



Moss Hey Primary School
Pupil Premium Strategy September 2019
To be reviewed July 2020

What is Pupil Premium funding?

- The Government is committed to narrowing the achievement gap between the families that are on lower income households and those that have higher incomes.
- It has therefore given a set amount of money per child for every child that has been eligible for free school meals, has been in the care of the local authority in the last 6 years or has been adopted in the last 6 years.
- It is then up to the school to decide how to spend the money so that all children can reach their potential.
- Pupil Premium funding is allocated under a 'financial year' model rather than an 'academic year' model.
- Our champions for Pupil Premium children are Elise Messham (HT) and Julie Longbottom (Governor). We track the attainment and progress of pupils in receipt of Pupil Premium funding on a termly basis and report this to Governors. This strategy is reviewed annually in the Summer term.

2018/19 Attainment Data

Year 1 Phonics Screening 2019

	Pupils eligible for PP: 1 in Y1	National Average
% Achieving expected standard	100%	71%

- *No children eligible for pupil premium in Y2*

End of Key Stage 2 results 2019

	Pupils eligible for PP: 2 in Y6	National Average
% Achieving expected or above in reading	100%	62%
% Achieving expected or above in writing	100%	68%
% Achieving expected or above in maths	100%	67%
Progress score in reading	2.6	-0.6
Progress score in writing	3.4	-0.5
Progress score in maths	2.3	-0.7

How we using Pupil Premium Funding to support pupil progress this year 2019/20:

- 2019 / 2020 Total PP budget: £9,240
- Number of pupils eligible for PP: 7

Provision to overcome identified barriers	Rationale	Desired Outcomes/Impact
Subsidised extra-curricular visits.	Pupils need to build rich vocabulary, knowledge and confidence in different settings	Increased engagement in school. Raising expectations. Widening horizons. Improved relationships and cooperation
Subsidised extra-curricular clubs	To widen horizons and raise aspirations	Developing confidence Improvements in social communication skills Increased skills beyond the curriculum

Motor skills united groups for identified pupils	Improvements in motor skills lead to enhanced participation across the curriculum and to greater levels of self confidence	Improvements in: - Fine and gross motor skills - Balance and coordination - Confidence and self esteem - Handwriting - Presentation - Sequencing and organisational skills
Maths Intervention for identified groups	Programme to accelerate maths progress in basic arithmetic	To develop and secure basic maths skills which can be applied to their maths learning in class
Spelling intervention (snip) for identified groups	Additional literacy support to raise achievements and diminish gaps	More fluency with: - Spellings - Recognising patterns - reading
Personalised support from a teaching assistant for identified pupils	Working with the same TA on a regular basis over time enables the pupil to develop a high level of trust and the adult to develop a sound understanding of the individual need. The support can be flexible and tailored specifically to needs; pastoral or learning.	Enhanced self-esteem Improvements in self-management – independence Increased engagement in class and group situations Consolidation of learning

How do we measure impact?

- Pupil voice
- Termly Behaviour analysis
- Termly assessment data
- Termly pupil progress meetings
- Tracking attendance
- Teacher / parental feedback

'It's not what you spend, it's the way that you spend it... that's what gets results'

The Pupil Premium: next steps. Sutton Trust July 2015