

Pupil premium strategy statement: Moat Primary Academy.

| 1. Summary information |                      |                                  |         |  |         |
|------------------------|----------------------|----------------------------------|---------|--|---------|
| School                 | Moat Primary Academy |                                  |         |  |         |
| Academic Year          | 2019-2020            | Total PP budget                  | £97,680 | Date of most recent PP Review                  | July 19 |
| Total number of pupils | 160                  | Number of pupils eligible for PP | 76      | Date for next internal review of this strategy | July 20 |

| 2. Current attainment   |  |  |
|---|--|--|
|   | Pupils eligible for PP (your school)   | Pupils not eligible for PP (national average 2018) |
| % achieving expected level or above in reading, writing & maths | 54%  | 64%  |
| % achieving expected level or above in reading.                 | 62%  | 75%  |
| % achieving expected level or above in writing.                 | 54%  | 78%  |
| % achieving expected level or above in maths.                   | 62%  | 76%  |
| 3. Barriers to future attainment (for pupils eligible for PP)   |  |  |
| In-school barriers  |  |  |
| A.  | Below national average starting point on Reception intake.(BASELINE screening on entry)    |  |
| B.  | Below average speech and language skills.  |  |
| C.  | Ability to self-regulate behaviours is poor. (Thrive Approach Assessments)                 |  |
| External barriers   |  |  |
| D.  | Low attendance and late arrival at school.   |  |
| E.  | Low engagement of families and less opportunities to extend skills and personal qualities. |  |

| 4. Strategy and Desired outcomes |   | Success criteria   |
|----------------------------------|---|--|
| <b>a</b>                         | <p>Much of the pupil premium funding at Moat Primary Academy is used to support the deployment of an inclusion team;</p> <p>SENCo (0.6 part time).</p> <p>Specialist Teaching Assistant (speech and Language) deployed to provide specific targeted support to identified pupils (see below)</p> <p>1 x full time attendance behaviour support lead, Thrive trained practitioner.</p> <p>1 x full time learning mentor with Thrive approach training</p> <p>Teaching assistants are deployed to deliver high quality, recognised interventions. (1x TA KS1 &amp; KS2)</p> | <ul style="list-style-type: none"> <li>• Children have a secure understanding of the team around them and who to go to for targeted support.</li> <li>• Teaching staff feel supported and can seek advice on classroom strategies for behaviour or pastoral support.</li> <li>• Pupils are appropriately targeted and gaps in learning identified in all year groups to ensure maximum progress</li> <li>• Speech and Language skills of specific pupils improve enabling greater access to the curriculum</li> <li>• Opportunities for parents to become involved in school activities and learn more about how they can support their children are increased and well attended.</li> </ul> |

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| <p><b>b.</b></p> | <p>The Trust recognises the importance of ensuring that all Teaching and Learning is of the highest quality and that all staff have the opportunity to develop skills through high quality CPD and coaching and mentoring for teachers and teaching assistants. <i>High quality CPD organised for all staff (teachers and teaching assistants) through effective performance management arrangements and engagement with external trainers/consultants</i></p> | <ul style="list-style-type: none"> <li>• All teaching is good or outstanding.</li> </ul>  |
| <p><b>c.</b></p> | <p>Pupil Premium children are able to access the new Maths and English curriculum with confidence. <i>High levels of teaching assistants deployed throughout the school delivering in class support and structured interventions to meet specific needs of pupils (identified through tracking and pupil progress meetings)</i></p>  | <ul style="list-style-type: none"> <li>• The gap between PP and Non PP children is closing.</li> <li>• Children make good progress in maths, reading and spelling catch up intervention programs.</li> </ul>      |
| <p><b>d.</b></p> | <p>Pre-school, reception and KS1 children make accelerated progress in spoken language and phonics. <i>Employment of Specialist Speech and Language Teaching Assistant to deliver targeted programmes to support pupils.</i></p>   | <ul style="list-style-type: none"> <li>• Children access catch up programs with targeted speech and language support.</li> </ul>  |
| <p><b>e.</b></p> | <p>Current attendance figure is increased or maintained with a decreased number of late arrivals. <i>Attendance officer appointed to work with families to improve attendance rates for PP pupils.</i></p>   | <ul style="list-style-type: none"> <li>• Attendance strategy agreed, shared with parents</li> <li>• Specific families requiring support are identified and targeted</li> <li>• Attendance figures rise</li> </ul> |

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| <p><b>f.</b></p> | <p>Improved behaviour across all year groups with pupils moving into Moat more able to make the transition with confidence and engage with all aspects of school successfully. <i>Key members of staff trained as Thrive practitioners to enable them to support pupils with behavioural, emotional and social needs and all staff trained in Restorative Practice.</i></p> | <ul style="list-style-type: none"> <li>• Classroom observations show excellent classroom management</li> <li>• Managed moves from other settings are successful.</li> <li>• Pupils able to negotiate and manage outcomes more successfully following an incident.</li> </ul>                                      |
| <p><b>g.</b></p> | <p>Develop a sense of awe and wonder in the world and aspiration for new opportunities, with special trips/events.</p> <p>Children should be given the opportunity to develop skills in the creative curriculum where financial support can be a barrier such as musical instrument tuition, drama or dance classes.</p>  | <ul style="list-style-type: none"> <li>• Children who would like to participate in residential trips and one day visits who may ordinarily not be able to are given financial support enable to attend.</li> <li>• Children are given the opportunity to learn a musical instrument or attend a class.</li> </ul> |

| 5. Planned expenditure   |   |   |   |                        |           |
|--|---|---|---|------------------------|-----------|
| Academic year  |   | 2019 - 2020   |   |                        |           |
| 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             | review    |
| <p>Support available for teachers, teachings assistants, pupils and parents to ensure appropriate provision can be achieved to enhance progress in all aspects of school life</p> <p>Teaching assistants deployed to deliver high quality, recognised interventions.</p> | <p>Further development and deployment of an inclusion team</p> <p>Teaching assistants to target specific intervention teaching.</p> <p>Dancing Bears</p> <p>Rapid Read &amp; Write</p> <p>Talk Boost</p> <p>Jimbo fun</p> <p>Language for thinking</p> <p>Fun with food</p> <p>Thrive</p> | <p>High levels of need academically, socially and emotionally evident in all year groups and needs to be supported to enable all pupils to access curriculum and learning</p> <p>Funding allocated to support and develop this team will allow for increased success.</p> | <p>Initiatives and strategies detailed in the pupil premium overview are overseen/ delivered by the inclusion team.</p> <p>Monitoring and performance management of staff.</p> <p>Data collection for targeted interventions.</p> <p>Regular liaison between teachers/teaching assistants and SENCo</p> | HOS<br>Inclusion team. | July 2020 |

|  |   |   |  |             |           |
|--|---|---|--|-------------|-----------|
| Teaching and Learning is of the highest quality and all staff (teachers and teaching assistants) have the opportunity to develop skills through high quality CPD and coaching and mentoring. | A structured timetable of coaching and mentoring will be in place to allow all teaching staff to improve and develop their teaching skills through the learning triads. | Teaching will be good or outstanding in the majority of lessons.<br><br>Attainment standards will improve across all year groups. | Monitoring and performance management of all teaching staff and teaching assistants. | EXH/<br>HOS | July 2020 |
|--|---|---|--|-------------|-----------|

**i. Targeted support**

| <b>Desired outcome</b>   | <b>Chosen action / approach</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>Review</b> |
|--|--|---|--|-------------------|---------------|
| Current attendance figure is increased or maintained with a decreased number of late arrivals. | Payment for Breakfast club (pupils to attend and staff to run).<br><br>Focus on persistent absence. Children below 90% 2018-2019 invited to breakfast club with no cost. | Children who attend school regularly have higher levels of attainment. We aim to maintain or improve our attendance figure and lower the number of lates. | Monitor children attending breakfast club. Class teachers to highlight children who would benefit from breakfast club. Attendance officer to track individual attendance data. | HOS<br>C.Ainsbury | July 2019     |

|   |  |  |  |   |                             |
|---|--|--|--|---|-----------------------------|
| <p>Pupil Premium children are able to access the English curriculum with confidence making increased progress in reading and writing.</p> | <p>New reading curriculum.<br/>Effective deployment of teaching assistants to support pupils of all abilities, to carry out reading interventions.<br/>Introduction of book club for Pupil premium children.<br/>Access to 'Look for a Book' and subscription to popular children's newspaper/magazines.</p> | <p>Children who are immersed in texts and reading make better progress with writing outcomes.</p>  | <p>Continued support through trust wide planning groups for English.<br/>Planning monitored by 3x termly planning and book looks with individual teachers</p>  | <p>English team<br/>HOS</p>                               |                             |
| <p>Pre-school, reception and KS1 children make accelerated progress in spoken language and phonics.</p>                                   | <p>Deployment of specialist Speech and teaching assistant.<br/><br/>Speech and Language therapist will plan and implement a bespoke package for all children who are behind in speech or phonics</p>   | <p>Increased numbers of children join school with poor spoken language and the ability to make progress in Phonics.<br/>Focussed targeted support in speech and language is planned to support development across R&amp;KS1.</p> | <p>Regular liaison between SENDCo, class teachers and specialist speech and language therapist to evaluate impact and progress<br/><br/>Evaluation of impact on pupil attainment / progress to be discussed at pupil progress m Meetings</p> | <p>KD/HOS/<br/>Inclusion team<br/>lead/specia list TA</p> | <p>On-going/<br/>termly</p> |

| <b>ii. Other approaches</b>   |   |  |   |                              |               |
|---|---|--|---|------------------------------|---------------|
| <b>Desired outcome</b>  | <b>Chosen action / approach</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>Review</b> |
| Improved behaviour across all year groups with pupils moving into Robinswood more able to make the transition with confidence and engage with all aspects of school successfully. | The Thrive Approach Training and resources.<br><br>Implementation of Restorative Practice in all schools to support behaviour management and develop resilience amongst pupils. | Children require increased support for appropriate behaviour choices and have gaps in their development for behaviour. Annually children join our school on managed moves and require increased support to structure this transition.<br><br>Children need to develop skills of managing behaviour and negotiating outcomes of actions more independently to help them develop greater levels of resilience. | Staff trained in The Thrive approach will disseminate their expertise across the school with staff training and working with small groups or one to one to deliver high quality planned and targeted therapy. Number of fixed term exclusions will decrease.<br><br>Restorative Practice training will continue to be embedded in school.<br><br>New children trained as restorative stars to support during playtimes. | HOS/<br>Inclusion team lead. | July 2019     |
| Develop a sense of awe and wonder in the world and aspiration for new opportunities.  | Children are not excluded from trips and events on the grounds of non-payment of voluntary contribution.  | Children have limited access to opportunities beyond their local area due to financial or environment constraints.   | Children throughout the school will attend extra-curricular events, which promote awe and wonder with no exclusions on the grounds of cost.   | HOS                          | July 2019     |
| Children are given the opportunity to develop skills in the creative curriculum where financial support can be a barrier  | Music tuition of orchestra instruments for all KS2 children.<br><br>Visit to professional performances of musicals/plays.   |  |   |                              |               |

|   |                 |
|---|-----------------|
| <b>Income from Pupil premium funding 2019</b>   | <b>£97,680</b>  |
| <b>Carry over PP budget for previous year</b>   | <b>£4,000</b>   |
| <b>Further development and deployment of inclusion team</b>   | <b>£82,797.</b> |
| <b>Quality First Teaching</b> <ul style="list-style-type: none"> <li>• Thrive</li> <li>• Reading curriculum access to Literature.</li> <li>• Release for development of TRIADS</li> </ul> | <b>£4,500</b>   |
| <b>Breakfast club (fees and staff pay)</b>  | <b>£4,500</b>   |
| <b>Trips and Visits – Y6 residential/whole school Pantomime/Y5 Kidszania London.</b>  | <b>£5,500</b>   |
| <b>Whole class Music</b>  | <b>£1,200</b>   |
| <b>Contingency available for uniform &amp; spare PE kit</b>   | <b>£1,433</b>   |
| <b>Thrive, interventions &amp; RP resources</b>   | <b>£1,750</b>   |
| <b>TOTAL Spend</b>  | <b>£101,680</b> |

#### **6. Additional detail**

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We will allocate Pupil Premium funding to support any pupil or groups of pupils that the school has legitimately identified as being socially disadvantaged.

We provide pastoral support during challenging times for Service PP children to help mitigate the negative impact on service children of family mobility or parental deployment. Moat currently has no pupils who are eligible for service pupil premium.

