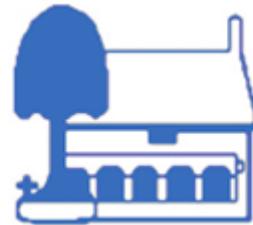


Moretonhampstead Primary School

Pupil Premium Strategy Statement 2018-19



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 School				
Academic Year	2018-19	Total PP Budget	£ 14 366	Date of most recent PP review	July 2018
Total Number of Pupils	139	Number of pupils eligible for pupil premium	10 (8%)	Date for next review of this strategy	July 2019
2. 2018 Attainment- KS2 (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%		
Average scaled score in reading	105.7		106.1		
% achieving age related expectations in writing	67%		83%		
% achieving age related expectations in mathematics	33%		81%		
Average scaled score in maths	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.	Emotional vulnerability; limited focus due to anxieties at home and/or school	
B.	% PP pupils achieving ARE and making expected progress in maths and reading across KS2 is below that of their peers	
External barriers (issues which also require action outside of school, such as low attendance)		
C.	Some parents with children eligible for PP have lower levels of engagement with the school and their children's learning; home learning tasks are not always completed	
D.	Combined attendance rates for pupils eligible for PP is in line with peers but is below 95% for some 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>Children will develop resilience to overcome SEMH difficulties enabling them to make expected/ accelerated progress</p> <p>Children have improved learning behaviours due to better managed anxiety (<i>lesson obs/ pupil voice/ case studies</i>)</p> <p>Children supported through Nurture as appropriate (<i>Nurture records</i>)</p>	<p>Staff support the emotional well-being of children and target EH4MH strategies around the school.</p> <p>Number of families engaging in EH increases where required.</p> <p>Early Help referrals benefit vulnerable families.</p>
B.	<p>Clear reference to PP children in reading provision & maths planning and marking & feedback enables gaps to be filled with accelerated progress towards AREs.</p> <p><i>Marking & Feedback Books; SPTO monitoring; Pupil Progress Meetings; Book Looks; Case Studies; Pupil Conferencing; Stuck surgery records</i></p>	<p>Disadvantaged attainment in reading and maths is in line with peers.</p> <p>Reading progress measure is a positive figure for disadvantaged pupils.</p> <p>Maths progress measure is a positive figure for disadvantaged pupils.</p>
C.	<p>Disadvantaged children will be supported in school to complete home learning and parental engagement will increase over time.</p> <p><i>Case Studies (parental engagement); Structured Conversations; Home-School Book communication; Homework catch-up session register; Attendance at Booster sessions; Attendance at parents eves; parent survey</i></p>	<p>All PP pupils to make at least expected progress over the year.</p> <p>Parental engagement has increased; increased communication to raise awareness.</p> <p>Increased participation in homework tasks; reduced number in lunchtime catch-up group.</p> <p>100% parents attend parent eves (or telephone catch-up).</p> <p>Positive feedback in parental survey (Feb 2019).</p>

D.	<p>Improved attendance for some disadvantaged children will impact positively on progress and attainment <i>Attendance File/ Case studies (attendance)/ letters to parents</i></p>	<p>All PP pupils to make at least expected progress over the year. Children keen to come to school resulting in improved attendance Level of lateness has reduced, particularly in year 5. Fortnightly reviews of attendance data has led to concerns being addressed pro-actively and promptly; procedure followed re. attendance letters, EWO involvement</p>
-----------	--	--

11. Planned expenditure 2018-19					
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?
A. Children will develop resilience to overcome SEMH difficulties enabling them to make expected/ accelerated progress	<p>Themed assemblies/10 a day strategies for mental health</p> <p>Additional TA hours (x2 p.w.) to develop and lead one-2-one and small group Nurture support</p> <p>Playleader roles to support more purposeful and inclusive lunchtime provision</p> <p>EH4MH staff training</p> <p>CAP workshops for all children</p> <p>SHEU survey</p>	<p>Self esteem levels amongst some PP children is low</p> <p>Some PP children have found themselves in difficult/ upsetting situations resulting from inappropriate use of internet/ Instagram</p> <p>SRE provision across the school is not as thorough in some year groups or lacks progression</p>	<p>Pupil Premium Case Studies</p> <p>Teacher intervention records/ SPTO</p> <p>Nov 18</p> <p>Oct 18</p> <p>Summer term 2019</p>	<p>WB/ RK</p> <p>KB</p>	<p>£ 773</p>



	<p>Keeping Safe on the Internet Day</p> <p>NSPCC sessions- 'Speak out, Stay Safe'</p> <p>SRE Curriculum review, resource & staff training</p> <p>Outdoor Learning sessions</p>		<p>March 2019</p> <p>Grant application £1000- Feb '19</p>	<p>HE</p> <p>WB</p> <p>AH</p>	<p>£150</p>
<p>B. Clear reference to PP children in reading provision & maths planning and marking & feedback enables gaps to be filled with accelerated progress towards AREs.</p>	<p>Teaching for Mastery Maths HUB Application submitted x2 staff</p> <p>Launch F-F-F (Front- First- Foremost) to focus teachers on PP needs</p> <p>TA 'Surgery' introduced</p> <p>Breakfast Booster sessions introduced</p> <p>Mind the Gaps summary produced; staff fully aware of PP pupil individual needs/ gaps in learning and being instrumental in furthering progress.</p> <p>Pupils are referenced specifically in Learning Journey planning with clear opportunities for mastery</p>	<p>We have strengthened our teaching of maths across the school but this is still not reflected in our progress scores. Whilst some teachers are confident in closing gaps we would benefit from further professional development to enable 'ambassadors' to lead the development and teaching of mastery across our school.</p>	<p>March 2019</p> <p>October 2019</p>	<p>WB</p> <p>WB</p> <p>AB</p>	<p>£ tbc</p> <p>£60</p>

	<p>Pupils are referenced specifically in Marking & Feedback books with focus on verbal feedback</p> <p>Staff development in concrete-pictorial- abstract concepts in mathematics</p> <p>Staff Appraisal to detail agreed expectations for all PP pupils.</p> <p>TA hours to enable precision teacher, 1-2-1 intervention and group support</p> <p>TA & Teacher training to deliver effective Precision Teaching.</p> <p>Weekly TA CDP development sessions</p>	<p>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. Written feedback did not always promote progress</p> <p>Some previous intervention lacked precision or were overly long Requested by TAs to improve practice</p>	<p>Training Nov 18</p>	<p>AB</p> <p>AB</p>	<p>£10 252</p>
<p>C. Disadvantaged children will be supported in school to complete home learning and parental engagement will increase over time.</p>	<p>Home Access established- Accelerated Reader</p> <p>Review progression of expectations in whole-school Homework Policy.</p> <p>Introduction of homework catch-up sessions (weekly)</p> <p>Further 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>Policy shared with parents April 2019</p> <p>Homework Catch-Up register</p>	<p>WB</p> <p>WB</p> <p>AB</p>	<p>RockStars £60</p>

	Y2 reading at home incentive			WB	
	Introduction of Tapestry	Parent feedback was that they would like to be able to see their children's work/ share progress more frequently & as part of an continuous cycle	Parent 'training' session and review (June 2019)	JC	Tapestry licence £150
D. Improved attendance for some disadvantaged children will impact positively on progress and attainment	Curriculum Intent- Implementation- Impact Fortnightly attendance reviews End of term attendance data to all families.	Overhaul curriculum intent and implementation to ensure our children want to come to school is a key SDP priority over this and next academic year We cannot improve attainment for children if they are not in school.	Ongoing 2018-20	WB/ AB WB RS	
Quality of teaching – budgeted cost					£ 12 817

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. Children will develop resilience to overcome SEMH difficulties enabling them to make expected/ accelerated progress (case studies)	<p>Establish nurture group</p> <p>PP Case Studies introduced to review PP emotional wellbeing termly.</p> <p>Early Help referrals as applicable to support children and families</p>	Some PP children need further support emotionally and also with dealing with challenging situations	<p>Nurture group records & reviews</p> <p>Case Study reviews and teacher presentations</p>	<p>RK/ KB</p> <p>WB</p> <p>RK</p>	
B. Clear reference to PP children in reading provision & maths planning and marking & feedback enables gaps to be filled with accelerated progress towards AREs.	<p>Stuck Surgeries</p> <p>TA surgery- year 6</p> <p>HT drop ins (year 5 particularly)</p> <p>New Marking and Feedback books introduced</p>	<p>Encouraging independence in children identifying their own gaps in learning and providing personal support</p> <p>Some children in year 5 are less inclined to start/ complete tasks, esp. maths</p>	<p>Stuck surgery records</p> <p>PP Case Studies</p> <p>PPMs</p> <p>Marking & Feedback Books reviewed at staff meetings</p>	WB	25.03.19
C. Disadvantaged children will be supported in school to complete home learning and parental	<p>Parent attendance at parent eves monitored.</p> <p>Proactively contact all parents who have not made an appointment</p>	% of parents of PP children attending parent consultations has been below that for other children	Parent attendance % fed into governor report	<p>RS</p> <p>SC</p>	Aut & Spr

<p>engagement will increase over time.</p>	<p>Parents invited to a telephone consultation if not attending parents evening.</p> <p>Targeted structured conversations</p> <p>Early Help as appropriate</p>				
<p>D. Improved attendance for some disadvantaged children will impact positively on progress and attainment</p>	<p>Offer free Early Morning Club places</p> <p>Target Year 6 morning Booster sessions to PP pupils</p> <p>Fortnightly PP attendance review</p> <p>Parents contacted if attendance below 95%</p> <p>School will follow guidelines for issuing of fines when appropriate</p> <p>Positive recognition of improvement in attendance for targeted children</p>	<p>We cannot improve attainment for children if they are not in school.</p>	<p>HT monitoring</p> <p>Attendance file</p>	<p>AB</p> <p>RS</p> <p>RS</p>	<p>Ongoing</p> <p>£60</p>
<p>Targeted support – budgeted cost</p>					<p>£ 833</p>

iii. Other approaches					
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?
C. Disadvantaged children will be supported in school to complete home learning and parental engagement will increase over time.	Accelerated Reader prizes introduced	A number of PP children were not meeting termly AR targets			AR prizes- £150
	Purchase x1 PE t-shirt in Houseteam colour for every child	EEF research shows sports participation leads to +2 mths progress; some children frequently do not have kit in school			£320
	Introduction of 2 nd hand sport kit sales				
	PE Kit letters introduced	PP children frequently do not have correct PE kit and are therefore unable to engage fully			
	Subsidised swimming tuition for PP children				£150 approx
	Subsidised residential opportunities				£ 96 approx
Other approaches – budgeted cost					£ 716
Total allocated PP budget					£ 14 366