

2023 - 2026



# 3 YEAR PUPIL PREMIUM STRATEGY STATEMENT

PUPIL PREMIUM STRATEGY AND IMPACT STATEMENT  
MR S LAWLER-SMITH – HEAD TEACHER

## PUPIL PREMIUM STRATEGY STATEMENT

This statement details Moorside Primary Schools' use of pupil premium and now recovery premium for the 2021-2022 academic year. This is to improve outcomes for our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### SCHOOL OVERVIEW

DETAIL	DATA	
Moorside Community Primary School	Local Authority	
Number of pupils in school	2021-2022	2022-2023
	635	642
Proportion (%) of pupil premium eligible pupils	2021 - 2022	2022 - 2023
	26.45% - 168 children (an increase of 53 pupils from 2021/22)	17.76% 114 children Decrease of 54 children from 2021-2022
Academic year/years that our current pupil premium strategy plan covers	2023 – 2024, 2024 – 2025, 2025 – 2026	
Date this statement was written	02.11.23	
Date this statement delivered to the Governing Board	05.12.23	
Date this statement will be reviewed by the SLT and the Governing Board	December 2024	

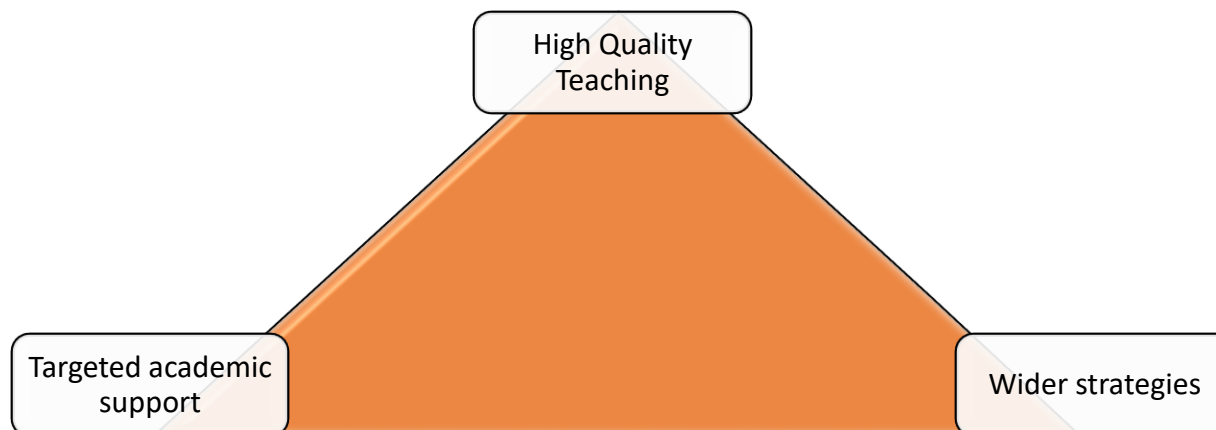
### FUNDING OVERVIEW

DETAIL	AMOUNT 2021-2022	AMOUNT 2022-2023
Pupil premium funding allocation this academic year	£213,974	£240,590 + £26,616
Recovery premium funding allocation this academic year	£20,880	£10,803 - £10,077
Total budget for this academic year	£234,854	£251,393 + £16,539

Statement created by	Pupil Premium Team	Governor Lead
S. Lawler-Smith – Head Teacher	Leadership team	Stacey Corlett

**PART A: PUPIL PREMIUM STRATEGY PLAN**

At Moorside, we are approaching PP spends of the funding in a tiered approach ensuring that we are balancing the essential ingredients of High Quality Teaching, Targeted academic support and supporting the wider strategies that we know will make the difference to our pupils attending our school.



Tiered approach					
1	High quality teaching	2	Targeted academic support	3	Wider strategies
<p>Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socio-economically disadvantaged pupils. Investing in high quality teaching/training is rightly our priority for pupil premium spending.</p> <p>To achieve this we are using a percentage of this income to invest in professional development of all teaching and non-teaching staff. With particular emphasis in supporting early career teachers. By doing this, improving retention and recruitment.</p>		<p>Evidence dictates and shows that targeted academic support has a positive impact on learning.</p> <p>Using CPD, we focus on ensuring that all of our staff that are working with children are able to consistently deliver targeted intervention.</p> <p>We do this through structured small-group interventions that link into classroom teaching and the wider curriculum offer.</p>		<p>We acknowledge that attendance, behaviour, social and emotional needs often leads to negative impact on pupils ability to learn.</p> <p>Therefore, at Moorside, we are using this funding stream to directly tackle poor attendance, poor behavioural choices and support pupils to become emotionally and socially confident.</p>	

## Challenges

In this section details are provided about the key challenges to achievement that we have identified among our disadvantaged pupils attending Moorside Primary.

Challenge Number	Detail of challenge to overcome	
1	ORACY	Assessments, observations and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 in general, are more prevalent among our disadvantaged pupils than in their peers.
2	PHONICS	Assessment, observation and discussion with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	MATHEMATICS	Assessments indicate that maths attainment among disadvantage pupils is significantly below that of non-disadvantaged pupils
4	READING	Assessments indicate that maths attainment among disadvantage pupils is significantly below that of non-disadvantaged pupils
5	WELL BEING	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably poor behavioural choices, and a lack of enrichment opportunities during school closure – absence from school. These challenges particularly affect disadvantage pupils, including their attainment.
6	ATTENDANCE  AND  HOME/SCHOOL RELATIONSHIPS	<p>Our attendance data over the last academic year indicates that attendance among disadvantaged is 2.5% (Non = 93.64% and PP children being 91.09%)</p> <ol style="list-style-type: none"> <li>1. Whole school overall attendance figures = 93.64%</li> <li>2. The attendance of PP children = 91.09%</li> <li>3. The attendance for PP and Boys = 92.71%</li> <li>4. The attendance for PP and Girls = 90.66%</li> <li>5. The attendance for PP and SEN = 91.67%</li> </ol> <p>Girls PP attendance is the lowest out of all categories – focus of action 2023-24 Currently 26.7% of disadvantaged pupils have been persistently absent compared to only 16.7% of the peers from the start of September 2022.</p> <p>To improve positive parental engagement with the use of our inclusion team. To specifically support PP families with consistent poor attendance.</p>

## INTENDED OUTCOMES

This explains the outcomes we are aiming for by the need of our current strategy plan and how we will measure whether they have been achieved

Intended outcomes		Success Criteria
1	Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations to indicate significant and sustained improvement in oral language among disadvantaged pupils. This is evidenced through a triangulated approach to monitoring and evaluation.
2	Improve phonics in year 1 and 2 Improved reading attainment among disadvantaged pupils	Year 1 phonics data to be significantly above national and consistently so by 2023-24, 2024/25 and 2025/26 KS2 reading outcomes to show improved outcomes annually for pupils in reading.
3	Improved maths attainment for disadvantaged pupils at the end of KS2	KS2 maths outcomes in 2023-24, to show improved outcomes for pupils mathematical ability. Progress measures for disadvantaged pupils to be tracked on their journey across KS2 with the majority of children achieving better than expected progress.
4	To improve outcomes in pupils reading throughout the school	Significantly improve outcomes compared to pupils baseline data set in 2023-24, 2024/25 and 2025/26
5	To achieve and sustain improved wellbeing for all pupils in our school, particularly disadvantaged children	Sustained high levels of wellbeing from 2021 – 2025 demonstrated by: <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parental surveys and teacher observations</li> <li>• A continued reduction in racist, bullying but an increase in children's resilience to be successful in friendship and other social group situations</li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
6	To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	By 2024-25 – attendance is showing a sustained improvement in all children's attendance particularly those identified by disadvantaged. <ul style="list-style-type: none"> <li>• Overall absence rate for all pupils being no more that 4% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%</li> <li>• Girls attendance that are PP to improve.</li> <li>• The percentage of all pupils who are persistently absent being below current national average, current at 13% and the figure among disadvantaged pupils being no more than 18% lower than their peers.</li> </ul>

## ACTIVITY IN THIS ACADEMIC YEAR 2022 - 2023

This details how we intend to spend our pupil premium and recovery premium funding this academic year to address challenges listed above.

1. High quality teaching		
Activity	Evidence that support this approach	Addressed challenge numbers
<p>Embedding the execution of RWI throughout the school.</p> <p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary</p> <p>To provide appropriate and effectual training for all staff inclusive of support and welfare.</p> <p>To purchase resources to enable this level of oracy improvement to be delivered</p>	<p>Oral language interventions, inclusive of dialogic activities – high quality classroom discussion, when implemented correctly, have high impact on pupils ability to access the written word and read with fluency.</p> <p>(Oral language interventions) (Toolkit strand) (Education Endowment Foundation (EEF))</p>	1, 2 and 3
<p>Consistent ongoing training delivered to secure a stronger, effective phonics delivery for all pupils</p>	<p>There is strong evidence that indicates a positive impact on the accuracy of work reading particularly for the disadvantaged.</p> <p>(Phonics) (Toolkit strand – RWI – Education Endowment Foundation (EEF) Ofsted research docs)</p>	1, 2 and 3
<p>Enhancement of our maths teaching curriculum and planning in line with DfE and EEF guidance</p> <p>To fund every teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (Including teaching for Mastery training)</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.</p> <p>(Maths hub guidance – KS1 and KS2 – Publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence on improving outcomes for disadvantaged pupils.</p> <p>(Improving mathematics in Key Stages 1 and 2)</p>	1

1. High quality teaching		
Activity	Evidence that support this approach	Addressed challenge numbers
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across the school	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions   EEF ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	5
To have a defined mentoring system established across a number of schools to share good practice, improve QFT/Adaptive teaching modelling	Improved delivery of the curriculum (Monitoring and Evaluative methods) improved professional understanding of QFT and Adaptive teaching.  Improved outcomes for pupils.	3 and 4
To have whole school drive to improve attitudes to reading for both adults and children.	To seek/employ reading specialist (consultant) to support and enhance adults ability to inspire children to get excited about reading.	4
To ensure ECT's have access to high quality CPD to meet their individual needs and priorities for improvement.	QFT/Adaptive teaching becomes more consistent at the point of delivery	1-5

## 2. Targeted Academic Support

Activity	Evidence that support this approach	Addressed challenge numbers
<p>Purchase of standardised diagnostic assessments, audits and monitoring platforms</p> <p>Training for all staff to ensure assessments are interpreted and administered correctly, consistently and robustly.</p>	<p>Assessment evaluations to provide reliable insights into the specific areas that pupils need additional support.</p> <p>SLT/MLT to ensure that pupils receive the correct additional support through interventions/teacher instruction/class room support.</p> <p>SLT/MLT to ensure that accurate information is being shared with parents consistently and timely.</p> <p>(Education Endowment Foundation (EEF) (Assessing and Monitoring Pupil Progress guidance (DfE))</p>	
<p>To improve outcomes for pupils ability to write for purpose, fluency and reason.</p>	<p>Nationally there has been a reported dip in pupils ability to write which has affected disadvantaged pupils greater compared to their peers. Our own internal end of year assessments support this.</p> <p>(EEF Improving Literacy in KS1 and KS2)</p>	
<p>Purchase a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions   EEF (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	1 and 4
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English Hub</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</p>	2
<p>Engaging with the tutoring programme using our own experienced and highly skilled teachers. To provide a blend of tuition, mentoring and school tutoring for pupils whose education has been most impacted by the pandemic.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition   EEF (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>) And in small groups: Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</p>	4



A significant proportion of the pupils who receive tutoring will be disadvantaged, inclusive of high attainers.		
<b>3. Wider strategies</b>		
Activity	Evidence that support this approach	Addressed challenge numbers
<p>To improve the quality of social and emotional (SEMH) learning.</p> <p>SEMH approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life</p> <p>(EEF – Social and Emotional Learning)</p>	
<p>Embedding principles of good practice set out in the DfE’s improving school attendance advice</p> <p>This will involve training and release time for staff to develop and implement new procedures to improve attendance.</p> <p>Related to the Organisational Development Part 1 and the direct increase in learning mentor provision for them to directly improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	ALL

## PART B: REVIEW OF OUTCOMES IN THE PREVIOUS ACADEMIC YEAR

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the **2022 - 2023** academic year

In Moorside Community Primary School 2022/23 KS2 assessment data shows that non-disadvantaged pupils outperformed disadvantaged pupils in all areas with reading - 68% compared to 55% (-13%), writing - 73% compared to 71% (-2%) and in mathematics - 74% compared to 58% (-16%) with combined results at 56% compared to 39%.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and level. We also looked at these comparisons using the scores for 2019 to assess how the performance of our disadvantaged pupils compare to pre-pandemic levels. For context the National Average for the number of disadvantaged pupils in England is 30%. The percentage of disadvantaged pupils in Year 6 at Moorside was slightly above average at 34.4%.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 was below our expectations. Of our disadvantaged pupils, 55% achieved expected in reading, (5% less than the National Average), 71% achieved expected in writing (13% higher than the National Average), 55% achieved expected in Maths (4% less than the National Average) and combined, 39% (5% lower than the National Average) of disadvantaged pupils at Moorside Primary School achieved expected in all three areas. Smaller classes and teaching from Deputy Head Teachers, Phase Leaders and the SENDCO ensured that progress in Y6 for the disadvantaged was better than expected with average progress for reading 0.1, writing 0.3 and maths 0.4 with 7 pupils making 2 points progress over the course of the year.

Our analysis suggests that the reason for this is primarily the ongoing impact of lost learning caused by COVID-19, with this cohort having missed large parts of their learning in Y3 and Y4 – the foundations of the KS2 curriculum but that actions in Y6 have reduced this impact, particularly in terms of progress.

The percentage of disadvantaged children reaching the higher standard in all three areas mirrored the National Average (3%) although the scores in individual subjects was higher with reading 10%, writing 6% and maths 6%.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils. The disadvantaged gap index in 2022 was at its highest since 2012 and although the disadvantage gap index has reduced, it is only very slightly from 3.23 in 2022 to 3.20 in 2023

Absence among disadvantaged pupils was higher than their non-disadvantaged peers in 2022/23 by 1.6% (reduced from 3.64% in 2021/22) and persistent absence is within 2% of non-disadvantaged (Previously 16.1%). This highlights that raising the attendance of our disadvantaged pupils being a focus has been successful with learning mentors targeting persistent absentees (10 disadvantaged pupils from 31).