

# Mosscroft Primary School

## Pupil Premium Grant Strategy: 2018-19

### Overview of the school

Number of pupils and pupil premium grant (PPG) received (based on Jan Census 2018)	
Total number of pupils on roll	146 (N-Y6)
Total number of Children eligible for PPG	69 (62.4%)
Amount of PPG received per pupil	£1320
<b>Total amount of PPG received</b>	<b>£100,280</b>

Previous Performance of Disadvantaged Pupils			
Early Years		2016-17	2017-18
% of children attaining a Good Level of Development	All pupils	57%	65%
	Disadvantaged pupils	40%	75%
Key Stage 1		2016-17	2017-18
% of pupils achieving the expected standard in reading, writing and mathematics combined	All pupils	47%	57%
	Disadvantaged pupils	36%	64%
% of pupils achieving the expected standard in reading	All pupils	47%	57%
	Disadvantaged pupils	36%	64%
% of pupils achieving the expected standard in writing	All pupils	53%	57%
	Disadvantaged pupils	43%	64%
% of pupils achieving the expected standard in mathematics	All pupils	59%	71%
	Disadvantaged pupils	50%	79%
% of Year 1 pupils achieving the required level in Phonics	All pupils	70%	87%
	Disadvantaged pupils	67%	73%

<b>Key Stage 2</b>		<b>2016-17</b>	<b>2017-18</b>
% of pupils achieving the expected standard in reading, writing and mathematics combined	<b>All pupils</b>	<b>75%</b>	<b>67%</b>
	<b>Disadvantaged pupils</b>	<b>67%</b>	<b>50%</b>
% of pupils achieving the expected standard in reading	<b>All pupils</b>	<b>81%</b>	<b>76%</b>
	<b>Disadvantaged pupils</b>	<b>83%</b>	<b>67%</b>
% of pupils achieving the expected standard in writing	<b>All pupils</b>	<b>75%</b>	<b>71%</b>
	<b>Disadvantaged pupils</b>	<b>67%</b>	<b>58%</b>
% of pupils achieving the expected standard in grammar, punctuation and spelling	<b>All pupils</b>	<b>75%</b>	<b>71%</b>
	<b>Disadvantaged pupils</b>	<b>67%</b>	<b>67%</b>
% of pupils achieving the expected standard in mathematics	<b>All pupils</b>	<b>75%</b>	<b>91%</b>
	<b>Disadvantaged pupils</b>	<b>67%</b>	<b>83%</b>
Average scaled score in reading (100 is expected standard)	<b>All pupils</b>	<b>102.4</b>	<b>105</b>
	<b>Disadvantaged pupils</b>	<b>101.2</b>	<b>104</b>
Average scaled score in mathematics (100 is expected standard)	<b>All pupils</b>	<b>104.6</b>	<b>105</b>
	<b>Disadvantaged pupils</b>	<b>100.3</b>	<b>102</b>

\*data unvalidated at time of report

### **Strategy Review**

Last external review: Spring 2018: LA review and HMI Section 5

March 2019 onwards: Following Conversion Local Advisory Board meetings

## Pupil Premium Grant Strategy: 2018-19

### Summary of main barriers to achievement

Mosscroft Primary is a one form entry primary school with 136 pupils on roll. We serve an area of significant deprivation. The proportion of pupils who speak English as an additional language is low (5.1%). The proportion of pupils currently eligible for the pupil premium grant is well above national average (55.1%). Over 95% of children are living within the 30% most deprived area in the UK. The vast majority of pupils enter the Early Years within the low ability range, especially for language and communication. The current Year 6 and Year 4 have a high percentage of pupil premium pupils (55.1%/ 76.5%) and pupils with special educational needs (42.9%/ 47.1%).

### Objectives in spending PPG funding:

- To target underachievement compared to potential outcomes.
- To ensure that learning and teaching opportunities meet the needs of all disadvantaged pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring the needs of socially disadvantaged pupils are adequately assessed and addressed.
- To ensure that high achieving children achieve their full potential.
- To improve the attendance and punctuality of all pupils.
- To ensure that additional adult support is specifically supporting disadvantaged pupils.
- To have a more strategic approach to improving outcomes for disadvantaged pupils.
- To support language and communication development.
- To provide activities and experiences to further enrich the pupils' learning.

### **Desired Impact of Intended Spend**

- Attainment of disadvantaged pupils will be in-line or above the attainment of their peers at the end of KS2.
- Increased % of disadvantaged pupils attaining the higher standard in Reading, Writing and Maths.
- Increased % of disadvantaged pupils working at ARE in all year groups.
- All disadvantaged pupils achieve their end of year personalised targets and make expected progress.
- The % of disadvantaged pupils achieving the expected standard and greater depth in writing at the end of KS1 is in line with the national picture.
- % of disadvantaged pupils achieving EXS and HS/GDS at the end of KS2 are at least in line with the national picture and progress measures reflect a positive picture.
- Attendance at the end of the academic year 2018/19 is at least in line with national figures.
- Learning enriched by providing pupils with a deeper understanding of the wider curriculum.
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### **The impact of the intended spend will be monitored through:-**

- Regular Pupil Progress meetings between class teachers, SLT and SENCO.
- Robust analysis of attainment and progress data within each year group.
- Robust analysis of attendance and punctuality data.
- Lesson observations for teachers and teaching assistants.
- Analysis of additional interventions.
- Pupil discussions and questionnaire.
- Parental discussions and questionnaires.
- Subject leader analysis of curriculum.
- Book and planning scrutiny.

## Planned expenditure

Academic year

2018 / 2019

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 to overcome barriers	What is the evidence and rationale for this choice?	How will you ensure it is implemented well (how the effect will be measured)?	Staff lead	When will you review implementation?
<p>To improve reading outcomes for KS1 &amp; KS2 pupils &amp; diminish differences</p> <p>Cost: £3 500</p>	<p>Improve the quality of reading provision across the school:</p> <p>EYFS: speech and language resources</p> <p>KS1: broaden KS1 reading resources/ linked to phonics</p> <p>KS2: continued and extended licences for Reading Plus</p> <p>Bridge Book Band gaps (brown &amp; grey)</p>	<p>Pupils are taught a range of techniques to support them in comprehending what they read. Also support metacognition and self regulation.</p> <p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/</a></p> <p>Reading Comprehension strategies = +6 months impact</p>	<p>Monitoring by curriculum leads &amp; reporting to Governors</p> <p>Pupil progress meetings</p> <p>Pupil tracking</p> <p>Curriculum monitoring</p>	<p>Lit Lead</p> <p>Headteacher</p> <p>PtS Advisor</p> <p>Link Governor</p>	<p>Jan/ March 2019</p>
<p>To embed more efficient assessment tracking to improve outcomes for all PP pupils and the high attaining PP pupils, in all year groups with a focus on end of Key Stage/ Phase progress and attainment.</p> <p>Cost: £2 000</p>	<p>On line tracking management system 'Target-Tracker' updates and induction for new staff:</p> <ul style="list-style-type: none"> <li>Licencing</li> <li>Training</li> </ul> <p>Utilise to show effect of PP also falling into other vulnerable groups e.g. SEN and be able to disaggregate to clearly evidence impact.</p>	<p>Schools need to collate pupil data to monitor attainment and progress to track overall achievement.</p> <p>Ofsted feedback January 2017 identified the requirement to 'improve the quality of leadership &amp; management by developing assessment systems to track the progress made by different groups of pupils, particularly the most able and the most able disadvantaged pupils, to ensure that they are supported effectively and make stronger' progress.</p>	<p>Through the use of an electronic data information management system, the Headteacher, assistant Head and senior leadership team are able to track and plan bespoke learning strategies for all of our disadvantaged pupils.</p>	<p>Assistant Headteacher</p> <p>Senior Leadership Team</p>	<p>Jan 2019</p>

<p>To ensure that an external validation quality assures teacher assessment, alongside SLT's monitoring cycle and analysis of disadvantaged pupil group data.</p> <p>Cost: £2 000</p>	<p>Purchase Assessment materials to provide consistency in summative testing across the school on a termly basis.</p>	<p>Supports research on feedback which shows very high effects on learning. Provides information on performance relative to learning goals and outcomes. Allows redirection and a refocusing on learning. Supports metacognition and dself regulation too.</p> <p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/</a></p> <p>Feedback = +8 months impact</p>	<p>Assessment Cycle Pupil Conferencing Pupil Progress meetings Data capture Reporting to Governors</p>		<p>Jan/ April/ June 2019</p>
<p>Improve attainment for all groups of learners at each Key Stage through strengthening teaching &amp; learning (mastery/challenge approach)</p> <p>Cost: £5 500</p>	<p>Invest in quality training &amp; CPD opportunities; purchase materials &amp; resources to better implement &amp; develop a challenge based curriculum and approach to teaching &amp; learning so that expectations are high for all pupils and challenge is a feature of all lessons for all pupils.</p>	<p>On average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches</p> <p>EEF Toolkit: <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/mastery-learning/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/mastery-learning/</a></p> <p>Ofsted feedback Jan 2017: <i>The most able pupils are not challenged well enough in lessons. Too few reach the highest standards in reading, writing and mathematics at the end of each key stage.</i></p>	<p>Monitoring by curriculum leads &amp; reporting to Governors Pupil progress meetings Pupil tracking Curriculum monitoring Evaluation of collaborative working partnerships &amp; CPD</p>	<p>Headteacher Phase Leaders</p>	<p>September 2018 March 2019 (June 2019)</p>
<p>Curriculum Development</p> <p>£7500,00</p>	<p>*EYFS materials including Tapestry license and new ipads Easy Peasy materials *PM reading resources and release to assess school *RWInc Literacy &amp; Language training (reading to writing focus) *KS1 resources *KS2 resources *IPC Subscription *Trainin9</p>	<p>Ensure curriculum development spending matches school needs as evidenced via school development plan, data sets and context of school.</p> <p>EEF EasyPeasy: Learning through play <a href="https://educationendowmentfoundation.org.uk">https://educationendowmentfoundation.org.uk</a> <a href="https://shop.scholastic.co.uk/pmreading">https://shop.scholastic.co.uk/pmreading</a> <a href="https://global.oup.com/.../primary/series/rwi/literacy/">https://global.oup.com/.../primary/series/rwi/literacy/</a> <a href="https://fieldworkeducation.com/curriculums/primary-years">https://fieldworkeducation.com/curriculums/primary-years</a></p>			
<b>Total budgeted cost</b>					<b>£ 20 500</b>

ii. Targeted support					
Desired outcome	Chosen action/approach to overcome barriers	What is the evidence and rationale for this choice?	How will you ensure it is implemented well (how the effect will be measured)?	Staff lead	When will you review implementation?
<p>To continue to improve attendance rates; reducing PA for targeted group</p> <p>£13 000</p>	<p>Partial funding to retain Learning Mentor post within school restructuring (Spring Term 2018)</p> <p>Role clearly incorporates: * Attendance Lead</p> <p>School attendance Service SLA</p>	<p>Well documented research on the links between: <b>Attendance and learning outcomes:</b> *<a href="http://www.gov.uk">www.gov.uk</a> research report: The link between absence &amp; attendance Feb 2015 *In – school data patterns and impact from intervention</p>	<p>Attendance Data Vulnerable pupil data/ additional agency statistics &amp; outcomes HT monitoring Reporting to Governors</p>	<p>Headteacher</p> <p>Learning Mentor</p>	<p>October 18 December 18 Feb 19 May19 July 19</p>
<p>To provide pastoral support to promote well-being; support behaviours and further develop parental partnerships</p> <p>£ 13 000</p>	<p>Partial funding to retain Learning Mentor post within school restructuring (Spring Term 2018)</p> <p>* Deputy DSO * Pastoral child &amp; family support</p> <p>DETSEY training &amp; resources</p> <p>Learning Mentor to ensure that children with additional barriers to learning are making expected progress with their learning, attendance, behaviour and social skills</p>	<p>Well documented research on the links between: <b>Attendance and learning outcomes:</b> *<a href="http://www.gov.uk">www.gov.uk</a> research report: The link between absence &amp; attendance Feb 2015 *In – school data patterns and impact from intervention</p> <p><b>Wellbeing and readiness to learn:</b> (Public Health England/ The nurture group network * <i>Pupils with better health and wellbeing are likely to achieve better academically</i> *<i>Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement</i> .the culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn.'<a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing</a> *In school pupil voice &amp; wellbeing questionnaires Pupil wellbeing; managing pupil vulnerability; diminishing barriers to learning from social circumstances</p> <p>EEF toolkit: <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/</a> Social &amp; emotional learning -moderate impact for moderate cost= +4 months</p>	<p>Attendance Data Vulnerable pupil data/ additional agency statistics &amp; outcomes HT monitoring Reporting to Governors</p>	<p>Headteacher</p> <p>Learning Mentor</p>	<p>September 18 December 18 March 19</p>

<p>To ensure early identification and appropriately targeted support for PP pupils with additional learning needs to ensure assessment, identification, strategies and approaches are employed so as to diminish gaps in attainment &amp; progress</p> <p>£ 6 500</p>	<p>Commission additional Educational Psychology assessment sessions on top of those provided by the LA.</p> <p>SEND SPLD support</p>	<p>Evidence suggests that TAs have a positive impact on academic achievement</p> <p>Best practice has been identified when Research focused on teaching assistants who provide one to one or small group support, this shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>EEF toolkit:  <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/</a>          Small group tuition -moderate impact for moderate cost= +4 months</p>	<p>Pupil outcomes monitored</p> <p>Education Psychology reports monitored in respect of successful referrals and diagnostic identification</p> <p>Attainment, progress and achievement reports from Central Primary School</p>	<p>SENCo</p>	<p>September 18</p> <p>December 19</p> <p>March 19</p>
<p>To diminish gaps in attainment in reading, writing &amp; maths at the end of KS1 &amp; KS2</p> <p>Raise attainment for high attaining PP through targeted deployment of HLTA</p> <p>£ 26 500</p>	<p>Contribution to HLTA post</p>	<p>Fully trained and skilled HLTA to add to our well timetabled deployment of TAs to deliver national, well researched intervention programmes to disadvantaged pupils to accelerate back in line with the age-related expectation:</p> <ul style="list-style-type: none"> <li>• First Class@Maths</li> <li>• First Class@ writing</li> <li>• Project X Code</li> </ul> <p>HLTA to be deployed to target high attaining intervention and or release class teachers to do so.</p> <p>EEF toolkit:  <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/</a></p> <ul style="list-style-type: none"> <li>• Small group tuition -moderate impact for moderate cost= +4 months</li> <li>• Reading comprehension strategies- moderate impact for very low cost - +5 months</li> </ul>	<p>On entry/ exit data measured and analysed</p>	<p>SENCo AHT Headteacher</p>	<p>October 2018</p> <p>December 2018</p> <p>February 2019</p> <p>(May 2019)</p>
<p>Additional TA deployment hours to support most vulnerable pupils</p> <p>£13 500</p>	<p>Pupils not yet gaining EHCP or whose plan doesn't cover hours of support needed gain the additional support to achieve.</p>	<p>Individualised instruction involves different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored — particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum — will be more effective</p>	<p>SEN data sets at all phases</p> <p>Pupil progress meetings</p> <p>SENCo review meetings</p>	<p>SENCo AHT Headteacher</p>	<p>October 2018</p> <p>December 2018</p> <p>February 2019</p> <p>(May 2019)</p>

		<a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/</a> Individualised learning =+3 months for low cost			
<b>Total budgeted cost</b>					<b>£ 72 500</b>
<b>iii. Other support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach to overcome barriers</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well (how the effect will be measured)?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To increase participation levels and life opportunities of pupils  Cost: £7 000	Subsidise residential trips & cultural trips; after school club opportunities Access Children's University	Boosts self-esteem; positive attitudes to school; helps pupils understand world; encourages ambition and celebrates learning in its widest sense	Participation levels monitored	Assistant Headteacher	March 2019 (June 2019)
					<b>£7 000</b>

<b>Total Funding Received</b>	£100,280.00
<b>Total Funding Spent</b>	£100,000.00
<b>Funding Remaining</b>	£280.00
<b>Additional Contribution Made by School</b>	£0.00

Item/project	Cost	Objective	Outcome
<p>Deployment of teaching assistants within classes.</p> <p>Deployment of teaching assistants within and across key stages.</p> <p>Deployment of teaching assistants to ensure the learning environment raises aspirations for all pupils.</p>	£132,896.10	<ul style="list-style-type: none"> <li>• Quality first teaching</li> <li>• Same day intervention</li> <li>• 1:1 intervention</li> <li>• Pupils identified as not making expected progress to receive additional interventions to ensure they make at least expected progress.</li> </ul>	
<p>To ensure attendance and pastoral care remain a whole school priority.</p> <p>School Attendance Service</p>	£13,575.50	<p>To ensure attendance is in line or above the national percentage.</p> <p>To improve the punctuality of identified pupils.</p>	

Learning Mentor to provide additional intervention for identified children and families with social and emotional difficulties (small group and 1:1).	£13,699.00	To ensure that children with additional barriers to learning are making expected progress with their learning, attendance, behaviour and social skills.	
Employment of lunchtime supervisors	£14,769.00	To model and promote imaginative and creative play. To model and promote positive relationships.	
Music Tuition from Knowsley Music Service	£4175.00	To give all pupils the opportunity to learn how to play a musical instrument. To provide all pupils with enrichment activities which are in addition to core subjects.	
Examination fees for Grade 1 – University of West London	£370.00	To ensure that the more able pupils in Key Stage 2 have the opportunity to attain Grade 1 certification in Clarinet.	
To subsidise Breakfast Club (staffing costs within TA costs)	£1,407.60	To ensure that all pupils have breakfast before school and are ready for learning. To improve the attendance of specific pupils and reduce the number of persistent lates.	
To fund the Outstanding Attendance and Citizenship Trip	£690.00	To recognise and reward outstanding progress within the eight personal learning goals, and attendance.	
Attendance incentive awards	£1000.00	To recognise and reward 100% attendance each half term throughout the academic year.	

Curriculum Development	£7500,00	<ul style="list-style-type: none"> <li>• I See Problem Solving Maths materials □ CPD for staff</li> <li>• NACE Membership/Training</li> <li>• EYFS materials</li> <li>• KS1 resources</li> <li>• KS2 resources</li> <li>• IPC Subscription</li> <li>• Read, Write Inc</li> </ul>	
Additional learning experiences e.g. external visitors, workshops	£400.00	To enhance learning linked the IPC curriculum through providing a range of hands on experiences.	
Funding of school uniforms	£351.00	To ensure all children have a school uniform and reading bag on entry to school.	
Parental Workshops/Family Learning	£1,621.50	To improve engagement with families in order to impact positively on pupils' learning.	
Phonics and Reading scheme for lower school	£907.79	To ensure % pupils passing phonics screening is in line with national. To increase the percentage of Year 2 working at ARE in reading.	
Additional teacher in year 6 to target high achieving pupils in arithmetic and reading comprehension.	£9919.90	% of pupils achieving HS/GDS at the end of KS2 are at least in line with the national picture and progress measures reflect a positive picture.	
Free Breakfast club for year 6 Booster sessions and SATs week (3 weeks)	£180.00	To ensure that year 6 have had a breakfast and are in school on time in SATs week. To ensure that pupils are ready for learning.	
Year 6 Saturday Booster Cub to ensure targeted pupils achieve age related expectations.	£400.00	To boost pupils' confidence and accelerate progress of individuals to ensure that targeted pupils achieve ARE.	

Part funded residential trip in Year 6.	£500.00	To ensure that all pupils have access to a residential trip to enrich their learning and remove the potential cost barrier.	
Purchase of assessment materials	£1,759.50	To ensure that an external validation quality assures teacher assessment, alongside SLT's monitoring cycle and analysis of disadvantaged pupil group data.	
Ed Psych	£1750.00	To clearly identify strategies, in partnership with school, to help specific children to learn more effectively.	

<b>Total Funding Received</b>	<b>£194,040.00</b>
<b>Total Funding Spent</b>	<b>£210,796.89</b>
<b>Funding Remaining</b>	<b>£0.00</b>
<b>Additional Contribution Made by School</b>	<b>-£16,756.89</b>