



## Pupil Premium Strategy for 2020 - 2021

Pupil Premium at Moorhill Primary School is organised to reflect the tiered approach and key principles as set out in [The EEF Guide to the Pupil Premium](#). This approach supports the school to make a balance between spending and also to select a small amount of strategies that make the biggest difference. At the time of writing, the COVID-19 pandemic means that many pupil premium children will have been learning at home for the last 16 weeks. As more advice and support becomes available, the strategy will reflect the changing school needs and the support and funding available. Therefore, this strategy currently reflects the needs and priorities before school closures.

The school is allocated additional funding for those pupils who are currently receiving free school meals or who have been in receipt of them within the last six years. This is known as the Pupil Premium Grant. This is not the same as the infant universal initiative for free school meals for every child. We appreciate parents applying for this funding, as we are able to use it to benefit learning and behaviour for learning throughout the school. The impact of spending is reviewed throughout the year, with a written report published at the end of each academic year.

Number of pupils and Pupil Premium Grant (PPG) we expect to receive for 2019-20 (amount can fluctuate if there is pupil mobility)	
Total number of pupils on roll (at January 2020 Census)	364
Total number of pupils eligible for PPG (at January 2020 Census)	162
Amount of PPG received per pupil (at January 2019 Census)	£1,320
161 Total amount of PPG received	£213,860

Priority 1: Ensure that there is quality first teaching and that all teachers are supported to keep improving.		Rationale
<p><u>We already:</u></p> <ul style="list-style-type: none"> <li>• Teach the full Mathematics Mastery Approach to YR to Y5 with Y6 coming on line in Sept 2020 including a MML consultant in school. (see 2019 SAT results)</li> <li>• SLE support of planning of read and writing in Autumn 2019 (impact on planning and teaching of reading)</li> <li>• RWI in YR – Y2 ( see phonics results – at national)</li> <li>• Redesign of curriculum to enhance learning, skills and knowledge application.</li> <li>• Focus on vocabulary throughout the school (Reading leaders training and implementation through the school)</li> <li>• Streamlined feedback so that it is more effective and reduces teacher workload</li> <li>• 2 staff members are taking the NPQSL</li> <li>• Science mark achieved.</li> </ul>	<p><u>We know:</u></p> <ul style="list-style-type: none"> <li>• Following lockdown (end of 2020 Spring Term and 2020 Summer Term) definite learning gaps emerged, particularly in phonics and reading; maths recall; writing.</li> <li>• That not all teaching is consistent and not all children retain and apply knowledge and skills learned</li> <li>• There are 2NQTs and 1RQT in school (Sept 2020) whose initial training and development has been arrested to a certain extent, due to lockdown.</li> <li>• Many staff are thinking more about pedagogy: working memory; retrieval practise; metacognition; cognitive load theory</li> <li>• <a href="#">The EEF teaching and learning toolkit</a> reports that most effective strategies are: <ol style="list-style-type: none"> <li>1) Feedback (+8)</li> <li>2) Reading comprehension strategies (+6)</li> <li>3) Metacognition and self-regulation (+7)</li> <li>4) Oral language strategies (+5)</li> </ol> </li> <li>• That sometimes CPD does not always stick and that sometimes it feels 'too much'.</li> <li>• That children who are eligible for pupil premium, on average, were less likely to have engaged in active learning during the Covid-19 pandemic.</li> </ul>	<p>Moorhill evidence: Quality first teaching has the biggest impact on the attainment and progress of disadvantaged learners. While there has been a significant improvement in teaching and learning as evidenced by steadily rising end of key stage two data, spending on teacher development impacts greatly on the learning experiences of our pupils.</p> <p>Research says: <a href="#">Supporting the attainment of disadvantaged pupils Nov 2015</a> “The most popular strategies, and those that schools considered to be the most effective, focused on teaching and learning, especially: paired or small group additional teaching; improving feedback; and one-to-one tuition. These strategies are all supported by evidence of effectiveness in the Sutton Trust/Education Endowment Foundation (EEF) Teaching and Learning Toolkit2.”</p> <p><a href="#">The EEF Guide to the Pupil Premium</a> “Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.”</p> <p><a href="#">The EEF teaching and learning toolkit</a> is a comprehensive and practical guide to the most effective classroom strategies.</p> <p><a href="#">Ofsted handbook</a> “The school’s curriculum is rooted in the solid consensus of the school’s leaders about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life. In this way, it can powerfully address social disadvantage.”</p>
<p><u>Actions:</u></p> <ul style="list-style-type: none"> <li>• Improve teaching and learning by investing in teacher development with a staff meeting focus on: <ol style="list-style-type: none"> <li>1) Feedback (+8)</li> <li>2) Reading comprehension strategies (+6)</li> <li>3) Metacognition and self-regulation (+7)</li> <li>4) Oral language strategies (+5)</li> </ol> </li> <li>• Membership of a professional body</li> <li>• Pedagogy training sessions to be regular and sequential to allow for embedding of skills and reflection.</li> <li>• Maths Mastery package</li> </ul>		

<ul style="list-style-type: none"> <li>• Monitoring of the acquisition of skills and knowledge that children are gaining</li> <li>• Monitoring of how well the training impacts on classroom teaching and learning – leadership</li> <li>• Support for early career teachers.</li> <li>• High quality texts to support reading for pleasure</li> <li>• Use Challenging Education programme Raising Achievement for Disadvantaged Youngsters as a support and challenge for SLT</li> <li>• Extra training for TAs on effective 1:1 reading.</li> </ul>	
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Actions and Outcomes	Cost	Lead	Intended impact (RAG rated termly)	Monitoring
<p>Membership of a professional body for curriculum leaders</p> <ul style="list-style-type: none"> <li>• Improve the provision of foundation subjects for disadvantaged learners</li> <li>• Support subject leader expertise and leadership of foundation subjects</li> <li>• Drive improvements in teaching and learning.</li> </ul>	£1,100	LS/SS/CS/KE	<p>Staff take greater responsibility for their own learning and a culture of professional learning is developed. Greater accountability for staff learning is placed on staff to demonstrate continuing professional development of themselves and others.</p> <p>Greater understanding of the initiatives undertaken in school and the expected impact.</p> <p>Learning that translates into high levels of engagement, enjoyment and learning across the curriculum.</p>	<p>Through the package.</p> <p>Evidence through:</p> <p>Lesson observations (formal and coaching), pupil voice, professional learning conversations and performance management.</p>
<p>NQT/ RQT support</p> <ul style="list-style-type: none"> <li>• Engagement of Early Career Professional Development Programme</li> <li>• NQT's have a secure grounding of subject knowledge and classroom practise</li> <li>• NQT's pass their NQT year</li> <li>• Children in RQT and NQT make good progress</li> </ul>	£0	CS/LS/CJ	<p>Children make good progress.</p> <p>Children enjoy learning.</p>	<p>Lesson observations, mentoring reports, performance managements and the completion of bespoke targets throughout the year.</p>
<p>Mathematics Mastery</p> <ul style="list-style-type: none"> <li>• Staff expertly implement a comprehensive approach to building a deep conceptual understanding of concepts which will enable them to apply their learning in different situations.</li> <li>• Children can articulate and apply their mathematical.</li> </ul>	£2,800	LS	<p>Maths outcomes for disadvantaged pupils are improved in 2021 from their starting point to September 2020 and from December 2019.</p>	<p>Lesson observations and visits, book scrutiny, pupil voice, compass and NFER</p>

<p>High quality texts to support reading for pleasure</p> <ul style="list-style-type: none"> <li>• Widens the experiences of disadvantaged and diminishes the gap in attainment.</li> <li>• Pupils engage with high quality texts, increasing vocabulary and engagement in learning, at home and at school.</li> <li>• Increased use of library.</li> </ul>	£1,500	CS/AC	<p>Reading outcomes for disadvantaged pupils are improved in 2021 from their starting point to September 2020 and from December 2019.</p> <p>There is sufficient choice and range of books that engage children</p> <p>All teachers provide a reading rich environments that visible celebrates reading.</p>	<p>Reading leader - through pupil voice</p> <p>Sharing reading experiences – DOJO portfolio.</p> <p>AR data</p> <p>NFER data</p> <p>CLF</p>
<p>Use Challenging Education programme Raising Achievement for Disadvantaged Youngsters as a support and challenge for SLT</p> <ul style="list-style-type: none"> <li>• Engage in a four year programme to uplift attainment in start of key stage pupils.</li> <li>• Have an impact on disadvantaged pupils who are mid- keystage</li> <li>• Ensure that disadvantaged children are proportionally represented in school life.</li> <li>• Ensure that SIP drives the disadvantaged agent forward.</li> </ul>	£2,200	CS/SS	<p>Support for leaders to ensure that PP spend and disadvantaged strategy has maximum impact.</p> <p>PP strategy raises the attainment and progress of disadvantaged learners.</p> <p>PP review Summer Term 2021 identifies effective spending and good attainment and progress outcomes for PP learners.</p> <p>Combined reading, writing and maths outcomes for disadvantaged pupils are improved in 2021 from their starting point to September 2020 and from December 2019.</p> <p>Combined reading, writing and maths outcomes for disadvantaged pupils are improved in 2022 - 24 from their starting point to September 2020.</p>	<p>Notes and reports from challenging educations, development of action plan this year and in coming years.</p>

Priority 2: Targeted academic support		Rationale
<p><u>We already:</u></p> <ul style="list-style-type: none"> <li>• Have a keep up not catch up maths system</li> <li>• Close the gap intervention from Mathematics Mastery for SEND learners</li> <li>• Phonic interventions</li> <li>• Small group guided reading for those significantly below age related expectations.</li> <li>• Y6 booster club after school</li> <li>• 1:1 readers</li> </ul>	<p><u>We know:</u></p> <ul style="list-style-type: none"> <li>• Following lockdown (end of 2020 Spring Term and 2020 Summer Term) definite learning gaps emerged, particularly in phonics and reading; maths recall; writing.</li> <li>• It is a challenge to consistently work with all readers that need 1:1 reading time</li> <li>• Some children still do not read fluently in UKS2</li> <li>• Although Y1 phonic screening shows that the school is in line with national expectations or just below, some year groups have up to 12% of pupils not passing the phonics screening at the end of year 2, therefore going into KS2 unable to access parts of the curriculum</li> <li>• 1:1 and small group teaching is most effective when the TA carrying out the intervention is well trained and the intervention is well planned</li> <li>• Interventions work best when the teacher and the SENDCO has oversight of the interventions and robust decisions are made about impact.</li> <li>• Year group make up are unique and some year groups have higher needs than others</li> </ul>	<p>Moorhill evidence: Target Academic support is at its most powerful when there are clear objectives and impact is measurable. Research says: <a href="#">Supporting the attainment of disadvantaged pupils Nov 2015</a> “The most popular strategies, and those that schools considered to be the most effective, focused on teaching and learning, especially: paired or small group additional teaching; improving feedback; and one-to-one tuition. These strategies are all supported by evidence of effectiveness in the Sutton Trust/Education Endowment Foundation (EEF) Teaching and Learning Toolkit2.” <a href="#">The EEF Guide to the Pupil Premium</a> “Targeted academic support Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.” <a href="#">Ofsted handbook</a> “There is high academic/vocational/technical ambition for all pupils, and the school does not offer disadvantaged pupils or pupils with SEND a reduced curriculum.” <a href="#">EEF The Attainment Gap</a> “The attainment gap is largest for children and young people eligible for free school meals (the best available proxy measure of economic disadvantage) and those assessed with special educational needs. The gap begins in the early years and is already evident when children begin school aged 5. The gap grows wider at every following stage of education: it more than doubles to 9.5 months by the end of primary school, and then more than doubles again, to 19.3 months, by the end of secondary school. This shows the importance of intervening early and then of continuing to attend to the needs of disadvantaged pupils.”</p>

<p><u>Actions:</u></p> <ul style="list-style-type: none"> <li>• Speech and Language support and training.</li> <li>• All TA afternoon hours – intervention <ul style="list-style-type: none"> <li>○ Keep up not catch up maths</li> <li>○ Reading interventions</li> <li>○ EHCP programmes</li> </ul> </li> <li>• High quality texts for struggling and SEND readers Y3-6</li> </ul>	
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Actions and outcomes	Cost	Lead	Intended impact	Monitoring
<p>Speech and language support and training</p> <ul style="list-style-type: none"> <li>• SP and L programmes of those with existing plans are updated</li> <li>• Screening of Y1 children to identify gaps in language development.</li> <li>• Advice and support for Y1 teachers</li> </ul>	£2000	SS/JL/LS	Children leave Y1 with a wide range of vocabulary and the gap between disadvantaged and their peers. Interventions in Sp& and L have a measurable impact Diminishes the gap between disadvantaged and their peers in reading and writing.	Reading scaled scores improve
All TA afternoon hours – intervention as currently stands	£123,456?	LS	Diminished gaps between disadvantaged learners and their peers, so that learners are more in line with all pupils nationally, in phonics, maths and reading. Interventions have a measurable impact from their starting points.	Observations, data collections, Yark assessments SWST Phonics assessments
TA hours for further reading interventions	£11,000	CS/ AC/LS	Diminished gaps between disadvantaged learners and their peers, in reading, so that learners are more in line with all pupils nationally. Reading attainment in disadvantaged learners rises.	Observations, data collections, Yark assessments
<p>High quality texts for struggling and SEND readers Y3-6</p> <ul style="list-style-type: none"> <li>• Wide range of engaging texts purchased for disadvantaged SEND learners.</li> <li>• Reading scheme is used effectively</li> </ul>	£1,500	CS	Closing the gap between disadvantaged SEND learners and their peers through specially selected schemes that engage and give a sense of pride. Measurable increase in reading age or in YARK assessments	Monitoring teaching of reading interventions for impact using standardised scores and Yark assessments.

Accelerated reader <ul style="list-style-type: none"> <li>Children engage with appropriately pitched reading books</li> </ul>	£3,500	RE/ AC / CS	Children have carefully pitched independent reading books, enabling children to access books of an appropriate challenge. Reading attainment in disadvantaged learners rises.	Monitor reading age scores and improvements scaled scores Pupil voice
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<u>Priority 3:</u> Wider Strategies		<u>Rationale</u>
<p><u>We already: attendance</u></p> <ul style="list-style-type: none"> <li>Monitor attendance</li> <li>Have a package of measures in place</li> <li>Celebrate attendance with children and parents</li> <li>Report persistent absence to the LA</li> <li>Understand the link between persistent absence and safeguarding.</li> </ul> <p><u>We already: behaviour</u></p> <ul style="list-style-type: none"> <li>Use pivotal approaches</li> <li>Staff are, in the main, solution focussed</li> <li>Use a range of rewards.</li> </ul> <p><u>We already: enrichment and social and emotional support</u></p> <ul style="list-style-type: none"> <li>Provide music tuition for Y4 and planned for Y5</li> <li>Have a learning mentor</li> <li>Engage with a range of charities (Base 25, Malachi, Sickle Cell)</li> <li>Have a range of after school clubs</li> <li>Have a comprehensive suite of parental engagement.</li> <li>Subsidise trips.</li> </ul>	<p><u>We know:</u> <a href="#">Ofsted handbook</a> Ofsted will look at how, as a school, we are: analysing absence and persistent absence rates for all pupils, and for different groups compared with national averages for all pupils; this includes the extent to which low attenders are improving their attendance over time and whether attendance is consistently low.... evaluating the prevalence of permanent exclusion, the procedures surrounding this and the reasons for it, and the support given to make sure that it is a last resort ...evaluating the effectiveness of fixed-term and internal exclusions, including the rates and reasons for exclusion ...assessing the school's work to follow up and support fixed-term excluded pupils.</p> <p><u>We know: attendance</u></p> <ul style="list-style-type: none"> <li>That attendance impacts on learning</li> <li>That attendance strategies need to have whole school commitment</li> <li>That any attendance plan needs capacity to ensure that attendance issues are proactively addressed.</li> </ul> <p><u>We know: behaviour</u></p> <ul style="list-style-type: none"> <li>That better strategies are needed to deal with extreme behaviours</li> <li>That children with persistently disruptive behaviours need support</li> <li>That early career teachers need support with behaviour management</li> <li>That children who have been temporarily excluded often do not change their behaviours on entry back to school</li> </ul> <p><u>We know: enrichment and social and emotional support</u></p>	<p>Moorhill evidence: 58% of disadvantaged children had &lt; 96% attendance between Sept 2019 and March 2020. In addition, 23% of disadvantaged learners attended school less than 90% of the time. As a school, it is acknowledged that many of our pupils and families find it difficult to build cultural capital as defined by the <a href="#">national curriculum</a>. Behaviour has a significant impact on classroom learning and the health and wellbeing of other learners. From observations of Key groups in school from June, freedom of choice to choose learning opportunities greatly impacted on the health and wellbeing of our learners.</p> <p>Research says: <a href="#">Supporting the attainment of disadvantaged pupils Nov 2015</a> "Schools with higher levels of pupil absence had lower performance among disadvantaged pupils than schools with otherwise similar characteristics." <a href="#">Supporting the attainment of disadvantaged pupils briefing for leaders.</a> "Pupils have to be in school and able to pay attention before they can access learning. More successful schools make sure they have really effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management. They also have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families. Similarly, more successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school." <a href="#">Ofsted handbook</a></p>

	<ul style="list-style-type: none"> <li>• Many children have not had opportunities outside the local community including cultural experiences.</li> <li>• The take up of sports among disadvantaged children is fairly low outside school</li> <li>• Successive lockdowns and hardships as a result will have narrowed many children’s experiences.</li> </ul>	<p>“As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of ‘knowledge and cultural capital’ is derived from the following wording in the national curriculum: 72 ‘It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.”</p>
<p><u>Actions:</u></p> <p><u>Attendance:</u></p> <ul style="list-style-type: none"> <li>• Work with the Inclusion officer to devise a clear and transparent attendance strategy</li> </ul> <p><u>Behaviour:</u></p> <ul style="list-style-type: none"> <li>• Review, develop and further embed pivotal behaviour strategy</li> <li>• Be clear on when behaviour will lead to exclusion</li> <li>• Strengthen support for children who have been excluded or are in danger of being excluded.</li> <li>• Develop an emergency recovery programme of recovery after exclusion to reintegrate into class and build relationships.</li> <li>• Release the behaviour leader to support and coach staff with behaviour strategies</li> </ul> <p><u>Enrichment and social and emotional support:</u></p> <ul style="list-style-type: none"> <li>• Once/twice half termly enrichment afternoons to allow for enrichment opportunities to learn something new</li> <li>• A timed table of planned activities to build cultural capital</li> <li>• Audit parents to find out their needs in supporting their children in their learning</li> <li>• Use dojo more effectively to share work and homework</li> <li>• Subsidise trips and visitors</li> <li>• Provide opportunities for overnight camping</li> </ul>		

	Cost	Lead	Intended impact	Monitoring
<p>% of Inclusion Manager</p> <p>% of Learning Mentor</p> <ul style="list-style-type: none"> <li>• Learning mentor supports disadvantaged pupils to develop learning and behavioural strategies.</li> <li>• Capacity for supporting families and learners with persistent absence is increased and also those in danger of persistent absence are pro-actively supported to improve. By March 2020 25% of disadvantaged children</li> </ul>	£47,615	SS	<p>Incidences of poor behaviour and poor learning behaviour amongst disadvantaged pupils diminishes.</p> <p>Children are able to articulate how they are able to learn effectively.</p> <p>Persistent absence will decrease overall and especially in the disadvantaged group</p>	<p>Regular updates with DHTs to ensure support and accountability.</p> <p>Termly updates for the SAFs team.</p>

will had < 96% attendance between Sept 2019 and March 2020. In addition, 10% of disadvantaged learners attended school less than 90% of the time.			Boost accountability and engagement of pupils Change the school culture so that all stakeholders understand that everyday counts.	
+additional hours for attendance support mentor <ul style="list-style-type: none"> <li>Capacity for supporting families and learners with persistent absence is increased and also those in danger of persistent absence are pro-actively supported to improve. By March 2020 25% of disadvantaged children will had &lt; 96% attendance between Sept 2019 and March 2020. In addition, 10% of disadvantaged learners attended school less than 90% of the time.</li> </ul>	£2800	SS		
Release time/supply for OC <ul style="list-style-type: none"> <li>Staff supports to manage behaviour in the classroom.</li> </ul>	£3000	SS	Staff feel better supported to address a range of behaviour issues. The pivotal approach is used consistently around school. Exclusions/ referrals to behaviour support decrease.	Use of behaviour monitoring to analyse key areas of need. Lesson observations, behaviour around school and pupil voice.
Visitors to school /The Big School Camp Disadvantaged learners have the same opportunities as their peers.	£5000	LS	Children experience an overnight stay and there is a greater uptake for this experience. Impact on attendance and anecdotally on learners increased enjoyment of learning	Monitors the range and frequency of trips and visitors. Pupil voice.
Enrichment opportunities	£600		Disadvantaged learners have the same opportunities as their peers. Impact on attendance and anecdotally on learners increased enjoyment of learning. Increase in cultural capital.	Pupil voice