



Moorthorpe Primary Pupil Premium Strategy 2020/2021

1. Summary information					
School	Moorthorpe Primary School				
Academic Year	20/21	£83,390		Date of most recent PP Review	N/A
Total number of pupils	240	Number of pupils eligible for PP	62 (25.72%)	Date for next internal review of this strategy	July 21

2. Current attainment		
(End of Autumn 2020)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in		
% making expected progress in reading (as	27.3%	50%
% making expected progress in writing (as	18.2%	43%
% making expected progress in mathematics (as	30.9%	54%
3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Quality first teaching across all subjects	
B.	Improve rates of attainment with a focus on receptive vocabulary and speech and language, particularly in Early Years	
C.	Impact of behaviour on attainment across school	
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)		
D.	Socio-economic factors – poverty, reduced income, engagement of parents (links to Covid)	



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4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Audit of teaching staff linked to teaching standards, use of CPD to address areas in need of significant development, coaching amongst staff using 'experts'.	<ul style="list-style-type: none">• Implementation of CPD to ensure QFT in all classes• Monitoring by DB/HD• Staff led CPD & monitoring within subjects
B.	Improve rates of progress and increasing attainment for all groups of pupils and those eligible for PP in all classes.	<ul style="list-style-type: none">• Use of EEF toolkits to support in class, early intervention• CPD for LSA in key areas to support class teacher• Implementation of interventions across school
C.	Reduce impact of behaviour on attainment for individuals and classes	<ul style="list-style-type: none">• Use of nurture/pastoral support to target individuals• Use of outside agencies to offer training to staff• Social skills interventions in place• Monitoring of attainment by SLT/HD
D.	Provide the social and emotional support necessary to support children's return to school following the Covid-19 pandemic.	<ul style="list-style-type: none">• Increased attendance rates for PP children• Nurture/pastoral interventions in place to support key children• Communication with parents and support systems to allow for targeted help



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5. Review of expenditure

Previous Academic Year	2019-2020
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i. See reviewed plan on the school website
ii. Note – due to Covid-19 there is no end of year data and many actions were incomplete.

6. Planned expenditure

Academic year	
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	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>Increase the proportion of Good & Outstanding teaching. Specific focus in Phase 1 on QFT across school.</p> <p>Improve rates of progress and increasing attainment for all groups of pupils and those eligible for PP in all classes.</p>	<p>Implement a bespoke coaching programme using staff strengths alongside outside CPD to support individual staff members in key curriculum areas.</p> <p>Cost two days a week supply £169 X 25</p>	<p>We want to continue to make best use of the expertise we have in school in order ensure that our new teachers are well inducted into school and quickly move to providing a Good quality of education.</p> <p>We also want to develop our teachers providing a Good quality of education so that they know what are the characteristics of Outstanding and are able to move towards it.</p> <p>Evidence from 'Developing Great Teaching' from Teacher Development trust using a rationale and review based system which allows for maximum impact for both practitioners and pupils.</p>	<p>DB/HD to oversee the impact of the coaching programme through the monitoring programme and SLT activities.</p> <p>Create a cycle of follow-up, consolidation and support activities to ensure monitoring remains relevant for both coaches and staff receiving support.</p>	DB, HD	<p>On-going review through workbook monitoring, lesson observations and pupil discussions.</p> <p>3 assessment points across the academic year.</p> <p>Staff 'experts' to coach individuals based on need supported by HD following model outlined in 'Developing Great Teaching'</p>
Total budgeted cost					£8,450



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ii. Targeted support					
Action	Intended outcome	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>Improve rates of progress and increasing attainment for all groups of pupils and those eligible for PP in all classes.</p> <p>Focus on receptive vocabulary, Speech & language, Phonics & reading skills</p>	<p>Implement a phonics tracker for those children who have not had the opportunity to complete the Year 1 screening & Y2 retake due to the Covid-19 pandemic.</p> <p>Cost £465 for Phonics tracker, £183 for phonetically plausible reading books & £250 for resources).</p> <p>Cost of Nessy £240 (Reading & Spelling)</p> <p>Cost of EdShed £150</p> <p>Speech and language therapist will work with identified children to improve speech and language</p>	<p>Children were not able to complete Y1 screening. (14 pupils or 32% of this group PP)</p> <p>Lack of vocabulary impacts attainment across the curriculum, particularly in Reading and Writing.</p> <p>Many of our children start in our Nursery with reduced speech/vocabulary in line with the age-related expectations</p>	<p>Staff to receive phonics training. CT & NS to monitor implementation and provide additional CPD as required.</p> <p>Use of EEF toolkit on Early Literacy Communication</p> <p>Implementation of NELI – Nuffield Early Language Intervention (government funded)</p> <p>Trial purchased of Lexia intervention to monitor impact including staff training. Initial month to tracked and impact evaluated. Cost £3,580</p> <p>Lease of laptops and headphones to enable access to Lexia for all targeted pupils 3 times per week</p> <p>Speech and language therapist in school fortnightly (Jan – Jun) to work with identified pupils Cost £3,333</p>	<p>DB/HD</p> <p>Supported by CT (Literacy lead)</p> <p>HD/DB</p>	<p>Autumn term and then on-going through 2020 21.</p> <p>Update: Nov 2020 7 pupils or 50% passed in Y2</p> <p>Spring term 2021 – to continue through school year</p>
<p>Focus on arithmetic and mental maths skills</p>	<p>Times Table Rockstars embedded and widely used to increase speed of times tables recall.</p>	<p>Maths attainment remains below National. Lack of times tables knowledge affects their ability to complete more complex calculations. Speed must improve to complete Y4 multiplication test.</p>	<p>Staff to continue to use White Rose Maths Cost £99.00 and Times Table Rockstars £157.68</p>	<p>CTh</p>	<p>June 2021</p>



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<p>Reduce impact of behaviour on attainment for individuals and classes</p>	<p>Nurture groups in place to target specific year groups (Y2, Y5) This will also include in class support Cost of Inclusion mentor £21,921</p> <p>Delivery of ELSA programme to identified individuals</p> <p>Dedicated member of staff to run ELSA Learning mentor Wage £31,380</p> <p>Use of outside agencies for support where needed.</p> <p>You, Me & PSHE scheme embedded</p>	<p>Identified vulnerable children/families across school</p> <p>Attainment of PP children identifies a need to reduce the barriers to learning our pupils face.</p> <p>To use staff to effectively support key children whilst ensuring minimal impact on peers.</p> <p>Targeting Year 2 & 5 (whole class across 2 terms) to 'skill' our children in self-regulation and offer strategies to manage their challenges effectively.</p>	<p>Continued monitoring of PP pupils across the curriculum</p> <p>Targeted support for our most vulnerable children.</p> <p>Priority to vulnerable children to access the ELSA programme</p> <p>Referral to Nurture groups by class teacher and tracked by LG (HD/DB to assimilate this data alongside other PP data)</p>	<p>SMT/HD</p> <p>DB/JH</p> <p>LG/DB/HD</p>	<p>Autumn term and then on-going through 2020 21.</p>
<p>Employ extra part time TA in Y5 – from Jan – Aug 2021 to offer targeted support in English and Maths.</p>	<p>Offer targeted support and help them catch up to be Y6 ready. £4,967.40</p>	<p>This cohort have missed 5 months of their Y4 curriculum and are now facing a disrupted time in Y5. They need boosting before Y6 SATs and their move to high school.</p>	<p>The TA will receive support/ online training with a more experienced TA in Y6. TA will prioritise PP children for 1-1 reading and other support.</p>	<p>HD, DB</p>	
<p>Employed apprentice nursery nurse to provide extra support for EYPP pupils.</p>	<p>Support early speech and language, reading, personal development etc £4,010</p>				
Total budgeted cost					£71,036.08



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iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provide the social and emotional support necessary to support children's return to school following the Covid-19 pandemic (ongoing)	<p>Offer support to pupils and their families using resources available to us in school</p> <p>Ensure key families have a point of contact in school</p> <p>Use of Nurture in targeted groups</p>	<p>Many of our families have been impacted financially by the pandemic.</p> <p>As outlined in the 'Impact of school closures on the attainment gap' EEF June 2020, we know the significant impact the closures have had academically, but the emotional impact is much harder to gage.</p>	<ul style="list-style-type: none"> • Increased attendance rates for PP children - JH to liaise with families to support where needed. • Nurture/pastoral interventions in place to support key children • Communication with parents and support systems to allow for targeted help – JH/DB/LG to be first point of contact along with class teachers. 	DB/SLT Supported by HD/EJ/JH/LG	Autumn term and then on-going through 2020 21.
Provide school leaders with effective CPD to engage with and apply evidence informed practice across the school to support decisions around improving outcomes for pupils, especially disadvantaged pupils.	<p>Maximising the Impact of Pupil Premium to improve outcomes in Literacy</p> <p>Improve metacognition & Self-Regulated Learning</p> <p>Provide more effective support to parents with their children's Learning</p> <p>Cost of One Wakefield Programme £500 Cost 20 days HLTA costs £1677</p>	<p>Overall, the gap between disadvantaged pupils and non-disadvantaged pupils remains – there is little evidence that the gap is diminishing.</p> <ul style="list-style-type: none"> • Disadvantaged pupils across Wakefield significantly underperform compared to their peers and nationally. 	<ul style="list-style-type: none"> • H Doyle (PP Leader) and C Turner (English Leader) will attend all sessions and engage fully and actively with all aspects of the One Wakefield programme • HT will provide the release time needed for participants to complete any required intersessional tasks • Involve senior leaders and governors in the programme, including giving updates and disseminating learning where appropriate and relevant, in line with the school's priorities • Provide feedback on the 		July 2021
Total budgeted cost					£2,177



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7. Additional detail

Total spend £81,663.08 **Left to spend £1,726.92**

Proposed spending:

Story books for use as part of the ELSA and Wellbeing programmes – especially those linked to mental health. Also books for use for whole school wellbeing projects (In my heart by Jo Witek)

J Hardy, L Grace & G. Currie to devise list. These to be available in the newly decorated Rainbow Room (Nuture Room) when finished.

Other games and resources to support mental health and wellbeing to go in the Rainbow Room to replace those destroyed.