

**2016/17**

Moorside  
Community  
Primary  
School

# **PUPIL PREMIUM SPENDING PLAN - REVIEW**

# Pupil Premium Spending PLAN - REVIEW | 2016/17

OBJECTIVES		
1	Improve attainment and progress of disadvantaged pupils at Moorside.	£191,000
2	Improve attendance and punctuality of disadvantaged pupils at Moorside.	£49,000
3	Improve the range of enrichment opportunities available to disadvantaged pupils at Moorside.	£30,340
<b>TOTAL PLANNED SPEND</b>		<b>£270,340</b>
OVERALL SUCCESS CRITERIA	OVERALL IMPACT	
Further reduce the gap in GLD between our FSM pupils and non-FSM pupils nationally at the end of Reception. (2014 gap = 35%. 2015 gap = 33%, 2016 gap = 19%)	In 2017 the gap was 19% which is the same as 2016. However the 2017 cohort presented with many more complex needs than the 2016 cohort including disadvantaged pupils.	
Close the gap in attainment between our disadvantaged pupils and non-disadvantaged pupils nationally in Reading, Writing and Maths at the end of KS1.	<p>The school gap for reading has widened by 5% since 2016</p> <p>The school gap for writing has narrowed by 19% since 2016.</p> <p>The school gap for maths has narrowed by 9% since 2016.</p> <p>Also the expected standard+ in reading, writing and maths for disadvantaged pupils has increased from 38% in 2016 to 60% in 2017; reducing the overall gap from 43% to 26%.</p>	
Maintain the closed gap in attainment between our disadvantaged pupils and non-disadvantaged pupils nationally in Reading, Writing and Maths at the end of KS2.	<p>The school gap for reading has narrowed by 11% since 2016. Moorside disadvantaged pupils are still in the first quintile (top 18%) for reading which is significantly above national.</p> <p>The school gap for writing has widened by 9% since 2016.</p> <p>The school gap for maths has widened by 10.7% since 2016. Moorside disadvantaged pupils are in the second quintile (top 24%) for maths. Also the disadvantaged pupils at Moorside achieved a progress measure of 1.7 in maths which is significantly above national.</p>	

<b>PUPIL PREMIUM FUNDING 2015/16</b>			
	<b>Number of Pupils</b>	<b>Amount per pupil</b>	<b>Total amount</b>
Ever 6 children funding	182	£1,320	£240,240
Service children funding	3	£300	£900
Adopted children funding	3	£1,900	£5,700
Looked after children funding	7	£1,900	£19,000
Early Years FSM funding	15	£300	£4,500
<b>TOTAL PUPIL PREMIUM GRANT</b>			<b>£270,340</b>

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Objective 1: Improve attainment and achievement of disadvantaged pupils at Moorside				
ITEM/PROJECT	COST	REASON	SUCCESS CRITERIA	IMPACT
<i>What are we spending the money on?</i>		<i>Why are we spending the money on this?</i>	<i>What impact are we aiming for?</i>	<i>Has it worked – what impact did it have?</i>
<ul style="list-style-type: none"> <li>Contribution to employment of teacher to lead Reading across the school and teach Reading Recovery.</li> <li>Employment of TA trained in Better Reading Partnership intervention.</li> <li>Reading resources.</li> </ul>	£38,000	At the end of Reception in 2016, 50% (7/14) of FSM pupils were at the expected level in Reading, compared to 82% for non-FSM. This was successful in 2015/16 where proportion of FSM pupils at ARE in Year 1 increased from 58% to 71%.	<ol style="list-style-type: none"> <li>Gap between FSM and non-FSM cohort at the end of Year 1 is again reduced.</li> <li>Targeted children progress through Reading Recovery programme.</li> </ol>	<p>The gap between FSM and Non-FSM in Year 1 was again reduced by 5%.</p> <p>33% of children targeted for the reading recovery programme were PP and of those that completed the programme the average increase in reading age was 2 years 8 months.</p>
<ul style="list-style-type: none"> <li>Training courses for teachers to improve the quality of teaching and learning.</li> </ul>	£21,000	“The primary tool for narrowing gaps is high-quality teaching and learning. Poor teaching has a disproportionate effect on disadvantaged learners. The good news is that high-quality teaching has a disproportionately positive effect on disadvantaged learners too,” states Marc Rowland in the National Education Trust publication, ‘A Practical Guide to the Pupil Premium.’	<ul style="list-style-type: none"> <li>All teaching to be judged at least good over the course of the year from combination of lesson observations, learning walks, book scrutinies and data analysis.</li> </ul>	All teaching was judged to be good or better with 8 out of 24 judged to be outstanding.
<ul style="list-style-type: none"> <li>Contribution to employment of TAs, including costs of staff hours for training run by SLT.</li> <li>TAs support in class in the morning and teach interventions 1-to-1 or in small groups in the afternoon.</li> </ul>	£80,000	Education Endowment Foundation states: “Evidence suggests that TAs <u>can</u> have a positive impact on academic achievement.....In the most positive examples, it is likely that support and training will have been provided for	<ul style="list-style-type: none"> <li>Learning walks evidence TAs providing effective support in small groups and 1-to-1.</li> <li>TAs are more confident in delivering</li> </ul>	<p>In every learning walk the TAs were providing effective support in small groups and 1-1.</p> <p>In TA appraisals the TAs who had received training (such as</p>

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		both teachers and TAs so that they understand how to work together effectively. Research which focuses on TAs who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver.”	interventions as a result of training.	the BRP training) all confirmed that they are now more confident in delivering interventions.
<ul style="list-style-type: none"> <li>Contribution to continuous provision resources in Year 1 to aid transition from EYFS to KS1 and employment of TA.</li> </ul>	£18,000	Some children can take longer to develop important independence and social skills and therefore adapt to a more structured classroom setting. Extending continuous provision to Year 1 has been shown to help this.	Children settle in well and make good progress throughout Year 1. Learning walks evidence impact of teacher in Year 1 Continuous Provision.	All the learning walks in Year 1 last year evidenced the fact that the children were very settled and independently learning in the provision areas. Every learning walk showed the children to be either a 4 or 5 on the Leuven scale which is either high or extremely high engagement.
<ul style="list-style-type: none"> <li>Contribution to employment of HLTA specialising in EAL to provide interventions for children and support for families.</li> </ul>	£11,500	46% (23 out of 50) EAL children in KS1&2 2016/17 are Ever 6 children.	EAL children’s language skills develop so they no longer need specialist intervention and can take full part in all lessons. End of key stage results show: <ul style="list-style-type: none"> <li>Children who join by the start of Year 6 achieve ARE in Maths.</li> <li>Children who join in Year 5 or before achieve</li> </ul>	83% children with EAL who joined the school by start of year 6 achieved ARE in Maths  75% children with EAL who joined in year 5 or before achieved ARE in all subjects.

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<ul style="list-style-type: none"> <li>• Contribution to 60 iPads and charging trolleys.</li> <li>• Training for teachers.</li> </ul>	£8,000	To support learning in class and small-group work in KS1 and KS2.	<p style="text-align: center;">ARE in all subjects.</p> Learning walks evidence use of ipads to enhance learning, especially by improving collaboration, peer assessment, formative assessment and engagement.	When evidenced the ipads were seen to be engaging pupils and used in small groups to aid collaboration.
Contribution to staffing in EYFS to allow the following support for FSM pupils: <ul style="list-style-type: none"> <li>• Early identification of FSM children at baseline assessment and then subsequently tracked</li> <li>• HLTA involves FSM children in intervention groups, including trips out in local environment</li> <li>• Group and 1-to-1 nurture interventions</li> <li>• Maths and rhyme bags to go home for FSM families.</li> <li>• Parents of FSM children are invited to come out on trips with their child.</li> <li>• (Support also provided through SENCOs, Inclusions Officer and Learning Mentor which is noted elsewhere in report).</li> </ul>	£4,500	In-house data shows that there is a gap between FSM/disadvantaged pupils at the start of their school life and this is narrowed as they move through the school. Strategies have been put in place to firstly identify the support needed and then to put it in place at the earliest stage.	Further reduce the gap in GLD between our FSM pupils and non-FSM pupils nationally at the end of Reception. (2014 gap = 35%. 2015 gap = 33%, 2016 gap = 19%)	The gap between FSM and non-FSM was 19% which is the same as 2016.
<b>OBJECTIVE 1 TOTAL</b>	<b>£181,000</b>			

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Objective 2: Improve attendance and punctuality of disadvantaged pupils at Moorside				
Overall Success Criteria:			Overall Impact:	
ITEM/PROJECT	COST	REASON	SUCCESS CRITERIA	IMPACT
<i>What are we spending the money on?</i>		<i>Why are we spending the money on this?</i>	<i>What impact are we aiming for?</i>	<i>Has it worked – what impact did it have?</i>
Contribution to employment of Inclusions Officer to tackle attendance issues and offer family support.	£20,000	Attendance and punctuality and persistent absence of disadvantaged children were worse than non-disadvantaged children. Attendance – 94.34% compared to 96.15%	<ul style="list-style-type: none"> <li>Improve attendance of disadvantaged children to 95% for the academic year 2015/16.</li> <li>Improve persistent absence of disadvantaged children to less than 10%.</li> <li>Improve punctuality of disadvantaged children so lates are 1% or less.</li> </ul>	<ul style="list-style-type: none"> <li>Attendance of disadvantaged pupils has improved from 94.341% in 2016 to 94.741% in 2017</li> <li>Persistent absence of PPG children has reduced from 31% to 18%</li> <li>Punctuality of PPG children has reduced from 1.36% to 1.09%</li> </ul>
Breakfast Clubs and after-school care. Subsidised places for targeted children.	£12,000	Persistent absence (>10%) – 14.37% compared to 6.25% Lateness – 1.36% compared to 0.46%		
<ul style="list-style-type: none"> <li>Contribution to employment of Learning Mentor.</li> <li>Staff training to implement best practice for embedding an emotionally-friendly school and cultivating a growth mindset.</li> </ul>	£17,000	Pupil Progress Meetings highlighted a number of children who would benefit from the emotional support of a mentor. Education Endowment Foundation states: “Although SEL interventions almost always improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when approaches are embedded into routine educational practices, and supported by professional development and training for staff. In addition, the	Learning Mentor can give examples of support providing positive impact on emotions and behaviour of targeted children, including those in receipt of Pupil Premium.	The learning mentor has many examples of providing positive impact through nurture breakfasts, nurture groups and pastoral support groups, including those children in receipt of pupil premium.

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		implementation of the programme and the degree to which teachers are committed to the approach appear to be important.		
<b>OBJECTIVE 2 TOTAL</b>	<b>£49,000</b>			



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Objective 3: Improve the range of enrichment opportunities available to disadvantaged pupils at Moorside				
ITEM/PROJECT	COST	REASON	SUCCESS CRITERIA	IMPACT
<i>What are we spending the money on?</i>		<i>Why are we spending the money on this?</i>	<i>What impact are we aiming for?</i>	<i>Has it worked?</i>
Contribution to employment of Music specialist for teaching National Curriculum, sessions for G&T pupils and after-school activities.	£9,000	Sutton Trust 2014 report, 'Extra-Curricular Inequalities' states: "Parents with professional occupations are 15% more likely than those with manual jobs to involve their children in extra-curricular activities." The report also quotes that the ONS Living Costs and Food Survey shows top earners are almost four times more likely than bottom earners to have paid for out-of-school enrichment classes.	<ul style="list-style-type: none"> <li>• Disadvantaged children have an equal opportunity to take part in enrichment activities.</li> <li>• Every child goes on at least one educational visit per term.</li> </ul>	<ul style="list-style-type: none"> <li>• Yes, all disadvantaged children had an equal opportunity to take part in enrichment activities including those provided by the PE teacher, Laura Drinkwater.</li> <li>• Yes every child went on at least one educational visit per term.</li> </ul>
Contribution to lease and upkeep of 4 minibuses which are used for educational visits.	£12,000			
The cost of after-school clubs are paid for targeted disadvantaged children.	£4,340			
Contribution to employment of PE teacher to provide enrichment opportunities.	£5,000			
<b>OBJECTIVE 3 TOTAL</b>	<b>£30,340</b>			