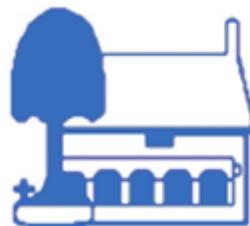


Moretonhampstead Primary School

Pupil Premium Strategy Statement Review 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. 2019 Attainment- KS2 (Y6 children- 3 pupils) (Figures in brackets and italics are school's 2018 data outcomes)					
	Pupils eligible for PP (at our school)		Pupils not eligible for PP (national average 2018)		
% achieving age related expectations or above in reading, writing & maths	67% (33%)		70%		
% achieving age related expectations in reading	67% (67%)		80%		
% achieving age related expectations in writing	100% (67%)		83%		
% achieving age related expectations in mathematics	67% (33%)		81%		
% achieving age related expectations in GPaS	100%		-		
3a. 2019 Year 6 Progress Measures- 3 pupils					
	PP children (school)		Non PP children (National 2018)		
Reading	-1.5 (+2.6)		0.31		
Writing	+5.4 (+2.6)		0.24		
Maths	-2.6 (-0.5)		0.31		
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>Nurture and outdoor learning provision has supported pupils with social and emotional needs.</p> <p>Resilience is now one of school's 5 values and has been focus in class and in assemblies.</p> <p>Normal Magic training for staff has helped staff when conversing with children about difficult situations.</p> <p>Case Studies have helped identify emotional needs.</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>
<p>Precision Teaching has been introduced to support children, including those eligible for PPG, to address gaps in learning.</p> <p>Case studies have supported staff to identify need and context of pupils eligible for PPG.</p> <p>2 children in year 3 remain below expected standards in reading, writing and maths.</p> <p>100% of pupils eligible for PPG attained the expected standard in reading, writing and maths in years 4 & 5.</p> <p>67% of pupils eligible for PPG in years 3, 4 and 5 attained the expected standard in reading, writing and maths.</p> <p>67% of children eligible for PPG attained EXS in RWM combined at the end of year 6 which was in line with their peers.</p> <p>Disadvantaged pupils attained below the national in reading, writing and maths.</p> <p>Overall writing progress measure for year 6 children eligible for Pupil Premium funding at +5.4 exceeded their peers (+2.6).</p> <p>Reading progress at -1.5 was below peers (+2.6).</p> <p>Maths progress at -2.6 was below peers (-0.5).</p> <p>For KS2 2019, although there was a lack of progress for the disadvantaged pupils in reading (-1.50) and maths (-2.60) it was only a very small number of pupils (3). 6 pupils in this cohort were on the SEND profile; 3 of whom attained ARE in reading and 3 in greater depth in reading; in maths 4 of those pupils attained ARE but none at greater depth. In writing, 5 pupils attained ARE but no SEND pupils attained GD in writing.</p>		

C.	<p>Disadvantaged children will be supported in school to complete home learning and parental engagement will increase over time. <i>Case Studies (parental engagement); Home-School Book communication; Homework catch-up session register; Attendance at Booster sessions; Attendance at parents eves; parent survey</i></p>	<p>Parental engagement has increased; increased communication to raise awareness. Increased participation in homework tasks; reduced number in lunchtime catch-up group. 100% parents attend parent eves (or telephone catch-up). Positive feedback in parental survey (Feb 2019).</p>
<p>Number of children eligible for PPG attending Homework Catch-up Club decreased over time. Introduction of Rockstar maths has supported home learning. PPG parent attendance at parent's evenings was in line with peers.</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>
<p>Attendance of pupils entitled to PPG exceeded that of their peers during 2018-19 (95.5% compared to 95.2%) Levels of lateness reduced for one child.</p>		