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	£117,015	Date of most recent PP Review	May 2021
Total number of pupils	191	Number of pupils eligible for PP	102/191 53%	Date for next internal review of this strategy	June 2021

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)	Non PPG Pupils (12/30)
% achieving ARE or ARE+ in reading, writing and maths	To be confirmed	To be confirmed in December 2020
% achieving ARE or ARE+ in reading	To be confirmed	To be confirmed
% achieving ARE or ARE+ in writing	To be confirmed	To be confirmed
% achieving ARE or ARE+ in maths	To be confirmed	To be confirmed
Key Stage 1 (2019-2020)		

Comment [A1]: Targets to be finalised following assessment in December & implementation of recovery curriculum for missed learning.

Postponed now due to school closure (January- March 2021).

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	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)	**Non PPG Pupils (12/26)**
% achieving ARE or ARE+ in reading, writing and maths	To be confirmed	To be confirmed in December 2020
% achieving ARE or ARE+ in reading	To be confirmed	To be confirmed
% achieving ARE or ARE+ in writing	To be confirmed	To be confirmed
% achieving ARE or ARE+ in maths	To be confirmed	To be confirmed
Attendance 2019-2020		
	Pupils eligible for PP	**Non PP Pupils**
	95.71%	96.09%

Comment [WU2]: See comment above for more information.

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3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
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 *(issues which also require action outside school, such as low attendance rates)*	
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.**	• 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.
B.	**To improve the quality of teaching,**	• Teachers have high expectations for pupils.

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	learning and progress for disadvantaged pupils across the curriculum.	• 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.**	• 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.**	• 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.
E.	**To develop catch-up provision, including assessment of lost learning and targeted**	• Staff will undertake an initial assessment of lost-learning within the first two weeks of the

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	support.	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: • *Supporting great teaching (See 4ii)* • *Transition support* • *Pupil assessment and feedback* • *1:1 & small group tuition* • *Extended school time* • *Intervention Programmes* • *Supporting staff and parents* • *Access to technology* • *Easter/ Summer Support*
F.	**To foster and develop a love of reading within school, with increased reading stamina.**	• 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.**	• 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. • Attendance and Punctuality to have a high profile within school e.g. school assemblies,

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		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.**	• 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.**	• 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.**	• 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.

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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	November 2020 February 2021 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	January 2021 March 2021 July 2021 **Total Cost: £621**

Comment [A3]: 13.11.20 PP Tracking Sheets have been updated with current pupils, their attendance & their current interventions.

Comment [WU4]: Staff have reviewed attendance, progress and outcomes of pupils within their class. Data sent to PP Lead for 12.2.21 & organised within new format. Returned to staff on 26.2.21.

Comment [WU5]: Postponed due to school closure in January 2021. Taking place in week beginning: 22.3.21.

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	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 March 2021 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 is it 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 March 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 looks at clearly specified objectives.	Pupil Premium Tracking Termly Pupil Progress meetings Data analysis Learning walks Observations Monitoring	SLT Subject Leaders	October 2020 December 2020 February 2021 April 2021 July 2021 **Total Cost: See above**

Comment [A6]: 13.11.20 PP Tracking Sheets have been updated with current pupils, their attendance & their current interventions.

Reviews of attendance, progress and outcomes to PP lead for 12.2.21.

Comment [WU7]: Recovery Curriculum Review by SLT 1.3.21.

Comment [A8]: Appraisal targets set for all members of staff.

Comment [A10]: Monitoring in all subjects taking place since September 2020.

Comment [WU11]: Following monitoring of monitoring (Dec 2020) all SLs to be paired with a member of the SLT for further support when considering standards within a subject.

Comment [WU12]: Monitoring of English and Maths on Google Classrooms undertaken.

Comment [A9]: PP Lead Teacher undertaking training regarding PP Strategy and implementation. Undertaking 9 module programme with Blackpool Research School and the EEF 'Making the difference for disadvantaged pupils'. (Started April 2021)

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	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.	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.	Pupil Premium Tracking Termly Pupil Progress meetings Data analysis Learning walks Observations Monitoring CPD SIP Priority	SLT Subject Leaders	October 2020 January 2021 March 2021 July 2021 **Total Cost: £11,386**
	Marking and feedback enables pupils to further their learning and understanding. Pupil books reflect the pride and enthusiasm for their learning and progress.	The Sutton Trust EEF Teaching & Learning Toolkit (2014) research demonstrates that feedback, when specific, accurate and clear can improve progress by 8+ months.	Pupil Premium Tracking Termly Pupil Progress meetings Data analysis Learning walks Observations Monitoring	SLT Subject Leaders	On-going monitoring with assessment points at: October 2020 January 2021 April 2021 July 2021

Comment [A13]: During the Autumn Term, Creative Days to take place to focus on missed learning from non-core subject areas. Bridging units used in English to focus on missed skills from the previous year group. Numberbots & Ten Town purchased to support number work in the EYFS, Year 1 and Year 2.

Comment [WU14]: School closure has meant that teachers have needed to adapt their curriculum and demonstrate flexibility in what is assigned to children via Google Classroom.

Comment [WU15]: English and Maths curriculum has been adapted to ensure that all skills are covered through different units or Mega Maths Days.

Comment [A16]: Monitoring in all subjects taking place since September 2020.

Comment [WU17]: All work on Google Classroom is marked daily, with additional support offered to pupils who are experiencing any difficulty with the tasks. Monitoring for English and Maths has taken place on GC in January/ February 2021.

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To support disadvantaged pupils with low attainment on entry.	The EYFS leader will ensure that effective transition meetings are co-ordinated between the school and all feeder nurseries. 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.	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.	Transition Meeting Minutes Attendance % at induction meetings and transition events	Charlotte Caunce Caron Duerden	September 2020 January 2021 June/ July 2021
	Baseline Assessments will demonstrate disadvantaged pupils who require additional targeted support to address the gaps in the prime areas for learning.	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	Charlotte Caunce	September 2020 March 2021 April 2021 July 2021 **Total Cost: See above**

Comment [A18]: Transition meetings have taken place with all new parents and pupils to Reception (1.9.20 & 2.9.20).

16-20th November: Transition meetings taking place for all new pupils to Nursery.

Comment [WU19]: Some new starters have joined the nursery despite the remainder of the school being closed for children other than Key Worker and vulnerable children.

Comment [A20]: Baseline Assessments were completed for all pupils this year in the first fortnight of school (11.9.20), in order to assess the amount of 'lost' learning due to school closures. This has been used to update tracking and target support for individual and groups of pupils. The EYFS Baseline was completed by 18.09.20.

Assessment in the EYFS is on-going.

Comment [WU21]: Baseline assessments completed in March to assess pupil's progress/ loss of learning following the school closure (Jan-March 2021).

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	The school nursery offers places for early starters to support the child's journey into learning.	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. 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.	% of pupils entering nursery with PPG Pupil Premium Tracking Termly Pupil Progress meetings Data analysis Learning walks Observations Monitoring	Charlotte Caunce Caron Duerden	November 2020 January 2021 April 2021 July 2021 **Total Cost: See above**

Comment [A22]: 11 Early Starters will be joining the nursery group in January 2021.

Comment [WU23]: Several new starters have joined the nursery in January 2021. There are currently 8 PPG children in the nursery setting.

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To develop catch-up provision, including assessment of lost learning and targeted support.	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.	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.	Baseline Assessment completed & Trackers Updated Curriculum's adapted to match learning needs of pupils at the current time. Pupil Premium Tracking Termly Pupil Progress meetings Data analysis Learning walks Observations Monitoring SIP Priority	Suzanne Clough	11.9.21 December 2020 March 2021 July 2021
	A range of targeted support to be implemented to support pupils – more information to be added following SLT discussion: English Bridging Units Ten Town (Maths)	Possible EEF strategies (Covid-19 Support Guide For Schools) include: • *Supporting great teaching (See 4ii)* • *Transition support* • *Pupil assessment and feedback* • *1:1 & small group tuition* • *Extended school time* • *Intervention Programmes* • *Supporting staff and parents*	Pupil Premium Tracking Termly Pupil Progress meetings Data analysis Learning walks Observations Monitoring SIP Priority		September 2020 November 2020 January 2021 March 2021 April 2021 July 2021

Comment [A24]: Baseline Assessments were completed for all pupils this year in the first fortnight of school (11.9.20), in order to assess the amount of 'lost' learning due to school closures. This has been used to update tracking and target support for individual and groups of pupils.

Comment [WU25]: Assessment in December 2020 demonstrated that learning was being recovered and that children are making accelerated progress. This will again be affected by school closure in January 2021.

Comment [WU26]: Assessments undertaken in March 2021 – following school closure during 2nd lockdown.

Comment [A27]: During the Autumn Term, Creative Days to take place to focus on missed learning from non-core subject areas. Bridging units used in English to focus on missed skills from the previous year group. Numberbots & Ten Town ...

Comment [A28]: Kerri Mehdikhani (MGFL) to deliver Google Classrooms training for all teaching staff throughout September 2020 – in the event of schoo ...

Comment [A29]: Kerri Mehdikhani (MGFL) to deliver Google Classrooms training for all pupils throughout ...

Comment [WU30]: All pupils using Goggle Classroom for remote learning including Key Worker and Vulnerable pupils.

Comment [A31]: Additional teacher employed to split Year2 into two classes for improved teaching, feedback and ...

Comment [A32]: Maths Tuition Started with Year 6 & 5 pupils (before and after school).

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		• *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	Structure of Guided Reading changes in KS2: Following the VIPERS guidance with	School Data compared with local & national figures. Pupil Questionnaire feedback.	Monitoring of progress across the EYFS, KS1 & KS2. Reading Rewards for reading	Sue Paterson	September 2020 December 2020 January 2021 April 2021

Comment [A33]: Sophie Crilly has been working with the school since the beginning of term. She has retrained two members of staff to undertake assessments and deliver the Early Talk Boost and Wellcomm Programme. Across the school all pupils have been assessed and pupils from the EYFS to Year 4 are being supported in class and in small group interventions. Key Pupils are working directly with Sophie Crilly, due to the extent of their SLT needs.

Comment [WU34]: Sophie Crilly supporting parents via Zoom meetings whilst the school is closed for lock down.

Comment [A36]: KS2 Staff meeting (15.12.20) to review structure of guided reading lessons and impact on pupil's progress.

Comment [WU37]: KS2 Staff continuing to use VIPERS system via remote learning.

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increased reading stamina.	a different focus for each session. The week will always start with vocabulary followed by a retrieval session. Balance of text types over a half term - looking at fiction, non-fiction and poetry. More teacher modelling to show how to tackle and answer a question/complete an activity. KS2 using the same success criteria throughout the phase so that the children get used to this and can apply it when working independently.		books and completing tasks about these – display in main corridor. Promotion of reading challenge in assemblies, within class and through the website. Class use of library.		July 2021 **Total Cost: £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**

Comment [A35]: To begin in Spring Term:
Reading Dares - Children will select a dare and will either accept or swap (possibly only once!) for another then complete it. They can still earn bronze, silver and gold badges depending on how many dares they have completed. Most of the dares are individual but a few are whole class.

Comment [A38]: At this moment in tme, with current Covid Restrictions, this is very difficult to move forward with. Parents will receive a written report for Autumn, rather than a parents evening and will be able to access Christmas events online, via the school's new website.

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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	Autumn 2020 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 Learning walks Observations Monitoring Additional Needs Provision Mapping Play Therapy Reports	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. Olivia Umpleby (Trainee Play Therapist) to support targeted lower level pupils in Year 5.				September 2020 January 2021 April 2021 July 2021
					Total Cost: £2496
	Lego Therapy Training and delivery by Learning Mentor (Training by Sophie Crilly – Bridge Speech Therapy)				Termly Reviews
					Total Cost: see above

Comment [A39]: All new parents of pupils in Nursery & Reception encouraged to complete application for PP funding. Families with queries e.g. 1 child not on the PP list, searched by office staff.

Pupil numbers have continued to grow throughout the year as families now meet standards and new pupils have arrived.

Comment [A40]: Learning Mentor (Debbie Bate) working with pupils and parents from EYFs to Year 6.

Comment [WU41]: LM providing weekly wellbeing checks for vulnerable families.

Comment [A42]: Sharon Medoeros (Play Therapist) working with pupils within the EYFS, Y2, Y3, Y4, Y5 and Y6.

Comment [A43]: Olivia Umpleby (Trainee Play Therpaist) is working with 4 pupils from KS2.

Comment [WU44]: Play Therapist continuing work in school with pupils in the Key Worker/ Vulnerable Group.

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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 AdventureTrip (Lake District) – January 2021	Suzanne Clough	Termly Reviews Autumn 2020 **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 Cost: £1820**
				Total budgeted cost:	**£31,983**

Comment [A45]: The Y6's Residential Visit has been changed to 5 day visits (during the same week), due to Covid restrictions. This will be taking place in February 2020.

The annual pantomime visit to the Duke's Theatre (Lancaster) has been cancelled. But children will watch a virtual pantomime in their class bubbles instead (December 2020).

2.12.20: Year 5 and Year 6 had a More Able Maths workshop bespoke to their class learning.

Comment [A46]: Penny Holt (Music Tutor) is working with Year 4 and Year5 in their separate bubbles. Strict cleaning measures are taking place to lessen the risk of Covid contamination.

Penny providing music teaching and learning through GC and Charanga.

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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.	The DFE expects all pupils to attend school for a minimum of 96%. 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. Pupils with poor punctuality miss vital parts of the school day and English and Maths curriculum, which puts them at an additional disadvantage. 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.	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 Autumn 2020
					Total Cost: £1127
	Free subsidised breakfast club available for all pupils (8:30 – 8:50am).		Employment of two staff members. % of pupils attending steady and/ or rising.	Suzanne Clough	Termly reviews Autumn 2020
					Total Cost: £2266
	Fruit and Milk provided for all Key Stage 2 pupils within the morning session.		Fruit and Milk is available for all pupils in KS2.	Stephanie Lowe	Half-termly reviews
					Total Cost: £3444

Comment [A49]: Following any absence in the register, the office staff are contacting parents for information. Debbie Bate (Learning Mentor) is supporting parents by collecting pupils and creating logistical plans for parents to ensure parents are in school and on time.

Comment [A47]: April 2021: After PP Lead completed an initial survey of schools, Moor Nook has been selected to be part of the 'Barriers to Attendance' Project led by the Lancashire Education Psychology Service. Debbie Bate will lead on this involvement.

Comment [A48]: First Response system in place. Any family with an absent child will be called in the morning for information regarding their absence. If a family does not answer the call Debbie Bate (LM) will visit the house to ascertain the reason for their absence and likely date of return. Letters are sent home to remind parents of the number of late or missed sessions.
Parents of pupils with 10+ late attendance or absences will be invited to an Attendance Panel meeting. The important of attending school and be punctual will be discussed and parents are asked to sign a parental contract. Emma Lambert or Caroline Wallis (Pupil Attendance Suppo...

Comment [A50]: Debbie Bate (LM) is working with individual children at this time because the mixing of bubble is prohibited. (November 2020)

Comment [A51]: Since September, the school's free breakfast club has been in place. There has been one incident when pupils were asked to self-isolate when a member of staff tested positive for Covid.

Comment [A52]: All classes have access to milk and fruit every day.

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	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**

Comment [A53]: All classes have access to cold, fresh water every day.

Pupil Premium Strategy Review of Expenditure Previous Academic Year: 2019-2020	
Successes:	**Next Steps:**
• 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. • 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	• 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 with 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. • To continue to develop and foster a love of reading within and outside of the school day: re-launch of reading challenges.

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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.	• 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.