

# Moss Hall Junior School Pupil Premium Strategy Statement

## School overview

Metric	Data
School name	Moss Hall Junior School
Pupils in school	445
Proportion of disadvantaged pupils	78 (17.5%)
Pupil premium allocation this academic year	£108,730
Academic year or years covered by statement	2019 - 2022
Publish date	Autumn 2020
Review date	Autumn 2021
Statement authorised by	Ms L Wynne, Executive Headteacher
Pupil premium lead	Mr S Craig, Assistant Headteacher
Governor lead	Mrs C Khan, Pupil Premium Governor

## Disadvantaged pupil progress scores for last academic year (18/19)\*

\*no progress scores academic year 19/20

Measure	Score
Reading	-3.15
Writing	-2.29
Maths	-3.31

## Disadvantaged pupil performance overview for last academic year (18/19)\*

\*no progress scores academic year 19/20

Measure	Score
Meeting expected standard at KS2	50%
Achieving high standard at KS2	0%

## Strategy aims for disadvantaged pupils

Measure	Activity	Projected Spending
Priority 1	Raising reading and writing attainment and enjoyment for disadvantaged pupils	£40,000
Priority 2	Raising maths attainment for disadvantaged pupils	£40,000
Priority 3	Increase access to a broad, tailored curriculum for all disadvantaged pupils	£30,000

Barriers to learning these address	Ensuring our curriculum offer is bespoke to meet the needs of our children and develop cultural capital	
Projected spending		£110,000

### Teaching priorities for academic years 2020- 2022

2018-2019 National Average Attainment for Disadvantaged:

- Combined = 71% R = 78% W = 83% M = 84%

		Combined	Reading	Writing	Maths
<b>2020-2021</b>	Y3	64%	72%	64%	64%
	Y4	44%	61%	44%	67%
	Y5	50%	64%	63%	59%
	Y6	52%	67%	63%	70%
<b>2021-2022</b>	Y3				
	Y4	72%	82%	82%	72%
	Y5	56%	72%	56%	83%
	Y6	68%	72%	77%	77%
<b>2022-2023</b>	Y3				
	Y4				
	Y5	82%	82%	82%	82%
	Y6	72%	78%	78%	83%

### Targeted support to meet strategy aims/priorities

Measure	Activity
Priority 1	Ensure children are reading and writing daily, supported by a rich reading culture and environment in school
Priority 2	Establish small group and 1 to 1 maths interventions for disadvantaged pupils falling behind age-related expectations
Priority 3	CPD for all staff – teaching to the top – high quality knowledge rich – clear Moss Hall implementation method / approach
Barriers to learning these priorities address	Encouraging wider reading (tackling vocabulary gap) and providing catch-up in mathematics (effective use of TAs)

### Wider support to meet strategy aims/priorities

Measure	Activity
Priority 1	SLRS / non –fiction library areas Reading groups/club Reading in every lesson Approach to teaching vocabulary including the use of knowledge organisers. Curriculum book spine Staff CPD and writing moderation with Eleanor Martlew
Priority 2	MTC whole school approach Use whole school intelligent intervention tool for whole school home learning approach (Century Tech) Introduce NFER tests – diagnostic – automaticity? Review use and impact of Power Maths Use of concrete and pictorial part of appraisal outcomes
Priority 3	Review assessment methods of and understanding of whole curriculum to ensure DA children are assessed fairly and accurately. Pupil voice and book talks to analyse curriculum outcomes CPD for teachers – how learning works – Rosenshine’s principles of Direct Instruction Research leader and research group Trips/clubs for children to ensure access to curriculum
Barriers to learning these priorities address	Developing teacher subject knowledge, clear lesson structures/pedagogical approach and assessment strategy.

## Monitoring and Implementation

Area	Challenge	Mitigating action
Reading and Writing	Assessment accuracy and follow up precise action. Subject knowledge and leadership experience.	Strong line management for leaders Clear expectations for all staff Clear expectations for leaders Support for leaders to hold to account Support for leaders to develop subject knowledge Explicit reading strategy understood and enacted by all stakeholders
Maths	Challenge in releasing staff. Gap analysis and resulting curriculum changes post lockdown.	Ensure TAs attends training to increase subject knowledge in line with teachers Re-structure maths leadership Teachers' subject knowledge Assessment strategy Review of teaching scheme (Power Maths) Monitoring/analysis of Century Tech Analysis and targeted teaching from NFER assessments Third Space Learning - 1:1 tutoring
Curriculum	Time /cover/ subject knowledge/ curriculum overview and lesson by lesson approach.	Continue to review the curriculum and develop the sequencing of study to ensure clear progression. Develop whole school approach to concepts and using big questions as an end point to learning sequences Build teacher subject knowledge Structure of CPD and mindset so that all teachers understand they need to be equipped to teach well

## Review: last year's aims and outcomes

Aim	Outcome
Raising reading and writing attainment and enjoyment for disadvantaged pupils	<p>Due to Covid-19, a review of the impact and future implications of last year's strategy (2019/2020) is not appropriate.</p> <p>During time away from school, disadvantaged pupils' engagement and welfare was monitored (see provision map). As a result of the ongoing monitoring, some disadvantaged children were invited back into school despite not being in Year 6. Third Space Learning - 1:1 personalised maths interventions were rolled out for all disadvantaged Year 5 pupils which has continued into this academic year. On their return, NFER tests were administered to ensure gaps were identified quickly and 'catch up' could begin appropriately and robustly.</p>
Raising maths attainment for disadvantaged pupils	
Increase access to a broad, tailored curriculum for all disadvantaged pupils	<p>During this time, a new curriculum was developed which aims to meet the needs of all pupils including those who are disadvantaged. It hangs strongly on the professional reading done by leaders and staff as part of CPD which has a particular emphasis on clear themes, topics and previous learning links to aid contextual understanding, increase knowledge and memory of knowledge learned.</p>

## **APPENDIX 1 - Rationale for Targets**

**TABLE 1 – Whole school overview: Current PP WA+**

<b>YG 2020/21</b>	<b>Combined</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>Total PP chn</b>
Y3	45%	64%	55%	55%	11
Y4	22%	44%	28%	61%	18
Y5	41%	55%	55%	50%	22
Y6	30%	48%	44%	59%	27
<i>2018/19 Results</i>	50%	60%	75%	60%	19
<i>KS2 National Ave Disadvantaged 2018/19</i>	71%	78%	83%	84%	

*(Routemap 2020-21 Autumn Update)*

### **TARGETS BY COHORT**

#### ***Assumptions and considerations***

- As each cohort progresses through school their PP strategy will be advanced through the yearly strategies outlined below
- Cohort targets based on results from a targeted approach assume no changes in the PP makeup of the year group
- Targets made with reference to *National Average Disadvantaged* will be updated on an ongoing basis, as the latest and most relevant data is published

## COHORT - Y6 2020/21

### **Targets - By end of KS2:**

1. Improve upon all school 2018-2019 results
2. Achieve at least National Average Disadvantaged in Reading
3. Make incremental gains in Combined, Writing and Maths vs. National Average Disadvantaged

### **Strategy**

1. Target children identified who are able to and require support to achieve WA in certain subjects to maximise number of children achieving Combined at end KS2
2. Target children identified who are able to and require support to achieve WA in certain subjects to maximise number of children achieving Combined at end KS2

**Table 2 – Y6 2020/21 Targets**

	<b>Combined</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>Subject Focus</b>
Year 6 target (20-21)	52% +6	67% +5	63% +5	70% +3	Writing and Reading
Autumn 2020	30% =8	48% =13	44% =12	59% =16	
Spring 2020	44% =11	64% =16	48% =12	64% =16	
Target Chn Year 6					

## COHORT - Y6 2021/22

### *Targets - By end of KS2:*

1. Make significant gains in reaching National Average Disadvantaged in Combined, Reading, Writing and Maths

### *Strategy*

1. Target children identified who are able to and require support to achieve WA in certain subjects to maximise number of children achieving Combined at end KS2

**Table 3 – Y6 2021/22 Targets**

	<b>Combined</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>School Year Focus</b>
Year 6 target (21-22)	68% +4	72% +2	77% +3	77% +3	Reading & Writing
Year 5 target (20-21)	50% +2	64% +2	63% +2	63% +3	Maths
Autumn 2020	41% =9	55% =12	55% =12	50%=11	
Spring 2020	42% =8	63% =12	58% =11	47% =9	
Target Chn Year 6					
Target Chn Year 5					



## COHORT - Y6 2022/23

### Targets - By end of KS2:

1. Make significant gains in reaching National Average Disadvantaged in Combined, Reading, Writing and Maths

### Strategy

1. Y4 to Y5 Spring – raise overall attainment in weaker subjects
2. Y5 Spring to Y6 – **target chn** at WT who require support to achieve Combined at end KS2 (as performed on Cohort Y6 2020/2021)

**Table 4 – Y6 2022/23 Targets**

	Combined	Reading	Writing	Maths	School Year Focus
Year 6 target (22-23)	72% +3	78% +1	78% +4	83%	Writing
Year 5 target (21-22)	56% +2	72% +2	56% +2	83% +3	Maths
Year 4 target (20-21)	44% +4	61% +3	44% +3	67% +1	Reading & Writing
Autumn 2020	22% =4	44% =8	28% =5	61% =11	
Spring 2020	24% =4	47% =8	41% =7	65% =11	
Target Chn Year 6					
Target Chn Year 5					
Target Chn Year 4					

## COHORT - Y6 2023/24

### **Targets - By end of KS2:**

1. Achieve at least National Average Disadvantaged in Combined Reading, Writing and Maths by Year 5 and maintain.

### **Strategy**

3. Y3 to Y5 Spring – raise overall attainment in weaker subjects
4. Y5 Spring to Y6 – **target chn** at WT who require support to achieve Combined at end KS2 (as performed on Cohort Y6 2021/22)

**Table 5 – Y6 2022/23 Targets**

	<b>Combined</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>School Year Focus</b>
Year 6 target (23-24)	82%	82%	82%	82%	
Year 5 target (22-23)	82% +1	82%	82%	82% +1	
Year 4 target (21-22)	72% +1	82% +1	82% +2	72% +1	
Year 3 target (20-21)	64% +2	72% +1	64% +1	64% +1	
Autumn 2020	45% =5	64% =7	55% =6	55% =6	
Spring 2020	60% =6	80% =8	70% =7	60% =6	
Target Chn Year 6					
Target Chn Year 5					
Target Chn Year 4					
Target Chn Year 3					