



Pupil Premium Strategy 2019 -20

1. Summary information					
Academic Year	2019-20	Total PP budget	£64,640	Number of children PP and SEN	5
Total number of pupils	505	Number of pupils eligible for PP (from 1.9.19)	50	Number of children PP and EAL	0

2. KS2 Attainment	Pupils eligible for PP % achieving NS or above	National Non-disadvantaged % achieving NS or above
2018 KS2 SATs	School - 18 children (4 of whom were PP and SEN)	National non-disadvantaged
% meeting expected or above standard in reading, writing and maths	71%	64%
Overall progress in reading	-2.13	0.03
Overall progress in writing	-1.39	0.03
Overall progress in maths	-1.01	0.03
2019 KS2 SATs	School – 7 children (2 of whom were PP and SEN) *	National non-disadvantaged
% meeting expected or above standard in reading, writing and maths	29%	65%
Overall progress in reading	0.1	0.03
Overall progress in writing	-5.4	0.03
Overall progress in maths	-2.9	0.03

**of the 7 PP in the 2019 Y6 cohort, a number had significant additional barriers to learning, including: SEN – 2 pupils, SEMH – 5 pupil, attendance – 1 pupil*

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
a.	A number of PP children this year are working below the expected standard in reading, writing and maths
b.	Well-being: a large proportion of PP pupils have personal, social and emotional barriers to learning, which may affect their academic progress (44%)
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
c.	22% of current disadvantaged pupils have experienced early trauma, which impacts their ability to reach their potential: 5 pupils are CLA and 6 pupils are Post-CLA
d.	Lower attendance averages for pupil premium pupils compared to non-PP pupils
e.	Some low-income families find it harder to afford extra enrichment activities, which can help pupils to achieve well.

4. Desired outcomes and how they will be measured		Success criteria
a.	<p>Below expected attainment</p> <p>Pupils working below ARE in reading, writing and maths will make accelerated progress to close the gap with non-disadvantaged pupils, through:</p> <ul style="list-style-type: none"> quality first teaching for all pupils – achieved through training in key teaching and learning strategies effective assessment of gaps and barriers to learning targeted ‘closing the gap’ provision and interventions <p>Progress will be evident from termly data analysis.</p>	<ul style="list-style-type: none"> The percentage of pupils achieving the expected standard or above in reading, writing and maths will have increased from 2019 results. Disadvantaged pupils will show increased motivation, self-confidence and independence; they can accept challenge and to develop a positive, more confident outlook towards themselves and their work.
b.	<p>Social and emotional barriers</p> <p>Disadvantaged pupils with social and emotional barriers to learning will make increased progress as a result of effective pastoral care and support:</p> <ul style="list-style-type: none"> Staff are trained to support pupils’ well-being Carry out early identification and tracking of SEMH needs Implement appropriate early intervention <p>Progress will be evident from termly pupil progress meetings.</p>	<ul style="list-style-type: none"> Pupils will make good progress, evidenced by keeping pace with the curriculum, and closing gaps. They will be consistently ready to learn, display positive learning behaviour and have increased self-esteem and confidence. This will be evident through pupil feedback and through general observations and monitoring.
c.	<p>SEMH and Attachment difficulties</p> <p>Key disadvantaged pupils with emotional and mental health needs that have experienced early trauma, will receive effective, high quality support:</p> <ul style="list-style-type: none"> training for all staff to support attachment issues and early childhood trauma effective assessment of areas of need/difficult appropriate early intervention and support <p>Progress will be evident from regular progress reviews (TAC, EHA, in-school team meetings).</p>	<ul style="list-style-type: none"> Targeted pupils (Pupil Premium Plus) will make good progress in their personal, social and emotional development, which will have a positive impact on their academic progress. This will be evident through appropriate assessment tools (SDQs, Boxhall Profiles and school systems).
d.	<p>Attendance</p> <p>Attendance of PP children improves and is in-line with non-PP children through:</p>	<ul style="list-style-type: none"> Attendance rate of all pupil premium pupils will be at least 96%, in line with other pupils.

	<ul style="list-style-type: none"> • weekly monitoring • Support programmes/attendance plans 	<ul style="list-style-type: none"> • There will be no persistent absenteeism from PP group. Monitoring will show PP children have good attendance.
e.	<p>Enrichment opportunities</p> <p>Parents/Carers more able to access help and financial support to ensure those pupils entitled to PP are not disadvantaged and can access enrichment opportunities. Children who are entitled to the PPG will receive a credit towards music lessons, educational visits (including residential) and other enrichment clubs.</p>	<ul style="list-style-type: none"> • Disadvantaged pupils have positive attitudes to school and learning and achieve well. • Pupils will engage fully with school life, accessing clubs and extra-curricular events and activities.

5. Planned expenditure						
Academic year		2019-20				
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.						
Quality of teaching for all						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it will be implemented well?	Staff lead	Review	Cost (approx.)
<p>Training for all staff to improve teaching and learning strategies ensuring consistent, high, quality first teaching</p> <p>Improved assessment strategies for foundation curriculum to ensure that disadvantaged pupils make good progress across the curriculum</p> <p>Training on the teaching of vocabulary as a tool to improve reading and writing across the curriculum</p>	<p>Training in key pedagogical strategies (Learning Classrooms, Seven Strategies, attitudes to learning).</p> <p>Training for Subject Leaders/teachers to improve assessment strategies to identify knowledge and vocabulary deficits for disadvantaged pupils.</p> <p>Provide interventions to close gap prior to teaching.</p>	<p>The school has identified how many of our disadvantaged pupils lack confidence, resilience and motivation to achieve highly; this contributes to lower outcomes than non-disadvantaged pupils.</p> <p>Research is indicating the language and vocabulary deficits are a key factor in the lower achievement of disadvantaged pupils and this is the case at Moulton.</p>	<ul style="list-style-type: none"> • Training will be based on proven research (growth mind-set, collaboration, feedback, developing vocabulary) • Pre and post assessments will be monitored by subject leaders to ensure progression is in a place • Pre and post assessment information will show how knowledge and vocabulary gaps have closed, enabling disadvantaged pupils to progress well across the curriculum. • A planned training schedule will ensure that sufficient time is provided to embed new ideas into practice 	DHT & HT SLT Subject leaders	Termly reviews	£10,000
Total budgeted cost: £10,000						
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	Review	Cost

Year 6 - 15 PP children will have progressed well by the end of KS2 and those without SEN or other additional barriers will be secondary ready.	Additional HLTA teaching resource in Year 6 allows for a greater focus on intervention and catch-up strategies for PP children.	This additional resource allows for many of the effective evidence-based strategies to be implemented including: 1 to 1 feedback and pre and post teaching intervention	Regular monitoring and review of quality of provision and outcomes of children in Y6 using standardised assessments	Y6 Team Y6 HLTA	<i>Termly PPMs and Summer 19 review</i>	£7,000
Social and emotional barriers Disadvantaged pupils with social and emotional barriers to learning will make increased progress as a result of effective pastoral care and support.	Staff provide appropriate intervention to support pupil's well-being following early identification of SEMH need	SEMH barriers can have a big impact on children's readiness to learn. Our monitoring shows us that many of our disadvantaged pupils, lack the confidence, resilience and motivation to achieve well.	There is a schedule for pupil progress reviews that includes well-being monitoring. All staff are trained to support with SENH issues and/or work under the direction of the Learning Mentor where necessary.	Inclusion Lead Learning Mentor HT/DHT	Termly pupil progress reviews	£15,000
SEMH and Attachment Difficulties Pupils with PSE barriers have positive attitude to school and learning and increased resilience	PP receive additional support (TA or Learning mentor) – these will be effective programmes to meet specific needs. Support will include: Individual programmed sessions, Lunchtime nurture club 'Owl Club/well-being drop-ins	Key disadvantaged pupils with emotional and mental health needs that have experienced early trauma, will receive effective, high quality support.	Learning Mentor is supported by Inclusion Manager to ensure key pupils targeted with appropriate interventions and support. Individuals' progress will be measured and monitored using SDQ, Boxhall assessments etc.	Inclusion Lead Learning Mentor Key TAs	Regular reviews of individual provision	£10,000 £3000
Improve attendance of disadvantaged pupils across the school.	Audit of attendance monitoring systems and targeted support and intervention programmes for children/parents	Proven link between poor attendance and low achievement.	Attendance audit mapped out on School Improvement Plan Meetings with parents and pupils	Inclusion Lead SLT PP Lead	Termly Review	£1000
Total budgeted cost: £25,000						
Other approaches						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost	Staff Lead/Review	
Pupil premium pupils will have equal access to extracurricular activities (a.) including residential trips (b) that will benefit their confidence and well-being.	Fund an extracurricular activity for all pupil premium pupils including residential trips	To provide opportunities to develop an interest that builds self-esteem and confidence.	All pupil premium pupils will have access to at least one extra-curricular club.	a. £7,850 b. £3,840	PP Lead Governors SLT <i>Review /evaluation July 19</i>	

Disadvantaged pupils will not be adversely affected in school by financial difficulties experienced by parents and carers.	Additional financial support will be provided for pupil premium pupils as needed for equipment, school uniform and out of school care.		Monitoring through the year to make sure that children in need are identified; monitoring of pupil engagement in activities, well-being checks, discussions with parents and carers.	£1000	PP Lead Governors SLT <i>Review /evaluation July 18</i>
Total budgeted cost: £12, 690					