

School overview

Metric	Data
School name	Old Moat Primary School
Pupils in school	409 (incl. Nursery)
Proportion of disadvantaged pupils	44% (178 pupils)
Pupil premium allocation this academic year	£250, 170
Academic year or years covered by statement	2020-21 and 2021-22
Publish date	March 2021
Review date	September 2022
Statement authorised by	Local Governing Body
Pupil premium lead	Kelly McNicholas
Governor lead	Gavin White

Disadvantaged pupil progress scores for last academic year

Please note, these scores are from 2019 – no published data in 2020 due to Covid 19

Measure	Score
Reading	2.02
Writing	1.12
Maths	-0.03

Disadvantaged pupil attainment scores for last academic year

Please note, these scores are from 2019 – no published data in 2020 due to Covid 19

Measure	Score
Meeting expected standard at KS2	Reading – 68% Writing – 70% Maths – 73% Combined – 65%
Achieving high standard at KS2	Reading – 24% Writing – 14% Maths – 5% Combined – 3%

Strategy Aims for Disadvantaged Pupils

Aim	Target	Target date
Priority 1	To ensure that disadvantaged pupils make accelerated progress as a result of high quality teaching, targeted academic support and wider support, with chosen strategies based on robust evidence that is well-implemented.	
Priority 2	To implement a highly effective CPD programme for all staff, which includes a blend of up front training and on-going support, enabling teaching and targeted support to be excellent in every area of the school.	
Progress in Reading	Progress score of o+ for disadvantaged children in reading, achieving at least national average progress scores.	July 2021
Progress in Writing	Progress score of o+ for disadvantaged children in writing, achieving at least national average progress scores.	July 2021
Progress in Mathematics	Progress score of o+ for disadvantaged children in mathematics, achieving at least national average progress scores.	July 2021
Phonics	Disadvantaged pupils achieve at least in line with the national average in PSC (82% target).	July 2021
Other	Attainment and progress for disadvantaged learners is in the top 20% when compared with the 50 most statistically similar schools (Family of Schools Database).	July 2022

Teaching priorities for current academic year

Measure	Activity
Priority 1: To implement high impact learning approaches, based on Cognitive Science Evidence.	CPD for all staff in understanding memory, metacognition and cognitive science research. Implement: retrieval practices, spaced practice, activating prior knowledge, application of Cognitive Load Theory. Staff coaching and monitoring focus. Begin to develop pupil self-efficacy across the school and turn the tide on pupils' feeling of self-responsibility for their own learning.
Priority 2: Further develop staff pedagogy around tiers of vocabulary and the required explicit planning and teaching.	Structured approaches to vocabulary and language acquisition – Alex Quigley and Word Aware blend of strategies. Pre/post teach vocabulary activities across the curriculum to support children's acquisition of facts and to add richness to understanding and reading comprehension.
Priority 3: Excellent use of feedback to accelerate pupil progress.	Embed "in the moment" feedback across the school. Ensure that staff understand and use deliberate AfL techniques such as pre/post teaching.
Barriers to learning these priorities address	Lower starting points in communication and language and basic skills across the curriculum. Gap in cultural capital (impacting upon knowledge and vocabulary). Gap in effective role models (aspirations, expectations, resilience and reading/writing). High levels of SEND.

Targeted academic support for current academic year

Measure	Activity
Priority 1: Targeted Covid Catch up and Disadvantaged Pupils interventions in English	Speech and Language: NELL; additional SALT; ELKLAN TA, Wellcomm Training, ELKLAN training Reading: Reception Literacy Programme – RLP; Speedy Reading, Reciprocal Reading; Leicester Reading Intervention Writing: Specialist Literacy Teacher and English Lead targeted intervention. Covid Catchup Teacher: Employed Jan 2021 – July 2021 KS1 Phonics and Reading intervention: Experienced TA and English Specialist
Priority 2: Targeted Covid Catch up and Disadvantaged Pupils interventions in Maths	Maths Leader: Same day intervention Maths: 1 st Class @ Number; Same Day Intervention
Priority 3: Embed the evidence about the highest impact	Focus upon the deployment of TAs in line with the MBUTA

deployment of Teaching Assistants.	Guidance Report. CPD for leaders (EEF partnership). CPD for TAs on Scaffolding and Modelling (from EEF partnership). Coaching for implementation.
Barriers to learning these priorities address	Lower starting points in communication and language and basic skills across the curriculum. Gap in cultural capital (impacting upon knowledge and vocabulary). Gap in effective role models (aspirations, expectations, resilience and reading/writing). High levels of SEND, EAL and PPG
Projected spending: £185, 218	£183,083 – staffing costs £2135 – intervention materials and training

Wider strategies for current academic year

Measure	Activity
Priority 1: improve the attendance (reduce the rates of persistent absenteeism) and well-being of disadvantaged pupils.	Use of Jigsaw materials for transition (post Covid). Family Support Worker who also leads attendance De-escalation training (Team Teach) Play Therapy
Priority 2: support disadvantaged pupils who are new to the country and/or EAL	INA Support worker for Key Stage 2. EAL assessment and referral procedures
Barriers to learning these priorities address	Gap in cultural capital (impacting upon knowledge and vocabulary). Gap in effective role models (aspirations, expectations, resilience and reading/writing). High levels of SEND and Vulnerability. EAL Low levels of language development Higher rates of Persistent Absence in disadvantaged pupils.
Projected spending: £78, 007	£61,128 – staffing costs £495 – Team Teach Training £8,580 – Universal Breakfast Club £7,804 – Play Therapy

Monitoring and Implementation

Please note, this strategy should be read alongside the implementation plan for Narrowing the Gap (Key Priority 1 in the School Development Plan) which details the plans for monitoring and implementation.

Area	Challenge	Mitigating action
Teaching	To ensure that sufficient time is allowed for staff CPD and planned in a spaced way to improve retention.	CPD planned at the start of the year to prioritise sufficient time, spacing and duration (CPD in line with the DfE Standards for Professional Development).
Targeted support	Timetabling and deployment of staff due to Covid Risk Assessment restrictions (not crossing between bubbles). Closure of whole school or bubbles leading to lack of targeted support	Review the situation on an on-going basis. High quality Teaching Assistants in every year group to aid delivery in line with the Risk Assessment. Ensure remote learning is of highest possible standard.
Wider strategies	The ability to enhance cultural capital with Covid restrictions in place. Parents unable to engage in programmes and courses due to Covid 19.	Situation under fortnightly review. Inclusion team signposting families to all relevant and available support.

Review: last year's aims and outcomes

Please note, school was closed from March 2020-July 2020, therefore robust review cannot take place and is planned (in line with government advice) for Summer 2021

Aim	Outcome
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Overview of PPG children at Old Moat Primary School

PPG Break Down

