

## Impact of the Pupil Premium Grant Spending Plan at Moss Park Junior School 2020 2021



<b>Number of pupils on roll 2020 2021</b>	<b>255</b>
<b>Number of pupils eligible for PPG</b>	<b>52</b>
<b>Amount per pupil</b>	<b>£1320 or £2345 for previously looked after child</b>
<b>Total amount of PPG 2020 2021</b>	<b>£73,595</b>

Action	Rationale and Evidence	Intended Outcomes	Impact
<b>Support teacher working in Year 3 (04.FTE)</b>	<ul style="list-style-type: none"> <li>▪ Evaluation of this system shows that targeted pupils achieve accelerated progress within a small nurturing group of 12 pupils in English and Maths for a 3 term period</li> <li>▪ EEF shows that smaller group tuition has a moderate impact on pupils progress</li> <li>▪ Large group of PPG/SEN pupils in this year group plus summer term 2020 loss</li> </ul>	<ol style="list-style-type: none"> <li>1. Deliver small group teaching to improve the academic achievement of disadvantaged pupils from their starting points at MPJS</li> <li>2. Pupils in the group make accelerated progress from their starting point in reading, writing and maths (monitored half termly)</li> </ol>	<ol style="list-style-type: none"> <li>1. This intervention took place for three half terms in school (covid closure and absence)</li> <li>2. Progress and attainment in the Y3 class was in line with other classes in reading and maths but with a deficit of 20% in writing compared to other classes. The group are all SEND pupils. Closing the gap between reading and writing is a focus for the Y4 experienced teacher and CPD with a writing consultant is being put into place 2021 - 2022</li> </ol>
<b>Extra TA4 working with Y5 and Y6 0.5</b>	<ul style="list-style-type: none"> <li>▪ This TA4 is trained in delivering interventions such as dyslexia, social &amp; communication, Numicon interventions</li> </ul>	<ol style="list-style-type: none"> <li>1. HLTA is able to lead time limited interventions that supports disadvantaged pupils in Reading, Writing and Maths with specific</li> </ol>	<ol style="list-style-type: none"> <li>1. Attainment and progress figures for Year 6 show that academically, there was only a small dip between what was expected at the end of KS2 and</li> </ol>

	<ul style="list-style-type: none"> <li>EEF recommends training TAs for specific research based, structured interventions</li> </ul>	<p>learning needs (monitored half termly)</p> <ol style="list-style-type: none"> <li>2. Improve the wellbeing of those pupils with SEMH needs (fewer incidents recorded on My Concern, pupils voice, SDQs)</li> </ol>	<p>behaviour for learning had a strong impact on this</p>
<p><b>Training for Teaching Assistants to support quality first teaching</b></p>	<ul style="list-style-type: none"> <li>The impact of TAs is increased when high quality CPD has taken place (Making the Best Use of TAs – EEF)</li> </ul>	<ol style="list-style-type: none"> <li>1. TAs develop the skills needed to accelerate progress for targeted pupils in structured interventions and in class</li> </ol>	<ol style="list-style-type: none"> <li>1. Interventions and professional led training (eg speech and language, Educational psychologist, Longford Park Outreach) took place</li> <li>2. Online interventions took place during the second school closure</li> </ol>
<p><b>Educational Psychologist SLA x 2</b></p>	<ul style="list-style-type: none"> <li>The Educational Psychologist plans APDR cycles of support for school to deliver including pastoral, social and emotional interventions (EEF recommendation)</li> <li>Delivers SEAL training to staff such as Attachment Theory and Emotion Coaching</li> <li>SEND pupils are overrepresented in the PPG (much smaller) group (matches national data)</li> </ul>	<ol style="list-style-type: none"> <li>1. Ensure that disadvantaged pupils have access to external support (academic and pastoral).</li> <li>2. Ensure that staff are trained to meet the needs of vulnerable pupils, including previously looked after children and those adopted from care.</li> </ol>	<ol style="list-style-type: none"> <li>1. The EP was able to support teacher, parents and pupils with SEMH</li> <li>2. Whole school CPD was postponed to 2021 - 2022 due to EPs working from home</li> </ol>
<p><b>Training for HLTAs and TA3 (SEN) to support SEMH</b></p>	<ul style="list-style-type: none"> <li>Our PPG pupils are overrepresented in the group requiring SEMH support</li> <li>EEF demonstrates the value of SEMH interventions</li> </ul>	<ol style="list-style-type: none"> <li>1. There is a positive impact between a child starting an intervention and finishing an intervention (different tools used to assess different interventions)</li> </ol>	<ol style="list-style-type: none"> <li>1. 4 members of staff including the head took place in the EP led 'Wellebing return to school' training programme and achieved accreditations</li> <li>2. Positive impact on 6i group (as above - behaviour records)</li> </ol>
<p><b>Free Milk</b></p>	<ul style="list-style-type: none"> <li>Benefits of Calcium rich milk to supplement diet at home</li> <li>Tooth decay in pupils in the North West is higher than national average</li> </ul>	<ol style="list-style-type: none"> <li>1. Support Healthy Lifestyles</li> </ol>	<ol style="list-style-type: none"> <li>1. All pupils are offered milk and this remains popular with all our children</li> </ol>

<p><b>Extra staffing cost to enable free Breakfast Club places for disadvantaged pupils</b></p>	<ul style="list-style-type: none"> <li>▪ There is an overrepresentation of disadvantaged pupil who are late for school or tell us they have not had breakfast</li> <li>▪ Research tells us that a good breakfast is essential to help pupils learn</li> </ul>	<ol style="list-style-type: none"> <li>1. Increase attendance and punctuality of disadvantaged pupils</li> <li>2. Provide a nutritious breakfast and settled start to the day</li> </ol>	<p>1a. Attendance analysis shows a small 1% gap between PPG (4.34% absence) and non PPG pupils (3.33% absence)</p> <p>1b. Punctuality analysis 'Late Before Register Closes' shows a very small gap between PPG (0.62%) and non PPG pupils (0.24%). We have 0% 'Late after Register' pupils in either group :)</p> <p>2. Breakfast Club continues to provide a smooth transition into lessons for our disadvantaged pupils</p>
<p><b>Free Places in after school clubs</b></p>	<ul style="list-style-type: none"> <li>▪ Year on year the number of extracurricular opportunities taken up by disadvantaged pupils has increased with our subsidised/free places</li> </ul>	<ol style="list-style-type: none"> <li>1. Enable all disadvantaged pupils to access at least 4 extra-curricular activities per year (from an average of 3.5 2018-2019)</li> </ol>	<ol style="list-style-type: none"> <li>1. All disadvantaged pupils attended at least one block of afterschool activity (covid paused this). Disadvantaged and SEND pupils continue to be offered free places first</li> </ol>
<p><b>Top-up Swimming block (summer term 2021)</b></p>	<ul style="list-style-type: none"> <li>▪ This targets groups of pupils who do not go swimming (lessons or with parents) out of school</li> <li>▪ It promotes the safety of these vulnerable pupils</li> </ul>	<ol style="list-style-type: none"> <li>1. Enable more vulnerable pupils to meet the KS2 standard (following successful increase in numbers at the end of the year 2019)</li> </ol>	<p>Unable to proceed (covid). Two year groups are now going swimming in 2021 – 2022.</p>
<p><b>CBT/Counselling (Longford Park Outreach)</b></p>	<ul style="list-style-type: none"> <li>▪ EEF shows behaviour interventions as effective</li> <li>▪ Training for staff on Restorative practice will skill staff up to help resolve problems in class during the week</li> <li>▪ Support 4 x NQTs with various aspects of behaviour management</li> </ul>	<ol style="list-style-type: none"> <li>1. Meet the social and emotional needs of pupils</li> <li>2. Enable them to form strong relationships and achieve well in school</li> <li>3. Equip new teachers with excellent outstanding behaviour management to promote good learning for all</li> </ol>	<ol style="list-style-type: none"> <li>1. The behaviour and regulation of a group of pupils in Y6 (group sessions, 1-1, class sessions) was markedly improved over the course of the year. Sessions, including family sessions, continued during the school closure and pupils attended school just to access these sessions - see analysis of behavior from My Concern</li> <li>2. An HLTA observed some sessions of restorative practice with CL and we are training up on this as a whole staff next year.</li> <li>3. Observations and action plan had a</li> </ol>

			positive impact on all 4 x NQTs behaviour management and all achieved the standard required
<b>Laptops converted to chrome books to loan out for Homework</b>	<ul style="list-style-type: none"> <li>▪ We are moving to google classroom for homework partially to prepare for any bubbles being sent home/household isolation and all our pupils need to have access to hardware</li> <li>▪ Our own surveys (June 2020) show who does not have access at home</li> </ul>	<ol style="list-style-type: none"> <li>1. There is no digital divide between disadvantage and non-disadvantaged pupils in terms of connectivity</li> </ol>	<ol style="list-style-type: none"> <li>1. In addition to the hardware we loaned out, the HT secured extra funding, sims card, and dongles for parents</li> <li>2. 100% of pupils had access plus engaged in twice daily Google meet lessons plus Google classroom for work with 100% attendance (see registers) during lockdowns and isolation.</li> </ol>

<b>Training and resources and cover for Quality First teaching</b>	<ul style="list-style-type: none"> <li>▪ Analysis of assessment since Lockdown March – July 2020 shows that pupils have made expected progress in maths, less in reading and writing (Target tracker baseline Data October 2020)</li> <li>▪ The impact of high quality teaching is shown to have the most impact on disadvantaged pupils' learning (EEF/Sutton Trust)</li> <li>▪ We have focused this year on spelling and vocabulary; guided and whole class reading; the writing cycle</li> <li>▪ We are also continuing the work on Rosenshine's Principles of Effective Instruction and applying this across the curriculum</li> <li>▪ We have 4 x NQTs this year and they will access the LA's NQT support package plus in school support and mentoring</li> </ul>	<ol style="list-style-type: none"> <li>1. Half termly Pupil progress meetings show that the gap between reading and writing is narrowing; and that there are more pupils on track to achieve age related expectations or 'above ARE' in R/W/M combined</li> <li>2. Lesson observations show that subject knowledge, pedagogy and use of assessment is secure across school; pupils' books and their views reflect this</li> <li>3. NQTs are making good progress towards their targets</li> </ol>	<ol style="list-style-type: none"> <li>1. Please see data attached to this report</li> <li>2. The profile of teaching at MPJS is good in all areas</li> <li>3. All NQTs passed their NQT with a strong performance against the standards noted</li> </ol>
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<b>PP+ bespoke expenditure</b>	<ul style="list-style-type: none"> <li>▪ We recognise that disadvantaged pupils have different needs and these arise and change throughout their time at MPJS</li> </ul>	<ol style="list-style-type: none"> <li>1. Disadvantaged pupils are supported with resources and interventions they need as identified in termly Pupil Progress Meetings</li> </ol>	<ol style="list-style-type: none"> <li>1. See cost centre - all monies spent for identified pupils</li> </ol>
<b>Y6 residential</b>	<ul style="list-style-type: none"> <li>▪ As a result of the subsidised places, virtually all disadvantaged pupils attend the residential each year</li> <li>▪ Outdoor activities provide a positive impact (EEF)</li> </ul>	<ol style="list-style-type: none"> <li>1. All pupils have the chance to experience a residential visit with their peers and participate in a 3 day package of outdoor activities and team-building challenges</li> </ol>	<ol style="list-style-type: none"> <li>1. All PPG pupils attended the residential</li> </ol>

<b>3<sup>rd</sup> Space 1-1 maths catch up tuition in Y6</b>	<ul style="list-style-type: none"> <li>▪ Attainment gap in maths (% and standardised scores) between disadvantaged and non-disadvantaged pupils</li> <li>▪ EEF toolkit shows positive impact of 1-1 tuition</li> </ul>	<ol style="list-style-type: none"> <li>1. Personalised 1-1 tuition enables pupils to catch up and keep up within the maths curriculum</li> </ol>	<ol style="list-style-type: none"> <li>1. When the group who received the tuition is analysed, there was no dip in maths from Easter 2020 to July 2021 (Target tracker)</li> </ol>
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**Key to Abbreviations:** SBM = S Moroney School Business Manager; SN = S Nunwick Headteacher; RB = R Boyer Deputy Head and Acting SENCO & Maths Leader; EEF = Education Endowment Foundation

## Appendix 1 Attainment and Progress Data 2020 - 2021

**Context:** At MPJS there is an overrepresentation of children in the Disadvantaged Group who are SEN/D - either support, pending EHCP or EHCP. This adds to the fact that the PPG group consists of 60 pupils (so each child = 1.7% within that group's data) and the non PPG group consists of 195 pupils (so each child = 0.5% within the group). This can make it difficult to make accurate judgements on any gaps. This is particularly so when looking at published data for the end of KS2. One child taken out or put in can make a big difference to what attainment or progress looks like for our disadvantaged children. This is compounded by the high prior attainment scores we inherit from MPIS. The last published data we have is for 2019 and the last 3-year trend is 2017 - 2019.

### Whole school Target Tracker Reports

- 1) We compare the non PPG v PPG group.
- 2) We then take out SEN/D children from both PPG and non PPG groups and compare like for like. This gives us a more accurate comparison to evaluate how successful we are with our resources and our provision.
- 3) We *always* look at the individual children when discussing them at Pupil Progress Meetings rather than focusing on statistics.
- 4) In PPMs we discuss progress over Key Stage 2 as well as data for the current year - this helps us ensure that we have a longitudinal view of how to accelerate progress and secure the right support for pupils.

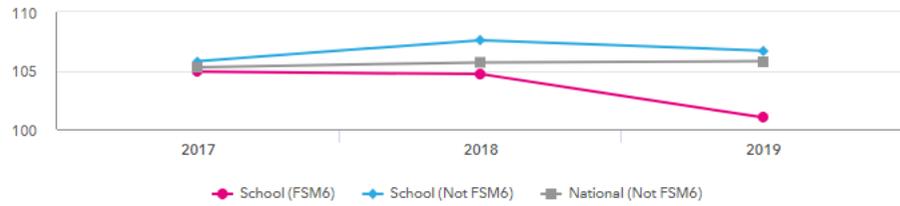
### Academic Priorities for 2021 - 2022

- 5) A key priority we have identified through analysing published and internal data is to increase the % of disadvantaged pupils attaining the Higher Standard/Greater Depth in Reading, Writing and Maths in each year group and at the end of KS2.
- 6) Additionally we expect that the extra staff and tutoring deployment in Year 6 will result in higher scaled scores in Reading, Writing and Maths for all disadvantaged children in 2022 (2019 average = 100.2 against the national average of 105.5 in Reading and 100.5 against the national average of 106.1. As an example of how the data can be difficult to draw conclusions from, it should be stated that in this particular 2019 Year 6 cohort, of the 10 disadvantaged pupils, 2 of them were SEN/D throughout KS2 (with one gaining an EHCP after SATs) yet neither had been assessed as *low prior attainment* at KS1. These two pupils' apparent negative progress directly impacted the mean progress scores for the disadvantaged group.

# Published Data 2019

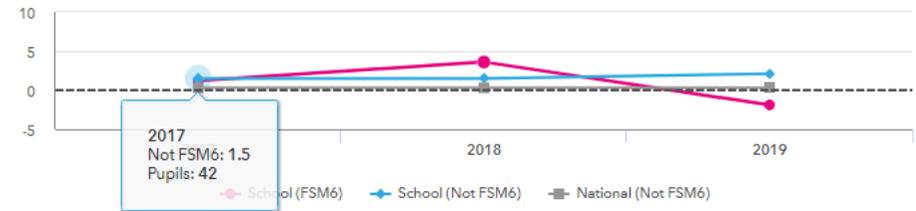
## KS2 attainment for disadvantaged pupils 2019

Average Scaled Score (Re, Ma) ∨



## KS2 progress for disadvantaged pupils 2019

Average Scaled Score (Re, Ma) ∨



## Progress gap

% Expected standard+ (Re, Wr, Ma) ∨



Data taken from FFT Aspire 2019

## Target Tracker Data 2020 - 2021

### Diminishing Differences Report

Y3, Y4, Y5, Y6 - All Pupils (255 pupils)

255 pupils		Missing Assessment	On Track or Higher	
Reading	No. (%)		No. (%)	Sum2 19-20
Pupil Premium	60 (23.5%)	5 (8.3%)	14.5%	61.8%
Not Pupil Premium	195 (76.5%)	13 (6.7%)	42.3%	81.3%
Difference (change in difference):			27.8	19.5 (-8.3)

255 pupils		Missing Assessment	On Track or Higher	
Writing	No. (%)		No. (%)	Sum2 19-20
Pupil Premium	60 (23.5%)	5 (8.3%)	25.5%	56.4%
Not Pupil Premium	195 (76.5%)	13 (6.7%)	40.7%	76.4%
Difference (change in difference):			15.2	20.0 (4.8)

255 pupils		Missing Assessment	On Track or Higher	
Mathematics	No. (%)		No. (%)	Sum2 19-20
Pupil Premium	60 (23.5%)	5 (8.3%)	27.3%	60.0%
Not Pupil Premium	195 (76.5%)	13 (6.7%)	38.5%	79.1%
Difference (change in difference):			11.2	19.1 (7.9)

**Difference Key:**

Widening

Narrowing

Unchanged

*At MPJS, we judge good progress as pupils making broadly 6 steps progress over the academic year*

## Progress Breakdown

Y3, Y4, Y5, Y6 - All Pupils (255 pupils)

All Pupils (255 pupils)	Reading	Writing	Mathematics	Average
Progressed by 6 steps or more	223 (87.5%)	212 (83.1%)	218 (85.5%)	217.7 (85.4%)
Progressed by 5 steps	4 (1.6%)	10 (3.9%)	9 (3.5%)	7.7 (3.0%)
Progressed by 4 steps	5 (2.0%)	4 (1.6%)	7 (2.7%)	5.3 (2.1%)
Progressed by 3 steps	3 (1.2%)	6 (2.4%)	1 (0.4%)	3.3 (1.3%)
Progressed by 2 steps	1 (0.4%)	4 (1.6%)	2 (0.8%)	2.3 (0.9%)
Progressed by 1 step	1 (0.4%)	1 (0.4%)	0 (0%)	0.7 (0.3%)
No steps progress	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Missing Data	18 (7.1%)	18 (7.1%)	18 (7.1%)	18.0 (7.1%)

## Progress Breakdown

Y3, Y4, Y5, Y6 - Pupil Premium (60 pupils)

All Pupils (60 pupils)	Reading	Writing	Mathematics	Average
Progressed by 6 steps or more	49 (81.7%)	45 (75.0%)	49 (81.7%)	47.7 (79.4%)
Progressed by 5 steps	3 (5.0%)	4 (6.7%)	3 (5.0%)	3.3 (5.6%)
Progressed by 4 steps	2 (3.3%)	1 (1.7%)	2 (3.3%)	1.7 (2.8%)
Progressed by 3 steps	0 (0%)	1 (1.7%)	0 (0%)	0.3 (0.6%)
Progressed by 2 steps	0 (0%)	3 (5.0%)	1 (1.7%)	1.3 (2.2%)
Progressed by 1 step	1 (1.7%)	1 (1.7%)	0 (0%)	0.7 (1.1%)
No steps progress	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Regressed	0 (0%)	0 (0%)	0 (0%)	0.0 (0%)
Missing Data	5 (8.3%)	5 (8.3%)	5 (8.3%)	5.0 (8.3%)