



**Moorings Way Infant School**

**Pupil Premium Strategy Document**

**2020-21**



## Moorings Way Infant School Pupil Premium Strategy Statement

### Summary information

#### What is Pupil Premium?

The Pupil Premium is a sum of money allocated to schools each year to narrow attainment gaps between pupils from low income families and their peers. It aims to provide significant funding for disadvantaged children to help close the attainment gap and promote greater progress in line with their peers. Pupil Premium is allocated to the school and is generated by children:

27 FSM/Ever 6 and 11 Service Children = Total funding for 20/21 is £39,725. This will no doubt change again following January '21 census for the 5/12s element but I'll update as appropriate.

- Who are currently known to be eligible for free school meals (FSM)
- Who have been 'looked after' continuously by a local authority for more than 6 months
- Children from service families (known as the Service Premium)
- Children who have been eligible for FSM at any point in the last 6 years

The level of the premium for 2020-2021 is £1,345 per pupil fitting the criteria above for FSM children, £2,345 for Looked After Children and £310 for children from service families. From September 2012, schools are required to publish online information about how we have used the premium. This money is for schools to decide how to use but should be spent in order to improve educational attainment of children from low income families. The pupil premium has the potential to have a great impact on the attainment and future life chances of pupils.

1. Summary information					
<b>School</b>	Moorings Way Infant School				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£43,821	<b>Date of most recent PP Review</b>	September 2021
<b>Total number of pupils</b>	168	<b>Number of pupils eligible for PP</b>	43	<b>Date for next internal review of this strategy</b>	Final Version
	<b>Free School Meals (FSM)/Ever 6</b>	<b>Service children</b>	<b>Children in care</b>	<b>Children adopted from care</b>	
<b>Number</b>	35 x £1,345	8 x £310	0	0	
<b>Funding</b>	£47,075	£2,480	Virtual Head	£0	
Based on GIAS Information 5/12s of 20/21 data £49,555 above = £20,648					

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Previously 7/12s of 19/20 data £39,725 (27 DP and 11 Service) = £23,173  
**Total Pupil Premium Funding for 20-21 = £43,821**

**We are only able to present the following data as the Covid Lockdown prevented a new set of data to be produced.**

1. Current attainment		
Attainment for: 2018-2019	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading	80%	72%
% achieving expected standard or above in writing	70%	65%
% achieving expected standard or above in maths	70%	76%
% achieving expected level in phonics test	60%	57%
% achieving GLD at end of EYFS	60%	79%

### Barriers to future attainment (for pupils eligible for PP, including high ability)

Identified barriers to learning for 2018-19	
<b>School context:</b> We have 7 Pupil Premium children in Year 2 and 5 in Year 1. We have 9 Service premium children across Year 1 and 2. 11% of the 18/19 cohort were in receipt of pupil premium which is below National figures.	
<b>A</b>	Previous year 2 results identified a gap in mathematics (7%)
<b>B</b>	A growing proportion of our PP children have a lack of consistency and stability at home and require varying amounts of emotional, behavioural support at school before they are able to access learning.
<b>C</b>	Some children have limited resilience and have less established learning habits and attitudes.
<b>D</b>	Previous years phonics (2018-2019) results (although higher than non PP) is still well below national expectation and below previous PP cohorts.
<b>E</b>	There is a 19% achievement gap between PP and non PP children in 2018/2019 cohort. This will need careful support and monitoring during 20/21 to support those children.
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	

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<b>F</b>	50% of the pupil premium children are identified as needing additional support. This could be social, emotional ELSA support, support from our Early Help Lead, Safeguarding support or external agency support. Complex barriers are preventing disadvantaged children's life chances.
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<b>G</b>	<p>Home factors including:</p> <ul style="list-style-type: none"> <li>• Parental confidence and their own level of education and experience of school which can result in low parental engagement and children's readiness to learn.</li> <li>• Some pupil and parent aspirations are low resulting in children having little ambition.</li> <li>• Families' emotional and financial stability and welfare.</li> <li>• Some children and families do not venture far from their locality.</li> </ul>
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<b>H</b>	Historically children from disadvantaged families have had below national attendance at 93.3% compared to non-disadvantaged at 96.87 and lates are significantly higher at 2.35% compared to 1.06% of non-disadvantaged families.
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### 2. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i> (By end of the academic year July 2021)
<b>A.</b>	Pupil Premium children will leave KS1 with similar outcomes to their non-disadvantaged peers.	The gaps between disadvantaged children and non-disadvantaged children will continue to diminish in maths and GLD to enable children to achieve more in line with their peers (national measure). Teaching across the school to be good or better.
<b>B.</b>	To improve phonics teaching to ensure disadvantaged children achieve in line with national and non-disadvantaged.	Differences will diminish (will decrease from 2018 national measure) between disadvantage and non-disadvantaged children in phonics and PP children will achieve in line with non PP and National Expectations.
<b>C.</b>	Disadvantaged children will better access taught learning habits and apply these habits and increasing resilience to their learning and wider experiences.	School research will highlight how disadvantaged children are able to better access taught learning habits, learning maps, thinking hats for reflection and work around the school values. Building resilience will allow children the ability to better grapple with learning and face learning challenges with increasing confidence. This will be noted by external evaluations.
<b>D.</b>	Increased attendance of disadvantaged pupils.	Disadvantaged children's attendance will be in line with non-disadvantaged children

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		Families who need support with getting their children to school will have a support plan and interventions from Attendance officer
<b>E.</b>	To support children from disadvantaged families and keep those with safeguarding concerns safe and stable at school. Offer a wider support network between the 3 schools to both the child and the family.	ELSA, DSL, MABS and Attendance officer working together to give families blended support.
<b>F.</b>	Disadvantaged children have equal life chances as non-disadvantaged children.	Attainment in all areas of school to be in line or better than non-disadvantaged families.
<b>G.</b>	Disadvantaged children and their families who need help with challenging behaviour in order to support academic progress and achievement to be supported by trained professionals.	Support for all families that need it. Disadvantaged children and their families will receive support from all professionals organised by SENCO
<b>H.</b>	Service Premium Children to be supported emotionally with moving house/location/living away from parent and any worried/concerns about the parent who may be working overseas.	Programmes of support given by ELSA show impact through soft data and reports from parents/teachers.

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4. Planned expenditure					
Planned activity	Cost	Reason for the approach	How the impact will be measured and reviewed	Staff lead/s	Impact of 2020-2021 strategy
Provide ELSA support for vulnerable children (both PP and service premium).  <div style="display: flex; justify-content: space-around; border: 1px solid black; width: fit-content; margin: 5px auto;"> <span style="background-color: #b8cce4; padding: 2px 5px;">B</span> <span style="background-color: #d9ead3; padding: 2px 5px;">C</span> <span style="background-color: #f4cccc; padding: 2px 5px;">F</span> <span style="background-color: #fce4d6; padding: 2px 5px;">G</span> </div>	£8,220	ELSA support has historically been successful in supporting children and training them in using strategies to support their emotional well-being leading to increased academic progress.	ELSA reports back to the Headteacher regarding progress half termly and when and if needed.  ELSA records and keeps evidence of impact of work.	HT GB-ELSA	<u>ELSA support has been invaluable. We have a number of PP children who have needed intensive support and help to return to school after the pandemic.</u>
Challenge and support attendance using attendance officer who will meet with parents and plan steps for successful working. Attendance officer can also offer other professionals for support (ie school nurse)  <div style="display: flex; justify-content: space-around; border: 1px solid black; width: fit-content; margin: 5px auto;"> <span style="background-color: #d9ead3; padding: 2px 5px;">F</span> <span style="background-color: #f4cccc; padding: 2px 5px;">G</span> <span style="background-color: #fce4d6; padding: 2px 5px;">H</span> </div>	£4,744 £6,067	Many families need support for strategies and help in overcoming barriers related to travelling to school, working on home/school routines and understanding the legal responsibilities around school attendance.  Providing wrap around care provision for disadvantaged families providing breakfast and dinner during Covid-19 to ensure school attendance for disadvantaged pupils	Attendance figures of all groups of children are produced half termly for HT analysis and action.  Attendance officer to meet with head teachers half termly with updates and actions.	AS HTeacher	<u>Attendance at the end of the academic year 2020-2021 was 96.6% and for our PP children only slightly less at 95.47</u>
Attendance SLA administration support for Fixed Penalty notices and advice/advertising.  <div style="display: flex; justify-content: space-around; border: 1px solid black; width: fit-content; margin: 5px auto;"> <span style="background-color: #d9ead3; padding: 2px 5px;">F</span> <span style="background-color: #f4cccc; padding: 2px 5px;">G</span> <span style="background-color: #fce4d6; padding: 2px 5px;">H</span> </div>	£600	PCC subscription offers services for issuing fixed penalty services but also giving information out about services available. They also support parents with leaflets/advertising that support with expectations.	Attendance of PP children to be at national.  Reduction in PA children due to support from expectations/legal requirements	AS  HT	<u>Attendance at the end of the academic year 2020-2021 was 96.6% and for our PP children only slightly less at 95.47</u>
Pupil Progress meetings to be held every term between	950.00 657.00	Pupil Progress meetings allow teachers to discuss the progress of	Pupil progress records and target setting/	HT SENCO	<u>All staff have a clear road map for each child in</u>

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<p>head and class teacher/senco to discuss children's progress and ensure children are having support they need.</p> <p><b>A B C E</b></p>		<p>children with PP with their headteacher and SENCO. Advise/solutions and actions are set to ensure good outcomes for all children.</p>			<p><u>their class. PIXL assessments supported this as well as pupil progress sessions.</u></p>
<p>TLR appointment for English role across 2 schools.</p> <p><b>A B C E</b></p>	<p>£1,550 TLR £2,186 Release</p>	<p>TLR's will support the implementation of the core subjects. This will increase and support the quality of teaching and learning which will lead to increased outcomes.</p>	<p>Learning walks will always report on Teaching and Learning and set next areas for development</p> <p>TLR's will report to headteachers half termly to discuss impact of their work and further actions.</p>	<p>OC English TLR</p>	<p><u>It is difficult to comment on the impact of the leaders with the pandemic introducing new variables</u></p>
<p>Headteacher to coach each member of teaching staff once every fortnight.</p> <p><b>A B C E</b></p>	<p>£1,100</p>	<p>Coaching has historically supported the quality of teaching for all teachers which has a direct impact on the outcomes of children in the classroom.</p>	<p>Classroom observations/book looks/learning walks will record the impact of any coaching support that has taken place.</p>	<p>HT</p>	<p><u>The impact of this is difficult to measure as lessons looked very different during lockdown. Blue sky has records of coaching information. All teaching at Moorings Way remains good or better.</u></p>
<p>Additional group/1:1 intervention to support children to reach better outcomes in all subjects.</p> <p><b>A B C E</b></p>	<p>£12,947</p>	<p>Children who have specific areas for support will be targeted with need specific interventions such as FFT, Phonics catch up and 'Mind the Gap' interventions which are based around teachers identifying a gap in knowledge or skills and setting an intervention around this.</p>	<p>SENCO and Headteacher will monitor the quality of interventions and half termly data will be analysed to identify support and plan next actions.</p>	<p>TA's KC</p>	<p><u>This was primarily focused on Year 1 and Year 2 8% of children reached age expectation by the end of the year in reading.</u></p>

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					<p><u>49.2% of children reached age expectation by the end of the year in writing</u>  <u>75% of children reached age expectation by the end of the year in maths</u></p> <p><u>However, going forward, our current Year 1's will need this additional support as only 50% reached GLD (this is however reflective of the small number of children who are PP in last year's year R)</u></p>
<p>Implement and develop new phonics initiative to support inclusive learning of children in classroom settings.</p> <p><b>A B</b></p>	£500	<p>Last year's phonic attainment for all children including PP was below national. We need all children to be reading confidently when they leave KS1. Current phonics practice will be adapted to ensure that all children achieve their potential. Opportunities for getting expertise from other schools and counties will be explored.</p>	<p>Half termly phonic assessments to be used during strategy meetings for analysis and action planning.</p>	AR and writing TLR OC	<p><u>87% of children in year 2 passed the phonics screening.</u></p>
<p>TLR's for reading and writing to attend Hampshire core training sessions for up to date research and teaching leader support. (1/3<sup>rd</sup> of price for training and 1 day cover every half term)</p> <p><b>A B C E</b></p>	£250	<p>Keeping up to date with national initiatives are paramount to the improvement of our curriculum offer to children.</p>	<p>TLR's to report back to headteacher team regarding quality and impact of training and record on impact log for reference.</p>	TLR OC	<p><u>This was not available this year</u></p>



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<p>MABS behaviour support for training, parental support, behaviour surgeries and individual caseloads.</p> <p><b>E F G</b></p>	<p>£1,500</p>	<p>Giving support to our families and ensuring we are giving children in school support in managing their behaviour and emotional well-being will directly impact on the quality of learning a child will receive.</p> <p>Half termly 'surgeries' can ensure more children are impacted from the service and early intervention is paramount to making successful improvements.</p>	<p>SENCO to liaise with MABS professionals in a supportive role.</p>	<p>RT SENCO</p>	<p><u>Support from MABS has been reported as 'very useful' by surveyed parents. The service was used by a number of parents who felt that the support was targeted correctly.</u></p> <p><u>Teachers have found the surgeries helpful and this has led to a reduction in any class disruption.</u></p>
<p>Staff to have training to ensure excellent quality first teaching throughout the year</p> <p><b>A B C E</b></p>	<p>£1,600</p>	<p>A planned specific training plan as part of our management timeline ensures all staff get regular feedback/support on needs picked up from monitoring as well as sessions planned to improve learning throughout the school. All training impacts directly on the learning of the pupils.</p>	<p>Classroom observations/book looks/learning walks will record the impact of any training that has taken place.</p>	<p>All staff M3 leadership team</p>	<p><u>Teaching and Learning at Moorings Way Infant School is consistently good or better.</u></p>
<p>Teacher/pupil conferencing for mathematics/reading and writing in year 2 (closing the gap in mathematics).</p> <p><b>A B C E</b></p>	<p>£2,300</p>	<p>Additional 1:1 work with teacher/pupil has been identified by the education endowment fund as a strategy with high impact on learning. Children will get individual feedback about their work which can be more powerful than group work.</p>	<p>Pupil progress meetings will evaluate the impact of conferencing each term. It is expected that all children who have had this programme make clear progress in books and attainment</p>	<p>Y2 teachers</p>	<p><u>Book looks have showed that all children, including those who receive PP have made good progress. The impact of the pandemic has affected coverage of material rather than progress made</u></p>
<p>SLA additional support library service shared with Meon Infant</p>	<p>£410 additional service level 2</p>	<p>Accessing good quality material is important in engaging children and giving them a love for learning. It is additionally important for PP children</p>	<p>Reading TLA to meet with SLS each term to evaluate impact.</p>	<p>TLR SL (MI) AR- reading team member</p>	

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<table border="1"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>E</td> </tr> </table>	A	B	C	E		<p>to have access to these materials that may not normally be readily available for them. Stocking of books about other countries is important with supporting children from service families who may use these books during interventions.</p>	<p>PP readers to be tracked during pupil progress meetings and actions made.</p>		
A	B	C	E						
<p>Implement memory acquisition training across school to support children with retaining of facts.</p> <table border="1"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>E</td> </tr> </table>	A	B	C	E	<p>£250</p>	<p>All aspects of cognitive development will have a direct impact on the learning of our children. Teachers will receive training on embedding information into our young minds. Some of our SEN children who are also disadvantaged need cognitive support with memory and this is part of their additional need.</p>	<p>SENCO support plans will be updated and evaluated with impact from interventions.</p>	<p>M3 Leadership team.</p>	<p><u><a href="#">Training and modelling by senior leaders across both schools has ensured that staff are aware and are using memory strategies to accelerate learning.</a></u></p>
A	B	C	E						
<p><b>Total budgeted cost</b></p>	<p>For further information, please contact Anita Perryman- Deputy Office Manager on 02392 829147</p>				<p><b>£43,821</b></p>				