

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

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This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Moorside Primary Academy
Number of pupils in school	383 (411 with Nursery)
Proportion (%) of pupil premium eligible pupils	142/383 = 37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mandy Taylor/ELT
Pupil premium lead	Sam Ismail/Mandy Taylor
Governor / Trustee lead	Darren Holmes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190,990
Recovery premium funding allocation this academic year	£20,590
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£211,580

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

In keeping with how we approach all areas of school funding, teaching practice and development, we feel that the best chance we have of improving pupils' outcomes and bettering life chances through Pupil Premium funding is to look at the research and evidence informed approaches as well as considering our own school context. Looking at the research by the EEF and knowing our school context, common barriers to learning for disadvantaged pupils can include the following:

- Reduced home support
- Lack of confidence and resilience
- Weak language and communications skills
- Behaviour difficulties
- Attendance issues
- Punctuality
- Attitude to learning
- Aspirations and ambitions

Whilst this list is by no means exhaustive, it does capture some of the complexities around some of our most disadvantaged pupils. These alongside some complex family situations can seriously inhibit pupils from achieving their full potential and affect future life chances. We fully acknowledge that no family or child is the same and we always do our utmost to ensure that even those children who are thriving are still given high quality support and offered provision that will improve their cultural capital.

Detailed discussions with/and across cohorts by staff including data analysis and gaps in prior knowledge highlighted due to Covid will ensure that pupils are identified and tracked and that all staff are aware of the strengths and weakness within and across cohorts.

Our guiding principles:

- Teaching and learning meets the needs of all our pupils through support, challenge and high expectations for all.
- Appropriate provision is put in place for our vulnerable groups, including those who are socially disadvantaged.
- A commitment to ensuring that children feel safe and happy, as this provides them with the very best foundations to be successful learners and respectful citizens of the future.
- Provide a wealth of enrichment and cultural capital opportunities including opportunities to participate in sports, clubs and events, where children can

excel and engage with a wide range of opportunities beyond the curriculum.

- High hopes and aspirations for our pupils, helping them to better themselves regardless of their starting points or backgrounds, encouraging them to aim high and become the best possible versions of themselves.
- School provides pastoral support for those children who need it to ensure their emotional well being.
- We recognise that not all children who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils which the school has legitimately identified as socially disadvantaged.
- We understand that if you provide high-quality teaching that is effective for disadvantaged learners then you are providing effective teaching for all.

Ultimate Objectives:

- Narrow the attainment and progress gap between achievement of disadvantaged and non-disadvantaged pupils nationally and within internal school data.
- For disadvantaged pupils in school to exceed nationally expected rates of progress and reach age related expectations at the end of KS2, giving them the best possible start in life as they approach high school, GCSEs and beyond.
- To develop and enhance pupils' character by providing them with a breadth of experiences and equipping them with the knowledge and cultural capital they need to succeed in life.

Achieving these objectives:

- Carefully matching teaching staff to the needs of the cohort to ensure learning is focused on overcoming barriers and gaps in learning.
- Regular Pupil progress meetings with a special focus on narrowing the gap for disadvantaged pupils and devising actions aimed at accelerating progress and supporting learning. In-depth timetables for interventions put in place for individuals and groups of children.
- In-depth CPD for all teaching staff including teaching assistants which is whole school approach based. CPD is deep rooted in evidence informed approaches to supporting pupils who are most disadvantaged.
- Continue to embed retrieval practice to improve the quality of teaching and learning across school so that pupils strengthen their long-term memory, improve automaticity and make age related expectations.
- Careful transition arrangements both internally and externally through EYFS, Key Stage 1, Key Stage 2 and Key Stage 3.
- Additional teaching and learning opportunities provided through Trust support and external agencies as well as external consultants as and when required.

- As required, pay for/subsidise some educational visits, enrichment and residential helping children to experience new environments whilst consolidating learning and broadening their horizons and knowledge of the world
- SEMH Collaborative support bought in from our Trust to support pupils with the most complex social and emotional needs.
- *Nurture support in place for children with complex needs.*
- As required, Breakfast Club will be offered to support families who need to access it.
- Providing pupils with an opportunity to learn to play a brass instrument (including facilitation of extra tuition/club) and sing in a choir across Manchester.
- Upper Key Stage 2 to have specialist modern foreign language tuition from a local high school specialist.
- A range of clubs offered to pupils after school including competitive sports. A range of competitions will be entered as part of school's member in the SSP (including one for SEND children).
- Milk will be offered to all children in EY and beyond for all free school meal children and any additional children who are identified.
- Funding of specialist and whole school learning software to support learners.

This list is not exhaustive and will evolve in response to the needs of our socially disadvantaged pupils.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attainment in reading, writing and maths on entry to all key stages (EYFS, KS1 and KS2) for disadvantaged learners is low when compared to peers, both in school and nationally.
2	Disadvantaged children in the academy have lower attendance rates than their peers, resulting in lost learning time.
3	Poor parental engagement/support at home.
4	Low attainment on entry to Early Years Foundation Stage .
5	Speech and language or language and communication skills.
6	The impact of complex family situations on children's ability to learn and be supported at home. This was particularly exacerbated during the national lockdown when many children had to learn from home.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<i>Progress in Reading</i>	Accelerate progress in reading to improve outcomes in reading so that disadvantaged children are achieving at least in line with national.
<i>Progress in Writing</i>	Accelerate progress in writing to improve outcomes in writing so that disadvantaged children are achieving at least in line with national.
Progress in Maths	Accelerate progress in maths to improve outcomes in maths so that disadvantaged children are achieving at least in line with national.
Multiplication Check	Improve outcomes in the Year 4 Multiplication tables check so that disadvantaged are in line with or above national.
Phonics	Accelerate progress in phonics to improve outcomes in so that disadvantaged pupils are inline or above national.
Other	Ensure attendance of disadvantaged pupils is at least in line with national.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 120,101

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD programme of support £10,000</p> <p>External Consultant to work on whole school writing alongside English Leads. Training, release time and resources (£5,000)</p>	<p>A high-quality offer of CPD both internally and externally through our Trust and other providers is essential to follow EEF principles which recognises that quality first teach has the greatest impact on disadvantaged children's outcomes.</p> <p>School works closely with the Maths Hub and is involved in several projects which requires substantial release time.</p> <p>Core subject leads are given regular out of class time to develop their subjects across school and subject leads are given at least one day a term.</p> <p>SEMH and SEND support strategies in place as high coincidence with SEND pupils and free school meals.</p>	<p>1, 4, 5</p>
<p>EY/Key Stage 1 HLTA (part funded £10,000)</p> <p>Additional TA in Reception – focused interventions (Part funded £8,500)</p>	<p>On entry to Nursery and Reception, most children have low language and communication skills –38% of children in Reception are disadvantaged.</p> <p>Children do not have the vocabulary, knowledge and skills required. This has been magnified by the challenges of Covid. Interventions in EY focus heavily on developing early language skills. Nursery teacher has completed NCFE Cache Level 3 Award in Supporting Children and Young People's Speech, Language and Communication.</p> <p>WELLCOMM, all EY staff trained and strategies implemented whole class as well as smallgroups and one to one sessions.</p> <p>On going Read Write Inc training and resources (£3000) to ensure consistency in approach of all</p>	<p>1, 4, 5</p>

<p>Additional adult in Nursery to free up teacher and L3 TA to deliver bespoke and timely interventions. (£6,000)</p> <p>Additional EY CPD Release time and additional resources. (£5,000)</p>	<p>staff. Release time for Phonics Lead to identify areas of strength and weakness.</p> <p>EY teacher completing the National Professional Qualification (NPQ): Leading Teaching Framework.</p> <p>EY and Key stage 1 working with the Maths Hub on mastering Number Project to support a consistent approach to the teaching of early mathematics. RWI training as appropriate.</p>	
<p>Specialist provision/CPD Lower KS2 HLTA/Music Specialist</p> <p>Class set of brass instruments and maintenance (£4,000)</p> <p>Upper KS2 HLTA/ PE Specialist. (6,000)</p> <p>Art specialist teacher to deliver a day workshop to each year group. (£3,000)</p> <p>MFL teacher and additional resources (£3,000)</p> <p>Computing Specialist HLTA (£6,000)</p>	<p>Improve the quality of teaching and learning in the wider curriculum areas through specialist teaching and learning for children and CPD for teaching staff.</p> <p>Arts participation is highlighted by the EEF as having a positive impact (+3 months) on other areas of the curriculum, particularly English and maths. It is also a low-cost approach (especially as we have a specialist Music HLTA) which allows us to provide children with the opportunity to learn an instrument which they may not otherwise be able to access.</p> <p>Children in year 4 to learn to play a brass instrument (class set and maintenance £4000) as well as an after-school club.</p> <p>A range of after school sports clubs to be offered to support the well-being and development of children.</p> <p>MFL to be taught by an external specialist in Y5 and Y6 and online resource bought for the teaching of MFL in Lower Key Stage 2.</p> <p>CPD and support sessions in the computing suite alongside a HLTA Computing Specialist.</p>	1, 4, 5
<p>Release of Assistant Vice Principal to support development of teaching and learning across school.</p>	<p>AVP is completing The Future Leaders Programme which is a research-based programme designed to develop leaders' understanding of impactful practice and leadership in deprived and disadvantaged schools.</p>	1, 4, 5

AVP release time to support staff development. (£29,094)	AVP to mentor and support pre-qualified teacher as well as give phase lead support and lead and manage assessment and moderation across school.	
Pre-qualified teacher to provide additional support in Year (£24,507)	Develop and lead a programme of study which builds upon prior CPD and focuses on high impact strategies. Support for ECT/induction of new teaching staff to ensure continuity and strength of teaching. Coaching and support for subject leads. Develop, lead and evaluate a CPD program for teaching assistants.	

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 35,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant intervention	Teaching Assistant interventions are highlighted by the EEF as having a positive impact on pupil attainment (+4 months). A full, bespoke programme of interventions led by teaching assistants and HLTAs is in place. The timing of the interventions are such that minimal time in class lost. Through specific 'gaps analysis' during transition and pupil Progress Meetings, these interventions evolve and will be evaluated for impact across the year. RWI interventions for children beyond KS1 and daily reading for children who are not regularly reading at home.	1, 6
Tutor Trust Tutor TBC (up to 6 blocks of 15 weeks tutoring) £1,500	One-to-one tuition is highlighted by the EEF as having a significant positive impact on pupil attainment (+5 months). Identified pupils in Y5 and Y6 will received a responsive programme of tutoring as required	1, 6

<p>TBC: NTP Academic mentor if applicable.</p> <p>(on costs and 5% contribution approx £7,450)</p>	<p>using a 1:3 approach. The EEF state, “Approaches that ... deliver instruction in small groups rather than one to one have smaller positive effects, on average, but may be a cost-effective solution to providing targeted support”(EEF Toolkit). The afternoons will be rotated so that pupils are not missing the same wider curriculum subjects each week.</p> <p>Academic Tutor in class to work in Y6 in the morning and interventions across Y5 another identified cohorts as and when required in the afternoon which are closely related to learning in class.</p>	
<p><i>Pastoral TA to support Safeguarding lead to support families/children as identified as being in need. (£6,000)</i></p>	<p>Increases in social care involvement with families means that it is even more important than ever to identify and support vulnerable children.</p>	<p>6</p>
<p><i>Reading Plus subscription (£2,500)</i></p>	<p>Data lead initiative with proven results in accelerating progress and outcomes in reading. Prior internal data evidences that it improves children’s reading attainment. Accessible from home and used to engage parents in supporting with homework. Extended to include Year 3 pupils.</p>	<p>1,3,6</p>
<p>Time tables Rockstars/Numbots (£200)</p>	<p>Whole school initiative and effective at improving children’s engagement and fluency in times tables. Can be accessed at home and set as homework to further increase parental engagement.</p>	
<p>Clicker/ Nessie/IDL/Teach my Monster to Read/Squeebles, RWI online, Numberblocks subscriptions (£2,500)</p>	<p>To support identified children by providing bespoke support. Monitored and evaluated by teachers and TAs. The applications can also be easily accessed by children at home.</p>	<p>1,3,6</p>
<p>EY/Key Stage 1 Resources to meet the demands of the</p>	<p>Children attaining GLD at the end of Reception continues to remain at below National.</p>	<p>1,4,5</p>

new curriculum (£5,000)	EY audit and resourcing were undertaken to ensure that the demands of the new curriculum could be met.	
Love of Reading initiative (£10,000)	Love of reading and increased parental engagement from the earliest opportunity initiative will be rolled out this year.	

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 57,298

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increased budget to engage with EWO to improve attendance. (£10,000)</p> <p>Attendance and safeguarding Lead release time to support. Release of Attendance Lead. Attendance rewards initiative. (£4,500)</p> <p>Free Breakfast Club places and free milk for all disadvantaged children (£5000)</p>	<p>High coincidence with poor attendance and free school meals pupils.</p> <p>There was a high need for food in our community which was/is reflected in the increased number of food bank referrals which came in to school from our families.</p>	2, 6
<p>Trust SEMH Collaborative (£2,500)</p> <p>Release of SEND Lead (£19,098)</p>	<p>High coincidence with children with SEMH needs and free school meals.</p> <p>High coincidence of SEN and PP.</p>	6
<p>Increase parental engagement (£2,000)</p>	<p>Engagement with parents increase especially with EY will have a positive impact in children's outcomes. Children who were not supported during remote learning have been negatively impacted by Covid disruption.</p>	3

<p><i>Enrichment and character building</i> (£10,000)</p>	<p>Enrichment and character building of pupils to raise aspiration and increase cultural capital will include workshops with professionals ie; in performance. Engagement in competitions in sports. Educational and cultural visits.</p> <p>Close partnership with local high school provided opportunities for more able children to engage in maths workshops weekly and half termly, Masterchef style competitions, Careers Day, etc (transport will be required).</p> <p>Consult with their newly appointed Duke of Edinburgh and outdoor specialist to implement the JASS programme.</p>	<p>1</p>
<p>SEND Lead CPD Nurture programme Pastoral teaching assistant (£6,700)</p>	<p>High coincidence of SEN and PP. CPD ensures teaching staff are aspirational for all children.</p> <p>Nurture and pastoral provision ensures that barriers to children's progress are addressed at the earliest opportunity.</p>	<p>1,4,5,6</p>

Total budgeted cost: £ 212,549

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

<i>Disadvantaged pupil attainment for last academic year (internal data)</i>				
<i>Measure</i>	<i>% Meeting expected standard</i>		<i>Progress</i>	
	<i>Disadvantaged</i>	<i>None disadvantaged</i>	<i>Disadvantaged</i>	<i>Non disadvantaged</i>
<i>Reading</i>	<i>76%</i>	<i>75%</i>	<i>71%</i>	<i>76%</i>
<i>Writing</i>	<i>59%</i>	<i>64%</i>	<i>100%</i>	<i>91%</i>
<i>Maths</i>	<i>59%</i>	<i>59%</i>	<i>65%</i>	<i>76%</i>
<i>RWM Combined</i>	<i>47%</i>	<i>57%</i>	<i>59%</i>	<i>86%</i>
<i>Multiplication Check</i>	<i>20 or above 60%</i>	<i>58%</i>		
<i>Phonics Screening Check</i>	<i>Pass of 32</i>			

End of Key Stage 2 results. 28% of the year group were identified as disadvantaged. Internal data shows disadvantaged pupils performed broadly in line with non-disadvantaged across reading, writing and maths. Progress for disadvantaged was broadly in line or above progress measures for none disadvantaged.

GLD was 62% for all and 56% for disadvantaged. 60% of the cohort were disadvantaged.

Multiplication Check:

42% of pupils disadvantaged in cohort– 60% of disadvantaged pupils scored 20 or above in comparison with others where 58% scored 20 or above.

Phonics Screening Check:

72 % of pupils passed their PSC. 43% of the cohort are PP. 65% of disadvantaged passed the PSC in comparison with 76% none disadvantaged.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
TTRS	Maths Circle
Numbots	Maths Circle
Reading Plus	Dream Box Learning
Read Write Inc	Read Write inc
Squeebles	Key Stage Fun
IDL	IDL Group

