

## Pupil premium strategy statement (primary)

| 1. Summary information        |                          |   |                                    |   |               |
|-------------------------------|--------------------------|---|------------------------------------|---|---------------|
| <b>School</b>                 | Moorfield Primary School |   |                                    |   |               |
| <b>Academic Year</b>          | 2019/20                  | <b>Total PP budget</b>                  | £37,360                            | <b>Date of most recent PP Review</b>                  | July 19       |
| <b>Total number of pupils</b> | 279                      | <b>Number of pupils eligible for PP</b> | 33 (12%)<br>23 disad<br>10 service | <b>Date for next internal review of this strategy</b> | April<br>2020 |

| 2. Current attainment   |   |  |
|---|---|--|
|   | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| <b>% achieving ARE or above in reading, writing &amp; maths</b> | <b>Awaiting data from ASP</b>               |  |
| <b>% achieving ARE in reading</b>                               |   |  |
| <b>% achieving ARE in writing</b>                               |   |  |
| <b>% achieving ARE in mathematics</b>                           |   |  |
| <b>% achieving ARE in SPAG</b>                                  |   |  |
| <b>% Key stage 1 -2 progress in reading</b>                     |   |  |
| <b>% Key Stage 1-2 progress in writing</b>                      |   |  |
| <b>% Key Stage 1-2 progress in maths</b>                        |   |  |

| <b>3. Barriers to future attainment (for pupils eligible for PP)</b>  |  |  |
|---|--|--|
| <b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>          |  |  |
| <b>A.</b>   | Attainment for a minority of PP pupils is lower than expected in Reading.                      |  |
| <b>B.</b>   | Pupils eligible for PP are not always making rapid progress, particularly in KS2.              |  |
| <b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i> |  |  |
| <b>C.</b>   | Attendance rates for a small minority of PP pupils are below the whole school target of 97.3%. |  |
| <b>4. Desired outcomes</b> <i>(Desired outcomes and how they will be measured)</i>                              |  | <b>Success criteria</b>  |
| <b>A.</b>   | Improved attainment in Reading for PP pupils.  | Pupils eligible for PP make rapid progress in Reading by the end of the year so that the majority meet age-related expectations. |
| <b>B.</b>   | Improved progress for all PP pupils across school.   | Pupils eligible for PP make accelerated progress over the year in Reading, Writing and Mathematics.                              |
| <b>C.</b>   | High attendance rates for all PP pupils.   | Attendance rates for all PP pupils are in-line with the whole school target.   |

## 5. Planned expenditure

**Academic year**

2019/20

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

| <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> |
|---|---|--|---|-------------------------------|---|
| <b>A.</b> Improved attainment in Reading for PP pupils.<br><br><b>B.</b> Improved progress for all PP pupils across school. | Replenish EYFS and KS1 reading books with up-to-date, phonetically decodable stock. | EEF research (+ 4 months for Phonics, + 3 months for Parental engagement). | Phonics/Early Reading Parents Information meetings for YR, Y1 & Y2. | English Coordinator /KS1 Lead | April 2020                                  |

|  |   |                                   |   |                                      |                   |
|--|---|-----------------------------------|---|--------------------------------------|-------------------|
| <p><b>A.</b> Improved attainment in Reading for PP pupils.</p> <p><b>B.</b> Improved progress for all PP pupils across school.</p> | <p>Train Lunchtime Supervisors to read 1:1 with KS1 children, with a focus on Reading Comprehension strategies.</p>   | <p>EEF research (+ 5 months).</p> | <p>English Coordinator and KS1 Lead to jointly deliver CPD for Lunchtime Supervisors on both Phonics and Reading Comprehension strategies.</p>                                | <p>English Coordinator /KS1 Lead</p> | <p>April 2020</p> |
| <p><b>A.</b> Improved attainment in Reading for PP pupils.</p> <p><b>B.</b> Improved progress for all PP pupils across school.</p> | <p>Raise the expectations of how regularly children are expected to read with an adult at home.</p> <p>Purchase '100 Recommended Texts' for every year group (Y3 - Y6).</p> | <p>EEF research (+ 3 months).</p> | <p>Whole school push on recording reading in Reading Diaries (with Parental comments in KS1/Parental signatures in KS2). Children who are reading regularly are rewarded.</p> | <p>All staff</p>                     | <p>April 2020</p> |

|  |   |                                   |  |                    |                   |
|--|---|-----------------------------------|--|--------------------|-------------------|
| <p><b>A.</b> Improved attainment in Reading for PP pupils.</p> <p><b>B.</b> Improved progress for all PP pupils across school.</p> | <p>Outdoor adventure learning.</p>      | <p>EEF toolkit (+ 4 months).</p>  | <p>Continue to provide a range of residential visits for children of all ages with fully subsidised places offered to all PP children.</p> <p>Effective teacher-pupil relationships will be even further enhanced.</p>   | <p>Headteacher</p> | <p>April 2020</p> |
| <p><b>A.</b> Improved attainment in Reading for PP pupils.</p> <p><b>B.</b> Improved progress for all PP pupils across school.</p> | <p>Arts &amp; Sports participation.</p> | <p>EEF research (+ 2 months).</p> | <p>All PP pupils are offered free after-school club places (up to 5x days a week) throughout the school year. Monitored by Headteacher to ensure that all children (as far as is practical) take up this offer.</p> <p>All classes will continue to receive 30 minutes of 'Fitness' weekly – this is a high-intensity exercise programme which will help to keep children fit and healthy, delivered by a high-quality instructor.</p> <p>PP children can also have music lessons free-of-charge if they wish.</p> | <p>Headteacher</p> | <p>April 2020</p> |
| <b>Total budgeted cost</b>   |   |                                   |  |                    | <b>£19,800</b>    |

| <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> |
| <b>A.</b> Improved attainment in Reading for PP pupils. | Weekly small group after-school Reading Comprehension sessions with experienced class teacher, in addition to daily lessons. | Extra support is needed to improve attainment.<br><br>Small group sessions with highly-qualified staff have been shown to be effective through research carried out by the EEF toolkit (+ 4 months for Small group tuition, + 6 months for Reading Comprehension). | Extra teaching time and preparation time paid for out of PP budget, rather than sought on a voluntary basis.<br><br>Engagement with parents before intervention begins to ensure that they understand the importance of sessions and how they will impact on children's attainment and future success. SLT to engage with parents further if attendance is not good.<br><br>Impact overseen by English Coordinator. | Class teachers                   | April 2020                                  |
| <b>A.</b> Improved attainment in Reading for PP pupils. | Appoint two trained Coram Beanstalk Reading volunteers to work with x6 KS2 PP children.                                      | EEF research (+ 6 months).   | School Partnership agreement. Training before appointment. Reading Record and regular reviews.  | English Coordinator /Deputy Head | April 2020                                  |

|   |  |   |   |                    |                   |
|---|--|---|---|--------------------|-------------------|
| <p><b>B. Improved progress for all PP pupils across school.</b></p> | <p>Weekly small group after-school Mathematics or Reading comprehension sessions with experienced class teacher, in addition to daily lessons.</p> <p>Weekly small group Mathematics or Reading comprehension sessions before school with experienced TAs, in addition to daily lessons.</p> | <p>Extra support provided to accelerate progress.</p> <p>Small group sessions with highly-qualified staff have been shown to be effective through research carried out by the EEF toolkit and John Hattie's Visible Learning.</p> | <p>Extra teaching time and preparation time paid for out of PP budget, rather than sought on a voluntary basis.</p> <p>Engagement with parents before intervention begins to ensure that they understand the importance of sessions and how they will impact on children's attainment and future success. SLT to engage with parents further if attendance is not good.</p> <p>Impact overseen by Deputy Headteacher (PP lead).</p> | <p>Deputy Head</p> | <p>April 2020</p> |
| <b>Total budgeted cost</b>  |  |   |   |                    | <b>£22,850</b>    |

| <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> |
| <b>C.</b> High attendance rates for all PP pupils. | Educational Welfare Officer support.<br><br>Family Support Worker. | Good attendance will in turn lead to improved progress and attainment.<br><br>To provide support and nurture for vulnerable pupils in receipt of PP who otherwise would not meet the threshold of support under the established CAF / TAC process. | EWO to monitor attendance of PP pupils closely and attend meetings with parents for any child whose attendance is causing concern, referring any families to Family Support Worker if necessary.<br><br>FSW to liaise with children and families as requested. | Headteacher       | April 2020                                  |
| <b>Total budgeted cost</b>                         |  |  |  |                   | <b>£500</b>                                 |

**6. Review of expenditure**

Previous Academic Year

**i. Quality of teaching for all**

| <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><br>(and whether you will continue with this approach) | <b>Cost</b> |
|------------------------|---------------------------------|---|--|-------------|
|                        |                                 |   |  |             |
|                        |                                 |   |  |             |

**ii. Targeted support**

In this section you can annex or refer to **additional** information which you have used to support the sections above.

| <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><br>(and whether you will continue with this approach) | <b>Cost</b> |
|------------------------|---------------------------------|---|--|-------------|
|                        |                                 |   |  |             |

| <b>iii. Other approaches</b> |                                 |   |  |             |
|------------------------------|---------------------------------|---|--|-------------|
| <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><br>(and whether you will continue with this approach) | <b>Cost</b> |
|                              |                                 |   |  |             |
|                              |                                 |   |  |             |