

Pupil Premium Strategy and Statement 2022-23

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 2021-2 the school received £85,250 in Pupil Premium allocations and in 2022-23, it is anticipated that the school will receive £96,085.

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					
School	Moorside Primary school				
Academic Year	22-23	Total PP budget	£96,085	Date of most recent PP Review	2019
Total number of pupils	610	Number of pupils eligible for PP	69	Date for next internal review of this strategy	October 2023

2. Summary of attainment		
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. No official figures are available for 2020 or 2021 because of Covid 19. However, it was predicted that pupils who received PPG would have had strong attainment when compared to the national picture. The figures shown are for 2022, the first year for which figures exist since 2019.	<i>Pupils eligible for PP (your school)</i> 2022 Key Stage 2 Results	<i>Pupils not eligible for PP (national average)</i> 2022 Key Stage 2 Results
Reading- 93% at or above the expected level	87.% (7 out of 8 pupils)	74%

Writing – 87%	62.5% (5 out of 8 pupils)	69%
Maths – 95%	64% (6 out of 8 pupils)	71%
All three subjects – 84%	62.5% (5 out of 8 pupils)	59%
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Some pupils enter Reception below age-related expectations, particularly in speech and language since Covid 19.	
B.	More children are presenting with anxiety which is needing to be addressed by the school's pastoral team.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
C.	Families have social, emotional and organisational needs which can affect a child's readiness and ability to learn and their attendance.	
D.	Some pupils are not supported to practise key skills eg reading at home.	
E.	Wider cultural / life experiences can be more limited.	
F.	Attendance can be lower than children not qualifying for PPG.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	<p>From their starting point, children to make at least good progress and achieve in line with the national figure.</p> <p>Evidence in books (science and foundation subjects) shows that pupils who receive PPG are attaining in line with age-related expectations and/or making good progress from their starting point.</p>	<p>The attainment and progress of pupils who receive PPG should be in line with that of their peers in terms of key indicators:</p> <ul style="list-style-type: none"> -GLD and Prime in EYFS -Phonics -achieve at least expected in KS1 and 2

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
C.	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
D.	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
E.	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>

5. Planned expenditure					
Academic year					
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					
i. 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	Staff lead	When will you review
To ensure that all groups of learners make good progress from their starting point (Particularly in the acquisition of early language, phonic and reading skills in EYFS and KS1)	Speech and language screening Specific phonics training for all staff who deliver phonics. CPD for all staff relating to wider language development in line 'A Framework for Reading' Buy in and work with English consultant Workshops for parents Purchase of additional books matched to	High quality training to ensure consistency and quality first teaching EEF toolkit – research and best practice guidance advises that TAs are well-trained and their working time is focussed and best around specific strategies In addition to other strategies, children have frequent access to books at their phonetic level.	English Subject Leader to lead training, monitor the progress of pupils and audit with staff Year group leaders to ensure that progress and benchmark data is compiled and shared at least once a half term Subject leaders to monitor and evaluate phonic groups to ensure consistency and high quality provision.	English Subject Leader	November 22 February 23 May 23

	<p>Purchase of a core set of books for Reception and Y1. The books are for parents to share with children to enable them to hear a wider range of language beyond their phonetic ability.</p> <p>Where children are at risk of falling behind, their provision is assessed to gauge whether a change in approach is needed or whether they need access to further practice.</p>	<p>A Framework for Reading advises that wider language is important for a child to develop their reading ability ie if they have heard a word they are more likely to be able to read it.</p>	<p>Pupil progress meetings which include a specific focus on children who qualify for PPG.</p>		
<p>To ensure that pupils in EYFS are developing communication schools at least in line with age-related expectations</p>	<p>Early identification of needs (language screening) Establish dedicated provision with a high adult:pupil ratio</p> <p>Increased opportunities to talk and mark-make</p>	<p>Pupils with well-developed communication skills will be better-placed to access learning in Key Stage 1</p>	<p>Evaluation of practice particularly with regard to those most in need of language development.</p> <p>Pupil progress meeting through half-termly</p>	<p>Asst Head SENCo</p>	<p>October 22</p> <p>February 23</p>

	<p>Children are exposed to a wide range of vocabulary and have plentiful opportunities to develop phonetic awareness before and alongside more formal phonics sessions.</p> <p>Develop the quality of adult interactions (Step into Quality training)</p> <p>Develop the learning environment (based on Step into Quality training)</p>				May 23
Total budgeted cost					£20, 000
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	When will you review
To meet key milestones (Different year groups to focus according to need)	<p>Pre-teacher of specific pupils</p> <p>Consolidation in small groups following initial teaching</p>	To supplement mastery teaching selected, pupils receive consolidation sessions to ensure that no one is left behind	Pupil progress meetings	Head	<p>Oct 22</p> <p>February 23</p> <p>May 23</p>

To develop key skills in English and Maths	Some pupils are taught in a key/skills nurture group with a high adult:pupil ratio The teaching capacity in two year groups has increased to reduce class size and to focus teaching more closely on specific needs.	Research in the EEF Toolkit suggests that very small numbers can have an impact on learning and progress	Pupil progress meetings	SENCO	Oct 22 Dec 23 Feb 23 March 22
To improve the level of attendance for pupils who receive PPG	A new admin. post has been made to increase the school's capacity to monitor attendance. Learning mentor to work with pupils/families	Disrupted attendance patterns / unpredictable routines disrupt the learning of children	Monthly meetings of the attendance team to identify children causing concern Half-termly pastoral support team meetings to discuss all vulnerable pupils	Learning Mentor	Monthly from September 22-July 23
To help families establish routines conducive to learning	Learning mentor and counsellor to work with pupils/families				
Total budgeted cost					£38 000
iii. Other 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?
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 are an important part of our curriculum and are integrated into the learning. They are seen as an important part of developing a child's wider knowledge of the world. 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 and at the end of the financial year.
Total budgeted cost					£6,000
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

<p>To ensure that provision across the curriculum is of a high quality and has an impact of pupil outcomes</p>	<p>For each of the subjects under development: -audit existing coverage within a year group and across year groups -map out coverage across the school to ensure that all the required content is covered at the appropriate level -plan sequences of lessons are progressive and build on each other in logical sequence -ensure that lessons allow children to demonstrate what they have learned</p>	<p>The school is seeking to develop all the children's wider experiences to prepare them for the next stage of their education and to support their general well-being and life chances.</p>	<p>Monitoring and evaluation of lessons, planning and work produced by children. Discussions with children.</p>	<p>Deputy Head, Year Group and Subject Leaders</p>	<p>Nov 22 Feb 23 Some elements of monitoring and evaluation are also ongoing throughout the year by the senior leadership team.</p>
<p>Total budgeted cost £24,000</p>					

Summary of How the Pupil Premium Grant was used last year

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, along with the development of fine-motor skills -attainment at the end of KS2 was strong in reading
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	-progress in Maths was strong, with 6 out of 8 children making progress which was better than the national average from children from their prior attainment group
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	Attainment in reading was strong with 7 out of 8 children achieving at least the expected standard.
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.	Since visits re-started after the national lockdown, 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	The attendance of some pupils who received support improved. Because of Covid 19 and the national lockdown, it is hard to gauge the impact in the same terms as normal.

	whose attendance is below 96%	However, this remains an area of focus because we want to reduce rates of persistent absenteeism for all children.
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.