

Pupil premium strategy statement

School overview

Metric	Data
School name	Moorgate Primary Academy
Pupils in school	284
Proportion of disadvantaged pupils	34%
Pupil premium allocation this academic year	£115,670
Academic year or years covered by statement	2020/2021
Publish date	01/04/2021
Review date	01/04/2021
Statement authorised by	Mr. J. Williams
Pupil premium lead	Mrs. V. Eaglefield
Governor lead	Mr. H. Griffiths

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	n/a
Writing	n/a
Maths	n/a

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	n/a
Achieving high standard at KS2	n/a
Measure	Activity
Priority 1	Ensuring the most disadvantaged children receive quality support in lessons.
Priority 2	Ensuring that a well-trained workforce deliver high-quality intervention programmes to ensure children make accelerated progress.
Barriers to learning these priorities address	<ol style="list-style-type: none"> 1. Attainment on entry 2. Learning behaviours 3. Social Mobility
Projected spending	£68,950

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2	Sept. 21
Progress in Writing	Achieve national average progress scores in KS2	Sept. 21
Progress in Mathematics	Achieve national average progress scores in KS2	Sept. 21
Phonics	Achieve national average expected standard in PSC	Sept. 21
Other	Improve attendance of disadvantaged pupils to National Average (96%)	Sept. 21

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Ensure all staff receive quality training on delivering the new Power Maths scheme effectively to ensure better progress for children in Maths (whole school)
Priority 2	Ensure all staff in KS1 and Reception receive training on delivering the new Phonics Scheme (Floppy's Phonics) to ensure attainment for Phonics Screening Check is at least in line with National Data.
Barriers to learning these priorities address	<ol style="list-style-type: none"> 1. Attainment on entry 2. Learning behaviours 3. Social Mobility
Projected spending	£5,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Providing enrichment activities / resources that children might not otherwise receive.
Priority 2	Ensuring the attendance of disadvantaged children is at least in line with this group nationally.
Barriers to learning these priorities address	<ol style="list-style-type: none"> 1. Social mobility 2. Attendance 3. Family partnerships: a.Social and emotional b. Educational
Projected spending	£46,720

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring staff are teaching at least in line with their career stage expectations. Focus on Performance Management and Pupil Progress.	Staff training is streamlined towards supporting staff with meeting their and the schools key priorities.
Targeted support	Ensuring Maths and English leaders support staff proportionate to need (data). Ensure that senior leaders (performance managers) meet and review regularly with their teams.	All leaders to receive dedicated leadership time. All core subject leaders to be supported through national and Trust hubs. SLT to regularly review the work of leaders.
Wider strategies	Work of Early Help Leader supporting families with: <ul style="list-style-type: none"> - Attendance - Commissioning agencies to support mental health and well-being, attendance - Running forest schools and Art Therapy 	Commissioned support from EWO Relevant raining opportunities in place for EHL Prioritising families for support

Review: last year's aims and outcomes

Aim	Outcome* based on progress until March 2020 due to Covid restrictions.					
Progress in Reading	Academic Year	Ever6 FSM				
		Weak	Below	Expected	Good	Very Good
	Year 1 (45)	5% (1)	11% (2)	79% (15)		5% (1)
	Year 2 (27)			86% (6)	14% (1)	
	Year 3 (37)		13% (2)	75% (12)	6% (1)	6% (1)
	Year 4 (40)		8% (1)	69% (9)	23% (3)	
	Year 5 (41)			78% (14)	17% (3)	6% (1)
	Year 6 (31)			75% (12)	25% (4)	
Total (221)	1% (1)	6% (5)	76% (68)	13% (12)	3% (3)	
	In reading, 93% of PP children made at least expected progress with 16% of children making better than expected progress. For the 7% of children who did not make expected progress, transition meetings took place between class teachers to ensure interventions are in place to address this the next academic year.					
Progress in Writing	Academic Year	Ever6 FSM				
		Weak	Below	Expected	Good	Very Good
	Year 1 (45)	5% (1)	16% (3)	68% (13)	11% (2)	
	Year 2 (27)			100% (7)		
	Year 3 (37)		6% (1)	50% (8)	38% (6)	6% (1)
	Year 4 (40)			85% (11)	8% (1)	8% (1)
	Year 5 (41)		17% (3)	50% (9)	22% (4)	11% (2)
	Year 6 (31)			81% (13)	19% (3)	
Total (221)	1% (1)	8% (7)	69% (61)	18% (16)	4% (4)	

	In writing, 91% of PP children made at least expected progress with 22% of children making better than expected progress. For the 9% of children who did not make expected progress, transition meetings took place between class teachers to ensure interventions are in place to address this the next academic year.																																																				
Progress in Mathematics	<table border="1"> <thead> <tr> <th rowspan="2">Academic Year</th> <th colspan="4">Ever6 FSM</th> </tr> <tr> <th>Weak</th> <th>Below</th> <th>Expected</th> <th>Good</th> <th>Very Good</th> </tr> </thead> <tbody> <tr> <td>Year 1 (45)</td> <td>5% (1)</td> <td>16% (3)</td> <td>74% (14)</td> <td>5% (1)</td> <td></td> </tr> <tr> <td>Year 2 (27)</td> <td>14% (1)</td> <td></td> <td>86% (6)</td> <td></td> <td></td> </tr> <tr> <td>Year 3 (37)</td> <td></td> <td></td> <td>94% (15)</td> <td>6% (1)</td> <td></td> </tr> <tr> <td>Year 4 (40)</td> <td></td> <td></td> <td>85% (11)</td> <td>15% (2)</td> <td></td> </tr> <tr> <td>Year 5 (41)</td> <td>6% (1)</td> <td>11% (2)</td> <td>72% (13)</td> <td>11% (2)</td> <td></td> </tr> <tr> <td>Year 6 (31)</td> <td></td> <td>19% (3)</td> <td>81% (13)</td> <td></td> <td></td> </tr> <tr> <td>Total (221)</td> <td>3% (3)</td> <td>9% (8)</td> <td>81% (72)</td> <td>7% (6)</td> <td></td> </tr> </tbody> </table> <p>In Maths, 88% of PP children made at least expected progress with 7% of children making better than expected progress. For the 12% of children who did not make expected progress, transition meetings took place between class teachers to ensure interventions are in place to address this the next academic year.</p>	Academic Year	Ever6 FSM				Weak	Below	Expected	Good	Very Good	Year 1 (45)	5% (1)	16% (3)	74% (14)	5% (1)		Year 2 (27)	14% (1)		86% (6)			Year 3 (37)			94% (15)	6% (1)		Year 4 (40)			85% (11)	15% (2)		Year 5 (41)	6% (1)	11% (2)	72% (13)	11% (2)		Year 6 (31)		19% (3)	81% (13)			Total (221)	3% (3)	9% (8)	81% (72)	7% (6)	
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Phonics	NA																																																				
Other	<p>The overall attendance from September 2019 – March 2020 was 96.3%. This compares to 96.2% the previous year and 95.7% the year before.</p> <p>The attendance for SEND pupils was 95%.</p> <p>EAL pupils attendance was 95.5%</p> <p>FSM pupils' attendance was 96.3%.</p> <p>During the Autumn Term the following support was commissioned:</p> <ul style="list-style-type: none"> • Relax kids • Synergy • Malachi emotional wellbeing sessions • Self-esteem craft club • Forest schools <p>During the Spring Term the following support was commissioned:</p> <ul style="list-style-type: none"> • Synergy • Donja well-being family workshops • Emotion coaching parenting course • Malachi emotional wellbeing sessions • Self-esteem craft club • Forest schools <p>In total 89 pupils benefited across the school benefited from access to one or more of these sessions. This equal to 33% of the schools cohort.</p>																																																				