

# Moulton Primary School

## Pupil Premium Strategy Statement 2018 -19

| 1. Summary information |           |                                  |         |                               |   |
|------------------------|-----------|----------------------------------|---------|-------------------------------|---|
| Academic Year          | 2018 - 19 | Total PP budget                  | £74,340 | Number of children PP and SEN | 5 |
| Total number of pupils | 473       | Number of pupils eligible for PP | 43      | Number of children PP and EAL | 0 |

| 2. 2018 KS2 Attainment   | School (18 children) - Pupils eligible for PP | National (Other) - Pupils not eligible for PP |
|--|---|---|
| % meeting expected or above standard in reading, writing and maths | 71%   | 70%   |
| Overall progress in reading  | -2.13   | 0.31  |
| Overall progress in writing  | -1.39   | 0.24  |
| Overall progress in maths  | -1.01   | 0.31  |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability)                           |   |
|---|---|
| <b>In-school barriers</b>   |   |
| a.  | Some lower and middle attaining PP children make slower progress in KS2 in reading, writing and maths   |
| b.  | Confidence and self-esteem: a number of pupils have personal, social and emotional barriers to learning affecting their overall progress and well-being |
| <b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i> |   |
| c.  | Lower attendance averages for pupil premium pupils compared to non-PP pupils  |
| d.  | Emotional well-being: 3 children are LAC, 1 adopted form care and 10 children have had EHA/CIN/Child Protection involvement in the last year.           |

| 4. Desired outcomes and how they will be measured |  | Success criteria  |
|---|--|---|
| 1.  | Increased achievement for disadvantaged children                       | PP cohort achieve academic outcomes in line with national expectations  |
| 2.  | Improved self-esteem and confidence of PP children                     | Pupil premium pupils have positive attitudes to school and learning and achieve well. Pupils engage fully with school life, accessing clubs and extra-curricular events and activities. |
| 3.  | Attendance of PP children improves and is in-line with non-PP children | Increase attendance rate of all pupil premium pupils to at least 96%, in line with other pupils.<br>No persistent absenteeism from PP group.  |

| 5. Planned expenditure   |  |  |  |        |   |
|--|--|--|--|--------|---|
| Academic year  | 2018-19  |  |  |        |   |
| 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   | Evidence to support action   | How will you ensure it will be implemented well?   | Cost   | Staff lead/ Review  |
| To ensure that children eligible for PP secure secondary ready expectations by the end of KS2.   | Additional teaching resource in Year 5/6 allows for a greater focus on proven intervention and catch-up strategies. Specific 1:1 teaching and instruction for individual children. | This additional resource allows for many of the effective principles of teaching that are evidence-based to be implemented more effectively including: Feedback (+8 months) & Small Group Tuition (+4 months). | Regular monitoring and review of quality of provision and outcomes of children in Year 5 and 6 using standardised tests and formative assessments. | £7,000 | Headteacher<br>Deputy Headteacher<br>PP Lead<br>Y6 Team           |
| Improved Teacher CPD focusing on vocabulary, Reading Comprehension and writing. Improved outcomes in reading and writing in all year groups.   | 'Inference' reading intervention training for Teachers and TAs   | Evidenced strategy from Northampton Reading Project  | Regular monitoring and review of quality of provision and outcomes of children in KS2.   | £3000  | S.Taylor and English Team   |
|  |  |  |  |        | <b>Total budgeted cost: £10,000</b>                               |
| Targeted support   |  |  |  |        |   |
| 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   |
| For targeted pupil premium children to improve confidence and enjoyment of reading   | 3 x Beanstalk Readers working with children in Year 4 throughout the year.   | School tracking and monitoring shows positive impact from additional reading support (discussions, reading practice and vocabulary wk)   | Beanstalk intervention is trained and evaluated independently. Children on this intervention have their reading progress tracked and evaluated.    | £1,740 | Inclusion Lead<br><br><i>Termly PPMs and Summer 19 review</i>     |
| 7 pupil premium children will be secure 'secondary ready' attainment expectations by the end of KS2<br>2 pupil premium children with SEN will have progressed well by the end of KS2.    | Additional HLTA teaching resource in Year 6 allows for a greater focus on proven 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                                | £7,000 | Y6 Team<br>Y6 HLTA<br><br><i>Termly PPMs and Summer 19 review</i> |

|   |   |   |  |                                     |   |
|---|---|---|--|-------------------------------------|---|
| Pupils with PSE barriers have positive attitude to school and learning and increased resilience   | PP receive additional TA mentor time for learning and well-being provision, including:<br>a. TA mentor time<br>b. meet and greet/Learning mentor sessions<br>c. lunchtime nurture club 'Owl Club/well-being drop-ins, | Resilience, self-confidence and independence enable pupils to accept challenge and to develop a positive, more confident outlook towards themselves and their work. | Developing well-being provision is a SIP priority. An action plan will ensure consistent and regular monitoring. Learning walks and pupil interviews will be carried out.            | a. £9,300<br>b. £6,800<br>c. £3,600 | JW, LW, DS<br>Inclusion Team<br><br><i>Termly PPMs and Summer 18 review</i> |
| Attendance levels to increase across the school   | Audit of attendance monitoring systems and targeted support and intervention programmes for children/parents  | Link between poor attendance and low achievement  | Attendance audit mapped out on School Improvement Plan Meetings with parents and pupils  | £1000                               | Inclusion Lead<br>Headteacher<br>PP Lead<br><i>Termly Review</i>            |
| <b>Total budgeted cost: £29,440</b>   |   |   |  |                                     |   |
| <b>Other approaches</b>   |   |   |  |                                     |   |
| <b>Desired outcome</b>  | <b>Chosen action/approach</b>   | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>   | <b>Cost</b>                         | <b>Staff Lead/Review</b>  |
| 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 extracurricular club.  | a. £7, 850<br>b. £3,840             | PP Lead<br>Governors<br>SLT<br><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<br>Governors<br>SLT<br><br><i>Review /evaluation July 18</i>        |
| <b>Total budgeted cost: £12, 690</b>  |   |   |  |                                     |   |

### Review of Pupil Premium Grant 2017-18

| Number of pupils and Pupil Premium Grant Received   |         | Number of pupils |
|---|---------|------------------|
| Number of children eligible for PPG                 |         | 52               |
| Amount of PPG received for each pupil               | £1,323  | 48               |
| Amount of PPG received for each service pupil       | £300    | 0                |
| Amount of PPG received for each pupil- LAC, adopted | £1,900  | 3                |
| Total PPG Received                                  | £69,280 |                  |

#### Planned support for 2017-18 and impact

- £20k targeted use of TA 'mentor' time and school Learning Mentor support for well-being and PSE barriers to learning carried out in all year groups. Pupils have shown an improved positive attitude to school and learning and increased resilience. Key PP children are now better able to accept a challenge and are more confident and independent.
- £14k was directed to additional learning support (HLTA) in Y6 for PP pupils. Overall, Y6 outcomes were in line with the achievement of the national cohort (combined reading, writing and maths) at the expected standard. However, school PP pupils did not achieve as well as non-disadvantaged pupils.
- £17k of pupil premium fund has been used effectively to increase access to wider opportunities in school such as extra-curricular clubs. All PP children in Y4 and Y6 went on their scheduled residential trip in 2018 (27 children in total).
- Rigorous focus on improving attendance of PP children. Poor attendance has been a significant barrier to achievement of disadvantaged pupils, particularly 17 pupils in Y6. A targeted strategy combining removing social and emotional barriers, incentives and rewards, parent support and accountability, has had a high impact on the attendance of disadvantaged and vulnerable pupils. In one year, PP attendance has risen from 92.8% to 96% (in-line with other pupils).
- Successful staff training used to establish teaching and learning non-negotiables for disadvantaged pupils based on research based-evidence (EEF). This has included regular feedback, personal target setting/expectations for outcomes (20 Day Challenge – eg. getting to greater depth learning - and embedding these habits into teacher behaviour. Evaluation of this has shown impact with all targeted disadvantaged pupil.