

## Pupil premium strategy statement

### School overview

Metric	Data
School name	Moorpark Junior School
Pupils in school	228 (sept 2021)
Proportion of disadvantaged pupils	47% - 108 pupils (Sept 2021)
Pupil premium allocation this academic year	
Academic year or years covered by statement	2021-2024
Publish date	September 2021
Review date	July 2022
Statement authorised by	Karen Peters
Pupil premium lead	Lyndsey Wright
Governor lead	Jon Lovatt

### Disadvantaged pupil progress scores for 2018/19

Measure	Score
Reading	N/A due to Covid 19
Writing	
Maths	

### 3 Year Strategy aims for disadvantaged pupils

Aims	Measure
<b>Priority 1 – Tier 1</b> To address the identified difficulties disadvantaged students have with language development / comprehension	EEF guide 'Improving Literacy in Key Stage 2' used to support the planning of purposeful speaking and listening activities which support the development of pupils' language capability  Ensure all staff have received training to model and deliver effective teaching in this area including: <ul style="list-style-type: none"><li>- Consistent whole school approach for explicit vocabulary teaching (SEEC model)</li><li>- Whole school catch phrases</li><li>- Blended learning approaches to pre-teaching curriculum vocabulary</li></ul>

	<ul style="list-style-type: none"> <li>- Consistent whole school approach to guided reading.</li> </ul> <p>Evidence informed CPD for teachers and support staff across the school is delivered</p>
<p><b>Priority 2 – Tier 1</b> Effective High Quality Teaching (including a changed pedagogy enabled by technology) is firmly embedded across the whole school and is evidenced through monitoring.</p>	<p>Ensure a broad array of teaching strategies that, combined with subject knowledge and knowledge of their pupils, positively impacts upon learning.</p> <p>Ensure:</p> <ul style="list-style-type: none"> <li>- effective teaching, such as explicit teaching (clear explanations)</li> <li>- scaffolding</li> <li>- flexible grouping</li> <li>- Blended learning strategies – Flipped learning and station rotation</li> <li>- cognitive and metacognitive strategies</li> </ul> <p>Subject leaders coach and mentor staff in their area of expertise.</p> <p>Evidence informed CPD for teachers and support staff across the school is delivered in digital inclusion and blended learning</p> <p>Introduce and develop digital intervention strategies for disadvantaged pupils.</p> <p>Develop increased independence of disadvantaged pupils using technology.</p>
<p><b>Priority 3 – Tier 1 and 2</b></p> <p>To address the gaps in prior learning associated with inconsistent prior learning / home learning situations /lack of technology for remote learning /inconsistent attendance/SEND pupils who are also PP</p>	<p>Use of EEF evidence base which includes the use of the following researched strategies:</p> <p>Same-day in-class intervention. Sessions are explicitly linked to daily lessons and effective interventions are maintained over a sustained period and are carefully timetabled and staff are trained so that delivery is consistent.</p> <p>Structured interventions</p> <ul style="list-style-type: none"> <li>- Small group tuition</li> <li>- One to one support</li> <li>- Effective deployment of Teaching Assistants</li> <li>- Daily reading</li> <li>- Inference and better reading.</li> </ul> <p>Teacher-led targeted group teaching for targeted identified PP children.</p>

	<p>Early helps lead by FSW target PP pupils to support readiness for learning.</p>
<p><b>Priority 4 – Tier 3</b>  Wider strategies are in place across the school which address any barriers to ensure success.</p> <p>Social and emotional learning is embedded throughout the school, impacting on children’s outcomes.</p> <p>Attendance remains above the national for PP children.</p> <p>To counterbalance effects of social deprivation, enrich pupils’ life experiences and provide extra opportunities to learn and apply skills in out of school contexts.</p>	<p>Younger minds service enables increased confidence and wellbeing of pupils allowing the school to respond in a timely manner to individual needs. Reduced waiting list for counselling and CAMHS</p> <p>Improving behaviour in school EEF - a tailored approach to support an individual’s behaviour should complement the school’s behaviour policy</p> <p>Essential life skills such as confidence, motivation, resilience and communication are associated with better academic outcomes and better prospects in the workplace.” Life lessons. Sutton Trust</p> <p>Continue to use the BOXALL profile to monitor children’s SEMH.</p> <p>Use of key adults to support children’s well-being.</p> <p>The EEF guidance report for improving attendance is implemented.  School attendance policy is followed in order to target pupils</p> <p>Increased numbers of Pupil Premium accessing clubs and attendance is in line with Non PP pupils so they have access to experiences that they wouldn’t otherwise have access to.</p> <p>Support to encourage reading for pleasure, educational trips and out-of school study opportunities should be provided to promote attainment for disadvantaged students at all ages. The Sutton Trust report</p>
<p><b>Barriers to learning these priorities address</b></p>	<p>High mobility during KS2 of disadvantaged pupils joining the school, often with with SEMH</p> <p>Children from disadvantaged backgrounds have been affected by the school closure due to COVID-19 and need more support to the close gaps that have occurred as a result of the closure.</p> <p>Not all disadvantaged higher prior attainers make progress in line with national in reading and maths</p>

	<p>Some children need to catch up in reading and maths in order to access the full curriculum including disadvantaged pupils who also have SEND needs.</p> <p>Those who are eligible for free school meals are often more persistently absent than other children and those who are persistently absent often face a number of multiple and overlapping needs within the home.</p> <p>The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation and as a consequence poor home learning environment and limited life experiences beyond the home.</p> <p>High number of families or pupils require social, emotional or mental health support. Children from disadvantaged backgrounds have been affected by the school closure due to COVID-19 and need more support to be ready for learning.</p>
Projected spending	£131,778.25

## Tier 1 - Teaching priorities for current academic year

Aim	Target	Target date
<p><b>Priority 1</b> To improve language, comprehension and writing skills for pupils eligible for PP to give disadvantaged pupils the speech, language and communication skills needed to ensure improved literacy skills across the school.</p>	<p>To develop and implement an in class, consistent language development approach which is applied across the curriculum including a whole-school model for explicit vocabulary teaching.</p> <p>By the end of each year disadvantaged children make accelerated progress towards the requirements of the programme of study for spoken language.</p>	<p>December 2021</p> <p>July 2022</p>
<p><b>Priority 2</b> Effective High Quality Teaching is consistent across the curriculum. This is complemented by a changed pedagogy enabled by technology.</p>	<p>To have consistent, high quality first teaching in all subjects which is enhanced by digital technology.</p> <p>To develop and implement an approach which aids retention of key knowledge across the curriculum.</p> <p>To implement bended learning approaches which allow disadvantaged pupils to benefit from self-paced learning by engaging with content before, after or during lessons.</p>	<p>July 2022</p> <p>July 2022</p> <p>July 2022</p>
<p><b>Priority 3</b> To continue to ensure attainment and progress in reading is at least in line with national at the end of KS2 for PP children including disadvantaged higher prior attainers.</p>	<p>A rigorous and sequential approach to the reading curriculum is in place, which develops pupils' fluency, vocabulary, confidence and enjoyment in reading.</p> <p>Reading approach is consistent whole school. If needed, identified staff benefit from coaching in this area from the Subject leader.</p>	<p>July 2022</p>
<p><b>Priority 4</b> To continue to ensure attainment and progress in writing is at least in line with national at the end of KS2 for PP children including disadvantaged higher prior attainers.</p>	<p>A rigorous and sequential approach to the writing curriculum is in place, which develops pupils' writing composition including spelling, grammar and punctuation and their awareness of audience and purpose.</p> <p>Writing approach is consistent whole school. If needed, identified staff</p>	<p>July 2022</p>

	benefit from coaching in this area from the Subject leader.	
<p><b>Priority 5</b></p> <p>To continue to ensure attainment and progress in maths is at least in line with national at the end of KS2 for PP children including disadvantaged higher prior attainers.</p>	<p>A rigorous and sequential approach to the maths curriculum is in place, which develops pupils' mental maths and rapid recall of key concepts. Reasoning, application and fluency is taught consistently in all year groups.</p> <p>Math approach is consistent whole school. If needed, identified staff benefit from coaching in this area from the Subject leader.</p>	July 2022

<b>Measure</b>	<b>Activity</b>
<p><b>Priority 1</b></p> <p>Monitoring activities evidence an explicit vocabulary approach is implemented across the curriculum.</p> <p>Use of higher level vocab and language structures are observed in pupils verbal responses and written work.</p> <p>Retention of taught vocabulary is evidenced through low stakes quizzing opportunities.</p>	<p>Develop and trial models for an in class consistent language development approach which is applied across the curriculum including a whole-school model for explicit vocabulary teaching.</p> <p>Develop 'Word consciousness'. Pupils show curiosity and interest in words - their meaning and origin.</p> <p>A focus on the progression of vocabulary is developed across the school.</p> <p>Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication in all subjects</p> <p>Regular opportunities given to all learners to present, perform and collaborate</p> <p>Continue to embed agreed whole-school consistent approach on how to teach reading</p> <p>English lead to attend closing the vocab gap training – Alex Quigley and disseminate through bespoke CPD delivered to staff.</p>
<p><b>Priority 2</b></p> <p>The use of blended learning approaches using technology result in increased independence and improved behaviours for learning.</p> <p>Increased engaging in home work and flipped learning by disadvantaged pupils</p>	<p>Blended learning target on each subject leaders action plan</p> <p>Blended learning to feature on teacher appraisal</p> <p>Develop and trial models for an in class consistent blended learning approach which is applied across the curriculum.</p> <p>Review homework policy to feature google classroom</p>

	<p>Signpost specific disadvantaged pupils to self-paced learning opportunities which they can engage with independently – flipped learning videos – expose pupils to content before the lesson</p> <p>Provide identified disadvantaged pupils with 1:1 device which can be taken home in order to improve access and engagement</p> <p>SEND/LA prior attainers benefit from blended learning rotation model and are targeted with flipped learning videos to pre-teach content before lesson/revisit content independently during a lesson or at home.</p>
<p><b>Priority 3</b></p> <p>Internal data demonstrates that the vast majority of PP pupils make expected progress and targeted pupils make accelerated progress in reading.</p> <p>Internal data demonstrates that disadvantaged pupils progress in line or better than non-disadvantaged counterparts therefore diminishing the difference</p>	<p>Effective teaching of reading is in place across the school which impacts on progress and attainment so that disadvantaged children achieve in line with national at both standards at the end of KS2</p> <p>Embed a rigorous and sequential approach to reading across the school.</p> <p>EAL lead to run intensive New to English program and support / monitor EAL provision in all classes.</p> <p>Lowest 20% of readers monitored by English lead – receive 1:1 reading daily.</p> <p>Reading books connect closely to phonics knowledge pupils are taught.</p> <p>Reading case studies developed to track progress for pupils working below ARE</p> <p>Identified staff to have further training from SLE in the teaching of early reading.</p> <p>Regular formative assessment of reading attainment at all stages to ensure gaps are addressed quickly and effectively.</p> <p>Reading attainment is assessed at each assessment point and gaps are addressed quickly and effectively.</p> <p>Home reading is to be monitored weekly by the teacher and concerns to be addressed quickly.</p> <p>Staff have access to appropriate CPD to develop their teaching of reading.</p> <p>If needed, identified staff (both teachers or support staff) benefit from coaching in this area from the Subject leader.</p> <p>Head teacher weekly weigh in for identified disadvantaged pupils.</p>

<p><b>Priority 4</b></p> <p>Internal data demonstrates that the vast majority of PP pupils make expected progress and targeted pupils make accelerated progress in writing.</p> <p>Internal data demonstrates that disadvantaged pupils progress in line or better than non-disadvantaged counterparts therefore diminishing the difference</p>	<p>Effective teaching of writing is in place across the school which impacts on progress and attainment so that disadvantaged children achieve in line with national at both standards at the end of KS2</p> <p>Embed a rigorous and sequential approach to writing across the school.</p> <p>Staff have access to appropriate CPD to develop their teaching of writing.</p> <p>If needed, identified staff (both teachers or support staff) benefit from coaching in this area from the Subject leader.</p> <p>Handwriting policy is consistently applied</p> <p>Handwriting is consistently modelled in school with the correct letter pattern</p> <p>Review text selection to ensure they appeal to all and cover a range of authors, themes and challenge</p> <p>Working walls are language rich and demonstrate the learning journey. They are used by pupils.</p> <p>Range of Talk for Writing and Drama opportunities- evidenced in planning scrutinies</p> <p>English lead to implement progression documents for the writing of non-fiction genres across school.</p> <p>Head teacher weekly weigh in for identified disadvantaged pupils.</p>
<p><b>Priority 5</b></p> <p>Internal data demonstrates that the vast majority of PP pupils make expected progress and targeted pupils make accelerated progress in maths.</p> <p>Internal data demonstrates that disadvantaged pupils progress in line or better than non-disadvantaged counterparts therefore diminishing the difference</p>	<p>Effective teaching of maths is in place across the school which impacts on progress and attainment so that disadvantaged children achieve in line with national at both standards at the end of KS2</p> <p>Recovery plan based on analysis of curriculum content not covered are created and followed. Timetable revision enables recovery of basic skills in maths.</p> <p>Embed a rigorous and sequential approach to maths across the school.</p> <p>Staff have access to appropriate CPD to develop their teaching of maths.</p> <p>If needed, identified staff (both teachers or support staff) benefit from coaching in this area from the Subject leader.</p>

	<p>Vocabulary enrichment to be a focus using sentence stems to support the children's development of mathematical vocabulary. Whole staff CPD from subject lead and maths hub</p> <p>Head teacher weekly weigh in for identified disadvantaged pupils.</p>
Barriers to learning these priorities address	<p>Restrictions due to COVID 19 – cannot implement reading squad as effectively</p> <p>Some families from low socio-economic positions provide fewer learning activities due to home circumstances, including low engagement during remote provision.</p> <p>Children from disadvantaged backgrounds have been affected by school closure due to COVID 19.</p> <p>Pupils from low income families more than twice as likely to be identified as SEND. This is evident as 30% of children who are PP are also SEN.</p> <p>Children from disadvantaged backgrounds have been affected by the school closure due to COVID-19 and need more support to the close gaps that have occurred as a result of the closure.</p>
Projected spending	£ 108,278.25

## Tier 2 - Targeted academic support for current academic year

Measure	Activity
Internal data demonstrates that targeted PP pupils, including those with SEND, make accelerated progress in reading or maths.	<p>Use the guidance to support and inform decisions about how to use catch-up funding especially in relation to enabling disadvantaged pupils to catch-up.</p> <p>Trial and implement national tutoring programme for identified disadvantaged pupils.</p> <p>Teacher delivers intervention where possible to ensure maximal progress – intervention designed at pupil progress meetings and bespoke to each year group.</p> <p>Features:</p> <ul style="list-style-type: none"> <li>Precision teaching</li> <li>SOS</li> <li>Daily reading</li> <li>Small group intervention by teacher in maths and reading</li> <li>Reading squad approach</li> <li>Inference teaching</li> <li>Number bond intervention</li> </ul>

	<p>Short term intervention based on AfL following QFT.</p> <p>Catch up plan written by each subject leader for each year group. Regularly updated by each year group.</p> <p>Barrier plans written to inform intervention</p> <p>All teachers should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.</p>
Barriers to learning these priorities address	<p>Staffing absence and restrictions due to covid 19 risk assessment.</p> <p>Bubble closures/covid related absence</p> <p>Low attendance at intervention</p> <p>Parental needs/mental health</p> <p>Disruptions to teaching due to absences related to COVID 19 testing.</p>
Projected spending	£8,000

### Tier 3 - Wider strategies for current academic year

Measure	Activity
Social and emotional learning is embedded throughout the school, impacting on children's outcomes.	<p>To address the additional SEMHD pupils face due to covid related school closures by implementing taught metacognition, self-regulation, self-regulated learning strategies (EEF SEL) and growth mindset.</p> <p>To embed Trauma Friendly Schools Practice across school life.</p> <p>To monitor impact of younger mind support using Boxall profile data and behaviour tracking data where appropriate.</p> <p>To implement the Positive behaviour and rewards policy consistently whole school, taking into account individual pupil needs.</p> <p>To implement PSHCE scheme consistently whole school.</p> <p>To timetable a range of assemblies which provide opportunities to reinforce values approach</p>

<p>Attendance remains above the national for PP children.</p>	<p>Monitor attendance and punctuality regularly. FSW and attendance lead to support identified families. Early help set up as required.</p> <p>Letters home to parents for identified children.</p> <p>FSW and attendance lead to monitor attendance. PP lead aware of any attendance issues. Weekly attendance reports analysed and acted on.</p> <p>Free breakfast club to support parents and punctuality.</p> <p>Attendance rewards</p>
<p>To counterbalance effects of social deprivation, enrich pupils' life experiences and provide extra opportunities to learn and apply skills in out of school contexts.</p>	<p>Targeting PP children to attend extra-curricular activities.</p> <p>PP Pupil voice is captured in comparison to non PP pupil voice</p> <p>Wide variety of activities available, including non-academic clubs delivered by staff with specific skills in those areas.</p> <p>Monitoring of registers for the uptake of PP children to the extra-curricular activities.</p> <p>Subsidise and enrich curriculum including after school clubs and educational visits</p>
<p>Barriers to learning these priorities address</p>	<p>Those who are eligible for free school meals are often more persistently absent than other children and those who are persistently absent often face a number of multiple and overlapping needs within the home.</p> <p>The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation and as a consequence poor home learning environment and limited life experiences beyond the home.</p> <p>High number of families or pupils require social, emotional or mental health support. Children from disadvantaged backgrounds have been affected by the school closure due to COVID-19 and need more support to be ready for learning.</p>
<p>Projected spending</p>	<p>£ 8,000</p>

## Monitoring and Implementation

Area	Challenge	Mitigating action
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Teaching	<p>Ensuring enough time is given to allow for staff CPD in the areas identified above.</p> <p>Staff disruption to teaching due to COVID 19.</p> <p>Restrictions due to covid 19 risk assessment e.g. staff/children crossing bubbles.</p> <p>Gaps widened due to home learning.</p> <p>Historical persistent absentees – school cannot implement attendance policy due to Covid-19</p>	<p>Staff training days to meet CPD needs. Additional cover provided internally.</p> <p>Use of support staff to cover where possible.</p> <p>Development of the use of online learning to ensure pupils and staff are proficient.</p> <p>Detailed catch up plans record this to enable teachers to track this</p> <p>Continue to follow policy and inform LA of concerns</p>
Targeted support	<p>Identifying gaps in knowledge as a result of school closure.</p> <p>Timetabling interventions effectively due to restrictions.</p> <p>Ensuring enough time for the teaching of small groups and 1:1.</p> <p>Space for teaching of small groups due to restrictions.</p> <p>Staff training to deliver interventions.</p>	<p>Detailed catch up plans record this to enable teachers to track this</p> <p>Pupil progress meetings and weekly weigh in support staff in identifying gaps.</p> <p>Produce a timetable to specifically allocate staff and space for specific identified pupils.</p> <p>In class interventions where possible.</p> <p>Use of training days for CPD.</p>
Wider strategies	<p>Working towards attachment and trauma aware school award.</p> <p>Extra- curricular activities currently restricted due to COVID 19</p> <p>Attendance affected by COVID 19.</p> <p>Attendance to younger minds sessions poor while working remotely.</p>	<p>Work closely with extra- curricular lead to monitor attendance of PP children at clubs.</p> <p>Use of training days/ staff meetings to deliver SEL training/attachment and trauma training.</p> <p>Ensure advice and support is given to families so that COVID testing is carried out quickly so that children and staff can return as quickly as possible.</p>

**Review: See 20/21 strategy**