targeting disadvantaged pupils in KS2 to secure improved outcomes, not only to reach EXS but GDS.
- To ensure that the reading curriculum is engaging for disadvantaged pupils (especially boys) with a focus on how we engage pupils and ensure that the texts, structures and sequence of learning supports their rapid progress.



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- To ensure the implementation of Accelerated Reader has impact in ensuring disadvantaged pupils are reading more regularly and are scoring 80% + on AR reading comprehension 'quizzes.'
- To target support to ensure that a greater percentage of pupils (especially boys) meet the expected standard in reading and maths.
- To target support to ensure that some disadvantaged pupils reach greater depth in reading and maths and a greater percentage reach GDS in writing.

Key Priorities:

This year our priorities are:

To improve pupil outcomes in Phonics, so that percentage of pupils reaching the expected standard is close to National, ensuring the delivery is pacy in early years.

To further improve the quality of teaching and learning in Reading and Writing throughout the school thus improving pupil outcomes so that percentage of pupils reaching the expected standard is close to National.

To develop the effectiveness of middle leaders so that they contribute further to overall school improvement priorities.

To develop the role of governors to ensure they effectively hold leaders to account and play a full role in supporting and challenging them further.

To improve attendance to 96% and reduce persistent absence so it moves closer the National, continually evaluating and adapting strategies as and when necessary.

To develop a broad curriculum which is ambitious and engaging and meets the needs of all learners including disadvantaged and those with SEN.

Planned Expenditure: £25,000

Academic Year - 2019-2020



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Desired outcome	Chosen action / approach / costs	Evidence rationale choice	and for	Implementation	Staff lead	Review date
1) To improve attainment and narrow the gap between Pupil Premium and non-Pupil Premium children in reading, writing and maths						
To improve attainment and narrow the gap between Pupil Premium and non-Pupil Premium children in reading, writing and maths.	<p>Reading - Purchase of Accelerated Reader Programme (UFS - Y6) (£2,542.34) New AR books (£2,457.66)</p> <p>Purchase of whole class sets of novels (y1-y6) (£2000)</p> <p>Nessy online reading intervention (£240)</p> <p>Maths Times tables rock stars (£131.40)</p> <p>Staff costs Extra Yr 6 teacher to deliver intervention reading / maths (£10,000)</p>	<p>KS2 2019 RWM 40% compared to 71% National all others. Gap increased to 31% from 24%. Reading 40% compared to 78% National all others. Gap increased to 38% from 11%. Reading 0% GDS compared to 15% in 2018 Writing - 67% pp compared to 83% National all others Maths 60% PP compared to 84% National all others</p> <p>KS1 2019 Reading - 50% PP compared with 79% National all others</p>		<p>Success Criteria: Gap to have narrowed between PP and Non PP in reading, writing and maths</p> <ul style="list-style-type: none"> Ensure that quality first teaching is taking place across school. Support is put into place for any teachers who are less than good. Quality CPD provided where necessary. All staff working within the class to be aware of the pupil premium children. Rigorous performance management for both teachers and support staff to be focused on teaching, learning and assessment. Each pupil premium child to be spoken about individually in pupil progress meetings. Conversations held with staff to share good practice. Data analysed thoroughly to ensure we are on track. Interventions tracked and monitored and provision maps in place - Accelerated Reader/ Times tables Rock Stars / Nessy in place 	DB/HD/EJ/GC	Dec 2019, and then termly after each assessment.



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	<p>Release time for literacy lead to develop reading across school (1/2 afternoon per week - £3000)</p> <p>Training costs for 1-1 phonics boosting (£80)</p>	<p>Writing - 50% compared to 74% National all others</p> <p>Maths - 63% PP compared to 80% National all others</p> <p>EYFS 2019</p> <p>Reading - 63% PP compared with 79% National all others</p> <p>Writing - 63% compared to 76% National all others</p> <p>Maths - 63% PP compared to 82% National all others</p>	<ul style="list-style-type: none"> Reading quizzing records of PP were closely monitored on a weekly basis and children who were not reading at home were heard read more frequently in school. Half termly analysis of PP progress in reading using AR Star Reading reports. Reading rewards in place and class reading displays celebrate achievements. Y2 and Y6 SAT booster groups in school and after school. Y1 and Y2 1-1 and group phonics booster sessions which hlta/phonics champion. 		
Planned Expenditure £5,000					
Academic Year - 2019-2020					
Desired outcome	Chosen action / approach	Evidence and rationale for choice	Implementation	Staff lead	Review date
2) To continue to narrow the gap between Pupil Premium and non-Pupil Premium boys in writing					
To narrow the gap between Pupil Premium and non-Pupil Premium boys in writing	<p>Writing</p> <p>Quality CPD for all teachers: Hywel Roberts 'Imagineering' to enhance curriculum and encourage opportunities for writing.(£1,250)</p>	<p>EYFS 2019</p> <p>Writing - 63% compared to 76% National all others</p> <p>KS1 2019</p> <p>Writing - 50% compared to 74% National all others</p>	<p>Success Criteria: Writing gap to narrow between PP and non PP children</p> <ul style="list-style-type: none"> Use of experts to inspire a love of writing. All pupils will have regular access to online spelling activities. Increased 	CT/DB	December 2019



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	<p>New Spelling scheme purchased (Spelling Shed) Implemented from years 2-6. (£150)</p> <p>All staff trained to use Spelling Shed</p> <p>Purchase of novels (with a focus on boys interests) to support writing (£1000)</p> <p>Rainbow words resources and training for support staff</p> <p>Diane Stinson in to look at Year 6 writing - look at gaps/ common themes that need addressing (1 x morning session) (£650)</p>	<p>KS2 data Writing - 67% pp compared to 83% National all others</p>	<p>practice and levels of engagement lead to improved performance in spelling which is evident in their writing and in assessments.</p> <ul style="list-style-type: none">• English Co-ordinator to lead on planning engaging and purposeful writing using quality texts and our new wider curriculum.• Support staff deliver effective interventions using Rainbow words resources.• Y6 teachers are confident in target areas to address with individuals/ group/ class to ensure increased numbers get to EXS and GDS		
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Planned Expenditure £5,000					
Academic Year - 2019-2020					
Desired outcome	Chosen action / approach	Evidence and rationale for choice	Implementation	Staff lead	Review date
3) To narrow the attendance gap between Pupil Premium and non- pupil premium children.					
<p>To increase attendance rates for all PP children.</p> <p>To reduce the % of PP children with persistent absenteeism.</p> <p>To reduce the number of lates and unauthorised absences.</p>	<p>Identify Pupil Premium children who are persistently absent.</p> <p>Provide additional support to parents: phonecalls, offer to pick up pupils, send letters, notify when attendance is at risk of falling below 90%. Fast track meetings</p> <p>Weekly rewards for individuals and classes</p>	<p>2018-2019 attendance improved slightly overall</p>	<p>Success criteria - PP attendance to be narrowed from last year</p> <ul style="list-style-type: none"> • Staff monitor pupils attendance and quickly follow up on absentees. • Free breakfast and after school club offered. • Further support in place: Phonecalls to offer to pick up pupils, send letters, notify when attendance is at risk of falling below 90%. • Fast track meetings with parents and EWO. • Half termly meetings with teacher/HT/LM to discuss attendance of PP children. All pupils discussed in detail. 	DB/JH	Dec 2019



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	<p>Half termly reward shop set up, with credits for children (£1000)</p> <p>End of year rewards (gold badges, attendance stationary, ice cream van for 100%) (£300)</p> <p>Funding towards the cost of trips and experiences to supplement wider curriculum (inc pantomime) £2000</p>		<ul style="list-style-type: none">• Pupil Premium Leader to have weekly release time to monitor and track children.• Individual and class rewards in place for target children.• An innovative and exciting curriculum has been embedded in order to inspire children to come to school including theatre productions, drumming lessons, termly trips/visitors.• The school monitoring cycle will continuously evaluate provision.		
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Planned Expenditure £50,000					
Academic Year - 2019-2020					
Desired outcome	Chosen action / approach	Evidence and rationale for choice	Implementation	Staff lead	Review date
4) To continue to provide nurture, behaviour and intervention support for disadvantaged pupils.					
To support children in making the right behaviour choices the behaviour and attainment of vast majority of targeted pupils.	Pivotal training for HT & two AHT (£240) Dedicated member of staff to run ELSA (Learning mentor wage) (£22,000) PIMS intervention Autumn term (£2,632.88) Employ Inclusion Leader (4 days p/w) to continue PIMS programme and work with vulnerable families from Easter 2020 (£21,921) Further resources for nurture (£1,000)	School data shows that more PP children have behavioural issues than Non- PP children (CPOMS) EEF evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	Success Criteria: The number of behavioural incidents for pupil premium children is reduced (lunch time detention/CPOMs logs). Staff in classrooms can concentrate on teaching and learning. <ul style="list-style-type: none"> • Ensure identification of target pupils is fair, transparent and properly recorded. • Promote behaviour policy through school. • Behaviour mentor to communicate with parents before intervention begins. • Deliver new and existing interventions - including ELSA, Socially Speaking, art therapy and Lego Therapy. • Learning mentor to have conversations with targeted children. • Develop restorative approaches and focus on positive behaviours. • Data to be shared with HT each month. • 1:1 behaviour support to be given to children who need it. 	DB/ JH	Dec 2019



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	Interventions - Art Therapy, Lego Therapy (150)				
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