

Moorlands Junior School Pupil premium strategy statement

1. Summary information					
School	Moorlands Junior School				
Academic Year	2017-18	Total PP budget	£50,740	Date of most recent PP Review	n/a
Total number of pupils	238	Number of pupils eligible for PP	26	Date for next internal review of this strategy	July 2018

2.a. Current attainment- Whole school including SSC children- End of KS2 May 2017		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average non disadvantaged)</i>
% achieving expected or above in reading	47%	77%
% achieving expected or above in writing	53%	81%
% achieving expected or above in maths	18%	80%
% achieving expected standard in reading, writing and maths	12%	67%
% achieving higher standard in reading, writing and maths	0%	11%
Average progress in reading	-2.68	0.33
Average progress in writing	-1.63	0.17
Average progress in maths	-6.50	0.28

2.b. Current attainment- Mainstream only- End of KS2 May 2017		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average non disadvantaged)</i>
% achieving expected or above in reading	73%	77%
% achieving expected or above in writing	82%	81%
% achieving expected or above in maths	27%	80%
% achieving in reading, writing and maths	18%	67%
% achieving higher standard in reading, writing and maths	0%	11%
Average making progress in reading	0.49	0.33
Average making progress in writing	0.28	0.17
Average making progress in maths	-5.00	0.28

1. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Gaps in mathematical knowledge slow progress throughout KS2 especially for PP children.	
B.	Identified SpLD/complex learning needs early in KS2 and late transfer into the school affects the progress of children in the SSC in all subjects.	
C.	Low numbers of high ability children are eligible for PP.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.		
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve the % of pupils who are eligible for PP that attain the expected standard in maths at the end of KS2.	In 2018, the gap is diminished between mainstream pupils who are eligible for PP and those that are not in maths. The gap at the end of 2017 at expected standard was 58% and at greater depth was 29%.
B.	Sustainable attainment of qualifying children who have special educational needs in mainstream and qualifying children who have a statement or EHCP for special educational needs in whole school.	The gap between PP children with SEN and non-disadvantaged is reduced.
C.	Sustain above national average progress in reading and writing and achieve this in maths by the end of KS2 for pupils that are eligible for PP.	Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments
D.	Provision of counselling or therapy support where there are issues which are affecting readiness to learn	All pupils' mental health needs are catered for so that they are able to concentrate on their studies in school.
E.	Equality of provision and enrichment activities for eligible pupils	Pupils eligible for PP are not detrimented due to the financial circumstances of their families, they have access to the same enrichment, sporting, and musical activities as their peers.

3. Planned expenditure					
Academic year	2017-18				
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 the % of pupils who are eligible for PP that attain the expected standard in maths at the end of KS2.	<ul style="list-style-type: none"> ▪ Quality first teaching supported by training from a maths consultant ▪ Employment of 0.4 FTE PP intervention teachers ▪ Purchase of CPA materials 	In 2017 end of year SATs results, for mainstream only, showed a gap of 53% between the attainment of our PP children in maths and National figures for non-disadvantaged children. This was also the only subject area that PP pupils had a negative progress score. Rapid improvement must be seen in the attainment of all mainstream PP pupils in maths	<p>Early intervention for pupils who need these prior to a new strand being introduced.</p> <p>Maths Consultant to work with SLT to moderate results, monitor teaching and tailor training to support all our staff to provide quality and tailored teaching to all pupils.</p> <p>Regular review of pupil progress and attainment at year group meetings with SLT.</p> <p>PP case studies to be introduced to closely monitor each pupil.</p>	<p>Class teachers (CTs)</p> <p>Maths Consultant SLT</p> <p>SLT and CTs PP intervention teachers (PPIT)</p>	<p>Ongoing</p> <p>Half termly</p> <p>Termly</p> <p>Spring 2018</p>
Sustain above national average progress in reading and writing and achieve this in maths by the end of KS2 for pupils that are eligible for PP.	<ul style="list-style-type: none"> ▪ Quality first teaching ▪ Employment of 0.4 FTE PP intervention teachers ▪ All CTs to attend year group specific Guided Reading Training and Greater Depth training for writing 	<p>2017 end of KS2 SATs results showed a fairly positive picture in attainment at Expected Standard and progress.</p> <p>Greater Depth was achieved by 9% of mainstream PP pupils and 0% achieved this in writing these are both areas for improvement.</p>	<p>All CTs will receive training to allow them to support all children to attain higher marks in the longer inference questions which will allow them to reach greater depth in reading.</p> <p>Similarly in writing support will be given individually to children to improve the content and structure of their work across a range of subjects and genres to enable them to access greater depth</p>	<p>SLT CTs PPIT</p> <p>SLT CTs PPIT</p>	<p>Autumn 2017 onwards</p> <p>Autumn 2017 onwards</p>
Total budgeted cost					£36,000
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?

B Attainment of qualifying children who have special educational needs in mainstream	<ul style="list-style-type: none"> ▪ Employment of 0.2 FTE SEN intervention teacher 	<p>Some of the students need targeted support to catch up. An individual programme taught in a small group/1:1 setting targeting the gaps of each child will lead to rapid progress.</p> <p>EEF research shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but slightly lower impact than one to one tuition.</p> <p>Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.</p>	<p>SENCOs will oversee the timetabling of children for SEN support who are eligible for PP.</p> <p>SEN Intervention teacher will also keep case studies on each child charting their support and progress.</p> <p>Children will be discussed as priority in regular Pupil Progress Meetings.</p>	<p>SENCOs</p> <p>SEN intervention Lead</p>	Autumn 2017
B Attainment of qualifying children who have a statement or EHCP for special educational needs in whole school	<ul style="list-style-type: none"> • Support as outlined in the EHCP may include a place in our resourced provision (Small Specialist Class) • Weekly recorder lessons (SSC) • Wider Opportunities music Project (Ukulele & ocarina) (SSC) 	<p>All children with an EHCP have personalised Learning Support Plans and the majority of children in our school with an EHCP are placed in our 16 place resourced provision. They already receive small group and individual support so our efforts are in providing enrichment activities some of which are proven to improve mathematical understanding. 'Gardner's theory of multiple intelligences incited several researchers to re-examine the relationships between musical experiences, music learning, and academic achievement.'</p> <p><i>(The learning of music as a means to improve mathematical skills (PDF))</i> It also provides our pupils to engage in social activity as an ensemble.</p>		<p>SSC teachers</p> <p>SENCOs for children in mainstream</p>	Autumn 2017
Total budgeted cost					£7,000
iii. 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?

<p>Provision of counselling or therapy support where there are issues which are affecting readiness to learn</p>	<p>Employment of a specialist counsellor (JD Therapy) to support identified children</p>	<p>EEF research on interventions that target Social and Emotional Learning (SEL) show that on average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average.</p>	<p>Liaison with class teachers and parents for early identification. Meetings between parents and counsellor prior to commencement of sessions. 10 week programme facilitated by counsellor with planned exit strategies. Regular top ups will be provided as necessary.</p>	<p>SLT CTs Julie Drinkwater (Counsellor)</p>	<p>Autumn 2017 onwards</p>
<p>Equality of provision and enrichment activities for eligible pupils</p>	<ul style="list-style-type: none"> ▪ Financial support for school trips, before and after school clubs and Y6 residential ▪ Weekly recorder lessons for SSC pupils ▪ Support for individual pupils with uniform 	<p>Although there is no research that shows investment in providing PP children access to the same enrichment, sporting, and musical activities as their peers. Here at Moorlands we see the extended curriculum as an important part of any child's education. In fostering talents that may lie outside the academic sphere we provide opportunities for children to excel in areas they may not have had the opportunity to try and we set children up to have experiences that will enrich their vocabulary, creativity and their soul.</p>	<p>School's Charging Policy sets out the agreed protocol in relation to funding enrichment activities for PP children.</p>	<p>Governors SLT School Business Manager</p>	<p>Autumn 2017 onwards</p>
<p>Total budgeted cost</p>					<p>£7,000</p>