



## Low Moor C. of E. Primary School

*Aiming for Excellence*

### Pupil premium strategy statement 2018-2019

Summary information					
Academic Year	2018/19	Total PP budget	£115,440	Date for next internal review of this strategy	Sept 2019
Total number of pupils	420	Number of pupils eligible for PP	77/ 18%	% of eligible pupils who are SEN	23 %

Current attainment KS1		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school)</i>
% achieving expected standard in reading, writing and maths	38%	71%
% achieving expected standard in reading	63%	79%
% achieving expected standard in writing	38%	73%
% achieving expected standard in maths	75%	79%
Current attainment KS2		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school)</i>
% achieving expected standard in reading, writing and maths	44%	56%
% achieving expected standard in reading	69%	68%
% achieving expected standard in writing	75%	71%
% achieving expected standard in maths	56%	66%

## Barriers to future attainment (for pupils eligible for PP including high ability)

### In-school barriers

<b>A.</b>	Pupils' lack of engagement with learning
<b>B.</b>	Some pupils have social and emotional developmental needs therefore; we need to ensure pupils are ready to learn.
<b>C.</b>	Low numbers of pupils are choosing to access additional provision (interventions) offered before or after school.
<b>D.</b>	Mathematical fluency in basic skills, for example, times tables, mental strategies for the four operations

### External barriers

<b>E.</b>	Parental confidence in supporting their children with learning at home and with school work
<b>F.</b>	Access to a range of high quality texts.

## Outcomes (Please also see the School Improvement Plan)

	<b><i>Desired outcomes and how they will be measured</i></b>	<b><i>Success criteria</i></b>
<b>A.</b>	KS1 reading and writing achievements to be in line with non-pupil premium children	Reduced gap between pupil premium and non-pupil premium pupils in reading and writing
<b>B.</b>	KS2 to increase engagement and raise attainment in mathematics	% of pupil premium pupils achieving the expected standard and greater depth to increase from previous year
<b>C.</b>	KS2 to increase engagement and raise attainment in reading and writing for boys	% of pupil premium boys achieving the expected standard and greater depth to increase from previous year
<b>D.</b>	Pupils being ready to learn and parents able to feel confident in supporting them in this learning	Lesson observations, learning walks and book monitoring will show that pupils are engaged, accessing the lesson to their level and making progress in line with expectations
<b>E.</b>	Increased take up of pupil premium funding for eligible parents.	An increase in the amount of pupils in receipt of pupil premium funding particularly in EYFS and KS1.

Planned expenditure					
Academic year		2018/19			
Demonstrating how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
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?
A. KS1 reading and writing achievements to be in line with non-pupil premium children	Identify Y2 pupils who could reach the expected and/or greater depth standard at end of year and pupil premium pupils to be targeted. Interventions or additional provision to be put in place.	Clearly focused and targeted interventions will impact outcomes.	Increasing reading and writing A.R.E percentages as appraisal target. All staff accountable to demonstrate additional provision and progress made by these pupils throughout the year.	J Orrell (KS1 manager)  M.Lord (Deputy Head)	July 2019
	Monitor the interventions and provision put in place to ensure progress and impact is demonstrated. SLT to meet with KS1 leader regularly to discuss.	Regular review of impact ensures maximum effect on outcomes.	S.L.T monitoring of standards and regular review of intervention files.	J Orrell (KS1 manager)  M. Moore (P.P coordinator)	Termly
	English coordinator to introduce reading/comprehension model to KS1.	Consistent approaches through school benefit pupils and impact outcomes.	Monitor impact through observations and book scrutiny.	H Martin (English lead)  S.L.T	Training- Oct 2018 and ongoing monitoring

	S.Kenny (EYFS lead) staff training on how to engage boys in reading and writing.	Extremely positive outcomes in EYFS. Effective strategies used EYFS are relevant and transferable to KS1.	Evaluation of impact of staff training- Evidence in KS1 (Yr1) of approaches being adopted.	S.Kenny (EYFS lead)	Training- Aut term and ongoing monitoring
	Parental reading workshops to model how to assist children with learning to read. Parents provided with resources to support learning at home.	EEF research states that active parental engagement in supporting pupils' learning can be effective.	Questionnaires given at the end of the sessions to demonstrate the impact on parents	Teachers KS1 and KS2	Nov 2019
	Reading Leaders in UKS2 trained to deliver reading interventions with KS1 pupils	Learning with peers increases motivation and willingness to engage.	Questionnaires/ pupil interviews given at the end of the sessions to demonstrate how this has impacted attitudes towards enjoyment of reading	H.Martin (English lead)	Aut 1
	Implement a 'boys only' area of the library. KS2 boys to select material and engage younger children (priority to pupil premium children)  Boys group to host a 'book club'	Learning with peers increases motivation and willingness to engage.	Questionnaires/ pupil interviews given at the end of the sessions to demonstrate how this has impacted attitudes towards enjoyment of reading	H.Martin (English lead)	Spring 1
B.KS2 to increase engagement and raise attainment in mathematics	Mathematics intervention group for pupils to build confidence and secure basic skills	Pupils have access to high quality intervention sessions within the school day Tutoring is most effective when linked to class learning but carried out outside of this time (EEF), we	Data collection for pupils who attend intervention sessions. Monitor each half term intervention files, which demonstrate baseline and evidence progress made.	A.Robinson (Maths lead)  S.L.T	Each half term

	Year 5 to identify girls who require additional times table knowledge and deliver precision teaching. Pupil premium children given priority	are applying the same principles to small group sessions.		A.Robinson (Maths lead)	Autumn
	Year 6 pupil premium pupils to receive additional support during lesson time by providing an additional teacher for mathematics.	Children to receive support in small groups. Taught by experienced members of teaching staff to address misconceptions and accelerate learning	Increased assessment scores and a higher percentage of pupil premium children achieving the secure grade.	Year 6 teachers S.L.T	Each half term
	Mathletics used at home and in before/after school clubs.	Parents can engage and support pupils with their learning. Mathletics proven to encourage pupils to engage with mathematics at home.	Monitor the number of pupils engaging with Mathletics and run before school clubs to ensure all pupils access. Target parents at parent consultations to promote the use of Mathletics	A Robinson (Maths lead)	Engagement and invitations to before school club half termly July 2018
	Intervention at point of need and catch-up interventions provided across all year groups	Pupils have access to high quality intervention sessions within of the school day Tutoring is most effective when linked to class learning but carried out outside of this time EEF research. We are applying the same principles to small group sessions.		M.Moore (P.P coordinator)  M.Lord (Deputy Head)	Termly
C.KS2 to increase engagement and raise attainment in reading and writing for boys	Reading intervention group for boys to build confidence and comprehension skills	Pupils have access to high quality intervention sessions within the school day Tutoring is most effective when linked to class learning but carried out outside of this time (EEF), we are applying the same principles to small group sessions.	Data collection for pupils who attend intervention sessions. Monitor each half term intervention files, which demonstrate baseline and evidence progress made.	M Lord (Deputy headteacher)	Each half term

	English head to implement a guided reading model through staff meeting- All children will read with the teacher/TA at least once a week- alongside targeted activities to increase vocabulary and comprehension activities	Access to high quality reading lessons to raise standards in reading.	Lesson observations, book monitoring, and termly assessments to monitor impact of incentives.	M.Moore (P.P coordinator) H.Martin (English lead)	July 2019
	Increase Year 6 teaching staff by 0.6 in Autumn Term	A high proportion of P.P pupils in Yr6 (30%)	Half-termly assessment monitoring of progress of pupil premium children in relation to non-pupil premium children	Year 6 teachers	Autumn Term
	Easter Intervention sessions for Year 6	Pupils have access to high quality intervention sessions within of the school day Tutoring is most effective when linked to class learning but carried out outside of this time (EEF), we are applying the same principles to small group sessions.	Data collection for pupils who attend the Easter intervention sessions	Year 6 teachers	May 2019
	Introduction of the online resource 'Reading Eggs' to be used in before and after school clubs and for home access.	Parents can engage and support pupils with their learning. This reading online resource is proven to encourage pupils to engage with reading, spellings and GPS at home.	Monitor the number of pupils engaging with Reading Eggs and run before school clubs to ensure all pupils access. Target parents at parent consultations and through parent workshops to promote the use of Reading Eggs.	H.Martin (English lead)	Engagement and invitations to before school club half termly  From Spring 1

D. Pastoral team to work with pupils who require support to ensure they are ready to learn and parents are engaged in their learning.	Three learning mentors to work with targeted pupils. Meet weekly with deputy head to discuss impact and next steps.	EEF Toolkit states that targeted interventions which are matched to specific needs or behavioural issues can be effective. This will help pupils to be engaged in learning.	Weekly meetings with DHT to discuss impact. Contributions made to intervention files to ensure teachers and learning mentors work together effectively	M.Lord (Deputy headteacher)	Half termly
	Family Support officer to work with vulnerable pupils and their parents. Weekly playgroup to encourage parents to engage with school before pupils start in reception.	EEF Toolkit states that targeted interventions which are matched to specific needs or behavioural issues can be effective. This will help pupils to be engaged in learning. Regular meetings will be held with teacher, pastoral team and parents.		M.Lord (Deputy headteacher)	Half termly
	Member of staff to support vulnerable Year 4 pupil x2 afternoon sessions a week	EEF research states that active parental disadvantaged in supporting pupils' learning can be effective.			Termly
	Member of staff to work with small groups KS1 to promote positive behaviour and learning.		Weekly meetings with DHT to discuss impact. Contributions made to intervention files to ensure teachers are aware of the interventions being undertaken and the weekly outcomes	M.Lord (Deputy headteacher)	Half termly
	Providing Breakfast Club, places for pupil premium pupils where there has been an identified need.	EEF Toolkit states that targeted support, which is matched to specific needs or behavioural issues, can be effective. This will help pupils to be engaged in learning.	Reduced incidents on CPOMS. Evidence of child's progress in class.		
	Contribution to the cost of educational visits and visitors where parental contributions are less than the total of the visit or visitor.	First-hand experiences can support, engage and motivate learners.	100% class attendance		Termly
	50% contribution to the cost of residential visits for FSM children	First-hand experiences can support, engage and motivate learners.	100% class attendance		Yearly

E. Increased take up of pupil premium funding for eligible parents.	Meeting/information packs for parents held to explain the benefits of pupil premium and the provision the school provides.	To maximise the funding access for disadvantaged pupils by offering incentives.	Provide information to parents about how to apply for funding  Assist parents with signing up on the day or through providing set times to come in to school when support will be provided.	Y.Broadbent (Headteacher)  A.Crawshaw (Parent Involvement Officer)  Administration team	Spring 1
	Support provided in assisting parents in signing up for free school meals.  Voucher pack provided, including uniform assistance vouchers, book bag, P.E bag, water bottle, free ASC sessions, 10x breakfast club, £20 gift voucher.				
	Free access to a number of before and after school opportunities- 12 week block of swimming lessons at Richard Dunn's				

Summary of Proposed Spending		
Staff Costs	Teachers (cost of release)	
	Learning Mentors	
	Teaching Assistants	
Resources	Mathletics subscription (18%)	
	Reading Eggs subscription (18%)	
Parental Support	Educational visits	
	FSM voucher scheme	£3613
Before and After School Opportunities	Swimming lessons	£680
Educational visits/visitors and residential	Parental contribution short-fall	£500
	50% residential FSM contributions	£537

## 1. Review of expenditure

Previous Academic Year: 2017/18

### 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)
<p>Increase the % of pupil premium pupils reaching the expected standard in reading at KS2</p>	<p>Reading incentive challenges introduced for all KS2 pupils to encourage engagement in reading at home with lending library of age and challenge appropriate texts for pupil premium pupils.</p> <p>TLR to raise standards in English throughout school and implement strategies to increase the percentage of pupils reaching expected standard.</p> <p>Easter intervention sessions for Year 6 pupils.</p>	<p>68% of non-pupil premium and 69% of pupil premium reached the expected standard of reading by the end of KS2.</p> <p>This is an increase of 16% from last year's percentages where only 53% of non-pupil premium children met the expected standard.</p> <p>This data demonstrates that there were no significant gaps between non-pupil premium children and pupil premium pupils.</p>	<p>English manager introduced new engaging text into each year group to help improve standards across school.</p> <p>A highly effective system to motivate children to read 'Starbooks' has demonstrated increased engagement with reading throughout school. Every child has access to good quality, high interest and age appropriate books. These are taken home as well as being read in class. By sending better quality text, parents are engaging more positively with the reading process at home.</p> <p>This strategy needs to be continued into next year and beyond.</p> <p>More specific targeting of non-pupil premium children during reading lessons and 1:1 reading sessions for those pupils who are not meeting expectations.</p> <p>Although places were made available to pupil premium children, not all of them took the opportunity to attend the Easter interventions. Where children did attend, they made progress on subsequent assessments.</p> <p>Continue to hold reading workshops for parents where pupils are invited to stay for an after school activity, as this (Read and Rave) promoted our greatest attendance.</p>

<p>Increase the % of pupil premium pupils reaching the expected standard in mathematics at KS2</p>	<p>Introduce Mathletics and Times Table Rockstars across KS2 for home access.</p> <p>Easter intervention sessions for Year 6 pupils. Intervention sessions run throughout the year by experienced and senior staff. Ensure pupil premium pupils attend</p> <p>Intervention at point of need and catch up interventions provided across all year groups</p>	<p>56% (no increase from last year) of pupil premium pupils achieved the expected standard or above in mathematics. 66% of all pupils achieved the expected standard or above in mathematics. Therefore there is a 10% gap in the number of pupils achieving the expected standard. However, 26% of pupil premium pupils achieved the higher scaled score, outperforming all pupils by 10%.</p> <p>All KS2 pupils have been offered access to Mathletics at home and before school.</p> <p>Poor take up of Easter intervention sessions meant they were cancelled. Deputy head provided a 20:20:20 split of the pupils on 3 afternoons during Spring term to enable pupils to be targeted more closely.</p> <p>Monitoring of intervention folders, show there is now a consistent approach to setting up intervention sessions with focused baselines and targets. This has allowed for the impact of these sessions to be demonstrated for each pupil.</p>	<p>Next year, ensure there is a greater emphasis on pupil premium pupils attending the before school clubs through personal invites. Continue with the smaller class sizes next year through deploying a member of teaching staff to Year 6 3 days a week from September.</p> <p>Engage parents in the Easter sessions much earlier in the year, to allow for further communication and discussion if needed. Overview of the year's intervention tasks to be created and monitoring to take place at regular periods to ensure standards are maintained.</p>
<p>KS1: Increase the % of pupil premium pupils achieving greater depth in reading.</p>	<p>Identify Y2 pupils who could reach greater depth at end of year and pupil premium pupils to be targeted. Interventions or additional provision to be put in place.</p>	<p>KS1: Increase the % of pupil premium pupils achieving greater depth in reading.</p>	<p>Identify Y2 pupils who could reach greater depth at end of year and pupil premium pupils to be targeted. Interventions or additional provision to be put in place.</p>

<p>KS1: Increase the % of pupil premium boys achieving the expected standard in reading and writing.</p>	<p>English coordinator to train staff on higher order reading skills. Monitor impact through observations and book scrutiny. Parental workshops to model lessons and how to support their children. Parents provided with resources to support learning at home.</p>	<p>Reciprocal reading techniques have been put in place and all staff trained during in house staff meetings. In our current Year 2 classes, the number of pupil premium pupils who are boys significantly outweighs the number of girls (7 boys, 2 girls). 2 of these boys have recently joined school and had poor attendance previously. 50% of pupil premium pupils achieved the expected standard or above in reading, where 71% of all boys meet this standard. In writing, 33% of pupil premium boys met the expected standard or above where as 62% of all boys met the same standard. These results are cohort related the Year 1 results indicate that next year 66% of pupil premium boys (3 in total) will achieve the expected standard or above.</p>	<p>Evaluate the impact of reciprocal teaching approach next year as it should then be embedded in the curriculum. Continue to target the pupil premium boys in this cohort in Year 3 and beyond to achieve the expected standard.</p>
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**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
<p>Ensure robust and effective monitoring of the impact of interventions which are run by support staff throughout school.</p>	<p>Files for each year group to evidence the impact of provision in place. All support staff paid an additional half an hour a week to discuss and plan with class teacher on next steps and impact of provision Release of Assistant Headteacher to meet with Deputy Headteacher to monitor impact of provisions and feedback.</p>	<p>Effective procedures are now in place across the school to ensure that provision is measurable and the impact is monitored. Files demonstrate that there is clear dialogue between the support staff and teachers in terms of provision provided and demonstrating the impact as well as weekly ongoing dialogue.</p>	<p>Continue with the timeline next year. Monitor the intervention planning to ensure that pupil need is closely matched to the provision. Half termly monitoring will continue but will be more focused on ensuring good outcomes and adaptations and changes being made to provision taking the impact in to account.</p>

**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)

<p>Pastoral team to work with pupils who require support to ensure they are ready to learn and parents are engaged in their learning.</p>	<p>Three learning mentors to work with targeted pupils. Meet weekly with deputy head to discuss impact and next steps.</p> <p>Family Support Officer to work with vulnerable pupils and their families.</p> <p>Weekly playgroup to encourage parents to engage with school before pupils start in reception.</p> <p>Member of staff to support vulnerable Year 3 pupil 5x mornings a week</p> <p>Member of staff to work with small groups KS1 to promote positive behaviour and learning.</p>	<p>45% of the pupils, who are referred to work with the pastoral team, are eligible for pupil premium. Through the initial meeting with our new starter parents who are joining Foundation Stage in September, we already have 9 pupils who are eligible for free school meals.</p> <p>Attendance at Low Moor Little Learners, information sessions for parents of future pupils, has been high. These sessions have provided parents with information about how to help their child to be school ready.</p> <p>Termly CPD for Pre-school providers, led by our EYFS lead, have proven highly effective and the impact on children new to the school is evident, particularly in the Prime areas.</p>	<p>EYFS lead to monitor the impact of the Low Moor Little Learner sessions on pupils' baselines.</p> <p>All support staff will be in the playground each playtime next year to promote positive behaviour and engage pupils in purposeful play. The impact of this will be monitored and evaluated through the number of incidents on CPOMS.</p> <p>Continue to monitor the impact of the pastoral team on a half-termly basis through the monitoring of the intervention folders.</p> <p>Purchase of quality intervention games/flashcards/books/programmes to be made ensuring children receive the targeted support in meeting their IEP targets. Teachers and other staff members made aware of the possible resources that could help deliver correctly pitched intervention.</p> <p>To reinstate the regularity of IEP meetings with parents so targets are regularly reviewed and altered as the child makes progress.</p>
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