



Pupil Premium Assessment 2019-20



What are the barriers and challenges disadvantaged pupils face in our school?

Many of our children reside in areas where the multiple deprivation index is E and where aspects such as employment, health and living environment is in band E overall. 15% of our children reside in areas with an overall deprivation index of E*, the lowest 5% in the country. Our children come from families where further education expectations are rare. 55% of our families have an educational index of E or below. Less than 10% have a rating of C or above.. In addition to the general socio economic factors that provide barriers to learning 30% of our children are presently receiving additional pastoral or family support to resolve additional barriers to their learning.

In addition to this our school has a speech, language and communication unit that caters for children with educational and health care plans because they have limited, delayed or no speech at all. Many of these children travel to school from beyond our immediate locality to receive specialist teaching. We integrate these children into our mainstream provision and while this unit caters for children only in the early years or key stage 1, many stay with us instead of returning to schools nearer their homes. 50% of these children receive additional pupil premium funding so as well as their special educational needs also face the other disadvantages outlined above.

In summary, our school community comes from a variety of challenging backgrounds. Our job is to provide stability and opportunity to these children; to let them see that no matter where they have come from there is an alternative to what they see every day; and to provide the means and support to them and their families to succeed.

What strategies have we employed? Why have we chosen them?

Our main overarching strategy is to create a learning culture that aims to not only improve our children's academic attainment, but to make their parents part of that journey too. We have employed a lot of strategies to do so.

We employ a full time learning mentor. Her role is to act as a support to the external pressures faced by our families; to identify help from outside agencies such as family support workers who can help with housing and parenting issues; and to put in place a network of support that ensures that every child is in school when they should be. She is our CAF champion, working closely with staff in identifying vulnerable families to access the help of other professionals and then coordinating that support. Within school she offers individual and group counselling sessions to children who may be

dealing with bereavement or family breakdowns. She helps to teach the children to cope with peer-social issues and resolves friendship breakdowns. She provides free breakfast provision for children who have been identified as having problems arriving at school on time and for families who struggle to provide an ordered start to the school day. She also offers a link between families and school to break down communication barriers. Parents are often more open to expressing problems and concerns to her without the fear they will be judged by professionals. She has worked with adult educational services to provide workshops where parents and children work alongside each other to teach parenting skills in a supportive environment. We have created a learning mentors room where children can learn to play together, learn to cook, a space where they feel safe to confide to an adult and talk through issues that would otherwise provide a barrier to their learning. It has provided an opportunity to identify early intervention of mental health issues for both children and parents alike, where evidence is gathered allowing us to involve adolescence mental health services.

We organise termly trips for the whole school free of charge. We have taken all 200 children to the Lake District, to visit caves, to the seaside, to widen their experiences beyond their locality. We use these experiences back in the classroom as a starting point for their learning. We use them to develop their language acquisition. We work collaboratively in these opportunities by mixing age groups, reception children exploring new places alongside year 6 and then spend time back in the classroom creating poetry, whole school books, interactive videos. We use them to instil a sense of awe and wonder about places away from their immediate environment and to inspire a thirst for knowledge. They provide experiences otherwise missing from their everyday lives.

We have worked with Burnley College to provide practical plumbing lessons, to show our children the opportunities available through apprenticeships. We have worked with Manchester Metropolitan University, taking our year 6 children to their campus for the day to inspire them to become future graduates.

We bring the curriculum alive by using visitors. We have had a rocket in school with workshops. We have had visits from poets and authors. We have invested £15000 in a new school library and books to inspire a love of reading and research.

We have also invested in quality teaching assistants whose role is to work closely with teachers to narrow the gap in achievement. They target individuals and groups in a very structured way to provide learning support to every child. They target the more able to exceed expectations. Some of these

TAs are parents who we have encouraged to first volunteer in school and then encouraged to get qualifications at college. These parents were inspired to train as teaching assistants. 3 other parents now work in other local schools.

We have created a learning community that stretches beyond the classroom and into the children's homes by changing the way we communicate with families. Our school Facebook page and twitter account keeps them up to date on the children's achievements in a way they understand and to effectively to reach beyond the school gates. We have invested in i-pads which allow children, staff and parents to communicate learning through an APP (seesaw) that sends updates to parents everyday. We have invested in other technology such as TT rock stars and spelling shed to provide accessible homebased activities. In EYFS we hold regular parent sessions to help parents develop phonics and numeracy skills.

How have the strategies impacted on achievement and the children's wider development?

We are providing all of our children with an advantage when they leave and move on to high school.

Other ways these strategies have impacted upon our school community and our children can be evaluated as follows:

- The number on role at school has grown from 157 to 200.
- Attendance remains strong at 96%. Exclusions are very rare. In the last 9 years we only have 1 permanent exclusion – which we think is 1 too many.
- 4 years ago parent's evening attendance is above 90%. Parents want to be actively involved in their child's education.
- Parental involvement can also be measured by our hugely successful school PTA which contributes to many external activities such as fairs, fundraising and discos.
- Parental engagement in monthly teaching lessons with their child in EYFS is above 50%.
- Children run their own school council and sports council. They wrote to the lottery grant commission and received £10,000 to improve the outside area in the last 6 months.
- Our children take part in 'Young Voices' at the Manchester indoor arena where they sing in front of thousands of people. The choir are also part of a local performance at Oswaldtwistle Civic hall for the local community every year. They tour local centres for the elderly at Christmas.
- Participation in sports has been recognised by the awarding of the National Sainsbury's School Sports Award Gold standard for 2 years in

the last 5 years. 100% participate in extra coaching sessions for sport paid for by the school.

- Our parents now run local sports clubs.
- We provide the facilities for a local football team
- We provide the facilities for the local netball club.
- We provide these extra activities and facilities for local clubs for free.

Our reach out to the community is also reflected in the changes to our governing body. Local business people, representatives from our main feeder school and teachers from other primary schools contribute to our governing body. We have moved to become a very inclusive community school that aims to represent the community and people we serve. In turn that makes our community want to support us, it tells our community that school is important, which has had a huge impact on influencing our communities view on the importance of education and ultimately on our academic attainment.

We believe the best way to measure the impact of our strategies is to read our school mission statement and motto, which was written by and devised by our children a couple of years ago and exemplifies what they think of school:

'Learning and having fun to be the heart and future of our community'.

What have been the strengths and weaknesses of these methods? On what evidence have we based these conclusions?

The strengths of these methods have been reflected in our improving academic attainment over the past few years as exemplified by the evidence outlined in the other sections. Those are the obvious, visual and easily validated strengths.

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	+0.14
Writing	+1.51
Maths	+3.25

Measure	Score
Meeting expected standard at KS2	83%
Achieving high standard at KS2	16.6%

The one thing we always consider when taking our school in a new direction or when we want to implement a new initiative is the impact on the children. When we say impact on the children, we do not just consider the academic impact. Too often it is easy to focus on using simple, obvious strategies such as just increasing the number of support staff. This, on the face of it appears an obvious choice to make, however it has to be backed up by a cultural change and based on a whole school ethos that permeates the whole school community.

We firmly believe that our successes, both academic and in the other ways outlined earlier such as the improved involvement of our children and parents, comes about not because of one simple approach, but by changing the mind-set of the whole school community. The combination of these factors produces the success for our children.

When dealing with disadvantage within a school community happiness and academic success are not mutually exclusive. To achieve this you have to know your community very well and to do this you spend a long period asking your community what they really want. The data such as eco social indicators can point you in the right direction and give you an idea of the underlying factors or barriers to learning; however they are very often out of the control of school's influence.

The strength of our methods are to recognise there are many factors we cannot control, e.g. social housing, unemployment rates etc., therefore we only focus on those things we can influence. We can influence and have an impact on the experiences our children receive, we can provide them with a voice, and we can provide a learning mentor to support those vulnerable families who don't know which way to turn.

The underlying strength of our methods and approach is that we will do something that we know we can achieve. In effect it is a very 'can do' mentality. There is no point in wasting time and resources to change something that we can't.

I go back to the whole school ethos. Our ethos is based on what we would want for all children irrespective of ability or background. We then see what areas they do not receive elsewhere and fill in the gaps. We don't waste

resources providing more of the same. This produces a rounded well-balanced child, which in turn alongside very good teaching improves attainment. We recognise that improved attainment cannot be achieved without the child feeling happy and safe. A school full of 'outstanding teachers' has little impact on an unhappy child, or a child that aspires to achieving little. One of our strengths is that we have stakeholders who are part of the community we serve and recognise what is needed. Therefore they are prepared to support and endorse those strategies.

When you read Ofsted reports of schools that are outstanding, when you read Ofsted's own reports on what makes an outstanding school there is something many of them all have in common. They are all schools that set out to be distinct to the communities they serve. One size does not fit all. Children learn by experiencing and doing not by being told. Disadvantaged children have limited experiences and little opportunity to do. By making our school an outside thinking school, by basing our strategies on providing the opportunities for our children that they may lack elsewhere, we believe that we are helping them to have a level playing field. The only real way of seeing the evidence of the success of those strategies is to spend time in our school, because we see it every hour of every day in the faces of all our children.

Evidence of using research, and/or working in collaboration with other parties, in order to develop the most effective strategies to improve outcomes for disadvantaged pupils

While we like to think we are a creative, innovative bunch at Moor End Primary we also like to use ideas that have been proven to work elsewhere. We have a very child centred approach because this allows us to concentrate on the individual needs of all our children.

Because of our speech and language unit and our experience in dealing with children with special educational needs we have used some of the approaches of Helen Sanderson, who looks at the idea of empowering individuals and organisations to create positive change in the SEND field. These Person-centered practices are used with people, teams and organisations. By working in this way, we can make sure that people are truly listened to and are kept at the heart of all decision-making; especially when a new approach is commissioned, provided and organised. They are used to ensure that we focus on what matters to the people we support and their families, and pay attention to how to support staff in the process as well. It is an approach we use to make our school very inclusive.

Recently we have also undertaken some training on the Kagan approach to promote independent learning. This is based on research that shows how simple changes to classroom management can improve children's engagement across the curriculum,

how to encourage participation of the most reluctant learners by ensuring they have nowhere to hide in the classroom; and is based on evidence that shows improved attainment.

Working with a neighboring school all staff undertook the 'Solihull Training' which looks at promoting emotional wellbeing and health in children and families. It provides evidence and research on how to develop childhood resilience and different ways to approach problems, specifically developmental and emotional issues. This has given us a great insight into how to build relationships within our school community, and to be able to provide advice to parents who may be experiencing issues at home. This has proved especially valuable when dealing with children from disadvantaged backgrounds who may encounter emotional neglect of any kind.

We also work extremely closely within a local school cluster of another 12 primary schools to share good practice. Because we are within a 5 mile radius we have similar problems and our children come from similar backgrounds. The Headteacher of our school is the chair of this cluster and we arrange termly meetings for staff in charge of different areas of school, such as EYFS, Literacy, maths, Year 6 and transition etc. providing many opportunities to share our experiences, successes and failures too. Through this strong network of local schools we have shared resources, knowledge and time as well as training and CPD to provide a very cost effective way of supporting one another. One of the schools in our cluster has also achieved recognition in the pupil premium awards, demonstrating the effectiveness of this collaborative working.

Our EYFS unit has achieved the Lancashire 'Step in to quality' mark which recognizes outstanding practice in the early years. We have shared our provision with schools beyond our locality as a result of this.

Finally our Headteacher has acted as a mentor for prospective Headteachers in the local authority led 'Step up to Headship' programme.

6. Any other additional information.

We decided to let our school community tell you about our school in this section. This is what they wanted you to know.

'I do like the personal touch; all the staff seem to know all the children's names and are friendly and approachable in the event of any problems. The variety of clubs and activities are amazing, there is something for everyone (we particularly loved the circus – fire eaters in the school grounds?!!!) The responsibility given to the children on school councils is great, giving them a voice in what happens in school which in turn gives them a pride in it. I also love the way the years are mixed for trips and golden time, I think the children get a lot out of that. Pippa has loved every minute at Moor end, the homework is varied and interesting, the day trips are fantastic. The Christmas and summer fayres just get better every year, and the Christmas plays

are just so much fun to watch. It is all the more amazing, as people warned me off Moor End when I enrolled Pippa. I am so glad I ignored them!’

‘You treat every child as an individual e.g. at the summer fair Mr Martin made sure whoever he spoke to he said their names which made me smile. Nothing is too much for each teacher. Absolutely love the school.’

‘I love the new ways of learning e.g. baking, making masks and lots of fun ways to learn, making homework fun while learning. I’ve never had a child so excited to do homework!’

‘Would just like to say that this school is by far the best in the local area, the positive attitude towards the children starts from Mr Martin the Headteacher and flows right throughout all the staff at the school. This is evident by the smiles on the children in the school, the teaching staff are backed up by amazing teaching assistants who go that extra mile to help all the children in all year groups’.

Finally we asked one of our children who receives pupil premium what they would like to say about our school. This is what they said:

‘I think the best thing about our school is the teachers. They make learning fun and they are trustworthy. You can tell our teachers anything and can rely on them to listen and to do the right thing. I enjoy coming to Moor End because I can have fun whilst I am learning. Every teacher makes lessons fun and won’t hesitate to help you persevere and make sure you are at your best. Everybody is friendly here and makes you feel happy, like you all belong. They take us on fun school trips that the whole school go on and charge us very little for it! I love at how the start of every term/topic we do we have a special assembly dedicated to it. Our teachers make sure that everyone is comfortable and whatever funds the school gets, they spend it on us. I feel safe when I come to school.’

Year 6 child