



Pupil Premium Grant Strategy Statement:

September 2020

Statement of Belief

Mossley Primary School receives a 'Pupil Premium Grant' from the Government for each child that is eligible for free school meals ('FSM'), or has been eligible at any time in the last six years. This is not part of the Universal Free School Meal for Reception to Year 2. A similar grant is also received for children in the care of the Local Authority (LAC), children of armed forces personnel and children who have been adopted.

As an inclusive school, Mossley primary believes no pupil should be disadvantaged as a result of background and we ensure resources and support is provide for all children who may or may not be eligible for Pupil Premium funding.

As a school we ensure that teaching and learning opportunities are as diverse as possible catering for all abilities and developing all curriculum areas. In addition we believe that education extends beyond the classroom into the wider world. Therefore funding is allocated on a personalised needs basis both in and out of school. Happy children make happy learners therefore a lot of our funding goes towards ensuring that our children's emotional needs are being met.

To meet this philosophy at Mossley we are committed to using the Pupil Premium Grant to offer a range of intervention groups and support to improve both academic and emotional outcomes.

Summary Information as known September 2020: Mossley Primary

Number of pupils and pupil premium grant (PPG) received academic year 2019 - 2020.		
Total number of pupils on roll	421	
Total number of pupils on role known to be eligible as PP children	2019-20 – 27 pupils from Foundation to YR 6	
Amount of PPG received per pupil	£1320 FSM £2300 LAC /Adopted	
Total amount of PPG received	£ 38691	
Previous performance of disadvantaged pupils (pupils eligible for free school meals or in local authority care for at least six months)		
	2019	2020
% of pupils making at least expected progress in reading	56%	NA
% of pupils making at least expected progress in writing	67%	NA

% of pupils making at least expected progress in maths	67%	NA
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Barriers to future attainment (for pupils eligible for PPG)

Barriers to future attainment can take many forms, in-school barriers and external barriers. As noted above funding is allocated following an individual needs analysis to identify priority spending. As a school we believe the school should respond to the needs as identified. Our main barriers to learning are summarised below:

- Children do not have a set morning routine so are late and therefore not ready for their learning.
- Early trauma and/or on going attachment issues.
- Pupils with emotional/social/behavioural development issues.
- Movement between schools for individuals.
- Poor speech and language skills on starting FS
- Poor self-confidence.
- Poor mathematical skills.
- Poor reading skills.
- Lack of enrichment experiences.

It is acknowledge that not all pupils who receive PPG are socially disadvantaged and that some socially disadvantaged pupils do not qualify for PPG.

In essence, Pupil Premium grant supports provision of both teaching and support staff time to work with groups of eligible pupils who require intensive support to ensure they make at least expected progress each year.

Overall Desired Outcomes

That all our children make at least expected progress from their starting point and expected standard of attainment.

That all our children have the life skills and emotional resilience to enjoy and succeed during their school journey and they apply this as they move into adult life.

Measuring the Impact

Teachers will use the school's internal tracking system to measure progress to meet outcomes and targets set within the classroom.

Evidence based interventions – before and after impact (emotional and academic)

Pupil progress meetings held termly with pupils, class teachers, parents and the Pupil Premium Manager.

Record of PP grant spending by item 2019/2020.
£38691

Project	Cost	Objective	Impact up to lockdown March 2020	Next steps
Nurture groups.	£30000 salaries	To build resilience and develop self-esteem.	Strengths and Difficulties Questionnaire (SDQ) scores from both home and school show a slight reduction in total overall difficulties.	To extend this support next year by also offering health and wellbeing work.
Breakfast club.	Included above	To improve attendance data for lateness.	Lateness has reduced in PP children to 0%.	Continue with this support.
1:1 high Intensity teaching sessions	Included above	To help reinforce objectives from that day's literacy and numeracy lessons to ensure misunderstandings are reduced.	The children are better prepared and confident in moving on with their learning the next day.	Continue with this strategy.
Small group pre learning sessions.	Included above	To prepare the children for new learning in class.	The children are more confident in class.	Continue with this strategy.
TA led Numeracy intervention programme- first class for number.	Included above	To help fill the gaps in basic learning in maths.	93% of pupils who accessed the intervention made rapid progress.	Continue to offer interventions next year – needs driven.
Mental Health First Aider	Included above	To address the many differing emotional and social needs of our children.	All children who have accessed this service had increased scores across their SDQs.	Train another staff member
Play therapy.	£1000	To work with the children who need a more specialist approach to their emotional wellbeing.	All children were discharged with strategies to use at home and school. No further interventions were needed.	Due to the positive impact and success of this service, continue next year when it is safe to do so.

Music lessons/bespoke resources.	£2000	To develop executive functioning skills. To offer enrichment activities. To ensure inclusion within the entire curriculum.	There has been a positive impact on the self-organisational skills of these children and they are more confident. All children are fully included.	Continue with this strategy when it is safe to do so.
After school and holiday clubs.	£750	To offer wrap around care to support our families.	The children have had the opportunity to experience a wide range of activities, which may have otherwise not been available to them.	Due to the positive impact, continue next year.
School trips and residential funding.	£4700	To give the children opportunities to stay away from home and so develop life skills and independence. To help them see that education can also happen outside the classroom.	The children were included in activities they otherwise would not have been able to access.	Continue with this strategy.
WELCOMM scheme	£500	To screen the foundation stage pupils to ensure that early interventions can be put in place for any speech and language difficulties as quickly as is possible.	Any speech and language difficulties were picked up and appropriate interventions were been put in place much quicker. Referrals to speech and language have reduced.	

Book trust parcels	£1400	To enthuse children about reading and to help parents support this.	Parents report that their children have really engaged with the books and love sharing their parcels with parents.	Continue this next year.
Wellbeing award for school	£1750	To ensure that we have a whole community approach to mental health and emotional wellbeing.	We now have a coordinated strategy to support our whole school community and their emotional wellbeing.	This award lasts for 3 years but we will continue to build on its principles.
Jigsaw scheme	£3000	To have a consistent approach across the school to EWB.	Scheme ran until lockdown.	Continue to use the scheme.

Summary of planned spending 2020/2021 £33399	
Nurture groups Breakfast club. Small group/individual Intervention work.	£30000
School trips, residential funding, after school club.	£1500
Play therapy	£500
Book Trust	£2000
Desired outcomes 2020/2021	
<p>All children regardless of PP status make at least expected progress across KS1 and KS2.</p> <p>The progress made by PPG children at the end of KS2 is in line with progress made by non PPG pupils across the whole school.</p> <p>The progress made by PPG children at the end of KS2 is in line with progress made by other PPG pupils nationally.</p>	

PPG children will be able to access the extra opportunities provided by the school if they wish to.

PPG children have easy access to staff trained to support their emotional wellbeing thus allowing them to feel secure and access their learning without anxiety therefore raising their attainment.

Overall Desired Outcomes

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That all our children have life skills and emotional resilience to enjoy and succeed during their school journey and they apply this as they move into adult life.