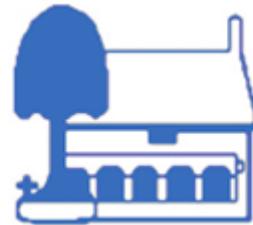


# Moretonhampstead Primary School

## Pupil Premium Strategy Statement 2019-20



***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 aim to ensure that teaching and learning opportunities meet the needs of all our pupils;
2. We aim to 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	2019-20	Total PP Budget	£ 11 880	Date of most recent PP review	July 2019
Total Number of Pupils	134	Number of pupils eligible for pupil premium	7%	Date for next review of this strategy	July 2020
2. 2019 Attainment- KS2 (Y6 children- 3 pupils) (Figures in brackets and italics are school's 2018 data outcomes)					
<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). Writing progress measures for disadvantaged pupils (+5.4) exceeded that of their peers 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>					
	Pupils eligible for PP at our school (2018)		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 Grammar, Punctuation & Spelling	100% (66%)		-		
3a. 2019 Year 6 Progress Measures- 3 pupils					
	PP children (school- Non PP)		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 and mental health; anxieties at home and/or school affecting progress	
B.	Disadvantaged pupils attain below non-PPG children nationally in reading, writing and maths at KS2. Some children appear disengaged in learning. Two disadvantaged pupils new to the school and to the country do not speak English.	
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.	2018-19 attendance rates for pupils eligible for PP was in line with, or exceeds, peers but needs monitoring, especially punctuality for some. Some disadvantaged pupils are arriving for school unprepared or appear tired.	
5. Outcomes		
	Desired outcomes and how they will be measured	Success Criteria
A.	<p><b>Children will develop resilience to overcome SEMH difficulties enabling them to make expected/ accelerated progress</b></p> <p>Children have improved learning behaviours due to better managed anxiety (<i>lesson obs/ pupil voice/ Structured Conversations</i>)</p> <p>Children supported through Nurture, Outdoor Learning and FunFit 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>
B.	<p><b>For SEND, EAL &amp; disadvantaged pupils to attain in line with the national data for these particular groups at the end of KS1 and KS2.</b></p> <p><b>Pupils are ready for the next stage of education. They have the knowledge and skills they need. Pupils with SEND achieve the best possible outcomes.</b></p> <p><i>EHCPs; Cornerstones Curriculum audit &amp; Assess Tracker data monitoring; Subject Leader roles developed; Marking &amp; Feedback Books; HT and subject lead monitoring; Pupil Progress Meetings; Teacher Appraisal documents and Professional Dialogues; Book Looks; Pupil Conferencing; Interpreter records; TA record keeping of support/ progress of EAL pupils; volunteer reader records</i></p>	<p>Needs of socially disadvantaged pupils have been adequately assessed and addressed;</p> <p>Cornerstones has become key in whole school curriculum progression and children's engagement.</p> <p>PP pupils have made at least expected progress over the year.</p> <p>SEND, EAL and disadvantaged attainment in reading and maths is in line with national data for these groups.</p> <p>KS2 reading progress measure is a positive figure for disadvantaged pupils.</p> <p>KS2 maths progress measure is a positive figure for disadvantaged pupils.</p>

C.	<p><b>Disadvantaged children will be supported in school to complete home learning and parental engagement will increase over time.</b></p> <p><b>Children at risk of neglect are identified and family supported.</b></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.</i></p>	<p>Increased participation in homework tasks and reading at home; reduced number in lunchtime catch-up group.</p> <p>100% parents attend parent eves (or attend a structured conversation)</p>
D.	<p><b>Improved attendance and punctuality for some disadvantaged children will impact positively on progress and attainment</b></p> <p><i>Attendance File/ Record of letters to parents with weekly review between H/T &amp; administrator; Weekly attendance review at staff meetings (standing agenda item)</i></p>	<p>Children keen to come to school resulting in improved attendance</p> <p>Level of lateness has reduced for identified children</p> <p>Weekly 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 2019-20

### 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>A. Improve children's understanding of mental health and their own well-being</b>  <b>Children will develop resilience to overcome SEMH difficulties enabling them to make expected/ accelerated progress</b>	10 a day strategies for mental health  Additional TA hours (x2 p.w.) to develop and lead one-2-one and small group Nurture support	Nationally, children's mental health is increasingly concerning  Self esteem levels amongst some PP children is low	10 a day displays/ 10 week assembly programme, weekly focus: staff promoting 10 a day choices  Nurture impact statements  Assembly Log  Survey- October 2019; results shared with whole community	WB/ RK  KB	£ 790  <a href="https://www.bbc.co.uk/teach/teach/childrens-mental-health-week-2019/zk37bdm">https://www.bbc.co.uk/teach/teach/childrens-mental-health-week-2019/zk37bdm</a>
	Themed assemblies linked to school values & a theme eg. Resilience/ Knowing our World assemblies  <ul style="list-style-type: none"> <li>• Pupil Survey</li> <li>• Children's mental health week 03.02.20</li> </ul>		Enrol PPG children into playleader / House Captain roles to support more purposeful and inclusive lunchtime provision  EH4MH staff training  CAP assembly for all children  Weekly outdoor Learning sessions for targeted children	RK	
	AH		£1850		

	PPG targeted by after-school SAINTS sports club			JS	
<p><b>B. For SEND, EAL &amp; disadvantaged pupils to attain in line with the national data for these particular groups at the end of KS1 and KS2.</b></p> <p><b>Pupils are ready for the next stage of education. They have the knowledge and skills they need. Pupils with SEND achieve the best possible outcomes.</b></p>	<p>MyPlans reintroduced with release time provided for all teaching staff to meet with SENDCo.</p> <p>Further TA CPD in 'precision' Support staff to work with small groups/ individuals Year 6 PPG TA 'Surgery' intro</p> <p>Release time for TA to meet with SENDCo governor to produce school set of resources to support staff in meeting needs of children, incl. EAL, following Language Link assessments</p> <p>Target pupils are referenced specifically in Marking &amp; Feedback books with focus on verbal feedback</p> <p>Further staff development in concrete- pictorial- abstract concepts in mathematics Staff Appraisal to detail agreed expectations for all PP pupils/ PPMs</p> <p>Weekly TA CDP development sessions</p>	<p>MyPlans were not always been completed consistently</p> <p>Some previous intervention lacked precision or were overly long; requested by TAs to improve practice</p> <p>S&amp;L levels low for some children entering school</p>	<p>Teacher release time x2.5 mornings (in total)</p> <p>Graduated response tool</p> <p>TA &amp; Teacher review of effective Precision Teaching.</p> <p>Pupil Progress Meetings</p> <p>Marking &amp; Feedback Books reviewed at staff meetings</p>	<p>RK</p> <p>AB</p> <p>AB/ MS</p> <p>MH/ SM</p> <p>AB</p>	<p>£250</p> <p>£ 5000</p> <p>Speechlink £400</p> <p>TA time- 6 hours- £60</p>

<p><b>C. Disadvantaged children will be supported in school to complete home learning and parental engagement will increase over time.</b></p> <p><b>Children at risk of neglect are identified and family supported.</b></p>	<p>IXL resource to support home learning</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>Y2 reading at home incentive Breakfast Booster sessions introduced for year 6, targeting disadvantaged</p> <p>Review impact of introduction of Tapestry</p> <p>Hungry Little Minds</p> <p>3 hours Behaviour Support to support structured conversations</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 PP level of homework engagement has improved but remains an area to monitor/ RockStars remains popular</p> <p>Tapestry- Parent feedback was that they would like to be able to see their children's work/ share progress more frequently &amp; as part of an continuous cycle</p>	<p>Homework Catch-Up register</p>	<p>AB</p> <p>WB</p> <p>HE</p> <p>WB</p> <p>JC</p> <p>JC</p>	<p>£1000</p> <p>RockStars £60</p> <p>Tapestry licence £11 (total = £150)</p> <p>Behaviour support- 3 hrs- £237</p>
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<p><b>D. Improved attendance and punctuality for some disadvantaged children will impact positively on progress and attainment</b></p>	<p>Curriculum Review: Intent-Implementation- Impact of Foundation subjects</p> <p>Weekly attendance and punctuality reviews</p> <p>End of term attendance data to all families.</p>	<p>Whole school improvement to engage and motivate all children in learning. Overhaul curriculum intent and implementation to ensure our children want to come to school is a key SDP priority over this academic year</p> <p>We cannot improve attainment for children if they are not in school.</p>	<p>Ongoing 2019-20</p> <p>Records of letters sent</p>	<p>WB/ AB</p> <p>WB/RS</p>	<p>Cornerstones £140 (total= £2000)</p>
<p><b>Quality of teaching – budgeted cost</b></p>					<p><b>£ 3 798</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?
<b>A.</b> <b>Improve children's understanding of mental health and their own well-being</b>  <b>Children will develop resilience to overcome SEMH difficulties enabling them to make expected/ accelerated progress</b>	Nurture group staff development	Some PP children need further support emotionally and also with dealing with challenging situations	Nurture group training record	RK/ KB	£tbc
	Early Help referrals as applicable to support children and families  Staff training in Early Help and 'Rights for Children' service  Structured conversations held, initially for 3 identified children  School nurse referrals made and 6 week 1-2-1 arranged  Behaviour Support plans in place as appropriate	Staff are not all aware of how the system Rights for Children works	Records of conversations  Nurse records & feedback  Support plan reviews	WB/RK   WB/ classteacher	£tbc   Release time 3 hours- £150
<b>B.</b> <b>For SEND, EAL &amp; disadvantaged pupils to attain in line with the national data for these particular groups, end of KS1 and KS2.</b>	12 hours PPG child's EHCP support 1:2:1  Weekly literacy Book Looks- 5 identified children  Interpreter support/ volunteer readers targeted  TA surgery- year 6	Encouraging independence in children identifying their own gaps in learning and providing personal support	Staff appraisal  Monitoring records	WB	(Total cost: £2 700)

<p><b>C. Disadvantaged children will be supported in school to complete home learning and parental engagement will increase over time.</b></p> <p><b>Children at risk of neglect are identified and family supported.</b></p>	<p>Parent attendance at parent eves monitored.</p> <p>Proactively contact all parents who have not made an appointment</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>Resources to support eg. bicycle helmet; 2nd hand sport kit sales</p>	<p>% of parents of PP children attending parent consultations has been below that for other children</p> <p>PP children frequently do not have correct PE kit and are therefore unable to engage fully</p>	<p>Parent attendance % fed into governor report</p>	<p>RS</p>	<p>Aut &amp; Spr</p> <p>£100</p>
<p><b>D. Improved attendance and punctuality for some disadvantaged children will impact positively on progress and attainment</b></p>	<p>Offer free Early Morning Club places</p> <p>Target Year 6 morning Booster sessions to PP pupils</p> <p>Weekly PP attendance and punctuality review with parents contacted if attendance below 95%</p> <p>School will follow guidelines for issuing of fines when appropriate</p>	<p>We cannot improve attainment for children if they are not in school.</p>	<p>HT monitoring</p> <p>Attendance file</p>	<p>RS</p> <p>AB</p> <p>RS</p> <p>RS</p>	<p>Ongoing</p> <p>£60</p>

	Positive recognition of improvement in attendance for targeted children				
<b>Targeted support – budgeted cost</b>					<b>£ 310 +</b>
<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 you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Costing / When will you review implementation?</b>
<b>C. Disadvantaged children will be supported in school to complete home learning and parental engagement will increase over time.</b>	Accelerated Reader prizes to continue  Subsidised swimming tuition for PP children  Yr 6 subsidised residential opportunities	A number of PP children were not meeting termly AR targets  EEF research shows sports participation leads to +2 mths progress; some children frequently do not have kit in school			AR prizes- £150  £100  £150 approx
<b>Other approaches – budgeted cost</b>					<b>£ 424</b>
<b>Total allocated PP budget</b>					<b>£ 10 532</b>