

Moortown Primary

Pupil Premium, 2017-18



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 continuously for more than six months
- ✕✕ children where a parent serves in the armed forces

Whilst pupil premium funds are used to benefit these pupils, the activities and resources can benefit a wider group. For example, if teachers attend continuous professional development, all pupils benefit; if we invest in a resource for the classroom, lots of children enjoy the activity. This is done to ensure inclusion, equality and a broad and balanced mix of pupils.

We invest the pupil premium in our pupils regardless of whether they are low attaining or not. This might be in the form of extra support and challenge in school or additional tuition out of school.

In the next few pages, you will find:

- ✕✕ **Pupil Premium Strategy 2017-18 Overview:** this is a summary of how we will invest to make sure pupils have the best possible outcomes
- ✕✕ **Pupil Premium Strategy 2017-18 Detail:** this provides more detail of how we will invest the funding

We refer throughout to the Education Endowment Foundation Teaching and Learning Toolkit – a summary of educational research which reviews and summarises research and then evaluates it in terms of impact against cost: <https://goo.gl/yCcwyl>

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 2017-18 – breakdown of costs

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 (deprivation):		20 x £1320 = £26,400	
total number of pupils eligible for pupil premium (other):		£3,800	
total pupil premium allocation:		£30,200	
next review of pupil premium strategy: (colour-coded notes used for review / outcomes; below, right hand column)		24.11.17, 19.01.18, 25.05.18, 04.10.18	
what	description and detail	proportion paid for (of actual cost)	amount
total staffing	Evidence shows that targeted, structured support from teaching assistants (TAs) can have a positive impact. 'Teaching assistants can improve literacy and numeracy skills when they are deployed well.' Education Endowment Foundation, February 2014. https://goo.gl/8mKvLw Teaching and learning time across the week totals approximately 25 hours. Across the week, 10% (minimum) of TA time is to support and challenge disadvantaged pupils. This allocation equates to about 3 – 4 hours a week of dedicated additional one to one support from a teaching assistant. Information from Education Endowment Foundation shows that those involved in individualised instruction or small group tuition on average make +3 to +4 months' extra progress. https://goo.gl/TC3rzP In addition, we invest in a Learning Mentor for all children, but we observe that disadvantaged pupils often present some social and emotional issues that act as a barrier to learning. 'On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).' Education Endowment Foundation: +4 months' progress (social and emotional support)	10% of all TAs and 20% of learning mentor	£16,115 £3,190
continuing professional development	This is to develop staff knowledge / skills in an area which we believe will have significant impact on disadvantaged children. This year, we want to explore 'meta-cognition'. This can be defined as 'learning to learn'; it aims to help learners think about their own learning more explicitly. Education Endowment Foundation: +8 months' progress	100%	£200
speech and language	We invest in The Talking House to provide additional speech and language therapy, and to help our teaching assistants continue the support. Oral language interventions can impact on learning by 5 months. Education Endowment Foundation: +5 months' progress (oral language intervention)	50%	£2,052
reading	Book Trust: Letterbox Club and Story Hunters Education Endowment Foundation: +5 months' progress (reading comprehension strategies); +3 months' progress (parental involvement)	100%	£787
home learning resources	Involving parents / carers in the learning experiences of children can be effective, especially for younger children. That's why we provide some resources around phonics, reading, writing and maths for children in Reception, Year 1 and Year 2. Education Endowment Foundation: +3 months' progress (parental involvement)	100%	£1,330
tuition	We invest in individual and small group tuition, which might be run by staff in school or via an external provider. Education Endowment Foundation: +5 months' progress (one to one tuition); +4 months' progress (small group tuition)	100%	£2640 School staff £1744 External
enriching activities	From trips to the theatre to residentials, various activities are noted below. The impact of these may not be as significant as other investments (above), but we believe they can have a substantial (possibly indirect) benefit, such as improving social and emotional aspects of learning, with a relatively low cost. Education Endowment Foundation: +2 months' progress (arts participation)	up to 100%	up to £1,000
Social and emotional aspects (incl breakfast club and tuck shop)	On the Education Endowment Foundation toolkit, there is limited evidence around the impact on learning of providing breakfast and a mid-morning snack. However, elsewhere, there is much evidence. There is also some evidence about the benefits of providing Omega 3, and we offer this to parents. https://goo.gl/pz7TbJ https://goo.gl/qGUuHa Education Endowment Foundation: +2 months' progress (extending the school day) Education Endowment Foundation evidence: 4 months' extra progress (social and emotional learning).	100%	£1,800
total			£ 30,858

What barriers to learning do our children face?

The tables below are anonymised. The table on the left presents a summary of the barriers to learning that each individual pupil faces, or appears to face. On the right is a list of the provision we have put in place to overcome the specific, individual barriers. The tables are in different orders to ensure confidentiality.

	very low	low	moderate	high	very high
limited speaking and listening skills	<	<	<	<	<
limited life experiences	<	<	<	<	<
low aspirations	<	<	<	<	<
social exclusion incl housing issues	<	<	<	<	<
poor attendance	<	<	<	<	<
high mobility or new to country	<	<	<	<	<
accessibility issues	<	<	<	<	<
pre-conceptions / resistance to change	<	<	<	<	<
safeguarding issues / social care involvement	<	<	<	<	<
poor health / medical needs	<	<	<	<	<
trauma / loss / family breakdown	<	<	<	<	<
other circumstances	<	<	<	<	<
lack of parental engagement	<	<	<	<	<
low self-esteem	<	<	<	<	<

[illegible]

Pupil Premium Strategy 2017-18 – 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 and at a minimum at the end of every term in Pupil Premium Strategy Reviews which include termly analysis of attainment and progress in reading, writing, maths. Text in italics sets out barriers to learning which disadvantaged pupils might experience, and other rationale for the strategy.

specific nature of investment	rationale / aims	how we will measure impact	review and outcomes																																																																																										
We plan to invest pupil premium money in the following):	The aim of the intervention is:	We will measure the impact of the investment through:	What were the outcomes? What conclusions can we make? Will we repeat this support?																																																																																										
Supporting individual pupils Individual pupils may encounter various barriers to learning; the opportunities that pupil premium provide (listed in the second column below) are designed to overcome these barriers. In addition, there may be other barriers which may be less obvious. Supporting individual pupils is our way of meeting pupils' needs.																																																																																													
Continue to provide the opportunities for tuition – externally and after school (we have had limited access to this over the last few years but is showing good potential)	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 and one to one tuition makes 5 months'.</i>	Attainment and progress Staff feedback on engagement and learning behaviour	2 x children are receiving private tuition (1 x Y6 and 1 x Y4). Started Spring 2018; no impact data yet available. Booster classes (Autumn term): <table><tr><td>Reading</td><td></td><td>progress</td><td>maintain</td><td>At ARE</td></tr><tr><td></td><td>KS1</td><td>22%</td><td>57%</td><td>50%↑ (36%)</td></tr><tr><td></td><td>KS2</td><td>14%</td><td>71%</td><td>29%↓ (35%)</td></tr><tr><td>Writing</td><td></td><td>progress</td><td>maintain</td><td></td></tr><tr><td></td><td>KS1</td><td>29%</td><td>57%</td><td>21%↑ (14%)</td></tr><tr><td></td><td>KS2</td><td>7%</td><td>92%</td><td>21%→ (21%)</td></tr><tr><td>Maths</td><td></td><td>progress</td><td>maintain</td><td></td></tr><tr><td></td><td>KS1</td><td>29%</td><td>50%</td><td>21%↑ (14%)</td></tr><tr><td></td><td>KS2</td><td>14%</td><td>86%</td><td>57%↑ (50%)</td></tr></table> Booster classes (Spring term): <table><tr><td>Reading</td><td></td><td>progress</td><td>maintain</td><td>At ARE</td></tr><tr><td></td><td>KS1</td><td>67%</td><td>33%</td><td>100%↑ (50%)</td></tr><tr><td></td><td>KS2</td><td>15%</td><td>77%</td><td>50%↓ (54%)</td></tr><tr><td>Writing</td><td></td><td>progress</td><td>maintain</td><td></td></tr><tr><td></td><td>KS1</td><td>16%</td><td>84%</td><td>100%↑ (84%)</td></tr><tr><td></td><td>KS2</td><td>12%</td><td>88%</td><td>46%↑ (38%)</td></tr><tr><td>Maths</td><td></td><td>progress</td><td>maintain</td><td></td></tr><tr><td></td><td>KS1</td><td>0%</td><td>67%</td><td>83%→ (83%)</td></tr><tr><td></td><td>KS2</td><td>23%</td><td>69%</td><td>62%↑ (58%)</td></tr></table> Impact on KS1 more positive. Make sure we track this to see it is sustained in 2018-19. Consider more early intervention in 2018-19.	Reading		progress	maintain	At ARE		KS1	22%	57%	50%↑ (36%)		KS2	14%	71%	29%↓ (35%)	Writing		progress	maintain			KS1	29%	57%	21%↑ (14%)		KS2	7%	92%	21%→ (21%)	Maths		progress	maintain			KS1	29%	50%	21%↑ (14%)		KS2	14%	86%	57%↑ (50%)	Reading		progress	maintain	At ARE		KS1	67%	33%	100%↑ (50%)		KS2	15%	77%	50%↓ (54%)	Writing		progress	maintain			KS1	16%	84%	100%↑ (84%)		KS2	12%	88%	46%↑ (38%)	Maths		progress	maintain			KS1	0%	67%	83%→ (83%)		KS2	23%	69%	62%↑ (58%)
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Embed reading comprehension strategies as a key feature of the school's additional support, both during school and as after-school support	To improve older children's reading skills eg inference and deduction. <i>Education Endowment Foundation evidence: 5 months' extra progress.</i>	Attainment and progress: a higher proportion of children at the end of Key Stage 2 who reach the expected standard in Reading	Reading comprehension interventions in place where needed. Progress to be monitored with Autumn data. Reading Detectives has been used to include more inference questions and will be used more widely as children progress. Autumn data showed the following % at age-related expectations (ARE) in reading:																																																																																										

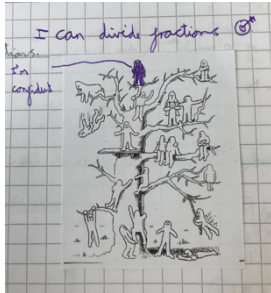
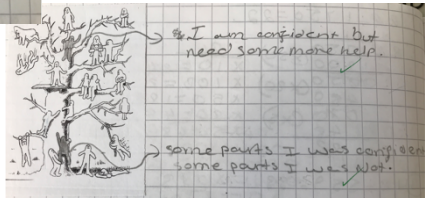
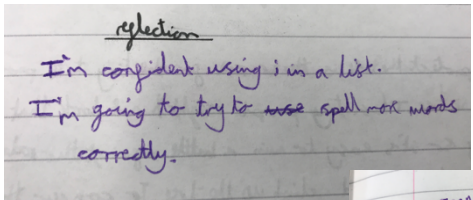

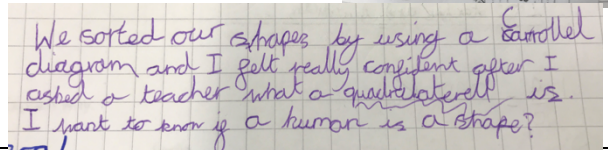
Invest in Reading Detectives as a new resources that focuses in particular on inference, a skill which we have found to be a barrier for learning amongst disadvantaged pupils			<table border="1"> <thead> <tr> <th></th><th>disadv</th><th>non-dis</th><th>all</th></tr> </thead> <tbody> <tr><td>Year 1</td><td>100</td><td>100</td><td>100</td></tr> <tr><td>Year 2</td><td>17</td><td>88</td><td>67</td></tr> <tr><td>Year 3</td><td>67</td><td>85</td><td>80</td></tr> <tr><td>Year 4</td><td>67</td><td>96</td><td>90</td></tr> <tr><td>Year 5</td><td>100</td><td>79</td><td>80</td></tr> <tr><td>Year 6</td><td>67</td><td>85</td><td>83</td></tr> </tbody> </table> <p>Spring term data showed the following % at age-related expectations (ARE) in reading. Where there are drops, reason is pupil movement. Reading comprehension along with Lexia (see below) appears to be having positive impact; continue in 2018-19.</p> <table border="1"> <thead> <tr> <th></th><th>disadv</th><th>non-dis</th><th>all</th></tr> </thead> <tbody> <tr><td>Year 1</td><td>100</td><td>96</td><td>90</td></tr> <tr><td>Year 2</td><td>80</td><td>84</td><td>83</td></tr> <tr><td>Year 3</td><td>50</td><td>86</td><td>83</td></tr> <tr><td>Year 4</td><td>83</td><td>92</td><td>90</td></tr> <tr><td>Year 5</td><td>50</td><td>82</td><td>80</td></tr> <tr><td>Year 6</td><td>75</td><td>88</td><td>88</td></tr> </tbody> </table>		disadv	non-dis	all	Year 1	100	100	100	Year 2	17	88	67	Year 3	67	85	80	Year 4	67	96	90	Year 5	100	79	80	Year 6	67	85	83		disadv	non-dis	all	Year 1	100	96	90	Year 2	80	84	83	Year 3	50	86	83	Year 4	83	92	90	Year 5	50	82	80	Year 6	75	88	88
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Dedicated time with teacher	<p>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.</p> <p><i>Education Endowment Foundation evidence: 8 months' extra progress can be made through extra feedback; as a general rule, our staff</i></p>	<p>Attainment and progress – more children reaching age related expectations Staff feedback on engagement and learning behaviour</p> <p>Pupil interviews regarding confidence, what their targets have been and how they have progress</p>	<p>Teachers have been observed celebrating the work of specific children with the aim of making them they feel valued and engaged. Questioning has also been targeted for these children and engagement has been increased with "I say..... you say" feedback so children are given plenty of opportunity to hear and repeat learning.</p> <p>Autumn term data showed the following % at age-related expectations (ARE) across Reading, Writing and Maths combined:</p> <table border="1"> <thead> <tr> <th></th><th>disadv</th><th>non-dis</th><th>all</th></tr> </thead> <tbody> <tr><td>Year 1</td><td>100</td><td>72</td><td>73</td></tr> <tr><td>Year 2</td><td>17</td><td>67</td><td>57</td></tr> <tr><td>Year 3</td><td>33</td><td>79</td><td>73</td></tr> <tr><td>Year 4</td><td>33</td><td>88</td><td>77</td></tr> <tr><td>Year 5</td><td>100</td><td>72</td><td>73</td></tr> <tr><td>Year 6</td><td>33</td><td>70</td><td>67</td></tr> </tbody> </table> <p>Spring term data showed the following % at age-related expectations (ARE) across Reading, Writing and Maths combined. Where there are drops, reason is pupil movement. Dedicated time with teachers appears to be having positive impact; continue in 2018-19.</p> <table border="1"> <thead> <tr> <th></th><th>disadv</th><th>non-dis</th><th>all</th></tr> </thead> <tbody> <tr><td>Year 1</td><td>100</td><td>79</td><td>79</td></tr> <tr><td>Year 2</td><td>60</td><td>72</td><td>70</td></tr> </tbody> </table>		disadv	non-dis	all	Year 1	100	72	73	Year 2	17	67	57	Year 3	33	79	73	Year 4	33	88	77	Year 5	100	72	73	Year 6	33	70	67		disadv	non-dis	all	Year 1	100	79	79	Year 2	60	72	70																
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Invest in 'Talking House' speech and language support	To support individuals with specific language needs and to up-skill support staff to further develop these needs. <i>Education Endowment Foundation evidence: 5 months' extra progress can be made through oral language interventions.</i>	Individuals are assessed against speech and language targets Children with language needs would progress further and this would have impact on progress in other areas eg writing and reading	<p>Feedback from staff: <i>"I'm really impressed with the work Hannah has been doing with YR children so far. She has been able to help with specific problems and instantly comes up with ideas that I have been struggling to think of for days! I really don't know how we'd have coped this year without her!"</i></p> <p>Feedback from parents: <i>Y1 parent leaving the school to go to another country "I am impressed with the details of the speech and language targets they will be really useful for my child's next school."</i></p>																
Supporting speaking, listening, reading and writing skills <i>Research shows that disadvantaged pupils may be more likely to have a limited vocabulary and have delayed language skills. Pupils might also be less likely to read at home and could have limited higher order reading skills – this could be the result of limited funds to spend on books, lack of time or lack of interest.</i>																			
First News Club	To promote the use of language in social contexts so that children are more confident in talking about different things; develop vocabulary.	Pupil feedback / teacher feedback regarding confidence in class and contributions	<p>Due to staffing issues this did not happen in Autumn term. In place from Spring 2018.</p> <p>First News Club runs every week; children read the newspaper independently and then an article is chosen and questions are answered together to develop reading comprehension skills. Children then take a paper home. <i>"The paper is interesting to read."</i> <i>"This club is helping me to be a better reader."</i> <i>"The questions help me."</i> <i>"I like finding out about the world. It is interesting."</i></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 (existing data analysis shows this is boosting children's reading skills). <i>Education Endowment Foundation evidence: 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	<p>50% of disadvantaged children who are engaged in Catch Up Reading or comprehension interventions have made progress in relation to standardised scores in a reading comprehension test, indicating greater understanding of texts.</p> <p>Catch Up reading has not had the impact that we wanted this term. Part of the reason for this is that the children who are low attaining are fluent readers but are not able to answer comprehension questions showing they have a limited understanding. RIC (Retrieval, Interpret, Choice) is now being taught in each class so the progress of these children will be monitored to see if this helps progress.</p>																
Take children to book shops and / or libraries to buy / borrow books	Building on the modest success of theatre trips (see below) where reading has been encouraged, to engage reluctant readers and promote a love of reading. <i>Education Endowment Foundation evidence: 3 months' extra progress.</i>	Pupil feedback	<p>A group of Y4 children who are reluctant readers were taken to the local newsagent to choose reading material geared to their interests. The class teacher has commented recently that this had a significant impact on one particular child – <i>"His attitude to reading has changed significantly and he is now making excellent progress."</i></p>																

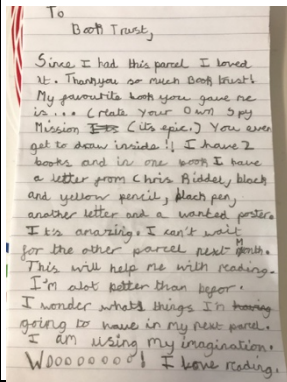
			<p>Several groups of children have been to Waterstones after school. This has been a positive experience and children have gained a lot from it.</p> <p><i>"I enjoyed it as I don't normally go places like this with my family."</i></p> <p><i>"I don't normally go to book shops – I'm enjoying reading the book I bought."</i></p> <p><i>"Waterstones was very good. It makes you want to read a book in there. I think this trip will make me a better reader."</i></p>																																																								
Provide books to individuals	To promote reading at home. <i>Education Endowment Foundation evidence: 3 months' extra progress.</i>	Pupil feedback																																																									
Open up library for children to use more (lunchtime; after school, along with parents)	To promote reading at home. <i>Education Endowment Foundation evidence: 3 months' extra progress.</i>	Pupil and parent feedback Library usage																																																									
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. <i>Education Endowment Foundation evidence: 4 months' extra progress.</i>	Attainment and progress in reading and writing	<p>Autumn term data showed the following % at age-related expectations (ARE) in reading (all KS1 children use Lexia and selected chn in KS2):</p> <table border="1"> <thead> <tr> <th></th><th>disadv</th><th>non-dis</th><th>all</th></tr> </thead> <tbody> <tr> <td>Year 1</td><td>100</td><td>100</td><td>100</td></tr> <tr> <td>Year 2</td><td>17</td><td>88</td><td>67</td></tr> <tr> <td>Year 3</td><td>67</td><td>85</td><td>80</td></tr> <tr> <td>Year 4</td><td>67</td><td>96</td><td>90</td></tr> <tr> <td>Year 5</td><td>100</td><td>79</td><td>80</td></tr> <tr> <td>Year 6</td><td>67</td><td>85</td><td>83</td></tr> </tbody> </table> <p>Spring term data showed the following % at age-related expectations (ARE) in reading (all KS1 children use Lexia and selected chn in KS2):</p> <p>Lexia along with reading comprehension (see below) appears to be having positive impact; continue in 2018-19.</p> <table border="1"> <thead> <tr> <th></th><th>disadv</th><th>non-dis</th><th>all</th></tr> </thead> <tbody> <tr> <td>Year 1</td><td>100</td><td>96</td><td>90</td></tr> <tr> <td>Year 2</td><td>80</td><td>84</td><td>83</td></tr> <tr> <td>Year 3</td><td>50</td><td>86</td><td>83</td></tr> <tr> <td>Year 4</td><td>83</td><td>92</td><td>90</td></tr> <tr> <td>Year 5</td><td>50</td><td>82</td><td>80</td></tr> <tr> <td>Year 6</td><td>75</td><td>88</td><td>88</td></tr> </tbody> </table>		disadv	non-dis	all	Year 1	100	100	100	Year 2	17	88	67	Year 3	67	85	80	Year 4	67	96	90	Year 5	100	79	80	Year 6	67	85	83		disadv	non-dis	all	Year 1	100	96	90	Year 2	80	84	83	Year 3	50	86	83	Year 4	83	92	90	Year 5	50	82	80	Year 6	75	88	88
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For all teachers, professional development on reading and how to teach it effectively	To address the new, higher demands in the National Curriculum for higher-level reading skills and therefore have a positive impact on older children's reading outcomes.	Staff feedback Attainment and progress: a higher proportion of children at the end of Key Stage 2 who reach the expected standard in Reading	<p>69% of disadvantaged children in KS2 are at age-related expectations (ARE) for Reading (December 2017).</p> <p>71% of disadvantaged children in KS2 are at age-related expectations (ARE) for Reading (March 2018).</p>																																																								

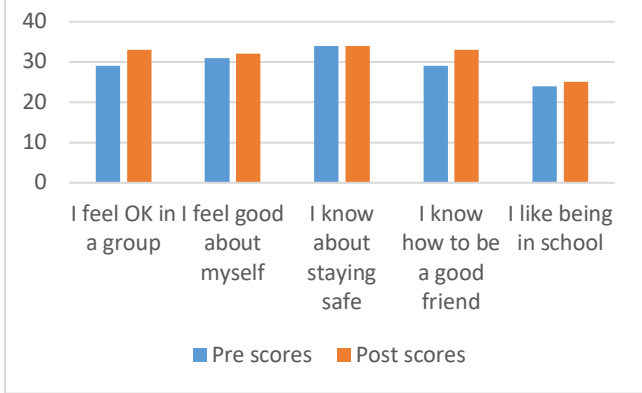
	Education Endowment Foundation evidence: 5 months' extra progress.																																																										
Supporting Maths skills Disadvantaged pupils may have limited opportunities to use and apply number and other mathematical concepts. This could be the result of limited time to spend on books, lack of time or lack of interest. A 'fear' of Maths might also be a significant barrier, meaning parents / carers choose to avoid talking about number and end up not enthusing about Maths as they might about a book.																																																											
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Supporting learning in other subjects Limited life experience sometimes impacts on the way our disadvantaged pupils approach their learning. The characteristics of effective learning (resilience, confidence, motivation etc) might sometimes mean learning is affected. Early observations show that disadvantaged pupils often demonstrate less secure wellbeing and involvement in activities. These all act as barriers to learning.																																																											
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 (therefore having a positive effect on pupils' cultural development, part of SMSC).	Pupil feedback forms and other pupil feedback	A selection of Y5 and Y6 children went to see The Lion, the Witch and the Wardrobe (West Yorkshire Playhouse). They had to convince us that they deserved a ticket with a piece of writing: <i>"I would like to go [to the theatre] more often. It makes me feel happy and important to go to a theatre with school. It was probably the best play I have ever seen."</i> (Y6 child)																																																								

	<i>Education Endowment Foundation evidence: 2 months' extra progress.</i>		<p><i>"It was good that you have to earn your ticket because you have to try and just not sit back."</i> (Y6 child)</p> <p><i>"I would like to go again. It helps me with my learning and big writes."</i> (Y5 child)</p> <p>Some children from YR and KS1 went to see a Christmas production at West Yorkshire Playhouse:</p> <p><i>"I liked the Christmas bees. I liked winter and her magic. It was a splendid day."</i> (Y1 child)</p> <p><i>"I loved going to the theatre because it was really good fun and it was my favourite time because I went with my friends."</i> (Y2 child)</p>
<p>Buy in services of various organisations:</p> <ul style="list-style-type: none"> Roundhay Music - individual music tuition one-off educational theatre companies 	<p>To enrich the learning experiences and, for some disadvantaged pupils, broaden what might be limited life experiences (therefore having a positive effect on pupils' cultural development, part of SMSC).</p> <p><i>Education Endowment Foundation evidence: 2 months' extra progress.</i></p>	Pupil feedback	<p>None of our children who receive funding have chosen to take part in music lessons this year.</p> <p>Whole class ukulele in Y4 has been very positively received and children look forward to these lessons.</p> <p><i>"Playing the ukulele is fun even though I'm not very good at it."</i></p> <p><i>"I didn't know what a ukulele was but I am enjoying learning how to play it."</i></p>
<p>Our own in-house after-school clubs cost £1 (subsidised by the PE premium), and completely free for disadvantaged pupils (also subsidised by pupil premium).</p> <p>A small contribution from pupil premium is used to pay for disadvantaged pupils who participate in clubs run by external providers.</p>	<p>To develop life skills, including social skills through teamwork, as well as to increase physical activity – healthy body, healthy mind.</p> <p><i>Education Endowment Foundation evidence: 2 months' extra progress.</i></p>	Pupil feedback	<p><i>"I enjoy football and I am getting better."</i></p> <p><i>"I like seeing my friends after school and playing different sports."</i></p> <p><i>"I always feel better after I have run around."</i></p> <p><i>"I like working with other people who are not in my class."</i></p>
<p>Our pupils enjoy a residential in Year 4 and Year 6. Disadvantaged pupils have this subsidised: the Year 4 residential is fully subsidised (50% from pupil premium, 50% from PE premium); the Year 6 one is partly subsidised.</p>	<p>To develop life skills, including social skills through teamwork, as well as to increase physical activity in ways other than sport; to broaden what might be limited life experiences (therefore having a positive effect on pupils' social development, part of SMSC).</p> <p><i>Education Endowment Foundation evidence: 3 months' extra progress.</i></p>	Pupil feedback	<p>Feedback from Y4 children:</p> <p><i>"I was nervous about the zipwire but I did it. I was pleased I did it."</i></p> <p><i>"Some of it was really scary but I knew I was safe so had a go anyway."</i></p> <p><i>"It is the first time I have been away from my brothers – it was great!"</i></p> <p><i>"We had to do chores but I think it is good because you learnt new skills and I have done more at home since."</i></p> <p>Feedback from Y6 children:</p> <p><i>"I learnt new skills that I had never done before."</i></p> <p><i>"I was scared at first but then it was great when I let go – I screamed with joy, not fear!"</i></p> <p><i>"I wasn't very confident with the rock climbing and struggled but then I pushed myself so I got to the top."</i></p> <p><i>"I'm really glad I went; I had heard a lot about it so I really wanted to go and I wasn't disappointed."</i></p>
<p>Improving overall teaching</p> <p><i>We always want to improve our own teaching. Investing in effective continuing professional development for teachers will lead to better teaching and learning for all, including for disadvantaged pupils.</i></p>			

<p>CPD for school leaders around meta-cognition, to be cascaded to staff</p>	<p>To nurture children's 'learning' about learning, and therefore promote improved learning behaviour and learning awareness <i>Education Endowment Foundation evidence: 8 months' extra progress.</i></p>	<p>Improved learning behaviour and outcomes over time</p>	<p>Children are being taught to be more reflective and to think about how they learn and what would improve their learning. Reflections in books show that children are showing much more awareness of what they need to do to improve and recognising how they learn: <i>"I would benefit from practising giving the answer in different ways."</i> <i>"I was the 3rd little pig in 'court'. I enjoyed this and I understand the story more."</i> <i>"I am proud of sentence 2 because it has more adjectives in than the rest."</i></p> <p>Older children have been using 'blob' trees to show how they feel about their learning.</p>   <p>The children have become confident in expressing how they feel about different learning that they have done. Here are some examples of other reflections:</p>   <p><i>"I noticed I could use more adjectives."</i> <i>"I'm confident with ratio because when I'm stuck I ask for help."</i></p> 
<p>A series of after-school professional development around parental</p>	<p>To develop the quality of parental involvement in children's learning journeys</p>	<p>Greater quality and quantity of parents' assessments to be found</p>	<p>Positive attendance on different occasions when parents are invited in to be part of lessons or learning with their child. Feedback from parents of Reception children:</p>

involvement in the Early Years Foundation Stage	<i>Education Endowment Foundation evidence: 3-5 months' extra progress.</i>	in learning journeys (see our EYFS Development Plan)	<i>"It gives us parents ideas on what to do and how to practise maths with our children."</i> <i>"It is a great way to encourage parents and support them in helping their children to learn."</i> <i>"He is really enjoying using his numbers all around him and is asking loads of questions."</i> <i>"It is lovely to see how the children learn maths. There are so many ways they learn about maths through playing; it's very interesting to watch."</i> <i>"There were plenty of activities that encouraged the children to use different methods and techniques to solve maths problems. The children were engaged and understood what was asked of them."</i>
Supporting learning at home <i>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. At Moortown Primary, we find that some parents / carers feel unable to support learning or participate in school life – this can act as a barrier to their child enjoying and achieving at school. Parental aspirations may be low – another barrier, although quite rare in our school.</i>			
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. <i>Education Endowment Foundation evidence: 3 months' extra progress.</i>	Attendance at workshops and coffee mornings and parental feedback about impact it has had.	67% parents of disadvantaged children attended a coffee morning where free resources were distributed to support learning at home. Feedback was positive as parents wanted direction as to what was appropriate to do at home with very young children. There have been various workshops and open mornings to involve parents in their child's learning: <i>"It was interesting to hear about resources which can be used to help and how to build this into everyday life."</i> <i>"A good overview of how maths is not just about numerals but uses lots of real world situations."</i> <i>"A good opportunity to see how to teach my child new methods."</i> <i>"Knowing what all the different methods / ways to increase memory of number bonds."</i> <i>"Fantastic to see what happens – the progression from Y2 to Y3 is amazing."</i> <i>"Loved the way the teachers deliver lessons – keep up the good teaching."</i> <i>"Gained an understanding of how to develop deeper understanding and concentration."</i> <i>"I have learnt how important reading books are."</i>
Offer parent support sessions with individuals who do not attend workshops for differing reasons or personal circumstances	To provide support and guidance, improving social and emotional aspects, at an early stage – eg behaviour management at home; bedtime routines; healthy eating; mental health <i>Education Endowment Foundation evidence: 4 months' extra progress.</i>	Parents/carers' response to these sessions Garner feedback from parents/carers Longer-term, experience fewer parents/carers seeking help or advice too late	Parents who have not been able to attend workshops or where children can't attend booster classes have been given materials to support their child at home.
Learning bags – resources to develop parent-child interaction and engagement in learning at home	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	Learning bags well received. <i>"This is amazing. Thank you so much; I can do learning at home now." (pupil)</i>

	<i>Education Endowment Foundation evidence around parental support: 3 months' extra progress.</i>	Staff feedback on engagement and learning behaviour	
Letterbox Club for three selected children, where a child receives at home each month (May – October) a parcel of literacy and numeracy materials	To provide opportunities for learning to be supported at home: Can significantly improve children's reading and numeracy Encourages children and their parents/carers to read and play games together Gives enjoyment to children through owning their own books Supports children over the summer as they move into the next school year <i>Education Endowment Foundation evidence around parental support: 3 months' extra progress.</i> http://www.letterboxclub.org.uk/research-and-evaluation/	Attainment and progress – compare progress for the three selected children reaching age related expectations	100% of children last year who took part in Letterbox made good progress. 33% are now at age related expectations (ARE) and still making progress. <i>"I really enjoyed the parcels because they had fun comics and educational games, from calculators to relaxing books."</i> (Y5 child) <i>"I would like to thank you very much for the Letterbox parcels. He loved receiving them in the post."</i> (Y5 parent)
Story Hunters (Year 4 selected children)	To provide opportunities for reading to be supported at home, encouraging children and their parents/carers to read more at home, giving enjoyment to children through owning their own books <i>Education Endowment Foundation evidence around parental support: 3 months' extra progress.</i> https://www.booktrust.org.uk/whats-happening/blogs/2017/may/how-story-hunters-makes-a-difference-theres-a-real-buzz/	Attainment and progress – compare progress for the selected children reaching age related expectations	<i>"Thanks for my parcels. I look for them coming in the post. I love getting them."</i> (Y4 child unprompted comment)  Another Y4 child wrote a letter to Book Trust in response to getting her parcels and brought it in for "Show and Tell."
Supporting social and emotional aspects of learning <i>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</i>			
Opportunities for all children to partake in educational visits and other experiences	To ensure that all pupils can engage in topic 'hooks' so their subsequent learning in topics is enthusiastic and successful.	Attendance on visits Pupil feedback Outcomes in Topic Books	All children have taken part in educational visits so have all had the same experiences wherever possible. This has meant that all children approach their learning from the same starting point so that no-one is at a disadvantage.
Breakfast Club twice weekly, with the option of Omega 3 supplements	To have access to resources so that children have same opportunities as everyone else, including a healthy breakfast.	Attendance at breakfast club Staff feedback on engagement and learning behaviour	<i>"I get to spend more time with my friends."</i> <i>"I get to school early and am ready to learn."</i> <i>"We can use the iPads to do Mathematics and Lexia."</i> <i>"It means I am not late for school; I would like to go to breakfast club every day."</i>

	<p><i>Education Endowment Foundation evidence around parental support: 3 months' extra progress.</i></p> <p>We offer Omega 3 to improve 'reading and behaviour of underperforming children', as research suggests.</p> <p>http://www.ox.ac.uk/news/2012-09-07-omega-3-fatty-acids-could-improve-reading-and-behaviour</p>																				
Dedicated time with learning mentor	<p>To support learning behaviour in class and to develop good social and emotional aspects of learning (eg self esteem, social skills).</p> <p><i>Education Endowment Foundation evidence: 4 months' extra progress.</i></p>	Learning walks in school which focus on learning behaviour	<p>Whilst not solely disadvantaged pupils, this was some feedback from a visiting headteacher:</p> <p><i>"...in every class, the pupils were engaged and visibly enjoyed their learning."</i></p> <p>Learning walks have shown positive behaviour in all classes for the majority of children. Any negative behaviour has been 1 or 2 children and has been handled subtly and positively. Interventions from the learning mentor on resilience and self esteem have had significant improvements for individuals.</p>																		
Wellbeing workshop for Y6 pupils (The Beck)	<p>To support wellbeing including friendship issues and resilience for a group of Y6 boys</p> <p><i>Education Endowment Foundation evidence: 4 months' extra progress.</i></p>	Pupil feedback Teacher feedback Feedback from The Beck	<p>The graph shows the groups' beginning and end scores in each section. The graph shows that there was improvement in most areas for the group over the 6 weeks.</p> <div><p>Moortown Primary Group Scores</p><table border="1"><thead><tr><th>Category</th><th>Pre scores</th><th>Post scores</th></tr></thead><tbody><tr><td>I feel OK in a group</td><td>28</td><td>32</td></tr><tr><td>I feel good about myself</td><td>30</td><td>32</td></tr><tr><td>I know about staying safe</td><td>33</td><td>33</td></tr><tr><td>I know how to be a good friend</td><td>28</td><td>32</td></tr><tr><td>I like being in school</td><td>24</td><td>25</td></tr></tbody></table></div> <p>The most significant improvement in scores was in the area of friendship. We are pleased that the scores reflect the focus topic of the group.</p> <p><i>"I found it helpful and I found it fun."</i></p> <p><i>"I've learnt how to feel better about myself and I learnt about making the right choices."</i></p>	Category	Pre scores	Post scores	I feel OK in a group	28	32	I feel good about myself	30	32	I know about staying safe	33	33	I know how to be a good friend	28	32	I like being in school	24	25
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			<i>"After this group, I will now be safer on the internet." "I learnt to believe in myself."</i>
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