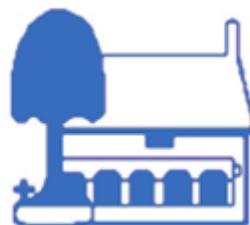


# Moretonhampstead Primary School

## Pupil Premium Strategy Statement Review 2017-18



***At Moretonhampstead Primary School we believe that every child should be supported to achieve success academically, socially and physically no matter what their background.***

### Principles

1. We ensure that teaching and learning opportunities meet the needs of all our pupils;
2. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed;
3. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged;
4. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged;
5. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will always be in receipt of pupil premium interventions at any one time.

1. Summary Information					
School	Moretonhampstead Primary				
Academic Year	2017-18	Total PP Budget	£ 14 520	Date of most recent PP review	Nov 2017
Total Number of Pupils	150	Number of pupils eligible for pupil premium	14 (9%)	Date for next review of this strategy	July 2018
2. 2018 Attainment- Y6 children (3 pupils)					
	Pupils eligible for PP (at our school)		Pupils not eligible for PP (national average)		
% achieving age related expectations or above in reading, writing & maths	33%		70%		
% achieving age related expectations in reading	67%		80%		
<b>Average scaled score in reading</b>	105.7		106.1		
% achieving age related expectations in writing	67%		83%		
% achieving age related expectations in mathematics	33%		81%		
<b>Average scaled score in maths</b>	100		105.4		
3a. 2018 Year 6 Progress Measures- 3 pupils					
	PP children (school)		Non PP children (National)		
Reading	-1.02		0.31		
Writing	-0.3		0.24		
Maths	-5.29		0.31		
3b. 2017 Year 6 Progress Measures- 3 pupils					
	PP children (school)		Non PP children (National)		
Reading	-4.35		0.33		
Writing	-4.04		0.18		
Maths	-9.41		0.28		

#### 4. Barriers to future attainment (for pupils eligible for PP including high ability)

##### In-school barriers (issues to be addressed in school)

- A. In R/ KS1 oral language skills are lower for PP than other pupils; this has impact on their progress in reading and writing as they progress across the school
- B. Learning Behaviours such as perseverance, resilience and confidence require further development in a number of KS2 pupils eligible for PP
- C. % PP pupils achieving ARE is below that of their peers
- D. Prior high ability pupils eligible for PP are making less progress than other high ability pupils.

##### External barriers (issues which also require action outside of school, such as low attendance)

- E. Some parents with children eligible for PP have lower levels of engagement with the school and their children's learning.
- F. Combined attendance rates for pupils eligible for PP is in line with peers but is below 95% for a minority of children. This reduces their school hours and causes them to fall behind on average.

#### 5. Outcomes

	Desired outcomes and how they will be measured	Success Criteria
A.	<p>Improve oral language skills for pupils eligible for PP in Reception and Year 1 class.</p> <p><i>SEND targets; intervention records; SpeechLink data</i></p> <p><i>Develop precise, closely monitored intervention eg. 5 phonemes a week.</i></p>	<p>100% Pupils eligible for PP in Reception achieved GLD (good level of development).</p> <p>100% of Year 1 pupils eligible for PP (2) achieved a pass in phonics screening check.</p> <p>Precision teaching has enabled more precise intervention to meet pupil needs and address gaps.</p> <p>Overall, 100% of cohort achieved EXS in listening &amp; attention, understanding and speaking.</p>
B.	<p>A focus on steps in maths and literacy will ensure children are challenged but able to access learning with more independence</p>	<p>Introduction of steps in maths and literacy has enabled children to become more independent in their learning and more able to map their own progress. They have been able to challenge themselves at appropriate level.</p>
C.	<p>Clear reference to PP children in planning enables gaps to be filled with accelerated progress towards AREs.</p> <p><i>SPTO monitoring; Pupil Progress meetings; Book monitoring; PP Learning Passports as appropriate; Weekly Pupil Conferencing;</i></p>	<p>PP pupils have been referenced in planning.</p> <p>Whole school (R-6) progress score for children eligible for PP in reading was +3.7 to July 2018 (expected is +3.0). In writing, progress score was +3.0 and in maths was +3.1.</p>

D.	<p>Higher rates of progress across KS2 for pupils eligible for PP.  <i>SPTO monitoring; Learning Journey planning; Pupil Progress meetings; Book monitoring; PP Learning Passports; Pupil Conferencing</i></p>	<p>Progress scores for 3 KS2 pupils in reading, writing and maths remain below national for 2018:</p> <table border="1" data-bbox="1261 264 2022 496"> <thead> <tr> <th></th> <th>PP children (school)</th> <th>Non PP children (National)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>-1.02</td> <td>0.31</td> </tr> <tr> <td>Writing</td> <td>-0.3</td> <td>0.24</td> </tr> <tr> <td>Maths</td> <td>-5.29</td> <td>0.31</td> </tr> </tbody> </table> <p>However, progress scores are improved on 2016-17 which were -4.35 in reading, -4.04 in writing and -9.41 in maths.</p> <p>Attainment at ARE (age related expectations) for KS2 PP pupils has remained similar to 2017 but increased in grammar and maths:</p> <table data-bbox="1261 715 1615 890"> <thead> <tr> <th></th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>67%</td> <td>67%</td> </tr> <tr> <td>Writing</td> <td>67%</td> <td>67%</td> </tr> <tr> <td>Grammar</td> <td>33%</td> <td>67%</td> </tr> <tr> <td>Maths</td> <td>0%</td> <td>33%</td> </tr> </tbody> </table> <p>but these figures remain below national benchmarks.</p>		PP children (school)	Non PP children (National)	Reading	-1.02	0.31	Writing	-0.3	0.24	Maths	-5.29	0.31		2017	2018	Reading	67%	67%	Writing	67%	67%	Grammar	33%	67%	Maths	0%	33%
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E.	<p>Steps taken by teachers to engage parents in children’s learning.  <i>Parent Conferencing records; Home-School Book communication; Homework Club register</i></p>	<p>Raised level of parental engagement and involvement in children’s learning through Facebook and workshops; positive feedback from parent survey and attendance high at parent consultations.</p> <p>Year 2 reading incentive has encouraged greater levels of reading at home.</p> <p>Homework Club targeted those disadvantaged pupils who continued to find completing homework at home more difficult.</p> <p>Positive feedback from parents following introduction of Rockstar maths.</p>																											



F.	Fortnightly reviews of attendance data leads to concerns being addressed pro-actively and promptly. <i>Attendance File/ Case studies</i>	Attendance 2017-18: Disadvantaged attendance 94.8% compared with 95.3% overall. Initiative of ringing bell in morning improved attendance for one child considerably.
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## 11. Planned expenditure 2017-18

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Costing / When will you review implementation?
B. KS2 pupils have developed confidence, resilience and perseverance in their learning	PP children involved in projects beyond school eg Orchard Planting, Exeter Enrichment, school clubs.  'Leadership roles' established for some- eg supporting younger children with their learning.	Some PP children's attendance at clubs, etc is below peers  Self esteem levels amongst some PP children is low	'Enrichment Calendar'  PP Mentor Sessions	WB, DPo, ABu	Feb 18
C. PP pupils are achieving ARE in line with peers	Learning Journey approach to planning to <b><i>lift the quality of teaching and raise pupils' achievements by ensuring that teachers adapt their planning and respond in lessons to the progress of individual pupils to reshape tasks and improve learning</i></b>	By identifying individual children's starting points we can ensure greater progress and challenge for all	Middle Leader monitoring	WB, DPo, Abu	Review staff meeting Apr 18

D. Higher ability pupils are making progress in line with national higher ability pupils	Higher ability pupils are referenced specifically in Learning Journey planning with clear opportunities for mastery and working at greater depth.	Prior high ability pupils eligible for PP are making less progress than other high ability pupils.		AB to lead on White Rose provision for GD	
C. PP pupils are achieving ARE in line with peers	Staff fully aware of PP pupil individual needs/ gaps in learning and being instrumental in furthering progress.  Additional funding for TA hours to support individuals and small groups and additional class support to ensure all children are able to make progress. TA employed to deliver Precision Teaching.	Insufficient evidence of impact of previous interventions.  Interventions lacking precision of being overly long	Pupil Premium Case Studies  Fortnightly HT/ TA feedback sessions. Records of mentoring kept by TAs.  Teachers' planning.  SPTO	WB  AE	X2 staff meeting Apr 18  £13 084
C. PP pupils are achieving ARE in line with peers	We want to invest some of the PP in longer term change which will help all pupils. High quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. Introduce new and agreed Feedback Policy across Academy; focus on verbal feedback	Previous feedback did not always promote independence in improvement and lacked precision	Book Monitoring  SPTO	WB Teachers & Subject leaders  Cross-Academy strategy	Introduce May 18

<p>D. Higher ability pupils are making progress in line with national higher ability pupils</p>	<p>GD Training for staff</p>	<p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective.</p> <p>Teachers require further support in developing mastery and greater depth attainment</p>	<p>Impact overseen by subject leaders/ LT</p>	<p>WB Abu DPo</p> <p>TAs</p>	
<p>C. PP pupils are achieving ARE in line with peers</p> <p>E. Raised level of parental engagement in children's learning</p>	<p>Investment in RockStar Maths to support maths learning at home and engage parents</p>	<p>Some PP children are less engaged in homework or it is not being completed. Investment in this area will support learning across the school as consistency in maths homework has been an issue we wish to address (yrs 2-6)</p>	<p>Progress records</p> <p>Staff review</p>	<p>ABu</p>	<p>Oct 17</p> <p>RockStars £83</p>

<p>E. Raised level of parental engagement in children's learning</p>	<p>PP pupils, and parents, invited to Homework Club by letter</p> <p>Parent attendance at parent eves monitored. Questionnaire issued at parent eve.to gather views of ways in which school can support further. Parents invited to a telephone consultation if not attending parents evening.</p> <p>Regular catch-ups with parents by teachers</p> <p>Y2 reading at home incentives</p>	<p>% of parents of PP children attending parent consultations is below that for 'other' children</p>	<p>Telephone session records to WB</p> <p>Home-School book notes indicate close communication with parents</p> <p>Barrier Analysis document</p>	<p>ABu</p> <p>WB</p> <p>Teachers</p>	
<p><b>Quality of teaching – budgeted cost</b></p>					<p><b>£ 13 167</b></p>

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Costing / When will you review implementation?
A. Improve oral language skills for pupils eligible for PP in Reception and Year 1 class	<p>Junior and Infant Speechlink</p> <p>Pre-school staff training in engagement with children through play and questioning skills.</p> <p>Clear interventions are put in place which support speech and language development for our R/KS1 children</p>	Some of the pupils need targeted support to catch up.	<p>Junior and Infant Speechlink, monitored by SENDCo</p> <p>Provision maps</p>	<p>RK</p> <p>TH</p>	Speechlink £420
B. Pupils have developed confidence, resilience and perseverance in their learning	<p>Establish nurture group</p> <p>Establish 'Garden Workforce' group for x6 boys</p> <p>Maths Enrichment Day @ Plymouth</p> <p>SDCC Enrichment</p>	Some PP children need further support emotionally and also with dealing with challenging situations		<p>CC</p> <p>AH</p>	TA hours (x2 per week)- £933

C. PP pupils are achieving ARE in line with peers	<p>Staff Appraisal to detail agreed expectations for all PP pupils.</p> <p>Teachers' planning identifies and specifically references PP ch'n.</p> <p>Lesson observation feedback to include specific reference to PP engagement, progress and attainment</p>	<p>2015-16 appraisal targets did not relate specifically to PP children.</p> <p>Specific barriers to learning need identifying</p>	<p>Appraisal reviews.</p> <p>Pupil progress meetings.</p> <p>Drop-ins</p> <p>Planning reviews</p> <p>Barrier Analysis document</p>	WB ABu	
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**Targeted support – budgeted cost    £ 1353**

**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Costing / When will you review implementation?</b>
F. All PP children's attendance is >95%	<p>Offer free Early Morning Club places</p> <p>Fortnightly PP attendance review</p> <p>Parents contacted if attendance below 95%</p> <p>'Child roles' established (eg. Ringing the morning bell) to encourage punctuality</p>	<p>We cannot improve attainment for children if they are not in school.</p>	<p>HT monitoring</p> <p>Attendance file</p>	WB SC RS	Ongoing



Strategic overview of PP provision, progress & attainment across the school	Pupil premium Leader identified and roles and responsibilities clearly established			RS	
<b>Other approaches – budgeted cost</b>					<b>£ 0</b>
<b>Total allocated PP budget</b>					<b>£14 520</b>