

Moreland Primary School Pupil Premium Strategy Statement 2019-20

Summary Information					
School	Moreland Primary School				
Academic Year	2019/20	Total PP Budget	£181,780 £5,660 EYFS	Date of most recent PP review	July 2019
Total Number of Pupils	311 (N-Y6)	Number of Pupils Eligible for PP	121	Date for next internal review of this strategy	July 2020

Current Attainment			
	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		
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		
External barriers		
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		
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.
C	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.
D	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.

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		<p>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.</p> <p>All children have the opportunity to go on at least 3 trips/ visits/ workshops per term.</p>
E	Support children's mental health and build their resilience	<p>Fewer children on the pastoral care register for SEMH</p> <p>More children have the opportunity to receive in school support for SEMH issues</p> <p>Children are able to articulate how they feel and identify and apply strategies to manage their feelings</p>
F	Increase reading for pleasure amongst disadvantaged children	<p>More PP children read at home for pleasure – Bug club, Reading Passport, Islington Reading Road map.</p> <p>Children have access to a good range of high quality texts that they can read in school and at home.</p> <p>Improvement in % of PP children working at expected level and greater depth in English at all Key Stages.</p>
G	Support for families that are facing social and economic challenges	<p>More families are aware of support available from external agencies e.g. Family support, parenting programmes and are signposted quickly to support.</p> <p>More opportunities are provided in school to support family engagement and increase participation of hard to reach groups and disadvantaged families.</p> <p>There is increased attendance at school parent events of disadvantaged families.</p> <p>Increase the number of families engaging with school and feeling supported, resulted in improved attendance, particularly for the most vulnerable children (those with SEMH and on the safeguarding register) and those that are PA.</p>

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Planned Expenditure							
Academic Year	2019/20						
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 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 To employ an HLTA for KS1 to work in Y2 classes. 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 	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	Pupil Progress meetings Lesson observations	DHT	Dec 2020	£39,100

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		<p>a focus on disadvantaged children and challenge for more able learners.</p> <ul style="list-style-type: none"> • NACE membership to support development of provision for more able learners. • To provide specialist P4C-Philosophy for Children support to whole school by outside accredited consultant • To subscribe to Times Tables Rock Stars and promote in school and at home to increase mathematical fluency and quick recall of number facts. 					£ 785
							£6,000
							£ 130
C	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. • 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	Pupil Progress meetings WELCOMM screen and progress monitoring Monitoring of teaching and learning using	AHT EYFS	July 2020	£35,000

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		<p>identified needs.</p> <ul style="list-style-type: none"> • 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>other areas of learning and are key to achieving well.</p> <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).</p>	<p>SSTEW and MOVERS tools</p> <p>Completion of HEYL audit</p>			£ 1,000
D	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 organised by the Life Opportunities Manager 	Disadvantaged children have an “experience gap” between them and their peers. This impacts their knowledge, vocabulary, aspiration and ability to apply their learning in	<p>Pupil Progress Meetings</p> <p>Book looks</p> <p>Conferencing and discussions with children about their learning</p> <p>Monitoring take up of trips and clubs</p>	HOS	July 2020	£15750

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		including Dreamcatcher assemblies	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.				
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 reaching expected level in R,W,M combined at KS2	<ul style="list-style-type: none"> Employ two Assistant Heads with responsibility for SEN (one for EYFS and one for KS1/2). 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 SALT/ EP time SENCO to model and 	The school has a very high number of SEN children (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. A focus on	<p>Pupil Progress meetings Monitoring progress towards targets using SEN Pupil plans Monitoring of teaching Book looks Discussions with pupils Coaching/ conferencing with teachers</p>	<p>AHT SENCO AHT EYFS</p>	Dec 2019	<p>£58,500</p> <p>£ 9,700</p>

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		<p>support QFT</p> <ul style="list-style-type: none"> 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>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>				£ 56,600
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
E	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 	There are a very high number of children on the safeguarding pastoral care registers.	Half termly multi agency pastoral care and safeguarding review meetings to monitor impact and caseload	HOS AHT - SEN	February 2020	17,700

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		<ul style="list-style-type: none"> • Provide a nurture class with additional 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 	<p>The majority of the school population comes from disadvantaged backgrounds. There are high incidences of trauma amongst Islington children and families This effects children's readiness to learn. Building resilience, growth mind-set and emotional wellbeing is fundamental to achieving well at school.</p>	<p>Monitor behaviour logs Focus groups of children and staff ITIPS audit and review</p>			
F	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 	<p>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</p>	<p>Discussions with children Monitoring of progress in reading Pupil Progress meetings Monitoring PP children's use of reading for pleasure programmes e.g.</p>	ENGLISH CO.	April 2020	£10,900

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		<p>staff reading stories to children</p> <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>reading for pleasure from an early age on outcomes.</p> <p>Analysis using FFT shows children are not achieving on language and vocabulary questions – reading more widely is key to improving this.</p>	<p>Bug Club, reading passport</p>			
G	<p>Support for families that are facing social and economic challenges</p>	<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 	<p>There are external barriers affecting PP children's progress and attainment including social and economic barriers.</p> <p>Many of our families experience domestic violence, poor mental and physical health, housing and debt issues.</p> <p>These things act as barriers to parents</p>	<p>Half termly multi agency pastoral care and safeguarding review meetings to monitor impact and caseload</p> <p>Monitoring of attendance and punctuality of PP children, especially PA children</p> <p>Use of LA attendance tool to monitor attendance</p> <p>Monitoring uptake of breakfast club by</p>	HOS	<p>April 2020</p>	<p>£17,700</p>

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		<p>parent's early engagement with the school and their child's 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 free breakfast club open to all children 	<p>getting their children to school 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>	PP children			£ 750
Estimated Total Spend							£269,615

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