



Pupil premium grant expenditure: Report to Parents: 2019 – 20 & Planned expenditure for 2020-21

Overview of the school

Table 1: Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	416 (January 20 census)
Total number of pupils eligible for PPG (from Jan 20 census)	Deprivation – 52 LAC – 9 SC – 1
% of number of PP children with SEN	15%
Amount of PPG received per pupil	Deprivation - £1320 until March 2020 £1345 from April 2020 LAC - £2300 until March 2020 £2345 from April 2020 PLAC - £2300 until March 2020 £2345 from April 2020 Service Children - £300 until March 2020 £310 from April 2020
Total amount of PPG received	£89,385

The Pupil premium funding was introduced in April 2011, and is a grant based on the number of pupils registered eligible for income based free school meals at any point in the last 6 years. A premium has also been introduced for children whose parents are currently serving in the armed forces and for children who are looked after or adopted. The Pupil Premium is used by the school to address any underlying inequalities between eligible children and their peers. As of January 2020, 15% of the children at Moordown St. John's CE Primary School were eligible for the Pupil Premium Grant. It has become increasingly difficult for us to engage families to acknowledge eligibility for Free School Meals since the introduction of Universal Free School Meals.

Rationale

Moordown St. John's CE Primary School Primary is determined that all pupils are given the best possible chance to achieve their full potential through the highest standards of Quality First Teaching, focused support, curriculum enrichment, and pastoral care. The school uses the Pupil Premium Grant as a way of removing any barriers to inclusion that might limit the life chances of any pupils at the school. We believe the additional provision delivered through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding. Indeed, it should be noted that many of the pupils identified as requiring additional levels of support are not necessarily those who fulfil the FSM eligibility criteria. There is no expectation that all Pupil Premium funded pupils will receive identical support and the allocation of the budget for each pupil feeds into the whole school budget as opposed to being ring fenced. The school considers best ways to allocate Pupil Premium money annually following rigorous data analysis and the careful consideration of the needs of the pupils.

DfE: “It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.”

However, we are accountable for the use of this additional funding. Each year we are required to provide parents with information on how we have spent the pupil premium funding from the government.

In the academic year 2019-20 we received £89,385 of Pupil Premium funding, a full breakdown of our Actual Expenditure has been included in the Expenditure table below. In the financial year 2020-21 we will receive approximately £91,355 ; an outline of proposed expenditure is included below.

Strategy

We have a clear, strategic model approach for Pupil Premium funding provision, which focuses on the following:

- whole-school strategies that impact on **all pupils**
- focused support to target **under-performing pupils**
- specific support targeting **pupil premium pupils**
- Our Christian vision **for all pupils**

Plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly and in depth data analysis ensures that the correct support and strategies are identified to maximise progress.

Strong leadership systems ensure that Pupil Premium funding has the necessary impact. This includes an identified governor having responsibility for Pupil Premium, the Deputy Head teachers leading the development plan and a coordinated strategic leadership approach to implementing plans. All matters relating to the Pupil Premium are reported back to the Governors Resources sub-committee, ensuring that the school is held to account for the impact of spending.

Objectives for the use of funding

- To raise standards and improve progress.
- To close the gap between the achievement and progress of Pupil premium pupils and their peers.
- To prevent incidents of disadvantage by creating a school culture where all pupils have equality of opportunity.

Identifying barriers to learning

At Moordown St. John’s CE Primary School all children are individual and we look holistically at the strengths and needs of a child. Alongside analysing individual and cohort data we identify any wider issues that may cause a barrier to learning for children.

We identify and address barriers to learning faced by individual pupils through:

- everyday teaching practice;
- discussions with pupils;
- parents and agencies involved;
- rigorous regular tracking of pupil attainment and progress, especially in our termly focused year group progress meetings in which all disadvantaged children (including higher ability PP children) are discussed in detail with senior leaders, the effectiveness of strategies to overcome their barriers to learning evaluated, and programmes put in place.

The main barriers to educational achievement faced by eligible pupils at the school, identified by staff:

- Special educational needs and disabilities
- Low attainment in one or more core subjects (reading, writing, maths)
- Resilience or lack of self-esteem / confidence – this impacts on the child’s ability to tackle a task, and to persevere when faced with challenge, particularly when working independently
- Low language levels – 10-15% of our pupils have language delay or difficulties when they arrive in Foundation Stage as identified by a Speech and Language therapist. This leads to social communication difficulties, and issues with reading and writing
- Difficulties at home - broken family structures/ challenging behaviour at home
- Low parental engagement, lack of support with homework
- Safeguarding and welfare issues which may lead to Social Services involvement
- Low attendance/ persistent absence
- A combination of barriers identified above

Expenditure of Pupil Premium funding to overcome these barriers to learning:

All the interventions and support are chosen for their proven effectiveness (research or internal impact evaluation), with the intention of accelerating the progress of our disadvantaged children to raise their standards of attainment and narrow any gaps with their non-PP peers.

Table 2:

How Pupil Premium funding is spent	Reasons for approaches
Our teachers and teaching assistants deliver a wide range of impact-evaluated, highly effective targeted individual and group interventions, mainly in English and Mathematics. Teacher & TA led boosters/ intervention throughout the school.	To close the gaps. To maximise learning through providing additional outstanding teaching in core subjects and diminish disadvantage. Research shows TAs are effective when delivering tailored interventions skilfully
Teaching Assistants providing highly effective in-class support and guidance, especially on-going assessment and emotional support to those with behavioural difficulties (1:1 or small group work)	Research found assessment for learning and effective feedback accelerated the progress of disadvantaged pupils Research showed TAs are effective in supporting behaviour in the classroom.
SENDco & Parent Support Worker working with families to signpost services, complete EHA and co-ordinate TAF meetings	Parenting courses/groups/individual sessions especially for those who are “hard to engage”. Research shows that effective parental support for education is key
Regular attendance reviews and support for parents to encourage attendance	Increase attendance of identified pupils to enable greater access to learning

Measuring the impact of PPG spending

The school evaluates the impact of the grant on each pupil at the end of every term through progress checking meetings between school leaders and class teachers. Evaluation will focus on academic gains and how pupils’ self-confidence has developed as a consequence of the intervention.

The progress of every child in the school is tracked continually by their teacher and formally at a termly pupil progress meeting by the Senior Leadership Team. Summaries of the progress made by pupils qualifying for the pupil premium grant pupils are checked by the school governors every term.

Performance of Pupils eligible for Pupil Premium grant (compared to Non-PP, and to National groups)

A summary of the outcomes for 2019/20 are shown below:

(Please note, these are teacher assessments as due to Covid-19 SATs testing did not take place)

Table 3:	Pupil Premium Moordown St. John's CE Primary School	Pupil Premium Nationally (due to covid-19 National Figures are not available)	Other pupils Moordown St. John's CE Primary School	Other pupils Nationally (due to covid-19 National Figures are not available)
Foundation Year (number of pupils eligible=58)	8	n/a	50	n/a
% of pupils achieving GLD	88%	n/a	74%	n/a
End of Key Stage 1 (number of pupils eligible =60)	9	n/a	51	n/a
% of pupils achieving end of year expectations in reading	67%	n/a	85%	n/a
% of pupils achieving end of year expectations in writing	56%	n/a	80%	n/a
% of pupils achieving end of year expectations in maths	67%	n/a	85%	n/a
% of pupils achieving ARE in ALL reading writing AND maths	44%	n/a	78%	n/a
Phonics screening (number of pupils eligible 60) (Yr 2 took Yr 1 Assessment December 2020)	11	n/a	49	n/a
% of year two Pupil Premium Pupils passing the year one phonics screening check	73%	n/a	88%	n/a
End of Key Stage 2 (number of pupils eligible = 60)	10	n/a	50	n/a
% of pupils achieving ARE in reading	70%	n/a	87%	n/a
% of pupils achieving ARE in writing	60%	n/a	85%	n/a
% of pupils achieving ARE in maths	80%	n/a	92%	n/a
% of pupils achieving ARE in ALL reading writing AND maths	60%	n/a	83%	n/a

We will continue to work hard to narrow gaps between disadvantaged children and their peers, and to prioritise the progress and attainment of this vulnerable group of children as we move into the next academic year.

Table 4:

1. Planned expenditure : £91,355 (based on Jan 2020 census)					
Academic year	2020/21				
The three headings below enable us to demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all & Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will we monitor & evaluate implementation?	Staff lead	When will you review implementation?
Identified Children to make expected or better attainment &/or progress than their peers.	<ol style="list-style-type: none"> 1. Intervention groups, catch up groups & Year 6 setting; 2. Specialist 1:1 interventions 	<ul style="list-style-type: none"> • Data analysis and evidence has enabled us to identify the needs. 	<ul style="list-style-type: none"> • Progress meetings • Learning walks • Monitoring by subject leaders, Directors SLT. 	HT DHT AHT	Termly
For pupil with complex learning difficulties to access the curriculum fully	<ol style="list-style-type: none"> 1. IEPs 2. Trained Specialist Monitoring & provision (EPS, SALT, etc.) 	<ul style="list-style-type: none"> • Progress checking, EHCPs, diagnoses and specialist reports indicate difficulties that can only be supported through individual & specialist 	<ul style="list-style-type: none"> • Annotated and updated IEPs/EBPs • Monitoring of outcomes (pupil's learning, 	AHT	Termly
For children to be aware of & be able to articulate their feelings and learn effective coping strategies in stressful situations	<ol style="list-style-type: none"> 1. Emotional literacy Interventions; 2. Trick box 3. PSHE 4. Marvellous Me! 5. Acts of worship 	<ul style="list-style-type: none"> • Effective processes in school enable rapid identification of need; • This range of actions and approaches have been used effectively in the past with similar needs. • The actions themselves have a strong research base and are prescribed for many of the individuals concerned. 	<ul style="list-style-type: none"> • Tracking of individual progress; • Progress checking • Monitoring of IEPs, Implementation of trick box. 	AHT	Termly
Improved behaviour choices leads to greater engagement with the curriculum.	<ol style="list-style-type: none"> 1. Effective implementation of school's Bhv shaping policy; 2. Use of classroom at lunchtime as alternative provision; 3. Trick box 4. Individual Bhv plans 5. Marvellous Me! Reward systems 	<ul style="list-style-type: none"> • Focus on prevention, socialisation & enabling success & reinforcing good behaviour choices. 	<ul style="list-style-type: none"> • All staff received training in trick box & Bhv shaping policy, • Where relevant staff receive specialist support from AHT in preparing & implementing IBPs; • Monitoring of Lunchtime classroom by SLT & AHT of files 	HT DHT AHT SLT	Termly

<p>For attendance to be 96.5 %</p>	<ol style="list-style-type: none"> 1. Systematic monitoring by welfare team and very effective management of attendance & robust policy 2. Proactive support for individual cases (eg. taxis, individual home visits) 3. Meetings with parents; 4. School nurse deployment; 5. Providing breakfast.. 	<ul style="list-style-type: none"> • Welfare & senior staff use attendance data and intelligence about families to anticipate and support needs. 	<ul style="list-style-type: none"> • ½ termly welfare meetings with directors • Reports to parents via school newsletter • Effective & systematic approach to attendance management (letters home, pnns, etc.) 	<p>AHT</p>	<p>daily</p>
<p>For Parenting challenges not to impact on progress and attainment</p>	<ol style="list-style-type: none"> 1. Employing a parent support worker (PSW) 2. Parents to be trained Trick box 3. Referral to Parenting courses; 4. IT support for parents 5. Signposting parents to further support funding & agencies; 6. Parent information courses 	<ul style="list-style-type: none"> • Progress meetings & attendance monitoring identify parental needs. We recognise parenting challenges are critical to support so that pupils can be supported emotionally and academically. 	<ul style="list-style-type: none"> • AHT supervises PSW and monitors PSW records as AHT uses notes & records; • Reflective approach to planning parenting meetings; • Parenting challenges routinely considered at progress meetings; • Open door policy 	<p>AHT</p>	<p>Daily</p>