

Pupil premium strategy statement

1. Summary information					
School	Moulton CEVC Primary School				
Academic Year	2020/21	Total PP budget (Estimate)	TBC	Date of most recent PP Review	Sept 2020
Total number of pupils	191	Number of pupils eligible for PP	TBC	Date for next internal review of this strategy	Jan 2021
School Development Plan Priorities	DEVELOP QUALITY OF EDUCATION Improve outcomes for KS1 writing (Continued) Evaluate and amend recent curriculum changes, with a view to the impact of Covid 19 as a priority. Ensure that all pupils have access to online provision in the event of lockdown and isolation.		DEVELOP BEHAVIOUR AND ATTITUDES Develop pupils' independence		DEVELOP PUPILS' PERSONAL DEVELOPMENT Develop pupils' understanding about how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.
	DEVELOP LEADERSHIP AND MANAGEMENT Develop governors' roles within school and day-to-day understanding of the school		DEVELOP EYFS PROVISION Develop the breadth of stories and pupils' oral story telling skills to support pupils' writing. Ensure that teacher subject knowledge and resources enable the new EYFS curriculum to be taught in September		DEVELOP THE DISTINCTIVE CHRISTIAN NATURE OF THE SCHOOL - Enhance opportunities for pupils' personal and collective reflection, giving thanks and expressing spirituality.

2. Information and current attainment (based on 2019 KS2 results where 4 children were classed as disadvantaged) NB – There are no 2020 results due to Covid.			
	<i>SCHOOL</i> Pupils eligible for PP	<i>SCHOOL</i> All pupils	<i>NATIONAL ALL</i>
% achieving expected level in reading, writing and maths	75%	79%	65%
% achieving higher level in reading, writing and maths	50%	42%	11%
% of pupils achieving expected standard in reading	75%	95%	73%
% of pupils achieving expected standard in writing	75%	79%	78%
% of pupils achieving expected standard in maths	75%	95%	79%
Progress score in reading	Estimated 11.9	10.31	The average progress score for ALL pupils nationally is 0.
Progress score in writing	Estimated 5.2	5.06	

Progress score in maths	Estimated 6.8	7.43	
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3. Barriers to future attainment	
These barriers were determined after speaking with pupils, parents, adults in school and evaluation of daily monitoring.	
In-school barriers	
A.	Parents experiencing difficulties supporting their child's education at home, particularly in the event of lockdown or isolation.
B.	Limited access to resources due to low income
C.	Children with difficulties forming relationships with adults and children
D.	A requirement of nurture and emotional support for parents and children due to home difficulties.
E.	Limited access to experiences/wider opportunities due to parents' low income
F.	Attendance rates HISTORICALLY for some pupils eligible for PP are below the target of all children of 95%. This has potential to affect their academic achievement.
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i> <i>Success criteria</i>
A.	Parents will understand how to help their child at home. Views will be gathered by pupil premium questionnaires and interviews with parents. Parents of pupil premium children will attend information and curriculum evenings virtually (Phonics, SATs, reading, reading cafes etc). Attendance will be monitored by registers. Parents will receive letters and invites to virtual training when new schemes/resources are introduced. E. G Times table rock stars, online grammar support etc Children will receive extra intervention in school if required. The school will evaluate and assess interventions. The school will have a whole-school learning platform Google Classrooms, to ensure that pupil premium children have accountability with regard to completing work, and seeing who needs further support.
B.	The school will purchase resources for children if required. Stationery is provided by the school, revision books will be purchased if required, the school will pay for online subscription packages as required. Records of all purchases will be kept. All pupil premium children will have the same resources in school as non-pupil premium children. In the event of a local or national lockdown, the school will make use of the 5 allocated devices and 4G routers to enable pupils to access online learning.
C.	Children will be included in nurture groups, social groups and other groups that help them with their challenges. Staff will receive training to deal with anxiety, and emotional difficulties where necessary. Feedback from adults in school and from parents will indicate that children are benefiting from extra support with their academic progress, behaviour and emotions. Parents will be directed to external support and they will receive school support as necessary.
D.	
E.	The school will financially support visits and visitors for children in receipt of PPG as well as resources and costumes needed for the trip. (When trips are permitted) All children in receipt of PPG will be part of the visits and visitors part of the curriculum. Records will evidence this.
F.	Increased attendance rates for pupils eligible for PP. The target for all pupils is at least 95%. Reduce the number of persistent absentees and lateness among pupils eligible for PP. PP attendance improves to at least 95% for all eligible PP children who do not have medical needs which affect their attendance.

5. Planned expenditure					
Academic year	2020- 2021				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
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	When will you review implementation ?
Improve attainment and progress for all	The school will continue to keep teaching assistants in all classes to keep adult:child ratios low. 1-1 TAs will be in addition to general classroom support. The use of a cover supervisor will eliminate the need for supply cover – the school feels that pupils will benefit from not being taught by staff who are not aware of their academic and emotional needs.	Staff feedback regarding TA impact is consistently positive. We have highly-skilled TAs, as identified by the appraisal process and monitoring. We believe that pupils need to be in class as often as possible, experiencing quality first teaching, rather than being taught out of class via interventions. The use of TAs will help to support those children in class.	Regular TA training with SENCo to ensure that they are highly-skilled. Monitoring of classroom practice and regular feedback.	SLT	January 2021
Spending: Subsidise TA/cover supervisor costs; retention of effective SENDCo costs.				Total budgeted cost	
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	When will you review implementation ?
Organised activities to support children who struggle socially and emotionally.	Additional lunchtime supervisor support to enable each class to have their own lunchtime supervisor. Weekly pupil update for teachers to talk about lunchtimes challenges and successes. Ensure MDSA contracts allow for extra time for them to feedback to teachers at the end of lunch.	Feedback from teachers and TAs about children who are struggling to learn following difficult play times and lunchtimes	Regular contact between head teacher and lunch time mentor. Weekly discussions about the children who need lunchtime support during staff meetings. All midday supervisors aware of children on the lunchtime mentor's list	Head teacher Lead MDSA	January 2021
Spending: Subsidise MDSA costs; cost to increase MDSA contract time.				Total budgeted cost	

Social and emotional talk and support sessions.	Targeted support for maths targets, times tables, reading, spelling and handwriting.	Evaluation of pupils' attainment and the work in their books. When children in receipt of PP were discussed at the staff meeting, children who might benefit from this approach were put forward. It was felt that children might have more confidence to participate if they strengthened their social skills and emotional awareness.	Trained staff Quality resources Case study	SLT SENDCo Learning mentor	January 2021
Spending: 1 x pm weekly for mentor.			Total budgeted cost		
Small group and/or 1-1 support to target the following: Maths targets Times tables Spelling Reading	Children will work in a small group with a teaching assistant. They will not be withdrawn from English and maths lessons for this. Subscription to LEXIA for pupils in receipt of PPG.	We believe that children need the basic building blocks in place if they are to make progress. This includes the following: - Times table recall - Number fact recall - Spelling of HFWs - Decoding skills Many of our children in receipt of the PPG have emotional difficulties, so it is important that they do not lose their confidence in English and maths lessons when they are slightly behind their peers with mental computation and quick spelling.		SLT SENDCo	January 2021
Spending: 8 x pm for TAs to work 1-1 with children, to support care-experienced children and to emotionally support children; subsidise subscription to LEXIA, TTR, Letter Join, SpAg.com, Spelling Shed.			Total budgeted cost		
Support for children who are experiencing emotional difficulties from parental separation and divorce.	A learning mentor will run a 6-week programme to support children with their feelings and anxieties. (When possible due to bubble mixing)	Our pupil premium audit showed that the vast majority of children in receipt of the PPG live in a house with only one parent or a step parent. The feedback from parents for the previous year was very positive.		SLT Learning Mentor	January 2021
Budget cost accounted for above.					

iii. Wider 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	When will you review implementation ?
Children are able to participate in activities which would not have been possible without funding.	Funding for music tuition, after school clubs – sports, craft, swimming, funding for school visits	Parents have expressed that their child would like to learn an instrument but are unable to due to financial constraints. Follow up work after visits would not be accessible if pupils have not been on the trip	Good communication with parents – they are aware of upcoming trips and understand that the school will support them financially.	EVC	January 2021
Spending: music tuition subsidy; potential swimming subsidy; contingency for trips if they go ahead.				Total budgeted cost	
Improvement to health from vitamins and minerals in milk	Providing daily milk at break time	Parents have expressed that their child would like milk, but cannot afford it due to financial constraints.	Regular contact with parents to ensure that children enjoy the milk.	Head	January 2021
Spending: cost of milk and admin time to set up milk provision.				Total budgeted cost	
A calm start to the day, a chance to have mentoring time, a chance to have an energy burst prior to settling down to learning.	Before school 1:1 and small group support	Registration details and teachers indicating that some pupils are late to school. Teachers felt that some children would benefit from mixing with a different social group of all ages in the breakfast and after school club environment.	Case study from children who attend the breakfast club to monitor. Quality activities on offer at the breakfast and after school club sessions.	Head teacher Breakfast club team SENDCo	January 2021
Spending: Contingency for if a child in receipt of the PPG needs childcare and cannot afford it. (Subject to the current Covid restrictions at the time)				Total budgeted cost	



Pupil Premium Impact 2019 - 2020

Pupil premium allocation 2019-2020: £38,156

Use of funding	Cost	Detail	Impact
Playground mentor	£3164	A playtime mentor is on the playground every day. She targets specific children with social difficulties.	Regular feedback about children for staff to act on. The mentor intervenes on a daily basis to support disputes. It would be difficult for teachers to manage this in learning time.
School uniform purchase Subsidised music lessons Contributions towards trips	£1050	Purchase of school shoes Purchase of school uniform Payment towards peripatetic music lessons Part or full payment towards educational visits	Pupil and parent feedback about new shoes/uniform showed appreciation. They did not have the financial means to buy shoes/uniform at the time. Children in receipt have taken part in woodwind music lessons, where they have performed to parents and in school assemblies, which they enjoyed. 100% of pupils accessed educational visits.
Teaching assistant hours Pupil Premium TA	£15,173 + £2736	We chose to keep general (not 1-1) teaching assistants in classrooms, because we believe that it positively impacts pupil premium, and it lowers the adult to child ratios within the class. A TA worked 1-1 and with small groups to develop knowledge of maths targets, times tables, HFW spellings and other precision teaching.	Pupils in receipt of PPG made good progress at the end of KS2 – teacher assessment. Tracking shows that the majority children moved at at least the same rate as their peers through the maths targets and times table sheets.
Breakfast club/after school club	£1562	We want to support parents to be able to go to work, with affordable childcare. We also want children to have a calm and	Pupil perceptions shows that pupils enjoy the breakfast and after school club.

		punctual start to the day. We part-fund places at the breakfast and after school club.	Parents continue to use the after-school club.
Teacher support for parents Teacher meetings for pupil premium children Small classes in Y5 and Y6	£9310	Teachers met termly to discuss the academic and emotional needs of pupils. This informed the spending of the grant, and provided evaluation of previous spending. Teachers liaised half-termly with the learning mentor and pupil premium TA to discuss pupils' needs and to plan support. We made the decision not to collapse Y5 and Y6 to make a larger class. We kept two high-quality teachers in Y5 and Y6.	Interventions and support were organised. All teachers know the needs of all PP pupils, and not just those in their class. KS2 progress was good (teacher assessment) to the quality of provision and small class sizes in Y5 and Y6.
Staff training	£350	The headteacher works with the teaching assistants to ensure that they knew who was in receipt of the PPG and how they might be vulnerable. Teachers attended high quality training, including Talk 4 Writing, to ensure high standards of teaching for pupils. Headteacher completed online training for Looked After Children	Staff were knowledgeable about trauma/attachment. Teaching assistants know the circumstances of individual children.
Classroom Resources	£1500	Part funding of Times Table Rockstars Part funding of maths equipment Part funding of Spag.com Investment in the library Part Funding of Letter Join Part Funding of Spelling Shed	Resources are used by children in receipt of PPG. Resources are used in PP interventions Times Tables Rockstars is accessed at home by children in receipt of PPG. Children in receipt of PPG visit the new library.
Cool Milk	£165	Some parents wanted their children to have milk, but they could not afford to pay for it. The school pays for the children to have milk.	Children had a carton of milk every day Monday – Friday.
Service children resources and support	£500	Termly teacher discussions about needs, including trauma, deployments etc. Analysis of parent feedback on Forces Information Forms Purchase of books to support children whose parents are/have been deployed. Time for staff for development of a program to support military pupils.	Staff know the needs and backgrounds of military children. The library contains books to help military children. Pupils respond positively to this.
Free School Meals	2840		
Support for families during lockdown:	£1000	Admin time for Edenred faults Tesco vouchers when Edenred did not work Weekly shopping Admin time to organise charity support Time and costs for learning packs	Families felt supported during lockdown Children could access learning Children had food at home

		Delivery of learning packs Emotional support for parents Food packages from school supplies	
Total	£39,350		