**Pupil Premium Strategy Plan 2020-21 Moat Farm Juniors**

**Total Funding March 2020 – April 2021 - £209,820, £1345 per pupil for 156 pupils**

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| **Central priorities 2020-21** |
| 1. **To catch up the ground that Pupil Premium Pupils have lost during lockdown** |
| **Why** - **Barriers to learning** ?  Pupil Premium Pupils have been identified as at specific risk of falling back following a period in Lockdown. Engagement in learning during this period was at a lower rate than for non -PP pupils before the live lessons were introduced . Reading ages are more fragile on return to school for these pupils. Some PP Pupils new to the school in Year 3 are not reading fluently enough to access the curriculum effectively. 32% of Pupil Premium Pupils in Year 3 have a reading age below 7 as opposed to 20 % non- Pupil Premium Pupils. Attendance has dropped more for PP pupils and especially FSM pupils in the first weeks back than for non -PP pupils. Some PP pupils have demonstrated difficulties making the transition back into school. |
| **What** ?   * 1.a Ensure that the remote curriculum is engaging and effective so that Pupil Premium Pupils will be participating in learning regularly in the event of self isolation or further lockdowns * 1.b Ensure that Pupil Premium pupils develop effective decoding skills to enable them to read fluently to access the whole curriculum and to develop positive attitudes towards reading when not in school * 1.c Ensure that PP families are confident to send their children to school and are making well informed decisions about attendance * 1.d Ensure that PP pupils are able to learn successfully because of consistently good behaviour for learning |
| **How** ?   * 1.a Training will be provided for all staff on delivering the online curriculum. Ongoing support will be provided for PP parents and families in terms of accessing Teams and IT devices by IT staff . PP Parents will be supported by the pastoral and leadership team to ensure that all children are engaged in learning with calls at every session if they are not participating in that lesson. Live teaching is adapted to take account of the specific needs and areas for develop of Pupil Premium pupils using the full functionality of teams where staffing allows, e.g specific live daily teaching of phonics in a small group. For FSM pupils, weekly boxes of food will be delivered if children are unable to attend school due to self isolation. * 1.b **This works in tandem with the COVID catch up funding**. Training in phonics teaching is provided for support staff. Daily phonic sessions in place for children who cannot read fluently. The pastoral team will call parents to offer support where children are not reading three times weekly at home. Class teachers will flash card PP pupils on phonics interventions to support GPC recognition and will support with daily HF word reading.. * 1.c The attendance and pastoral teams will work with families and carers to ensure that attendance for PP pupils is the best it can be. Where they are self- isolating , daily support in the form of phone calls will be provided to help arrange rapid testing, provide advice on next steps and then arrange a return back into school. * 1.d Specific mentoring plans are written for PP pupils finding the transition back into school routine difficult. Targets will be taken for these pupils from the Moat Farm resiliency plan and specific provision agreed. These plans will be written by SMT and reviewed fortnightly. |
| **How well ? - Measure of Impact**   * **1.a** PP pupils attend live lessons in the event of self isolation from bubble closures, logs from the IT and pastoral teams show the calls made to these families offering support. Parental feedback is positive about online learning * **1.b** Reading ages for PP pupils rise to enable them to access the whole curriculum. PP pupils on a reading intervention increase their reading age by an extra 6months by the end of the academic year . At least 75% of PP pupils read regularly at home. * **1.c** Attendance for PP families rises**.** Case work evidence from the attendance teams shows the impact of support provided. * **1.d** Reviews of PP mentoring plans show that targets have been achieved. Surveys taken at the start and end of the mentoring process demonstrates an increase in positivity towards themselves, peers and the curriculum. Behaviour incidents fall by at least 50% by the end of the Autumn term. |
| **Who ?**  **Staff responsible : AS, NS, LW, JG, LS, ES, SM, TM, EB, JB, GW, RR, JM** |
| 1. **To develop effective teaching practice in**  **NQTS and teachers early in their career that raises standards for PP pupils and to further extend and share the expertise of more experienced teachers.** |
| **Why ?**  Student teachers and NQTs missed a significant amount of CPD and whole class experience last year as a result of lock down. Consistent quality first teaching is vital to ensure that our PP pupils of all attainment points make good progress. Challenges in terms of marking and feedback in a COVID secure way need to be addressed to ensure that PP pupils are clear about what it is they need to do to improve . New teachers require support following lock down about how to adjust lesson content to ensure that children make rapid and sustained progress to catch up. More established teachers as well as newer teachers may need subject knowledge development to ensure that they are challenging all pupil premium pupils effectively across the curriculum. |
| **What ?**  **2a** Training provided for all staff about the current Pupil Premium Strategy within school  **2b.** Specific support provided for NQTs and RQTs around quality first teaching  **2c.** Training provided for staff following assessments around making accelerated progress through effective use of AFL and feedback and bridging gaps.  **2d.** Planning and lesson delivery support provided for staff to enable effective challenge for higher attaining PP pupils |
| **How ?**  **2a** All staff meet with members of the leadership team to understand the current priorities of Moat Farm’s Pupil Premium strategy and their role within achieving them . Training will focus on the barriers to learning for our pupils, what the current situation is after lockdown and our response. Training will also explore the most important role of quality first teaching in ensuring these pupils catch up. Training will be provided on a termly basis.  **2b** NQTs and RQTs have weekly release time to develop effective practice beyond their statutory entitlement and time with NQT mentors. They will be released to work with outstanding practitioners in school and will have frequent opportunities to see effective examples of quality first teaching within school. In the Autumn term this will concentrate on the Core subjects with a particular focus on reading. In the Spring and Summer this will move to the wider curriculum  **2c** Following assessments in the mid point, subject leaders and SLT will work within year groups toaddress gaps in learning for PP pupils in specific groups and plan for progress . Where needed this will allow for leaders to go into classes and model teaching approaches as well as support with planning and lesson delivery. Staff will be released to see outstanding practitioners.  **2d**. SMT will review register for HA PP pupils and will identify those pupils who are specifically gifted or talented. Subject knowledge audits will be carried out for support staff. Staff will receive training as to how to challenge HAP PP pupils . This will be a bespoke approach for individual staff and could look to develop subject knowledge, feedback on learning , effective questioning or provision for those pupils who are gifted. Staff will be released to work with outstanding practitioners in school and will have the opportunity to see effective challenge for HA PP pupils in terms of lesson delivery, differentiation and feedback. |
| **How well ? - Measure of impact**  **2.a All staff in school know what the Pupil Premium strategy is and what the current priorities are. Classroom based staff and staff involved in any delivery of pastoral support know who the Pupil Premium pupils are that they are working with , what the specific barriers to learning are and what they are doing to improve outcomes. SMT and Governor reviews**  **2b. NQT and RQT action plans show the meeting and training focus. Learning walks and book looks show the extent to which PP pupils are acquiring basic skills and developing new learning. Lesson observations and pupil perception interviews show that PP pupils are clear about the next steps in their learning and there are well chosen. Assessments indicate that Reading ages for PP pupils increase by an extra 6 months by the end of the academic year.**  **2c. Subject leadership reviews show the impact that leadership is having on raising outcomes for PP pupils with the staff that they have worked with. Areas for development identified in November have been addressed by the next assessment round in the Spring term and as a result , PP pupils close gaps within school and catch up lost learning.**  **2d. Staff know HA PP pupils and those who are gifted and talented. For the most able PP pupils, where appropriate or current COVID restrictions allow, these pupils have specific provision or enrichment opportunities provided . The numbers of PP pupils working above ARE increases from Autumn assessments. For pupils in Year 6, the numbers of PP pupils working at Greater Depth in reading is in line with all pupils nationally.** |
| **Who ?**  LS, ES, AS, LC, GW, SK, JM, NT. |

Next review date for Pupil Premium Spending – January 2021