**Moorthorpe Primary School Pupil Premium Strategy and Spend** [](http://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjLxL_fvqTLAhVL7RQKHfsxDCUQjRwIBw&url=http://www.moorthorpeprimary.co.uk/&psig=AFQjCNEXzyOW3V2ZXW9M0iSo8EVzl-VZbA&ust=1457093587673427)

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| 1. **Summary information** | | | | | |
| **School** | Moorthorpe Primary | | | | |
| **Academic Year** | 2017/18 | **Total PP budget - £79,320** | £73,920  £1500 (service)  £2000 LAC  £1900 post LAC | **Date of most recent PP Review** | n/a |
| **Total number of pupils** | 221 | **Number of pupils eligible for PP** | 66 pupils  (30%) | **Date for next internal review of this strategy** | January 2018 |

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| 1. **Current attainment year 6 (2017)** | | | |
| **KS1 Results:**  **2015-2016**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Year 2** | **% working at expected standard** | | | **% working at a greater depth** | | | |  | School | **National** | **PP** | **School** | **National** | **PP** | | **Reading** | 57% | 74% | 14% | 20% | 23% | 0% | | **Writing** | 50% | 65.5% | 14% | 0% | 13% | 0% | | **Maths** | 53% | 72.6% | 29% | 0% | 18% | 0% | | **R,W & M** | 47% | 64% | 14% | 0% | 9% | 0% |   **2016-2017 (7 children disadvantaged; 1 of these also SEND) 3PP children left the school during Y2 and this impacted on results.**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Year 2** | **% working at expected standard** | | | **% working at a greater depth** | | | |  | School | **National** | **PP** | **School** | **National** | **PP** | | **Reading** | 59% | 76% | 43% | 21% | 25% | 29% | | **Writing** | 45% | 68% | 43% | 3% | 16% | 0% | | **Maths** | 59% | 75% | 43% | 0% | 21% | 0% | | **R,W & M** | 45% | 64% | 43% | 0% | 11% | 0% |   **ARE**  In 2017, the results show that the number of disadvantaged children achieving the ARE was 43% in reading, writing and maths which is above the percentages achieved in the previous year and reflects the impact of interventions across school Compare to the whole school data, disadvantaged children were behind non Disadvantaged children and this varied from year group to year group Y1, Y4 and Y5 there is a narrowing of the gap in reading, Y2 and Y6 in writing and the gap remaining above 20% in all year groups in maths.  **Greater Depth**  At Greater Depth, disadvantaged children perform slightly better the previous year with 29 % achieving the Greater Depth Standard in reading (2/7 children). In writing 3% of children were awarded the Greater Depth standard which represents 1 child in the class. No disadvantaged children were awarded greater depth.  **KS2 (Year 6) – Disadvantaged Pupils**  **2015-2016**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Year 6** | **% working at expected standard** | | | **% working at a greater depth** | | | |  | **School** | **National** | **PP** | **School** | **National** | **PP** | | **Reading** | 77% | 66% | 56% | 20% | 15% | 20% | | **Writing** | 67% | 74% | 33% | 3% | 15% | 0% | | **SPAG** | 80% | 72% | 56% | 13% | 23% | 11% | | **Maths** | 83% | 70% | 67% | 13% | 17% | 11% | | **RWM** | 63% | 53% | 33% | 3% | 5% | 0% |  |  |  |  |  | | --- | --- | --- | --- | | **Year 6** | **Average scaled score** | **Average scaled score** | **Average scaled score** | |  | **School** | **National** | **PP** | | **Reading** | 104.6 | 103 | 104 | | **GPS** | 103.6 | 104 | 103 | | **Maths** | 104.8 | 103 | 102 |   **2016-2017 (7 children Disadvantaged; also SEND)**   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Year 6** | **% working at expected standard** | | | **% working at Greater Depth standard** | | | | |  | **School** | **National** | **PP** | **School** | **National** | **PP** | **Non PP** | | **Reading** | 71% | 71% | 43% | 13% | 24% | 14% | 12% | | **Writing** | 75% | 76% | 71% | 13% | 18% | 0% | 18% | | **SPAG** | 71% | 77% | 57% | 29% | 31% | 14% | 35% | | **Maths** | 88% | 75% | 86% | 33% | 23% | 14% | 41% | | **RWM** | 67% | 61% | 43% | 4% | 9% | 0% | 6% |  |  |  |  |  | | --- | --- | --- | --- | | **Year 6** | **Average scaled score** | **Average scaled score** | **Average scaled score** | |  | **School** | **National** | **PP** | | **Reading** | 104.2 | 104 | 100.9 | | **GPS** | 106.1 | 106 | 103 | | **Maths** | 106.1 | 104 | 103.6 |   **ARE**  In 2017 the results show that 43% of PP children in Year 6 achieved the Expected standard in reading, 71% in writing and 86% in maths. In SPaG, 57 % of children achieved the Expected standard.  Compared with the previous year’s results the number of Disadvantaged children achieving the Expected Standard in writing has risen by 38%. In reading there has been a decrease of 13%. In maths there has been an increase of 19% and in SPaG there has been an increase of 1%.  When compared to school data, disadvantaged children were significantly behind in reading, writing, maths and SPaG for children at ARE.  Disadvantaged children at ARE in all subject were below national other in all subjects.  **Greater Depth**  At greater depth, the percentage of disadvantaged children: reading (14%) compared to others (12%), writing (0%) compared to others (18%); maths (14%) compared to others (41%) and SPaG (14%) compared to others (35%).  Compared to national data, the percentages of disadvantaged children at greater depth was above in reading (14% compared to 10% national\*), Maths (14% compared to 9% national\*), in line for SPaG and below in writing (0% compared to 8% national\*)   * National figures are from 2016   **Progress**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Progress** | **School** | **Percentile** | **PP** | **Percentile** | | **Reading** | 1.8 | 75-95 | -1.1 | 95-100 | | **Writing** | 1.4 | 0 | -0.3 | 75-95 | | **Maths** | 3.4 | 75-95 | 1.3 | 95-100 |  * A score of 0 means pupils in this school, on average, do as well at KS2 as those pupils with **similar prior attainment** **nationally**. * A positive score means pupils in this school, on average; do better at KS2 as those pupils with **similar prior attainment** **nationally**. * A negative score means pupils in this school, on average; do worse at KS2 as those pupils with **similar prior attainment** **nationally**. * **Top 5%** Reading 4.4 + top 5%; Writing 3.8+ top 5%; Maths 4.4+ top 5% * **Next 20%** Reading 1.8 to 4.3 +; Writing 1.6 to 3.7; Maths 1.8 to 4.3 * **Next 15% (25- 40%)** Reading 0.8 to 1.7; Writing 0.8 to 1.5; Maths 0.7 to 1.7 * **Middle 20% (40-60%)** Reading -0.5 to 0.7; Writing -0.3 to 0.7; Maths -0.6 to 0.6 * **Next 15%** **(60 – 75%)**: Reading --1.4 to -0.6; Writing –1.3 to 0.4; Maths -1.7 to -0.7   **Next 20% (75 – 95%):** Reading -3.8 to -1.5; Writing -3.9 to -1.4; Maths –4.2 to -1.8   * **Bottom 5% (95-100%)**  Reading -3.9 and below; Writing -4 and below; Maths -4.3 and below   Disadvantaged children made less progress than Non-Disadvantaged children in reading, writing and maths. Their progress was in the bottom 95-100 percentile in both reading and maths and the bottom 75-95 percentile in writing. This progress was similar to the whole school data as shown in the table above.  **Areas for development**  **KS1:**  Although Key Stage 1 results for 2017 show an improvement from 2016 in the percentage of disadvantaged pupils working at national standard (reading and writing up by 29% from 14% to 43% at ARE and maths that there is a need to improve the number of Disadvantaged pupils reaching ARE and so close the gap to national. The school also needs to ensure a number of disadvantaged pupils reach Greater Depth standard in writing and maths.  There also needs to be a narrowing of the gap between Disadvantaged and non-Disadvantaged children. The gap is significant at ARE for reading writing and maths and the the gap at the GD for writing and maths is also significant.  **KS2**  The results show that main weakness for our Disadvantaged children this year was achieving ARE in reading and SPaG and achieving the Greater Depth Standard in writing. There is also a need for these children to make between progress from Key Stage 1 to the end of Key Stage 2 especially in reading and writing.  **Intended Actions:**  The School Strategic plan aims to address these issues and all subject leader development plans have a focus of aiming to increase the percentage of Greater Depth. The core subjects have a particular focus on Disadvantaged children and ensuring their make rapid progress. The School Strategic plan also focusses on challenge and ensuring children are challenged in all areas of the Curriculum which should have an impact on the percentages of children reaching the Greater Depth standard.  There will also be further CPD for both teaching staff and TAs which aim to increase teacher awareness of what needs to be taught in writing to develop children into ‘Expected’ or ‘Greater Depth’ writers by Year 2 and Year 6.  There is also a greater focus for staff on reading and the expectations for each year group along with developing questioning techniques to ensure children are being challenged in all Content Domains. | | | |
| 1. **Barriers to future attainment (greater likelihood that these characteristics are evident for pupils eligible for PP, including high ability)** | | | |
| **In-school barriers** | | | |
|  | | EYFS entry data – children come in well below average (see EYFS entry profiles) xxx need percentatge | |
|  | | Reduced cometancy in reading (eg: slower progress through phonics/ less home reading) | |
|  | | Reduced competency in solving maths problems / mental aritmetic | |
|  | | Writing – receptive vocabulary (BPVS) lower, understanding of vocabulary and sentence construction an issue. | |
|  | | Lack of aspirations and attitude to learning | |
| **F** | | Behaviour issues for a small group of pupils (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers. | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **D.** | | Punctuality / attendance | |
| **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Improve oral language skills for pupils eligible for PP in Reception class. | | Pupils eligible for PP in Reception class make rapid progress by the end of the year so that most pupils eligible for PP meet age related expectations. |
|  | Reduced competancy in reading (eg: slower progress through phonics/ less home reading) | | Pupils eligible for PP in KS1 and KS2 will make rapid progress by the end of the year, so that the gap to national diminishes. |
|  | Reduced competency in solving maths problems / mental aritmetic | | Pupils eligible for PP in KS1 and KS2 will make rapid progress by the end of the year, so that the gap to national diminishes. |
|  | Writing – receptive vocabulary (BPVS) lower, understanding of vocabulary and sentence construction an issue. | | Pupils eligible for PP in KS1 and KS2 will make rapid progress by the end of the year, so that the gap to national diminishes. |
|  | Lack of aspirations and attitude to learning | | Pupils eligible for PP in KS1 / Ks2 will express more aspirational views on what they would like to achieve by the end of their time in primary school, and beyond |
|  | Behaviour issues for a small group of pupils (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers. | | The number of recorded incidents for pupils on PP will diminish (CPOMs log) |
|  | Increased attendance rates for pupils eligible for PP.  Better punctuality | | Attendance |

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| **Pupil Premium used for:** | **Amount allocated to the intervention/ action** | **Is this a new or continued activity/cost centre?** | **Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale.** | **Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the** | **How will this activity be monitored, when and by whom? How will success be evidenced?** | **Actual impact: What did the action or activity actually achieve? If you plan to repeat this activity, what would you change to improve it next time?(evaluate October 2017)** |
| KS2  Cover for deputy to run set up and monitor interventions for year 6  1.5 days per week | £18,000 | Sept 2017 | Provides cover for SENCO / deputy to provide interventions for Yr 6 maths, reading and writing 1 day per week as well as monitoring and evaluating the impact of interventions. This will allow pupils learning needs to be catered for in smaller group settings or individual 1-1.  Focus upon writing and editing work | Accelerated progress in literacy and numeracy of a greater percentage of Year 6 pupils. | 2 weekly pupil progress meetings  Deputy /Y6 teacher to report to SLT as part of termly reporting. |  |
| KS2  2 x LSA 5/3.5 days per week to support for running targeted interventions (same day interventions , SATS booster, editing of work, maths booster, pre-teaching, reading comprehension) | £10,432 x 2  20,878 total | Continuation from September 2017 | Provide LSA support for 1-1 and small group work for KS2 in reading, writing and maths 5 days of the week. This will allow pupils learning needs to be catered for in smaller group settings.  *Mixture of same day interventions, working memory, maths booster, editing writing)* | Accelerated progress across reading, writing and maths of a greater percentage of pupils. | Termly pupil progress meetings  Assessment coordinator to report to SLT as part of termly reporting. |  |
| KS1  Phonics champion  KS1 | 5 afternoons per week LSA  £5198 | New Sept 2017 | Provide intervention for Yr R – year 2 . This will provide support for pupils identified as needing additional support in order to reach the expected standard in the year 1 phonics test. Also early intervention for children in reception and support for those in year 2, who will need to re-take the phonics test. | The school will close the gap to national in the year 1 phonics test. | Termly pupil progress meetings  Tracking of intervention |  |
| KS1 and 2  Staff/ leadership training Alan Peat sentence types | £900 | New from Autumn term 2017 | Provide training for all teaching and non teaching staff in ‘Alan Peat sentence types” This will allow FSM pupils to work with an LSA during literacy sessions to focus on improving the quality of their sentences” .  *Intervention from November 2017 – Summer 2017* | Accelerated progress in writing of a greater percentage of all pupils across KS1 and KS2.  Increase in the proportion of children at age related expectations | 2 weekly pupil progress meetings |  |
| KS1 and 2  Reading Eggs intervention  (Use of EYFS PP to pay for this plus Ipads )  Lease of ipads for foundation unit | £750  £1050 (ipad lease)  £750 mathletics licence  £ 2000 (get cost  BG) | Continuation from September 2017 | Renewing of licence for reading eggs programme for computers and IPads to support pupils from UF to Y6 with reading and spelling strategies  *Intervention from September 2016– July 2017* | Accelerated progress in using phonics to decode in reading and aid spelling of a greater percentage of disadvantaged pupils across KS1 and KS2 | Termly pupil progress meetings  SENCO monitoring of interventions |  |
| mathletics KS2  mathletics  I Pad lease for KS2  Ipads ((40% of total  Cost in line with numbers of children  That are eligible for  PP in Ks2) | Continuing from Sept 2017 | Renewing of licence for 1 year contract. Pupils able to access mathletics computers and Ipads to improve skills  *Intervention from October 2017 – July 2018* | Accelerated progress in maths of a greater percentage of pupils. | Weekly pupil progress meetings  Reporting of pupils progress termly by SENCO from monitoring of intervention  Focus on more able maths |  |
| Foundation, KS1 and KS2 to cover cost of breakfast and after school club for disadvantaged children  Several familes regulary access = £2500 per year, plus occasional access for some pp children | £8000 | Continuation from 2017 | Free breakfast club and after school provided for families who require this to ensure that children are in school on time ,have a something to eat before school and provide after school care | Improved attendance and punctuality for  PP that access this | Termly pupil progress meetings.  Monitoring of progress for individuals by PP coordinator and SENCO |  |
| Foundation stage, KS1 and KS2 – money to top up voluntary contribution to school visits / Panto /pay for visits for disadvantaged pupis | £3000 | Continuation from 2017 | To ensure that all children are able to take advantage of educational visits the school sets aside a sum of money each year to cover costs of those disadvantaged children who would otherwise not be able to take part in the visit. | Provide pupils with a wider range of experiences, thus increasing confidence in speaking and listening and writing. | Termly through pupil discussions |  |
| Steven Brondel  Outdoor learning / forest schools  30% of children who access this are PP | £500 | New Sept 2017 | Provide support for those pupils who have difficulties controlling emotions and this affects learning across the curriculum. *Intervention from September 2017– July 2018* | Pupils are more settled in class and this is reflected in quality of work and progress seen in lessons | Weekly pupil progress meetings  SENCO to report to SLT as part of termly reporting. |  |
| Enterprise project programme across school  £5500 total  30% of costs for PP children = £1650 | **£1650** | New Sept 2017 | Enabling enterprise project to ensure that children develop the skills that they need in the workplace, experience of the world of work and increased aspirations via teamwork, leadership, listening, presenting, aiming high, staying positive, problem solving and creativity. |  |  |  |
| Teacher release time 3 x per year to look at PP children and the impact of interventions | **£1500** | Sept 2017 | Teacher release time 3 x per year to discuss PP children / book scrutiny / evaluation of intervention | Teachers will have a greater understanding of the barrier to learning face by some PP children , and will provide effective intervention for these children. | Termly PP meetings |  |
| No nonsense spelling programme  Y2-y6 | **£200** | Sept 2017 | Pupil spelling programme across KS1 and KS2 | Spellings in written work for pupils eligible for PP will show an improvement over time | 2 weekly ppm meetings  Book scrutiny |  |
| Nessy spelling intervention | **£200** | Sept 2017 | Online spelling intervention for children with SPLD | Spellings in written work for pupils eligible for PP will show an improvement over time | 2 weekly ppm meetings  Book scrutiny |  |
| Purchase of high interest books for more able PP children | **£2000** | Sept 2017 | Purchase of books for more able PP children in y6 | Higher percentage of PP in year 6 will reach greater depth in reading | 2 weekly PPM meetings  Analysis of data (Summer 2018) |  |