

Pupil premium strategy statement Moat House Primary School

1. Summary information					
School	Moat House Primary School				
Academic Year	2017-18	Total PP budget	£283 580	Date of most recent PP Review	April 2017
Total number of pupils	424	Number of pupils eligible for PP	200	Date for next internal review of this strategy	Nov 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths 2017	29%	67%%
% making progress in reading	-3.89	+0.33
% making progress in writing	-0.02	+0.17
% making progress in maths	-3.21	+0.28

3. 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.	<p>Writing is a barrier, particularly for current Year 2 and Year 6: Year 2 Autumn 1 data set, 39% PP children are making expected or better progress ARE- 61% all children. In Year 2 there are 15 children who are two terms or more behind their age expectation or ARE.</p> <p>Year 6; 20% PP children making expected or better progress- 75% all children. In Year 6 there are 14 children who are two terms or more behind age related expectation or ARE.</p>
B.	<p>Limited language acquisition for PP children in nursery and reception– limited vocabulary along with limited letter recognition and reading skills upon entry to the EYFS stage. The current intake indicates that? 70% of the nursery children have poor language skills below their chronological age and 42% of the reception children are EAL. End point nursery data reflects that 100% of the pupils entering reception are working below the national standard for reading, writing, speaking and Listening of which 51% are entering well below. Of the 51%, 26% are PP children. The current nursery data indicates that 84% are entering the EYFS stage well below national. Furthermore 9 different languages are spoken in the Early years foundation stage with 22 nursery children on entry to the school with limited Language acquisition of English.</p>
C.	<p>Children in KS1 not acquiring the phonic skills rapidly enough to pass the screening or have the phonic skill to influence reading and writing scores. 69% of pupils eligible for PP in 2016/17 passed the phonics screening in year 1. Compared to 84% Nationally and 76% all children within the school. Of the 2015/16 year 2 PP retake 8% of PP children passed the screening, children within the school 24% passed the rescreen.</p>

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	<p>Reading at home and parents reading skills effecting regularly of reading and quality of homework across most year groups as you move up the school. This is particularly for children in Y3 and Y5.</p> <p>Y3- 5% of PP children reading at home regularly. Y5- 2% of PP children reading at home regularly.</p>	
E.	<p>Socio - economic issues of low aspiration, high % of social care involvement for example. 78% of social care cases at the school are Pupil premium children. Of these 78% of social care cases, 45% are linked to neglect and 25% are linked to parenting issues. The year group with the highest number of PP children with social care involvement is in Y1- 45% of these are linked to neglect.</p>	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Increase the % of PP children making expected progress so that is in line with all children in both Y2 and Y6. Diminish the difference for PP children who are 2 terms or more below ARE.</p>	<p>Pupils eligible for PP in Y2 and Y6 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.</p>
B.	<p>Increase the number of PP children meeting the national standard in reading, writing, speaking and listening at the end of EYFS.</p>	<p>Pupils eligible for PP in EYFS make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.</p>
C.	<p>Increase the % of PP children meeting the required standard in the Y1 Phonics Screening so that it is in line with national and at least in line with non-PP children at the school.</p>	<p>Pupils eligible for PP in Y1 make rapid progress by the end of the year so that all pupils eligible for PP pass the Phonic Screening.</p>
D.	<p>Increase parental engagement through academic support</p> <ul style="list-style-type: none"> • Increase home readers • Increase support with homework and spellings • Wider parental engagement in workshops and parent centred events 	<p>Increased parental engagement of PP families at parent workshops and parents' evenings. Increased reading at home by PP families.</p>
E.	<p>To reduce the number of PP children who have social care involvement to improve their living standards and improve home conditions.</p>	<p>The number of PP children with social care involvement to reduce.</p>

5. Planned expenditure					
Academic year	2017/2018				
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?
D	Re-launch reading diaries with expectations of x3 times per week reading Hold a reading morning workshop for each year group after school- starting in Y3 and Y5. Parent forums to discuss school life and future achievements Reading achievements in assembly and certificates for parents and children	We want children to consolidate the learning that is happening in school, at home. The National Literacy Trust document "A research review: the importance of families and the home environment" clearly demonstrates the impact that this can have. Attendance at previous workshops in school has shown to be at its highest when workshops are run during school time or immediately after school.	Impact overseen by Literacy Lead, Phase Leader, class teacher and PP lead. Attendance at reading workshops to be monitored. Impact on the number of PP children reading regularly at home can be measured.	SM Learning Mentors LF	June 2018
Total budgeted cost					
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?
A	Increased teaching support in Y2 and Y6. MC and SM in Y2 AK and JJ in Y6	We want to provide extra support to increase the rate of progress. Small group sizes with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit. Ofsted said, "Pupils' use of grammar, punctuation and spelling are weak across the school. This directly affects the quality of written work produced."	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Impact overseen by Maths/Literacy Leads, Phase Leader, class teacher and PP lead.	Phase Leaders	June 2018

B	Increased language support in EYFS. Time for talk	Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Consult local school which has used the programme to identify any potential barriers to good implementation.	EYFS Staff	June 2018
C	Regular tracking of the progress of PP children. Extra 1:1 phonics support for PP children.	Some of the children need targeted support to catch up. Small group sizes with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	½ termly assessments by JB to identify gaps in children's learning and direct further support. RWI Lead to organise 1:1s for children based on the assessments. PP Lead to ensure that PP children receive appropriate interventions.	RWI Lead	June 2018
D	Parent workshops. Reading events to promote reading skills.	Too few pupils make good progress from their different starting points.	½ termly meeting with PP lead/ English and RWI leader to discuss outcomes of initiatives, % is increasing for Parents involvement	LF SM	Dec 2017
E	Learning mentor supports all children on CAF or equivalent or CP plan Learning mentor is the key person between the parent, child and agency. CAF support and early help through Learning mentor team Family workers in place for home visits for Level 3 and ABOVE Regular CAF and above meetings Breakfast club After school clubs to build aspiration DSL and safeguarding team	Safeguarding need form KCSIE document statutory duty	Regular meetings with DSL and PP lead	Learning mentor team DSL- Alasdair	Weekly
Total budgeted cost					
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?
Total budgeted cost					

6. Review of expenditure				
Previous Academic Year		2016-2017		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	PHSE lessons are regular Circle time etc. Class ethos is agreed on a classroom charter to ensure all children feel safe to talk about their feelings.	We have extended the Learning Mentor team, this not only helps with mentoring pupils in this socially deprived area but because the focus of their work is around playground behaviour and intervention strategies we have significantly reduced the amount of bad behaviour at playtimes and lunchtimes. This means that the children settle down more quickly for afternoon working. Ofsted said, 'Pupils feel confident to talk to an adult if they have a problem.' We have maintained supernumerary lunchtime supervisory assistants to continue to work with the	Continue to provide children with high quality PSHE that reinforces an environment where children feel able to speak freely.	£52,534 £8,280
Children make expected or better attainment and talk with enthusiasm about their academic future.	Pupil progress meetings half termly will inform how the children are achieving. Assemblies and lessons will share with the children the purposeful learning and how it can lead to a desired career. Children will be inspired by visitors who talk about their jobs/careers.	New Initiatives – Building Learning Power, IRIS & Highly Sprung We continue to employ 3 additional Teaching Assistants to support children academically and pastorally. Additional support in class has enabled children to have more intensive support and targeted interventions. All TAs have their individual strengths – i.e. one TA has experience in KS3 and KS4 therefore supporting in Upper Key Stage 2. Enhanced curriculum support. Ofsted said, 'Exciting topics are used to develop pupils' science, history and geography knowledge.'	More targeted intervention/support for PP children who are at risk of not meeting ARE.	£7,595 £56,253 £15,996

<p>PP children's attainment improves in line with non-pp children</p>	<p>Children will receive extra support through an intervention with a TA. Reading, Writing and Maths progress will be addressed in pupil progress meetings. To promote reading further books will be given as prizes. The Library will have a rota for all classes to visit. Children will be encouraged to read.</p>	<p>Teaching Assistants have continued to provide small group work with Read, Write, Inc. Pupil Premium pupils make up a high percentage of small group teaching, often in the region of 80%. 69% of pupils eligible for PP in 2016/17 passed the phonics screening in year 1. Compared to 84% Nationally and 76% all children within the school. Of the 2015/16 year 2 PP retake 8% of PP children passed the screening, children within the school 24% passed the rescreen. We employed a Reading Recovery teacher from January 2015 to boost reading levels by early intervention. The teacher is to target children in KS1 and, through daily interventions, improve reading standards. 3 out of 6 children were making 'some' progress, while the other 3 were not. Additional Maths & Literacy Groups. Year 1 – 80% of PPG children made at least expected progress in reading, 92% in writing and 84% in maths. Year 2 – 89% of PPG children made at least expected progress in reading with 81% in writing and 73% in maths. Interventions- Ofsted said, 'The impact of this support is not evaluated carefully enough to determine where it is most successful and where it needs adjusting. As a result, the differences between disadvantaged pupils and other pupils nationally are not diminishing rapidly enough.' Also, 'Intervention programmes are not tracked carefully to determine how much progress pupils make and whether the support provided has been successful. Ofsted said, 'Leaders are focusing intently on developing pupils' reading skills. A new scheme has been introduced and daily phonics sessions are taught in the early years and key stage 1. However, some adults do not enunciate the sounds correctly for children in the early years and this hinders their ability to break down and blend sounds accurately. Additional support is provided for less-able readers so that they read daily.' Ofsted said, 'A stunning library has been created to attract and encourage older pupils to read for pleasure.'</p>	<p>More focussed phonic intervention for PP ch at risk of not achieving the expected standard. Staff to consider alternative interventions to RWI.</p> <p>Not having enough impact. Not to be continued.</p> <p>Continue with additional groups.</p> <p>More robust monitoring of interventions need to measure impact. Interventions need to actively target PP children.</p>	<p>£10,081</p> <p>£47,371</p> <p>£29988</p> <p>£3505</p>
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The attendance of PP children improves	Topics will interest all children and especially PP children. They will include WOW days and Forest school, Art/DT work and exciting activities throughout the term. Incentives (In the hat) to be continued and discussed weekly in assemblies.	One of the Learning Mentors has responsibility for improving the punctuality and attendance of our children. Attendance for PP children has risen to 95.9%, compared to 96.8% for the school.	Approach to continue due to outcomes achieved last year.	Included in figure listed above.
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ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Children's Speaking and Language skills are addressed early in their school life.	Additional sessions will be bought in from NHS to supplement the Coventry provision. Children will have access to support in school. Teacher will have strategies shown to them by SALT. TAs will have training to deliver activities to children accessing SALT.	We have invested in additional student support services above those included the Service Level Agreement. Children have made good or outstanding progress against their SALT targets. Those who have not made sufficient progress have been raised with different agencies.	Continue funding extra sessions of SALT due to the increasing need and the impact it has.	Included in figure listed below

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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<p>Staffing - • Reading recovery/BRP teacher • Learning mentor for attendance • Additional learning mentor • Teaching assistant support x3</p>	<p>Additional staff and support should enhance the provision for the children. Smaller classes and groups enable teachers to focus on individuals to ensure they are achieving appropriate levels. Specialist teachers bring that experience and knowledge to the school as a whole.</p>	<p>See above.</p>	<p>More targeted intervention/support for PP children who are at risk of not meeting ARE.</p>	<p>Included in figure listed above</p>
<p>Outside agencies - • Time for you counselling • Additional Speech and Language support</p>	<p>The provision of TFY and SALT on sign ensures children are being supported and are accessing the interventions - some parents struggle to keep that commitment to an intervention held off site. These interventions are very important to the child's overall development.</p>	<p>We have invested in additional student support services above those included the Service Level Agreement.</p>	<p>Continue funding extra sessions of SALT due to the increasing need and the impact it has.</p>	<p>£17,737</p>
<p>Experiences - • Whole school to pantomime • Theatre groups in school - Kinetic and Image theatre groups • Support WOW days • Dol-y Moch visit • Big School Transition - Belgrade theatre • Young Voices • Seaside/London trip • Forest schools • Visitors for WOW days</p>	<p>Children at Moat House have a lack of experiences provided at home. We feel that the lack of experiences has a major impact on learning as the children struggle to write about and talk about things they have no experience of. We use PPG support the curriculum to give hands on learning to our children. Forest schools is organised to give additional ways of focussing in their learning - ie - behaviour management.</p>	<p>Experiences (School Trips/DYM/Performing Arts/Performances/ Seaside/Pantomime/Young Voices). Ofsted said, 'The curriculum is well enriched with lots of visits, visitors and clubs. Pupils talked with enthusiasm about their recent residential visit to Wales which helped develop their personal and social skills. Such opportunities add to pupils' enjoyment of school.'</p>	<p>Approach to continue due to outcomes achieved last year.</p>	<p>£10,232</p>

<p>Extended schools - • Performing arts service - music • Sports for All • Street Dance • Coventry sports foundation (non curricular) • Resourcing for clubs • PAS mini pals • One body one life Triple F project • Healthy foods project</p>	<p>As above. Children need support from extra curricular clubs. They also need to experience a range of activities to support their learning.</p>	<p>Extended School Activities (Street Dance, Cheer Leading, Coaching, Performing Arts, Resources for Clubs) Ofsted said, 'The curriculum is well enriched with lots of visits, visitors and clubs. Pupils talked with enthusiasm about their recent residential visit to Wales which helped develop their personal and social skills. Such opportunities add to pupils' enjoyment of school.'</p>	<p>Approach to continue due to outcomes achieved last year.</p>	<p>£17,778</p>
<p>Others - • Family support • Sports kits for teams • Read Write Inc</p>	<p>RWI is funded as an intervention for a large percentage of the school as FS levels on entry are well below national average. Children need the good foundation for reading that this program can give. Sport kits - give the children a sense of pride in the school and a feeling of belonging. Family support - coffee mornings /Haven drop in sessions - to support parents, AT7 sports sessions in half term holidays, taxis to ensure attendance is consistent, uniform, support with trips funding</p>	<p>RWI Training Other Activities – Forest Schools, City Mission. Direct family support for pupil premium children</p>		<p>£3591 £350 £3,289</p>

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk

Laura Francioso-Hehir has taken over responsibility for Pupil Premium from 1.11.17. Due to ill health, Zoe Tite (previous PP Lead) has been unable to contribute to the completion of this document.