

Moredon Primary and Nursery School - Pupil Premium Strategy Statement 2020-2021

Summary Information					
School	Moredon Primary and Nursery School				
Academic Year	2020-2021	Total PP budget	£159,158	Date of most recent PP Review	January 2019 – Internal WHF review
Total number of pupils	422	Number of pupils eligible for PP	122	Date for next internal review of this strategy	July 2021

Attainment - Academic Year 2019/2020 – As of March 2020		
	Pupils eligible for PP	Pupils not eligible for PP
EYFS – Reception		
% achieving GLD	N/A	N/A
Year 1 (18 children)		
% On Track + in reading, writing and maths	66%	85%
% On Track + in reading	66%	85%
% On Track + in writing	66%	85%
% On Track + in maths	72%	85%

Year 2 (15 children)		
% On Track + in reading, writing and maths	53%	78%
% On Track + in reading	53%	83%
% On Track + in writing	60%	78%
% On Track + in maths	60%	85%
Year 3 (19 children)		
% On Track + in reading, writing and maths	63%	71%
% On Track + in reading	63%	79%
% On Track + in writing	68%	79%
% On Track + in maths	68%	79%
Year 4 (21 children)		
% On Track + in reading, writing and maths	66%	67%
% On Track + in reading	66%	75%
% On Track + in writing	66%	75%
% On Track + in maths	76%	67%
Year 5 (24 children)		
% On Track + in reading, writing and maths	54%	81%
% On Track + in reading	75%	90%
% On Track + in writing	62%	84%
% On Track + in maths	66%	87%
Year 6 (22 children)		
% On Track + in reading, writing and maths	63%	77%
% On Track + in reading	63%	77%
% On Track + in writing	63%	83%
% On Track + in maths	72%	87%

Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Time (teachers/teaching assistants) to support individuals with homework, reading and any interventions needed
B.	Pupils who are stuck with their progress are also SEN pupils with significant needs
C.	Safeguarding
D.	Mental health
E.	Drop in funding due to less children being registered as eligible for funding which impacts on provisions
F.	Some children need support with the behaviours and attitudes conducive to learning eg confidence, resilience and self esteem
G.	Further gaps in learning due to school closures and home learning
External barriers (issues which also require action outside school, such as low attendance rates)	
A.	Lack of parental engagement with learning
B.	Stigma attached to applying for Free School Meals by some families who may well be eligible
C.	Parenting support needed from Family Support Advisor
D.	Low aspirations
E.	Safeguarding
F.	Experiences
G.	Parents who are keen to support but have poor English or Maths themselves which makes it difficult
H.	Attendance of some pupils

Desired outcomes		
	Desired outcomes and how they will be measured	Success Criteria
A.	To improve the progress made by pupil premium children with SEN from their individual starting points.	<ul style="list-style-type: none"> • Books will show good progress • SEN assessments will show progress-inclusion attainment tracker • Key skills books will show progress and impact of interventions • Pupil Progress Meetings • Lesson observations • End of year data
B.	To improve the progress and attainment made by boys.	<ul style="list-style-type: none"> • End of year data • Books will show attainment and progress • Pupil Progress Meetings • Lesson observations
C.	To provide a recovery curriculum in order to address gaps and aid returning to school.	<ul style="list-style-type: none"> • Pupils to be provided with a Recovery curriculum in order to re-connect relationships with pupils/staff and pupil/pupil. • Pupils through pupil voice feel safe, secure and supported.
D.	To increase the number of pupil premium children achieving GLD by the end of Reception and age related expectations at the end of Key Stage 1 and Key Stage 2.	<ul style="list-style-type: none"> • End of year data • Learning journeys and books will show progress • Pupil Progress Meetings • Lesson observations
E.	TO increase the number of disadvantaged children achieving ARE and GD by the end of Year 5 in R,W,M with a particular focus on boys and SEN.	<ul style="list-style-type: none"> • End of year data • Books will show attainment • Pupil Progress Meetings • Lesson observations

**Planned Expenditure
Academic Year 2020-2021**

Quality First 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?
To improve the learning experience for all children in order to increase their enthusiasm for learning.	Music tuition	Every child at Moredon will have access to music tuition of some sort over the course of the year. This ranges from African drumming to signing lessons. Roadshows for Ks1 and 2 have also been books providing the children with experience of different musical genres. Participation in the music festivals for Christmas, Infant and Juniors allows an opportunity for the children to perform in front of a wider audience. The impact will be on their self-esteem and confidence as well as broadening their cultural understanding. COST: £11,159	Pupil voice Staff feedback Music lead observing tuition lessons.	JF	End of year
To improve the learning experience for all children in order to increase their enthusiasm for learning.	Reading Scheme investment	A need has been identified to update the selection of home reading books on offer to Key Stage 2 following the successful update of books in Key Stage 1 last year. This will ensure home books are current and are interesting to the children. The impact should be the development of a love of reading, an increased enthusiasm for home reading books and therefore an improvement in progress made in reading. COST: £10,000	Pupil voice Parent survey Progress data	FP	Termly
To improve the learning experience	Trips subsidy	Curriculum trips and residential visits will be subsidised across the	Pupil voice Pupil progress meetings	AW	Termly

for all children in order to increase their enthusiasm for learning.		school to allow access for all children. Trips and residential trips will help to build independence and confidence. COST: £5000			
To improve the learning experience for all children in order to increase their enthusiasm for learning.	Swimming subsidy	Every child in the school will go swimming once a week for a term to enable them to develop water confidence and swimming skills as early as possible. The money is used to subsidise the swimming instructors and for transportation. The knock on effect of lockdown is that many children missed their swimming last academic year, this means the subsidy is more important than ever. Swimming is a life skill and accessing lessons will increase self-esteem and confidence. COST: £4000	Pupil voice Monitoring uptake and targeting individuals.	GS	Termly
To improve the learning experience for all children in order to increase their enthusiasm for learning.	Ice skating	All children from Y2-Y6 can access a term's lessons of ice skating once a week. The lessons supplement PE delivery for that term and the lessons are delivered by the local ice hockey team trainers. The money is used to subsidise the training and the transportation. The local ice rink is close to school so the impact as well as providing weekly PE session is also to encourage the children and their families to attend the rink. Learning a new skill will increase self-esteem and confidence. COST: £2000	Pupil voice Monitoring uptake and targeting individuals	GS	Termly
To improve the	Young Carers support	Our young carers group meet	Pupil voice	SBA	Termly

learning experience for all children in order to increase their enthusiasm for learning.		weekly. Whilst two members of the group have access to support from the Swindon Young Carers group the rest do not. This money will allow them to go on trips and take part in activities they would not usually be able to access. COST: £3000	Monitoring uptake and targeting individuals		
Total budgeted cost: £35,159					

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?
To improve communication and language acquisitions skills.	Speech and language therapist in one day per week.	Children enter Moredon with low level speech and language and often limited vocabulary knowledge. Due to the large number of children requiring speech and language intervention it was felt that a day a week in school clinic would ensure focused teaching and ensure attendance. COST: £9324	Meetings with parents and speech and language therapist to assess progress	AH	Termly
To support pupil premium children with their social, emotional and mental health needs.	Learning Mentor	The learning mentor will support children with social, emotional and mental health needs to feel happy and settled both at home and in school. Strategies and support will be given to the children to ensure they are ready to access learning in class. Interventions will range for short term focused work to long term work over the academic year. COST: £21,270	Pupil voice Scaling activities throughout the year Learning mentor notes	AH	Termly
To support pupil premium children with their social, emotional and	Family Support Worker	Family support worker will be in school four days per week working with families to ensure they are in contact with relevant agencies. The	CPOMS Minutes from meetings Parent feedback	AH/ AW	Termly

mental health needs.		family support worker will run parenting programs, work with parents to support with rules and routines at home and support access to wider support networks. COST: £16,312			
To support pupil premium children with their social, emotional and mental health needs.	TAMHS	Due to the increase in GP referrals for TAMHS being sent back into school it was felt that a number of children needed a higher level of support. The purchase of a TAMHS worker once a week ensure those children get regular intervention which is regularly reviewed. COST: £7920	CPOMS Minutes from meetings Reports from TAMHS worker	AH	Termly
To support pupil premium children with their social, emotional and mental health needs.	Play therapy	A number of children who have experienced significant children need a higher level of support. Short term interventions with the play therapist ensures the trauma is dealt with and allows the children to focus on their learning when in class. COST: £12,000	CPOMS Reports from play therapist	AH	Termly
To support pupil premium children with their social, emotional and mental health needs.	Pupil Premium Champion	The work load of the learning mentor and family support worker was becoming overwhelming. The pupil premium champion supports both members of staff working with parents and children. COST: £10,345	CPOMS Start and end scaling records with both parents and children	AH	Termly
To support pupil premium children with their social, emotional and mental health needs.	Sensory room development	A need has been identified for a sensory room to be established in the school as there are a large number of children with additional needs. COST: £12,000	CPOMS – behaviour incidents diffused by sensory room access	AH	Termly
To improve the progress made by	Educational Psychologist	The Educational Psychologist will observe, assess and advise teaching	Data Books	AH	Termly

disadvantaged pupils with significant SEN from their individual starting points.		staff and parents on progress and development. COST: £8490			
To improve the progress made by disadvantaged pupils without significant SEN from their individual starting points.	Booster teacher	Our booster teacher works 3 days a week supporting children in Years 4, 5 and 6 who are not achieving ARE with a particular focus on identifying learning gaps and providing catch up sessions in reading, writing and maths. COST: £23,962	Data Books	AW	Termly

Total budgeted cost: £121,623

Monitoring Schedule					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Support staff to write pupil premium case studies to support pupils.	Pupil voice Analysis of PP data following data point.	Lesson drop ins Book look	Analysis of PP data following data point.	Lesson drop ins Book look Pupil voice	Analysis of PP data following data point.

Review of Expenditure				
Previous Academic Year – 2019-2020				
Desired outcome	Chosen Action/ Approach	Cost	Estimated Impact	Actual Impact/ Lessons Learnt
To improve the progress made by disadvantaged pupils with significant SEN from their individual starting points.	Educational Psychologist	£7695	Time for the Educational Psychologist to observe, assess and advise teaching staff and parents on progress and development.	Work started however had to cease due to Lockdown. Vulnerable families were able to hold telephone consultations with the Educational Psychologist and she was able to support the senco.
To support pupil premium children with their social,	TAMHs	£8460	This year we have invested in a Clinical Practitioner to ensure	Work started however had to cease due to Lockdown.TAMHS

emotional and mental health needs.			strategies and improvements are clear. We expect to see improved emotional well-being of the children involved.	worker contacted children via the telephone during the closure and parents reported that this was helpful.
To support pupil premium children with their social, emotional and mental health needs.	Family Support Worker	£13150	To work with vulnerable families to ensure they are in contact with relevant agencies. Work to ensure children are in settled home routines to ensure they are ready to learn on entering school each day.	Family Jigsaw ran in December and January which was received very positively by our families. During lockdown our family support worker contacted her families weekly arranging for additional support including food parcels and access to services.
To support pupil premium children with their social, emotional and mental health needs.	Learning Mentor	£20889	To support our vulnerable children to ensure they are settled at both home and school. This support can vary from emotional well-being, self-esteem or behaviour support.	Work began with our most vulnerable children prior to lockdown and we were seeing positive results. During lockdown our learning mentor contacted her regular children weekly for a touch base on the telephone. Once restrictions eased she was able to come into school and support our key worker children with their emotional well being.
To improve communication and language acquisitions skills.	Speech and Language	£6000	Referral to Speech and Language therapist to assess, devise programs, assist staff with planning interventions	Work had begun but this ceased during lockdown.
To improve the learning experience for all children in order to increase their enthusiasm for learning.	Music Services	£9978	All children in the school have access to music tuition, this is to further enhance the curriculum and ensure that all have access to experiences they may not have the opportunity to have at home.	All classes had begun learning their new instruments however this all had to stop due to the national lockdown.
To improve the progress made by disadvantaged pupils without significant SEN from their individual starting points.	Booster teacher	£23190	Booster teacher to work 1:1 or with small groups of pupil premium children to plug the gaps in their learning. Immediate interventions working alongside	Work had begun with groups of children across the school however this had to cease over lockdown.

			the class teacher to ensure progress and attainment is in line with their peers.	
To support pupil premium children with their social, emotional and mental health needs.	Pupil Premium Champion	£12000	We are currently in the process of recruiting a Pupil Premium Champion who will work alongside both families and children to develop community links. The successful candidate will also support the work of the Learning Mentor running small group nurture sessions.	Work had begun with supporting children and their families. However, this work had to cease due to national lockdown. Families were kept in contact with throughout.
To improve the learning experience for all children in order to increase their enthusiasm for learning.	Ice skating	£2000	Further enrichment to the curriculum, subsidised trip ensures all children are able to access this experience.	Only two year groups accessed this before national lockdown.
To improve the learning experience for all children in order to increase their enthusiasm for learning.	Swimming	£4000	Subsidise swimming costs to ensure that all children are able to learn this essential life skill.	Only two year groups accessed this before national lockdown.
To improve the learning experience for all children in order to increase their enthusiasm for learning.	Trip Subsidies	£2,000	To ensure all children are able to gain extra curricular activities board and lodgings will be paid for the children.	The residential trips we were able to go on had a good uptake and children had noticeable improvements in their confidence and emotional well being on their return.
To support pupil premium children with their social, emotional and mental health needs.	Play Therapist	£10,822	To support and supplement the work of the Learning Mentor. The play therapist will support our PP/LAC children who have high level of emotional needs. The work will be completed on a 1:1 basis.	Work began with our most vulnerable children but this had to cease due to the national lockdown.
To support pupil premium children with their social, emotional and mental health needs.	Young Carers	£3000	The Young Carers group meet weekly. Whilst some have access to support from the Swindon Young Carers group not all do, this money will allow them to go on trips and take part in activities	Work began with the young carers group however this had to stop in school due to the national lockdown, we were unable to take the children anywhere. However, contact was made with

			they would not usually be able to access	the children regularly and they were set challenges to complete at home.
To support pupil premium children with their social, emotional and mental health needs.	Well being investment	£2000	There will be an introduction of well-being mornings from September 2019. Money is needed to resource this.	All resources were bought and well being boxes were created and were being well used across the school. This led to a calm and purposeful start to each day.
To improve the learning experience for all children in order to increase their enthusiasm for learning.	Reading Scheme investment	£10,000	Investment is needed for new reading books across the school but particularly focused on the lower age children to ensure that the guided reading is matched to the children's phonics ability.	All books for Key Stage 1 were purchased and organised to go home just before the national lockdown. They are now ready for the children to use in September.
To support pupil premium children with their social, emotional and mental health needs.	Staff development for supporting mental health and well being	£4,000	Training for all staff to ensure confidence and ability to support children when beginning to show signs of difficulty.	This was unable to happen due to the national lockdown.
To support pupil premium children with their social, emotional and mental health needs.	Development of school sensory room	£20,000	A need has been identified for a sensory room to be established in the school as there are a large number of children with additional needs.	Some resources were purchased however, this project had to be put on hold as the room was used for an isolation room following national lockdown.