

Pupil premium strategy statement – Moston Lane Community Primary School

1. Summary information					
School	Moston Lane Community Primary School				
Academic Year	2016 2017	Total PP budget	£342,204	Date of most recent PP Review	March 2017
Total number of pupils	460	Number of pupils eligible for PP	263	Date for next internal review of this strategy	Final Review July 2017

2. Attainment of 2016 2017 cohort			
	<i>Pupils eligible for PP (your school)</i>	<i>National All</i>	<i>Moston Lane All</i>
% achieving in reading, writing and maths	59%	61%	62%
Progress in reading	-1	0.0	-0.6
Progress in writing	-0.2	0.0	+1.1
Progress in maths	-0.1	0.0	+0.8
Average Scaled Score Reading and Maths combined	100.5	104.1	101.1
Average scaled score reading	100.1	104	101
Average scaled score writing	98.8	101.1	99.9
Average scaled score maths	101.0	104	102
Average scaled score SPAG	104.3	106	106

3. Review of expenditure				
Previous Academic Year 2015 2016				
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>A: Improved speech and language skills across the school</p>	<ul style="list-style-type: none"> • Working with a cluster of schools to employ a Speech and Language Therapist for one day per week throughout the year. • Provision of school wide advice and development through staff training. • Purchase of resources as needed. • Assessment of pupils and programmes of work developed for individuals. • On-going monitoring of provision. 	<ul style="list-style-type: none"> • Increase in meeting the needs of identified children with speech and language issues. • Increase in confidence of staff in supporting pupils with speech and language issues. 	<p>This work has improved school wide speech and language provision with a focus on the Early Years to aim to intervene early. We now need to continue this work and ensure that it impacts further on wider school outcomes.</p>	<p>£15,000</p>
<p>B: Increase progress and achievement for all pupils including higher attaining pupils. Improve knowledge and skills across the curriculum with a focus on reading.</p>	<ul style="list-style-type: none"> • Success for All reading programme subscribed to. • Staff training in the delivery of SFA. • SFA resources purchased. • Purchase of a wide range of reading books linked to pupils' interests and SFA topics. • Bug Club subscription – online reading programme accessible at home. • Accelerated maths subscription – accessible at school and home Y5 and Y6 pupils • Purple Mash and MyMaths subscriptions – accessible in school and at home by all pupils 	<ul style="list-style-type: none"> • Improved home access to reading materials for all pupils. • Reading progress enhanced across the school. • Increased number of higher attaining pupils in reading across the school. • Increased numbers of pupils at ARE in reading across the school. • Improved out of hours access to learning materials for all pupils. • The average scaled score of PP children in Y6 in combined reading and maths has increased from the 2016 results. • The average scaled score of PP children at Y6 in reading, writing, SPAG and maths has increased from the 2016 results. • PP children started with much lower baselines than non PP and • FFT data shows that a greater proportion of Pupil Premium pupils attained the expected standard in all subjects and combined than was predicted from their KS1 scores + 14% more in combined. Therefore better than expected progress has been made by this group. The difference between estimated and actual scaled scores indicates that PP pupils attained on average the estimated score as the variance is small. 	<p>All areas are starting to impact on outcomes but do need to be more effective in raising standards further and ensuring all pupils make good progress in line with the new curriculum. We need to continue to improve provision for the most able PP children and ensure that the gender gap is closed in relation to pupil premium children, PP girls in maths.</p>	<p>£35,000</p>

ii. Targeted support

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>A: Improved speech and language skills.</p>	<ul style="list-style-type: none"> • TAs trained to complete a range of speech and language boosters • Speech and language therapy • Increase in provision of speech and language support from member of SEND team • Working under the support of outside agencies – support, advice and programmes of learning. • Making the environment speech and language friendly. 	<ul style="list-style-type: none"> • Our increase in speech and language provision through the Speech Bubble intervention group and introduction of a new Speech and Language Therapist (cluster working 1.0 days a week) has improved our ability to support an increasing number of pupils with speech and language issues. Our group work has shown good impact with these pupils improving both confidence and communication skills. • Advice and support from a range of speech and language professionals has ensured continued development of our provision as a whole and in terms of the environment that we provide to support our pupils in this area throughout their time with us. • Staff are now highly trained and this is having a wide impact on a range of pupils. 	<p>This is an area of significant improvement due to the priority given to it by the school. The amount of pupils now receiving support has increased significantly.</p>	

<p>B: Increase progress and achievement for identified pupils including the most academically able. Maintain and develop a range of effective interventions.</p>	<ul style="list-style-type: none"> • Reciprocal Reading, Better Reading Partnership, Accelerated Maths, booster groups and 1:1 reading support. • Speech and Language therapy. • SEN Team • Reading Team • Lego Therapy • EAL Race to English intervention, delivered by an experienced teacher. 	<ul style="list-style-type: none"> • All pupils improved speech and language skills. • Meeting the needs of more pupils with speech and language issues swiftly. • Interventions completed effectively and having positive impact on pupil progress. • Individual interventions monitored across the year for impact. Reviewed regularly. • Educational Psychologist working with identified pupils, reports completed and actions taken as needed to meet pupils' needs. • All EAL pupils will develop a DfE level D competency in speech and language. • Reading progress enhanced across the school. • Increased number of higher attaining pupils in reading across the school. • Increased numbers of pupils at ARE in reading across the school. 	<p>Our reading and EAL interventions continue to be a strength of our provision. We must now ensure that they continue to meet the needs of our pupils. Our continuous and fluid approach to review and development facilitated us to increase the teacher allocation time to particular interventions that were successful within this year.</p>	<p>£65,000</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
<p>A: To continue to develop good behaviour for learning for all pupils including challenging pupils.</p>	<ul style="list-style-type: none"> • Educational Psychologist – staff training, SENDCo support, individual cases and whole school issues. • Nurture group – socialisation and behaviour learning. • Support from other agencies – Bridgelea Outreach Team, Learning needs teacher, physiotherapist, OT, Grange Outreach Team • Oasis room – therapeutic intervention work • Restorative justice – head girl and boy at break times. • Kagan training (SFA), activities foster team work and positive relationships • Wide range of out of hours clubs – team work, health and well being 	<ul style="list-style-type: none"> • Educational psychologist has provided effective support to the school to improve whole school knowledge and understanding of a variety of needs. • Individual needs being met effectively. • Nurture group – identified pupils attending, supported well and made good progress with identified need. • Children with autism are well supported across the school. • SEND TAs have specific skills to support pupils with greater additional needs. • Out of hours clubs are well attended and pupils model positive behaviour in and out of school. • Oasis room – pupils are referred for therapeutic interventions – impact shown through relationships, attitudes to learning and attainment • Kagan activities have built positive working relationships between pupils from different friendship groups and across the school. Wide impact on learning behaviour and social behaviour. 	<ul style="list-style-type: none"> • Nurture group is highly effective in supporting identified pupils with their needs. As a school we need to look at how their skills continue to be developed once Nurture group is completed. Our clubs are attended well but we need to continue to monitor take up to ensure this is balanced for different groups. • Outreach support has been very effective in skilling our staff to support pupils with additional needs. • The school will continue to use this invaluable support next year. • The school will continue to use the Oasis room, it is a highly successful therapeutic intervention. • Pupil relationships are strong through Kagan learning and is throughout all teaching. 	<p>£40,000</p>

<p>B: To address welfare and experiential issues to ensure pupils can make good progress.</p>	<ul style="list-style-type: none"> • Family support worker • Attendance Team • KS1 and KS2 breakfast clubs – KS2 with additional funding, sponsored by Greggs and Findel. • Subsidised trips • Educational experiences booked to take place in school. • This ensures that our Pupil Premium children have the opportunity to have a wide range of experiences to support their learning. To expand their vocabulary and knowledge of the wider world and this impacting on reading outcomes. 	<ul style="list-style-type: none"> • Family support worker – extremely targeted and effective support given to families for a wide range of issues. Ensuring that children are coming to school and a healthy situation to allow them to learn. • Attendance Team – extremely effective, rigorous monitoring of attendance and following up on all absence. Ensuring that children are in school and learning. • Effective breakfast clubs – ensuring that children attend school, are punctual and have food in order to be ready to learn effectively. • KS2 breakfast club (part sponsored by Greggs and Findel) – booster maths sessions take place enhancing learning alongside all the social benefits. This club has been so successful Findel have used it as a model for other sponsored clubs in other schools. • Attendance continues to be good and in line with/above national averages. • Our children, PP and non PP are highly engaged learners and show an increased knowledge of the wider world through our trips and educational shows/visitors within school. • Maths boosters at breakfast clubs and wider knowledge of the world through trips has impacted upon pupils writing, reading and maths. 	<p>We continue to review and develop our trips and educational experiences to ensure that they impact on the whole curriculum and for all learners. We are linking educational visits into school with whole school writing weeks. We want to continue to broaden pupils' experiences so that this in turn expands their vocabulary and knowledge of the wider world.</p>	<p>£87,000</p>
<p>C: To reduce class size and support pupils in smaller groups through additional teaching staff across the school.</p>	<ul style="list-style-type: none"> • Additional support staff in every class across the school to meet the needs of our pupils. • Additional non-class based staff to support the needs of our pupils through group support and interventions. • Split Year 6 into 3 classes instead of 2 in order to meet the needs of all pupils. 	<ul style="list-style-type: none"> • Pupils' attainment is improving at Year 6. • Pupils are making good progress across the school. • Pupils with a wide range of needs are accessing the curriculum and making good levels of progress. 	<p>We will continue to review the impact of additional staff and class size to ensure that it accelerates learning. The effectiveness of staff deployment will continually be reviewed to ensure that the additional support is where it is needed most and that this is adapted throughout the year to enhance learning.</p>	<p>£100,000</p>

4. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk