

Moortown Primary

Pupil Premium, 2015-16



Introduction: what is the pupil premium?

Pupil premium is additional funding received by schools for each pupil from disadvantaged families or backgrounds. Findings show that, as a group, children who have been eligible for free school meals at any point in time have consistently lower educational attainment than those who have never been eligible for free school meals.

The funding is allocated to schools based on the number of children who meet one (or more) of the following criteria:

- ✕✕✕ pupils who have been eligible for free school meals at any point in the last six years
- ✕✕✕ children who have been looked after by the local authority continuously for more than six months
- ✕✕✕ children where a parent serves in the armed forces

Children entitled to pupil premium are referred to here, and nationally, as disadvantaged pupils.

For our school, it is important to note that we invest the pupil premium in our pupils regardless of whether they are low attaining or not. This might be in the form of additional tuition out of school or extra support and challenge in school.

In the next few pages, you will find:

- ✕✕✕ **Pupil Premium Strategy 2015-16 Overview**: this is a summary of how we will invest to make sure pupils have the best possible outcomes
- ✕✕✕ **Pupil Premium Strategy 2015-16 Detail**: this provides more detail of how we will invest the funding **with an evaluation of each initiative** (see orange text)
- ✕✕✕ **Pupil Premium Review**: this provides a final summary of outcomes.

Contact us if you'd like to know more about how we use pupil premium in school.

Previous strategies and evaluations are also available.

Pupil Premium Strategy 2015-16 – overview

How will we allocate funding to make sure pupils have the best possible outcomes?

This table breaks down the pupil premium funding into broad areas for support. See below for a further, more detailed, breakdown of our plans with rationale for investing this funding.

total number of pupils eligible for pupil premium:		(22 x £1320) + (1 x £1900)		
total pupil premium allocation:		£30940		
what	description and detail	proportion paid for	amount	
staffing				
dedicated teaching assistant (TA) support on a weekly basis (figures based on Sept 2014 costs)	Evidence shows that targeted, structured support can have a positive impact. 'The new findings suggest that, when used to support specific pupils in small groups or through structured interventions, teaching assistants can be effective at improving attainment.' Education Endowment Foundation, February 2014. https://goo.gl/wOfy1g 10% of TA time equates to about one hour per child per week, but this time can often be more if a TA works with a group of children. The figure for dedicated TA time is less than in previous years because, for 2015-16, a teacher will work with some children with pupil premium, too. (Costs are based on those from 2014-15.)	10% of total TA time	£10,751	
learning mentor: dedicated time	This is time spent with Mrs Wilson, who might support children (individually or in small groups) in areas such as social skills and self-esteem. In groups, there will be a mixture of pupils, not all disadvantaged.	2.5 hours per week (25% of total time)	£1,529	
dedicated time with teacher	This is time spent with Mrs Weekes, who will support children in Reading, Writing and/or Maths on an individual or small group level. In small groups, there will be a mixture of pupils, not all disadvantaged.	5 hours per week (50% of total time)	£6,680	
continuous professional development				
one training day in the year	This is to develop staff knowledge / skills in an area which we believe will have significant impact on disadvantaged children. See the Provision Plan Detail table below for more detail.	all	£800	
twilight training on marking and feedback	This is to improve even more staff's skills in providing feedback, in particular marking. See the Provision Plan Detail table below for more detail. The Education Endowment Foundation Toolkit rates this as an area which has significant potential to improve outcomes. https://goo.gl/56c5ie	all	£245	
training for support staff	Each year, we explore ways to support our TAs. This year, we want a TA to develop her skills around developing pupils' speaking and listening skills.	all	£360	
learning resources				
resources: Lexia	This is a learning app to develop Reading and Writing skills; it's a three year contract with payments in two installments, but pupil premium funds will contribute across three years for consistency; costs based on 75% of total amount.	These resources benefit all pupils, but are enabled through pupil premium funds. Without these funds, the resource would be unavailable.	£3,392 ÷ 3	£1,131
resources: Mathletics	This learning app develops Maths skills; costs based on 75% of total annual cost.		£464	£464
resources: First News	This is an annual subscription to 32 editions of a weekly children's newspaper; editions given to disadvantaged children to take home at the end of each week.		£752 (75% of total cost)	£752
resources: Lexia / Mathletics breakfast club	This is a breakfast club featuring healthy food (and optional Omega 3 tablet), plus some access to Lexia and Mathletics; costs are based on food plus 1.5 hours of support staff time.	all	£875	
learning bags	In the learning bags are resources like games, books and pens which support learning at home.	all	£1,500	
other services				
none planned in 2015-16	Other services might include support provided by an external agency, but based on monitoring and evaluating, none are planned for 2015-16.			
tuition				
after-school tuition	This is delivered by teachers from Moortown Primary; costs are based on 3 teachers in 3 terms.	all	£2,520	
after-school tuition (external)	This is delivered by delivered by external companies.	all	£1,500	
resources and activities to engage and enrich				
resources	Resources we give to children might include stationery to help with homework or books to read.	all	£1,833	

activities	Activities include trips to book shops, libraries and the theatre.	variable	
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Pupil Premium Strategy 2015-16 – detail

How will we invest to make sure pupils have the best possible outcomes?

This table outlines how we plan to spend the pupil premium funding and why. We always want to make sure we are doing the best for our pupils so outcomes are important to us – these are evaluated on an on-going basis; evidence for the evaluations includes termly analysis of attainment and progress in reading, writing, maths.

specific nature of investment	rationale / aims	how we will measure impact	outcomes
<i>In 2015-16, we plan to invest pupil premium money in the following):</i>	<i>The aim of the intervention is:</i>	<i>We will measure the impact of the investment through:</i>	<i>What were the outcomes? What conclusions can we make? Will we repeat this support?</i>
Supporting individual pupils			
Continue to provide the opportunities for tuition – externally and after school	To provide extra support for children from disadvantaged backgrounds to make sure that needs are being met; to raise attainment and give confidence for more independence <i>Information from Education Endowment Foundation shows that those involved in small group tuition on average make 4 months' extra progress.</i>	Attainment and progress Staff feedback on engagement and learning behaviour	2 x children are going to Explore Learning for private tuition. One child finishes at end of July 2016 as she finishes Y6 but the other child is carrying on. This will be offered to other parents again as it has been very successful. Regular reports from Explore Learning show good progress. 1 x Y6 child reached ARE in GPS, Maths and Writing and narrowly missed it for Reading. 1 x Y5 child reached ARE in Reading and Writing and is working at a higher / deeper level in GPS and Maths. Other children have attended booster classes after school and made good progress. For eg 1 x Y2 child went from below ARE in Maths to reaching ARE at the end of the year. Y2 child went from below ARE in Reading and Math to reaching ARE at the end of Y2.
Dedicated time with teacher	To make sure that intervention time is meeting individual's needs and that quality teaching is being continued in small groups as well as quality first teaching in the class room; to provide time to reflect and discuss learning experiences and be fully aware of what they are aiming for and what they are capable of	Attainment and progress – more children reaching age related expectations Staff feedback on engagement and learning behaviour Pupil interviews regarding confidence, what their targets have been and how they have progressed	Intervention groups delivered by DHT in Y5, Y3 and Y2. Due to staff absence the Y5 group was delivered for a term. Changes in staffing meant that the Y3 group was continued by a HLTA from January and the Y2 group will be continued with a TA from Easter. These dedicated sessions have proved successful with positive impact. Eg Y2 child went from below ARE in Reading and Maths to reaching ARE at the end of Y2; Y5 child went from below ARE in Reading to reaching ARE and Y3 child went from below ARE in GPS to reaching ARE.

<p>Staff (Deputy Head) to spend dedicated time with parents</p>	<p>To support the use of learning materials at home and to support parents with ideas and ways to support their child <i>Evidence from Education Endowment Foundation shows that involving parents means that on average the child can make 3 months' extra progress.</i></p>	<p>Parental feedback Attendance at dedicated sessions</p>	<p>3 families have been targeted for extra support. Extra resources have been bought for use at home and a meeting with parents each term. There has been a significant impact on two families in particular where engagement has increased and children have made good progress. There was a significant improvement in the attitude and commitment in one family in particular: Y4 child in one of these families was assessed as well below ARE at the beginning of the year and by the end of the year he was only just below ARE and in Reading he went from below ARE to reaching ARE. Another family became much more engaged with school generally, the child stayed at ARE but through positive engagement the child's attendance has improved over the last three years: 2013 – 2014: 86.6% 2014 – 2015: 91.8 % 2015 – 2016: 94.7 %</p>
<p>Training a member of Key Stage 1 staff to deliver speech workshops</p>	<p>To develop the use of spoken language on entry into school with focused sessions on a regular basis <i>Data from Education Endowment Foundation shows that, if there is Early Years intervention, on average the child can make 5 months of extra progress.</i></p>	<p>Confident speakers using a range of vocabulary and correct speech sounds Feedback from teachers and parents</p>	<p>Training attended by Mrs Burgess 10.12.15. There is less involvement from NHS in school but children are attending clinic out of school if needed. Mrs Burgess has been able to work with groups of children (particularly YR) where needed and there have been less referrals for speech sounds and there has been progress made with certain individuals. One child who attended these groups has been signed off from the NHS speech and language service and these children were ready to start Y1 at ARE in Speaking.</p>
<p>Supporting Reading and Writing skills</p>			
<p>First News Club</p>	<p>To promote the use of language in social contexts so that children are more confident in talking about different things; develop vocabulary</p>	<p>Pupil feedback / teacher feedback regarding confidence in class and contributions</p>	<p>Club run whenever possible – if club does not run then the newspaper still goes home for the children to experience other media. There are also some copies of other magazines eg 'Beano' and 'Amazing' which are used in class and then distributed to children to take home – this is widening children's exposure to reading material and is engaging some children who weren't particularly interested in reading initially. <i>"I love the Beano. It is easier to read and I can use ideas in my writing. The characters are funny."</i> (Y3 child)</p>

Continue to implement Catch-Up Reading support package in more year groups	To develop a love of reading, with increased confidence and ability, ultimately leading to longer-term improvement in attainment and progress; data analysis shows this is boosting children's reading skills <i>Findings from Education Endowment Foundation shows that those involved in extra reading comprehension strategies on average make 5 months' extra progress.</i>	Analysis of reading attainment and progress of children with pupil premium, compared to class and national averages; pupil feedback forms and other pupil feedback; formal observation with focus on engagement and enjoyment	This specific intervention has not been high profile this year as many of our children who need extra reading are achieving too highly for this particular programme. This is something that will be used again when appropriate. Reading is a focus for us but will be addressed in other ways as it is the HA children who need challenging more with a wider variety of texts and more sophisticated language.
Take children to book shops and / or libraries to buy / borrow books	To build on the modest success of theatre trips where reading has been encouraged		Visit to Waterstones and a Meal <i>"The book I have chosen is a bit hard but I will read it with my mum." (Year 6 child)</i> <i>"I really enjoyed going to Waterstones. I had never been before but there were so many books to look at. I might ask mum to take me now I've been." (Year 6 child)</i> <i>"I didn't know where Waterstones was – I enjoyed looking at all the different books. It was hard to choose. I spent lots of time at the weekend using the book. When we went to eat, I tasted lots of different food and enjoyed being with my friends." (Year 5 child)</i>
Provide books to individuals	To promote reading at home		Books have been given to children periodically throughout the year and have been received enthusiastically. It has given some children a wider variety of texts to promote a love of reading: <i>"Thanks for that book – I didn't think I would like it but it was funny." (Y3 child)</i>
Continue Lexia program in class and at home (part-funding from pupil premium funds)	To continue this three year contract in order to boost reading and writing skills in Key Stage 1 and, where needed, Key Stage 2	Attainment and progress in reading and writing	Engagement with Lexia has continued to be positive and is being used at home as well as in school. In Y1, 3 and 4 where Lexia is used most, 100 % of disadvantaged pupils reached ARE in Reading. This was not sustained in Y2 where 33.3% reached ARE but there were other factors contributing to this. In Y1, 100% of disadvantaged pupils reached ARE in Writing. 33.3% in Y2 and 66.7% in Y3 and Y4. It seems that Lexia is still having positive impact but more so in reading. It is also engaging parents at home: <i>"Lexia is very useful and has embraced my child at home."</i> <i>"Very helpful online resources."</i>
Include Lexia as part of Breakfast Club which runs for two mornings each week	To boost reading and writing skills (Breakfast Club – see below)	Staff feedback on engagement and learning behaviour	Children who have attended breakfast club regularly have been more punctual at school and have been more ready to learn.

			<i>"Sometimes I didn't have breakfast at home but it is better when I eat breakfast."</i>
Supporting Maths skills			
Continue Mathletics program in class and at home	To continue the Mathletics subscription in order to boost maths skills in Key Stage 1 and Key Stage 2	Staff feedback on engagement and learning behaviour	Mathletics proves very popular with all age groups but particularly with the older children. <i>"I really like Live Mathletics. It makes me want to win."</i> (Y5 child) The following shows how many children in receipt of funding reached ARE in Maths: Y1-100%; Y2, 3 & 4 - 66.7%; Y5 - 33.3% and Y6 – 83.3%. Staff report that Mathletics is engaging more children in Maths and that some children are showing more confidence.
Include Mathletics as part of Breakfast Club which runs for two mornings each week	To boost maths and reasoning skills (Breakfast Club – see below)	Staff feedback on engagement and learning behaviour	See above (Lexia) for impact from breakfast club.
Supporting learning in other subjects			
Take children to theatre to view plays based on reading and buy the book to read afterwards	To develop a love of reading and possibly to promote discussions about reading at home; qualitative information indicates a positive effect on reading	Pupil feedback forms and other pupil feedback	Chitty Chitty Bang Bang <i>"I thought the trip was amazing and fun – I would like to go to the theatre again. I don't go on trips with my family because they are busy but every year we go to the cinema. I would like to go to a place where we could eat together."</i> (Y6 child) <i>"I am going to read the book and go on the website to find out more about the story."</i> (Y5 child) The Night Before Christmas <i>"I liked the bit where it started snowing. I will read the book myself but if it is hard then I will ask my sister because she knows how to read."</i> (Year 2 child) <i>"I will read the book with Daddy. I have never been to the theatre before."</i> (Reception child)
Improving overall teaching			
We always want to improve our own teaching – this year we want to improve how we give feedback to children.			
After school training on marking and feedback	To make sure that children's learning is moved forward by providing quality feedback; to support children in their next steps <i>Evidence data from Education Endowment Foundation shows that quality feedback can on average lead to 8 months' extra progress.</i>	Attainment and progress in writing – awareness of targets and ways in which they can move forward (pupil interviews and feedback)	Training from SIC gave lots of feedback to work on. Feb 2016 – book scrutiny with SIC – lots of positive aspects with some actions to work on. Children are spending much more time responding to feedback and staff are making sure that feedback is active so that children are aware of targets and how they can improve their learning. Book scrutinies

			show more active steps and quality responses from children and staff.
Training day for teaching staff – 08.03.16	To support teachers to encourage children's natural curiosity and desire to solve problems and make sense of the world.	Ongoing monitoring Feedback from staff and pupils	Enquiry based learning has been explored by staff (Mrs Burke in YR is used to planning and teaching in this way and is a role model for this style of teaching) – staff have experimented with this style of teaching to try to engage reluctant learners and will continue to do so – no specific impact at this time.
Supporting learning at home From Annual Surveys of parents and children, we know all parents want more ways to support their child at home; using money from pupil premium funds, we can support those from disadvantaged backgrounds.			
Offer parent workshops, coffee mornings (focus: homework, learning resources etc) and focused invites to open mornings.	To provide more opportunities for parents / carers to talk to staff and spend time in school; to provide resources to support homework activities	Attendance at workshops and coffee mornings and parental feedback about impact it has had	Two particular families have been targeted for support at home. Mrs Weekes is working with the parents to provide more support for parents to continue learning at home. These meetings take place each half term to provide ideas, support and to get feedback from parents about how they are getting on. Impact recorded previously in this document. Feb 2016 – phonics resources given out at open morning for YR. Attendance at coffee mornings and workshops is still something we are working on as attendance is not as we would hope. YR coffee mornings are the best attended and parents seem to value this time to informally chat to teachers and find out a bit more about school life. Different options for next year will be to try a different approach to workshops where timings are more flexible giving more parents opportunities to attend.
Learning bags – resources to particularly focus on maths and reasoning	To provide opportunities for learning to be supported at home with parents and to help engage parents in the whole experience	Attainment and progress – more children reaching age related expectations Staff feedback on engagement and learning behaviour	Parents of disadvantaged chn in YR will receive phonics resources and more in a learning bag. Rest of disadvantaged children will receive maths resources. Feedback from parents show that these resources are appreciated and used at home which shows that families are becoming more engaged which in turn has had some impact on progress (particularly a Y4 child). <i>“My two are playing maths games together and I've turned the telly off. *** is helping his younger sister to solve the problems”</i>
Supporting social and emotional aspects of learning			

At Moortown Primary School, as with other children, a small minority of disadvantaged children experience some difficulties around the social and emotional aspects of learning and this can act as a barrier to progress eg behaviour which indicates that they have increased emotional needs or a lack of self-confidence and self-esteem; peer problems			
Opportunities for all children to partake in visits, residential visits and other experiences	To have access to resources so that children have same opportunities as everyone else including a healthy breakfast	Attendance on visits and residential visits – pupil feedback	Children took part in visits out of school and in residential. Some places were subsidised by pupil premium meaning that all children had the opportunity to attend. <i>“I’m really glad I went to Robinwood. Some of it was scary and I thought I would be homesick but I wasn’t and I loved it.” (Y6 child)</i>
Breakfast Club twice weekly		Attendance at breakfast club Staff feedback on engagement and learning behaviour	Attendance at breakfast club was not as good this year – there were a few children who attended regularly and they were ready to learn at the beginning of the day. This needs promoting with some other families in the new academic year.
SEAL intervention and support	To improve emotional wellbeing so that, with increased confidence and feelings of security, they achieve more <i>Education Endowment Foundation findings indicate that those involved in extra SEAL support on average make 4 months of extra progress.</i>	Staff feedback on engagement and learning behaviour Pupil and parental feedback	Due to staffing issues, particularly the loss of the learning mentor role, has meant that there have been no specific SEAL interventions that have taken place this year.

Pupil Premium Strategy 2015-16 – conclusion

What were the outcomes for disadvantaged pupils?

Schools are provided with various analyses of pupils' performance. Below is an overview of the data.

This summary is broken down into:

- ✕✕ Early Years
- ✕✕ Key Stage 1 Phonics
- ✕✕ Key Stage 1 Reading, Writing and Maths
- ✕✕ Key Stage 2 Reading, Writing and Maths

Do be aware that Moortown Primary is a small school and the proportions of disadvantaged pupils are therefore also small. As a result, we caution around reading too much into the results of such small groups because they are not always 'statistically significant', meaning that the results may represent just one or two individuals and therefore not be representative. Instead, looking at average results over three years to get an overview of performance would be better. With this in mind, we are delighted to have received this letter (right) which celebrates the fact that Moortown Primary is "...one of the high achieving schools in the country in terms of attainment and progress of [our] disadvantaged pupils since 2011".

Apart from Early Years and Key Stage 1 phonics, this is not as straightforward in 2016 as it once was because the government changed the curriculum and how it is assessed, including the end of key stage tests: "...The expected standard has been raised and the accountability framework for schools has also changed. These changes mean that the expected standard this year is higher and not comparable with the expected standard used in previous years' statistics. It would therefore be incorrect and misleading to make direct comparisons showing changes over time." Head of Profession for Statistics, Department for Education, SFR 30/2016, 5 July 2016



Sam Gyimah MP

Parliamentary Under Secretary of State for Childcare and Education

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Shadwell Lane
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Our ref: PPA/107916/287

5 February 2016

MOORTOWN PRIMARY SCHOOL PUPIL PREMIUM AWARDS 2016: CONGRATULATIONS!

Dear Mr Roundtree,

It gives me great pleasure to write to you and congratulate your school on winning a local award in the key stage 2 category of the Pupil Premium Awards 2016. I am also inviting you to submit an application to win the regional or national award. You can find out more at www.pupilpremiumawards.co.uk. The deadline for applications is 5pm on the 4 March.

The reason you have been selected is that you are one of the high achieving schools in the country in terms of the attainment and progress of your disadvantaged pupils since 2011. It is clear that you and your staff have provided your disadvantaged pupils with a good start in life and prepared them well for secondary school. I would like to congratulate your governors, parents and pupils for their hard work and success, and thank you for your leadership in making such a difference to the future success of your pupils.

Finally, I would also encourage you to share your achievements with other schools so that they can learn from your strengths and experience. You may wish to look at whether there are opportunities for you to become a system leader designated by the National College for Teaching and Leadership. You can find out more at: www.gov.uk/government/organisations/national-college-for-teaching-and-leadership.

Yours sincerely,

A handwritten signature in black ink, appearing to read "S. Gyimah".

Sam Gyimah MP
Parliamentary Under Secretary of State for Childcare and Education

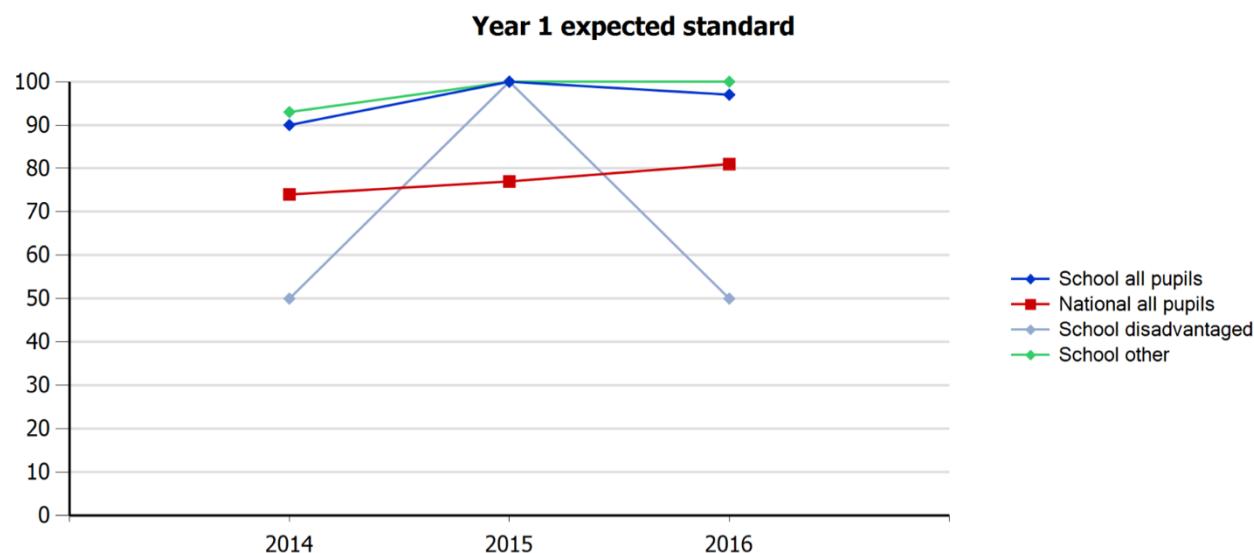
Early Years

In 2015-16, there were three pupils entitled to pupil premium funding. Of those three, two attained a good level of development. Progress was greater than typical for all three; for two, progress was much greater. Over three years, outcomes for disadvantaged pupils match outcomes for all pupils nationally.

Key stage 1 Phonics

The graph below shows the percentage of Year 1 pupils achieving the expected standard in the phonics screening check which happens towards the end of the year. The pale blue line which shows a fall in 2016 is less dramatic than it appears: in the cohort, there were just two disadvantaged children and one of them (50% of this very small group) did not achieve the expected standard in Year 1. This was the same in 2014 and the pupil went on to achieve the standard in Year 2 following additional support in school.

You can see that in 2015 (and in 2013, not shown in the graph), a greater proportion of disadvantaged pupils achieved or exceeded the expected standard than all pupils nationally. Over the years as an average, disadvantaged pupils perform at a level at least in line with all pupils nationally.



Key Stage 1 Reading, Writing and Maths

In 2015-16, there were four disadvantaged pupils in the cohort (out of a class of 30).

Half of these reached the expected standard in **Reading** and **Writing**. This proportion is lower than other, non-disadvantaged pupils (ie pupils who are not in receipt of pupil premium) in school and nationally. It is broadly in line with disadvantaged pupils nationally.

The picture is better in **Maths**. Three of the four disadvantaged pupils reached an expected level. This proportion is in line with other, non-disadvantaged pupils nationally, and is higher than disadvantaged pupils nationally.

Key Stage 2 Reading, Writing and Maths

In 2015-16, there were six pupils in the cohort (out of a class of 31).

The average scaled score is a new way to measure attainment. Children are given a scaled score based on their end of key stage tests (known as SATs). 100 is the expected level; a score less than this indicates that a pupil is working at a lower level. All the pupils' scaled scores are averaged out to enable schools to be compared overall.

The average scaled score for **Reading** amongst disadvantaged students is 97.2 – lower than the expected standard of 100.

As in Key Stage 1, the picture is better in **Maths**. The average scaled score amongst disadvantaged students is 101.7 – higher than the expected standard of 100.

(There is no scaled score for Writing because there is no test in **Writing** – assessment is based solely on teacher assessments.)

Progress is measured in a new way, too. Where 0.0 indicates expected progress, a number above this (ie a positive number, up to around 10) indicates better than typical progress, and a number lower (ie a negative number) indicates less than typical progress.

Overall, disadvantaged pupils made just a little less than expected progress in **Reading** – the progress measure was -0.8. We know the reasons for this: in this cohort overall, there was a group of pupils (both disadvantaged pupils and others) who didn't engage as much with reading as we'd like – they didn't read at home very much, if at all. This meant that despite being able to read quite fluently (and therefore attaining satisfactorily by the end of Key Stage 1), by the end of Key Stage 2, they struggled to show a depth of understanding of texts other than those in genres with which they felt comfortable.

At 1.7, progress in **Writing** by disadvantaged pupils was much better – higher than non-disadvantaged pupils (1.3), even.

In **Maths**, progress was also better than the expected level at 2.7 – again, higher than non-disadvantaged pupils (2.03, a figure already significantly higher than other schools nationally).