

Pupil premium report for Moss Lane School

Pupil premium spending 2020 - 2021

SUMMARY INFORMATION			
Date of most recent pupil premium review:	September 2020	Date of next pupil premium review:	September 2021
Total number of pupils:	173	Total pupil premium budget:	£15105
Number of pupils eligible for pupil premium:	17	Amount of pupil premium received:	FSM/EVER 6 £14795 Service £ 310 Post LAC £

STRATEGY STATEMENT

The overall aims of your pupil premium strategy

All children will be successful and engaged learners making excellent progress despite the loss of learning time due to the Covid 19 pandemic. As a result of professional knowledge, skills and judgements of all practitioners we create and deliver a rich, varied and innovative curriculum, where the children's needs are at its core.

Core Actions to Promote Strategy

Development of effective Quality First Teaching Strategies in order to ensure effective provision

Targeted intervention at vulnerable groups aimed at closing gaps, particularly in phonics due to the impact of Covid-19

Improvement in emotional regulation, resilience and engagement for most disadvantaged pupils

Work with the Godalming Learning Partnership to Implement 'Talk for Writing' Approach and strategies across the school

Headteacher, HSLW and SENDCo working with vulnerable families to improve pupil attendance and parental engagement

Assessment information

EYFS			
	Pupils eligible for pupil premium (PP)	Non PPG pupils	National average
Good level of development (GLD)	N/A	N/A	
Reading	N/A	N/A	
Writing	N/A	N/A	
Number	N/A	N/A	
Shape	N/A	N/A	

YEAR 1 PHONICS SCREENING CHECK CANCELLED DUE TO SCHOOL CLOSURE			
Pupils eligible for PP	Pupils not eligible for PP	National average	
6	NA	NA	
END OF KS1 CANCELLED DUE TO SCHOOL CLOSURE			
	Pupils eligible for PPG	Non PPG average	National average
% achieving expected standard or above in reading, writing and maths	NA	NA	NA
% making expected progress in reading	NA	NA	NA
% making expected progress in writing	NA	NA	NA
% making expected progress in maths	NA	NA	NA

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Development of a broad range of vocabulary and independence as learners
B	Undeveloped skills in emotional regulation, resilience and engagement for most disadvantaged pupils
C	Pupils who form part of multiple vulnerable groups

ADDITIONAL BARRIERS

External barriers

D	Pupils being unable to access computer software, books and rich varied life experiences.
E	Low level attendance.
F	Ongoing challenges due to Covid-19

INTENDED OUTCOMES

Specific outcomes		Success criteria	Review July 2021
A	For PPG pupils to have good level of attendance.	Attendance of PPG pupils is 95% or above	
Projected Spend: £3,000			
B	For age expected attainment to be at least in line with national.	Attainment for Reading 75% + Writing 69% + Maths 76% +	
Projected Spend: £8,000			
C	For PPG pupils to have good emotional well-being.	Pupils are happy to come to school. Pupils are engaged and confident learners Well-being Award Mental Health Action Plan in Place	
Projected Spend: £4,000			

Planned expenditure for current academic year

ACADEMIC YEAR 2020 TO 2021				
Quality of teaching for all				
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Review July 2021
Effective intervention and support will be in place to ensure that any pupil with gaps in their learning receives the right provision at the right time in order to maximize progress.	PPG pupil attainment will be in line with non PPG.	EEF research states that evidence based intervention is effective in supporting children to close gaps	<ul style="list-style-type: none"> • Strategic review of resource development • High quality training and resources • Accurate assessment and record keeping 	
Effective quality first teaching and metacognitive strategies will be implemented and embedded across the school	PPG pupil attainment will be in line with non PPG and those who fall in to more than one vulnerable group will make maximum progress	EEF research reports that QFT and Metacognitive approaches have a high impact on learning	<ul style="list-style-type: none"> • Staff training and development • On-going monitoring • QFT document • Share EEF Metacognitive Approaches 	

<p>Develop a whole School Approach to Positive Mental Health and Well-being</p>	<p>All staff will have developed knowledge and skill to support children with social, emotional and mental health needs Children will know strategies to regulate their emotions, develop resilience and learn independently</p>	<p>Recognition that a child is able to learn when they have positive mental health and emotional well-being and that strategies to develop resilience are well developed</p>	<ul style="list-style-type: none"> • Well-being committee • Mental Health Action Plan • Liaison with Primary Mental Health Worker • Pupil Feedback • Staff Feedback • Governor and Parent Feedback • Observations • Liaison with link EP and STIPS 	
<p>Working with families to improve attendance and engagement</p>	<p>Attendance will be 95% and above for all families Families will feel positive about their engagement with school and the support that they receive from school</p>	<p>Parental feedback Prior evidence from work done around supporting families and improving attendance</p>	<ul style="list-style-type: none"> • Improved attendance • Regular engagement from families • Families accessing support such as help with uniform, support with trips (when appropriate again) 	