

# Pupil premium strategy statement: Moss Bury Primary School

1. Summary information					
School	Moss Bury Primary School & Nursery				
Academic Year	2019/20	Total PP budget	£81000	Date of most recent PP internal Review	20/3/19
Total number of pupils	322	Number of pupils eligible for PP	65	Date for next internal review of this strategy	May 2019

2. Current attainment Year 6 Pupils		
	<i>All Pupils eligible for PP (school average)</i>	<i>All Pupils</i>
% of pupil achieving the expected standard in reading, writing and maths	<b>65%</b>	<b>50%</b>
Reading progress score	<b>-0.31</b>	<b>+1.23</b>
Writing progress score	<b>+2.21</b>	<b>+0.98</b>
Mathematics progress score	<b>+1.93</b>	<b>+2.15</b>

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<i>In-school barriers (issues to be addressed in school)</i>	
A.	These children do not make as much progress on a year by year basis
B.	Some children need to develop a more positive self image and a more beneficial attitude towards resilience and risk taking
C.	Some children's internal discipline prevents them from realising their true potential.
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
D.	Some would benefit from parental assistance to ensure a consistency of support from home towards school wide activities
E.	On average these children have a lower attendance rate than others

## 4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved progress of the Pupil Premium cohort	75% of PP children demonstrate similar progress and attainment as other groups
<b>B.</b>	Improved attitude towards learning	75% of respondents to a Pupil voice survey and who are PP children indicates a more robust attitude towards making mistakes and an improved attitude towards work effort They demonstrate a a growth mind set
<b>C.</b>	Improved standards of internal discipline and focus in class	The number of children who are entered onto behaviour plans or are recorded as having been involved in a serious incident is reduced by 50%
<b>D.</b>	Greater support from home	Improvement in homework completion, reading records and mossy explorer and indi projects
<b>E.</b>	Improve attendance	Their attendance improves and as a group is recorded at 95%

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2018/19</b>			
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.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
That every PP child , and other children in the school receive the very best wave 1 tuition	<p>Training – at staff meetings, on a one to one basis and by didactic courses.</p> <p>Wherever possible, the training will include an element of focus upon the consequences of teaching to PP and other DVP groups</p>	<p>All staff would benefit from the best training that the school can either provide or source.</p> <p>It is considered axiomatic that a focus on PP children within this training will develop teaching towards a improved outcome.</p>	<p>Training logs</p> <p>Management feedback to teachers that adds a focus on PP children.</p> <p>Pupil Premium children’s progress will be included in all termly Pupil Progress Meetings.</p> <p>The progress of Pupil Premium children will feature in all future performance management meetings</p>	HT, Literacy Leader, SLT and Governors	Half Termly
That PP children receive the attention necessary to develop and improve their progress and attainment	Classroom observations and learning walks which focus upon the interactions of the teacher /TA and the PP student	The focus of observations have the effect of shaping the direction of the teaching. By investing more in this form of scrutiny, it is expected that the teachers will be more focussed on their teaching and personal impact upon this group, as well as the rest of the class.	HT and Teaching Lead will in their own observations and feedback, ensure that these children’s behaviour, responses and the teachers attention to them are recorded.	HT / JH	
The adoption / development of a school wide assessment system that clearly recognises and then tracks the progress of PP children	In every assessment system the school now designs or adopts, there must be a suitably high priority given to PP children and their progress.	Good accurate assessment leads towards more informed and focussed teaching . By raising the profile of PP children in any system that we use we hope to increase our focus upon this group and to optimise their outcomes.	This will form part of management scrutiny to ensure that the PP children’s progress and attainment is being accurately monitored	JH/SLT	

<p>The continuation of wave 1 tuition in some focussed cases to include a large percentage of PP children</p>	<p>In some cases, most notably phonics, the continuation and supplementation of wave 1 tuition.</p>	<p>In the past in Moss Bury, this has proven to be the most effective way of developing results in areas such as phonics.</p>	<p>The scrutiny of impact will form part of the PP meetings and on-going assessment.</p>	<p>SLT</p>	
<p>To ensure the PP children access the best possible tuition in PE to ensure their school life experience is as enjoyable as possible.</p>	<p>Our sports apprentice will provide after school and break time supplementary activities</p>	<p>It is considered self-evident that a child who feels more positively about school and the surrounding activities will be prepared to try harder and thus achieve more.</p>	<p>Pupil voice and other forms of self reportage will allow us to quantify to some degree the development of self-confidence and an improving attitude towards school life.</p>	<p>SLT</p>	
<b>Total budgeted cost</b>					<p>15000</p>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
That the majority of our classes have TA support which will focus support on PP children	The school is able to employ 5 additional teaching assistants by virtue of the PP funding. These trained members of staff will work in years 2,3,4,5 and 6 and work largely with PP children	There is clear evidence that 1:1 and small help in class makes a big impact. More able children with PP funding will also benefit from the closer attention of a TA or the teacher to help them maintain focus and concentration.	Through class observations, learning walks, pupil voice and examination of data.	HT/SLT	Half termly
That every PP child in a class where the work is pitched at their Age expectations makes improved progress in that class	During the week we provide dedicated TA time to ensure that PP children receive one to one feedback and support from a teacher or trained TA	There is clear evidence that 1:1 tuition and guidance has clear advantages for children at all abilities. This view was the basis of the governments own 1:1 programme in the past .	The Teaching Assistants (TAs) will be trained into delivering the right level of support and feedback.  The Ta in each class will be selected for their abilities at the ability level of each year group.	JH	Half Termly
That PP children in classes that are pitching work at greater depth make good progress	TAs to provide booster sessions for these children in reading writing and maths	Booster lessons that are focussed upon certain areas of learning have always worked well in our school. Over time, when children's progress is tracked as it is in SATs years over weeks and months, the attendance at these sessions has proven to be vital for success.	Moss Bury has a substantial amount of experience in successfully running these types of interventions. CN and JH who will oversee the delivery of the boosters will ensure that the delivery is focussed and effective.	JH/ SLT	Half termly
Targeted interventions to include PP children for reading, writing and maths	TAs provide highly focussed interventions to ensure progress in reading, writing and maths	Our own records show clearly the effectiveness of different types of intervention.	JT under supervision from JH will manage and oversee the use of the interventions. She will sign children on and off the intervention roll by personally reviewing the child's progress.	JH/ SLT	Half termly

Targeted protective behaviour interventions to develop self image and resilience	Specially- trained TA delivers weekly intervention to develop resilience etc. The groups will include a majority of PP children	There is clear evidence from a variety of sources that a child's self image has negative or positive effect upon their success.	CN will take responsibility for overseeing and delivering the interventions. An on roll assessment will ensure that the intervention is focussed upon delivery. An off role assessment will allow us to track progress and effectiveness.	CN	Half termly
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Cost : Calculation : 5 Teaching assistants x £15000 = £75000 but reduced slightly to make allowance for other duties and work with non- PP children	<b>cost</b>	£60000
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<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To ensure the best use of our resources	Dedicate SLT, SENCo and staff time to pupil premium progress meetings.  At these meetings, PP children's progress will be examined and discussed. Barriers to learning will be examined and removed	Pupil progress meetings which focus upon non PP children are effective as they examine every issue and delay to a child's learning. In doing this the school can mobilise its resources to the best possible effect. Therefore, if that focus is turned upon PP children, the same effect can be achieved.	Termly assessment of the impact of the decision that have been made.	MD/ SLT	Half termly
Mind set workshop and interventions.	A specialist intervention for children who would benefit from strategies to develop a more positive approach to their learning, to be delivered by pastoral lead.	We have seen at Moss Bury that children who adopt a positive approach to their learning are prepared to give their best effort even if this leads to failure. Over time, this attitude pays off and the children will automatically, as a matter of habit, develop a positive work ethic which will lead to success.	CN will deliver and oversee the interventions.  On roll to off roll assessment will allow for the strength of the impact of the intervention to be monitored.	CN	Half termly

<b>Behaviour support</b>	<b>CN to focus attention on developing positive behaviours amongst PP children who can find learning a challenge due to an undeveloped attitude towards learning. These support programmes will also utilise the influence of parents and other adults in the child's life to the child's advantage.</b>	<b>Moss Bury has a clear record of developing a more positive attitude towards learning in children. This is a time consuming and relatively expensive intervention but made cost effective by the positive impact upon the individuals concerned.</b>	<b>CN will deliver and oversee the discussions and action plans that are developed on a child-by-child basis.</b>	<b>CN</b>	<b>Half termly</b>
<b>Dedicated staff to offer family support to certain families</b>	<b>Where it is warranted, our FSW will spend time developing a relationship with families who need the right type of focussed support to ensure their children flourish and develop to the best of their abilities</b>	<b>Clear evidence that children do better when working with the support of their families in a focussed and supportive way.</b>	<b>CN to oversee the delivery of services and support from FSW and other agencies</b>	<b>CN</b>	<b>Half termly</b>
<b>Total budgeted cost</b>					<b>£10000</b>

**Total allocation of spend: £ 85000 against a budget of £81000**