

# Pupil premium strategy / self-evaluation

1. Summary information					
<b>School</b>	Moorside Primary Academy				
<b>Academic Year</b>	19/20	<b>Total PP budget</b>	£155,000	<b>Date of most recent PP Review</b>	July 2019
<b>Total number of pupils</b>	405	<b>Number of pupils eligible for PP</b>	96	<b>Date for next internal review of this strategy</b>	Jan 2020

2. Current attainment		
End of KS2 2019	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving expected standard or above in reading, writing &amp; maths</b>	<b>55%</b>	<b>80%</b>
<b>Progress measure reading</b>	<b>-6.3</b>	<b>-2.4</b>
<b>Progress measure writing</b>	<b>-6.3</b>	<b>-1.1</b>
<b>Progress measure maths</b>	<b>-5.7</b>	<b>-0.8</b>

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	The percentage of PP children achieving age related expectations in reading and writing in line or above with national.
<b>B.</b>	Development of phonics and early reading ensuring the gap between PP and non is narrowing
<b>C.</b>	Speech and language difficulties
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Social and emotional needs that impact on learning through home and social environments

4. Intended outcomes ( <i>specific outcomes and how they will be measured</i> )		Success criteria
<b>A</b>	Improve outcomes in reading and writing so that PP children are achieving in line with or above national.  End of KS2 results show an improvement on 53% RWM (2019)	Improved outcomes and progress

<b>B.</b>	Improve results in reading and phonics so that attainment and progress in EY and KS1 are in line with or above national. Narrowing the gap between PP and non PP.	Improved outcomes and progress
<b>C.</b>	Pupils with poor speech, language and communication difficulties are targeted for intervention, impacting on % of children achieving GLD.	Improved outcomes
<b>D.</b>	To ensure that the social and emotional needs of PP children are met, so that they are ready to learn and have the pastoral support they need.	Improved outcomes and progress

## 5. Review of expenditure

Previous Academic Year 2018-19

### i. Quality of teaching for all

Action	Intended outcome	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																																		
<p>Internal and external data will show gap narrowing between PP and non-PP in all subjects.</p> <p>End KS2 results show improvement on 41% PP RWM% (2018)</p> <p>Internal and external data will show that levels of Pupil Premium Pupils with an <i>Understanding at Greater Depth</i> is increasing</p>	<p>Dedicated, high quality TA support for each class.</p> <p>Forensic analysis of data through rigorous pupil progress meetings as well as the use of PiXL and O-Track.</p> <p>Task design will enable all pupils to develop their understanding with greater depth.</p>	<table border="1"> <thead> <tr> <th>% ARE</th> <th>Dis</th> <th>Non Dis</th> <th>Gap</th> <th>Previous Gap</th> </tr> </thead> <tbody> <tr> <td>EYFS</td> <td>50%</td> <td>73%</td> <td>23%</td> <td>24%</td> </tr> <tr> <td>KS1</td> <td>43%</td> <td>55%</td> <td>12%</td> <td>14%</td> </tr> <tr> <td>KS2</td> <td>57%</td> <td>64%</td> <td>7%</td> <td>20%</td> </tr> </tbody> </table>	% ARE	Dis	Non Dis	Gap	Previous Gap	EYFS	50%	73%	23%	24%	KS1	43%	55%	12%	14%	KS2	57%	64%	7%	20%				<p>When teachers have a regular TA in the classroom then they can plan more highly differentiated lessons that enable children to have targeted support. This approach will continue.</p> <p>Pupil progress meetings will continue to focus on mission critical children disadvantaged and non, designing bespoke interventions for targeted children.</p> <p>This is something that will continue to be developed and embedded over the next year, despite an increase in Greater Depth PPG children.</p> <table border="1" data-bbox="1272 802 1888 995"> <thead> <tr> <th>KS2 Greater Depth</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>0%</td> <td>6%</td> </tr> <tr> <td>Writing</td> <td>4%</td> <td>11%</td> </tr> <tr> <td>SPaG</td> <td>4%</td> <td>17%</td> </tr> <tr> <td>Maths</td> <td>4%</td> <td>11%</td> </tr> </tbody> </table>	KS2 Greater Depth	2018	2019	Reading	0%	6%	Writing	4%	11%	SPaG	4%	17%	Maths	4%	11%	
% ARE	Dis	Non Dis	Gap	Previous Gap																																						
EYFS	50%	73%	23%	24%																																						
KS1	43%	55%	12%	14%																																						
KS2	57%	64%	7%	20%																																						
KS2 Greater Depth	2018	2019																																								
Reading	0%	6%																																								
Writing	4%	11%																																								
SPaG	4%	17%																																								
Maths	4%	11%																																								

### ii. Targeted support

Action	Intended outcome	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

All children, in particular those in receipt of the PPG, will be monitored for and supported with Emotional or Mental Health challenges.	Progress and attainment in PSHE will be tracked and any gaps will be addressed through personalised support.  Teachers will work closely with the Pastoral Team to make accurate and timely referrals for support.		Poor emotional or mental health can have a significant negative impact on vulnerable pupils ability to learn and fulfil their potential.  The Pastoral team have worked closely with all teachers and teaching assistants to ensure that we provide a comprehensive package for vulnerable parents and pupils. Ensuring they are part of PPM has allowed these pupils to monitor closely even after support has stopped.	<b>40,936</b>
--	--	--	--	---------------

### iii. Other approaches

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Overall PP attendance % will increase - close to national expectations and in line with non-disadvantaged pupils.	Daily and weekly monitoring of attendance by Attendance Officer.  Timely and tailored support for families who struggle with attendance or punctuality	The continued work of the attendance officer, weekly meetings with the Principal as well as working with parents and the Pastoral team have continued to have a positive impact on the attendance of pupils in receipt of the pupil premium grant. In 2018-19 average attendance for disadvantaged pupils increased by 0.67% from 93.87% to 94.56%, compared to a whole school average increase of 0.19% to 95.93%. Persistent absence for pupils in receipt of the Pupil Premium Grant has improved from 18.18% to 13.73%, which is a reduction of 4.45% compared to a reduction overall of 1.82%.	The focus on attendance and punctuality for pupils in receipt of the pupil premium grant and those with SEND will continue to be a focus in 2019 – 20 to close the gap between groups of pupils and ensure that all PPG pupils can benefit from their education fully.	<b>7580</b>

### 6. Planned expenditure

#### Academic year 2019 -2020

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

## i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?																																							
<ul style="list-style-type: none"> <li>Additional teacher in Year 2 and 6 for English lessons.</li> <li>Forensic analysis of data through rigorous pupil progress meetings. QLA</li> <li>Pupil progress meetings will identify and track targeted children</li> <li>High quality teaching for all using the Moorside pedagogies for AfL.</li> <li>Review and amend Moorside approached to reading and writing</li> <li>AIP actions – leadership activity</li> <li>Monitor quality of reading and writing sessions half termly</li> <li>Performance management for all teachers linked to disadvantaged pupils</li> <li>Provision maps for disadvantaged to ensure any barriers to learning are addressed</li> <li>Pre- phonics screening assessments to identify gaps in knowledge</li> </ul>	<p>Improved outcomes in reading and writing so that PP children are achieving in line with or above national.</p> <p>End of KS2 results show an improvement on 55% RWM (2019)</p> <p>Development of phonics and early reading ensuring the gap between PP and non is narrowing</p> <p>Higher percentage of PP to pass phonics screening test to be above national</p> <p>End of KS1 results show and improvement in reading and writing from end of previous academic year.</p>	<p>Links with AIP priority 1 on reading and 2 on writing for 2019- 2020</p> <p>End of Year outcomes</p> <table border="1" data-bbox="667 363 1113 644"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> </tr> <tr> <th>Overa ll</th> <th>PP</th> <th>Overa ll</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>57%</td> <td>50%</td> <td>54%</td> <td>44%</td> </tr> <tr> <td>Y2</td> <td>73%</td> <td>59%</td> <td>69%</td> <td>59%</td> </tr> <tr> <td>Y3</td> <td>69%</td> <td>65%</td> <td>66%</td> <td>57%</td> </tr> <tr> <td>Y4</td> <td>80%</td> <td>64%</td> <td>73%</td> <td>64%</td> </tr> <tr> <td>Y5</td> <td>68%</td> <td>73%</td> <td>63%</td> <td>53%</td> </tr> <tr> <td>Y6</td> <td>57%</td> <td>22%</td> <td>74%</td> <td>44%</td> </tr> </tbody> </table> <p>Links with AIP priority 1 on reading and 2 on writing for 2019- 2020</p> <p>The teaching of structured phonics has a higher impact when children are placed in smaller groups, which are targeted specifically at their stage of development.</p>		Reading		Writing		Overa ll	PP	Overa ll	PP	Y1	57%	50%	54%	44%	Y2	73%	59%	69%	59%	Y3	69%	65%	66%	57%	Y4	80%	64%	73%	64%	Y5	68%	73%	63%	53%	Y6	57%	22%	74%	44%	<p>Monitoring and evaluation of AIP half termly</p> <p>Evaluation of quality of provision.</p>	<p>AC FB MT VR EB</p>	<p>Internal data drops - half termly AIC enquiry- termly Focus for half termly AIP review Pupil progress meetings- termly Data drops – termly Book looks- half termly English learning walks – half termly</p> <p>Monitoring and evaluation to take place in line with and alongside the monitoring and evaluation schedule.</p> <p>Performance management</p>
	Reading			Writing																																								
	Overa ll	PP	Overa ll	PP																																								
Y1	57%	50%	54%	44%																																								
Y2	73%	59%	69%	59%																																								
Y3	69%	65%	66%	57%																																								
Y4	80%	64%	73%	64%																																								
Y5	68%	73%	63%	53%																																								
Y6	57%	22%	74%	44%																																								

**Total budgeted cost** £85,473.30

## ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<ul style="list-style-type: none"> <li>• SALT screening</li> <li>• Targeted SALT support group and individual</li> <li>• Introduction of the Wellcomm programme for Early Years</li> <li>• Training for staff to deliver Wellcomm effectively</li> <li>• Daily interventions for children who are identified 1-1/ small group support</li> <li>• Learning walks in Early Years</li> <li>• Develop the role of a communication and language lead to evaluate the effectiveness of the provision</li> <li>• TA performance management to focus on a group of children as directed by the teacher and an individual child and how to support them to remove any barriers to their learning</li> </ul>	<p>Pupils with speech, language and communication difficulties are targeted for intervention, impacting on % of children achieving GLD</p> <p>Higher % of pupils leaving Early Year, Year 1 ready.</p>	<p><a href="https://www.gi-assessment.co.uk/news-hub/case-studies/wellcomm-improving-communication-skills-from-the-very-beginning/">https://www.gi-assessment.co.uk/news-hub/case-studies/wellcomm-improving-communication-skills-from-the-very-beginning/</a></p> <p>Links with AIP priority 1 and 2 for 2019-2020</p>	<p>Pupil premium reviews form part of Pupil Progress meetings SEND reviews</p>	<p>JC</p>	<p>Termly</p>
<b>Total budgeted cost</b>				£6284.25	

iii.

iv. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<ul style="list-style-type: none"> <li>Below school clubs</li> <li>Ensure all PP children attend a lunchtime club. With increasing number attending afterschool.</li> <li>Weekly forest school sessions linked to pastoral support</li> <li>Subsidising trips and visits</li> <li>Whole school PSHE curriculum</li> <li>Increased support for parents.</li> <li>Timetabled pastoral support</li> <li>Continue to follow up attendance immediately after registers have been closed</li> <li>Target families of pupils who are persistently late/ attendance below 95% and offer support</li> <li>Persistent absent rates continued to be monitored</li> </ul>	<p>To ensure that the social and emotional needs of PP children are met, so that they are ready to learn and have the pastoral support they need.</p> <p>Trips and visits attended by PP children</p>	<p>Links with AIP priority 3 for 2019- 2020</p> <p>Children who have full access to all areas of school make better progress</p> <p>Research shows that half of all pupils will experience episodes of poor mental health before they reach adulthood. (CAMHs)</p>	<p>Allocate funding for trips and visits</p> <p>Weekly meetings for Welfare Team to assess progress of individual cases and actions needed.</p> <p>Pupil progress meeting agendas to include the opportunity for teachers to make referrals for SEMH.</p> <p>Clear systems in place for pupils to be referred at any time.</p> <p>Half Termly analysis of SEMH interventions by SENCo.</p> <p>Targeted, half termly courses relevant to parents of children facing SEMH challenges.</p> <p>Daily monitoring and contact with parents to ensure good attendance by all pupils.</p> <p>Weekly reports to Principal of attendance and punctuality.</p>	<p>SB-attendance AM EP KR</p>	<p>Monthly budget review</p> <p>Half Termly monitoring by SENDco will be analysed by the Welfare Team to ensure effective provision and progress by pupils.</p>
<b>Total budgeted cost</b>					<b>£51,032.50</b>

## **7. Additional detail**

Other aspects of the school have also been reorganised so that there is more support for Pupil Premium Pupils:

- A comprehensive range of extra-curricular clubs, run by teachers and teaching assistants, so that all pupils premium (and other) pupils have access to extra-curricular provision at lunchtime and after school which improves well-being and confidence which then translates into the classroom.
- Increasingly, when vacancies arrive, Teaching Assistants are being employed to cover lunchtime duties which enables a more joined-up approach to behaviour and safeguarding throughout the day so that children's concerns or concerning behaviours do not go un noticed.
- All support staff have participated in extensive training in building relationships and growth mindset – to better enable them to support children and encourage them to fulfil their potential.