**Pupil premium strategy statement: Mobberley C of E Primary School**

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| 1. **Summary information** | | | | | |
| **School** | Mobberley C of E Primary School | | | | |
| **Academic Year** | **2020-21** | **Total PP budget** | £25,555 | **Date of most recent PP Review** | n/a |
| **Total number of pupils** | 198 | **Number of pupils eligible for PP** | 19 | **Date for next internal review of this strategy** | Feb 2021 |

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| 1. **Current attainment (Post Lockdown Closure and Summer term recovery - July 20)** | | | |
|  | *Broadly In Line* | *Slightly Behind* | *Significantly Behind* |
| **EYFS (4 PP pupils)** | *PP=1 All=23* | *PP= All=2* | *PP=3 All=5* |
| **KS1 (5 PP pupils)** | *PP=2 All=* | *PP=1 All=* | *PP=2 All=* |
| **KS2 (10 PP pupils)** | *PP=3 All=62* | *PP=4 All=28* | *PP=3 All=19* |

Commentary on Main Issues:

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | |
|  | | Lack of confidence with number and its application | |
|  | | Low levels of oral and written language on entry and throughout KS1 | |
| **C.** | | Lower than expected levels of engagement with reading | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **D.** | | Disruption to education through poverty, over-crowding, family circumstances, family changes – impacting on home-school engagement, attendance and learning. | |
| **E.** | | Lack of opportunities for educational engagement beyond school times – impacting upon levels of curiosity, motivation and general knowledge. | |
| **F.** | | Substance misuse by adults in the home – causing additional anxiety in the children | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Improve confidence with number and its application | | All PP in line with basic number on entry to each key stage. |
|  | PP writing outcomes are in line with others | | Gaps with others in writing are below 5% at the end of each key stage |
|  | Reading engagement and outcomes of PP are in line with others | | Puma/Pira reading assessments, phonics tracking, reading scheme tracking and Lexplore Analysis evidence show PP to be in line with others. |
|  | Reduce the number of days that pupils are absent or late and improve participation at booster sessions by targeting key pupils and working with families. | | Improved attendance and punctuality.  Improved attendance at booster classes compared to the previous year.  Evidence of improvement through in books and assessments.  Improved outcomes in intervention programmes.  Outcomes in times tables assessments. |
|  | Improve levels of engagement and motivation through enriched curriculum provision and extra curricular opportunities. Broaden opportunities through the school library service, visits and visitors so that pupils show greater curiosity and engagement in their learning. Increase the number of PP children receiving instrumental tuition and attending after school clubs (offered free to PP children.) | | All PP attend trips and residential visits.  Progress of PP and NPP through the reading scheme is comparable.  No differences in the submission of PP and NPP homework or quality.  Books in the foundation subjects are equally good. |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2020-21** | | | | |
| 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. | | | | | |
| 1. **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?** |
| Improve pupils’ confidence in understanding and applying basic number. | More focused assessment.  More frequent assessment.  Sharing goals with pupils.  Improving opportunities to work on goals in schools.  Celebrating achievement. | Approaches will be more closely matched to need through improved assessment.  https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths | Review of data  Discussions with pupils  Observations | KW | Termly |
| Improve pupils’ confidence in speaking and increase the scope of their vocabulary. | More systematic approach to language in other subjects during curriculum design.  All PP children get regular opportunities to speak within class discussions. | Curriculum design offers an opportunity to improve the scope of language as well as speaking opportunities during lessons.  Improved vocabulary will improve access to the wider curriculum. | Observation  Talking with pupils  Review of medium-term plans for subjects. | KA | Termly |
| Improve pupils’ confidence, social skills and language through effective collaboration during lessons. | Ensure all teachers focus on using positive comments with PP children to encourage response in discussions.  Develop curriculum planning so that there are more group tasks.  All teachers have the opportunity to observe good practice in the promotion of learning in groups. | Studies suggest outcomes are better (and use higher order thinking skills) with increased levels of interaction and collaboration, Kagan, etc.  https://educationendowmentfoundation.org.uk/school-themes/developing-effective-learners/ | Observations  Talking with teachers and pupils.  Review of plans | KW/KA | Termly |
| **Total budgeted cost** | | | | | £4,375 |
| 1. **Targeted support** | | | | | |
| **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?** |
| * Accelerated progress in reading, writing and maths * A greater percentage of children in receipt of pupil premium attain end of year expectation in Y6 in maths | * Weekly 1:1 TA Speech and Language interventions in Rec/Y1 * 3x per week 1:1 TA Phonic boosters Y1/2 * 1 Hour weekly small group Reading and Maths interventions Y3/Y4 * 1 Hour weekly small group Reading and Maths interventions Y5/Y6 | <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1>  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths>  https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/maths-ks-2-3/EEF\_-\_Maths\_KS2\_KS3\_Guidance\_A3\_Recs\_Poster.pdf | Visit sessions and talk with pupils.  Observe sessions and outcomes over time. | CQ  LP  RN  MK | Feb and June 21 |
| * All P.P. children to be effectively engaged in their learning and make good progress across the curriculum | * 2 x TAs (KS1 and 2) 3x per wk to support children to develop their social emotional development * I TA to undertake ELSA emotional interventions for most complex pupils each afternoon | High quality emotional support to enable more vulnerable pupils to improve concentration and reduce overall anxiety.  Calmer, less anxious pupils with coping mechanisms and regular ‘check in’ support will work better and make achievement more likely. | Visit the groups.  Monitor attendance and participation.  Review outcomes for each term.  Discussions with pupils and staff.  Review of books and data. | JE  MK | Feb and June 21 |
| * Development in speech and language to support the children in making progress towards the end of year expectations in English | * Additional TA to support children in EYFS Y1 and Y2 to support speech and language development | EEF – Improving Literacy at KS1 (2020)  Recommendation 1 – Developing speech and language skills to aid understanding of language  Recommendation 8 – High Quality Structured Interventions to improve outcomes | Visit sessions and talk with pupils.  Observe sessions and outcomes over time, especially with regard to being ‘on track’ for EOY expectations. | LP | Feb and June 21 |
| * All disadvantaged SEND pupils have provision sharply focused on needs * PP SEND children are well supported to enjoy lunchtimes leading to higher afternoon engagement * All pupils make progress against the curriculum and reach the personalised targets set | * Release time for SEND leader to monitor the progress and support children in receipt of pupil premium on the SEND register * Midday assistant to support 3 KS2 disadvantaged SEND pupils during lunchtimes * Additional resources to support physical impairments purchased in KS2 | Greater involvement and overview from the SENDCO will improve and give greater consistency to provision, in turn this is likely to lead to improved progress and better pupil outcomes.  Greater engagement and support over lunchtime is likely to lead to improved levels of concentration and pupil.  Purchase of specialist resources will improve access to the curriculum for pupils with complex physical needs. | SEND Link Governor learning walks with SENDCO  Visit sessions and talk with pupils  Behaviour log  Lesson Observations  SEND progress report | CB  LP  CB | Termly |
| **Total budgeted cost** | | | | | **£19,200** |
| 1. **Other approaches** | | | | | |
| **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?** |
| * Increased number of pupil premium children attending after school clubs when compared to last year | * PP Children targeted for extracurricular clubs and competitions * Bursar/TA to support children and parents in accessing after school clubs | Increasing numbers of pupils attending and enjoying after school provision is likely to lead to improved confidence and resilience feeding into improved performance in academic subjects. | Discussions with pupils.  Classroom visits.  Review of behaviour, attendance and academic data.  Monitoring of participation. | CM | Feb and May 21 |
| * More disadvantaged children accessing music tuition * Musical tuition helping to support Emotional wellbeing | * Every PP child offered the chance to learn an instrument (tuition, instrument and supporting materials all free of charge) | Increasing numbers of pupils receiving and enjoying musical tuition is likely to lead to improved confidence and resilience feeding into improved performance in academic subjects. | Discussions with pupils.  Tuition visits.  Review of behaviour, attendance and academic data.  Monitoring of participation. | MH | Feb and May 21 |
| **Total budgeted cost** | | | | | **£1,980** |