

3 YEAR PUPIL PREMIUM STRATEGY STATEMENT

This plan is in draft form currently and will be finalised in October

Moorside Community
Primary School



Moorside
Teaching School

2019

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2022

3 YEAR PUPIL PREMIUM STRATEGY STATEMENT

Pupil Premium Strategy Statement

School Overview

Metric	Data
School name	Moorside Community Primary School
Pupils in school	665
Proportion of disadvantaged pupils	124 children equating to 19% of the school population
Pupil premium allocation this academic year	£112,275.00
Academic year or years covered by this statement	2020-2023 *
Publish date	October 2020 – Full GB October 20 th 2020
Review date	July 2021 (Termly reports within HT to GB)
Statement authorised by	Stephen Lawler-Smith
Pupil premium lead/ers	Stephen Lawler-Smith Jennifer Ryan Adam Hossen Helena Bowling Hayley Kearsley Emma Tilzey Sarah Cooper Catherine Cowperthwaite
Governor lead	Stacey Corlett

Covid – 19 considerations
Since September 2020, the school numbers have risen from 643 to 665. Out of these there 78% of these are pupil premium children.

In addition, the attainment gap now stands at.....with an average only 20% of all children are at ARE. (Oct 2020)

*A draft PP strategy statement was completed in 2019, however, in light of the impact of school closures this strategy statement has been amended to take into consideration the new barriers the school now is addressing to improve attainment for all children.

Disadvantaged pupil progress scores for last academic year

Measure	Score 2018-19
Reading	-16%
Writing	4%
Mathematics	3%

Covid – 19 considerations
There were no assessment carried out due to Govt guidelines. The gap reported is based on the previous years (2018-2019) These are reported to provide a baseline of progress measures

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at the end KS2	71% (FFT 50)
Achieving high standards at the end of KS2	12% (FFT 50)
Significantly reduce the gap between PP and Non	20% (In line with National)

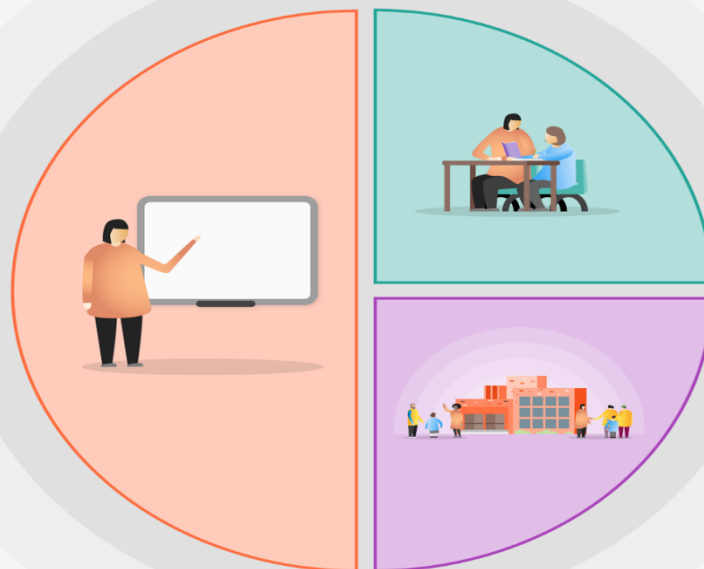
Covid – 19 considerations

Gaps in learning are still being evaluated and will be completed week beginning 23rd October 2020.

Moorside Community Primary School – Tiered approach to Pupil Premium Spending

1 Teaching

Spending on improving teaching is inclusive of providing good, quality professional development, training and support for ALL staff. Ensuring there is an effective teacher in front of every class and that every teacher and Teaching Assistant is supported to keep improving.



2 Targeted academic support

To ensure that targeted academic support is delivered consistently well, for all pupils of all levels. Ensuring that there is an intrinsic link between targeted support and class room teaching.

3 Wider strategies

- Improve attendance
- Behaviour/expectations
- Social/emotional support
- Parental support and development

1. Teaching strategy aims for disadvantaged pupils

Measure	Activity
Teaching Priority One	Ensure all relevant staff have received effective training to delivery phonics scheme effectively.
Teaching Priority Two	Effective program of training for both teachers and TA's developed and in place to enhance QFT provision. To work alongside maths hub to embed the teaching for mastery across all year groups
Teaching Priority Three	Develop a consistent culture of differentiation and inclusion to promote equality of delivery of curriculum
Teaching Priority Four	To improve the culture of differentiation in creating a culture of inclusion (Room, Relationships, Resources, Responses, Relevance, Resilience, Retention, Recall)
Barriers to learning these priorities addressed	Teachers knowing their children exceptionally well to enable them to facilitate effective relationships enabling pupils to progress. Identification of effective CPD to improve all staff's ability to foster improvements
Projected spending	£60,000

Covid – 19 considerations

Further barriers created by Covid are researched and all relevant information is filtered down effectively to ensure ALL staff know their children extremely well and adapt teaching delivery effectively.

1. Teaching target priorities for current academic year

Aim	Target	Target date
Improve progress in Reading	To reduce the attainment gap between PP and Non	September 2021
Improve progress in Writing	To reduce the attainment gap between PP and Non	September 2021
Improve progress in Mathematics	To reduce the attainment gap between PP and Non	September 2021
Improve phonic attainment	For all pupils to reach the expected standard in phonic by the end of Yr1	September 2021

Covid – 19 considerations

This will be assessed in comparison to the baseline (Sept 2020) along with progress measure based on children KS1 outcomes.

Inevitably there is a need to ensure all children in current yr. 1 did not receive daily teaching of phonics in their Reception year (March – July 2020) Currently only% of children are ARE (Sept 2020 baseline assessment)

2. Targeted academic support for current academic year (TARGETED INTERVENTION STRATEGIES)

Measure	Activity
Targeted Priority One	Phonics interventions (SEE VH/HK AND AH TO COMPLETED THIS SECTION)
Targeted Priority Two	Reading interventions
Targeted Priority Three	Basic skills in writing and mathematics <ul style="list-style-type: none"> • QFT CPD • TA'S CPD
Barriers to learning these priorities addressed	SEN support and required needs of identified children not being able to access age appropriate expectations
Projected spending	£17,000

Covid – 19

Outcome of the recent baseline assessments shows that children's academic ability has declined with only an average of 20% of children throughout the school being at ARE (Sept 2020)

Pupil progress meetings commenced week beginning 5th October. Once all PPM's have been completed school will understand the learning priorities. This section of the PP strategy plan will be amended to reflect the current targeted support children require.

3. Wider strategies for current academic year

Measure	
Targeted Priority One	Enhance SEN provision throughout the school
Targeted Priority Two	Enhance nurture and support for vulnerable children and families
Targeted Priority Three	Enhance ICT enrichment and outreach for all vulnerable children.
Targeted Priority Four	Support packages developed and implemented to support VP children's' parents to assist in home learning strategies and support mechanisms.
Barriers to learning these priorities addressed	Forming positive working relationships (Home to School) Breaking down emotional barriers
Projected spending	£35,275

Covid – 19

SEN/PP review concluding in October 2020. Barriers to include new identified barriers caused/enhanced by school closure. To be reported upon within this document on completion of said review.

Area	Challenge	Mitigation action	Covid – 19
Strategy one Teaching	Ensure that enough time is planned into the year to allow and enable staff to improve their professional development. To ensure that QFT and Inclusion is consistent across the school	Use of INSET days and additional cover being provided by SLT Monitoring and evaluation is supportive yet challenging. Time is allocated for feedback and reflection.	
Strategy one Targeted support	Base line assessment to be completed and evaluated.	Assessment timetable in place and PPM's scheduled. SLS meeting with DHT's and SENDCo on completion	
Strategy one Wider strategies	Foster parental engagement – identification of families facing the most challenges. Forming of effective partnerships between school and home.	Safeguarding lead/HT and where applicable the SEN/DHT/AHT to work collaboratively to enhance and foster positive and effective relationships with families requiring assistance/help/support.	