

Pupil premium strategy statement for 2020-2021 (Planned Spending)

1. Summary information					
School	Mowmacre Hill Primary School				
Academic Year	2020/21	Total PP budget	£	Date of most recent external PP Review	
Total number of pupils		Number of pupils eligible for PP		Date for next internal review of this strategy	

2. Barriers to future attainment (for pupils eligible for PP, including high ability). These have been identified using EEF toolkit, staff, pupil and parent consultation and internal databases.		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Improving whole school reading	
B.	Improving Speech and language across the whole of the school	
C.	Some pupils lack real world experiences to build knowledge, social skills and resilience.	
D.	Some pupils are in need of support to ensure good mental health and well-being. In school this could manifest itself as anxious, withdrawn or disruptive behaviour in class.	
E.	Raising reading attainment and progress in Key Stage 2	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
F.	Some children and families require extra help to support family well-being.	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve attendance for children that are eligible for pupil premium.	Pupils that are eligible for pupil premium across the school will receive targeted support to ensure their attendance meets national expectations.
B.	Children across the school to access Speech and Language Therapy.	Children across the school will receive support from the Speech and Language Therapist to support their progress and attainment.
C.	Providing real life experiences for children who are eligible for pupil premium.	All children who are eligible for pupil premium will receive trips paid for them to ensure that they are able to access real world experiences.
D.	Children who need support with Social, Emotional and Mental Health needs will receive support.	Children will receive targeted support by accessing ELSA, inclusion champion or the Family Welfare Officer. Pupils to show an improved mental wellbeing through support for SEHM needs.
E.	Improving reading attainment for children in Year 6.	Year 6 Pupils to receive extra support with reading to help towards KS2 SATs results.

F.	Children and families to receive support from school and outside agencies to support family well-being.	Families who are eligible for pupil premium funding will receive support to ensure that home life is supporting the children.
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4. Planned expenditure

Academic year	2020/21
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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.

i. Improving the 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?
Speech and Language Therapist to work with children across the school to improve communication.	Speech and language Therapist to work with identified children to support their level of communication. This support is delivered frequently to ensure that a maximum level of progress is achieved. SALT are also providing training for teachers and support staff to broaden skill set.	The Communication Trust: "There is a substantial amount of evidence linking SLCN with other areas of difficulty. We know that children with SLCN have difficulties across many areas of their lives." School baseline data against the communication trust age-appropriate expectations shows that large proportion of children are below.	There are case studies monitored by the SENCO to ensure the effectiveness of the intervention and support. Teaching staff will use the Pupil Premium tracker to identify areas of need and ensure that interventions are purposeful. This will be monitored at the end of every half term by Pupil Premium Co-Ordinator and SENCO.	SALT Team R. Palmer	July 2021
Support for children with Social, Emotional and Mental Health needs.	A team has been employed to provide support for children with Social, Emotional and Mental Health needs. This team of staff provides in class support where relevant. They write behaviour plans, provide interventions and support families with any SEMH needs. This provides support for the whole school due to the potential impact of certain behaviours.	Behaviour intervention Sutton Trust: moderate impact for moderate cost (social and emotional learning) High percentage of vulnerable children for exclusion are PP. Due to COVID-19 children may return to school with additional SEHM needs that may include; family loss of income, bereavement, anxiety and worry.	Staff meet with SLT regularly to discuss interventions and support being provided. CPOMs is used to track positive and negative incidents and progress. Teaching staff will use the Pupil Premium tracker to identify areas of need and ensure that interventions are purposeful. This will be monitored at the end of every half term by Pupil Premium Co-Ordinator and SENCO.	S. Edwards S. Asher R. Palmer SLT Team	July 2021
Marvel education to work in Year 6 providing SATs based intervention.	Marvel education will provide intervention for Year 6 pupils to ensure	Ensuring PP children meet scaled score targets.	This is reviewed regularly during SLT meetings.	E. Ewing B. Lamble E. Coltman	July 2021

	that they meet scaled score targets for KS2 SATs.	Providing Year 6 children the best possible opportunity to achieve their best end of KS2 SATs scores.		SLT Team	
Total budgeted cost					
ii. Targeted support for all pupil premium pupils					
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?
<p>Whole school attendance will reach 96%.</p> <p>Children who are eligible for pupil premium funding will receive personal support to raise their attendance.</p>	<p>M. Patel will work alongside the office staff to ensure that PP children are increasing their attendance.</p> <p>This level of support includes collecting the children from home, setting up attendance incentives and working alongside the FWO to support the families.</p> <p>There will be whole school attendance assemblies with incentives to encourage and promote children attending school.</p>	<p>Sutton trust: low impact for moderate cost however school data shows that increased attendance raises percentage of children who are meeting age related by the end of year group.</p> <p>Parents may feel anxious about their children returning to school due to COVID-19.</p>	<p>Weekly attendance meetings involving the pastoral team and Senior Leadership Team discuss children that have attendance concerns. Actions are then put in place to support these children.</p> <p>Tracking data. Weekly attendance meetings.</p>	M. Patel SLT team	This is reviewed weekly during attendance meetings.
<p>Providing real life experiences for children who are eligible for pupil premium.</p>	<p>The aim is to allow PP pupils to access new experiences which they otherwise would not be able to.</p> <p>The aim is to boost pupil's confidence and self-esteem. Furthermore, this will have a positive impact on their learning.</p>	<p>Among the many potential outcomes, research has shown that field trips:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expose students to new experiences and can increase interest and engagement in science regardless of prior interest in a topic (Kisiel, 2005; Bonderup Dohn, 2011), <input type="checkbox"/> Result in affective gains such as more positive feelings toward a topic (Csikszentmihalyi & Hermanson, 1995; Nadelson & Jordan, 2012). <input type="checkbox"/> Are experiences that can be recalled and useful long after a visit (Salmi, 2003; Falk & Dierking, 1997; Wolins, Jensen, & Ulzheimer, 1992). 	<p>The cost effectiveness will be reviewed in July 2020.</p> <p>Parent feedback at parents evening will provide their thoughts and feelings on the impact that this has.</p> <p>Teachers to monitor the impact on learning.</p> <p>ELSA to monitor improvements in self-esteem and confidence.</p>	L. Curtis Teaching staff ELSA Staff	July 2021

Education Welfare Officer to support whole school attendance.	Education Welfare Officer to work alongside the Attendance officer to provide support for children not achieving 96% attendance.	The school is aiming to achieve 96% attendance. Sutton trust: low impact for moderate cost however school data shows that increased attendance raises percentage of children who are meeting age related by the end of year group.	Weekly attendance meetings involving the pastoral team and Senior Leadership Team discuss children that have attendance concerns. Actions are then put in place to support these children. Tracking data. Weekly attendance meetings.	M Patel SLT EWO	This is reviewed weekly during attendance meetings.
Family Support and Safeguarding Officer to have greater contact with increasing number of families.	Work alongside children's families to ensure that there is increased support in school and in the home.	Demand from families wishing to access this support has continued to rise. FSO also plays a significant role in safeguarding children. The FWO supports the Attendance Officer and wellbeing team to ensure families are being included and communicated with during the process of improving support for pupils. Maslow's hierarchy of need – ensure that children have basic needs met.	Wellbeing team and Safeguarding meetings ensure that support is being targeted in the most effective way. Multi agency approach and knowledge to develop greater impact.	J Bradgate	July 2021

Total budgeted cost

i. 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?
Emotional Literacy Support Assistant to work across the school providing intervention for children with Social, Emotional and Mental Health needs.	Children that require support from one of the ELSA's are identified by staff. Interventions are then designed to support the children's needs.	Behaviour intervention Sutton Trust: moderate impact for moderate cost (social and emotional learning) High percentage of vulnerable children for exclusion are PP	ELSA sessions are monitored through CPOMs. Sessions are planned accordingly and the decision on further sessions is then discussed. Teaching staff will use the Pupil Premium tracker to identify areas of need and ensure that interventions are purposeful. This will be monitored at the end of every half term by Pupil Premium Co-Ordinator and SENCO.	J. Eyden C. Brown R .Palmer SLT	July 2021

<p>All children in school to be provided with a breakfast bagel.</p>	<p>Each class to have a bagel for each child every morning. This will support the children's energy and ability to sustain focus during the morning session.</p>	<p>Reference to Maslow's hierarchy of needs-ensure children have a nutritious breakfast</p>	<p>Support Staff monitor who is accessing the Bagels. This is then monitored through use of CPOMs where necessary.</p>	<p>SLT</p>	<p>July 2021</p>
<p>Total budgeted cost</p>					