



### **PUPIL PREMIUM Impact report 2020 - 21**

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.

<b>Number of pupils and Pupil Premium Grant (PPG) we expect to receive for 2020-21 (amount can fluctuate if there is pupil mobility)</b>	
Total number of pupils on roll	372
Total number of pupils eligible for PPG	162
Amount of PPG received per pupil	£1,320
<b>Total amount of PPG received</b>	<b>£213,860</b>



**Our targets inform our rationale for spending. Our targets for the academic year 2020 – 21 are recorded below.**

Teaching and learning Actions:

- Improve teaching and learning by investing in teacher development with a staff meeting focus on:
  - 1) Feedback (+8)
  - 2) Reading comprehension strategies (+6)
  - 3) Metacognition and self-regulation (+7)
  - 4) Oral language strategies (+5)
- Membership of a professional body
- Pedagogy training sessions to be regular and sequential to allow for embedding of skills and reflection.
- Maths Mastery package
- Monitoring of the acquisition of skills and knowledge that children are gaining - supply
- Monitoring of how well the training impacts on classroom teaching and learning – leadership
- Support for early career teachers.
- High quality texts to support reading for pleasure
- Use Challenging Education programme Raising Achievement for Disadvantaged Youngsters as a support and challenge for SLT

Targeted academic support Actions:

- Speech and Language support and training.
- All TA afternoon hours – intervention
  - Keep up not catch up maths
  - Reading interventions



- EHCP programmes
- High quality texts for struggling and SEND readers Y3-6

Wider Strategies Actions:

**Attendance:**

- Work with the Inclusion officer to devise a clear and transparent attendance strategy

**Behaviour:**

- Review, develop and further embed pivotal behaviour strategy
- Be clear on when behaviour will lead to exclusion
- Strengthen support for children who have been excluded or are in danger of being excluded.
- Develop an emergency recovery programme of recovery after exclusion to reintegrate into class and build relationships.
- Release the behaviour leader to support and coach staff with behaviour strategies

**Enrichment and social and emotional support:**

- Once/twice half termly enrichment afternoons to allow for enrichment opportunities to learn something new
- A timed table of planned activities to build cultural capital
- Audit parents to find out their needs in supporting their children in their learning
- Use dojo more effectively to share work and homework
- Subsidise trips and visitors

Provide opportunities for overnight camping

. Our use of the funding has been adapted to meet students' needs as they have arisen, whilst maintaining where possible the principles outlined in this document, and in others related to the PPG.

- During the pandemic the following key steps have been taken to ensure that 'disadvantaged' pupils' barriers to learning will continue to be overcome wherever possible:
  - Support for parents during the COVID-19 pandemic
  - Developed a flexible home learning system which is tailored to the needs of disadvantaged children with enhanced adult support for families.
- TA time supporting children's learning at home through phone call conversations and making up home learning packs



- Supporting children's health and wellbeing in school bubbles.
- Support for teaching staff who are trialling remote learning practices.

PUPIL PREMIUM REPORT JULY 2019 – IMPACT OF SPENDING

**Target: Teaching and learning**

- Improve teaching and learning by investing in teacher development with a staff meeting focus on:
  - Feedback (+8)
  - Reading comprehension strategies (+6)
  - Metacognition and self-regulation (+7)
  - Oral language strategies (+5)
  - Pedagogy training sessions to be regular and sequential to allow for embedding of skills and reflection.
- Membership of a professional body
- Maths Mastery package

**Impact**

Pedagogy meetings developing questioning, written explanation and effective use of TAs  
 Further training in guided reading approaches using the schools progression for reading.  
 Monitoring of how well the training impacts on classroom teaching and learning has shown that a greater percentage of teaching is good or better from the same point last year.

Membership of a professional body for subject leaders has enabled co-ordinators to be better informed with current changes and innovations. Staff feel that it will lead to better teaching and learning for their subject which will directly impact. Currently, subject leaders have not been able to evaluate the impact of their membership as they have had it for so short a time and with extended breaks from school. However, staff feel overwhelmingly that membership of a professional association will come to have a continued impact and raising the quality of teaching and learning particularly for disadvantaged children. The plan now is to move from an equality model to an equity model.

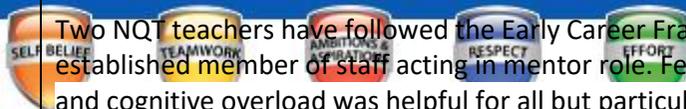
Maths mastery resources are now used from YR to Y6. Due to the lockdown, staff have adapted their planning to ensure that those who struggled to engage in learning at home (many of whom were disadvantaged learners) receive catch up and a supported experience so that there is a firm basis of



# Moorhill Primary School



Believe and Achieve Together



prior knowledge in Autumn 2021. Internal data from September 2020 to December 2020 shows that a higher percentage of disadvantaged learners made accelerated progress from September to December in Y1 – Y4.

- Support for early career teachers.

Two NQT teachers have followed the Early Career Framework (1 year programme) with an established member of staff acting in mentor role. Feedback from NQTs: 'Looking at working memory and cognitive overload was helpful for all but particularly disadvantaged learners, in block 5 it looks at scaffolding questions for learners and using closed questions which I had tried to avoid in favour of open questioning but I now consider how this may overwhelm disadvantaged learners. I still give open ended questions but they have more time to prepare and support with reasoning as part of their task rather than as class discussion.' Demonstrates a further development in pedagogy especially as PGCE courses were arrested in April 2020.

Both NQT staff are on track to pass their initial year

- High quality texts to support reading for pleasure.

The texts purchase for the disadvantaged SEND learners have been popular with these group of learners reporting a greater enthusiasm to read and engage in independent reading.

- Use Challenging Education programme Raising Achievement for Disadvantaged Youngsters as a support and challenge for SLT

Challenging Education have supported the PP lead to develop awareness of equity for disadvantaged learners in the classroom. January INSET led staff through the concept of equity not equality but unfortunately the day after we commenced a 9 week lockdown. Work on equity and proportional representation will begin again in Summer term and then an uplift of Y2 and Y3 children to be commenced at the end of summer 21.

Target: Targeted academic support

- Speech and Language support and training.
  - All TA afternoon hours – intervention
    - Keep up not catch up maths
    - Reading interventions
- EHCP programmes

Autumn term 2020 Small Talk were engaged to assess Y1 children with a focus on disadvantaged as these children were found to have significant delays in sp+l and hence the knock on effect on reading and phonics.

All Year 1's were assessed and then a feedback meeting on Teams.



# Moorhill Primary School



Year 1 staff were given copies of the assessments and where there were needs, these pupils in each class were grouped with a list of suggested interventions and next steps. Staff are now putting these steps/interventions in place for those identified pupils. 95% of disadvantaged pupils Y1 made accelerated progress in reading in the Autumn term.

TA hours have been used to support learning and behaviour of disadvantaged learners both at home and at school. Mental health and social skills have been a priority.

During the two lengths of school lockdown, TAs supported families with technology, 1:1 and small group interventions over teams, they have supported in reaching out to hard to reach families, distributing laptops to disadvantaged learners and supported with the mental health of disadvantaged learners in school.

Where reading and phonics interventions and catch up maths have happened, staff have focused on key children for fluency and basic skills to allow children to build a firm base to forward so that they can access their prior learning.

