



Pupil premium (PP) strategy statement:

1. Summary information					
School:	Moorings Way Infant School				
Academic Year	2018/19	Total Pupil Premium budget	Total: £27,050	Date of most recent PP Review	August 2018
Total number of pupils	141	Number of pupils eligible for PP	KS1 PP-15 Service-9	Date for next internal review of this strategy	December 2018

2. Current attainment		
Attainment for: 2017-18	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school/national Y6)</i>
% achieving expected standard or above in reading, writing and maths	56%	68%
% achieving expected standard or above in reading	67%	79%
% achieving expected standard or above in writing	56%	68%
% achieving expected standard or above in maths	67 %	71%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	44% of our PP in Keystage 1 have additional learning needs and require substantial support to make progress
B.	A lower % of PP pupils achieve Greater Depth within the expected standard, with a 17% gap in Reading and an 18% gap in Maths
C.	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.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	9 Children are from service families. This may mean high mobility and children have experience of a range of teaching strategies and curriculum approaches.

Average attendance of PP pupils last academic year was below national and school attendance figures. PP-94.8% whole school 96.4

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To improve outcomes for pupils by increasing the number of PP pupils who achieve age expectation and narrow the gap between them and their peers in all year groups.	70% of PP pupils to achieve the expected standard in Reading, Writing and Maths at end of Keystage 1 All pupils to make at least expected progress based on their on entry data.
B.	Increase percentage of pupil premium children who attain Greater depth within the standard, with a focus in reading and maths.	Gap between PP and Non PP to reduce by 10%
C.	To use ELSA programme to support pupils with the Social Emotional Mental Health (SEMH) needs.	Reduction in SEMH needs as a barrier to learning. Pupils to have strategies to support them in self-regulation of emotions and behaviour.
D.	Attendance of PP pupils to be improved through monitoring by Pupil Premium champion and attendance officer alongside attendance incentives.	Pupil premium attendance to be at least 95% consistently Reduction in Persistent Absenteeism to 2% (2018-4%)

Planned expenditure						
Academic year	2018/19					
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
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	When will you review implementation?	Cost
To improve outcomes for pupils by increasing the number of PP pupils who achieve age expectation and narrow the gap between them and their peers in all year groups.	<p>3 days training for two teachers who are new to year 2.</p> <p>Subjects leaders Pupil Premium Action Plan half termly with bespoke targeted support.</p> <p>English Leader to adapt Long Term Planning to develop the link between reading and writing. Emergence in text.</p>	<p>In all subjects Pupil Premium did less well than peers at end of KS1. With a gap of 22% in reading, 23% in writing and 24% in Maths.</p> <p>In phonics PP pupils did less well than peers with a gap of 22%</p>	<p>Monitoring and triangulation through book looks, lesson observation and pupil progress.</p> <p>Subject Leaders action plans reviewed half termly showing impact and reviewed at SLT.</p> <p>Pupil Premium champion present at Pupil progress meetings half termly to review actions.</p>	<p>Olivia Chrus</p> <p>Tamara Gale</p>	December 2018	<p>1 afternoon per half term Maths Leader: £600</p> <p>1 afternoon a half term English Leader= £600</p> <p>Purchase of new reading texts % of cost as proportion of PP pupils = £60 of £1000</p> <p>6 X training costs=£600</p>

<p>Increase percentage of pupil premium children who attain Greater depth within the standard, with a focus in reading and maths.</p>	<p>English leader to be given additional time to implement reading support/interventions for TA's in reading and RWI. Guided Reading to be re-branded and new techniques and strategies to be introduced, monitored and supporting resources purchased. English Leader to attend Reading and Writing Curriculum training delivered by Portsmouth Teaching Alliance.</p> <p>Maths Leader release for pupil conferencing, additional interventions for the more able.</p> <p>Purchase of greater depth texts within the age appropriate level.</p> <p>Subject release for attendance at Greater depth cluster workshops.</p> <p>Attendance at local authority greater depth training</p>	<p>Year 2 results show that more non-disadvantaged pupils are achieving greater depth within the expected standard compared to disadvantaged pupils in reading (14% compared to 39% and maths (14% compared to 29%).</p>	<p>Monitoring and triangulation through book looks, lesson observation and pupil progress.</p> <p>Subject Leaders action plans reviewed half termly showing impact and reviewed at SLT.</p> <p>Pupil Premium actions reviewed at each Pupil progress meetings (half termly)</p>	<p>Tamara Gale Olivia Chrus Ruth Vonk</p>	<p>December 2018</p>	<p>English Leader one afternoon a term =£600</p> <p>Maths Leader one afternoon a term= £600</p>
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Support pupils with SEMH needs and reduce their barriers to learning.	<p>One member of staff trained as ELSA to support pupils with SEMH. All staff to have 3 x staff Training from Multi Agency behaviour Support team.</p> <p>Inclusion leader attendance at training with a focus on Anxiety and mental health to disseminate to staff.</p> <p>Inclusion Leader implementing Early Intervention strategy. Inclusion leader to devise ELSA structure and review programmes with ELSA and parents.</p> <p>Use of HLTA for cover to ensure consistency of routines, approaches and strategies rather than using supply agencies</p>	Pupils identified with these additional barriers to learning are less likely to achieve Expected standard. Within the current KS1 PP cohort 29% of pupils have SEMH needs with 5% working below the expected standard currently.	<p>ELSA training is certified and delivered by local authority EDUCATIONAL Psychology Team and ELSA supervision continues half termly following the cessation of the course. Use of in built ELSA assessment tool to evaluate intervention.</p> <p>Early Intervention assessment tool used for entry and exit data.</p>	<p>Ruth Vonk</p> <p>Rachel Thripp</p> <p>Gill Betteridge</p>		<p>ELSA Supervision: £600 a year Resources: £200</p> <p>Inclusion Leader attendance at SEND conference= £30</p> <p>Cost of training as a % of PP pupils: £340 One afternoon a half term of Inclusion Leader: £95.62= £735</p>
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i. Targeted support						ii.
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Attendance of pupils to be at least in line with national.	Attendance officer reports on attendance of groups weekly to SLT.	Pupil Premium attendance was 94.8 compared to 96.4% for non pupil premium pupils	<p>Attendance reviewed half termly.</p> <p>Daily phone call to parents if child is not in</p>	<p>Attendance officer</p> <p>Ruth Vonk</p>		1 day a week attendance officer=£2133

	<p>3 tiered attendance approach including meeting with class teacher and then Senior Leadership Team.</p> <p>Attendance newsletter</p> <p>Attendance rewards</p>		<p>school escalating to meeting with class teacher and then Senior leader depending on half termly review.</p> <p>Attendance meeting fortnightly with Head and Attendance Officer.</p>			
<p>Pupil Premium Children who have SEND needs to be supported to make good progress</p>	<p>Inclusion Leader to develop targeted and timely provision for pupils. Visit from external agencies including Educational Psychologist, speech and Language and Multiagency Behaviour Support</p> <p>Teachers to access drop in sessions provided by Multi Agency behaviour support specialist teacher.</p> <p>Access to cluster/PEP SEND training</p>	<p>Within the school we have identified PP pupils with SEND needs that are working below age expected in all areas.</p>	<p>Pupil Progress Meetings.</p> <p>Review of Interventions half termly</p> <p>Monitor and Review by Senior Leadership team as part of School Improvement Plan.</p>	<p>Rachel Thripp</p>	<p>December 2018</p>	<p>Cost of agencies as a % of PP pupils: £777</p> <p>One afternoon a half term of Inclusion Leader: £600</p> <p>TA training: £100</p>

<p>Service children and those from homes where stability may be low will make good progress through clear and consistent routines in school.</p>	<p>1 named member of staff to offer ELSA intervention All staff trained in Emotional First Aid. Service Family Workshops.</p> <p>HLTA continue to be employed to cover classes so that children have familiar 'good' teaching when their teacher is getting leadership/PPA time.</p>	<p>Individual needs of pupils indicate a need for this specialised role and provision.</p>	<p>HLTA as above</p> <p>ELSA supervision as above</p>	<p>Ruth Vonk</p>	<p>December 2018</p>	<p>HLTA: £19,654</p>
<p>Service children and those from homes where stability may be low will make good progress through clear and consistent routines in school.</p>	<p>1 named member of staff to be trained as ELSA. All staff trained in Emotional First Aid. Service Family Workshops.</p> <ul style="list-style-type: none"> HLTA continue to be employed to cover classes so that children have familiar 'good' teaching when their teacher is getting leadership/PPA time. 	<p>100% of service children made at least expected progress .</p> <p>Qualitative data from ELSA programme indicates increase in self confidence and ability to self express emotions.</p>	<p>HLTA as above</p> <p>ELSA supervision as above</p>	<p>April 2019</p>	<p>HLTA as above</p> <p>ELSA supervision as above</p>	

5. Additional detail

£350 for FSM Milk
£500 for additional resources/shortfall on trips

