

## Moldgreen Community Primary Pupil Premium Strategy Statement

1. Summary information					
School	Moldgreen Community Primary School				
Academic Year	2018-19	Total PP budget	£129,360	Date of most recent PP Review	July 2018
Total number of pupils	370	Number of pupils eligible for PP including EYPP	100	Date for next internal review of this strategy	Easter

2. Current attainment and progress		
<b>EYFS 2017-18</b>	<i>Pupils eligible for PP (18 pupils = 40%)</i>	<b>All pupils (45)</b>
Proportion of pupils achieving a good level of development (GLD)	45%	71%
<b>Year 1 Phonics 2016-17</b>	<i>Pupils eligible for PP(20 pupils = 44% )</i>	<b>All pupils (46)</b>
Proportion achieving the expected standard in Year 1 Phonics	25%	72%
<b>KS1 2016 - 17</b>	<i>Pupils eligible for PP(13pupil = 33%)</i>	<b>All pupils (39)</b>
Proportion achieving at least expected standard in reading	42%	67%
Proportion achieving at least expected standard in writing	58%	73%
Proportion achieving at least expected standard in maths	58%	78%
Proportion achieving expected standard or above in R/W/M	42%	63%
Proportion achieving higher standard or above in R/W/M	0%	8%
<b>KS2 2016 - 17</b>	<i>Pupils eligible for PP (48 pupil = 54% )</i>	<b>All pupils (89)</b>
Proportion achieving at least expected standard in reading	87%	89%
Proportion achieving at least expected standard in writing	65%	73%
Proportion achieving at least expected standard in maths	48%	66%
Proportion achieving at least expected standard in GPS	83%	84%
Proportion achieving expected standard or above in R/W/M	32%	51%
Average progress score in reading	+2.2	+2.2
Average progress score in writing (TA)	-2.4	-2.3
Average progress score in maths	-3.1	-2.6

<b>3. Barriers to future attainment (ie those characteristics which pupils eligible for PP are more likely to display)</b>		
<b>In-school barriers</b> <i>(issues to be addressed in school)</i>		
<b>A.</b>	The development of, and grasp of, language tends to be lower for PP children than others affecting starting points and progress.	
<b>B.</b>	Lack of resilience and confidence when reading and writing due to limited language acquisition and real-life experiences.	
<b>C.</b>	Poor social and emotional development of PP pupils affects their readiness and attitude to learning.	
<b>D.</b>	Skills and understanding in maths impacted due to limited language acquisition- this affects attainment.	
<b>External barriers</b> <i>(issues which also require action outside school)</i>		
<b>E.</b>	Persistent Absence and lower punctuality rates are more evident for PP pupils than for other pupils, this affects their attainment.	
<b>F.</b>	Parental engagement for some PP pupils is not as strong as for other pupils (for example reading at home), and this affects attainment particularly where parents themselves have had negative school experiences.	
<b>G.</b>	Access to opportunities and the wider world beyond home.	
<b>4. Desired outcomes</b> <i>(Desired outcomes and how they will be measured)</i>		<b>Success criteria</b>
<b>A.</b>	Improved language acquisition.	Pupils eligible for EYPP will make accelerated progress from their starting points. The gap between KS1 pupils eligible for PP and 'All' will diminish for reading at the expected standard.
<b>B.</b>	Increase the % of KS1 Pupil Premium children achieving expected standard in reading and writing diminishing the gap between school and national figures. To increase the number of Pupil Premium children achieving the higher standard in reading and writing.	The gap between national PP and School PP will diminish in reading in writing.  The achievement of PP children in KS1 at the higher level for reading and writing will be more in line with FFT50/20 targets set bringing outcomes closer to national.  During scrutiny and moderation exercises, books will show progress.
<b>C.</b>	Improved attitudes to learning. Children's participation in lessons is increased and they are willing and able to talk positively and confidently about their learning.	Pupils speak positively about their learning experiences. Children feel safe and supported in school and know how to access additional support should they need it. .
<b>D.</b>	Improved ability, confidence and resilience to answer maths questions that require reasoning and greater acquisition of language.	The % of PP achieving the expected standard in KS2 maths will raise to be more in-line with national.

E.	The attendance for PP children will increase	Overall, the attendance figures will for children eligible for PP will be largely in line with all.
F.	Increased parental engagement with school developing the home/school relationship	<p>Parental attendance to school events to support learning will be improved e.g. phonics, maths and reading workshops and parents evening.</p> <p>Feedback from parents will show that they feel increasing involved in their child's education and are more knowledgeable about how to seek additional support should they require it.</p>

5. Planned expenditure				
Academic year		2018 – 19 (£129,360)		
i. Teaching and learning interventions				
Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	Analysis/ Outcomes
<b>A Improved language development</b>  <b>£15,007</b>	<ul style="list-style-type: none"> <li>Additional support in EYFS to support the development of early skills.</li> <li>Speech and language support is implemented quickly</li> <li>Ensure there is a literacy rich learning environment in EYFS</li> <li>Interventions tracked and impact reviewed with increased rigour.</li> <li>The introduction of 'zero tolerance' phrases across cohorts.</li> <li>Stay and Play group for pre-school children allowing for early identification of children who may require additional support prior to the start of school.</li> </ul>	SaLT assessments/feedback. Early Years individual profiles tracking. EYFS Intervention tracking. Observations/ drop-ins / observations.	YL, CH	
<b>B. Increased confidence and standards in</b>	<ul style="list-style-type: none"> <li>Assess reading ages through Schonell tests regularly</li> <li>Project X group for relevant pupils</li> <li>Texts used in Literacy to be chosen carefully to enthuse children and linked to writing</li> <li>Reading areas in each classroom</li> </ul>	Analysis of termly assessments Pupil progress meetings identifying focus PP children. Year 6 prediction analysis	CS, LS, CH	

<p><b>reading and writing</b></p> <p><b>£41,590.50</b></p>	<ul style="list-style-type: none"> <li>• Improved library area and increased use of the library for borrowing across all cohorts</li> <li>• World book day quiz for years 5 and 6</li> <li>• Increased, regular phonics assessments</li> <li>• Phonics workshops for parents</li> <li>• English lead to be a trained moderator</li> <li>• Reading Eggs</li> </ul>	<p>Co-ordinator to monitor reading ages scores</p> <p>SLT Feedback on drop-ins, book scrutinies and lesson observations</p>		
<p><b>C. Improved attitudes to learning across school</b></p> <p><b>£24,000</b></p>	<ul style="list-style-type: none"> <li>• Revised behaviour policy</li> <li>• Observations and pupil interviews</li> <li>• Increased pupil roles and responsibilities</li> <li>• Confidence in the classroom</li> <li>• Staff for clubs</li> <li>• School council</li> </ul>	<p>Regular monitoring of children's books</p> <p>Assessment tracking and analysis</p> <p>Pupil progress meetings</p> <p>School council meeting minutes</p>	<p>Class teachers</p> <p>LS/HT/KH</p>	
<p><b>D Improved ability, confidence and resilience to answer maths questions that require reasoning and greater acquisition of language.</b></p> <p><b>£36,217</b></p>	<ul style="list-style-type: none"> <li>• 'White Rose Maths' materials to be used in all classes</li> <li>• Termly, formal maths assessments to take place</li> <li>• Increased concrete and practical activities in lessons</li> <li>• Link concrete to abstract through alternative teaching methods e.g. tens frames and bar method</li> <li>• Use of TT Rockstars to engage pupils in learning times tables.</li> <li>• Year group planning for maths mapped out for consistency in and across cohorts and groups.</li> </ul>	<p>Book scrutinies</p> <p>Assessment tracking</p> <p>Pupil Progress meetings</p>	<p>EB, JM, HT, LS</p>	
<b>Total budgeted cost</b>				<b>£116,814.50</b>

ii. Nurturing and parent interventions				
Desired outcome	Chosen action / approach	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b><i>E Improved attendance</i></b>  <b>£8,345.50</b>	<ul style="list-style-type: none"> <li>• Employment of home/school development worker to analyse and support attendance of pupils across school.</li> <li>• APSO involved in a timely manner</li> </ul>	Attendance data analysis		Half termly

<p><b>G Increase parental involvement and engagement</b></p> <p><b>£4,200</b></p>	<ul style="list-style-type: none"> <li>• Parent child fun activity sessions</li> <li>• Parent phonics sessions</li> <li>• Increased information about Parent's evening</li> <li>• Stay and Play sessions</li> </ul>	<p>Records from meetings show increased attendance</p> <p>Parent surveys show positivity towards school</p>	<p>LS/HT/KH</p>	<p>Half termly</p>
<b>Total budgeted cost</b>				<b>£12,545.50</b>