

Pupil premium strategy statement - 2020-2021 & Outcomes review

School overview

Metric	Data
School name	Moss Hall Junior School
Pupils in school	447
Proportion of disadvantaged pupils	90 (20%)
Pupil premium allocation this academic year	£117,015
Academic year or years covered by statement	2020 - 2023
Publish date	September 2020
Review date	July 2021
Statement authorised by	Laura Wynne
Pupil premium lead	Helen Hoyle
Governor lead	Chloe Khan

Strategy aims for disadvantaged pupils (2020-2023)

Aim	Measure
Priority 1 - Raising reading and writing progress, attainment and enjoyment for disadvantaged pupils	<ul style="list-style-type: none"> - 100% of PPG children make expected progress in reading and writing - year on year % of PPG children make more than expected progress in reading and writing - % of PPG children meetings ARE is at least in line with National PPG group and within 10% of National all children – Reading - % of PPG children meeting ARE is in line with national PPG group in writing
Priority 2 - Raising maths progress and attainment for disadvantaged pupils	<ul style="list-style-type: none"> - 100% of PPG children make expected progress in maths - Significant % of PPG children make more than expected progress in maths - % of PPG children meetings ARE in maths is in line National PPG group and within 5% of National for all children
Priority 3 - Increase access to a broad, tailored curriculum for all disadvantaged pupils	<ul style="list-style-type: none"> - Regular reviews of New Curriculum resulting in redesigns where necessary to ensure full access for disadvantaged children - Maintain high % attendance in school - Improve and maintain % accessing learning during further isolations due to Covid
Barriers to learning these priorities address	<ul style="list-style-type: none"> - Encouraging wider reading (tackling vocabulary gap) - Effective use of TAs in providing catch-up in mathematics - Attendance - Some children with well-being and self-regulation issues - Lack of access to enrichment opportunities and lower levels of cultural capital

Outcomes for Disadvantaged Year 6 Cohort 2020-21

Y6 Disadvantaged pupils' progress overview from end of KS1 to the end of KS2 (21 pupils)

Subject	% of pupils making expected progress from end of KS1	% of pupils making more than expected progress from end of KS1	Total making expected or more progress from end of KS1
Reading	62%	19%	81%
Writing	71%	10%	81%
Maths	57%	29%	86%

Y6 Disadvantaged pupil attainment at the end of KS2 2020-21

Measure	Reading		Writing		Maths		RWM	
	All Pupils (28)	Pupils who joined Y3 (20)	All Pupils (28)	Pupils who joined Y3 (20)	All Pupils (28)	Pupils who joined Y3 (20)	All Pupils (28)	Pupils who joined Y3 (20)
% Meeting expected standard	46%	50%	50%	59%	57%	55%	/	/
% Achieving high standard	14%	18%	4%	5%	14%	18%	4%	5%
% Expected or above	60%	68%	54%	64%	71%	73%	46%	55%
Moss Hall Juniors Disadvantaged 2019 % expected and above (% above)	60% (15%)	/	75% (0%)	/	60% (15%)	/	50% (0%)	/
National 2019 results for disadvantaged group % expected and above (% above)	62% (17%)	/	68% (11%)	/	67% (16%)	/	51% (5%)	/

Intended Outcomes for Disadvantaged Children from all year groups 2020-21

Aim	Targeted Outcomes
Priority 1 - Raising reading progress, attainment and enjoyment for disadvantaged pupils	(1i) 100% of PPG children make expected progress in reading (1ii) Significant % of PPG children make more than expected progress in reading (1iii) % of PPG children meeting ARE in reading is in line with National PPG group
Priority 2 - Raising maths progress and attainment for disadvantaged pupils	(2i) 100% of PPG children make expected progress in maths (2ii) Significant % of PPG children make more than expected progress in maths (2iii) % of PPG children meeting ARE in maths is in line with National PPG group
Priority 3 - Increase access to a broad, tailored curriculum for all disadvantaged pupils	(3i) Regular reviews of New Curriculum resulting in redesigns where necessary to ensure full access for disadvantaged children (3ii) Maintain high % attendance in school (3iii) Improve and maintain % accessing learning during lockdown

Actual Outcomes 2020-21 for all disadvantaged pupils from all year groups

Priority 1

(1i and 1ii) Progress in Reading (96 pupils)

Main Teacher Assessment	
Less than expected progress	8%
Expected Progress	76%
More than Expected progress	16%
Expected or more	92%

(1iii) Attainment in Reading (96 pupils)

Main Teacher Assessment	Autumn	Summer	Change
Below	16%	10%	-5%
Working Towards	32%	32%	0%
Expected	38%	45%	+7%
Greater Depth	15%	13%	-2%
Expected and above	53%	58%	+5%

Priority 2

(2i and 2ii) Progress in Maths

Main Teacher Assessment (100 pupils)	
Less than expected progress	9%
Expected Progress	75%
More than Expected progress	16%
Expected or more	94%

(2iii) Attainment in Maths

Main Teacher Assessment	Autumn	Summer	Change
Below	6%	6%	0%
Working Towards	35%	33%	-2%
Expected	47%	44%	-3%
Greater Depth	12%	17%	+5%
Expected and above	59%	61%	+2%

Priority 3

(3i) New Curriculum

Book Study revealed an increasing engagement from children in the whole curriculum. High expectations, clarity of key vocabulary, teachers increasingly making links for pupils and targeted “time to talk” about learning/ reflect and review time demonstrated that this group of children were knowing more and remembering more. Visits and visitors were not permitted through much of the year due to Covid restrictions.

This group of pupils were targeted for Chrome book loans through the lockdowns and “bubble” closures and online engagement was high as a result.

(3ii) Pupil Premium Attendance in School

Autumn 2020

	Sept 20	Oct 20	Nov 20	Dec 20	Whole term
% PPG Attendance	93.51%	96.78%	96.04%	96.45%	95.69%

Summer 2021

	April 21	May 21	June 21	July 21	Whole term
% PPG Attendance	96.09%	94.38%	95.68%	TBC	95.38%

(3iii) Accessing Learning at Home During Lockdown Spring 2021

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	HALF TERM	Week 1	Week 2
PPG Attendance%	61.86%	92.33%	93.02%	94.19%	95.81%	95.12%		95.81%	94.88%

- Attendance data in first week of lockdown lower than rest of time due to problems accessing google drive for pupils without technology.

- This rectified by school in second week as school issued more chrome books, chargers and routers.

- Attendance also improved as more children were added to key worker provision in second and third weeks of term (and then more gradually throughout lockdown)

Barriers to learning these priorities address

- (i) Encouraging wider reading (tackling vocabulary gap)
- (ii) Effective use of TAs in providing catch-up in mathematics
- (iii) Some children with well-being and self-regulation issues
- (iv) Lack of access to enrichment opportunities and lower levels of cultural capital

(i) Wider Reading

FFT NTP Reading (33 pupils) – Each child had 10 weeks tutoring.

Comparing Main TA in Aut 20 to Sum 21	
Less than expected progress	7%
Expected progress	80%
More than expected progress	13%
Expected or more	93%

Project Code X Year 3 and Year 4 (4 pupils)

- 75% made more than expected progress over the full year

(ii) Effective Use of TAs in providing catch-up in maths – Third Space Learning

Year 5 (21 pupils) - Progress has been measured by comparing the standardised scores of children from Autumn NFER with Summer NFER

Progress of children who received Third Space Learning intervention in Y5	
Less than expected progress (-5 or less)	5%
Expected progress (-4 to 4)	29%
More than expected progress (5 or more)	67%
Expected or more	96%

Year 6 (20 pupils) – Progress has been measured using TA in autumn of the year compared with TA in summer

Progress of children who received Third Space Learning intervention in Y6	
Less than expected progress	10%
Expected progress	55%
More than expected progress	35%
Expected or more	90%

(iii) Well-Being and Self-Regulation

Re-cultured school ethos, behaviour blueprint, staff training and heightened expectations have led to more responsibility but on children to own their own behaviour.

Senior learning mentor supported over 40 pupils routinely developing strategies for self-management

(iv) Cultural Capital

100% attended the Y6 sleepover
 All children in Y6 involved in end of year production
 2 x School wide school sports “days” that involved all pupils
 Barnet virtual music festival involved all pupils
 All children have a wide diet of music lessons

Tier 1 - Teaching priorities for current academic year (2020-2021)

Aim	Activity	Review Date
Priority 1 - Improve progress and attainment in Reading	<ul style="list-style-type: none"> - Improve teachers' subject knowledge - Training for English Leader - Training on assessment accuracy to identify gaps and follow up precision planning - Reading in every lesson - Develop and embed new curriculum book spine– quality texts underpinning English lessons in all year groups 	July 21
Priority 2 - Improve progress and attainment in Maths	<ul style="list-style-type: none"> - Improve teachers' subject knowledge – with a focus on mastery approach and use of concrete and pictorial representations - Training for Maths Leader – training for maths leader and the year group leader from a local authority maths consultant with a focus on challenge at all levels - Training on assessment accuracy to identify gaps and follow up precision planning - Develop whole school approach to Multiplication Tables Check 	July 21
Priority 3 - Increase access to a broad, tailored curriculum for all disadvantaged pupils	<ul style="list-style-type: none"> - Staff Training 1) How learning works – Rosenshine's principles of Direct Instruction 2) Moss Hall implementation method / approach to teaching - Clear and consistent understanding of teaching to the top from a high quality knowledge rich curriculum - Research leader and research group in place 	July 21

	<ul style="list-style-type: none"> - Regular curriculum reviews including Pupil Book Talk ensuring PPG children are accessing whole curriculum and identifying any gaps needing closing - Review assessment methods to ensure all children, particularly PPG, are assessed fairly and accurately across the curriculum 	
Barriers to learning these priorities address:	<p>1) Attendance</p> <ul style="list-style-type: none"> - Attendance of PPG regularly monitored and followed up by school leaders - Buy-in to support from Barnet's Educational Welfare Officer team <p>2) Encourage wider reading and enrich vocabulary</p> <ul style="list-style-type: none"> - Investment in school library and librarian - Membership of School Library Resource Service to enhance and enrich curriculum book collections - Consistent approach to teaching new vocabulary across the curriculum using knowledge organisers <p>3) Developing the culture and ethos for learning</p> <ul style="list-style-type: none"> - Leadership and all staff training with Tom Bennett 'running the room' - Developed shared model of high standards of behaviour starting with high quality respectful relationships - Re-established expectations of pride and effort in their work 	July 21
Projected spending	£39,600	

Tier 2 - Targeted academic support for current academic year (2020-2021)

Measure	Activity	Review Date
Priority 1	<ul style="list-style-type: none"> - Small group phonics and 1:1 supported by Phonics Tracker programme - Accelerated Reader Programme across all year groups - Reading groups/club 	July 21
Priority 2	<ul style="list-style-type: none"> - Small group and 1 to 1 maths interventions for disadvantaged pupils falling behind age-related expectations with HLTA - Third Space Learning - 1:1 online tutoring – was £6100 but now is £18,000 	July 21
Priority 3	<ul style="list-style-type: none"> - Century Tech – online home learning programme linking to individual learning in English, maths and science 	July 21
Barriers to learning these priorities address:	<p>1) Effectiveness of TAs</p> <ul style="list-style-type: none"> - Training, support and monitoring for HLTA and TAs responsible for delivering intervention programmes from AHT and SENCO 	July 21
Projected spending	£52,500	

Tier 3 - Wider strategies for current academic year (2020-2021)

Measure	Activity	Review Date
Included Senior Learning Mentor Post (Supports all priorities)	<p>Learning Mentor programmes delivered by Senior Learning Mentor</p> <ul style="list-style-type: none"> - Happy to me - Happy to be us - Strengthening Families, Strengthening Communities - 1:1 support - On-line support groups during lockdown and additional phone call support 	July 21
GSuite and home learning development	<p>GSuite training for all staff responsible for delivering online learning during lockdown</p>	July 21

(Supports all priorities)	GSuite development supported by ICT Support Service in order to facilitate online learning during lockdown Access to IT so online learning can be accessed at home by children entitled to PPG	
Support access to enrichment opportunities for PPG children (Supports all priorities)	Funding support to ensure equal access to all school trips, events and extra-curricular activities	July 21
Projected spending	£27,700	

Monitoring and Implementation (2020-2021)

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	<ul style="list-style-type: none"> - Strategic use of INSET days and weekly INSET training sessions - Coaching programme for teachers established with cover in place - Additional cover being provided for YGL to work with teachers ensuring quality and consistency
Targeted support	Ensuring enough time for HLTA to support small groups Developing and monitoring quality and impact of support from teaching assistant teams	<ul style="list-style-type: none"> - HLTA timetable to have 'ring fenced time' for 1:1 and small group interventions - YGL and curriculum leads to have additional time to monitor and support HLTA with 1:1 and group work planning - SENCO to support, develop and monitor TAs who are leading interventions
Wider strategies	Engaging hard to reach families Ensuring that all children have access to technology at home	<ul style="list-style-type: none"> - Senior Learning Mentor and SENCO engaging with harder to reach families on a regular basis - Teachers aware of families who may need more contact and support - Regular checks on technology needs by leaders and office team with gaps being identified and closed in a timely basis - Additional technical and advisory support from ICT Support Team