



# The Mosley Academy

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*Pupil Premium Strategy Statement 2019 - 20*

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1. Summary information					
School	The Mosley Academy				
Academic Year	2019/20	Total PP budget	£34,000	Date of most recent PP Review	June 2019
Total number of pupils	198	Number of pupils eligible for PP	18	Date for next internal review of this strategy	June 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	100% (no disadvantaged in 2018/19 Yr6 cohort)	64%
% making progress in reading	95% (no disadvantaged in 2018/19 Yr6 cohort)	75%
% making progress in writing	95% (no disadvantaged in 2018/19 Yr6 cohort)	78%
% making progress in maths	100% (no disadvantaged in 2018/19 Yr6 cohort)	76%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	
A.	Poor language skills.
B.	Low attainment in the EYFS for 2 PP children.
C.	Percentage of PP children exceeding the expected standard.
<b>External barriers</b>	
D.	Low attendance for a PP in Year 1.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To raise standards and diminish the difference between PP and non-PP children.	Difference between PP/non PP to diminish. High standards.
B.	To raise self-esteem, and subsequently standards to diminish the difference between PP and non-PP children.	Difference between PP/non PP to diminish.
C.	Improve support for PP children and closely monitor provision and progress.	SEND well organised. Succession planned. PP children make good progress.
D.	To increase attendance and participation in school events for PP children.	Attendance for all PP children to be 96%.

## 5. Planned expenditure

Academic year 2019/2020

### i. Quality of teaching for all

Barrier	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?
Poor language skills. Low attainment.	To raise standards and diminish the difference between PP and non-PP children.	Invest in high quality CPD for staff. Ensure staff cascade with training in school. High quality CPD to develop leadership roles in school.	High standards of reading and writing results historically. Disadvantaged children achieved at 'expected' nt pedagogy to help maintain standards. School has expanded so developing leadership positions will be crucial.	Evaluation of CPD. Monitoring of staff training/dissemination. Rigorous monitoring of the quality of teaching. Pupil progress tracking.	MB/AC	July 2020
<b>Total budgeted cost</b>						£2,000

### ii. Targeted support

Barrier	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?
Low attainment.	To raise self-esteem, and subsequently standards to diminish the difference between PP and non-PP children.	TA to lead HOPE nurture sessions in school, including CPD. All TAs in school to receive Positive Play CPD TAs to support quality teaching provision.	Our HOPE provision is very successful, as it provides excellent support to children who need extra support for a variety of reasons (both PP and none PP). Positive Play CPD will allow all TAs to deliver the intervention.	This year we will introduce Boxall Profiles as part of Positive Play so that there is a measure of progress and success for interventions. This can also be used with HOPE provision when appropriate.	MB/SF	March 2020
Percentage of PP children exceeding the expected standard.	To raise standards and diminish the difference between PP and non-PP children.	Fund choir sessions so that teacher can be released to teach one to one and small group masterclasses.	1:1 or small group tuition can be high cost but not always high impact. With this approach we are enabling a teacher to target small groups during choir sessions. The cost of the piano teacher will be covered as well as TA support for some afternoon sessions to target pupils.	Rigorous monitoring of the quality of teaching. Pupil progress tracking. Ensuring tuition is short term and impactful.	MB/TE/NG	Termly

Poor / delayed development.	To provide targeted support to enable children to develop in line with peers.	TA support to provide one-to-one and small group support.	The impact of pupils with delayed development and attachment disorder is high. Their own learning and the learning of their peers is at risk from their behaviour and developmental delay. Staff well-being is also impacted. CPD and work on attachment with Educational Psychologists is steering this approach.	Boxall Profiles will be used. Pre-key stage assessment used if necessary.	MB/AH	Termly
	<b>Total budgeted cost</b>					£10,102.85
<b>iii. Other approaches</b>						
<b>Barrier</b>	<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review?</b>
Low self-esteem.	Improve support for PP children and closely monitor provision and progress.	Fund SENCo cover time, CPD, well-being project and work towards the well-being award.	We have identified that some of our vulnerable children are also PP children. SENCo is tasked with working with children who are SEND and PP.	Regular contact with SENDCo. PP/SEND progress and attainment data tracking. Well-Being Award for Schools (WAS) progress towards achieving.	MB/AH	December 2019 April 2020 July 2020
Low attendance.	To increase attendance and participation in school events for PP children.	Fund school clubs, breakfast club uniform and educational visits where appropriate.	In previous years we have utilised this strategy to ensure PP children have access to the wider life of the school. Breakfast club is used to ensure children have a healthy start to the day.	Improved attendance. This year we aim for the attendance figure to be 96% for PP children. Utilise support from MAT attendance officer.	MB/RC	Half termly attendance analysis by office staff & visits from JTMAT attendance staff.
	<b>Total budgeted cost</b>					£8,000 £2,000 £600

**6. Review of expenditure**

**Previous Academic Year** | **2018/19**

**i. Quality of teaching for all**

Barrier	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																												
Poor language skills. Low attainment.	To raise standards and diminish the difference between PP and non-PP children.	Invest in high quality CPD for staff. Ensure staff cascade with training in school. High quality CPD to develop leadership roles in school.	<p>CPD has impacted on the whole school, with a focus on PP children. PP children at KS2 achieved the expected standard. Results for whole cohort were outstanding.</p> <p>Number of children in cohort: <table border="1"><tr><td>20</td></tr></table></p> <p>Number at expected standard in: <table border="1"> <tr><td>Reading</td><td>19</td><td>95</td></tr> <tr><td>Writing</td><td>19</td><td>95</td></tr> <tr><td>Mathematics</td><td>20</td><td>100</td></tr> <tr><td>RWM combined</td><td>19</td><td>95</td></tr> <tr><td>SPAG</td><td>19</td><td>95</td></tr> </table></p> <p>Number at greater depth in: <table border="1"> <tr><td>Reading</td><td>10</td><td>50</td></tr> <tr><td>Writing</td><td>5</td><td>25</td></tr> <tr><td>Mathematics</td><td>8</td><td>40</td></tr> <tr><td>SPAG</td><td>13</td><td>65</td></tr> </table></p>	20	Reading	19	95	Writing	19	95	Mathematics	20	100	RWM combined	19	95	SPAG	19	95	Reading	10	50	Writing	5	25	Mathematics	8	40	SPAG	13	65	High quality CPD has had an impact, both for the PP children and all pupils. It is part of our SIP so as well as planned CPD expenditure, we need to be adaptive to the needs of staff.	£1827.50
20																																	
Reading	19	95																															
Writing	19	95																															
Mathematics	20	100																															
RWM combined	19	95																															
SPAG	19	95																															
Reading	10	50																															
Writing	5	25																															
Mathematics	8	40																															
SPAG	13	65																															

**ii. Targeted support**

Barrier	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
Low attainment.	To raise self-esteem, and subsequently standards to diminish the difference between PP and non-PP children.	TA to lead HOPE nurture sessions in school, including CPD. TAs to support quality teaching provision.	In order for some children to fully access lessons and make progress, first they have needed support from the HOPE sessions. These HOPE sessions have addressed any issue the children have experienced and ensured they are ready to learn.	HOPE is a very successful and highly impactful initiative. We will continue with this vital approach, with the use of assessment e.g. Boxall Profiles to measure the types of progress that are more difficult to measure.	£6,307

Percentage of PP children exceeding the expected standard.	To raise standards and diminish the difference between PP and non-PP children.	Fund choir sessions so that teacher can be released to teach one to one and small group masterclasses.	<p>Number of D children at expected standard in:</p> <table border="1"> <tr> <td>Reading</td> <td>2</td> <td>100</td> </tr> <tr> <td>Writing</td> <td>2</td> <td>100</td> </tr> <tr> <td>Mathematics</td> <td>2</td> <td>100</td> </tr> <tr> <td>RWM combined</td> <td>2</td> <td>100</td> </tr> <tr> <td>SPAG</td> <td>2</td> <td>100</td> </tr> </table> <p>Both PP children gained greater depth in SPAG.</p>	Reading	2	100	Writing	2	100	Mathematics	2	100	RWM combined	2	100	SPAG	2	100	This approach was very successful for the PP children. The two Year 6 children met the expected standard in all subjects. The younger children targeted in this approach are getting short-term but effective support.
Reading	2	100																	
Writing	2	100																	
Mathematics	2	100																	
RWM combined	2	100																	
SPAG	2	100																	

### iii. Other approaches

Barrier	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
Low attainment. Lack of parental support and engagement for some children.	Fund new SENDCo for a morning every week. SENDCo also works for another local school.	Improve support for PP children and closely monitor provision and progress.	This was a very successful approach as the new SENDCo improved the procedures and systems in school and also utilised her time to train an existing member of staff. This member of staff is now the full time SENDCo.	Although there is no immediate need to replicate this approach it is certainly something that could be done again if the need arises. This is an effective way of working collaboratively in the MAT.	£6,918
Low attendance.	To increase attendance and participation in school events for PP children.	Fund school clubs and education visits where appropriate.	Overall attendance figure for year was 97%. Attendance for PP children was ?. Figure for non PP children was ?.	Overall as we met our target we feel this approach was successful. However, as the attendance figure for non PP children was higher, we aim to improve on the PP attendance figure next year so that the two attendance figures are in line.	£591.75

## 7. Additional detail

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