

# REVIEW of Pupil Premium Strategy Statement | 2017-2018

1. Summary Information					
School	Moorside Community Primary School				
Academic Year	2017 - 2018	Total Pupil Premium Budget	£243,559	Date of most recent Pupil Premium Review	Spring 2018
Total Number of Pupils	648	Number of pupils eligible for Pupil Premium	182	Date for Pupil Premium Strategy Review	Autumn 2018

2. Summary of Attainment				
	Pupils eligible for PP (Moorside)			Pupils not eligible for PP (EoKS2 National Average 2017)
	Y6 2016-2017 SATs Results	Y6 2017-2018 SATs Results	Y2 2017-2018 TAs	
% Expected Standard or above in Reading, Writing and Maths	58%	57%	57%	67%
% Greater Depth in Reading, Writing and Maths	0%	3%	14%	11%
% Expected Standard or above in Reading	68%	70%	71%	77%
% Greater Depth in Reading	6%	14%	33%	29%
% Expected Standard or above in Writing	84%	76%	57%	81%
% Greater Depth in Writing	6%	5%	24%	21%
% Expected Standard or above in Maths	61%	78%	81%	80%
% Greater Depth in Maths	6%	16%	19%	27%
% Expected Standard or above in SPaG	77%	84%	N/A	82%
% Greater Depth in SPaG	7%	16%	N/A	35%

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.	Poor oral language and reading skills resulting in 33% disadvantaged children not passing the Y1 phonics screening test compared to 24% non-disadvantaged children.
B.	An increasingly low baseline for EYFS Nursery children including 42% ARE for Listening and attention; 37% managing feelings and 53% speaking. Without intervention this low start, coupled with low resilience and engagement for disadvantaged pupils, will filter through to negatively impact on GLD, KS1 and KS2 results.
C.	Emotional well-being and readiness for learning including the fact that 25% of pupils eligible for PP also have complex SEND and almost 10% have EAL – this has resulted in there still being differences between children’s attainment for disadvantaged and non-disadvantaged children in EYFS, KS1 and KS2, including high ability children eligible for PP not making as much progress as those high ability children not eligible for PP across the key stages.
External barriers (Issues which also require action outside school, such as low attendance rates)	
D.	Attendance - In the latest government report (ASP) disadvantaged pupils have a higher rate of absence (5.5%) than those who are not disadvantaged (3.2%). This gap of 2.3% is higher than the national average of 1.8%. Also the persistent absentees who are disadvantaged have an absence rate of 17.2% which is much greater than the non-disadvantaged persistent absence rate of 5.8% This gap of 11.4% is greater than the national average of 8.9%.

E.	Lack of parental support for learning and aspiration for our disadvantaged children, including poor parental engagement with school and poor completion of homework and home reading.
F.	Access to extra-curricular activities - educational experiences such as trips, music lessons and participation in physical activities.

4. Expected Outcomes		Success criteria	Outcome
A.	Improve oral language and reading skills for pupils in Year 1.	Reduce gap by 10% between PP children and Non-PP children in the 2018 phonics screening check (by ensuring at least 75% disadvantaged children pass the check).	<p>89% Non-PP ch. passed the screening check 67% PP ch. passed the screening check</p> <p>98% Non-PP and Non-SEN ch. passed the screening check 82% PP and Non-SEN ch. passed the screening check</p> <p>The target of 75% was 8% (2 ch.) short. Of the 5 ch. who did not pass 3 are on the SEN register, one other has an IEP for phonics and the other is EAL. One of these ch. is registered as blind with no braille practice copy supplied by the DfE.</p>
B.	Children eligible for PP will be in line with National Expectations by the end of EYFS.	GLD attainment will be in line with the national average. The difference between PP children and Non-PP will diminish.	<p>Moorside GLD 2018 was 76%, 4% higher than the National GLD 2018 which was 72%</p> <p>PP – Non-PP difference in 2018 was -32% PP – Non-PP difference in 2017 was -43%</p> <p>The PP –Non-PP difference diminished by 11%</p>
C.	Children eligible for PP will have increased resilience and readiness for learning through quality first teaching and interventions – resulting in improved attainment across the curriculum.	Differences will diminish between children eligible for PP and those who are not at the end of KS1 and end of KS2 in all subjects including greater depth (GD) by raising PP attainment.	<p><b>KS1</b> (R = Reading W = Writing M = Maths) RWM for Non-PP ch. decreased by 14% RWM for PP ch. decreased by 2% <b>The PP – Non-PP difference in RWM diminished by 8%</b> RWM GD for Non-PP ch. Decreased by 11% RWM GD for PP ch. Increased by 14% <b>The PP- Non-PP difference in RWM GD diminished by 25%</b> R for Non-PP ch. decreased by 10% R for PP ch. increased by 4% <b>The PP -Non-PP difference in R diminished by 14%</b> R GD for Non-PP ch. decreased by 7% R GD for PP ch. increased by 18% <b>The PP – Non-PP difference in R GD diminished by 15% to become +1%</b> W for Non-PP ch. decreased by 14% W for PP ch. decreased by 13%</p>

			<p><b>The PP – Non-PP difference in W diminished by 1%</b>  W GD for Non-PP ch. decreased by 14% W GD for PP ch. increased by 24%</p> <p><b>The PP – Non-PP difference in W GD diminished by 38% to become +4%</b>  M for Non-PP ch. decreased by 4% M for PP ch. increased by 11%</p> <p><b>The PP – Non-PP difference in M diminished by 15%</b>  M GD for Non-PP decreased by 3% M GD for PP ch. increased by 4%</p> <p><b>The PP – Non-PP difference in M GD diminished by 2%</b></p> <p><b>KS2</b> (R = Reading W = Writing M = Maths S = Spelling, Punctuation &amp; Grammar)  RWM for Non-PP ch. increased by 10% RWM for PP ch. decreased by 1%</p> <p><b>The PP – Non-PP difference in RWM increased by 11%</b>  RWM GD for Non-PP ch. Decreased by 3% RWM GD for PP ch. Increased by 3%</p> <p><b>The PP- Non-PP difference in RWM GD diminished by 6%</b>  R for Non-PP ch. increased by 6% R for PP ch. increased by 2%</p> <p><b>The PP -Non-PP difference in R increased by 4%</b>  R GD for Non-PP ch. increased by 6% R GD for PP ch. increased by 8%</p> <p><b>The PP – Non-PP difference in R GD diminished by 2%</b>  W for Non-PP ch. decreased by 4% W for PP ch. decreased by 8%</p> <p><b>The PP – Non-PP difference in W increased by 6%</b>  W GD for Non-PP ch. decreased by 20% W GD for PP ch. decreased by 1%</p> <p><b>The PP – Non-PP difference in W GD diminished by 24%</b>  M for Non-PP ch. increased by 11% M for PP ch. increased by 17%</p> <p><b>The PP – Non-PP difference in M diminished by 15%</b>  M GD for Non-PP decreased by 12% M GD for PP ch. increased by 10%</p> <p><b>The PP – Non-PP difference in M GD diminished by 22%</b>  S for Non-PP ch. increased by 2% S for PP ch. increased by 7%</p> <p><b>The PP – Non-PP difference in S diminished by 5%</b>  S GD for Non-PP decreased by 15% S GD for PP ch. increased by 10%</p> <p><b>The PP – Non-PP difference in S GD diminished by 25%</b></p>
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D.	Better attendance rates for pupils eligible for PP including persistent absentees.	The difference in absence including persistent absentees will diminish to align with national average or less.	<p>The latest primary school national averages (2016/2017):</p> <table border="1"> <thead> <tr> <th>2016/17</th> <th>Pupils eligible for FSM</th> <th>Pupils not eligible for FSM</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Overall absence</td> <td>6.0</td> <td>3.7</td> <td>-2.3</td> </tr> <tr> <td>Authorised absence</td> <td>4.0</td> <td>2.8</td> <td>-1.2</td> </tr> <tr> <td>Unauthorised absence</td> <td>2.0</td> <td>0.9</td> <td>-1.1</td> </tr> </tbody> </table> <p>Moorside statistics (2017/2018):</p> <table border="1"> <thead> <tr> <th>2017/2018</th> <th>Pupils eligible for FSM</th> <th>Pupils not eligible for FSM</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Overall absence</td> <td>6.1</td> <td>4.6</td> <td>-1.5</td> </tr> <tr> <td>Authorised absence</td> <td>4.3</td> <td>3.7</td> <td>-0.5</td> </tr> <tr> <td>Unauthorised absence</td> <td>1.9</td> <td>0.9</td> <td>-1.0</td> </tr> </tbody> </table>	2016/17	Pupils eligible for FSM	Pupils not eligible for FSM	Difference	Overall absence	6.0	3.7	-2.3	Authorised absence	4.0	2.8	-1.2	Unauthorised absence	2.0	0.9	-1.1	2017/2018	Pupils eligible for FSM	Pupils not eligible for FSM	Difference	Overall absence	6.1	4.6	-1.5	Authorised absence	4.3	3.7	-0.5	Unauthorised absence	1.9	0.9	-1.0
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E.	Improved parental support and engagement with school, as well as extra support for learning and aspiration within school to counter balance.	Interventions will be monitored for impact with pupils eligible for PP to gauge the effectiveness of extra support. Parents and carers of children eligible for PP will be present at parent workshops and parents evenings. Homework and home reading will be completed on schedule.	<p>The average percentage of parents with PP ch. attending parents evenings across the school increased from 75% in 2016-17 to 79% in 2017-18.</p> <p>The percentage of PP ch. completing Homework and home reading increased from 87% in 2016-17 to 92% in 2017-18</p>																																
F.	All children eligible for PP will have opportunities for extra-curricular and enrichment activities including music and physical activities including contributions towards costs of trips and visits.	Children eligible for PP will have exactly the same enrichment opportunities as children who are not eligible to experience class trips, visits and extra-curricular activities, regardless of cost.	<p>100% PP ch. experienced the same class trips as non-PP ch.</p> <p>100% PP ch. Experienced the same high quality PE and Music lessons as non-PP ch.</p> <p>67% PP ch. experienced extra-curricular activities of some description but for those that didn't cost was not seen to be a contributory factor as most activities were free.</p>																																

Planned Expenditure							
Academic Year	2017 - 2018						
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	Projected Cost	Impact Statement
A. Improve oral language skills for pupils in Year 1. C. Children eligible for PP will have increased resilience and readiness for learning through quality first teaching and interventions – resulting in improved	Contribution to: Employment of teacher to lead Reading across the school and teach Reading Recovery; employment of Reading support TA. Purchase of resources to enhance their love of reading	The reading lead had an immediate impact on the reading results in 2016-2017. Although these results were not replicated last year in Y1 or Y6 there have been huge success stories with small groups, reading schemes, reading buddies, love of reading embedded in the culture of the school and the raise in attainment in reading at the end of KS1.	The reading lead is already well-established in the school, in the SLT and in the daily reading routines which are having a huge impact for children's outcomes. The Reading Lead monitors and	Rachel Robinson	September 2018	£43,200	In KS1: R for Non-PP ch. decreased by 10% R for PP ch. increased by 4% <b>The PP -Non-PP difference in R diminished by 14%</b> R GD for Non-PP ch. decreased by 7% R GD for PP ch. increased by 18% <b>The PP – Non-PP difference in R GD diminished by 15% to become +1%</b> In KS2: R for Non-PP ch. increased by 6% R for PP ch. increased by 2% <b>The PP -Non-PP difference in R increased by 4%</b> R GD for Non-PP ch. increased by 6% R GD for PP ch. increased by 8% <b>The PP – Non-PP difference in R GD diminished by 2%</b>

attainment across the curriculum.			evaluates impacts of interventions such as BRP and holds the budget for purchasing high quality resources.				
C. Children eligible for PP will have increased resilience and readiness for learning through quality first teaching and interventions – resulting in improved attainment across the curriculum. B. Children eligible for PP will be in line with National Expectations by the end of EYFS.	Teachers to attend training courses on improving teaching and learning.	“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,” Marc Rowland, National Education Trust publication, ‘A Practical Guide to the Pupil Premium.’	Teachers attending quality training courses will be expected to action key points of learning and not only embed them into their own daily practice but also to cascade new information and ideas to their year groups and phases depending on the context.	Adam Hossen	In the Appraisal / Performance Management Meetings.	£15,000	See the outcomes above for B and C.  Of the 165 CPD sessions provided for staff 120 (73%) were for improving teaching and learning.  This is in addition to the Confident teacher training provided through staff meetings as well as 2 specific improving pupil premium outcome meetings for the whole teaching staff.

<p>F. All children eligible for PP will have opportunities for extra-curricular activities including music and physical activities including contributions towards costs of trips and visits. B. Children eligible for PP will be in line with National Expectations by the end of EYFS.</p>	<p>Contribution towards the employment of a music specialist teacher and a PE specialist teacher.</p>	<p>It is widely recognised within Education that children are turned on and off by different subjects, learning styles and subjects. At Moorside we have employed a PE specialist to ensure that children are motivated and enthused by the PE curriculum but also have the opportunity to take part in after school clubs each night and compete against other schools in a wide variety of sporting activities. The same is true of the music specialist. Both specialist teachers also provide interventions for KS1 and EYFS children eligible for PP to combat particularly barriers of teamwork and resilience in terms of PE, and EAL / maths skills in terms of music intervention provision.</p>	<p>Both specialist teachers have clearly structured timetables with planning time built in to ensure they can deliver quality lessons and interventions for each session.</p>	<p>Laura Drinkwater (PE) Katy Brown (Music)</p>	<p>Half termly.</p>	<p>£22,300</p>	<p>As well as providing high quality and consistent PE and Music lessons respectively, LD and KB have delivered specialised interventions for PP ch. Including gross motor skills, extra health and fitness sessions, pastoral friendship groups and learning through singing groups.</p>
<p><b>Sub-Total Budgeted Cost for i</b></p>				<p><b>£80,500</b></p>			

Planned Expenditure							
Academic Year	2017 - 2018						
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	Projected Cost	Impact Statement
A. Improve oral language skills for pupils in Year 1. C. Children eligible for PP will have increased resilience and readiness for learning through quality first teaching and interventions – resulting in improved attainment across the curriculum.	Contribution towards employment of a TA to deliver Better Reading Partnership (BRP) Intervention and train other TAs to deliver BRP.	Short regular sessions additional to normal teaching. One to one and small group precision teaching has been evidenced to provide moderate impact if planned to complement quality first teaching and when a structured, time-limited programme is used	BRP began last year and was so successful that more TAs have been trained up to deliver the programme. This year more children have been targeted for rapid progress with the remit that at least 50% should be children eligible for PP.	Rachel Robinson  Tammy Trelfa	After each round of BRP by each TA.	£11,000	55% children put through the BRP programme were PP ch.  The PP ch. made an average Comprehension age gain of 1year 4 months and word reading age of 2 years 6 months.  1 PP child made 2 years 6 months word reading age progress and 3 years 10 months comprehension age progress.
C. Children eligible for PP will have increased resilience and readiness for	Contribution to employment of TAs, including costs of staff hours for training run by SLT.	Education Endowment Foundation states: "Evidence suggests that TAs can have a positive impact	The following interventions have already been set up and TAs keep files to evidence the	SENDCo  AHTs  MLTs	After each intervention round by each TA.	£87,000	See outcomes above for C  All interventions were monitored for impact after each round by the AHT and Middle Leader for each year group.



<p>learning through quality first teaching and interventions – resulting in improved attainment across the curriculum.</p>	<p>TAs support in class in the morning and teach interventions 1-to-1 or in small groups in the afternoon.</p>	<p>on academic achievement.....In the most positive examples, it is likely that support and training will have been provided for 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.”</p>	<p>impact of each specific intervention:                  Reading: BRP;                  Reading Recovery; Project X; 1:1 reading sessions;                  Additional small group guided reading sessions                   Maths: Numbers count; Max's Marvellous Maths; Plus 1; Power of 2                  Teacher directed small group intervention;                  Additional small group maths sessions (based on gaps in learning)                  Phonics: Additional small group / 1:1 additional phonics; Fresh Start;                  Dyslexikit                  Spelling: Precision teaching;</p>	<p>HLTAs</p>			
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			<p>Teacher directed intervention</p> <p>Nurture/ PSHE/ Social: Socially Speaking; Time to Talk; Circle of Friends; Think Good, Feel Good</p> <p>Anger Management intervention</p> <p>Bereavement intervention</p> <p>Emotions Artbook intervention</p> <p>Individualised 1:1 and small group intervention guided by Boxhall Profile</p> <p>Pyramid Club; 'Girls Group/ Boys Group'; Identiplay; Worry time 1:1</p> <p>SALT: Individual SAL programme guided by NHS; TALC groups (KS1 and EYFS)</p> <p>Misc: Individual Occupational Therapy and Physiotherapy programmes;</p>				
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			Handwriting intervention; IEP and IPP time; Key person time; Sensory breaks				
E. Improved parental support and engagement with school, as well as extra support for learning and aspiration within school to counter balance.	Increased lines of communication as seen in the SDP under communication such as staggered exit times, drop-in sessions with SLT and MLT, parent workshops and increased access to the children's' learning environments.	Working effectively with parents enabling them to support their children's learning has proved to be an effective way to raise aspiration in children and their parents. Experience in school has demonstrated that working with parents in EYFS has benefits on language acquisition and enhances learning attitudes and behaviours	The MLT have been assigned the task of improving communication and parental engagement in this academic year and so will meet regularly to discuss strategies and impact.	DHT MLT	Termly	£2,800	Some of the effective strategies put in place included: Integrating the Meet the Teacher evenings with information about how each year group teach SPaG. These events saw a large amount of parents attending including those with PP ch. The external notice board is always updated with news and events which has increased parents' awareness of school events. After class assemblies parents were invited to partake in an activity in the classroom thus enabling the parents to see the learning environment of their child and observe strategies used for teaching maths / English.
<b>Sub-Total Budgeted Cost for ii</b>						<b>£100,800</b>	

Planned Expenditure							
Academic Year	2017 - 2018						
Other appropriate 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	Projected Cost	Impact Statement
E. Improved parental support and engagement with school, as well as extra support for learning and aspiration within school to counter balance.	Contribute towards the employment of a learning mentor and inclusion officer in a facilitation role in order to support families in an early intervention by providing access to one to one and small group parenting advice. The Inclusion Manager establishes and maintains effective relationships with all families requiring additional support in order to	Research has demonstrated that children make good progress in school when they are supported by an effective family network providing good quality parenting and ensuring that physical and emotional needs are met. Children who are not safe and settled in a nurturing environment are known to attain less well in school than their peers. Research shows that positive home school	Both roles are extremely well embedded in the school and are having a huge impact on the lives of a great many children eligible for PP along with their families. The Learning mentor is training somebody new to the role as well as supporting another school for 2 days a week.	Dawn Howarth  Andrea McCory	September 2018	£38,500	Both roles are absolutely fundamental in terms of ensuring PP ch.'s safety and well-being are maintained and improved: Supporting children through anxiety, stress and worries in and out of school; Home visits; Liaising with social workers, family support workers, medical professionals for physical and mental health, the Bridge, CAMHS as well as other schools and pupil referral units.

	enhance and maintain parenting capacity through any ongoing processes.	partnerships enhance the quality of learning for all children.					
F. All children eligible for PP will have opportunities for extra-curricular and enrichment activities including music and physical activities including contributions towards costs of trips and visits.	Provide funding and encouragement for pupils eligible for pupil premium to attend residential visits, educational visits and to participate in enrichment activities at school, including music tuition and theatre trips, thus increasing their cultural capital.	Research has shown that a lack of cultural capital can impact on capacity to learn and understand through lack of varied life experiences. Increasing opportunities to engage in and encouraging children and families to take part in a range of enrichment	The head teacher and school business manager have devised a system by which parents and carers of children eligible for PP will have the opportunity to receive contributions towards the cost of trips and residential.	Steve Lawler-Smith  Bev Walker	September 2018	£4,500	
	Contribution to lease and upkeep of 4 minibuses which are used for educational visits, including the cost of training more drivers to gain their D1 licence.	opportunities such as music tuition and trips helps to close the gap in learning and attainment.	3 new drivers have passed their D1 licence since last year and all new staff to the school are asked in interview whether they would be willing to drive a minibus. It is made clear at	Steve Lawler-Smith  Bev Walker	September 2018	12,500	The mini-buses were used to transport each class at least twice to and from educational trips and visits.

			that point about the school's priority of providing enrichment opportunities for all children.				
D. Better attendance rates for pupils eligible for PP including persistent absentees.	Contribution to SLT training costs to ensure that every class provides good / outstanding teaching and learning that makes pupils want to come to school.	National research shows that pupils thrive where there are: 1. very positive relationships in the classroom with high quality support for those that need extra help, so all can achieve success. 2. Varied and exciting enrichment programmes. 3. Zero tolerance for bullying and good procedures for dealing with it. 4. Good communications with parents and carers.	Lesson observations all begin with assessing the engagement of the children via the Leuven Scale for well-being and involvement. SLT and MLT carry out regular book scrutinies and learning walks also. Where teaching is found to be less than good, steps are put in place immediately to support the teacher in getting back to delivering good or better	Steve Lawler-Smith  Adam Hossen  AHTs  MLTs	Every observation round.	£3,500	See outcomes above for D.  95% lesson observations would have been graded good or better. Where lessons were not good steps were put in place to ensure high levels of engagement, learning and progress were taking place in every classroom.

			lessons on a daily basis.				
D. Better attendance rates for pupils eligible for PP including persistent absentees.	Provide a free nurture breakfast.	National research shows that children eligible for PP are often malnourished and due to socio-economic and chaotic family life issues can often be late for school. Providing these children with a healthy breakfast ensures they are well-fed and in school on time.	The Nurture Breakfast has been running successfully for 3 years and is monitored weekly in terms of the number of PP children attending and the effect it is having on attendance.	Andrea Mc Corry  SENDCo  Dawn Howarth	Weekly	£3,400	20 PP ch. were given a regular free breakfast and although the food is paid for from a different budget the contributions towards staff salary ensures that there is always a member of staff with a strong relationship on duty in the nurture room.
<b>Sub-Total Budgeted Cost for iii</b>						<b>£62,400</b>	
<b>Total Budgeted Cost</b>						<b>£243,700</b>	