

Moor Nook Community Primary School

Pupil Premium Strategy 2020-2021



1. Summary information					
School	Moor Nook Community Primary School				
Academic Year	2020-21	Total PP budget	£113,545	Date of most recent PP Review	September 2020
Total number of pupils	194	Number of pupils eligible for PP	100/194 52%	Date for next internal review of this strategy	October 2020

2. Current attainment		
Key Stage 2 (2019-2020)		
	Pupils eligible for PP (17/29)	Non PPG Pupils (12/29)
% achieving ARE or ARE+ in reading, writing and maths	53%	75%
% achieving ARE or ARE+ in reading	88%	92%
% achieving ARE or ARE+ in writing	53%	75%
% achieving ARE or ARE+ in maths	76%	92%
% achieving ARE or ARE+ in GPS	82%	92%
Targeted Attainment for 2020-2021		
	Pupils eligible for PP (18/30)	National Average (other)
% achieving ARE or ARE+ in reading, writing and maths	Tbc	Tbc
% achieving ARE or ARE+ in reading	Tbc	Tbc
% achieving ARE or ARE+ in writing	Tbc	Tbc
% achieving ARE or ARE+ in maths	Tbc	Tbc

Moor Nook Community Primary School

Pupil Premium Strategy 2020-2021



Key Stage 1 (2019-2020)		
	Pupils eligible for PP (9/30)	Non PPG Pupils (21/30)
% achieving ARE or ARE+ in reading, writing and maths	33%	57%
% achieving ARE or ARE+ in reading	56%	86%
% achieving ARE or ARE+ in writing	33%	62%
% achieving ARE or ARE+ in maths	56%	67%
Targeted Attainment for 2020-2021		
	Pupils eligible for PP (14/26)	National Average (other)
% achieving ARE or ARE+ in reading, writing and maths	Tbc	Tbc
% achieving ARE or ARE+ in reading	Tbc	Tbc
% achieving ARE or ARE+ in writing	Tbc	Tbc
% achieving ARE or ARE+ in maths	Tbc	Tbc
Attendance 2019-2020		
	Pupils eligible for PP	Non PP Pupils
	95.71%	96.09%

Moor Nook Community Primary School

Pupil Premium Strategy 2020-2021



3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Close the gap between Pupil Premium and Non-Pupil Premium and raise attainment to National/ Lancashire average
B.	Improving the quality of teaching, learning and progress for disadvantaged pupils across the curriculum, especially levels of challenge in Maths
C.	Speech & language skills, limited vocabulary and poor oral skills (both expressive language and understanding)
D.	Pupils have low attainment on entry
E.	Pupils have missed 6 months (March – September) of in-person education due to school closure from Covid-19.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
F.	The school is set in an area of high social deprivation where many pupils do not develop a love of reading or reading stamina at home
G.	Although attendance compares well against national averages, attendance and punctuality is poorer for disadvantaged families
H.	Encouraging parents/ carers to engage with school events, enrichment activities and supporting their child with home learning
I.	Parents do not always apply for Pupil premium funding for school if they are eligible
J.	Emotional Barriers (resilience, low self-esteem, managing behaviour, aspirations, goals and confidence)

4. Desired outcomes		
	Desired outcomes and how they will be measured:	Success Criteria:
A.	To close the gap between PP and non-PP pupils, with PP pupils matching or exceeding county/ national averages.	<ul style="list-style-type: none"> Teachers are aware of PP children in their class and plan for these children accordingly. Teachers discuss the progress, attainment and needs of these pupils at regular Pupil Progress Meetings with the Head and PP Lead Teacher. Following Pupil Progress Meetings, targeted support is implemented to meet the needs of individual pupils and this is reviewed at assessment and progress points, to ensure a measureable impact on the children's progress and attainment. The appraisal process reflects the commitment to ALL groups of pupils, particularly the disadvantaged.

Moor Nook Community Primary School

Pupil Premium Strategy 2020-2021



B.	To improve the quality of teaching, learning and progress for disadvantaged pupils across the curriculum.	<ul style="list-style-type: none"> • Teachers have high expectations for pupils. • Work is appropriately challenging for ALL groups of pupils, particularly the disadvantaged. • The revised curriculum reflects the individual needs of ALL pupils at Moor Nook CP School. • When monitoring pupils' knowledge, skills and understanding there is evidence of 'sticky-learning' and children are able to make relationships and find patterns between current and past learning. • Pupil books reflect the pride and enthusiasm for their learning and progress. • Marking and feedback enables pupils to further their learning and understanding. • Learning Walks and Monitoring consistently demonstrate good teaching, with support being quickly implemented, when required.
C.	To develop the speech and language skills of expression and understanding for disadvantaged pupils.	<ul style="list-style-type: none"> • Sophie Crilly (Bridge Speech Therapy) employed to work within school and support classes and individual pupils. • Pupils within the EYFS have an increased vocabulary and are able to express themselves confidently. • Pupils within the EYFS are able to understand and follow instructions independently. • Individual assessment identifies pupils with vocabulary limitations or by expanding their attention and listening skills, across the school. • Pupils, within KS1 and KS2, are supported by the Speech Therapist and trained Teaching Assistants. • The Wellcomm Assessment is used effectively throughout the school.
D.	To support disadvantaged pupils with low attainment on entry.	<ul style="list-style-type: none"> • The EYFS leader will ensure that effective transition meetings are co-ordinated between the school and all feeder nurseries. • Baseline Assessments will demonstrate disadvantaged pupils who require additional targeted support to address the gaps in the prime areas for learning. • All support is regularly reviewed to ensure it is making a positive impact on pupil progress. • The school nursery is able to offer places for early starters to support the child's journey into learning. • Parents/ Carers are invited to an induction meeting to meet the EYFs staff and multi-agency representatives e.g. school nurse, health visitor etc. • The 'Getting Ready For School' booklet supports parents/ carers in aiding their child to make a positive and effective start to school life and their education.

Moor Nook Community Primary School

Pupil Premium Strategy 2020-2021



E.	To develop catch-up provision, including assessment of lost learning and targeted support.	<ul style="list-style-type: none"> • Staff will undertake an initial assessment of lost-learning within the first two weeks of the pupils returning to school in September 2020 to ensure an accurate baseline is in place for teaching and learning to continue. • Staff are aware of the areas of learning which have been lost and therefore need complete re-teaching and those that have become 'rusty' and will be quickly re-established in the children's knowledge, skills and understanding. • A range of targeted support to be implemented to support pupils – more information to be added following SLT discussion. • Possible EEF strategies (Covid-19 Support Guide For Schools) include: • <i>Supporting great teaching (See 4ii)</i> • <i>Transition support</i> • <i>Pupil assessment and feedback</i> • <i>1:1 & small group tuition</i> • <i>Extended school time</i> • <i>Intervention Programmes</i> • <i>Supporting staff and parents</i> • <i>Access to technology</i> • <i>Easter/ Summer Support</i>
F.	To foster and develop a love of reading within school, with increased reading stamina.	<ul style="list-style-type: none"> • An increased number of pupils are reading regularly at home, with evidence of parental support and involvement. • Children are choosing to read for pleasure and making use of the school's library to loan and read books of their choice. • Pupils enjoy working towards Reading Rewards (Bronze, Silver & Gold) and the challenges of reading in an unusual place, which are celebrated in assembly, school display and on the school website.
G.	To improve the attendance and punctuality of disadvantaged families, although it compares well with national averages there is a marked difference within the Moor Nook setting.	<ul style="list-style-type: none"> • The attendance of PP pupils rises. • There is a decline in poor punctuation. • Pupil attendance and punctuality is monitored by the SLT regularly. • Initiatives and strategies for improving both attendance and punctuality are reviewed and adapted to increase their effectiveness. • The Learning Mentor supports PP families who are struggling, including an in-school time breakfast club to encourage PP pupils to be in on time.

Moor Nook Community Primary School

Pupil Premium Strategy 2020-2021



		<ul style="list-style-type: none"> • Attendance and Punctuality to have a high profile within school e.g. school assemblies, display, rewards etc. • Regular monitoring of attendance enables support to be quickly implemented.
H.	To engage with parents/carers to become more actively involved within school life, including events, enrichment activities and homework.	<ul style="list-style-type: none"> • Parents/ Carers are encouraged to visit the school for a variety of events and celebrations. • Parents/ Carers attendance increases for events in school. • There is a strong line of communication between home and school, i.e. school reading diary/parents evenings/ coffee mornings/ parent workshops/ class celebrations/ parent surveys/ parent consultation etc. • Parents/ Carers demonstrate a positive attitude to the school and their child's learning and progress.
I.	To ensure all eligible pupils are in receipt of Pupil Premium funding.	<ul style="list-style-type: none"> • Parents are encouraged to check for their eligibility during home visits (EYFS) or on entering the school for other pupils. • Learning Mentor and School Office assistance is available to support parents in registering for support.
J.	To support pupils with emotional barriers to their learning e.g. resilience, low self-esteem, managing behaviour etc.	<ul style="list-style-type: none"> • Targeted support is available to children to enable them to have independent strategies to cope in a variety of situations e.g. Learning Mentor and Play Therapist. • Pupil's personal growth and development is supported through the PSHE Curriculum, Values Based Education and whole school curriculum. • Effective transition is in place between and across Key Stages, including moving to Year 7.

Moor Nook Community Primary School

Pupil Premium Strategy 2020-2021



Planned Expenditure

Academic year: 2020-2021

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.

1. Improving Outcomes

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?
To close the gap between PP and non-PP pupils, with PP pupils matching or exceeding county/ national averages.	Teachers are aware of PP children in their class and plan for these children accordingly.	School Data, compared with Local and National Data EEF Guide to the Pupil Premium	Pupil Premium Tracking Termly Pupil Progress meetings Data analysis Learning walks Observations Monitoring	Andrea Jaeger	October 2020 December 2020 April 2021 July 2021
					Total Cost: £354
	Teachers discuss the progress, attainment and needs of these pupils at regular Pupil Progress Meetings with the Head and PP Lead Teacher.	School Data, compared with Local and National Data EEF Guide to the Pupil Premium	Pupil Premium Tracking Termly Pupil Progress meetings Data analysis Learning walks Observations Monitoring SIP Priority	Suzanne Clough	October 2020 December 2020 April 2021 July 2021
					Total Cost: £621

Moor Nook Community Primary School

Pupil Premium Strategy 2020-2021



	Targeted support is implemented to meet the needs of individual pupils and this is reviewed at assessment and progress points, to ensure a measureable impact on the children's progress and attainment.	The Sutton Trust EEF Teaching & Learning Toolkit (2014) research demonstrates that small group tuition, with pupils of a similar ability, is effective. Pupils can make +4 months of additional progress.	Pupil Premium Tracking Termly Pupil Progress meetings Data analysis Learning walks Observations Monitoring Reactive Support from TAs focused and regular e.g. Catch Up Maths, Reading and Writing Interventions. Pupil attitude Questionnaire Percentage of TA time working with PPG pupils.	Andrea Jaeger	October 2020 December 2020 April 2021 July 2021
					Total Cost: £166,510
	The appraisal process reflects the commitment to ALL groups of pupils, particularly the disadvantaged.	Although The Sutton Trust EEF Teaching & Learning Toolkit (2014) research explains there is limited evidence to suggest performance pay can be linked to improved outcomes, we feel that it is important that staff recognise they have responsibility and accountability for all pupils.	Appraisal Target Setting Meeting Review Meetings Termly Pupil Progress meetings	SLT	October 2020 February 2021 July 2021
To improve the quality of teaching, learning and progress for disadvantaged pupils across the curriculum.	Teachers have high expectations for pupils and work is appropriately challenging for ALL groups of pupils, particularly the disadvantaged.	The Sutton Trust EEF Teaching & Learning Toolkit (2014) research demonstrates that Mastery Style Learning can increase progress by 5+ months. It is particularly effective when children work within small groups to look at clearly specified objectives.	Pupil Premium Tracking Termly Pupil Progress meetings Data analysis Learning walks Observations Monitoring	SLT Subject Leaders	October 2020 December 2020 April 2021 July 2021
					Total Cost: See above

Moor Nook Community Primary School

Pupil Premium Strategy 2020-2021



	<p>The school's revised curriculum reflects the individual needs of ALL pupils at Moor Nook CP School and there is evidence of 'sticky-learning' where children are able to make relationships and find patterns between current and past learning.</p>	<p>Although The Sutton Trust EEF Teaching & Learning Toolkit (2014) has not studied matching a curriculum to the individual needs of the school cohort, its' research demonstrates that individualised instruction can increase progress by 2+ months. However, individualised learning programmes within a subject area are not effective, as they can allow for less direct teaching time.</p>	<p>Pupil Premium Tracking Termly Pupil Progress meetings Data analysis Learning walks Observations Monitoring CPD SIP Priority</p>	<p>SLT Subject Leaders</p>	<p>October 2020 December 2020 April 2021 July 2021</p>
					<p>Total Cost: £11,386</p>
	<p>Marking and feedback enables pupils to further their learning and understanding.</p> <p>Pupil books reflect the pride and enthusiasm for their learning and progress.</p>	<p>The Sutton Trust EEF Teaching & Learning Toolkit (2014) research demonstrates that feedback, when specific, accurate and clear can improve progress by 8+ months.</p>	<p>Pupil Premium Tracking Termly Pupil Progress meetings Data analysis Learning walks Observations Monitoring</p>	<p>SLT Subject Leaders</p>	<p>On-going monitoring with assessment points at:</p> <p>October 2020 December 2020 April 2021 July 2021</p>

Moor Nook Community Primary School

Pupil Premium Strategy 2020-2021



<p>To support disadvantaged pupils with low attainment on entry.</p>	<p>The EYFS leader will ensure that effective transition meetings are co-ordinated between the school and all feeder nurseries.</p> <p>Parents/ Carers are invited to an induction meeting to meet the EYFs staff and multi-agency representatives e.g. school nurse, health visitor etc.</p> <p>The 'Getting Ready For School' booklet supports parents/ carers in aiding their child to make a positive and effective start to school life and their education.</p>	<p>The Sutton Trust EEF Teaching & Learning Toolkit (2014) research recognises that parental support is often more beneficial for younger pupils and when parents have guidance about how to offer support to their children. It can increase progress by 3+ months.</p>	<p>Transition Meeting Minutes Attendance % at induction meetings and transition events</p>	<p>Charlotte Caunce</p>	<p>September 2020 June/ July 2021</p>
	<p>Baseline Assessments will demonstrate disadvantaged pupils who require additional targeted support to address the gaps in the prime areas for learning.</p>	<p>The Sutton Trust EEF Teaching & Learning Toolkit (2014) research demonstrates that small group tuition, with pupils of a similar ability, is effective. Pupils can make +4 months of additional progress.</p>	<p>Pupil Premium Tracking Termly Pupil Progress meetings Data analysis Learning walks Observations Monitoring</p>	<p>Charlotte Caunce</p>	<p>October 2020 December 2020 April 2021 July 2021</p> <p>Total Cost: See above</p>

Moor Nook Community Primary School

Pupil Premium Strategy 2020-2021



	<p>The school nursery offers places for early starters to support the child's journey into learning.</p>	<p>The Sutton Trust EEF Teaching & Learning Toolkit (2014) research demonstrates that progress can be increased by 2+ months by extending school time, however this is less effective when increasing the school day length later in a pupil's education.</p> <p>The school recognises that this enables PPG pupils to access and engage with higher quality play and speech and language activities before joining the Reception Class.</p>	<p>% of pupils entering nursery with PPG Pupil Premium Tracking Termly Pupil Progress meetings Data analysis Learning walks Observations Monitoring</p>	<p>Charlotte Caunce Caron Duerden</p>	<p>September 2020 December 2020 April 2021 July 2021</p> <hr/> <p>Total Cost: See above</p>
--	--	--	---	--	--

Moor Nook Community Primary School

Pupil Premium Strategy 2020-2021



To develop catch-up provision, including assessment of lost learning and targeted support.	<p>Staff will undertake an initial assessment of lost-learning within the first two weeks of the pupils returning to school in September 2020 to ensure an accurate baseline is in place for teaching and learning to continue.</p> <p>Staff are aware of the areas of learning which have been lost and therefore need complete re-teaching and those that have become 'rusty' and will be quickly re-established in the children's knowledge, skills and understanding.</p>	<p>EEF Strategies (Covid-19 Support Guide For Schools) recommends pupils progress is accelerated to 'catch-up' with missed learning by quality, good teaching, pupil assessment and feedback and specific targeted learning programmes.</p>	<p>Baseline Assessment completed & Trackers Updated Curriculum's adapted to match learning needs of pupils at the current time.</p> <p>Pupil Premium Tracking</p> <p>Termly Pupil Progress meetings</p> <p>Data analysis</p> <p>Learning walks</p> <p>Observations</p> <p>Monitoring</p> <p>SIP Priority</p>	<p>Suzanne Clough</p>	<p>11.9.21</p> <p>December 2020</p> <p>April 2021</p> <p>July 2021</p>
	<p>A range of targeted support to be implemented to support pupils – more information to be added following SLT discussion:</p> <p>English Bridging Units</p> <p>Ten Town (Maths)</p>	<p>Possible EEF strategies (Covid-19 Support Guide For Schools) include:</p> <ul style="list-style-type: none"> • <i>Supporting great teaching (See 4ii)</i> • <i>Transition support</i> • <i>Pupil assessment and feedback</i> • <i>1:1 & small group tuition</i> • <i>Extended school time</i> • <i>Intervention Programmes</i> 	<p>Pupil Premium Tracking</p> <p>Termly Pupil Progress meetings</p> <p>Data analysis</p> <p>Learning walks</p> <p>Observations</p> <p>Monitoring</p> <p>SIP Priority</p>		<p>September 2020</p> <p>December 2020</p> <p>April 2021</p> <p>July 2021</p>

Moor Nook Community Primary School

Pupil Premium Strategy 2020-2021



		<ul style="list-style-type: none"> Supporting staff and parents Access to technology Easter/ Summer Support 			Total Cost: £148
Total budgeted cost:					£179,020

2. Removing Barriers to Learning

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?
To develop the speech and language skills of expression and understanding for disadvantaged pupils.	Sophie Crilly (Bridge Speech Therapy) employed to work within school and support classes and individual pupils	The Sutton Trust EEF Teaching & Learning Toolkit (2014) research demonstrates that support by high quality and highly trained professionals within the EYFS can benefit progress by 6+ months.	Monitoring of progress within the EYFS curriculum Pupil Premium Tracking Termly Pupil Progress meetings Data analysis Learning walks Observations Monitoring	Charlotte Caunce/ Andrea Jaeger	September 2020 January 2021 April 2021 July 2021 Total Cost: £2855
	Early Talk Boost & the Wellcomm Programme used from EYFS across the school.	The Sutton Trust EEF Teaching & Learning Toolkit (2014) research demonstrates that small group tuition, with pupils of a similar ability, is effective. Pupils can make +4 months of additional progress.	Monitoring of progress within the EYFS curriculum Pupil Premium Tracking Termly Pupil Progress meetings Data analysis Learning walks Observations Monitoring	Andrea Jaeger	September 2020 January 2021 April 2021 July 2021 Total Cost: £260
To foster and develop a love of reading within school, with increased reading stamina.	Reading Challenge Programme (more information to be added when introduced in school).	School Data compared with local & national figures. Pupil Questionnaire feedback.	Reading Rewards for reading books and completing tasks about these – display in main corridor. Promotion of reading challenge in assemblies, within class and	Sue Paterson	September 2020 January 2021 April 2021 July 2021 Total Cost:

Moor Nook Community Primary School

Pupil Premium Strategy 2020-2021



			through the website. Class use of library.		£451
To engage with parents/carers to become more actively involved within school life, including events, enrichment activities and homework.	Debbie Bate (Learning Mentor) to support pupils and their families.	The Sutton Trust EEF Teaching & Learning Toolkit (2014) research demonstrates that by supporting a pupil's social and emotional learning progress can be accelerated by 4+ months, with an impact on attitudes to learning, social relationships within school and attainment.	% of parents/ carers attending school events and celebrations. Increased opportunity to invite parents/ carers into school. Learning Mentor engagement with pupils and families. Headteacher Report to Governors CAF/ TAF Records	Suzanne Clough Debbie Bate	Termly evaluations July 2021 Total Cost: £13,990
To ensure all eligible pupils are in receipt of Pupil Premium funding.	Pupils entering school within the EYFS and at any time checked for PPG eligibility. Learning Mentor and School Office to support parents in registering for PPG support, if required.	EEF Guide to the Pupil Premium. PPG funding in place to support disadvantaged pupils within education.	Parents to have eligibility criteria fully explained upon completion of pupil registration forms. School receives correct amount of PPG funding for all PPG pupils – reviewed termly.	Stephanie Lowe	Termly Reviews
To support pupils with emotional barriers to their learning e.g. resilience, low self-esteem, managing behaviour etc.	Debbie Bate (Learning Mentor) to support pupils and their families.	The Sutton Trust EEF Teaching & Learning Toolkit (2014) research demonstrates that by supporting a pupil's social and emotional learning progress can be accelerated by 4+ months, with an impact on attitudes to learning, social relationships within school and attainment.	Pupils have strategies available for them to manage their social and emotional barriers to learning so they can focus upon their learning and progress – Monitoring of progress within the whole curriculum (SLs) Pupil Premium Tracking Termly Pupil Progress meetings Data analysis	Suzanne Clough Andrea Jaeger Debbie Bate	September 2020 January 2021 April 2021 July 2021 Total Cost: see above
	Sharon Medoeros (Play Therapist) to support targeted pupils.				September 2020 January 2021 April 2021 July 2021

Moor Nook Community Primary School

Pupil Premium Strategy 2020-2021



			Learning walks Observations Monitoring Additional Needs Provision Mapping Play Therapy Reports		Total Cost: £2496
	Lego Therapy Training and delivery by Learning Mentor (Training by Sophie Crilly – Bridge Speech Therapy)				Termly Reviews
					Total Cost: see above
To develop children's cultural capital e.g. visits, experiences and enrichment activities.	Pupils will have the opportunity to experience a wide range of visits and enrichment activities across the curriculum.	The Sutton Trust EEF Teaching & Learning Toolkit (2014) research demonstrates that allowing children to participate in outdoor adventure learning can benefit both academic learning and self-confidence, especially when experienced over a week. Progress can be accelerated by 3+ months.	School subsidises costs of enrichment activities across the curriculum. Headteacher Report to Governors Y6 pupils to participate in Water Park Residential Outdoor Adventure Trip (Lake District) – January 2021	Suzanne Clough	Termly Reviews
					Total Cost: £10,500 + Educational Visits for 2020-2021
	Music tuition by Penny Holt (Lancashire Music Service) in Years 4 and 5 (Violin)	As a school, we acknowledge that many of our Disadvantaged pupils do not have access to the same opportunities as pupils from Non-Disadvantaged homes. It is important that we broaden the children's horizons, through offering a wealth of opportunities to enrichment activities that they may not access during time at home. These promote creativity and first-hand experience that they can bring to their learning.	Learning walks Observations Music Subject Leader monitoring	Rachel Burton	Termly Reviews
Total budgeted cost:					£31,983

Moor Nook Community Primary School

Pupil Premium Strategy 2020-2021



3. Improving Punctuality and Attendance					
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?
To improve the attendance and punctuality of disadvantaged families.	Debbie Bate (Learning Mentor) to monitor attendance of PPG & develop first response on the morning.	<p>The DFE expects all pupils to attend school for a minimum of 96%.</p> <p>When a child has not been in school, it's expected that a sufficient explanation will be shared and recorded by the school SIMS system.</p> <p>Pupils with poor punctuality miss vital parts of the school day and English and Maths curriculum, which puts them at an additional disadvantage.</p> <p>The school recognises that pupils who are hungry or thirsty are distracted from their learning and unable to focus on their learning and make progress like their peers.</p>	Office staff to alert LM to absent pupils so first response contact can be made – collection of pupils if necessary. PPG pupils attending school above 96% Pupil Premium Tracking Pupil Progress Meetings	Debbie Bate	Daily attendance review and response Half-termly reviews
	Termly attendance rewards.				Total Cost: £? Mileage/ rewards to be added termly
	Vulnerable PPG pupils identified for in-school breakfast club with LM, to encourage punctuality and readiness to begin learning.		SLT/ Teachers to identify possible pupils. Class teachers to monitor those who attend breakfast club to ensure children are able to start their learning quickly each day.	Debbie Bate	Daily attendance review and response Half-termly reviews
	Free subsidised breakfast club available for all pupils (8:30 – 8:50am).				Total Cost: £1127
	Fruit and Milk provided for all Key Stage 2		Employment of two staff members. % of pupils attending steady and/ or rising.	Suzanne Clough	Termly reviews
			Fruit and Milk is available for all pupils in KS2.	Stephanie Lowe	Total Cost: £2266 Half-termly reviews

Moor Nook Community Primary School

Pupil Premium Strategy 2020-2021



	pupils within the morning session.				Total Cost: £3444
	Pupils can access fresh, cool water throughout the school day.		Pupils can access fresh, cool water throughout the school day from numerous water coolers around the school environment.	Stephanie Lowe	Half-termly reviews
					Total Cost: £312
Total budgeted cost					£7148
Total budgeted cost for all interventions/staffing for pupil premium children across school					£218,152

Pupil Premium Strategy Review of Expenditure Previous Academic Year: 2019-2020	
Successes:	Next Steps:
<ul style="list-style-type: none"> Progress improved in Key Stage 2 Reading, Mathematics and Grammar/ Spelling compared with the previous year. 88% of Disadvantaged pupils in Year 6 achieved ARE in Reading. 76% of Disadvantaged pupils in Year 6 achieved ARE in Maths. 82% of Disadvantaged pupils in Year 6 achieved ARE in Grammar/ Spelling. 47% of Disadvantage pupils in Year 6 achieved Greater Depth in Reading. 29% of Disadvantaged pupils in Year 6 achieved Greater Depth in Mathematics. 41% of Disadvantaged pupils in Year 6 achieved Greater Depth in Grammar/ Spelling. Pupils within Year 4 and 5 accessing and enjoying violin tuition within the school day. Pupils in Year 6 received a valuable experience at the Water Park in the Lake District. 	<ul style="list-style-type: none"> Disadvantaged pupils remain high priority on the School Improvement Plan for 2020-2021. Understanding and assessing the impact of school closure on children's mental health, attainment and progress. Ensuring all pupils access good quality first teaching, accurate assessment, targeted support and highly effective feedback and marking. Narrowing the gap between PP and non-PP pupils within the EYFS, KS1 and KS2 compared with local and national data. The school will continue to receive support from the Local Authority MIT team. Regular Pupil Progress Meetings attended by PP Lead. Training in 'Learning Walks' by Delphside Primary School, Skelmersdale. Attendance and Punctuality continue to be a focus because of specific key families. Continuing to develop and support the cultural capital of pupils through educational visits, guest speakers, workshops, musical tuition and enrichment activities.

Moor Nook Community Primary School

Pupil Premium Strategy 2020-2021



- | | |
|---|---|
| <ul style="list-style-type: none">• Pupils across school have enjoyed a wide range of enrichment activities including theme weeks, the Lancashire Geography Floor Map & activities, a residential outdoor activity week, animals within the classroom and trips to farms, churches, museums etc.• Pupils, throughout KS2, enjoy free milk and fruit as part of their morning routine.• In school therapy is being delivered by the Learning Mentor and Play Therapist.• Speech and Language Therapy delivered throughout the EYFS and Key Stage 1, with an introduction within KS2. Two TAs trained to assess and use the Wellcomm Package.• The nursery was able to offer additional places for PP pupils, however due to school closure in March this was not as widely used as expected.• Pupils are enjoying attendance and punctuality rewards within school, especially the non-uniform Fridays.• PPG numbers have increased throughout the year because of new additional pupils Y1-6, Reception pupils and more places for PP pupils in Nursery being made available. | <ul style="list-style-type: none">• To continue to develop and foster a love of reading within and outside of the school day: re-launch of reading challenges.• To extend Speech and Language Therapy across the EYFS, KS1 and KS2.• To provide additional nurture for vulnerable pupils through therapeutic and family support – including Lego Therapy.• To ensure PP pupils are able to focus on their learning when in the classroom by offering LM support and breakfast clubs.• To further extend parent friendly events within school so parents can take a more active role in supporting their children. |
|---|---|