Enquire Learning Trust: Pupil premium strategy statement – *Academic Year 2018-19*

1. Summary information					
School	Moorside Primary Academy				
Academic Year	2018-19	**Total PP budget**	157,000	**Date of most recent PP Review**	July 2018
Total number of pupils	462	**Number of pupils eligible for PP**	128	**Date for next internal review of this strategy**	July 2019

2. Current achievement			
End of KS2 pupils	*Pupils eligible for PP in your school*		*Pupils not eligible for PP (national average)*
% achieving ARE +/ GD in reading	*48% ARE*	*0% GD*	*84%*
% achieving ARE +/ GD in writing	52% ARE	0% GD	*84%*
% achieving ARE +/ GD in maths	57% ARE	9% GD	*78%*
% achieving ARE+/ GD in reading, writing & maths combined	41% ARE	0% GD	*61%*
Progress score for reading	*-tbc*		*-tbc*
Progress score for writing	*-tbc*		*-tbc*
Progress score for maths	*-tbc*		*-tbc*

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	The gap between attainment of PP and non-PP, particularly in target year groups (R/2/6)
B.	The low number of pupils in receipt of PPG achieving an understanding with greater depth in all subjects across the school.
C.	Pupils in receipt of the PPG and with SEND are disproportionately represented in groups of children with mental or emotional challenges.
External barriers *(issues which also require action outside school, such as low attendance rates)*	
D.	Low attendance of PP children, including a high % of persistent absentees

5. Desired outcomes *(Desired outcomes and how they will be measured)*		Success criteria
A.	Internal and external data will show gap narrowing between PP and non-PP in all subjects.	
B.	Internal and external data will show PP GD numbers increasing for each yr group.	
C.	End KS2 results show improvement on 41% PP RWM% (2018)	
D.	Overall PP attendance % will increase - close to national expectations and in line with non PP pupils.	

6. Planned expenditure	
Academic year	**2017-18**

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

i. Quality of teaching for all

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 implementation?
Internal and external data will show gap narrowing between PP and non-PP in all subjects. End KS2 results show improvement on 41% PP RWM% (2018)	Dedicated, high quality TA support for each class. Forensic analysis of data through rigorous pupil progress meetings as well as the use of PiXL and O-Track.	**Average % for each Key Stage of pupils achieving ARE or ARE+** <table><tr><td>%ARE</td><td>Dis</td><td>Non Dis</td><td>Gap</td></tr><tr><td>EYFS</td><td>*47%*</td><td>*71%*</td><td>*24%*</td></tr><tr><td>KS1</td><td>*45%*</td><td>*59%*</td><td>*14%*</td></tr><tr><td>KS2</td><td>*47%*</td><td>*67%*</td><td>*20%*</td></tr></table>	1. All teachers to plan ahead for PPG pupils (in particular Marginal and GD) through transition meetings in July 2018. 2. Real time analysis of attainment and progress data through o-track by VP and SLT – linked to monitoring cycles and moderation. 3. Pixl baseline established for Y6 and Y2 at start of Autumn Term to inform teaching so that any Y1, 3-5 gaps are addressed. 4. From January 2019 – fortnightly Raising Standards meetings with Y6/2 teachers. 5. Three **additional** specific pupil progress updates (Sept, Feb, May) to ensure regular and forensic identification and targeting of marginal or greater depth disadvantaged pupils who are able to catch up, with the right support.	Vice Principal (PPG Lead)	Baseline established: September 2018 PPG Pupil Progress updates: September 2018, February 2019, May 2019 Termly monitoring cycles in all subject areas to have a focus on disadvantaged pupils attainment and progress.

Desired outcome	Chosen action /	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Internal and external data will show that levels of Pupil Premium Pupils with an *Understanding at Greater Depth* is increasing.	Task design will enable all pupils to develop their understanding with greater depth.	High expectations for all pupils is shown to raise standards in attainment and progress. Access to and Improved task design will enable all pupils to achieve a level of understanding with greater depth. % achieving understanding with greater depth. RWM**Nat**	Books will be analysed regularly by a different member of the Leadership team and Subject leaders, overseen by the AVP for Raising Standards to ensure high expectations and quality task design. Access to 'greater depth' tasks by pupils in receipt of the Pupil Premium Grant will be examined through *Moorside Enquiries* and prioritised by subject leaders when monitoring quality and impact. The wider curriculum will be strengthened to enable all pupils to build their experience which has been shown to raise the quality of learning and engagement in education.	Vice Principal (PPG Lead) Working with Raising Standards AVP on moderation and Principal on quality of teaching and learning.	Rolling cycle of book monitoring with timely feedback to individual teachers that is followed up: 1: presentation (SI) 2: signature pedagogy and task design (VR, GE, PD) 3: challenge, progress and impact of feedback (AC, PM) Fortnightly *Moorside Enquiry* where teachers observe the impact of teaching on key pupils and amend practice accordingly. Lesson observations – Oct 2018 and July 2019

Table within "evidence and rationale" cell:

%GD	Dis	Non Dis	All
Y1	11% 6% 5%	15% 4% 6%	14% 5% 6%
Y2	8% 4% 4%	41% 6% 26%	28% 5% 17%
Y3	6% 6% 0%	12% 10% 12%	11% 9% 9%
Y4	6% 5% 11%	16% 12% 19%	13% 10% 17%
Y5	5% 5% 5%	24% 9% 19%	18% 8% 15%

	Total budgeted cost	124,420

ii. Targeted support					
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 implementation?**
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.	Research shows that half of all pupils will experience episodes of poor mental health before they reach adulthood. (CAMHs)	- Weekly Monday morning meetings with Welfare Team to assess progress of individual cases and actions needed. Pupil progress meeting agendas to include the opportunity for teachers to make timely and accurate referrals for SEMH. (Clear systems in place so that pupils can be referred at any time for support if necessary) - C-Poms to be monitored by DSL (KR) to ensure accurate recording. - Half Termly analysis of SEMH interventions by SENCo. - Targeted, half termly courses relevant to parents of children facing SEMH challenges. In partnership with Tameside Women's Centre and the Tameside Early Years Team. - Training for all staff on attachment disorders and Mental Health First Aid.	KR and EP (PD, PM)	Half Termly monitoring by SENDco and DSL will be analysed by the Welare Team to ensure effective provision and progress by pupils. (September, December 2018, February, April, May, July 2019)
			Total budgeted cost	**25,000**	

iii. Other approaches

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 implementation?
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.	Increased attendance = increased attainment and well being. Attendance and punctuality are improving but more work needs to be done to meet the desired outcome. In 2017-18 average attendance for disadvantaged pupils increased 0.75% from 93.12% to 93.87%, compared to a whole school average increase of 0.18% to 95.74%. Persistent absence for pupils in receipt of the Pupil Premium Grant improved from 21.43% to 18.18%, which is a reduction of 3.25% compared to a reduction overall of 1.19%.	- Consistent application of the behaviour policy so that good relationships abide throughout the school, engaging vulnerable children more in their education. - Strengthening of the wider Curriculum to broaden the experience and confidence of all pupils, in particular those in receipt of the PPG, which is shown to positively impact on learning outcomes. - Daily monitoring and contact with parents to ensure good attendance by all pupils. - Weekly reports to Principal of attendance and punctuality. - Weekly awards for attendance and punctuality.	SB and PD	- Weekly Reports. - Monthly attendance meetings with parents. - Half Termly monitoring by Principal and Governing Body.
			Total budgeted cost	7,580	

7. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
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**
ii. Targeted support				
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**
iii. Other approaches				
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**

8. Additional detail

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

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.