

Moreton Church of England (VA) Primary School



Pupil Premium Policy

Written by: N Batt, Headteacher

Date: November 2020

Agreed by Governors (Date):

Signed (CoG):

‘Growing Together in Faith, Knowledge and Love’

Introduction and Background

Every school has a duty to ensure that every child is given the best possible chance of achieving their potential.

The Government provides Pupil Premium funding, which is in addition to main school funding, to help address national inequalities between the achievements of children eligible for free school meals or children in care when compared with their peers.

The Pupil Premium funding is allocated to schools based on the number of students who are known to be eligible for free school meals (or have been within the last six years) and children who have been continuously looked after for more than six months. The intended effect of this funding is to accelerate progress and raise attainment of these groups.

It is for the school to decide how the Pupil Premium is spent as they are best placed to assess what additional provision should be made for the individual students within their responsibility.

Our policy aims to:

- Identify the funding received through PPG in the development and budget plan
- Report to Governing Body the proposed plans and impact of spending of the Pupil Premium allocation
- Publish information of our allocation and spending on our website
- Ensure that where there are pupils eligible for PPG that they are not falling behind their peers and that curriculum enrichment activities are used to raise aspirations beyond age related expectations
- Closely analyse performance data in order to identify gaps in attainment and progress to determine the focus areas for additional support to all pupils, including those entitled to benefit from PPG
- Evaluate and monitor PPG to measure impact and spend it in ways shown to be most effective (use of EEF Teaching and Learning Toolkit) as evidence of difference approaches for raising attainment.

Priorities

Our key priority is to maximise achievement for Pupil Premium children by:

- Improving attainment
- Reducing gaps
- Accelerating progress
- Improving attendance

- Improving behaviour and learning attitudes
- Developing learning skills and personal qualities including self-esteem
- Extending opportunities beyond the curriculum through wider activities both inside and outside the school
- Improving engagement with families
- Removing barriers to enable children to realise their true potential

Provision

Each year Moreton C of E Primary School will review the priorities for Pupil Premium Children to decide on the focus of provision. This will include some or all of the following:

- Early intervention – identifying children vulnerable to underachievement on entry to the school.
- Considering opportunities for all children to become fully involved in all aspects of school life focussing on the school ethos of “There’s a place here for everyone”.
- “Quality First” teaching.
- 1:1 tuition in Reading, Writing and Mathematics.
- Small group interventions/catch-up
- 1:1 daily reading
- 1:1 learning interviews
- Gathering pupil opinions
- Family Learning Projects
- Providing experiences to broaden horizons and raise aspirations
- Regular LSA training based on a pupil needs audit
- A curriculum, under constant review which is designed to offer maximum flexibility to meet the needs of individuals

Monitoring

Provision will be monitored closely and adaptations will be made as necessary. The effectiveness and impact will be evaluated regularly. In evaluating effectiveness, a range of evidence is used including:

External Pupil Premium Review.

- Attainment and progress outcomes.

- Individual Case Studies of pupil premium children.
- Work samples of pupil premium children's progress over time.
- Evaluation of specific projects.

Reporting

The Headteacher will produce regular reports/ action plans for the Governing Body.

These will include:

- The progress made toward maximising achievement for children eligible for Pupil Premium.
- An outline of the provision and the impact of this provision on maximising achievement.
- Financial details of how pupil premium is/was spent and an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared to other forms of support.
- The Governing Body will ensure that there is an annual statement (Appendix A) to parents on how the Pupil Premium funding has been used. This task will be carried out within the requirements and timescales published by the Department for Education and published on the school's website.

Appendix A: Pupil premium strategy statement (primary)

1. Summary information					
School	Moreton C of E Primary School				
Academic Year	Sept 20- July 21	Total PP budget	£25,555	Date of most recent PP Review	N/A
Financial year	April 20 March 21				
Total number of pupils	182	Number of pupils eligible for PP	20 (11%)	Date for next internal review of this strategy	November 2021

Identified barriers to educational achievement

Moreton Church of England Primary School has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Access to extra-curricular activities- educational experiences such as trips, the school residential and extra- curricular clubs.
- Parental engagement with the school:
 - additional support with attendance
 - developing routines to support good learning attitudes.
- The need for additional support in class, or through group education plans.
- Some have additional emotional needs which cause barriers to learning.
- Some require a different approach to building self-esteem, risk taking and resilience

2. Current attainment: July 2020		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving in reading, writing and maths (yr 6 from Teacher Ass)	100%	86%
% making ARE+ in reading	64%	64%
% making ARE+ in writing	64%	64%
% making ARE+ in maths	58%	68%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	66% of pupils entered KS2 working below Age Expected Expectations in Reading, Writing and Maths.	
B.	58% of pupils are currently working at ARE or above in Maths.	
C.	Emotional needs of many of these children cause concern, resilience can be lacking and parents find it difficult to support them	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D	Access to technology and on-line learning results in larger gap following COVID	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	For pupils to meet their end of year targets in Reading, Writing and Maths.	For the aspirational targets set by teachers and SLT to be met by all PP children.
B.	For pupils who are working below ARE in Maths (42%) to make accelerated progress.	Pupils will have made accelerated progress (shown in progress matrix colour bands) and will be working within ARE for Maths. Pupils will be working ARE + (green or blue in Pupil Asset)
C.	For pupils to demonstrate an improved degree of self-confidence and resilience when tackling challenging work in class.	Pupils will self-evaluate and independence skills in class will be observed to demonstrate a greater self-reliance. Evaluations of the Forest Schools Resilience Project will demonstrate an increased resilience.
D.	For parents to be well informed about a range of strategies they can employ to support their children becoming resilient and independent both at home and in school.	Parents will have improved strategies, less support from school will be needed.
E.	For pupils to have access and support in using technology both at home and in school.	Pupils can access Google Classroom, Improved times tables scores in TT Rockstars. Using and resing books on Oxford Owl and RWInc phonics.

5. 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.					
i. 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?
For pupils to meet their end of year targets. To raise the progress and attainment rates of all disadvantaged children at the end of KS2.	To hold termly pupil progress meetings (internal system) to identify children at risk of not achieving their end of year target. Ensure that focussed support and intervention is put in place where appropriate for identified children.	By using robust systems to collect and analyse pupil data, support is put in place for all children who require additional provision in making good progress with a specific focus on this priority group. These meetings fed directly into interventions funded by the grant for disadvantaged pupils.	SLT (and SENCo) are all in attendance for pupil progress meetings to ensure that all children who require additional support are targeted.	Mrs O'Byrne (KS2 lead – mat cover) and Miss French (DHT) Mrs Mead (EYFS/KS1 lead) Mrs Batt (HT) SENCo	Termly-in line with the review of the School Development Plan.
To ensure all pupils have access to high quality teaching in reading, writing and maths across the school.	Use of regular observations, drop-ins and pupil voice Use of LSAs to work with pupils during morning sessions CPD for staff to further develop Quality First Teaching as required.	School development plan 20/21 specifically make reference to these as a whole school focus this academic year. These observations will demonstrate that all disadvantaged pupils will have access to good or outstanding teaching.	HT/ DHT will conduct formal lesson observations each term. Subject leaders will conduct lesson drop-in observations throughout the year. DHT to support staff not demonstrating at least good teaching. SENCo to observe and monitor effectiveness of LSA support staff	Mrs Batt (HT) Miss French (DHT) SENCo	Termly-in line with the review of the School Development Plan.

To ensure all pupils have access and support in using technology to improve their learning	Use of high quality On-line apps Times Table Rockstars, Numbots Vocab Ninja Oxford Owl	Research has shown that an estimated 370,000 disadvantaged children are benefitting from Times Tables Rock Stars. The most recent speed data on more than 327,000 children shows that on average, students are 38% faster at answering times tables questions after using Times Tables Rock Stars than when they started using it. Evidence shows that using Word of the Day programme such as Vocabulary Ninja is an effective way to develop a clear system of consistency and progression, to embed vocabulary in school.	HT/ DHT and HLTA will monitor progress and achievement of pupils using these apps Certificates to be used Lesson obs and drop ins	Mrs Batt (HT) Miss French (DHT) C Hardy (HLTA)	Termly-in line with the review of the School Development Plan.
To ensure all assessment practices are highly effective and provide pupils with timely and valuable ways to improve their learning.	Through continued evaluation of marking and feedback through work scrutiny by SLT, lesson observations and staff discussions the school will ensure that PP children have access to highly effective feedback. Opportunities are given for pupils to discuss their next steps in learning.	The EEF show that this is a high impact and low cost strategy based upon moderate evidence and can have up to 8 month additional impact on the learner. TA training on developing independence of learners 2/3 year rolling programme of training required	Discussion with pupils during lesson observation. Specific feedback question answers to be analysed.	Miss French (DHT) All staff	Termly-in line with the review of the School Development Plan.

<p>To develop a more therapeutic and consistent approach to behaviour management within the school.</p>	<p>Focus on consistent behaviour management using new system</p> <p>The implementation of the Essex Steps approach to behaviour to all staff.</p> <p>Use of Forest school – small group intervention</p>	<p>The Essex Specialist teaching team recommended the Essex Steps approach as a useful tool to support both staff and pupils within the school. Previous staff and yr 6 teacher are trained Steps Trainers- Utilise this and train staff in future years.</p> <p>From forest school evaluation project - Participants of forest school have shown benefit to self-confidence, self-esteem& motivation. WAG – provides lifelong learning</p>	<p>DHT/SENCo to be trained and to seek support from STEPS support team to ensure the approach is being effectively introduced and embedded within the school.</p> <p>Trained forest school specialist working in conjunction with DHT/SENCo</p>	<p>Mrs Mead Miss French All staff</p> <p>Mrs Barros</p> <p>K Jordon G Moran C McGrath S Anderson</p>	<p>Termly SENCo to undertake training for Forest school</p>
<p>Total budgeted cost</p>					<p>£6,000(SENCO costs) £6,000 (Forest school costs) £3,301 (Classroom support) This is incorporated into teaching and learning budget.</p> <p>White Rose Hub Premium Resources £100 TT Rockstars £100 Vocab Ninja £50</p>

ii. 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?
For pupils who are working below ARE in Maths.	<p>Small group interventions to be taught across all year groups.</p> <p>Times Table Rockstars and Numbots.</p> <p>Numicon- Breaking Barriers and Big Ideas to be taught as per the instructions.</p>	<p>Disadvantaged children have a greater likelihood of underachieving academically- therefore regular monitoring of all disadvantaged children, children will be targeted with specific Maths support.</p> <p>Miss French will be able to model good practice and train other staff throughout the school. Mr Smith and Mrs Carter to undertake training for Maths Mastery Mrs Batt to have focused project on Maths for NPQH</p> <p>Specifically designed for yr 5 & 6</p> <p>KS1 to use Numicon so using equipment known to yr 3 and above pupils</p>	<p>Post and Pre intervention assessments will be shared and carefully analysed in discussion with class teachers.</p> <p>Mrs Barros to monitor teaching of intervention to ensure consistency throughout the school.</p> <p>Teachers to monitor and analyse Maths data at the end of each unit taught. – pupil asset</p>	<p>Mrs Barros</p> <p>DHT</p> <p>HT</p>	Termly

<p>For pupils to demonstrate an improved degree of self-confidence and resilience when tackling challenging work in class.</p>	<p>To use Growth mindset techniques</p>	<p><i>Carol Dweck research on Growth mindset evidences the impact with regard to pupils' resilience and engagement-</i> after initial assessments appropriate interventions are identified to support the individual's needs.</p> <p>A specific intervention for resilience and emotional intelligence - not been used in school before.</p> <p>EEF state that SEL interventions <u>have an identifiable and valuable impact on attitudes to learning and social relationships in school.</u> They also have an average overall impact of four months' additional progress on attainment.</p>	<p>Staff (teachers and TAs) will be well-trained in the intervention- so they will be able to reinforce the toolkit skills that the children will have been taught.</p> <p>Baseline and post-intervention assessments will be monitored carefully and then analysed after completion of the sessions.</p> <p>Children will show a positive attitude when faced with challenging tasks and be motivated to self challenge and deepen their own understanding.</p>	<p>Mrs Batt (HT) and Miss French (DHT)</p> <p>All staff</p>	<p>July 2021</p> <p>Staff training</p>
<p>For pupils to demonstrate an improved degree of self-confidence and understanding their emotions to tackle challenging situations</p>	<p>Zones of regulation</p>	<p><i>Zones of regulation is a systematic cognitive behavioural approach to teach self regulation</i></p> <p>By addressing underlying deficits in emotional and sensory regulation, executive functioning, and social cognition, the framework is designed to help move pupils toward independent regulation. It teaches pupils to identify their feelings/level of alertness, understand how their behaviour impacts those around them, and learn what tools they can use to manage their feelings and states. Using this intervention is proven to <u>have an identifiable and valuable impact on attitudes to learning and social relationships in school.</u> It can have an average overall impact of four months' additional progress on attainment.</p>	<p>Staff (teachers and LSAs) will be well-trained in the intervention- so they will be able to reinforce the skills that the children will have been taught.</p> <p>Number of incidents in behaviour logs will be significantly reduced.</p> <p>Children will develop articulacy and the ability to reason and problem solve in an appropriate manner.</p>	<p>Mrs Barros</p> <p>All Staff</p>	<p>July 2020 (ongoing)</p> <p>Inclusive costs from above of non-teaching SENCo</p>

<p>To ensure social, emotional and behavioural barriers are reduced.</p>	<p>To buy in a Sports coaches to engage specifically disadvantaged children in after school clubs.</p> <p>Learning mentors and Forest school worker employed to work specifically with children as having identified need.</p>	<p>EEF evidence states a positive but low impact on disadvantaged children's academic progress (4 months). However, many of these children are unable to attend after school clubs due to family commitments- so to ensure that these opportunities are available during the school day will increase their enjoyment of school and will increase a positive attitude towards the school day.</p> <p>Professional support for a child in need is essential to aid their learning and self-esteem.</p>	<p>Discussions with the children, parents and class teachers will allow data collection- pupil and parent voice.</p> <p>A person centred approach is applied to each individual where applicable. Developing supportive relationships with parents to allow a more targeted, cohesive approach and reduce the emotional barriers and improve the wellbeing and learning capacity for the specified child.</p>	<p>Mrs Batt (HT) UKA sports staff Learning mentors/ school counselling SENCo</p>	<p>Termly</p>
<p>Total budgeted cost</p>					<p>Costs of SENCo, Forest school worker and LSAs (above) incorporated into teaching and learning budget</p> <p>TT Rockstars/Numbots - £100 (above)</p> <p>Numicon – 4 sets of 80 £140</p> <p>Cover costs for 2 x CT training = £1,000</p> <p>£240- Swimming</p> <p>£120 – Les Mills Dance and fitness</p> <p>Technology (iPads) £5514</p> <p>Part cost of sports coaches - £1,000</p> <p>£10, 679 (not including non-teaching SENCo as this is in i above)</p>

iii. 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?
To provide the opportunity for all children to participate in school life.	Raising aspirations/ Sports participation	<p>Many children from disadvantaged backgrounds may be unable to access enrichment activities, such as extra-curricular clubs, music lessons and educational visits.</p> <p>This funding will continue to support children in a range of ways and to contribute to developing the 'whole' child.</p> <ul style="list-style-type: none"> Supporting the cost of educational visits for families unable to make a contribution. Extra-curricular clubs for individuals including music lessons with the peripatetic music teachers in school. 	<p>The music tuition or use of instruments will be overseen by HT</p> <p>Access to and discounts for school visits, residential visits and extra-curricular clubs</p> <p>Providing an enriching curriculum for all will offer the children to explore other strengths that they may have, follow their own interests and strengths as learners. We would hope to see these children become motivated and resilient learners in a broad range of contexts outside of the classroom.</p>	Mrs Batt (HT)	Annually
To provide opportunity for pupils to begin the day with improved concentration and positive behaviour strategies	Reduction in costs for breakfast and after school club to enable disadvantaged pupils to attend	EFF trial in free breakfast club for disadvantaged pupils evidences impact on academic achievement by 2 months. Lateness and absence rates reduced and behaviour improved.	Overseen by HT	Mrs Batt (HT) E Mainwaring (Out of hours provision)	Annually
Total budgeted cost					Musical equipment – Contribution to music lessons/equipment £100 Contribution to school trips £500 and breakfast club including residential £1190
Total					£25,555

6. Review of expenditure				
Previous Academic Year		2019/20		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>For pupils to meet their end of year targets.</p> <p>To raise the progress and attainment rates of all disadvantaged children at the end of KS2.</p>	To hold termly pupil progress meetings (internal system) to identify children at risk of not achieving their end of year target.	<p>100% of PPG pupils achieved ARE in RWM in yr 6 SATs (teacher assessment)</p> <p>100% of PPG children achieved their end of yr 6 targets (teacher assessment)</p> <p>All children eligible for PP funding have had their individual provision outlined by class teachers. Interventions continue to be targeted and monitored by staff.</p> <p>Use of teaching assistants has improved since the previous Ofsted in 2016 this benefits all pupils whether eligible for PP funding or not.</p> <p>Due to change of MIS unable to measure impact on progress. Overall achievement of pupil ppremium at ARE and above: Maths – 58% Writing – 64% Reading – 64%</p> <p>Due to COVID teaching and learning was interrupted. The data above is from Spring of 2020 and is based on teacher assessments.</p>	<p>Additional time to be given for the pupil progress meetings as these take longer when so many individual children being discussed.</p> <p>Implemented elements of Literacy and language in school writing structure but writing continues to be an area of concern within the school- Jane Constadine 'Write Stuff' or Pie Corbett Talk for Writing training to be shared amongst staff and LSAs – this couldn't happen last year due to COVID closure.</p> <p>Other strategies from catch up funding to be used for RWInc. Consider heavier investment in 2021/22 for literacy/language and RWInc</p> <p>Continue with previous approaches in 19/20.</p> <p>Consider use of learning mentors within the school- specifically for children eligible for PP funding.</p> <p>Analysis of impact of interventions to be a focus of academic year 2020/21 led by new SENCo Mrs B Barros</p> <p><i>Attendance is above the national average. Attendance is high for all groups of pupils including those with SEND and for disadvantaged pupils</i></p>	<p>£15,000 (incorporated cost for DHT/SENCo and LSAs)</p>

<p>To ensure all pupils have access to high quality teaching in reading, writing and maths across the school.</p> <p>To ensure all assessment practices are highly effective and provide pupils with timely and valuable ways to improve their learning.</p>	<p>Use of regular observations, drop-ins, pupil voice and coaching of new staff.</p> <p>Through continued evaluation of marking and feedback through work scrutiny by SLT, lesson observations and staff discussions the school will ensure that PP children have access to highly effective feedback.</p>	<p>School achieved Good in previous Ofsted receiving 'good' in all areas of the inspection.</p> <p><i>Although there are additional adults in all classrooms, they are not always deployed effectively. Examples were seen of effective support for groups of pupils and also one to one support. However, the provision of high-quality support is not consistent in all classes. (LA Review 2019)</i></p>	<p>The school continues to be developing and improving its strategies for teaching, learning and assessment.</p> <p>A new marking and feedback policy is aimed at developing even greater independence in children.</p> <p>Staff changes and focus on School improvement to be embedded over the year.</p> <p>COVID has had an impact on ability to measure strategies. Additional training and support required for staff</p> <p>New curriculum and recovery curriculum to be implemented</p>	As above
<p>To develop a more therapeutic approach to behaviour management within the school.</p>	<p>Use of forest school small group intervention</p>	<p><i>Pupils returning during COVID undertook forest school sessions once a week. Impact seen on confidence and achievement of pupils for self esteem.</i></p>		

ii. To ensure all pupils have access to high quality teaching in reading, writing and maths across the school.				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
For pupils who are working below ARE in Maths to make accelerated progress.	<p>Small group interventions to be taught across all year groups.</p> <p>EPS+ Maths intervention to be taught consistently and effectively to all disadvantaged children working below ARE.</p>	<p>From teacher assessment in Spring 2 – interrupted due to COVID</p> <p>100% of year 6 children with PPG achieved ARE. 66% of year 5 children with PPG achieved ARE. 62% of year 4 children with PPG achieved ARE. 0% of year 3 children with PPG achieved ARE (only one pupil) 33% of year 2 children with PPG achieved ARE No pupils in year 1 eligible for PPG</p> <p>This Intervention was not used due to lack of training and implementation of intervention. Previous SENCo/DHT left in May 2020.</p>	<p>Additional training for intervention staff to be secured for 20/21 in order to have an even better impact on pupil outcomes.</p> <p>Recovery curriculum and high quality materials to be introduced</p> <p>Flexible class-teaching depending on pupil needs in each year group is being developed.</p>	£3,879.50
For pupils to demonstrate an improved degree of self-confidence and resilience when tackling challenging work in class.	To purchase JIGSAW REST (Resilience, Engagement Scale and Toolkit). REST interventions to be accessed by all Children in receipt of Pupil Premium grant in Autumn term.	<p>This project will be trialled next academic year.</p> <p>Didn't purchase resource</p>	With a stronger SLT in 20/21 capacity to do this project will be strengthened. Firstly need to review to decide if this will be a focus for next year.	£365

To ensure social, emotional and behavioural barriers are reduced.	To have support for middays at lunchtime	<p>It was decided to support children during lunchtimes by staffing a - this allowed children to spend time listening to music, doing mindful colouring, playing with Lego, reading in the library or just sitting chatting with friends.</p> <p>This was beginning to have a positive impact supporting children make the pro-social behaviours during lunchtimes – interrupted by COVID</p> <p>Less recorded issues in the behaviour book due to better support during less-structured times.</p> <p>Sports coach used for additional PPG children football.</p>	<p>Continue with this strategy – funded through class support Investigate sports coach for additional outdoor games supervision during lunchtimes.</p> <p>Consider this next academic year; as additional opportunities to access sports coaching in a small group was very positive for the children involved.</p>	<p>£2280 Additional mid-day support.</p> <p>£1680.84 Educational Psychology visits for PPG pupils.</p> <p>£15.40 Sensory items</p> <p>£139 Extra-curricular support</p>
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iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To provide the opportunity for all children to participate in school life.	Raising aspirations/ Sports participation	<p>Children eligible for PP funding have shared the same experiences as their non-pupil premium funded peers.</p> <p>Children have benefited from support with funding school trips, the year 6 residential and with some support for clubs.</p>	To continue to allow for the subsidy of trips, as and when they are appropriate.	<p>£1,012</p> <p>Total Amount spent £24,372</p>

7. Additional detail

Due to COVID data is based on teacher assessment at the end of the Spring Term 2020. There has been an interruption in being able to measure the impact of strategy.

Future: Mindfulness club, Chill out lunchtime club (nurture), RWInc training for barriers to phonics/reading, Writing structure & interventions, Maths mastery