

# Pupil Premium Strategy and Statement 2019-20

The Pupil Premium is funding in addition to the school's budget. Schools are free to decide how to allocate this funding to best support the raising of attainment and progress for the most vulnerable pupils. In 2018/19 the school received £68,940 in Pupil Premium allocations and in 2019/20 it is anticipated that the school will receive £62,680.

All members of staff, governors and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment. Moorside Primary School is committed to 'Closing the Gap' between vulnerable pupils and the pupil premium forms a vital part of that process. The governors reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged. To raise levels of attainment and progress for pupils who qualify for pupil premium, the school takes a tiered approach and aims to improve provision and teaching and learning for all pupils. Within this wider approach, the school targets resources on the specific pupils who qualify for the grant.

1. Summary information					
<b>School</b>	Moorside Primary school				
<b>Academic Year</b>	19/20	Total PP budget	£62,680	<b>Date of most recent PP Review</b>	NA
<b>Total number of pupils</b>	590	Number of pupils eligible for PP	57	<b>Date for next internal review of this strategy</b>	July 20

2. Summary of attainment		
<p>The number of pupils qualifying for PPG is low; therefore looking at the three year trend is useful. Outcomes are broadly in line with similar pupils nationally, but there is variation by cohort. Outcomes at the end of Key Stage 2 were strong in 2017/18, but less so in 2018/19.</p> <p>NB At the time of publication, figures are provisional. For the school's pupil premium group, each child's result is worth 9.09%.</p>	<p><i>Pupils eligible for PP (your school)</i> <b>2019 Key Stage 2 Results</b></p>	<p><i>Pupils not eligible for PP (national average)</i> <b>2019 Key Stage 2 Results</b></p>
Reading- 88% at or above the expected level (Unvalidated figure)	64% (7 out of 11 pupils)	73%
Writing – 90%	64% (7 out of 11 pupils)	78%

Maths – 90%	64% (7 out of 11 pupils)	79%
All three subjects – 85%	64% (7 out of 11 pupils)	65%
<b>3. Barriers to future attainment (for pupils eligible for PP)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Some pupils enter Reception below age-related expectations.	
<b>B.</b>	Some pupils have lower prior attainment which may mean that they are at higher risk of not attaining age-related expectations, particularly in maths.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>C.</b>	Families have social, emotional and organisational needs which can affect a child's readiness and ability to learn and their attendance.	
<b>D.</b>	Some pupils are not supported to practise key skills eg reading at home.	
<b>E.</b>	Wider cultural / life experiences can be more limited.	
<b>F.</b>	Attendance can be lower than children not qualifying for PPG.	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	From their starting point, children to make at least good progress and achieve in line with the national figure.	The attainment and progress of pupils who receive PPG should be in line with that of their peers in terms of key indicators:  -GLD and Prime in EYFS  -Phonics  -achieve at least expected in KS1 and 2

<b>B.</b>	All pupils are supported to develop key skills in maths and English through a variety of intervention strategies.	-all pupils make good progress from their starting point
<b>C.</b>	All pupils have the chance to take part in school visits irrespective of income.	-cost is not a barrier to attending trips and that pupils with PPG can attend
<b>D.</b>	To increase the levels of attendance for pupils who qualify for PPG.	-the attendance of pupils who receive PPG increases so that more achieve at least 96% and have less broken weeks
<b>E.</b>	To overcome social and emotional barriers which may be preventing children thriving and learning?	<p>-teachers / pupils report better levels of concentration in lessons</p> <p>-reduction in lesson time lost through needing to solve social and emotional problems</p>

<b>5. Planned expenditure</b>					
<b>Academic year</b>					
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					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented</b>	<b>Staff lead</b>	<b>When will you review</b>
To ensure that all groups of learners make good progress from their starting point (Particularly in reading in KS1)	Update staff training (teachers and teaching assistants)  CPD with all teachers and TAs ensuring consistency of approach to teaching of reading  Further workshop for volunteers	EEF toolkit – research and best practice guidance advises that TAs are well-trained and their working time is focussed and best around specific strategies	English Subject Leader to lead training, monitor the progress of pupils and audit with staff	English Subject Leader	November 19  February 20  May 20

To ensure that pupils in EYFS are developing communication schools at least in line with age-related expectations	Early identification of needs Establish dedicated provision with a high adult:pupil ratio and increased opportunities to talk and write	Pupils with well-developed communication skills will be better-placed to access learning in Key Stage 1	Lesson observations as part of the appraisal cycle will evaluate quality  Pupil progress meeting through half-termly meeting	Asst Head SENCo	December 19  March 20  May 20
<b>Total budgeted cost</b>					£12,000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented</b>	<b>Staff lead</b>	<b>When will you review</b>
To meet key milestones (Different year groups to focus according to need)	Consolidation in small groups following initial teaching	To supplement mastery teaching selected pupils receive consolidation sessions to ensure that no one is left behind	Pupil progress meetings	Head	November 19  February 20  May 20
To meet key milestones	Additional teaching in a small group (up to 6 pupils) to address areas of need	Research in the EEF Toolkit suggests that very small numbers can have an impact on learning and progress	Progress reviews every 2 months	Head	October, December, February, April

To develop key skills	Some pupils are taught in a key/skills nurture group with a high adult:pupil ratio	Research in the EEF Toolkit suggests that very small numbers can have an impact on learning and progress	Pupil progress meetings	SENCO	November 18 February 18 May 19
To improve the level of attendance for pupils who receive PPG	Learning mentor to work with pupils/families	Disrupted attendance patterns / unpredictable routines disrupt the learning of children	Half-termly pastoral support team meetings to discuss all vulnerable pupils	Learning Mentor	October 19
To help families establish routines conducive to learning	Learning mentor and counsellor to work with pupils/families				February 20 April 20 June 20
<b>Total budgeted cost</b>					£33,000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Pupils who receive PPG have the chance to attend all school trips and residential or to access other enrichment experiences	Money is allocated to support families in need	Visits integrated into our curriculum. To maximise learning opportunities and fully take part no child should be prevented from going on the basis of cost	The list of participants for each trip will be assessed and a place offered if none attendance is thought to be because of cost	DHT	As each trip takes place
<b>Total budgeted cost</b>					£4,000

Social and emotional barriers are overcome	Pastoral support manager / TAs run groups, some children attend drama based confidence workshops, others are seen one-to-one by a counsellor	Some children are vulnerable and not ready to learn because of ACES (Adverse Childhood Experiences). These need to be overcome to give them a better chance of thriving, learning and progressing	A pastoral support team meet at least once a term to allocate pupils to groups and to review impact.	Pastoral support manager	At least termly through a pastoral support team meeting
<b>Total budgeted cost</b>					<b>£13,000</b>

## Summary of How the Pupil Premium Grant was used 2018/19

Action	Objective	Outcome
Additional Teaching Assistant support was provided to deliver personalised intervention programmes	Targeted pupils make good progress through targeted support	Interventions included:  -support with maths and reading in KS1  57% of pupils who received pupil premium achieved the expected level in reading, writing and maths. This is down compared to the previous year, but some of the children in this group had additional or special needs, but made good progress from their starting point.
Additional teaching of small groups (Maths)	Attainment gap is closed and pupils achieve at least the expected level at the end of Key Stage 2	89% of pupils who received pupil premium achieved the expected level at the end of KS2. This represents an increase on the previous year's figure.
Additional teaching of small groups of pupils by a TA (Reading)	Attainment gap is closed and pupils achieve at least the expected level at the end of Key Stage 2	100% of pupils who qualified for PPG achieved the expected level at the end of KS2. Although lower than in previous years, some of children were close - just below the expected level.
Financial support was provided to reduce the cost of residential visits to a number of families	To ensure that every family can access the additional learning opportunities offered by the place.	Everyone who wanted to go on a residential and / or educational day visit was able to do so.

Support was provided to increase school attendance	To increase the attendance of pupils whose attendance is below 96%	The attendance of some pupils who received support improved. As a group, the attendance level was broadly in line with the national figure.
Group and one-to-one sessions were run	To help children overcome social and emotional barriers	Staff have noted an increase in confidence and ability to concentrate from children who have attended these sessions.