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## **Pupil Premium School Spending Review**

### **September 2018 – July 2019**

## Mowbray Primary School: 2017-2019 Pupil Premium Strategy and Self-evaluation: revised November 2019

1. Summary information for 2018-2019						
Total number of pupils	278	Number of pupils eligible for pupil premium funding	FSM & Ever 6 = 88 (32% of total on roll)      Service children= 2 Pupil Premium Plus = 8			
Number of pupil premium children in each year group: Nursery=4 of 30   Reception=7 of 24   Year 1=17 of 32   Year 2=18 of 41   Year 3=11 of 35 Year 4=15 of 43      Year 5=12 of 38   Year 6= 6 of 33						
Total pupil premium budget:	£135,160	Amount per pupil: Reception class to Year 6 =£1,320   Early Years (Nursery)= £300   Armed forces =£300 Pupil Premium Plus children = £2,300				
Date of external pupil premium review: N/A		Dates of internal half termly reviews: December 2018, May 2019 & July 2019 <div>Green</div> = PP above non-PP <div>Red</div> = Below				
2. Key indicators summer 2018: Early Years and Phonics (Validated results)   PPF = Pupil premium funding						
NA = National average for all pupils GD=Greater Depth		Pupils not eligible for PPF	Pupils eligible for PPF	In school gap	2018 national averages for pupils not eligible for PP	Attainment gap when compared to national others
% of Reception class achieving a Good Level of Development (GLD) 30 in cohort   14 PP   16 non-PP   NA = 71.5% Cohort = 50% GLD		68.8%	28.6%	-40.2%	74%	-45.4% Gap has increased by 7%
% achieving expected standard in the 2018 Year 1 Phonics Check 43 in cohort   16 PP   27 non-PP   NA =83% Cohort= 81% passed phonics test		92.6%	62.5%	-30%	84%	-21.5% Gap increased
End of Key Stage 1 (Year 2) attainment and progress data      40 in cohort   12 PP   28 non-PP						
% reaching expected standard in reading      NA =75% Cohort=72%		79%	58%	-21%	79%	-21%
% reaching a high score/working at GD in reading   NA =26% Cohort=20%		25%	8%	-17%	29%	-21%
making expected progress in reading (as measured in the school)						

% reaching expected standard in writing NA =70% Cohort=68%	75%	50%	-25%	74%	-24%
% reaching a high score/working at GD in writing NA=16% Cohort =18%	21%	8%	-13%	18%	-10%
% making expected progress in writing (as measured in the school)					
% reaching expected standard in maths NA = 76% Cohort =72%	82%	50%	-32%	80%	-30%
% reaching a high score/working at GD in maths NA=22% Cohort =8%	7%	8%	+1%	25%	-17%
% making expected progress in maths (as measured in the school)					
<b>End of Key Stage 2 (Year 6) attainment, progress KS1 to KS2 and attendance data</b> 35 in cohort 15 PP 20 non-PP NOA =national averages for pupils not eligible for PP Not PP PP Within school gap NAO 2018					Attainment gap when compared to NAO
% reaching expected standard in reading, writing & maths NA=64%C=60%	60%	53%	-7%	70%	-17% Gap closed by 6%
% reaching a high score/working at GD in RWM NA=10% Cohort =9%	15%	0%	-15%	12%	-12% Gap increased by 12%
% reaching expected standard in reading NA=75% Cohort =71%	75%	67%	-8%	80%	-13% Gap closed by 8%
% reaching a high score/working at GD in reading NA=28% Cohort =17%	25%	7%	-18%	33%	-15% Gap increased by 11%
Progress scores NA= 0.0 Cohort = -1.79	-2.00	-1.49	+0.51	+0.31	-1.80 Gap closing
% reaching expected standard in writing NA=78% Cohort= 80%	95%	60%	-35%	83%	-23% Gap closed by 10%.
% reaching a high score/working at GD in writing NA=20% Cohort= 20%	30%	7%	-23%	24%	-17% Gap increased by 18%
Progress scores NA= 0.0 Cohort=+0.27	+1.20	-0.98	-2.18	+0.24	-1.22
% reaching expected standard in maths NA=76% Cohort=69%	75%	60%	-15%	81%	-21% Gap closed by 11%
% reaching a high score/working at GD in maths NA=24% Cohort=14%	20%	7%	-13%	28%	-21% Gap increased by 12%.
Progress scores NA=0.0 Cohort = -2.99	-2.30	-3.98	-1.68	+0.31	-4.29
% reaching expected standard in grammar, punctuation & spelling NA=78%	80%	53%	-27%	82%	-29% Gap closed by 3%
% reaching a high score/working at greater depth in writing NA=34%					-19% Gap increased by 11%
Cohort expected standard =69% Cohort GD=20%	20%	20%	No gap	39%	
Absence % Reception to Year 6 from 4/9/17 to 13/9/18	4.1%	5.1%	-1.0%	3.8% (Non FSM)	-1.3%

Persistently absent % Reception to Year 6 from 4/9/17 to 13/9/18 (Pupils with an attendance rate of 90% or below)	8%	9%	1%	7.6% (Non FSM)	-1.4%
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3. Barriers to future attainment (for pupils eligible for PP, including high ability)		PP = Pupil premium
Identified barriers to educational achievement		
A.	Some pupils who are in receipt of PP funding have limited access to language, especially from books	
B.	Limited access to extra-curricular and outdoor activities -- educational experiences such as trips, music lessons and participation in physical activities.	
C.	Some parents in receipt of PP funding do not encourage high attendance and completion of homework or attend parent's meetings and workshops.	
D.	A significant number of pupils in receipt of PP funding are on the SEND register for cognition and learning difficulties.	
E.	Behaviour --some pupils who are in receipt of PP funding have specific social and emotional needs which affect their learning.	
F.	Poor attendance of some pupil premium children.	

4. Intended outcomes	
A	To reduce attainment gaps between learners eligible for pupil premium funding and their peers.
B	To achieve positive progress scores in at least 2 of the core subjects by the end of Key Stage 2.

5. Planned expenditure 2018-2019		Total budget =£135,160	
i) Strengthen the quality of teaching and learning		Total budgeted cost = £21,100	
Intended outcomes	<b>Actions</b> It is essential and expected that all teachers adopt strategies 1 to 6 in their everyday teaching.	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?

<p>1) Ensure all teachers and teaching assistants have high expectations about the progress and attainment of pupil premium children, so they stretch and challenge them appropriately.</p> <p><b>Staff lead= HT &amp; DHT</b></p>	<ol style="list-style-type: none"> <li>1. Closely track the progress of PP and HAPP children and <b>provide good in-class support every lesson.</b></li> <li>2. Do gap analysis on a regular basis to identify and address gaps in their learning.</li> <li>3. Chunk your lessons and build in regular checkpoints to refocus and test understanding. Use pictures, videos, group work, discussion and movement in class to vary the learning experience.</li> <li>4. Model what great performance looks like in your subject and even more important that you model the process of how to approach problems/tasks.</li> <li>5. Target disadvantaged students with probing questions. Give them wait time, other strategies and let them look in their books before attempting to answer. Circle back to them to ensure they have understood.</li> <li>6. Make regular contact with disadvantaged pupils parents/guardians to praise and challenge.</li> <li>7. Promote Senior Teacher to Assistant Headteacher (AHT). AHT to have overarching responsibility for helping staff to monitor and boost pupil premium outcomes. Homework Club to boost homework completion rates and engage parents. 1 session per week delivered to PP pupils.</li> </ol>	<p>Research and national data indicates that pupil premium children need additional strong support to help them achieve as well as their peers.</p>	<p>QA planning records</p> <p>Book scrutiny</p> <p>Learning walks</p> <p>QA teaching assistant intervention folders to ensure stretch and challenge.</p> <p>Performance management targets linked to PP/SEND outcomes.</p>
<p><b>ii) Targeted support for pupil premium children</b></p>		<p><b>Total budget cost = £36,346</b></p>	
<p><b><u>EARLY YEARS</u></b></p> <p><u>Progress</u> Pupils to make at least expected progress.</p>	<ol style="list-style-type: none"> <li>1. Early Readers Club 1 x 30mins library session to improve reading skills and engage parents/promote reading at home.</li> <li>2. Talk Boost.</li> </ol>	<p>The vast majority have poor speech and language skills and need more targeted support to</p>	<p>Learning walks and book scrutiny.</p>
<p><b><u>PHONICS</u></b></p> <p>Narrow attainment gaps between PP and non-PP learners.</p>	<ol style="list-style-type: none"> <li>1. 5 x 30 minute Phonics Bug sessions delivered to 6 groups of children for a minimum of 30 weeks.</li> </ol>	<p>We need to maintain and if possible exceed the good results achieved in 2017.</p>	<p>Regular tests and close monitoring of progress.</p>

<p><b><u>MATHS</u></b> Narrow attainment gaps between PP and non-PP learners. Pupil premium learners achieve a positive progress score by the end of KS2.</p>	<ol style="list-style-type: none"> <li>1. Continue with First Class @ Number interventions. Support staff to deliver 3 X 45 minute sessions to 3 groups 3 times each week across KS1.</li> <li>2. Continue with Success@ Arithmetic interventions. Staffing costs to deliver 3 X 45 minute sessions to 7 groups for a minimum of 30 weeks.</li> </ol> <p><b>Staff lead = AHT &amp; Maths Leader</b></p>	<p>We need to continue to work hard to close the attainment gaps between our PP children and national others.</p>	<p>Challenging performance management targets, learning walks and book scrutiny.</p>
<p>Narrow attainment gaps between PP and non-PP learners. Pupil premium learners achieve a positive progress score by the end of KS2.</p>	<ol style="list-style-type: none"> <li>1. Continue to deliver Core 5 Lexia intervention which supports the teaching of phonics and reading. Staffing cost for SENDCo to deliver Lexia 5 x 30 min daily sessions to Year 6 and 5 x 30 min daily sessions to Year 2 =</li> <li>2. Bug Club Comprehension. Staffing costs to deliver and prep 30 minute sessions 4 times a week to 10 groups for a minimum of 30 weeks =</li> </ol> <p><b>Staff lead = AHT &amp; English Leader</b></p>	<p>We need to continue to work hard to close the attainment gaps between our PP children and national others, particularly for KS1.</p>	<p>Lesson observations and learning walks.</p> <p>Teachers and Teaching assistants trained so they provide high quality reading support.</p>
<p><b><u>WRITING</u></b> Narrow attainment gaps between PP and non-PP learners. Pupil premium learners achieve a positive progress score by the end of KS2. <b>Staff lead=AHT &amp; English Leader</b></p>	<p>NUFC Literacy Package 2 x 1 hour literacy intervention for 6 weeks. Focus on creative writing through an interest.</p> <p><b>Staff lead = AHT &amp; English Leader</b></p>	<p>We need to continue to work hard to close the attainment gaps between our PP children and national others, particularly at KS1.</p>	<p>English lead to quality assure for maximum impact.</p> <p>All teachers made accountable for raising attainment in writing.</p>

ii) Other approaches to raise attainment and progress of pupil premium children.		Total budgeted cost = £77,714	
Intended outcomes	Actions	What is the evidence and rationale for this	How will you ensure it is implemented well?
<b><u>ATTENDANCE</u></b> <b>The attendance rate of pupil premium children to improve from to at least in line with their peers.</b>  <b>Staff lead = HT</b>	<ol style="list-style-type: none"> <li>1. Attendance review meetings organised with parents of poor attenders, emphasis on the lack of progress in RWM. School liaises closely with external agencies to boost attendance.</li> <li>2. Continue with attendance incentives, new experiences, rewards system and parental engagement package from NUFC Foundation.</li> <li>3. Visual display created in the hall to celebrate good attendance.</li> <li>4. Weekly attendance noted in the school newsletter and best class awarded with treats.</li> <li>5. Holidays taken in term time not authorised.</li> <li>6. Two PP children collected from home, bought to school and provided with breakfast at Breakfast Club each Friday to support home matters. 39 x 30 minutes x £45 (2 members of staff)</li> <li>7. Nurture Breakfast group for reluctant attenders to remove barriers to attending school and give children a safe space each morning before they begin lessons.</li> </ol>	Some PP children have high absence rates which is affecting their progress and attainment.	<p>Close monitoring of attendance and absences.</p> <p>Will require medical evidence for pupils at risk of becoming PA.</p>
<b><u>IMPROVE BEHAVIOUR FOR LEARNING &amp; ENSURE PUPILS ARE READY TO LEARN</u></b>	<ol style="list-style-type: none"> <li>1. Each pupil premium child will receive a uniform so that we can assure they are prepared for school.</li> <li>2. Higher Level Teaching Assistant (29 hours per week) to run nurture group, additional phonics and "Stepping Stones" a family learning programme. Additional TA support for Stepping Stones"</li> <li>3. High quality music tuition and weekly mini-band session, part of Bedlington Brass Band Project.</li> </ol>	These strategies remove social and emotional barriers to learning, improve concentration and behaviour for learning.	<p>SLT to monitor impact closely.</p> <p><b>Staff lead = SLT and all leader</b></p>
<b><u>ENRICHMENT AND RAISING ASPIRATIONS</u></b>	<ol style="list-style-type: none"> <li>1. FOREST SCHOOL is fully integrated into the school curriculum and is designed to support other subjects by allowing the children engaging, practical and interesting ways to apply the skills they have learned. It encourages group work, social skills, risk taking and heavily impacts on self-esteem and self-confidence.</li> <li>2. High quality music tuition and weekly mini-band session, part of Bedlington Brass Band Project.</li> <li>3. Subsidise High Borrans Residential Visit for PP learners--- provides new and enriching experiences.</li> </ol>	We need to continue to enrich our children's educational experience to improve aspirations and life chances.	<p>Learning walks to observe learning resilience.</p> <p><b>Staff lead = SLT and subject leaders.</b></p>

6. Review of expenditure for previous academic year 2017-2018		Total budget = £110,840 Total spent = £112,632	
Intended outcome	Actions	Estimated impact: Did you meet the success criteria?	Lessons learned and whether you will continue with this
<b>i) Targeted support for pupil premium children. Total cost =£41,732</b>			
<b><u>EARLY YEARS</u></b> Significantly increase the % of our pupil premium children that achieve a good level of development (GLD).	1. Additional 0.5 teacher to allow targeted support for PP children. <b>Cost = £13,656</b> 2. Talk Boost training and resources. This will ensure our staff have the skills and resources to tackle week language and communication skills. <b>Cost = £800</b>	The % of PP children achieving GLD improved from 33% in 2017 to 43% in 2018.	Personalised support for our children will continue.
<b><u>MATHS</u></b> Improve attainment and progress of disadvantaged learners.	1. Success @ Arithmetic and First Class @ Number training. <b>Cost = £5,000</b> 2. Staffing costs to deliver Success in Arithmetic. <b>Cost = £2,700</b> 3. Staffing costs to deliver First Class @ Number. <b>Cost = £2,700</b>	The percentage of Year 2 pupil premium children reaching the expected standard improved from 42% in 2017 to 50% in 2018.  The percentage of Year 6 pupil premium children reaching the expected standard improved from 50% in 2017 to 60% in 2018.	We will continue to improve the subject knowledge and expertise of our teachers and teaching assistants.
<b><u>READING</u></b> Improve attainment and progress of disadvantaged learners.	1. Core 5 Lexia subscription costs and staffing costs for Lexia interventions. <b>Cost = £7,276</b> 2. Targeted Literature Works training which focuses on developing love of reading and equipping children with key reading skills to engage with a text. <b>Cost = £2,100</b> 3. Bug Club Comprehension intervention resources and staffing costs to deliver programme. <b>Cost = £7,500</b>	The percentage of Year 2 pupil premium children reaching the expected standard was 58% in 2017 and 2018.  The percentage of Year 6 pupil premium children reaching the expected standard improved from 56% in 2017 to 67% in 2018.	We will continue to make reading progress a key school priority and trial new strategies.



ii) Other approaches to improve the attainment and progress of pupil premium children. Total cost = £67,200			
<b>Forest School Programme</b>	Employed a teacher full time to deliver Forest School Programme. Resources also purchased. <b>Cost = £38,000</b>	<p>The Forest School programme has had a huge impact on personal, social and emotional development. There has been a focus on “Growth Mindset” installing a ‘can do’ attitude. The skills learnt at forest school have aided positive progress in class, improved behaviour in lessons and led to better attendance. Case studies available which outline the impact of this provision in more detail.</p> <p>There has been a rapid decrease in the number of behaviour incidents logged. A fall of 83% between 2016 and 2018.</p> <p>Case studies available which outline the impact of this provision in more detail.</p>	We will continue to deliver this very successful programme in 2018-2019.
<b>Removing social and emotional barriers to learning.</b>	High Level Teaching Assistant (29 hours per week) employed to run nurture group, additional phonics and “Stepping Stones family learning programme. <b>Cost = £26,500</b> Each PP child received a uniform to ensure they are prepared for school. <b>Cost = £3,700</b>	All of the PP children that accessed this provision improved their attendance rate and their reading progress scores. Behaviour for learning also improved— case studies available which outline the impact of this provision in more detail.	These strategies were successful and will continue in 2018/19.
<b>High quality professional music tuition, including a weekly brass mini-band session as part of the Bedlington Brass Band Project.</b>	20 children in receipt of pupil premium funding involved in the project. <b>Cost of music lessons, musical instruments and resources = £2,700</b>	13 disadvantaged children (30% of the total band) completed a year of professional music tuition. In addition, a further 7 PP children performed at two concerts during the academic year. The first being a brass festival at Woodhorn Museum and the second being the “Brass in Concert” show at the Sage in Gateshead.	This support will continue in 2018-2019.