



## Moreland Primary School Pupil Premium Impact Review Statement 2020-21

### Review of previous academic year 2020-21

### Funding Allocated Pupil Premium Funding 2020-2021 : £191,197

We have high aspirations for all children in our school and are determined that they are all given every opportunity to reach their full potential. Pupil Premium funding is given to all schools to provide additional support for disadvantaged pupils in order to address the current underlying inequalities between children eligible for free school meals (FSM) and other pupils who have been entitled to FSM in the last 6 years. This is called 'Ever 6'. We use the additional funding strategically to ensure that pupils eligible for FSM receive specific, carefully planned teaching, support and opportunities so that they achieve as well as those who do not require FSM. We are completely committed to raising the attainment of every child and every group and we strive to make sure that this happens year on year. Children entitled to FSM can be known as some of our more vulnerable children which is why this pupil premium funding is dedicated to supporting their needs. We expect to see the impact of spending through the accelerated progress these children make. We track this progress every term following testing and teacher assessment. The school SENCO/Inclusion manager's annual report describes the full numeric impact of intervention strategies child by child. It cannot be published on the school's website due to data protection as children can be identified in it.

**\*\*COVID 19 DfE \*\*\***

The DfE announced that the National Curriculum Tests for Summer 2021 were cancelled.

**Data table below is for July 2019, instead of July 2021, as a result - verified by the IDSR and ASP.**

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<b>Current Attainment (This data is from 2019 as there were no national tests in 2021)</b>			
	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%

<b>Desired Outcome</b>	<b>Chosen action/ approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate</b>	<b>Lessons Learned (and whether you will continue with this approach)</b>	<b>Cost</b>
A) Increase in % of SEND PP children reaching expected level in R,W,M combined at KS2	<ul style="list-style-type: none"> <li>Employ two Assistant Heads with responsibility for SEN (one for EYFS and one for KS1/2).</li> </ul>	Due to lockdowns it is hard to make comparisons with pre COVID years. Children with SEND struggled to engage with remote learning and the school offered places to children	Due to COVID it was very difficult to use the planned approaches. There were continued staff shortages including high levels of absence of senior leaders. A need to build capacity at	£39,000 (AHT 50% cost) £15,800 (additional EYFS teacher for 1 term) £5,700 (EP additional 10 days)

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	<ul style="list-style-type: none"> <li>• Early identification of children with SEN in EYFS.</li> <li>• AHT EYFS to run small group language intervention groups and phonics groups.</li> <li>• AHT SENCO to run small group reading/ phonics interventions in KS1.</li> <li>• Additional EYFS teacher in Autumn term to release EYFS/KS1 co-ordinator to deliver reading interventions in EYFS and KS1.</li> <li>• Additional SALT/ EP time</li> <li>• SENCO to model and support QFT</li> <li>• Targeted intervention programme</li> <li>• Partnerships with outside organisations / business links/ volunteers to provide additional support for children with SEND</li> <li>• Additional TA support in classes with high number of SEN children</li> </ul>	<p>considered vulnerable due to their SEND. Take up of these places was quite high in the second lockdown.</p> <p>Teacher Assessment in Year 6 was as follows for:</p> <p>PP :</p> <p>Reading: 80% Writing : 87% Maths: 80% R,W,M : 80%</p> <p>SEN:</p> <p>Reading: 60% Writing: 70% Maths: 70% R,W,M: 50 %</p> <p>PP and SEN (4 children)</p> <p>Reading: 50% Writing: 75% Maths: 50% R,W,M: 50%</p> <p>All PP children with SEN except 1 child made more than expected progress in Year 6.</p>	<p>this level has been identified and phase leaders will be non-class based in 21-22. An assistant SENCO will be in place from January 2022. This approach will continue in the new academic year where hopefully staffing levels will allow for interventions to take place. Relationships with partner organisations will be re-established in 21-22. Due to vey high intake of children in Reception and Nursery with High Level needs a specialist Early Years autism provision was established. The additional EYFS teacher delivered this provision in the Autumn Term. We will extend this provision in 21-22 to include Y1 children with High Needs who need specialist support outside of the classroom.</p>	
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	<p>Also Catch Up Reading and maths interventions delivered through:</p> <ul style="list-style-type: none"> <li>- DFE Learning Mentor</li> <li>- Before and After School Booster Sessions delivered by Teachers/ Tas</li> <li>- Targeted KS2 daily small group maths teaching (Teacher led)</li> </ul>			
<p>B) Increase in % of PP children achieving greater depth in R,W,M at KS1 and KS2</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• To provide Y6 booster classes including those aimed at more able disadvantaged children</li> <li>• Introduce KS2 AND EYFS/KS1 co-ordinator roles with 10% release time to focus on raising standards through</li> </ul>	<p>There was an increase from 2019 of children assessed at Greater Depth (based on Teacher assessment). Teacher Assessment in Year 6 was as follows for Greater Depth: PP : Reading: 33% Writing : 13% Maths: 27% R,W,M : 13%</p> <p>Teacher Assessment in Year 2 was as follows for Greater Depth: PP :</p>	<p>Due to COVID closures and staff absences More Able groups were not run consistently. There were some targeted interventions for example the DFE Learning mentor worked with MA children in Key Stage 2. The focus was on ensuring all children including MA children making more than expected progress to close gaps lost by Covid. The focus on closing gaps in reading in KS1 was effective and this is reflected in more</p>	<p>£1875 (boosters) £8970 (cover for phase leaders) £360.00 (NACE membership) £340.00 (Times Tables Rockstar subscription) £2000 (targeted enrichment) £ 500 (resources for WCR) £1380 (cover for pupil progress meetings)</p>

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	<p>working alongside teachers.</p> <ul style="list-style-type: none"> <li>• Targeted enrichment activities for more able PP children.</li> <li>• 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.</li> <li>• NACE membership to support development of provision for more able learners.</li> <li>• To subscribe to Times Tables Rock Stars and promote in school and at home to increase mathematical fluency and quick recall of number facts.</li> <li>• To introduce whole class reading in place of Reciprocal reading as the</li> </ul>	<p>Reading: 22% Writing : 0% Maths: 4% R,W,M : 13%</p>	<p>children reaching GD in this subject.</p> <p>There will be a whole school review in teaching writing in 21-22 including the introduction of a new handwriting scheme and moving towards the Talk for Writing approach.</p> <p>The school is working towards NACE accreditation (this was postponed to Autumn 21).</p> <p>Children who consistently accessed TTRS showed improvement in maths fluency. This will be delivered daily to all children from Y2 in 21-22 at the beginning of the maths lesson as not all children access it at home.</p> <p>WCR will continue to be embedded. This approach has supported children to improve their comprehension skills especially around clarifying new vocabulary. More children are working at a masterly level in Reading than other subjects</p>	
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	primary tool for teaching reading in Y2-6.		reflecting the key focus on reading skills for Covid recovery.	
C) Improve outcomes for PP children in Reading in KS2.	<ul style="list-style-type: none"> <li>To introduce whole class reading in place of Reciprocal reading as the primary tool for teaching reading in Y2-6.</li> <li>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.</li> </ul>	<p>Teacher Assessment in reading was as follows for:  PP (non PP) at ARE :  Y6 Reading: 80% (87%)  Y5 Reading : 20% (25%)  Y4 Reading: 43% (75%)  Y3 Ash Reading:27% (46%)  Y3 Palm Reading 50% (44%)</p> <p>Some classes are affected by high numbers of SEND PP children.</p>	<p>WCR will continue to be embedded. This approach has supported children to improve their comprehension skills especially around clarifying new vocabulary. More children are working at a masterly level in Reading than other subjects reflecting the key focus on reading skills for Covid recovery.</p> <p>We have purchased (with support from a grant from Richard Reeves foundation) individual copies of all WCR texts. This enables WCR to continue fully in event of remote learning.</p>	<p>£33,400 (AHT 50%)  £2750 (Early Years LA support)  £24,000 (Additional TA support)  £ 500 (coaching training)</p>
D) Increase in % of PP children working at ARE in the Prime areas on entry to Reception	<ul style="list-style-type: none"> <li>Employment of an Early Years AHT with 50% teaching commitment.</li> <li>EYFS/KS1 Co-ordinator with 10% release time to focus on raising standards.</li> </ul>	<p>Many of the planned strategies were negatively impacted by COVID 19 including school closures, delayed starting of new nursery children after Christmas, extended</p>	<p>These strategies will be continued in 21-22. EYFS phase leader will be non-class based after Christmas. Kitchen Club will re-start in September.</p>	

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	<ul style="list-style-type: none"> <li>• Screening of language skills of all children on entry to EYFS and provision of language groups to those with identified needs.</li> <li>• Targeted language interventions – Nuffield Intervention and Box intervention.</li> <li>• 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.</li> <li>• Use of LA advisory team to provide training on quality interactions.</li> <li>• Additional TA support in EYFS to support</li> <li>• EYFS AHT to attend coaching training in order to support staff development</li> </ul>	<p>absence of senior leaders and other staff.</p> <p>There was also an intake in Reception and Nursery with exceptionally high needs which meant TA support had to be focused on supporting these children. Language groups have been delivered consistently across nursery and reception when school has been open and to children attending in lockdown. Staff have accessed training and worked with the Early Years SALT. Due to financial impact of COVID the additional SALT support could not be continued after April 21 which also had a negative impact on provision of targeted support. Kitchen Club could not run due to COVID restrictions. Coaching training was cancelled due to COVID. LA support was more limited and was delivered remotely.</p> <p>Prime Areas</p>		
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		End of Rec: End of Nursery:		
E) Widen children's cultural opportunities to close the experience gap between disadvantaged children and other children	<ul style="list-style-type: none"> <li>• Provision of subsidised clubs, residential trips and curriculum linked trips and visits to support our Learning for Life vision</li> <li>• Provision of workshops and trips linked to the arts</li> <li>• A programme of activities to raise aspiration including Dreamcatcher assemblies</li> <li>• Provision of Forest School activities for all children.</li> </ul>	<p>We have managed to continue to provide wider opportunities and a broad curriculum based in first hand experiences. This has had to be adapted due to Covid e.g. more online museum workshops. All children have been out on trips in the Autumn and Summer terms including Y6 attending their week residential at PGL. Dreamcatcher assemblies were unable to take place. However, children had weekly inspirational people assemblies.</p> <p>All classes received a block of Forest School Sessions and during lockdown children in school took part in Forest School wellbeing sessions. All classes had workshops with the Garden classroom in the Autumn Term.</p>	The school's curriculum is built around these principles and these opportunities will continue to be at the heart of learning. We will provide other Y3 and 4 classes with day residential experiences.	<p>£18,000(subsidised residentials)            £2500 (trips incl. transport)            £1000 (forest school resources)            Forest school teacher 1.5 days a week (£17,000)</p>
F) Support children's mental health and build their resilience	<ul style="list-style-type: none"> <li>• Continue to employ a pastoral support officer</li> </ul>	Pastoral Support officer has provided interventions (1:1 and small group)	Continue to provide reflective practice groups	£ 19,500 (50%pastoral support officer costs)



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	<p>to provide intervention groups and 1:1 support for children with SEMH needs</p> <ul style="list-style-type: none"> <li>• Provide a nurture class with additional Teacher and TA support for the children with the highest level of need</li> <li>• Deliver the ITIPS training programme so all staff have a trauma informed approach to their work</li> <li>• Work in partnership with a behaviour consultant to provide workshops to parents, work with SLT on reviewing policy and procedure and to coach teachers</li> <li>• Purchase additional CAMHS time in Autumn term to support children returning to school following lockdown.</li> <li>• Introduce reflective supervision groups for Teachers and TA's to enable staff to better</li> </ul>	<p>throughout the year. Some children with more challenging behaviour have seen a reduction in incidents and have been successfully linked into early help services such as Targeted Youth Support, Chance UK and Family Support.</p> <p>ITIPS programme has been delivered to all staff and continued throughout the year including providing staff reflection groups with link ITIPS EP, ITIPS working group, focused INSET (including covid recovery). Staff have reported better understanding of how to support children through a trauma informed approach and there has been a reduction in behaviour incidences being referred to SLT. There is a cohesive and consistent approach to supporting children with challenging behaviour. Additional CAMHS time was purchased.</p>	<p>and extend this to more staff.</p> <p>There is a need for a clear and consistent delivery tool for teaching emotional literacy. The school will introduce the RULER programme in September which complements ITIPS but offers a more streamlined and structured approach.</p>	<p>£1026 (additional CAMHS support)          £1,400 – Well-being booklets          £ 2,000 – ITIPS Programme</p>
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	support children's mental health needs.	Nurture class was run all year allowing children with very SEMH needs to be supported. Also used to support other children to develop self-esteem, confidence and peer relationships. Children attending nurture class are now accessing more mainstream classroom activities.		
G) Increase reading for pleasure amongst disadvantaged children	<ul style="list-style-type: none"> <li>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</li> <li>To establish a whole school reading passport and resource each class with books to support this.</li> </ul>	There has been an increase in children reading for pleasure as evidenced by the number of books from the Reading Passport and Islington Reading Roadmap that have been read. Children are talking about books more and teachers report more enjoyment and breadth in reading. Reading has been prioritised in Covid recovery also and progress and attainment scores in reading are higher than writing and maths 70% of classes. Progress is highest in reading in 80% of classes. The number of children working above	We were unable to implement some of the planned strategies e.g. wider use of the library, soft start, reading open mornings due to COVID restrictions. We will continue to implement whole school reading for pleasure strategies in 21-22 as planned for this year.	£5,400 (Islington Library Service) £1320 (English co-ordinator release cover) £ 520.00 – Bug Club

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	<ul style="list-style-type: none"> <li>To continue subscribe to the Islington Library Service and visit the Islington library</li> <li>To subscribe to Bug Club an online reading programme.</li> </ul>	<p>expectation is also highest in reading in 70% of classes. Big Club enabled children to continue to read widely when at home during school closure periods.</p>		
H) Support for families that are facing social and economic challenges	<ul style="list-style-type: none"> <li>Continue to employ a full-time Pastoral Support Officer to develop and support pupil's emotional, social and behavioural needs.</li> <li>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 learning.</li> <li>High level focus on attendance including LA</li> </ul>	<p>See above for impact of Pastoral Support Officer. Throughout the school year including lockdown periods there has been considerable support for families including regular phone calls during lockdown periods for all families and up to daily contact for vulnerable families.</p> <p>The school has a high number of families on the pastoral care register and regular multi agency meetings are held to plan support for these families. The school engages well with external agencies and successfully refers and signposts parents to early help. During COVID a number of families have experienced financial and</p>	<p>These strategies are working well. However, the level of need in the school is exceptional and the structure of the pastoral team needs to be looked at to increase capacity in the future.</p>	<p>£ 3,500 (additional staff member for breakfast club)</p>

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	<p>support, high profile activities linked to attendance e.g. assemblies, rewards, focus at parent meetings, newsletters</p> <ul style="list-style-type: none"> <li>• Provision of a heavily subsidised breakfast club open to all children (this is temporarily capped at 30 during covid 19 restrictions)</li> </ul>	<p>emotional hardship. The school has supported families through grant applications to community partners and accessing other support search Islington Covid support and local food banks. Breakfast club continued to operate on reduced numbers for children of low income working parents and identified vulnerable children at a heavily subsidised cost of £1 per day. There has been high expectations around attendance (where permitted) and this extended to remote learning where attendance was taken twice daily.</p>		
<p>l) Improve access to and uptake of remote learning amongst disadvantaged children.</p>	<ul style="list-style-type: none"> <li>• Purchase of 60 Chrome books to be loaned to disadvantaged children during periods of remote learning.</li> </ul>	<p>The strategies for increasing engagement with remote learning have been highly successful. This area was well planned and resourced. All children and staff were given training on remote learning in</p>	<p>Continue to develop Google Classroom to enhance remote learning capabilities.</p>	<p>£ 2,500 Additional IT consultant time £ 3,500 Printing costs of paper remote learning home packs The school managed to receive enough donations of</p>



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		<p>September in preparation for another lockdown. All children were provided with a paper pack, text books and stationary. Any child who did not have access to technology was loaned school equipment and teachers taught lessons online daily. Engagement with online lessons was very high- over 90% in all classes in KS1 and 2. As a result very few children failed to make progress during the Spring term lockdown. Any children who were identified as having difficulties with remote learning were given a school place and the school had 141 children attending.</p>		<p>equipment to not need to purchase any directly.</p>
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