**Pupil premium strategy statement: Moor First School**

**Note COVID-19 school closures for the summer term 2020. This has impacted end of year data for 2019-2020. Highlights show if children had made expected progress from Autumn to spring, even if end of year data is low.**

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| 1. **Summary information** | | | | | |
| **School** | Moor First School | | | | |
| **Academic Year** | 2020/21 | **Total PP budget** | £12,080 including adopted and service children | **Date of most recent PP Review** | 06/07/2021 |
| **Total number of pupils** | 81 | **Number of pupils eligible for PP** | 6 on roll and 1 left | **Date for next internal review of this strategy** | September 2021 |

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| 1. **Previous attainment end of summer 2019-2020 data** | | |
|  | *Pupils eligible for PP (your school)*  *July 2020* | *Pupils not eligible for PP (school)* |
| **Reception – 1 pupil** | *1* |  |
| % making at least expected progress in reading | *0%* | *8%* |
| % making at least expected progress in writing | *0%* | *8%* |
| % making at least expected progress in maths | *0%* | *25%* |
| **Year 1 – 2 pupils** | 2 |  |
| % making at least expected progress in reading | 50% | 70% |
| % making at least expected progress in writing | 50% | 35% |
| % making at least expected progress in maths | 50% | 35% |
| **Year 3 – 3 pupils** | 3 |  |
| % making at least expected progress in reading | 33% | 50% |
| % making at least expected progress in writing | 0% | 22% |
| % making at least expected progress in maths | 33% | 33% |
| **Year 4 – 1 pupil** | 1 |  |
| % making at least expected progress in reading | 100% | 50% |
| % making at least expected progress in writing | 0% | 22% |
| % making at least expected progress in maths | 100% | 72% |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | |
|  | | PP children need to make better than expected progress in order to achieve in line with peers. | | |
|  | | PP boys need to make better progress in writing. | | |
| **C.** | | SEND can having a detrimental effect on academic progress for PP (writing in particular) | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **D.** | | PP children need to have attendance data which is in line with our school target; Especially during Covid-19 | | |
| **E.** | | Learning enrichment opportunities extend learning; Especially during COVID-19 | | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Close the gap between attainment in reading, writing and maths for PP children in all years | | Pupils eligible for PP make rapid progress by the end of the year so that they meet age related expectations.    Measured by school tracking system and KS1 SATs.  Greater depth challenges are evident. They extend learning through stretching and challenging and ultimately result in increased progress.  Baseline identifies gaps during Covid-19 school closures.  Phonics scores improve (Y1 and Y2 - COVID) |
|  | Higher rates of progress in writing especially that of boys who are eligible for PP. | | The curriculum followed is geared towards raising boys engagement and achievement.  Boys eligible for PP are analysed at least termly by the SLT regarding progress. The gender gap is closing between boys and girls. |
|  | Pupil Premium children alongside those on the SEND Register –overcome barriers to learning through quality first teaching. During school closures, home learning continues to take place and if school opens to key workers, this vulnerable group can also be invited into school. | | Quality first teaching observed in lessons and secrets of success embedded.  SEND provision enables children to make progress in line with non PP children.  Interventions are matched to each child’s needs and is regularly undertaken/reviewed.  Staff CPD is tailored to SEND need and has positive impact within delivery.  Staff and parents work closely together to embed home learning in light of school closures.  An increased number of PP children attend school during phased opening of school – even if not the government suggested cohort.  All families have technology to use for home learning due to school closures. |
|  | Monitor attendance scores to ensure continuity within learning (especially during COVID-19) | | Celebration of good attendance increases attendance scores. Monitor any trends to ensure that these are prevented. EWO support if school has not contact with families for more than 10 days. Engage with families over learning platforms on a daily basis.  Office staff and HT’s challenge parents to provide evidence of absence and follow policies regarding fines.  Termly newsletters inform parents of attendance targets.  Work is completed with the local authority Education Welfare Officer if parents have difficulty bringing their child to school. |
|  | Raindrops before and after school provisions supports learning. | | Teachers communicate effectively with Raindrops staff so that they hear children read, learn spellings, times tables and extra tasks related to their topic.  Termly targets are given to Raindrops leaders. |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2020/21** | | | | |
| 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. | | | | | |
| 1. **Quality of teaching for all** | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Improved progress for PP pupils | Staff training on high quality/effective feedback/marking policy.  Embed an ‘active learning’ approach in teaching methods/pre teaching.  Revised curriculum map for each subject area which embeds further cross curricular learning opportunities.  1:1 and small group work using Precision Teaching and Mastery techniques. | Education Endowment Foundation (EEF) confirms that quality feedback shows a very high effect on learning.  The principle of ‘active learning’ has been proven to have a high level of impact on the progress of pupils.  Some National curriculum objectives for children need to be linked more effectively to cross curricular learning. This is also in line with Ofsted.  Some pupils need targeted support to continue with their development and can be held back by one area of learning, which impacts on progress in the whole subject. | Specialist training to be given to all staff. Sharing of good practise, to embed learning.  Pupils (especially those in KS2) are aware of and able to explain their own learning strategies, how they are performing against their targets and what they need to do to obtain their lesson objectives.  Whole school data each term focuses on key benchmarks i.e. end of term expectations.  Interventions show regular, timetabled lessons and ‘stretch and challenge.’  Minutes of staff meeting regarding curriculum design.  Regular meetings between staff carrying out interventions, class teachers and SLT to review progress and amend interventions in order to have maximum effect. | CO Heads/SLT | December 2020  April 2021  July 2021 |
| **Total budgeted cost** | | | | | £3787.50 |
| 1. **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** | **When will you review implementation?** |
| Close the gap between attainment in reading, writing and maths for PP children in Years 1-4.  Higher rates of progress in writing especially boys. | Focussed Assess Plan Do Review documents for PP/SEND children to focus on learning.  Small group pre / post learning for English / Maths with teacher / TA.  Baseline identifies clearer gaps in knowledge | Pre learning assessment allows teaching to be focused on areas of misunderstanding and post learning allows a greater focus on areas of weakness.  School closures during Covid-19 mean that children may have gaps in learning and these need to be identified so that work is accurately pitched. | Teachers to plan / provide activities (TAs to have dedicated time to develop programmes of activities) that link with English and Maths lessons. Regular assessment using focused tasks/tests to ensure clarity and focus on areas of weakness.  Impact overseen by SLT.  Engage with parents to support intervention activities at home.  Staff are to use Spring report targets for each child during intervention as these are the child’s next steps. This document will be edited to show intervention and achievement  Puma and Pira Baseline (summer 2020) completed in Autumn for years 1-4 show next steps and each child’s starting place for learning.  Loan technology for home learning during school closures. | Class teachers | December 2020  April 2021  July 2021 |
| Increased attendance rates for PP. | Locally agree policy –parents made aware of its importance and it’s availability on the website.  Termly attendance letters sent out to parents and pupils given certificates and ‘treats’ for 100% attendance in whole school assemblies.  Monitoring strategies in place to follow up poor attendance. | We can’t improve attainment for children if they aren’t actually attending school due to closures, however PP children invited into school as vulnerable groups/key worker bubbles. | Thorough School Attendance and Register inspections to work with EWO to improve attendance of PP boys.  Office staff to keep Head Teacher informed of persistent absentees; results of monitoring process; and challenging medical absences.  Persistent absentee’s parents to be contacted through a series of letters and interviews.  During COVID school closures, parents to be regularly contacted to support home learning. Children invited to attend any key worker groups or government specific cohorts. | CO Heads | December 2020  April 2021  July 2021 |
| **Total budgeted cost** | | | | | £3787.50 |
| 1. **Other approaches** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Emotional support is in place when required to ensure that there is no impact on academic progress | Engage parents / carers in the process as well as the class teachers.  Extended curriculum sessions e.g. educational visits (including residential); after school clubs; small group activities.  Use of specialised services; resources; and programmes.  Staff training on Mental Health | Parental engagement aids in pupils achieving.  Pupils enjoy their learning and are introduced to new activities. | Ensure identification of ‘affected’ pupils’ and review with appropriate members of the SLT.  Use specialist agencies to engage with children and parents / carers where appropriate.  Monitor behaviour and whether improvements translate into improve behaviour. | CO Heads/Sendco | December 2020  April 2021  July 2021 |
| **Total budgeted cost** | | | | | £500 |

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| **Review of expenditure (Previous Academic Year 2019-20)** |
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| The school has used this money to support the learning of these pupils through a range of teaching and pastoral initiatives.   * Pre- teaching with additional adults has helped to close the gap between pupil premium attainment and non-pupil premium children. * Plan/do/review sessions between, teacher, parent and child have helped PP children (who have SEND) to make progress. * The school has been able to support these pupils in the classroom with every class having the support of a teaching assistant. This enables classes to have better pupil adult ratios. * Children also have received precision teaching and specific programmes of study focused on personalised learning either in small groups or as individuals outside the main lessons. This included TA’s running focussed ‘diminishing differences’ programmes according to pupils’ needs throughout the year. This has helped to stretch and challenge our pupils. * All teachers knew who their Pupil Premium children were and continually reviewed progress through daily lesson plans / evaluations. * Financial assistance was provided to support pupils with the cost of educational visits, including the annual residential visit to Laches Wood and extra-curricular activities. 3 children attended Premier Sports each week and the cost was paid for by the school. * Pupils who had additional needs (including mental health and attachment issues) have been supported by counselling sessions and referrals to the Local Mental Health Team. Staff have received training from the Mental Health team (Trailblazers) in identifying children with wellbeing needs and discussing emotions. 4 parents attended the mental wellbeing drop ins during the year. 1 PP parent. * Attendance has improved through continued challenge and support for parents and child. * Ongoing evaluation of all of the above took place during the year in order that ensure that interventions/support was focussed on the changing needs of these pupils. * Senior leadership triangulation was completed to ensure consistency of delivery. * Ipad’s were loaned during the COVID-19 pandemic. * Support provided for parents with use of home learning platforms and engaging in regular communication between home and school. * All pupil premium children were invited into school within the key worker bubble during phased re-opening. 4 children took this up while the others were shielding.   Due to COVID disruption to learning in Summer, some children have made limited progress. If we identify the progress made between Autumn-spring (2019-20), then 89% made expected progress or more in Writing, 100% progress in reading and 89% progress in maths. This is excellent.  56% of PP Children were working at expected or more at Spring. Of the 44% working below expectation, 33% of these pupils had Special Educational Needs.  No Sat’s Took place due to COVID-19. |

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| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to inform the statement above.  Our full strategy document can be found online at: www.aschool.sch.uk |