



Pupil premium strategy / self-evaluation

1. Summary information					
School	Moorside Primary Academy				
Academic Year	20/21	Total PP budget	£154,000	Date of most recent PP Review	Sept
Total number of pupils	417	Number of pupils eligible for PP	112	Date for next internal review of this strategy	Jan 2021

2. Current attainment		
End of KS2 2019 – Due to COVID-10 pandemic no national assessments took place in 2020.	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing &	55%	80%
Progress measure reading	-6.3	-2.4
Progress measure writing	-6.3	-1.1
Progress measure maths	-5.7	-0.8
3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	The percentage of PP children achieving age related expectations in reading, writing and maths in line or above with national.	
B.	Development of phonics and early reading ensuring the gap between PP and non is narrowing	
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>		
D.	Social and emotional needs that impact on learning through home and social environments	
E.	Attendance of PP children	

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A	<p>Improve outcomes in reading, writing and maths so that PP children are achieving in line with or above national.</p> <p>End of KS2 results show an improvement on 53% RWM (2019)</p>	Improved outcomes and progress
B.	<p>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.</p>	Improved outcomes and progress
C.	<p>Attendance improves for all pupils, in particular pupil premium pupils</p>	Improved attendance and outcomes
D.	<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>	Improved outcomes and progress

5. Review of expenditure

Previous Academic Year 2019-20

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																																							
<ul style="list-style-type: none"> Additional teacher in Year 6 for English lessons. Forensic analysis of data through rigorous pupil progress meetings. QLA Pupil progress meetings will identify and track targeted children High quality teaching for all using the Moorside pedagogies for AfL. Review and amend Moorside approaches to reading and writing AIP actions – leadership activity Monitor quality of reading and writing sessions half termly Performance management for all teachers linked to disadvantaged pupils Provision maps for disadvantaged to ensure any barriers to learning are addressed Pre- phonics screening assessments to identify gaps in knowledge 	<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>The full year's curriculum had not been delivered by February.</p> <p>March 2020 – the formal National Curriculum was suspended due to the school closures because of the Covid-19 pandemic.</p> <p>Data at last PPM.</p> <table border="1" data-bbox="651 587 1243 1093"> <thead> <tr> <th>Reading</th> <th>PPC</th> <th>Non</th> </tr> </thead> <tbody> <tr> <td>Rec</td> <td>73%</td> <td>81%</td> </tr> <tr> <td>Year 1</td> <td>67%</td> <td>80%</td> </tr> <tr> <td>Year 2</td> <td>58%</td> <td>74%</td> </tr> <tr> <td>Year 3</td> <td>58%</td> <td>80%</td> </tr> <tr> <td>Year 4</td> <td>73%</td> <td>74%</td> </tr> <tr> <td>Year 5</td> <td>79%</td> <td>80%</td> </tr> <tr> <td>Year 6</td> <td>81%</td> <td>77%</td> </tr> </tbody> </table> <table border="1" data-bbox="651 1155 1243 1466"> <thead> <tr> <th>Writing</th> <th>PPC</th> <th>Non</th> </tr> </thead> <tbody> <tr> <td>Rec</td> <td>73%</td> <td>73%</td> </tr> <tr> <td>Year 1</td> <td>67%</td> <td>69%</td> </tr> <tr> <td>Year 2</td> <td>58%</td> <td>72%</td> </tr> <tr> <td>Year 3</td> <td>53%</td> <td>73%</td> </tr> </tbody> </table>	Reading	PPC	Non	Rec	73%	81%	Year 1	67%	80%	Year 2	58%	74%	Year 3	58%	80%	Year 4	73%	74%	Year 5	79%	80%	Year 6	81%	77%	Writing	PPC	Non	Rec	73%	73%	Year 1	67%	69%	Year 2	58%	72%	Year 3	53%	73%	<p>Due to the Covid-19 pandemic, many of our children have returned to school with larger gaps, particularly PPC. Therefore an additional teacher have been placed in Year 6.</p> <p>Early forensic analysis of data through rigorous pupil progress meetings, using QLA will take place early in the Autumn term. These will be used to identify the gaps which have occurred through not finishing the National Curriculum for the previous year group and to support staff with ensuring that these gaps are addressed so that children make accelerated progress.</p> <p>The remodelling of the Moorside approaches for teaching reading, writing and maths will be rolled out from September to maximise impact.</p> <p>Performance management targets for all teachers will link to disadvantaged children.</p> <p>With the additional Year 2 phonics screening test in Autumn 2 – targeted interventions will take place during Autumn 1 to ensure at least 75% pass.</p>	<p>£85,473.30</p>
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Year 4	68%	71%
Year 5	64%	71%
Year 6	75%	72%

Maths	PPC	Non
Rec	73%	88%
Year 1	61%	71%
Year 2	75%	74%
Year 3	77%	78%
Year 4	64%	79%
Year 5	50%	67%
Year 6	75%	72%

Phonics	PPC	Non
Year 1	72%	0%

Combined Year 6	PPC	Non
Year 6	69%	65%

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
<ul style="list-style-type: none"> • SALT screening • Targeted SALT support group and individual • Introduction of the Wellcomm programme for Early Years • Training for staff to deliver Wellcomm effectively • Daily interventions for children who are identified 1-1/ small group support • Learning walks in Early Years • Develop the role of a communication and language lead to evaluate the effectiveness of the provision • 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 	<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>Due to Covid outbreak pupils did not complete their EY education. Careful thought was given to transition and how to ensure this was as effective as possible. Reception pupils were able to attend for the final 5 weeks before Summer closure. 65% of pupils attended. This time was used to prepare them for the next key stage as well as successfully integrating them into school and endeavouring to ensure that pupils were Year 1 ready.</p> <p>Impact prior to Covid outbreak:</p> <p>Intensive staff training around the delivery of WELLCOMM for all teaching staff and its effective implementation was evidenced through targeted and high quality interventions around language development for all children who needed it. Strategies were implemented across classes.</p> <p>Support staff fully trained in Read Write Inc and Phonics.</p> <p>Pre Covid levels as ascertained at the most recent Pupil Progress Meeting were at 73% for PPC in reading, writing and maths. This was comparative for writing against others but there are still gaps in reading and maths.</p>	<p>WELLCOMM ensured bespoke and rapid intervention for our poorest communicator. The strategies were implemented effectively across whole class teaching as well. This year, the assessments will be completed at the earliest opportunity across all EY to ensure rapid catch up. Strategies to be shared with parents.</p> <p>All staff including support staff will receive thorough training in line with teachers to ensure consistency and quality is maintained throughout.</p> <p>Reading to be given a high priority. Book bag packs to be sent home for EY with a set of quality books to read to children.</p>	£6284.25

iii. Other approaches

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
<ul style="list-style-type: none"> • Breakfast club • Ensure all PP children attend a lunchtime club. With increasing number attending afterschool. • Weekly forest school sessions linked to pastoral support • Subsidising trips and visits • Whole school PSHE curriculum • Increased support for parents. • Timetabled pastoral support • Continue to follow up attendance immediately after registers have been closed • Target families of pupils who are persistently late/ attendance below 95% and offer support • Persistent absent rates continued to be monitored 	<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>Offering Breakfast Club ensured that some of our PP whose attendance was below were encouraged to attend.</p> <p>Lunchtimes Clubs were monitored and PP pupils were targeted for appropriate clubs.</p> <p>No disadvantaged pupil missed out on any enrichment activities such as trips, etc due to a lack of funding.</p> <p>Whole school Citizenship rolled out so pupils could learn how to become a good citizen.</p> <p>Vulnerable families received a high level of support prior to and during lockdown. Any new vulnerable families were contacted and supported throughout.</p>	<p>Attendance to be given a high priority this year. AVP to lead Attendance Team. Early identification and intervention of PA pupils is crucial in ensuring that they are targeted rapidly and offered support. Robust processes in place will be followed consistently. Extra days purchased for the Educational Welfare Service to support the Attendance Team.</p> <p>RSE, alongside the PHSE curriculum will be rolled out to support pupils to understand their emotions.</p> <p>Pastoral support refined to provide more bespoke provision for our most vulnerable pupils. This will now include a baseline and end and effective communication with pupils' families.</p>	<p>£51,032.50</p>

6. Planned expenditure

Academic year 2020 -2021

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?																																																															
<p>Additional teacher in Year 6.</p> <p>Forensic analysis of data through rigorous pupil progress meetings. QLA</p> <p>Pupil progress meetings will identify and track targeted children</p> <p>High quality teaching for all using the Moorside pedagogies for AfL.</p> <p>Implementation of the Moorside approached to reading, writing and maths</p> <p>AIP actions – leadership activity around narrowing the gap.</p> <p>Monitor quality of reading, writing and maths sessions half termly</p> <p>Performance management for all teachers linked to disadvantaged pupils</p> <p>Provision maps for disadvantaged to ensure any barriers to learning are addressed</p> <p>Pre- phonics screening assessments to identify gaps in knowledge.</p>	<p>Improved outcomes in all core subjects and combined at the end of Key Stage 2 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>Increase the % of PP children achieving GLD by the end of reception.</p> <p>Improve results in reading and phonics so that attainment and progress by</p>	<p>Links with AIP priority 1 on narrowing the gap to minimise the negative impact of COVID and priority 2 on maths for 2020 – 2021.</p> <p>AIP priorities from previous year to continue due to missing 3 half terms due to the COVID-19 pandemic.</p> <p>Data at last data drop: Spring 2020. Last year</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th></th> <th>Overall %</th> <th>PP %</th> <th>Overall %</th> <th>PP %</th> <th>Overall %</th> <th>PP %</th> </tr> </thead> <tbody> <tr> <td>EY</td> <td>80</td> <td>73</td> <td>73</td> <td>73</td> <td>85</td> <td>73</td> </tr> <tr> <td>Y1</td> <td>68</td> <td>67</td> <td>68</td> <td>61</td> <td>62</td> <td>61</td> </tr> <tr> <td>Y2</td> <td>71</td> <td>58</td> <td>69</td> <td>58</td> <td>74</td> <td>75</td> </tr> <tr> <td>Y3</td> <td>73</td> <td>58</td> <td>67</td> <td>53</td> <td>75</td> <td>68</td> </tr> <tr> <td>Y4</td> <td>73</td> <td>73</td> <td>70</td> <td>68</td> <td>73</td> <td>64</td> </tr> <tr> <td>Y5</td> <td>80</td> <td>79</td> <td>69</td> <td>64</td> <td>63</td> <td>50</td> </tr> <tr> <td>Y6</td> <td>80</td> <td>88</td> <td>75</td> <td>75</td> <td>73</td> <td>75</td> </tr> </tbody> </table> <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		Maths			Overall %	PP %	Overall %	PP %	Overall %	PP %	EY	80	73	73	73	85	73	Y1	68	67	68	61	62	61	Y2	71	58	69	58	74	75	Y3	73	58	67	53	75	68	Y4	73	73	70	68	73	64	Y5	80	79	69	64	63	50	Y6	80	88	75	75	73	75	<p>Termly pupil progress meetings.</p> <p>Internal data drops.</p> <p>Book scrutinies</p> <p>Learning walks</p> <p>Lesson observations and walkthroughs</p> <p>Moderation across Key Stages and year groups.</p> <p>Key stage leaders to ensure that the consistency and quality of learning in their key stage is in line with school's and previous and next key stage.</p> <p>Phonics screening to baseline pupils and group according to phonetic knowledge.</p>	<p>MT</p> <p>FB</p> <p>VR</p> <p>EB</p> <p>JC</p> <p>JA</p> <p>HB</p> <p>VR</p> <p>AC</p> <p>JC</p>	<p>Internal data drops - half termly</p> <p>AIC enquiry- termly</p> <p>Focus for half termly AIP review</p> <p>Pupil progress meetings- termly</p> <p>Data drops – termly</p> <p>Book looks- half termly</p> <p>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> <p>Phase leader Meeting half termly with SLT.</p>
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Embedding Read Write Inc, which was introduced across Early Years and Key Stage 1 (Spring 2020). Use of teacher to cover PPA/NQT for Key Stage 1 teachers. Phase leaders to ensure that the quality and consistency across the key stages ensures best outcomes and dovetails together.	the end of EY and key stage 1 is in line with national				
Total budgeted cost					£94,776.04

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?
<p>Daily monitoring of attendance for all pupils with a particular focus on pupil premium and persistently absent PPC.</p> <p>Daily monitoring of attendance for all pupils with a particular focus on pupil premium and below 95% attendance PPC.</p> <p>Closely monitoring attendance of all pupils especially in the current situation – COVID-19 pandemic.</p> <p>Robust systems and processes followed consistently.</p> <p>Attendance Policy and processes share with parents.</p> <p>Employment of new Office</p>	<p>Improved attendance of pupils premium pupils – especially pupil premium.</p> <p>Decrease in the number of PA pupils who are disadvantaged.</p> <p>Decrease in the number of PA in all pupils.</p> <p>Overall attendance to be in line with national.</p> <p>Gap in attendance between disadvantaged and non to narrow.</p>	<p>Disadvantaged PA is higher than other groups of pupils.</p> <p>Good attendance is a major factor in pupil's attainment and progress.</p> <p>Thorough attendance monitoring will highlight any barriers which families may be facing which school can support them with.</p> <p>PP pupils with low attendance but not classed as PA is higher than other groups of pupils.</p>	<p>EWO monitoring</p> <p>Dedicated time to review and monitor attendance of vulnerable pupils including home visits, phone calls and attendance meetings. Weekly meetings with Attendance Team and Principal.</p> <p>KR- safeguarding lead freed up from teaching responsibilities.</p> <p>10 days EWO time purchased.</p>	<p>MT KR CW EWO</p>	<p>Half termly at attendance meetings with EWO. £4,500 per year for 10 days.</p> <p>KR no teaching responsibility</p> <p>Principal to have oversight</p> <p>Claire employed for an extra day.</p>
Total budgeted cost					£42,114

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?
<p>Breakfast club offered to disadvantaged children. Particularly those with low attendance.</p> <p>Weekly forest school sessions linked to pastoral support</p> <p>Timetabled pastoral support</p> <p>Implementation of new approach to delivering pastoral support to children and parents.</p> <p>Subsidising trips and visits</p> <p>Whole school PSHE curriculum</p> <p>Increased support for parents.</p> <p>Assistant Principal responsible for parental engagement.</p>	<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>Improved parental engagement for PP children.</p>	<p>Links with AIP priority 3 for 2020- 2021</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>KR AM EP</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>
Total budgeted cost					£17,935.33

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.