

## Pupil premium strategy statement (primary)

**Date:** 2018-19

**Person responsible:** Clare Weekes

*This document is based on the National College for Teaching & Leadership / Teaching Schools Council template; 'PP' refers to pupil premium*

Summary information			
<b>Total number of pupils:</b>	214	<b>Date of most recent PP review:</b>	Benefitted from PP reviews carried out in federation partner schools, Summer 2017
<b>Number of pupils eligible for PP:</b>	20	<b>Date for next internal review:</b>	21.09.18; 25.01.19; 07.06.19; 27.09.19 (notes below are colour-coded to match each review)
<b>Total PP budget:</b>	£29,120 For school use (hidden to maintain anonymity): [REDACTED]	<b>Characteristics:</b>	Moortown is in a comfortable socio-economic area and the proportion of pupils known to be eligible for free school meals is below average. However, this masks a small minority of pupils who live in deprived areas outside the immediate catchment area of the school and who typically have limited life experiences ( <a href="http://goo.gl/92A2Xw">http://goo.gl/92A2Xw</a> ), backed up by home visits made by staff to support entry to Reception. Quite substantially more girls than boys are in receipt of PP. A very large proportion of those in receipt of PP are summer-born. PP children are significantly less likely to have EAL, but this may mask families with EAL who don't engage with Free School Meals criteria. A relatively high proportion of disadvantaged pupils are new to school (new in the last two years).

<b>Current attainment (based on end of KS2 outcomes, 2018)</b>		
<i>NB: This data is currently subject to change</i>	<i>Pupils eligible for PP (our school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving in Reading, Writing and Maths</b>	75%	70%
<b>% achieving in Reading</b>	75%	80%
<b>% achieving in Writing</b>	100%	83%
<b>% achieving in Maths</b>	100%	81%
<b>% achieving in Grammar, Punctuation and Spelling</b>	100%	82%
<b>progress measure: Reading (source – Perspective Lite)</b>	+1.0	+0.3
<b>progress measure: Writing (source – Perspective Lite)</b>	+7.1	+0.2
<b>progress measure: Maths (source – Perspective Lite)</b>	+3.9	+0.3
<b>other significant attainment / progress information</b>	<p>2018 KS2 data analysis indicates that there is a higher proportion of disadvantaged children amongst the lower attainers than the school population as a whole. Although the attainment of disadvantaged pupils (those in receipt of pupil premium) still falls behind their peers, internal data shows good progress has been made in 2017-18 and therefore – whilst more can be done – we are narrowing the gap in outcomes.</p> <p>This is evident in the overall proportions of children who showed at least some accelerated progress: 25% in Reading; 25% in Writing; and 30% in Maths. Proportions reaching aspirational targets (derived from Fischer Family Trust 20 estimates) were already high; in 2017-18, they increased most in Maths.</p>	

Barriers to future attainment (for pupils eligible for PP, inc higher ability)		Desired outcomes	
In-school barriers (issues to be addressed in school, such as poor oral language skills)		Desired outcomes and how they will be measured (bold text acts as a subtitle for subsequent table)	Success criteria
1	Oral language skills in Early Years are lower for pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years.	<b>Improved oral language skills</b> for pupils eligible for PP in Early Years and Year 1. <i>We will evaluate impact by end of year assessments which will measure attainment and progress.</i>	Pupils eligible for PP in Early Years make rapid progress by the end of the year so that over 75% of pupils eligible for PP broadly meet age related expectations. (Alternatively, children have made good progress using SEND measures.) Baseline data showed that 48% of children in EYFS were at ARE (age-related expectations) in speaking. Midway through the year, this has increased to 58%. In May 2019, 80% of children in EYFS are at ARE in speaking. End of year data shows that 87% of children in EYFS are at ARE for speaking.
2	Limited life and cultural experiences for some of our pupils eligible for PP restricts understanding of some curriculum areas.	<b>Increased opportunities for cultural and curriculum visits / experiences</b> funded by school for pupils eligible for PP; these impact positively on pupil achievement for this group. <i>We will evaluate impact by gathering pupil feedback about their experiences.</i>	Pupils eligible for PP are identified, monitored and supported to engage in additional life enhancing experiences. Pupil feedback and teacher observation indicates enriched learning experiences. Theatre Workshops: "When we were writing, after the drama, I made it easier because the drama made it real." "I don't really enjoy drama but the workshop was different because it wasn't set and you could make it up as you went along."  Leeds Art Gallery: "I had been with mum but I was excited to go upstairs because I hadn't been there before." "Monet used bright colours in his painting and Van Gogh used oil colours." "We have done lots more painting – did you know that if you add white to a colour, it keeps getting lighter and lighter?"  Year 6 residential: "I didn't go on Y4 residential because Mum didn't think I was old enough but I am really glad I went on

			<p><i>this one. It was the best experience. I did things I had never done before and the zip wire made me get over my fear of heights.”</i></p> <p>Year 4 residential:  <i>“I am glad I went because I knew I would have so much fun so I was pleased when Dad let me go. The best bit was the giant swing. You could go as high as you wanted. On the leap of faith, I thought I was going to fall off but I didn’t and was proud that I did it.”</i></p> <p>The Tiger Who Came to Tea (theatre visit)  <i>“I liked the tiger and the swimming. I would like to go to the theatre again with mummy.”</i>  <i>“I have been to the theatre before but I would like to go to a museum.”</i></p>
3	<p>Pupils are not always ‘ready to learn’ in class (if they are not in a secure place mentally/emotionally).  or  Pupils may have limited learning skills, such as organisation, commitment, resilience.</p>	<p>With the support and nurture of a learning mentor, pupils’ can access learning in class because more of their <b>social and emotional needs</b> are met.  <i>We will evaluate impact by monitoring the attainment and progress data for these children, and by observation of the social and emotional aspects of their learning.</i>  Or:  Pupils show good leaning behaviour without prompting and show that they are able to use the 8Rs for learning independently. For example, they take responsibility for their own learning and realise the importance of learning and their resilience to it.  <i>We will evaluate impact by monitoring the attainment and progress data for these children, and by observation of the social and emotional aspects of their learning.</i></p>	<p>Those who have had support make equivalent progress in the year to their peers.  Teachers report and leaders observe effective learning behaviour.</p> <p>Warning tracker (reflects learning behaviour):  T1.1: 35 average weekly warnings  T1.2: 24 average weekly warnings  T2.1: 25 average weekly warnings  In Y5, where there is a greater number of disadvantaged pupils, warnings started quite low and have dropped even further.  T2.2: 29 average weekly warnings  In Y5 and Y1, where there is a greater number of disadvantaged pupils, warnings are significantly lower than other year groups.  T3.1: 19 average weekly warnings.  Learning walks show excellent learning behaviour – this has been especially noticeable in Y1, Y4 and Y5 with particular pupils.  Feedback from parent survey shows that 96% of parents believe that behaviour is good. 100% feel that their child is making good progress. This reflects that children are ready to learn and making good progress.</p>
4	<p>Previous limited progress as indicated by the higher proportion who are lower attainers amongst pupils</p>	<p>Excellent and/or additional provision for all through teaching and classroom-based support and challenge</p>	<p>Accelerated progress so that we close gaps.</p>

<p>eligible for PP as a whole. This could be due to a lack of regular routines including home reading, homework, spellings and having correct equipment in school (eg PE kit).</p>	<p>means that pupils eligible for PP make <b>accelerated progress</b> and increase attainment.  <i>We will evaluate impact by monitoring the attainment and progress data every half term.</i>          Furthermore:          There is not a cap on their learning.          Higher-attaining pupils make good progress and carry on to exceed end of year expectations.  <i>We will evaluate impact by monitoring the attainment and progress data every half term.</i></p>	<p>Same day interventions are beginning to close some gaps:  <i>'Where LA child has struggled (10.09.18) he has been supported by teacher. In the next lesson, he has also worked with the T but has moved to a green highlight.'</i></p> <p>1 x Y5 child is attending private tuition – 24.08.18 report from tutor states that he is working at Y6 level for Maths and is showing good retention skills and some mastery.          His assessments show that there has been accelerated progress since the end of KS1.          He has attended on average 1.3 sessions a week since September and is consistently achieving well.          He is still attending private tuition and he is consistently achieving well – T2.2: Maths 116; Reading 113; Writing secure ARE)          End of year data: Maths 123; Reading 114; Writing secure ARE</p> <p>Booster classes took place in Autumn term for Y3,4,5 &amp; 6. Most children who were invited attended regularly.          50% of children who attended booster increased their standardised score in reading.          33% of children who attended booster increased their standardised score in maths.          14% of children who attended booster made more than expected progress in writing (teacher assessment)</p> <p>Booster classes had less of an impact in the Spring and Summer term – it has been decided not to deliver booster classes in Autumn 2019 but we may do them later in the year if needed. Emotional support to increase some learning behaviour seems to have more impact.</p> <p>The difference between proportions of disadvantaged and non-disadvantaged pupils across school making progress is closed, as measured by those meeting FFT20 estimates in Reading, Writing and Maths combined (currently 9 % points difference).</p>
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There is an increase in proportions of pupils who have made accelerated progress in Reading, Writing and Maths separately, as measured by movement in teacher assessment bands (currently 25%, 25% and 30% respectively).

The vast majority of pupils make progress at least in line with children nationally with the same starting point, as measured by end of KS2 outcomes.

Y6 (December data) (April data) (end of year)

Maths:

1/2 at ARE at end of Y5

1/2 at ARE Y6 T1.2 (+1 at 101)

1/2 at ARE Y6 T2.2

2/2 at ARE

Reading:

1/2 at ARE at end of Y5

1/2 at ARE Y6 T1.2 (+1 at 97)

1/2 at ARE Y6 T2.2

1/2 at ARE

Writing:

1/2 at ARE at end of Y5

1/2 at ARE Y6 T1.2

1/2 at ARE Y6 T2.2

2/2 at ARE

Y5 (December data) (April data) (end of year)

Maths:

5/6 at ARE at end of Y4

5/6 at ARE Y5 T1.2

5/6 at ARE Y5 T2.2

4/6 at ARE

Reading:

5/6 at ARE at end of Y4

5/6 at ARE Y5 T1.2

5/6 at ARE Y5 T2.2

5/6 at ARE

Writing:

4/6 at ARE at end of Y4

4/6 at ARE Y5 T1.2

4/6 at ARE Y5 T2.2

4/6 at ARE

			<p>Y4 (December data) (April data) (end of year)</p> <p>Maths:  2/2 at ARE at end of Y3  2/2 at ARE Y4 T1.2  2/2 at ARE Y4 T2.2  2/3 at ARE</p> <p>Reading:  1/2 at ARE at end of Y3  ↑2/2 at ARE Y4 T1.2  2/2 at ARE Y4 T2.2  2/3 at ARE</p> <p>Writing:  1/2 at ARE at end of Y3  ↑2/2 at ARE Y4 T1.2  2/2 at ARE Y4 T2.2  2/3 at ARE</p> <p>Y3 (December data) (April data) (end of year)</p> <p>Maths:  4/4 at ARE at end of Y2  4/4 at ARE Y3 T1.2  3/4 at ARE Y3 T2.2  3/3 at ARE</p> <p>Reading:  4/4 at ARE at end of Y2  4/4 at ARE Y3 T1.2  4/4 at ARE Y3 T2.2  3/3 at ARE</p> <p>Writing:  3/4 at ARE at end of Y2  3/4 at ARE Y3 T1.2  3/4 at ARE Y3 T2.2  3/3 at ARE</p>
5	<p>There is a growing bank of evidence that shows that children from disadvantaged backgrounds have more limited <b>vocabulary</b> and that this has substantial knock-on effects for success at school and beyond. This matches our observations and assessments in school.</p>	<p>We begin to <b>enhance pupils' vocabulary</b> so that they are better able to access subsequent learning and become successful learners.  <i>We will evaluate impact by monitoring the attainment and progress data at the end of this, the first year of what we expect will be a long-term focus in order to have lasting impact.</i></p>	<p>The difference between proportions of disadvantaged and non-disadvantaged pupils across school making progress is closed, as measured by those meeting FFT20 estimates in Writing (currently 26 % points difference).</p> <p>The vast majority of pupils make progress at least in line with children nationally.</p>

			<p>Monitoring in December showed an increased use of challenging vocabulary than earlier analysis in October.</p> <p><i>"The see-through, blue waterfall was splashing down onto the dirty, green moss around us." (Year 3)</i></p> <p><i>"When they explode, with a bang, you can smell a lovely scent of vanilla." (Year 4)</i></p> <p><i>"In the distance, a diminutive, cute, wise baby smiled happily at me. A briny, gushing sea gazed up at the smiling sky." (Year 5)</i></p> <p><i>"Rumours have spread that, if the hollow's amber gets on your skin, it sinks in and causes your blood to clot." (Year 6)</i></p> <p><i>"As the younger kid was falling, she realised she could use her magical green and purple pen to save herself. Quickly, she reached in to her pocket and pulled it out." (Year 3)</i></p> <p><i>"We went in and as we approached, an ugly pot-bellied goblin was guarding the door. We managed to creep past but my companion accidentally kicked a rock and it make a deafening bang." (Year 5)</i></p> <p><i>"His voice reverberated around the valley. The tsunami of people were roaring, stamping, chanting impatiently excited for the trial to begin." (Year 6)</i></p>
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>			<b>Success criteria</b>
		<b>Desired outcomes and how they will be measured</b> <i>(bold text acts as a subtitle for subsequent table)</i>	
6	Lack of engagement with school from some parents/carers, and their perceptions of education.	<b>Parents are more engaged</b> and involved in their child's learning. Children can be more effectively supported at home. <i>We will evaluate impact by monitoring engagement in school life such as attendance at learning workshops, and by viewing any available feedback in annual surveys.</i>	Attendance of parents/carers at workshops/learning walks. (This will act as a baseline for future years.) All testimonials from parents/carers are positive. Annual survey of parents reflects favourably on how involved parents feel. Attendance of parents of disadvantaged children at workshops and events in school is relatively low. However, there are some that attend: <i>"clear, helpful, good to know how we can help at home and good to be reminded how abstract numbers are" (YR workshop)</i> <i>"really useful to learn how to split the words into sounds" (Early Reading workshop)</i>

7	Low aspirations about what can be achieved and how to be successful and limited access to positive role-models.	Outcomes for points 1, 2, 3 and 4 help to address this.	
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Planned expenditure					
<b>Academic year:</b>		<b>2018-19</b>			
<i>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>					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice? EEF refers to Education Endowment Foundation	How will we ensure it is implemented well?	Staff lead	When will we review implementation?
<b>1. Improved oral language skills</b>	'Closing the word gap' research project (Strategic School Improvement Fund through Noctua Teaching School Alliance)	EEF evidence: 5 months' extra progress can be made through oral language interventions and 5 months' extra progress through Early Years interventions	The project will be led by our Early Years federation lead. Full CPD is provided. A high level of on-going support is provided. Baseline assessment information and subsequent assessments will take place to monitor progress.	GB, DR	June 2019
<b>4. Accelerated progress</b>	'RIC – retrieve, interpret, choice' research project (Strategic School Improvement Fund through Noctua Teaching School Alliance)	EEF evidence: 6 months' extra progress can be made through reading comprehension strategies  To improve reading skills, particularly targeted at Years 5 and 6 pupils.  Across the whole school in the last three years, Reading outcomes tend to be lower than in Maths.	Full CPD is provided: federation leads attend then cascade to all. A high level of on-going support is provided. Resources accessed through RIC website. RIC shared with parents in reading workshops. Baseline assessment information and subsequent assessments will take place to monitor progress.	DO	half-termly progress meetings; July 2019 for overall conclusions
<b>5. Enhanced pupils' vocabulary</b>	CPD around vocabulary acquisition.	There is a growing bank of evidence that shows that children from disadvantaged backgrounds have more limited vocabulary and that this has substantial know-on effects for success at school and beyond. We want our teachers to be better-equipped to address this.	Key leaders across the federation attend quality CPD.  They cascade to teaching staff. Teaching and learning is monitored and evaluated in school through lesson observations and book scrutinies. Assessment data is analysed.	DO, MR	July 2019 for conclusions from the first year
<b>Total budgeted cost</b>					£1,053
ii. Targeted support					

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Staff lead	When will we review implementation?
<p><b>1. Improved oral language skills</b></p>	<p><b>Speech and language therapy</b> Talking House</p>	<p>EEF evidence: 5 months' extra progress can be made through oral language interventions and 5 months' extra progress through Early Years interventions.</p>	<p>Evidence across the federation shows that this intervention, when it happens regularly and is supported by staff in school, has a positive impact. Regular discussions and reviews between teaching staff/ Head of School and therapist.</p>	<p>CW</p>	<p>termly</p>
<p><b>2. Increased opportunities for cultural and curriculum visits / experiences</b></p>	<p>Children across the school to participate in a wide variety of funded experiences: theatre visits; music lessons; large range of after-school clubs; Y4 and Y6 residential 2x drama to enrich the curriculum</p>	<p>EEF evidence: arts and sports engagement can lead to 2 months' extra progress. There is some evidence that disadvantaged pupils benefit disproportionately, making approximately two and a half months' additional progress. There are also often wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers.</p> <p>Studies of adventure learning consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning appear to make approximately three additional months' progress.</p> <p>The impact of these may not be as significant as other investments, 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.</p> <p>Boys' motivation and attainment increases when they participate in drama/outdoor activity.</p>	<p>All children in school including those entitled to pupil premium will access a wide variety of educational and residential trips and visitors which will impact upon their confidence, resilience, social skills as well as academic progress.</p> <p>Pupils eligible for PP are identified, monitored and supported to engage in additional life enhancing experiences.</p> <p>Pupil feedback and teacher observation indicates enriched learning experiences.</p>	<p>CW All teaching staff</p>	<p>termly and July 2019</p>

		Pupil feedback from last year (see 2017-18 PP plan) was extremely positive.			
<b>3. Social and emotional needs are met</b>	Learning Mentor (four days in the week) develops emotional literacy through various targeted interventions eg for self-esteem, social skills	EEF evidence: that those involved in social and emotional support can make 4 months' extra progress.	Staff identify children who will benefit from working with the learning mentor and sessions are timetabled each week to make sure the needs of these children are being met. Some children will be supported by the learning mentor in English and Maths lessons to increase engagement and self-esteem. Those who have had support make equivalent progress in the year to their peers. Teachers report and leaders observe effective learning behaviour. Monitor behaviour records.	CW, TS	termly and July 2019
<b>3. Social and emotional needs are met</b>	Children invited to breakfast club twice a week: children have a comfortable, social start to their day; healthy breakfast including option of Omega 3 supplement; iPads are available for extra learning time.	EEF evidence: that those involved in social and emotional support can make 4 months' extra progress.  Furthermore, elsewhere, there is much evidence about having breakfast. There is also some evidence about the benefits of providing Omega 3.	Breakfast club will run throughout the year and children will be given time to do extra learning on iPads. Good quality conversation will engage pupils while having breakfast, giving them time to prepare for the day.	GT	termly and July 2019
<b>4. Accelerated progress</b>	<b>Individual or small group interventions</b> Targeted time with an adult (teacher or teaching assistant) meaning children are prepared to learn: eg pre-teaching/re-teaching; same day intervention; Catch Up Reading; TA support for reading within lessons	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 to be fully aware of what they are aiming for and what they are capable of. We want our children to catch up on specific gaps in their learning and/or be fluent readers across the curriculum, and practice leads to fluency.	Interventions will take place as needed and will be targeted to help children move forward with their learning through reflection and feedback. Teachers will spend time each day assessing learning so that same day interventions address issues immediately.  Teachers will ensure that the interventions are planned into the weekly timetable. Teachers' performance management includes success	CW	termly progress meetings

		<p>EEF evidence: whilst TA support can have limited impact, EEF also conclude where TAs provide purposeful support can have greater impact. EEF also indicate that those involved in one-to-one or small group tuition on average make 4-5 months' extra progress.</p> <p>EEF evidence: effective feedback – which additional staffing enables – can lead to 8 months' extra progress.</p> <p>Our TAs use intervention strategies such as Catch Up Reading. Existing internal data analysis shows the programmes we use in school have had positive impact to help pupils make accelerated progress. Some programmes are new.</p>	<p>criteria to reduce % working below expectations.</p> <p>Some observation and professional development of support staff to increasingly hold TAs to account for their work.</p> <p>Assessment data is analysed.</p>		
<b>4. Accelerated progress</b>	<p><b>External tuition</b> Fees paid for weekly tuition</p> <p><b>Additional tuition in school</b> Staff paid to provide additional support</p>	<p>EEF evidence: that those involved in one-to-one or small group tuition on average can make 4-5 months' extra progress.</p> <p>In school, some pupils have been identified as being individuals who would benefit most from additional tuition after-school from a private tuition company or in-school from staff.</p>	<p>External: Children will be chosen specifically for this tuition considering if they will attend regularly and whether parents will be committed to taking them each week. Regular assessments from the tuition company will be provided.</p> <p>These will supplement, but not replace, the regular gathering and analysis of assessment data. Staff will liaise with class teachers to make sure learning is appropriate and any issues or misunderstandings are being addressed. A register will be kept so that we can identify children who are not attending.</p>	CW	termly
<b>3. Social and emotional needs</b>	<p>Invest in extended services to address specific issues that may be affecting learning or readiness to learn.</p>	<p>EEF evidence: those involved in behaviour support on average can make 3 months' extra progress: behaviour interventions enable emotional issues to be addressed so that the child / children are more likely to be engaged when in school.</p>	<p>There is a commitment that this will happen on a weekly basis and that it will be facilitated by school where needed.</p>	CW	termly

<b>Total budgeted cost</b>					£24,195
<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 we ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will we review implementation?</b>
<b>6. Parents are more engaged and involved</b>	Resources to support at home. (Letterbox Club and our own learning bags)	EEF evidence: parental engagement can lead to 3 months' extra progress.  BookTrust evidence, listed on website: <a href="https://goo.gl/RHg72r">https://goo.gl/RHg72r</a>	Delegate staff to order and to organise Letterbox.  Those who have had support make equivalent progress in Reading to their peers.	CW	July 2019
<b>6. Parents are more engaged</b>	Motivate more parents/carers to attend the various visits into school and workshops for parents: Join in Mondays; Watch us while we work (which will feature Reading and Maths learning activities that can be used at home) parent workshops	EEF evidence: parental engagement can lead to 3 months' extra progress.  Previous feedback for these events is positive. If we can raise the attendance for parents/carers, more will benefit from this potential 3 months' progress.	Monitor attendance of parents Feedback (directly from the event and in the annual survey)	CW	after specific events and July 2019
<b>Total budgeted cost</b>					£3,527

Review of expenditure				
Desired outcome	Reviewed impact: Did we meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether we will continue with this approach)	Cost	
1	<p><b>Improved oral language skills</b> for pupils eligible for PP in Early Years and Year 1. <i>We will evaluate impact by end of year assessments which will measure attainment and progress.</i></p>	<p><b>We met the success criteria for improved oral language skills in Early Years and Year 1.</b> The oral skills of the younger children in school improved significantly and pupils with particular needs made accelerated progress.</p>	<p><b>We will continue.</b> The input from Talking House has been invaluable in many ways. The support in school has meant that children are targeted directly and accurate assessments made informing support. This year, support will be in half termly blocks.</p>	£2,239.20
2	<p><b>Increased opportunities for cultural and curriculum visits / experiences</b> funded by school for pupils eligible for PP; these impact positively on pupil achievement for this group. <i>We will evaluate impact by gathering pupil feedback about their experiences.</i></p>	<p><b>We met the success criteria for enriching the learning experiences.</b> Pupil feedback for the visits and experiences was very good. It was clear not just from their prompted comments but their enthusiasm and sense of joy that the experiences are worthwhile. The experiences benefited other pupils, too.</p>	<p><b>We will continue.</b> The Real Friends visit to school was especially good so we will continue to seek out experiences that link to Living and Learning.</p>	£3,070.96
3	<p>With the support and nurture of a learning mentor, pupils' can access learning in class because more of their <b>social and emotional needs</b> are met. <i>We will evaluate impact by monitoring the attainment and progress data for these children, and by observation of the social and emotional aspects of their learning.</i></p>	<p><b>We met the success criteria in meeting social and emotional needs.</b> Particular children who have been supported by the learning mentor have made good progress and are much more resilient and ready to learn. The social behaviour of one particular child has improved significantly.</p>	<p><b>We will continue.</b> This support will continue and there will be some assessments done regarding emotional literacy at the beginning of the year and at the end.</p>	£7,946.00
4	<p>Excellent and/or additional provision for all through teaching and classroom-based support and challenge means that pupils eligible for PP make <b>accelerated progress</b> and increase attainment. <i>We will evaluate impact by monitoring the attainment and progress data every half term.</i></p>	<p><b>We partially met the success criteria for accelerated progress.</b> All children made progress throughout the year and the majority of children eligible for PP in KS2 are at ARE (11/14) for Reading, Writing and Maths. One particular child made significant progress throughout the year.</p>	<p><b>We will continue this through quality first wave teaching.</b> Excellent teaching is expected and provision for all will remain of a high standard. Teachers will continue to monitor children eligible for PP closely.</p>	£13,390.00
5	<p>We begin to <b>enhance pupils' vocabulary</b> so that they are better able to access subsequent learning and become successful learners. <i>We will evaluate impact by monitoring the attainment and progress data at the end of this, the first year of what we expect will be a</i></p>	<p><b>We met the success criteria in enhancing pupils' vocabulary.</b> Lesson observations and progress in books showed that pupils' vocabulary is improving and of a high standard.</p>	<p><b>We will continue to develop this through quality first wave teaching.</b> The first year has proved successful and will be continued as part of practice so that there is a long-term effect.</p>	£813.00

	<i>long-term focus in order to have lasting impact.</i>			
<b>6</b>	<p><b>Parents are more engaged and involved</b> in their child's learning. Children can be more effectively supported at home. <i>We will evaluate impact by monitoring engagement in school life such as attendance at learning workshops, and by viewing any available feedback in annual surveys.</i></p>	<p><b>We partially met the success criteria to get parents more engaged.</b> Parents have proved hard to get involved, particularly of older pupils. Parents of younger children, specifically Reception have been involved and have attended Early Years workshops and responded positively.</p>	<p><b>We will continue.</b> We will always try to engage parents in different ways and offer support where needed.</p>	£1496.38
<b>Total</b>				<b>£28,955.54</b>

#### Additional detail

*Any additional information which we have used to inform the statement above.*

Our full strategy document can be found online at:  
<https://www.moortown.leeds.sch.uk/find-out/pupil-premium/>