

# 2019-21 Pupil Premium Strategy

1. Summary information					
School	Middlestone Moor Primary School				
Academic Year	2019-20	Total PP budget	£114,840	Date of most recent PP Review	28.9.18
	2020-21		Add amount		
Total number of pupils	263	Number of pupils eligible for PP	87	Date for next internal review of this strategy	January 2021

1. Current attainment (Key Stage 1)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% making expected progress in reading (as measured in the school)	40%	78%
% making expected progress in writing (as measured in the school)	30%	73%
% making expected progress in mathematics (as measured in the school)	30%	79%
2. Current attainment (Key Stage 2)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	50%	71%
% making expected progress in reading (as measured in the school)	67%	78%
% making expected progress in writing (as measured in the school)	67%	83%
% making expected progress in mathematics (as measured in the school)	67%	83%
3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		

<b>A.</b>	High numbers of pupil premium also have SEN (25%)	
<b>B.</b>	PP children's basic skills in reading, writing and speech, language and communication upon entering the school are lower than non PP children	
<b>C.</b>	Social and emotional needs. PP children less ready to learn based on other factors e.g. SEND, SEMH or external factors	
<b>D.</b>	Attainment of GLD for disadvantaged pupils is low compared to national other %.	
<b>E.</b>	Attainment of the expected standard for Key Stage 1 in Reading, Writing and Maths is low compared to national other %	
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )		
<b>F.</b>	Parental engagement for disadvantaged pupils is low for many.	
<b>G.</b>	Persistent absence	
<b>4. Intended outcomes</b> ( <i>specific outcomes and how they will be measured</i> )		
		<b>Success criteria</b>
<b>A.</b>	To increase the % of disadvantaged children achieving the GLD at the end of YR	<p>% increases for disadvantaged children at the end of YR.</p> <p>Gaps identified from on entry assessments</p> <p>Difference between our disadvantage % and the % of national other.</p> <p>Targeted interventions for groups of disadvantaged pupils</p>
<b>B.</b>	To increase the % of disadvantaged children achieving the standard in the re-sit phonics screening check	<p>% of disadvantaged children achieving the standard in the phonic screen increases.</p> <p>Specific gaps in phonic knowledge identified through regular assessment of phonics.</p> <p>Targeted interventions for groups of disadvantaged pupils</p>

<b>C.</b>	Greater proportion of disadvantaged children reaching the expected standard in Reading, Writing and Maths at the end of Key Stage 1	<p>% of attainment increases for disadvantaged children at the end of Key Stage 1.</p> <p>Specific disadvantaged pupils to be targeted for accelerated progress across Key Stage 1</p> <p>Targeted interventions for groups of disadvantaged pupils</p> <p>Difference between our disadvantage % and the % of national other.</p>
<b>D.</b>	To increase the % of disadvantaged children achieving the higher standard at Key Stage 2 in reading and writing	The % of disadvantaged children achieving the higher standard will increase.
<b>E.</b>	Continue to monitor and improve attendance of disadvantaged pupils	Increased attendance for disadvantaged children and a reduction in the % of persistent absence.

## 5. Planned expenditure

<b>Academic year</b>	<p>2019-20 - <b>Progress towards outcome reviewed in green</b></p> <p>2020-2021 -</p>
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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A. Introduce Sounds-Write in Reception.	Children will follow a systematic phonics programme and have rapid progression of phonics throughout Reception.	EEF Guidance report - Preparing for Literacy – Improving communication, language and Literacy in the Early Years.	Phonic Sessions will be monitored half termly. Assessment data will be collated and updated regularly. Data will be monitored to ensure that all groups are making good or better	DH GR	Autumn 2
A. To work as part of the English Hub as a partner school	To increase attainment in communication, language and Literacy	The English Hub exists to provide evidence based approaches to early language development. Encouraging best practice in systematic synthetic phonics through fidelity to one system and the use of decodable books. Promoting a love of reading through supporting whole-school reading approaches.	6 Full days with an English Specialist Specific English Hub action plan will be monitored. Assessment data linked to communication, language and Literacy analysed to ensure progress.	Dh GR	Autumn 2
A. Introduction of English and Maths books to record in as soon as the children are showing readiness.	Direct teaching shows progression of writing and Maths. Increase in % of children achieving GLD	EEF Guidance report - Preparing for Literacy – Improving communication, language and Literacy in the Early Years.	Observation of lessons where direct teaching is taking place in writing and Maths. Analysis of on entry data to set end of year targets for each child.	GR	Autumn 2 Then termly throughout the year.
A. EYFS YR To be included in termly moderation of books for writing and Maths.	Children are making progress towards their end of Year targets. Children are Year 1 ready in Maths and Writing at the end of Reception.	EEF Guidance report - Preparing for Literacy – Improving communication, language and Literacy in the Early Years.	Termly moderation will take place with the English and Maths leaders in school. Feedback given to teachers, which include any areas for development. Areas for development are then re-looked at during the next moderation session. Termly data analysed to look at progress towards individual targets. Individuals or groups of children identified for intervention.	AS JM DH GR	Termly
A. Introduce high quality texts into EYFS continuous provision. Invite parents for stay and read sessions. Children receive decodable reading book matched to their sounds-write unit. Records of progress in reading recorded consistently. Phonic assessments completed termly and analysed.	To make reading have a high profile within all areas of continuous provision in EYFS. Increase in the % of children achieving the expected standard at the end of Reception.	EEF Guidance report - Preparing for Literacy – Improving communication, language and Literacy in the Early Years.  EEF Guidance report – preparing for Literacy – Working with Parents to support children's learning.	Learning walks around EYFS area to monitor the texts in the continuous provision areas.  Talking to children in the provision about reading and the texts that have been provided. PP champion to listen to PP children read ensuring progress and books matched to sounds write unit. Evidence and feedback from stay and read sessions. 2019 – 20 PP champion listened to PP children read in EYFS in the Autumn term	GR	End of Autumn 1

All staff in EYFS are aware of children's individual targets and regular review takes place against the targets that have been set.	Increase the % of disadvantaged children in reading and writing achieving the expected standard. Increase in the % of children achieving the GLD.	EEF Guidance report - Preparing for Literacy – Improving communication, language and Literacy in the Early Years.  EEF Guidance report – preparing for Literacy – Working with Parents to support children's learning.	On entry data entered into assessment system. Individual targets set for all children in each assessment area. Termly data entered into assessment system. Data analysed to ensure that children are making progress towards their targets. 2019-20 On entry data was entered into schools	RS AS GR	October - On Entry data December April June
A. Regular pupil progress meetings to take place and to look at the attainment and progress of all disadvantaged pupils.	Key Barriers are identified and agreed actions are put in place.  Increase the % of disadvantaged children in reading and writing	EEF Guidance report - Preparing for Literacy – Improving communication, language and Literacy in the Early Years.  EEF Guidance report – preparing for Literacy – Working with Parents to support children's learning.	Termly pupil progress meetings with agreed actions identified. Agreed actions monitored to ensure effectiveness. 2019 – 20 Autumn Term pupil progress meetings took place. Pupil progress meetings planned for Spring Term 21	GR	Termly
	achieving the expected standard. Increase in the % of children achieving the GLD.				
A. Transition is well planned and pupils are well prepared for transition.	Pupils are prepared for the transition to Year 1 during the Summer term. Staff are aware of the expectations of the Autumn term of Year 1 and children are being prepared to begin this.	In the EEF Attainment Gap 2017 report, it states that professional support and training for early years workers is key. Areas with potential include communication and language approaches; self-regulation strategies; and parental involvement <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</a>	EYFS and Key Stage 1 staff	EYFS Leader Key Stage 1 Staff GR	Summer Term
B. Introduce Sounds-Write in Year 1 and 2.	Children will follow a systematic phonics programme and have rapid progression of phonics throughout Year 1 and 2.	EEF Guidance report - Preparing for Literacy – Improving communication, language and Literacy in the Early Years.	Phonic Sessions will be monitored half termly. Assessment data will be collated and updated regularly. Data will be monitored to ensure that all groups are making good or better progress. 2019 – 20 Phonic sessions were monitored half	DH GR	Autumn 2

<p>B. Targeted intervention is used to target children to achieve the re-sit phonic screening check standard at the end of Year 2.</p>	<p>Following Sounds Write diagnostic tests children receive targeted intervention to address weaknesses in phonic knowledge.</p>	<p>EEF Guidance report - Preparing for Literacy – Improving communication, language and Literacy in the Early Years.</p>	<p>Sounds Write diagnostic tests used at the beginning of the intervention and then repeated throughout. Phonic screening checks carried out half termly to track improvements in score and also to identify further areas for development.</p>	<p>CP GR</p>	<p>Half Termly</p>
<p>A and B. Decodable Reading books are matched correctly to Sounds-write units that are being taught in Reception, Year 1 and 2.</p>	<p>Children read books that are matched to their current phonic development and they move through the books matched to their Sounds-Write unit.</p>		<p>Reading files checked by English Leader regularly across the year.  Groups of children heard reading by PP champion each half term. 2019 - 20 English files were monitored in the Autumn term. EYFQ PP children were heard read</p>	<p>DH, GR</p>	<p>Half Termly</p>
<p>C. Ensuring staff accountability - Staff clear of children's starting points and aware of targets set for pupils</p>	<p>Greater proportion of disadvantaged children reaching the expected standard in Reading, Writing and Maths at the end of Key Stage 1</p>		<p>Termly data input into assessment system, data analysed termly. Pupil progress meetings to discuss attainment and progress of pupils. Termly moderation of books by English and Maths leaders. Lesson Observations with feedback to staff.</p>	<p>GR, NW, AS, JM</p>	<p>Termly</p>
<p>Increase Parental engagement in reading by holding stay and read sessions in school</p>	<p>Parents and children engage in a beneficial reading session that increases involvement of parents and children working together in school.</p>	<p>EEF Guidance report – preparing for Literacy – Working with Parents to support children's learning.</p>	<p>Feedback from parents English leader to monitor engagement number of parents participating in the sessions  This action is currently unable to take place due to the Pandemic</p>	<p>DH</p>	<p>Monthly</p>
<p>Transition is well planned and pupils are prepared for the transition.</p>	<p>Pupils leave EYFS prepared for Key Stage 1</p>	<p>In the EEF Attainment Gap 2017 report, it states that the transition between phases of education – notably early years to primary, and primary to secondary – is a risk-point for vulnerable learners. Schools need to diagnose pupils' needs as soon as possible in order to put in place effective support to help those falling behind to catch up. <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</a></p>	<p>EYFS staff and Key Stage 1 staff to work collaboratively to ensure that transition is well planned.</p>	<p>EYFS Leader Key Stage 1 staff</p>	<p>Summer Term</p>

High quality Verbal Feedback given to children by teachers and Teaching Assistants in Maths and Writing.	Increase progress in Maths and Writing Increase attainment.	Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. Feedback studies tend to show very high effects on learning - <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</a> +8 months	Monitoring of books by Maths / English leader and SLT, feedback provided to teachers and then books revisited to ensure that areas for development are being addressed. 2019 – 20 Autumn term monitoring took place and feedback was provided to individual staff. Ofsted January 2020 – books were scrutinised for mathematics and English	English Leader Maths Leader SLT	Regularly throughout the year.
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**Total budgeted cost** 2 TA, 1 App £63,000

## ii. Targeted support

Action	Intended outcome	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 and B PP champion to hear disadvantaged children read and monitor records to ensure that children are being heard read on a regular basis.	Progress towards individual targets is evident. Children's decodable reading book is matched to their Sounds-Write unit.	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a> Research shows that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.	Half termly time is planned in to ensure that PP children are heard read. 2019 – 20 This took place in the Autumn term.	GR	Every Half Term
A and B. Increase the frequency of hearing disadvantaged pupils read particularly those who are not being heard read at home.	Children make accelerated progress towards their targets	In the EEF Attainment Gap 2017 report, it states that the transition between phases of education – notably early years to primary, and primary to secondary – is a risk-point for vulnerable learners. Schools need to diagnose pupils' needs as soon as possible in order to put in place effective support to help those falling behind to catch up. <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</a>	Monitoring of reading record folders Talking to children  2019 – 20 Monitoring of reading records took place during the Autumn term. Evidence of teachers monitoring reading records can be found in class reading files. Autum Term 20 – English leader monitored Reading folders	All Staff DH to monitor	Half Termly

Small group behaviour intervention strategies.	To improve the behaviour choices of some children so that they can access the curriculum in the classroom alongside their peers.	Education Endowment Foundation – Improving Behaviour in Schools.  Establish, Maintain, restore model  Identifying risk factors and Protective factors.  Behaviour Implementation model	Weekly sessions to take place and be reviewed on a regular basis.	GR	6 Week intervention initially, to be reviewed after 6 weeks.
Pre-teaching input in lessons for children who are at risk of falling behind.	A. Disadvantaged pupils in EYFS (nursery and reception) Year 1 and Year 2 make better than expected progress in targeted areas.	<a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a> In line with the research, early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families.	Continual and thorough assessment on a daily basis to identify children who need input to ensure that they do not fall behind where they are expected to achieve.  2019 – 20 This was started in the Autumn term	EYFS Leader/EYFS Teaching Assistants/ Deputy Head Teacher/ English co-ordinator/Maths co-ordinator.	Regular review of individual targets through data collection and pupil progress meetings.
Targeted phonic intervention sessions for those children who require small group input.	% increase in the children in Year 2 who need to achieve the expected standard to the phonic screen.	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a> Research shows that phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds)	Half-termly phonic screening checks will be done. These scores will be analysed and children re- grouped accordingly.  2019 – 20 Half termly phonic assessment took place and was discussed with English Specialist from the English Hub.	Year 1/2 Teachers English Co-ordinator Deputy Head teacher	Pupil progress meetings to discuss progress made each half term.
<b>Total budgeted cost</b>					2 TA, 1 App £63,000
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p>Brass / Woodwind Lessons Funding allocated for music lessons to enable disadvantaged pupils to access lessons from the music service.</p>	<p>Children have access to and make progress in music.</p>	<p>Education Endowment Foundation - Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils.</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of a positive link between music and spatial awareness and between drama and writing.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p>	<p>Music service assessments termly</p>	<p>Durham Music Service</p>	<p>Termly</p>
<p>F Monitor attendance of disadvantaged children regularly.</p>	<p>F Ensure disadvantaged pupils have a higher attendance % than national disadvantaged pupils and that their persistent absence is lower.</p>	<p>Good attendance is also listed in the top 10 approaches for disadvantaged pupils in <a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p>	<p>Head Teacher will regularly check attendance percentages of disadvantaged children.</p>	<p>HT</p>	<p>Regular review of the percentage increase of disadvantaged children.</p>
<p>F Hold meetings with parents where a child's attendance is low.</p>	<p>F Ensure disadvantaged pupils have a higher attendance % than national disadvantaged pupils and that their persistent absence is lower.</p>	<p>Good attendance is also listed in the top 10 approaches for disadvantaged pupils in <a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p>	<p>Meetings held to agree targets to improve attendance. Following the meeting, attendance will continue to be monitored which will ensure that attendance is improved.</p>	<p>HT</p>	<p>Regular review of the percentage increase of disadvantaged children.</p>

Complete pupil premium review tool.	The results of the review tool will highlight strengths and areas for development that which will be worked on alongside the pupil premium strategy.	NFER research identified through the 7 building blocks to supporting the attainment of disadvantaged pupils highlights the need for "clear responsive leadership" where staff are held to account and strategies are identified to drive improved outcomes for pupils: <a href="https://www.nfer.ac.uk/publications/PUPP02/">https://www.nfer.ac.uk/publications/PUPP02/</a>	Strengths and areas for development will have been highlighted in the review tool. The areas for development will become part of an action plan to run alongside the pupil premium strategy and monitored along with the plan by the pupil premium governor.	DHT pupil premium champion	Reviewed termly when review of the pupil premium strategy takes place.
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**Total budgeted cost**

## 6. Additional detail

Within our groups of pupil premium, the number of pupil premium children differs greatly between year groups. Other factors may need considering when looking at the attainment and progress of these children, such as SEND needs.

Documents which may also be useful to read in conjunction with this strategy:

- Pupil Premium Review (28.9.18)
- School improvement plan 2019-20

Additional previously looked after funding will support the needs of these children and address any gaps in learning.