



## **Pupil Premium Strategy statement (Primary/Lower school) 2018/19**

## Pupil Premium Strategy statement (Primary/Lower school) 2017/18

Summary Information					
School	Moggerhanger Lower School				
Academic Year	2018/19	Total PP Budget	£17160	Date of most recent PP review	Oct 2018
Total Number of Pupils	80	Number of Pupils eligible for PP	12	Date for next internal review of this strategy	Jan 2019

Current Attainment						
	Pupils eligible for PP (your school) Summer Term 2017			Pupils not eligible for PP (national average) Summer Term 2017		
	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
% achieving in reading, writing and maths						
% making progress in reading	76.02%	27.03%	46.67%	81.64%	77.28%	67.31%
% making progress in writing	88.09%	63.06%	48.33%	88.86%	77.47%	59.94%
% making in maths	89.05%	21.07%	51.67%	89.43%	80.66%	56.88%

Barriers to future attainment (for pupils eligible for PP)	
In school barriers (issues to be addressed in school)	
A	Lack of social and emotional development, leading to lack of confidence to independently access the curriculum where appropriate, creating concentration issues and inappropriate behavior for learning
B	Vocabulary and oral language skills are lower for PP children than for other pupils. This affects reading and writing
C	Disadvantaged children in school have fewer experiences outside school – reduces vocabulary, comprehension and affects writing
External barriers (issues which require action outside school)	
D	Low parental engagement/ Home Learning
E	Attendance for some

Desired Outcomes		
		Success Criteria
A	Higher expectations across all areas of the school for all abilities of children	INSET training, monitoring of planning, monitoring and evaluation cycle, modelling by Executive Principal.
B	Improve oral language skills and vocabulary for all PP pupils throughout the school	Pupils make as much progress as other pupils
C	Behavioral issues addressed including those causing anxiety, attachment issues or concentration	Children able to concentrate for longer periods and persevere with their work.
D	Increased attendance rates for PP children	95% or above, in line with other pupils.

Review of Expenditure				
Previous Academic Year 2017/18				
Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
Development of confidence, self- esteem, understanding of the world and vocabulary.	Develop aspirations, experience, vocabulary and interests through opportunities to go on enrichment visits and attend clubs and activities.	Mixed: the students who went on the visits gained a great deal of social skills and knowledge of the places visited, but this needs to be enhanced further.	Staff were very positive about the impact the visits had had, but more time is needed to embed greater vocabulary.	£1200
Effective provisions	Review the current approach to intervention and support for PP pupils, compile a list of suitable support strategies for these pupils.	High: Allowed PPI students to fully access all areas of the curriculum and be fully engaged in all sessions.	This needs to be continued to allow all students equal access to the curriculum and build on their strengths and interests	£100

<p>Good progress aided by differentiation</p>	<p>Ideally, using all three types of differentiation to accommodate the different learning styles in the classroom:</p> <p><b>Differentiation by task</b>, which involves setting different tasks for pupils of different abilities.</p> <p><b>Differentiation by support</b>, which means giving more help to certain pupils within the group.</p> <p><b>Differentiation by outcome</b>, which involves setting open-ended tasks and allowing pupil response at different levels.</p> <p>Following the school's policy of at least 3 levels of differentiation within lessons.</p>	<p>High: Allowed PPI students to fully access all areas of the curriculum and be fully engaged in all sessions.</p>	<p>This needs to be continued to allow all students equal access to the curriculum and build on their strengths and interests</p>	<p>Staff Development £500</p>
<p>High expectations for all</p>	<p>Lead/organise staff development meetings/INSET, model effective practice and provide personal support plans, coaching and other support strategies to improve inconsistencies in teaching e.g. differentiation, marking</p>	<p>Mixed: Some PPI students responded well to the additional support and this is reflected in their outcomes.</p>	<p>Additional one to one support needs to be incorporated into the normal school day, so as to improve attendance and progress.</p>	<p>£100</p>

	and feedback, challenge and modelling. Focus during the year on 'Higher Expectations' themes.			
Improved oral language skills throughout the school	Staff training on high quality questioning and feedback. Additional vocabulary input through a programme of paired and small group story time.	Mixed: Some PPI students responded well to the additional support and this is reflected in their outcomes.	Additional one to one support needs to be incorporated into the normal school day, so as to improve attendance and progress.	£300
<b>Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact</b>	<b>Lessons learned</b>	<b>Cost</b>
Individualised understanding of PP children	Discussion with parents asking about strengths and difficulties. Barriers to learning analysis completed by the class teacher. Transition meetings between years. Find out how they prefer to learn and plan accordingly. Find out about their hobbies and interests and ask them about them. Find out information about their context and background.	Mixed: We increased parental engagement for PP students' parents but this needs to continue.	We need to look at parental support programmes and increasing parent's knowledge of changes in the curriculum to help build their confidence.	£0

Individualised understanding of PP children	Detailed tracking sheets so staff are aware of children's starting points and can accurately measure progress.	High: Allowed PPI students to fully access all areas of the curriculum and be fully engaged in all sessions v is differentiated tasks.	This needs to be continued to allow all students equal access to the curriculum and build on their strengths and interests.	£600
Higher parental engagement	Parents invited to contribute to their child's provision.	Mixed: We increased parental engagement from of PP students parents but this needs to continue	We need to look at parental support programmes and increasing parent's knowledge of changes in the curriculum to help build their confidence.	£50
Higher parental engagement	PP provision to be discussed with parents and parents guided on how best to support their child at home.	Mixed: We increased parental engagement for PP students' parents but this needs to continue	We need to look at parental support programmes and increasing parent's knowledge of changes in the curriculum to help build their confidence.	£100
Improved attendance (for some)	All PP children will have their attendance monitored monthly. If it falls below 95% a member of staff will contact the family and work with them to improve attendance. Letters may be sent, monthly meetings established or EHAs commissioned.	Mixed: there has been some improvement in attendance but this can be improved further.	The importance of attendance needs to be raised across the school, along with the practice and procedure.	£2500

Other approaches				
Desired outcome	Chosen action/approach	Estimated impact	Lessons learned	Cost
Good progress aided by effective and timely feedback	<p>Providing feedback at the right time, with a specific purpose and desired outcome.</p> <p>Ensuring it is specific, accurate and clear e.g. "It was good because you..."</p> <p>Providing specific guidance on how to improve and not just tell students where they have gone wrong.</p> <p>Modelling correct work/processes where possible and appropriate.</p> <p>Avoiding comparison to other pupils.</p> <p>Encouraging peer and self-assessment.</p> <p>Providing opportunities for pupils to make improvements following feedback.</p>	High: Allowed PPI students to fully access all areas of the curriculum and be fully engaged in all sessions where they knew how to improve, building their confidence.	This needs to be continued to allow all students to build their confidence in taking control of their own learning.	£50
Social and emotional support for children	<p>Golden Club offered to all PPG children. Weekly club enabling children to undertake some 'Theraplay'.</p> <p>Opportunity to share worries and to build social</p>	Mixed: student's confidence and social skills were increased and relationships were increased but this needs to be an ongoing provision, where the skills	Staff skills to deliver such sessions and be able to review progress with students needs to be developed.	£3000

	relationships across year groups and beyond their classes.	and strategies learnt are revisited at timely intervals.		
Appropriate and timely intervention	Staff training and guidance of PP children benefiting from 3 waves: Wave 1 - The effective inclusion of all children in high quality teaching and learning. Wave 2 – Additional time-limited provision in the form of small-group intervention outside the normal classroom. Wave 3–Specific targeted interventions for identified pupils outside the classroom.	High: Allowed PPI students to fully access all areas of the curriculum and be fully engaged in all sessions v is differentiated tasks.	This needs to be continued to allow all students equal access to the curriculum and build on their strengths and interests. Introduction of specialist maths and literacy programmes to help reduce the gap	£5700

Planned Expenditure Academic Year 2018/19					
Quality of teaching for all					
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?
Improve numeracy across Reception to Year 5.	Small group intervention and one to one tuition	To build up student's confidence and skill with numbers to allow them to access the curriculum and progress.	Maths Co-ordinator to oversee the groupings and resources to be delivered at these times.	Maths Co-ordinator plus Head of School	May 2019
Improved oral language skills throughout the school	Development of vocab lists and key words used throughout the school and at home to develop students understanding and use of language across all years.	To build up students vocab to be able to use more complex words in context and to create images.	The Literacy Co-ordinator to oversee the development of vocab lists across the years and develop a strategy for assessing students' progress.	Literacy Co-ordinator plus Head of School	May 2019
Topics to be used to develop students understanding of the world around them, in conjunction with visits outside of the school. Introduction of a book based curriculum	To develop students understanding and experience of different environments, cultures etc.	To develop students experiences of different environments to build their understanding and confidence in the world around them, as well as enrich their language development.	Class teachers to plan visits or outside speakers within the topics being covered to enrich students' experiences.	Class teachers and Head of School	Jan 2019
Total Budget cost					£4780

Targeted Support					
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?
Additional one to one support and learning opportunities for PPI students to help improve progress and attainment across identified subjects from Reception upwards	Home Learning Club, key workers to mentor and support students. Targeted intervention for students following half termly assessment reviews. Introduction of accelerated reader and number shrak	To improve students' progress and attainment across their curriculum and support the development of their skills and understanding.	Observations of mentoring sessions and key worker sessions. Learning walks.	SENCO	Feb 2018
Total Budget cost					£8750
Other approaches					
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?
Extra-Curricular activities to be accessed by all	Continue to support the funding of extra-curricular activities.	To allow all students equal access to extra-curricular activities and improve attendance and participation rates.	Monitoring and review of participation rates. Observations of sessions.	SLT/Subject Leaders	March 2017
Total Budget cost					£3630

Additional Details
<p>The School's Pupil Premium Policy can be found on the website.</p> <p>Greater information about student outcomes for Pupil Premium students can also be found on this site, as well as the proposed spending of Pupil Premium funding.</p>