

# Pupil premium strategy statement 2020/21

## School overview

School name	Moseley Primary School
Pupils in school	471
Proportion of disadvantaged pupils	16.7%
Pupil premium allocation this academic year	£108,240
Academic year or years covered by statement	20/21
Publish date	September 2020
Review date	July 2021
Statement authorised by	Nikki Evans
Pupil premium lead	Sally Casemore
Governor lead	Manjit Kaur

## Disadvantaged pupil progress scores for 2019

Measure	Score (National)
Reading	-0.32 (-0.62)
Writing	+0.32 (-0.50)
Maths	+3.56 (-0.71)

## Strategy aims for disadvantaged pupils

Measure	Score 2019	National 2019
Meeting expected standard at KS2 RWM	73%	71%
Reading	73%	78%
Writing	80%	83%
Maths	93%	84%
Achieving high standard at KS2 RWM	0%	13%
Reading	13%	31%
Writing	0%	24%
Maths	20%	32%

Measure	Activity
<p>Priority 1</p> <p>To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in KS1 &amp; KS2</p>	<ul style="list-style-type: none"> <li>• Improve teaching of maths across the school</li> <li>• Secure high quality technology to support home learning</li> <li>• Home learning platform is fit for purpose and can be accessed by all</li> <li>• Ensure NQTs are equipped to teach whole class reading and Talk for Writing</li> <li>• Tailored programme of support for 5 NQTs to bridge the gap of final term placement not taking place</li> <li>• SENCo released 0.5 week to ensure that appropriate support is provided for both children and parents so children make good progress</li> <li>• To upskill support staff with appropriate approaches and pedagogy to teaching interventions</li> <li>• To identify pupils who may require more targeted support on a daily basis</li> </ul>
<p>Priority 2</p> <p>For all disadvantaged pupils in school to make or exceed nationally expected progress rates.</p>	
<p>Priority 3</p> <p>To enhance pupils' cultural capital by providing a breadth of experiences</p>	<ul style="list-style-type: none"> <li>• Children from Y1 - 6 to have access to singing or ukulele or keyboard lessons</li> <li>• To ensure the curriculum is balanced and carefully sequenced, and the Creative Curriculum allows opportunities for cultural development</li> <li>• To embed understanding and knowledge through a thematic approach</li> <li>• Refine the creative curriculum to ensure there is a focus on skills, vocabulary and knowledge</li> </ul>
<p>Priority 4</p> <p>To improve attendance and progress of disadvantaged pupils and ensure they are in line with national expectations</p>	<ul style="list-style-type: none"> <li>• Attendance closely monitored by Safeguarding Officer</li> <li>• To identify pupils who are falling behind national and refer to EWO</li> <li>• Welfare issues dealt with swiftly to minimise impact on children's learning</li> </ul>
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> <li>• On entry to Nursery , only 16% of children have age appropriate communication and language skills</li> <li>• Attendance and Punctuality issues. Attendance figures for disadvantaged pupils (93.4%) are below children who are not disadvantaged (96.1%). Lateness is also an issue for this group</li> <li>• Pupils have been working remotely for a considerable time over the past 6 months, some being affected by class bubbles isolating and all bar the key workers being at home during lockdown</li> <li>• Pupils basic emotional and social needs may not be currently met and thus mean they are not in a position to make accelerated progress</li> </ul>

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