

Pupil premium strategy statement

Date: 2019-20

Person responsible: Clare Weekes

This document is based on the National College for Teaching & Leadership / Teaching Schools Council template.

Summary information			
Total number of pupils:	212	Date of most recent pupil premium review:	Benefitted from pupil premium reviews carried out in federation partner schools, Summer 2017
Number of pupils eligible for pupil premium:	19 redacted for anonymity: [REDACTED]	Date for next internal review:	20.09.19; 17.01.20; 12.06.20; 18.09.20 (notes in this document are colour-coded to match each review)
Total pupil premium budget:	£33,200	Characteristics:	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 (evidence: http://goo.gl/92A2Xw , backed up by home visits made by staff to support entry to Reception). Quite substantially more girls than boys are in receipt of pupil premium: two thirds are female. Disadvantaged pupils are less likely to have EAL, but this may mask families with EAL who don't engage with Free School Meals criteria.
			Like schools across the country, Moortown Primary closed for all children other than those of essential workers and those deemed vulnerable in some way. This has meant a valid review of impact can't be made. The actions and approach set out here will continue in 2020-21.

Attainment (based on end of KS2 outcomes, 2020)

End of key stage 2 assessments (known as SATs) were cancelled in 2020 due to the coronavirus pandemic. The data below represents what we predicted in those assessments.

See below for 2019 data.

For Reading, Maths, and Grammar, Punctuation and Spelling, our assessments stem from some trial tests that children did. These tests were all previous SAT tests and were done under test conditions. They were marked and graded based on the thresholds for that particular test. As a result, the assessments below are likely to provide an accurate indication of outcomes in the national assessments in May.

For Writing, the assessment stems from teacher assessment, as it would do for the outcomes in May. Year 6 teachers across Sphere Federation and beyond met at various times in the Autumn and Spring term to review their assessments for children's writing. As a result, the teacher assessment for Writing is also likely to provide an accurate indication of end of year outcomes.

No progress measure is available because this relies on national data, and the way to calculate progress was due to change in 2020.

	<i>Pupils eligible for pupil premium (our school)</i>	<i>Pupils not eligible for pupil premium (2019 national average)</i>
% achieving in Reading, Writing and Maths	83%	71%
% achieving in Reading	83%	78%
% achieving in Writing	83%	83%
% achieving in Maths	83%	84%
progress measure: Reading	In all three subjects, our internal data shows that 100% made expected or better progress; 50% made accelerated progress.	
progress measure: Writing		
progress measure: Maths		

Attainment (based on end of KS2 outcomes, 2019)

2019 data is included here because end of key stage 2 assessments (known as SATs) were cancelled in 2020 due to the coronavirus pandemic.

	<i>Pupils eligible for pupil premium (our school)</i>	<i>Pupils not eligible for pupil premium (national average)</i>
% achieving in Reading, Writing and Maths	<p>There was only one disadvantaged pupil in the cohort.</p> <p>We're not showing the data for this one individual for data protection reasons.</p>	71%
% achieving in Reading		78%
% achieving in Writing		83%
% achieving in Maths		84%
progress measure: Reading		+0.32
progress measure: Writing		+0.27
progress measure: Maths		+0.37
other significant attainment / progress information	<p>2019 end of KS2 outcomes indicate that disadvantaged children made very strong progress, including when compared to non-disadvantaged pupils nationally (ie those pupils who do not qualify for pupil premium). For the rest of the cohorts in school, internal data shows good progress has been made in 2018-19 and therefore – whilst more can be done – we are narrowing the gap in outcomes. This is evident in the overall proportions of children who showed at least some accelerated progress.</p>	

Barriers to future attainment (for pupils eligible for pupil premium, inc higher ability)		Desired outcomes	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		Desired outcomes	Success criteria <i>(where there are multiple criteria, meeting all is the aim, meeting some will indicate relative success)</i>
1	Poor oral language skills slow down progress in reading and writing (and increasingly research indicates other subjects, too).	Improved oral language skills for pupils eligible for PP.	Criteria 1: In EYFS, the progress made by children receiving speech and language support is at least 4.5 using our internal tracking measure. Criteria 2: Our speech and language support provider is able to provide convincing evidence of progress.
2	Previous limited progress as indicated by the higher proportion who are lower attainers amongst pupils 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).	Excellent and/or additional provision for all through teaching and classroom-based support and challenge means that pupils eligible for PP make accelerated progress and increase attainment.	In Year 1 and Year 4 (representative year groups), for children eligible for PP, proportions at age-related expectations increase. Criteria 1: Reading Criteria 2: Writing Criteria 3: Maths
3	Some disadvantaged pupils are not equipped with the skills and attitudes to be effective learners.	Through greater social and emotional support, children are more ready and able to learn.	Criteria 1: See above, plus other individual pupils Criteria 2: Feedback from staff, children and parents (as appropriate) indicates engagement and achievement.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>			
4	Limited life and cultural experiences for some of our pupils eligible for PP restricts understanding of some curriculum areas.	Even greater engagement and enrichment that stems from increased opportunities for cultural and curriculum visits / experiences.	Criteria 1: Pupil feedback indicates enriched learning experiences. Criteria 2: Teacher observation confirms positive attitude.

Planned expenditure				
Academic year:		2019-20		
Intended outcome 1: Improved oral language skills for pupils eligible for pupil premium				
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?
Speech and language therapy Talking House	EEF evidence: 5 months' extra progress can be made through oral language interventions and 5 months' extra progress through Early Years interventions.	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.	KH, GB	half-termly
Budgeted cost				£2,660
Intended outcome 2: Accelerated progress for pupils eligible for pupil premium				
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?
Individual or small group interventions (eg Catch Up Reading, IDL): one to one small group TA support for reading within lessons	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. EEF evidence: EEF conclude TAs who 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. Our TAs use intervention strategies such as Catch Up Reading. Existing internal data analysis shows the programmes we use in school have had	Teachers will ensure that the interventions are planned into the weekly timetable. Teachers' performance management includes success criteria to reduce % working below expectations. Some observation and professional development of support staff to increasingly hold TAs to account for their work. Assessment data is analysed.	KH	half-termly progress meetings

	positive impact to help pupils make accelerated progress. Some programmes are new.			
External tuition Fees paid for weekly tuition Additional tuition in school Staff paid to provide additional support	EEF evidence: that those involved in one-to-one or small group tuition on average make 4-5 months' extra progress. 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.	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. These will supplement, but not replace, the regular gathering and analysis of assessment data. In school: 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.	DR, KH	termly

Budgeted cost £19,847

Intended outcome 3: Children are more ready and able to learn

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?
Learning Mentor 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. 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	Learning Mentor has comprehensive schedule of support; schedule drawn up by Head of School working alongside classroom teachers.	CW, TS	termly and July 2020

	the child / children are more likely to be engaged when in school.			
Extended services support Invest in EPOSS extended services to address specific issues that may be affecting learning or readiness to learn.	As above	Head of School oversees support, identifying who may benefit and monitoring closely. Head of Federation is provided with data on the work of the extended services cluster to review support available and provided.	NB	termly
Breakfast club Provide a happy and healthy start to the school day twice each week.	'A brief compiled by the Food Research and Action Center (FRAC) outlines the correlation between breakfast and school performance among children, based on numerous research findings.' tiny.cc/vdyaez	Head of School will continue to oversee this so that it is a positive and healthy provision.	TS	annually: July 2020

Budgeted cost £9,986

Intended outcome 4: Greater engagement and enrichment for pupils eligible for pupil premium

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?
Children across the school to participate in a wide variety of funded experiences: theatre visits; music lessons; large range of after-school clubs; residential; drama to enrich the curriculum	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.) Studies of adventure learning consistently show positive	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. Pupils eligible for PP are identified, monitored and supported to engage in additional life enhancing experiences.	KH, KL	termly and July 2020

	<p>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>Boys' motivation and attainment increases when they participate in drama/outdoor activity.</p> <p>Pupil feedback from last year was extremely positive.</p>	<p>Pupil feedback and teacher observation indicates enriched learning experiences.</p>		
				<p>Budgeted cost £1,660</p>
				<p>Total budgeted cost £34,153</p>

Review of 2019-20		
Intended outcome 1: Improved oral language skills for pupils eligible for pupil premium		
Chosen action / approach	Estimated 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)
	<p>Like schools across the country, Moortown Primary closed for all children other than those of essential workers and those deemed vulnerable in some way.</p> <p>This has meant a valid review of impact can't be made, but some brief notes based on early indications and qualitative evidence are below.</p> <p>The actions and approach set out here will continue in 2020-21.</p>	
<p>Speech and language therapy Talking House</p>	<p>Criteria 1: In EYFS, the progress made by children receiving speech and language support is at least 4.5 using our internal tracking measure.</p> <p>Criteria 2: Our speech and language support provider is able to provide convincing evidence of progress.</p>	<p>Moortown Primary remains committed to ensuring that speech and language support is a priority in the early years of primary. Oracy is a fundamental skill that supports subsequent learning in all subjects, and it's clearly a fundamental life skill.</p> <p>Evidence from previous years' speech and language therapy is beginning to back this up, although it's clear that this action is one that is long-term rather than a 'quick fix'.</p> <p>Evidence across Sphere Federation also backs up the value of speech and language therapy.</p>
		Actual cost £2,660

Intended outcome 2: Accelerated progress for pupils eligible for pupil premium		
Chosen action / approach	Estimated 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)
	<p>Like schools across the country, Moortown Primary closed for all children other than those of essential workers and those deemed vulnerable in some way.</p> <p>This has meant a valid review of impact can't be made, but some brief notes based on early indications and qualitative evidence are below.</p> <p>The actions and approach set out here will continue in 2020-21.</p>	
<p>Individual or small group interventions (eg Catch Up Reading, IDL): one to one small group TA support for reading within lessons</p>	<p>In Year 1 and Year 4 (representative year groups), for children eligible for PP, proportions at age-related expectations increase.</p> <p>Criteria 1: Reading</p> <p>Criteria 2: Writing</p> <p>Criteria 3: Maths</p>	<p>Early indications (February) show that proportions at age-related expectations were broadly similar in Year 3.</p> <p>Year 4 assessments indicate a similar picture, but with some individuals making rapid progress.</p> <p>Teacher assessments at the start of the year are typically cautious</p> <p>End of Spring term and Summer term assessments did not take place. These usually reflect greater progress as pupils' learning is secured and they more confidently and accurately use and apply their knowledge and skills.</p>
<p>External tuition Fees paid for weekly tuition</p> <p>Additional tuition in school Staff paid to provide additional support</p>		
		Actual cost £19.427

Intended outcome 3: Children are more ready and able to learn		
Chosen action / approach	Estimated 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)
	<p>Like schools across the country, Moortown Primary closed for all children other than those of essential workers and those deemed vulnerable in some way.</p> <p>This has meant a valid review of impact can't be made, but some brief notes based on early indications and qualitative evidence are below.</p> <p>The actions and approach set out here will continue in 2020-21.</p>	
<p>Learning Mentor (Wednesdays, secondment from Sphere Federation partner school) develops emotional literacy through various targeted interventions eg for self-esteem, social skills</p>	<p>Criteria 1: See above, plus other individual pupils <i>Extra time spent with some children (learning mentor or HoS) had resulted in children being emotionally ready to learn eg Y5 – time out to explore learning on an individual basis is beginning to build some confidence.</i> <i>“You clearly prioritise your kids’ wellbeing by facilitating, influencing, reassuring and empower children to speak up and confront their fears and concerns. Hats off to you!” (Y6 parent following an incident dealt with by HoS which was affecting wellbeing and learning readiness)</i> <i>“Breakfast club is fun. I like spending time with my friends and it gets my brain working.” (Y6)</i> <i>“It is nice to be warm and get breakfast when I come early. It is good for your mental wellbeing.” (Y6)</i> <i>“Breakfast club is fun; I have made lots of new friends.” (Y2)</i></p> <p>Criteria 2: Feedback from staff, children and parents (as appropriate) indicates engagement and achievement.</p>	<p>The quotes from our January review indicate that supporting children’s wellbeing more widely has a positive impact. Wider, longer-term Sphere Federation evidence backs this up.</p>
<p>Extended services support Invest in ARM extended services to address specific issues that may be affecting learning or readiness to learn.</p>		
<p>Breakfast club Provide a happy and healthy start to the school day twice each week.</p>		
		Actual cost £9,804

Intended outcome 4: Greater engagement and enrichment for pupils eligible for pupil premium		
Chosen action / approach	Estimated 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)
	Like schools across the country, Moortown Primary closed for all children other than those of essential workers and those deemed vulnerable in some way. This has meant a valid review of impact can't be made, but some brief notes based on early indications and qualitative evidence are below. The actions and approach set out here will continue in 2020-21.	
Children across the school to participate in a wide variety of funded experiences: theatre visits; music lessons; large range of after-school clubs; Y6 residential; drama to enrich the curriculum	<p>Criteria 1: Pupil feedback indicates enriched learning experiences. Wizard of Oz (10.12.19) <i>"I went to see the Wizard of Oz and I loved it. I hadn't been before and my favourite part was when the lion kept on getting scared and I would like to go to the theatre again."</i> (Y5) <i>"I really enjoyed it because they changed things quickly and it was surprising. I would love to go again. It was a new story for me but I loved it."</i> (Y5) <i>"It was very funny and good. It was funny how the real dog ran away when the girl said that it came back for her. I would like to go again."</i> (Y6)</p> <p>Criteria 2: Teacher observation confirms positive attitude.</p>	Our January review, including these quotes, help to evidence the enriching experiences that pupil premium funding can have. These experiences help to engage pupils, creating more positive attitudes towards school.
		Actual cost £1,746

Total budgeted cost	£34,153
Actual spend	£33,637
Difference	underspend of £516 to be carried forward

Additional detail
<i>Any additional information which we have used to inform the statement above.</i>
Our full strategy document can be found online at: https://www.moortown.leeds.sch.uk/find-out/pupil-premium/