



Moreland Primary School Pupil Premium Strategy Statement 2020-21

Summary Information					
School	Moreland Primary School				
Academic Year	2020/21	Total PP Budget	£191,197	Date of most recent PP review	September 2020
Total Number of Pupils	318	Number of Pupils Eligible for PP	168	Date for next internal review of this strategy	September 2021

Current Attainment (This data is from 2019 as there were no national tests in 2020)			
	Pupils eligible for PP in the school	Pupils not eligible for PP in the school	National Average for all pupils in 2019
% achieving expected standards in R,W, and M combined at KS2	58.8%	76.9%	65%
% achieving greater depth in R,W, and M combined at KS2	5.9%	0	10.5%
% achieving expected standard in reading KS2	70.6%	76.9%	73%
% achieving greater depth in reading KS2	11.8%	15.4%	27%
% achieving expected standard in writing KS2	88.2%	92.3%	78%
% achieving greater depth in writing KS2	17.6%	30.8%	20%
% achieving expected standard in maths KS2	70.6%	76.9%	79%
% achieving greater depth in maths KS2	5.9%	7.7%	27%
% achieving expected standard in reading KS1	88.9%	76.9%	75%
% achieving expected standard in writing KS1	83.3%	76.9%	69%
% achieving expected standard in maths KS1	83.3%	76.9%	76%
% achieving GLD in EYFS	58.3%	81.3%	71.8%



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Barriers to future attainment		
In school barriers		
School was closed from March 2020-Sept 2020 due to the Covid 19 Pandemic. Most children had no access to schooling during that period and uptake in home learning was inconsistent. Socio-economic gap will have grown. Gap will widen most in maths and for younger children.		
More disadvantaged pupils start school with below ARE		
Oral language skills are lower for disadvantaged children- there are more children with identified speech and language needs in this group		
There is a link between disadvantaged children with SEND increasing the barriers to learning and attainment		
Fewer disadvantaged children are achieving Greater Depth in end of KS2 assessments		
Due to school closures during 2020 some disadvantaged children have fallen behind their peers as they did not access remote learning.		
External barriers		
Covid 19 pandemic expected to impact throughout 2020-2021 - further disrupted learning and blended teaching and learning approach needed		
Punctuality and attendance issues		
Social and economic challenges experienced by families including housing, finance, family literacy, domestic violence, parental mental health		
Many children come from families with limited experience of higher education and employment and may therefore have low aspirations		
Many disadvantaged children do not qualify for 30 hours nursery education widening the gap between them and their peers before starting school. These children are less ready for full time schooling in Reception.		
Disadvantaged children have little exposure to cultural experiences and extra -curricular activities outside of the school day		
A high number of disadvantaged children do not have access at home to technology or wifi to allow them to access remote learning.		
Desired Outcomes		
	Desired outcomes and how they will be measured	Success criteria
A	Increase in % of SEND PP children reaching expected level in R,W,M combined at KS2	Early identification of pupils with SEND and high quality support to ensure they make good progress from their starting points Established procedures are in place to support children new to the school with SEND and/ or poor English language skills More children with SEND reach expected level and/or make a good level of progress from their starting point
B	Increase in % of PP children achieving greater depth in R,W,M at KS1 and KS2	Attainment gap between disadvantaged and other children is reduced and children reaching greater depth is closer to the national figure.
September 2020	Improve outcomes for PP children in Reading in KS2.	More disadvantaged children reach the expected level in Reading at the end of KS2.



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D	Increase in % of PP children working at ARE in the Prime areas on entry to Reception	More disadvantaged children present as ready for Reception and are confident in the Prime Areas of Learning at the end of Nursery. More disadvantaged children achieve the GLD.
E	Widen children's cultural opportunities to close the experience gap between disadvantaged children and other children	More PP children accessing clubs and extra- curricular opportunities Improvement in % of PP children working at expected level and greater depth in English. Ensure PP children have access to a rich variety of opportunities and activities through the curriculum and extra- curricular activities to provide a deep experiential aspect to their learning. All children have the opportunity to go on at least 3 trips/ visits/ workshops per term.
F	Support children's mental health and build their resilience	Fewer children on the pastoral care register for SEMH More children have the opportunity to receive in school support for SEMH issues Children are able to articulate how they feel and identify and apply strategies to manage their feelings
G	Increase reading for pleasure amongst disadvantaged children	More PP children read at home for pleasure – Bug club, Reading Passport, Islington Reading Road map. Children have access to a good range of high quality texts that they can read in school and at home. Improvement in % of PP children working at expected level and greater depth in English at all Key Stages.
H	Support for families that are facing social and economic challenges	More families are aware of support available from external agencies e.g. Family support, parenting programmes and are signposted quickly to support. More opportunities are provided in school to support family engagement and increase participation of hard to reach groups and disadvantaged families. There is increased attendance at school parent events of disadvantaged families. Increase the number of families engaging with school and feeling



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		supported, resulted in improved attendance, particularly for the most vulnerable children (those with SEMH and on the safeguarding register) and those that are PA.
I	Improve access to and uptake of remote learning amongst disadvantaged children.	More children actively engage in remote learning. More families have access to appropriate technology and broadband access if children have to learn remotely.

Planned Expenditure							
Academic Year	2020/21						
1. 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?	Cost	
B	Increase in % of PP children achieving greater depth in R,W,M at KS1 and KS2	<ul style="list-style-type: none"> To run targeted interventions taught by the Deputy Head and HOS 5 days a week for less able and more able pupil premium pupils in KS2. To provide Y6 booster classes including those aimed at more able disadvantaged children Introduce KS2 AND EYFS/KS1 co-ordinator roles with 10% release time to focus on raising 	<p>Analysis of data shows us more able PP children are not reaching greater depth. FFT analysis shows that higher level language and vocabulary skills are the key issues</p> <p>Suggested yearly impact based on evidence from the Education</p>	<p>Pupil Progress meetings</p> <p>Lesson observations</p>	DHT	Jan 2021	<p>£1875 (boosters)</p> <p>£8970 (cover for phase leaders)</p> <p>£360.00 (NACE membership)</p> <p>£340.00 (Times Tables Rockstar subscription)</p> <p>£2000 (targeted enrichment)</p> <p>£ (TTRS subscription)</p> <p>£ 8500 (resources for WCR)</p> <p>£1380 (cover for pupil progress meetings)</p>



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		<p>standards through working alongside teachers.</p> <ul style="list-style-type: none">• Targeted enrichment activities for more able PP children.• DHT and HOS to support implementation of new curriculum through targeted support of teaching and learning with a focus on disadvantaged children and challenge for more able learners.• NACE membership to support development of provision for more able learners.• To subscribe to Times Tables Rock Stars and promote in school and at home to increase mathematical fluency and quick recall of number facts.• To introduce whole class reading in place of Reciprocal reading as the primary tool for teaching reading in Y2-6.	Endowment Foundation Teaching and Learning Toolkit:				
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C	Improve outcomes for PP children in Reading in KS2.	<ul style="list-style-type: none"> To introduce whole class reading in place of Reciprocal reading as the primary tool for teaching reading in Y2-6. Focus on vocabulary development as the main barrier to achievement in reading. Focused vocabulary teaching daily using Vocab Ninja, development of subject specific vocabulary, Whole Class Reading. 	<p>FFT analysis shows that higher level language and vocabulary skills are the key issues.</p> <p>Suggested yearly impact based on evidence from the Education Endowment Foundation Teaching and Learning Toolkit: Reading comprehension strategies +6 months progress.</p>	<p>Pupil Progress meetings</p> <p>Lesson observations</p> <p>Learning Walks</p>	ENG. Co. HOS	Jan 2021	See above
D	Increase in % of PP children working at ARE in the Prime areas on entry to Reception	<ul style="list-style-type: none"> Employment of an Early Years AHT with 50% teaching commitment. EYFS/KS1 Co-ordinator with 10% release time to focus on raising standards. Screening of language skills of all children on entry to EYFS and provision of language groups to those with 	Achievement in Prime areas of learning is an indicator of how ready children are for school. These are the building blocks for the other areas of learning and are key to achieving well.	<p>Pupil Progress meetings</p> <p>WELCOMM screen and progress monitoring</p> <p>Monitoring of teaching and learning using SSTEW and MOVERS tools</p> <p>Completion of HEYL audit</p>	AHT EYFS	July 2021	<p>£33,400 (AHT 50%)</p> <p>£2750 (Early Years LA support)</p> <p>£1100 (cover for staff member to deliver kitchen club)</p> <p>£24,000 (Additional TA support)</p> <p>£ 1500 (coaching training)</p>

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		<p>identified needs.</p> <ul style="list-style-type: none"> • Targeted language interventions – Nuffield Intervention and Box intervention. • Review of physical development opportunities including use of LA advisory team to audit provision, completion of HEYL award, provision of “Kitchen Club” to promote healthy eating to families. • Use of LA advisory team to provide training on quality interactions. • Additional TA support in EYFS to support • EYFS AHT to attend coaching training in order to support staff development 	<p>The large majority of PP children enter delayed in these areas and we need to close the gap early (this is made harder by them being PT). Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. Studies consistently show positive benefits to young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. All children benefit from such approaches, but some studies show slightly larger</p>				
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			effects for children from disadvantaged backgrounds.				
E	Widen children's cultural opportunities to close the experience gap between disadvantaged children and other children	<ul style="list-style-type: none"> • Provision of subsidised clubs, residential trips and curriculum linked trips and visits to support our Learning for Life vision • Provision of workshops and trips linked to the arts • A programme of activities to raise aspiration including Dreamcatcher assemblies • Provision of Forest School activities for all children. 	<p>Disadvantaged children have an "experience gap" between them and their peers. This impacts their knowledge, vocabulary, aspiration and ability to apply their learning in new contexts. This impacts on understanding what they read and having ideas to bring to their learning. Providing experiences to close this gap will raise attainment.</p> <p>Suggested yearly impact based on evidence from the Education Endowment</p>	<p>Pupil Progress Meetings Book looks Conferencing and discussions with children about their learning Monitoring take up of trips and clubs</p>	HOS	July 2021	£18,000(subsidised residentials) £2500 (trips incl. transport) £1000 (forest school resources)



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			<p>Foundation Teaching and Learning Toolkit: Arts participation has been linked to improvements in specific outcomes. For example, there is some evidence of a positive link between music and spatial awareness and between drama and writing. Wider benefits such as positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>+2months progress.</p> <p>Outdoor adventure learning usually involves collaborative learning experiences with a high level of physical challenge.</p>				
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			<p>Practical problem solving, explicit reflection and discussion of thinking and emotion may also be involved. Studies show positive benefits on academic learning. There is also evidence of impact on non-cognitive outcomes such as self-confidence. +4months progress.</p>				
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?	Cost	
A	Increase in % of SEND PP children	<ul style="list-style-type: none"> Employ two Assistant Heads with responsibility 	The school has a very high number of SEN children	Pupil Progress meetings Monitoring progress	AHT SENCO	Dec 2020	£39,000 (AHT 50% cost)



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	<p>reaching expected level in R,W,M combined at KS2</p>	<p>for SEN (one for EYFS and one for KS1/2).</p> <ul style="list-style-type: none"> • Early identification of children with SEN in EYFS. • AHT EYFS to run small group language intervention groups and phonics groups. • AHT SENCO to run small group reading/ phonics interventions in KS1. • Additional EYFS teacher in Autumn term to release EYFS/KS1 co-ordinator to deliver reading interventions in EYFS and KS1. • Additional SALT/ EP time • SENCO to model and support QFT • Targeted intervention programme • Partnerships with outside organisations / business links/ volunteers to provide additional support for children with SEND • Additional TA support in classes with high number of SEN children 	<p>(100) and the workload is very high for one SENCO. Splitting the role over 2 posts allows for more effective early identification and intervention especially in the EYFS.</p> <p>A focus on language development and early reading intervention as these are key to accessing learning. With such a high number of children with SEN QFT is essential to ensuring these children can access the curriculum. TA support in each class allows the teacher to provide additional support to these children.</p> <p>Suggested yearly</p>	<p>towards targets using SEN Pupil plans</p> <p>Monitoring of teaching</p> <p>Book looks</p> <p>Discussions with pupils</p> <p>Coaching/ conferencing with teachers</p>	<p>AHT EYFS</p>		<p>£15,800 (additional EYFS teacher for 1 term) £5,700 (EP additional 10 days) £ (SALT additional time)</p>
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			<p>impact based on evidence from the Education Endowment Foundation Teaching and Learning Toolkit: One to one tuition using those experienced and specifically trained teachers +5 months progress. Small group tuition +4months progress. Teaching Assistants providing targeted academic support to individual pupils or small groups +1month progress. Reading comprehension strategies +6 months progress.</p>				
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	When will you review implementation?	Cost	



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F	Support children's mental health and build their resilience	<ul style="list-style-type: none"> • Continue to employ a pastoral support officer to provide intervention groups and 1:1 support for children with SEMH needs • Provide a nurture class with additional Teacher and TA support for the children with the highest level of need • Deliver the ITIPS training programme so all staff have a trauma informed approach to their work • Work in partnership with a behaviour consultant to provide workshops to parents, work with SLT on reviewing policy and procedure and to coach teachers • Purchase additional CAMHS time in Autumn term to support children returning to school following lockdown. • Introduce reflective supervision groups for Teachers and TA's to enable staff to better 	<p>There are a very high number of children on the safeguarding pastoral care registers.</p> <p>The majority of the school population comes from disadvantaged backgrounds. There are high incidences of trauma amongst Islington children and families</p> <p>This effects children's readiness to learn. Building resilience, growth mind-set and emotional wellbeing is fundamental to achieving well at school.</p> <p>Some children will have experienced negative effects on their mental health during lockdown and will need</p>	<p>Half termly multi agency pastoral care and safeguarding review meetings to monitor impact and caseload</p> <p>Monitor behaviour logs</p> <p>Focus groups of children and staff</p> <p>ITIPS audit and review</p>	HOS AHT - SEN	February 2021	<p>£ 19,500 (50%pastoral support officer costs)</p> <p>£1026 (additional CAMHS support)</p>
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		support children's mental health needs.	support re-adjusting to school. Suggested yearly impact based on evidence from the Education Endowment Foundation Teaching and Learning Toolkit: Behaviour interventions seek to improve attainment by reducing challenging behaviour and produce moderate improvements in academic performance. +3months progress. Social and emotional learning approaches seek to improve the pupils' interaction with others and self-management of				
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			emotions rather than focusing directly on the academic or cognitive elements of learning. These approaches have an identifiable and valuable impact on attitudes to learning and social relationships in school. They appear to be particularly beneficial for disadvantaged or low-attaining pupils. +4months progress.				
G	Increase reading for pleasure amongst disadvantaged children	<ul style="list-style-type: none"> To provide more opportunities to read for pleasure at home and at school including starting school 10 minutes earlier (soft start), reading buddies, parent and child reading mornings, opening the library at play time and lunch time with staff reading stories to children 	Many of our disadvantaged children come from book poor homes where a reading culture is not promoted and valued. Research shows the key impact of reading for pleasure from an	Discussions with children Monitoring of progress in reading Pupil Progress meetings Monitoring PP children's use of reading for pleasure programmes e.g. Bug Club, reading passport	ENGLISH CO.	December 2020	£5,400 (Islington Library Service) £1320 (English co-ordinator release cover) £ (Bug Club)

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		<ul style="list-style-type: none"> To establish a whole school reading passport and resource each class with books to support this. To continue subscribe to the Islington Library Service and visit the Islington library To subscribe to Bug Club an online reading programme. 	<p>early age on outcomes. Analysis using FFT shows children are not achieving on language and vocabulary questions – reading more widely is key to improving this.</p>				
H	Support for families that are facing social and economic challenges	<ul style="list-style-type: none"> Continue to employ a full-time Pastoral Support Officer to develop and support pupil's emotional, social and behavioural needs. Targeted support for vulnerable families experiencing financial difficulties and parenting skills i.e. ensuring children come to school every day and on time. This support extends to promoting parent's early engagement with the school and their child's 	<p>There are external barriers affecting PP children's progress and attainment including social and economic barriers. Many of our families experience domestic violence, poor mental and physical health, housing and debt issues. These things act as barriers to parents getting their children to school</p>	<p>Half termly multi agency pastoral care and safeguarding review meetings to monitor impact and caseload Monitoring of attendance and punctuality of PP children, especially PA children Use of LA attendance tool to monitor attendance Monitoring uptake of breakfast club by PP children</p>	HOS	April 2020	£ 3,500 (additional staff member for breakfast club)

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		<p>learning.</p> <ul style="list-style-type: none"> • High level focus on attendance including LA support, high profile activities linked to attendance e.g. assemblies, rewards, focus at parent meetings, newsletters • Provision of a heavily subsidised breakfast club open to all children (this is temporarily capped at 30 during covid 19 restrictions) 	<p>every day and on time. They also act as barriers to them supporting their children's learning at home. Children come to school not ready to learn due to these issues at home and we need to provide children and families with support to help minimise their effects as much as possible.</p>				
I	Improve access to and uptake of remote learning amongst disadvantaged children.	<ul style="list-style-type: none"> • Purchase of 60 Chrome books to be loaned to disadvantaged children during periods of remote learning. 	<p>Surveys of families and monitoring of engagement in remote learning showed that some families do not have appropriate technology to access remote learning fully. Many families rely on mobile phones</p>	<p>Monitoring uptake and quality of remote learning amongst disadvantaged families.</p>	HOS	December 2020	£13,200 (chrome books)



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			to access the internet and have capped data allowances.				
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