

**Pupil Premium Grant Spending Plan at Moss Park Junior School 2020 2021**



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| <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>  |

| <b>Action</b>   | <b>Rationale and Evidence</b>  | <b>Intended Outcomes</b>  | <b>Cost</b>    | <b>Lead</b> |
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| <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>                                | <b>£20,193</b> | <b>SN</b>   |
| <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> <li>▪ EEF recommends training TAs for specific research based, structured 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 learning needs (monitored half termly)</li> <li>2. Improve the wellbeing of those pupils with SEMH needs (fewer incidents recorded on My Concern, pupils voice, SDQs)</li> </ol> | <b>£13,244</b> | <b>RB</b>   |
| <b>Training for Teaching Assistants to support quality first teaching</b> | <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 developing the skills needed to accelerate progress for targeted pupils in structured interventions and in class</li> </ol>   | <b>£2400</b>   | <b>RB</b>   |

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|  | guidance)  | and in class   |              |            |
| <b>Educational Psychologist SLA x 2</b>  | <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> | <b>£5830</b> | <b>RB</b>  |
| <b>Training for HLTAs and TA3 (SEN) to support SEMH</b>                                  | <ul style="list-style-type: none"> <li>▪ Our disadvantaged pupils are less likely</li> <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>  | <b>£900</b>  | <b>SN</b>  |
| <b>Free Milk</b>   | <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>  | <b>£790</b>  | <b>SM</b>  |
| <b>Extra staffing cost to enable free Breakfast Club places for disadvantaged pupils</b> | <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>   | <b>£2743</b> | <b>SM</b>  |
| <b>Free Places in after school clubs</b>   | <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</li> <li>2. per year (from an average of 3.5 2018-2019)</li> </ol>  | <b>£165</b>  | <b>SBM</b> |

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| <p><b>Top-up Swimming block</b></p> <p><b>(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><b>£2160</b></p> | <p><b>CT</b></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> </ol> | <p><b>£7411</b></p> | <p><b>SN</b></p>  |
| <p><b>Laptops converted to chrome books to loan out for for Homework</b></p> | <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>                         | <p><b>£2000</b></p> | <p><b>SBM</b></p> |

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| <p><b>Training and resources and cover for Quality First teaching</b></p> | <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 disadvantage 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</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> | <p><b>£7000</b></p> | <p><b>SN</b></p> |
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|  | support and mentoring   |  |                |                   |
| <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>  | 1. Disadvantaged pupils are supported with resources and interventions they need as identified in termly Pupil Progress Meetings                                       | <b>£3549</b>   | <b>SN/<br/>RB</b> |
| <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> | 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 | <b>£1140</b>   | <b>SBM</b>        |
| <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>      | 1. Personalised 1-1 tuition enables pupils to catch up and keep up within the maths curriculum   | <b>£5070</b>   | <b>RB</b>         |
| <b>Total Expenditure</b>                                     |   |  | <b>£73,595</b> | <b>SN</b>         |

**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