



Pupil premium strategy statement: MOSELEY C OF E PRIMARY SCHOOL 2018-2019

1. Summary information					
School:	MOSELEY C OF E PRIMARY SCHOOL				
Academic Year	2018-2019	Total PP budget (FSM / POST-LAC)	£27600	Date of most recent PP Review:	June 2018
Total number of pupils	212	Number of pupils eligible for PP	13	Date for next internal review of this strategy	Jan 2019
2. Current attainment					
	<i>Pupils eligible for PP(school)</i>		<i>Pupils not eligible for PP (national average)</i>		
	<i>2018</i>	<i>2019</i>	<i>2018</i>	<i>2019</i>	<i>+/-</i>
% achieving EXS + in reading, writing and maths combined	100%	100%	64%	65%	+35%
% making EXS + in reading	100%	100%	77%	76%	+24%
% making EXS + in writing	100%	100%	81%	70%	+30%
% making EXS + in maths	100%	100%	80%	77%	+23%
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>					
A.	Mental health and well-being concerns (POST LAC pupils)				
B.	Low academic attainment in Reading, Writing and Maths (2 x E6 and 2 x LAC pupils)				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
C.	Low-income (impact on quality of life) and support received at home				

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All Post-LAC pupils will have access to 1:1 and/or group well-being intervention to support their mental health and well-being, resilience techniques and anxiety management. This will be measured via SDQs (completed by staff, parents) and repeated termly; addition of health and well-being to pupil progress meetings to record impact at half-termly reviews; meetings with parents; meetings with children.	<ul style="list-style-type: none"> • All POST-LAC pupils receiving intervention in the Mental Health/ Well-being Hub; • All pupils receiving intervention improve their anxiety levels and ability to cope with stressful situations; • Behaviour and reactions of pupils improve at home; • Parents are fully engaged in the support and development of their child's mental health; • Health and well-being of the children is given equal priority to academic success and professional dialogue is encouraged to refer and support pupils of concern; • All staff to receive training on key aspects of mental health and have a better understanding of the signs to watch for; • Parents offered training (as above with staff).
B.	Children who are currently assessed at WTS for their year group improve their academic ability to a standard to narrow the gap with/ reach National Expectation. They will recap objectives which they have previously failed to meet/ develop skills which enable them to meet objectives more readily. Outcomes will be measured by objectives achieved/ scores gained in assessments.	<ul style="list-style-type: none"> • Specific analysis of children's attainment against year group objectives will be carried out. • Targeted intervention (1:1 or small group) will take place to review/ recap learning and to develop skills required for children to be successful against year group objectives • Scores achieved in formative assessments will improve.
C.	To enable pupils' participation in the wider curriculum and extra-curricular opportunities (inc. BASC) (For Post-LAC and FSM pupils)	<ul style="list-style-type: none"> • All children in receipt of additional funding have access to music tuition, educational trips and visits, uniform support, attendance at BASC and daily warm school meals provided; • Children develop new skills and mix with peers of different ages; • Parents are able to provide their children with uniform; • Parents are able to go to work whilst children are cared for in quality wraparound.

5. Planned expenditure					
Academic year	2018-2019				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All Post-LAC pupils will have access to 1:1 and/or group well-being intervention to support their mental health and well-being, resilience techniques and anxiety management. This will be measured via SDQs (completed by staff, parents) and repeated termly; addition of health and well-being to pupil progress meetings to record impact at half-termly reviews; meetings with parents; meetings with children.	Dedicated sessions in the Health and Well-Being Hub (a dedicated purposeful space created in school solely for this) with a designated leader (Miss Hussey or Miss McKeown)	<ul style="list-style-type: none"> More children than before are demonstrating signs of stress/anxiety and/or mental health concerns. These stem largely from issues such as bereavement, diagnosis of SEND, parental separation or family discourse, academic pressure and lack of resilience. A multi-tiered approach is required to ensure that ALL children within the school have access to appropriate PSHE that highlights a mindful approach to stress management and also teaches children to be self-aware (in line with CSE/FGM etc) as well as resilient. This ensures that as a basic expectation, ALL children are receiving this as a weekly part of their education and development. The Health and Well-Being Hub will be used to target support where concerns are raised about individuals. 	<ul style="list-style-type: none"> The PP funding has been ring fenced to support these projects; Senco and Senco TA to attend training sessions on aspects relevant to the Mental Health needs of the children receiving intervention in the Hub. This will ensure the provision for pupils is based on clear training of identification and support; Additional agencies have been engaged (Chaplaincy Service from the affiliated churches, Counselling Service, Family Support and local businesses) in addition to Forward Thinking Birmingham /CAHMS, Malachi, Theraplay etc. This will ensure that where the scope of provision is beyond that than which school can provide, support can still be offered; 	Vicki Sumner Tina Hussey Tanika McKeown	January 2019
Total budgeted cost					£13,000

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children who are currently assessed at WTS for their year group improve their academic ability to a standard to narrow the gap with/ reach National Expectation. They will recap objectives which they have previously failed to meet/ develop skills which enable them to meet objectives more readily. Outcomes will be measured by objectives achieved/ scores gained in assessments.	<ul style="list-style-type: none"> Children's specific areas of weakness to be assessed by class teachers/ TA's. Specific targeted 1:1 support provided to develop areas 	<ul style="list-style-type: none"> Despite having no specific SEN, the attainment of some of the pupils eligible for PP is below that of non-eligible peers, as is the case nationally. Specific, targeted 1:1 intervention and support is proven to accelerate progress in pupils. 	<ul style="list-style-type: none"> Records of assessment, intervention and outcomes will be kept Needs will be regularly re-evaluated to ensure effective and purposeful support is provided. 	Class teachers of identified children. Tina Hussey Tanika Mckeown	January 2019
Total budgeted cost					£1600
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To enable pupils' participation in the wider curriculum and extra-curricular opportunities (inc. BASC) (For Post-LAC and FSM pupils)	As last year: Offer music tuition to pupils in receipt of funding; Offer subsidised meals; Offer attendance at BASC; Offer support to parents for purchase of uniform items; Offer subsidised educational visits (inc residential).	<ul style="list-style-type: none"> The pupils in receipt of funding also come from lower income families. They have difficulty purchasing the 'additional extras' within school. By supporting these pupils will not only feel included in the school community, but will also develop additional skills and interests. 	<ul style="list-style-type: none"> As last year, the School Business Manager will take ownership of this. All parents will be written to re. FSM and then individuals' parents written to, highlighting what the school can support with (whilst reiterating the confidentiality of the process). 	Liz Treacher	January 2019
Total budgeted cost					£13,000

6. Review of expenditure				
Previous Academic Year		2017-2018		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
All Post-LAC pupils will have access to 1:1 and/or group well-being intervention to support their mental health and well-being, resilience techniques and anxiety management. This will be measured via SDQs (completed by staff, parents) and repeated termly; addition of health and well-being to pupil progress meetings to record impact at half-termly reviews; meetings with parents; meetings with children.	SDQ's completed for all LAC/Post-LAC children VS/TH/TM led 1:1 and small group sessions with all LAC/post-LAC pupils in the MHWB Hub.	Impact of this intervention continues to be excellent. The children's social and emotional skills have developed significantly and this has transferred/ been evident in all aspects of their lives with parents also reporting improvements at home. The training received by TH/TM has also developed their skills and confidence in working with the LAC/Post-LAC children, but also means more adults, and therefore more time, is available so that other children can also access the MHWB hub provision.	This has been effective expenditure – the outcomes have justified the ongoing cost of running and resourcing the hub. The internal training, and therefore running of the sessions (as opposed to previous outside agencies), has also allowed the provision to be more specific to the needs of the individuals accessing it. This expenditure will continue in 2018-19	£12,000
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Punctuality of x2 FSM pupils (1 x FSM / 1 x Ever 6) to improve.	HT and attendance lead met with the parents to discuss reasons for persistent poor punctuality. Action plan was determined. Punctuality data was monitored and reported to GB on a termly basis.	Punctuality of the identified pupils improved which meant they then accessed the early morning educational activities which they had previously missed/ arrived late for. In turn, there was less disruption to the rest of the class due to the late arrivals.	It was an effective system, not only for the 2 identified FSM pupils but to monitor and support the punctuality and attendance of all pupils within the school. The system will continue, but not be funded through PP.	£3000

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To enable pupils' participation in the wider curriculum and extra-curricular opportunities (inc. BASC) (For Post-LAC and FSM pupils)	To offer parents half-price / subsidised educational visits, funding towards uniform, school meals, music tuition and attendance at BASC.	All pupils in receipt of PP have benefitted. It has enabled all of the PP pupils to have a hot school dinner daily (or as requested); attendance at BASC allowing parents to work knowing their child is safe (this has also developed friendship groups amongst PP pupils and non-PP pupils as BASC is mixed aged); PP pupils have attended ALL educational visits hosted for their year group; PP pupils have received music tuition enabling them to develop talents and skills not accessible to them otherwise.	As the pupils in receipt of PP (for Post-LAC and FSM) do not have a large gap between them and the non-PP pupils, we felt that opening up opportunities for the pupils to mix with other pupils of different ages and an opportunity to attend educational visits as well as learn new skills and talents was key to their school experience, stability and personal development. Every pupil has benefitted with a positive addition of academic success (via progress and attainment). This plan for expenditure will continue in 2018-19.	£3500

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Our full strategy document can be found online at: www.moseleyce.bham.sch.uk

We are significantly below average for numbers of PP (2 x children in receipt of FSM; 5 x children in receipt of Ever 6) The expenditure is being monitored to ensure the money is spent on the pupils concerned.