 

**Pupil premium strategy statement: Moorside Junior School**

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| 1. **Summary information** | | | | | |
| **School** | Moorside Junior School | | | | |
| **Academic Year** | 2016/17 | **Total PP budget** | £27,720  £3000  Total:£30,720 | **Date of most recent PP Review** |  |
| **Total number of pupils** | 140 | **Number of pupils eligible for PP** | 21 FSM E6  10 Service | **Date for next internal review of this strategy** | Jan 2017 |

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| 1. **Current attainment** | | |
|  | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **% achieving expected or above age related expectations**  **– combined reading, writing and maths.** | 17% | 60% |

**Progress in Reading**

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| Prior Attainment Point Score | 5.9 or below | 6.0 – 11.9 | 12.0 – 13.9 | 14.0 – 15.9 | 16.0 – 17.9 | 18.0 or above |
| Disadvantaged pupils | 2.42 | -1.96 | -9.26 | 0.43 | - | -5.04 |
| National – other pupils | 0.60 | 0.34 | 0.33 | 0.37 | 0.33 | 0.30 |

**Progress in Writing**

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| Prior Attainment Point Score | 5.9 or below | 6.0 – 11.9 | 12.0 – 13.9 | 14.0 – 15.9 | 16.0 – 17.9 | 18.0 or above |
| Disadvantaged pupils | -11.01 | -1.60 | -20.69 | -13.73 | - | -3.11 |
| National – other pupils | 0.74 | 0.30 | 0.14 | 0.10 | 0.08 | 0.11 |

**Progress in Maths**

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| Prior Attainment Point Score | 5.9 or below | 6.0 – 11.9 | 12.0 – 13.9 | 14.0 – 15.9 | 16.0 – 17.9 | 18.0 or above |
| Disadvantaged pupils | 1.5 | 0.45 | -10.33 | -10.22 |  | -5.41 |
| National – other pupils | 0.72 | 0.43 | 0.30 | 0.27 | 0.23 | 0.71 |

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| 1. **Barriers to future attainment (for pupils eligible for PP including high ability)** | |
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| **In-school barriers** | |
|  | Children’s oracy which currently impacts on children's reading and writing |
| **B** | Understanding of learning to learn skills (meta-cognition) and aspirations to improve. |
| **C.** | Demonstrating impact that teaching assistants and quality wave one teaching has impact to close the gap for all groups. |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | |
| **D.** | Engaging parents to support children with their motivation for learning and aspirations for the future |

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| 1. **Outcomes** | | |
|  | *Desired outcomes* | *Success criteria* |
|  | Improve oral language skills for PP children, starting with early intervention and identification of children with barriers to learning related to speech and language. | Staff from the Infant school will disseminate training for speech and language so that intervention begins in EYFS.  Time to Talk intervention will be delivered in the EYFS.  Bev Hughes will deliver talk for writing CPD to all staff. This will support staff in using strategies to improve vocabulary for writing and sentence structure so that more children are judged as W and S against end of year expectations.  Children can communicate thoughts effectively and select appropriate vocabulary to engage their audience in their writing as they progress. |
| **BB**  **B** | Higher rates of progress as children apply learning to learn skills across the curriculum. This will remove underperformance at all levels as learning strategies will have improved. | The gap in achievement between PP and non PP is closing in all subjects.  Children with baseline SS below 85 will demonstrate an improving trend towards the ARE of a SS 95.  Children will use effective learning strategies (metacognition) to solve problems, reflect on and evaluate results and modify their practice.  Successful strategies will be shared through peer mentoring and developed across the school.  Meta cognition will support booster and catch up activities. |
| **C** | The impact of teaching assistants is improved and collaboration between staff to improve professional practise is highly effective. | The impact of teaching assistants in lessons to support and promote learning is effective.  Outcomes for children receiving evidence-based interventions is at least good.  Teachers and TAs share information effectively through vulnerable registers, to maximize their impact on outcomes through a personalised approach.  The gap in achievement between PP and non PP is closing in all subjects.  Children with baseline SS below 85 will demonstrate an improving trend towards the ARE of a SS 95. |
| **D** | Relationships with hard to reach parents are improved | All parents attend meetings with teachers to discuss their child’s progress, targets and barriers to progress.  Effective procedures in school enable outside agencies to engage with families and school to improve emotional and basic needs for all vulnerable children.  Attendance, behaviour and wellbeing measures for vulnerable children are in line with the average for the school/year group. |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2016/17** | | | | |
| 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. | | | | | |
| 1. **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?** |
| A. Improve the quality of peer to peer mentoring to raise achievement.  C. The impact of teaching assistants is improved and collaboration between staff to improve professional practise is highly effective. | A lead member of staff will trial and research a suitable training resource (Talk for writing).  cost of CPD £1000 + supply cover £880 + additional visits and resources £1000  Staff will receive internal and/or external training for talk for writing to teach children and use effectively in lessons.  cost of time with Bev (8x60 = £480)  Peer lesson studies will evaluate talk for writing strategies used during lessons across the curriculum.  Monitoring and evaluation  (3 x 220 £600)  Progress in lessons and the quality of learning for all children is good.  Teachers and TAs share information effectively to maximize their impact on outcomes.  The gap in achievement between PP and non PP is closing in all subjects.  Children with baseline SS below 85 will demonstrate an improving trend towards the ARE of a SS 95.  Follow up training and monitoring of TAs by SENCo | In reciprocal peer tutoring, learners alternate between the role of tutor and tutee. The common characteristic is that learners take on responsibility for aspects of teaching and for evaluating their success.  Peer assessment involves the peer tutor providing feedback to children relating to their performance and can have different forms such as reinforcing or correcting aspects of learning. This will be delivered In conjunction with an emphasis on the importance of spoken language and verbal interaction in the classroom.  This is based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. Oral language approaches include:  •Targeted reading aloud and discussing books with young children  •Explicitly extending pupils’ spoken vocabulary  •The use of structured questioning to develop reading comprehension  All of the approaches reviewed in this section support learners’ articulation of ideas and spoken expression, such as Thinking Together.  The essence of the guidance for schools on making best use of TAs (through the MITA course) is to deploy them in ways that supplement, not replace, teachers and high quality teaching. There now exists an impressive evidence base on the use of TAs to deliver curriculum interventions.  The priority now is on developing a similar and secure foundation for what works in terms of using TAs in everyday classroom settings.  Actions from MITA: training include  •Quality liaison time for teachers and TAs pre/post lesson  •Sharing planning  •Appropriate training to match role (afaeducation.org)  The project will formally evaluate the effects of changing practices. The aim of MITA is to find good evidence that when schools invest time up-skilling their TAs and carefully rethinking their deployment, they can thrive in their role and ensure they make a positive contribution to learning in classrooms. (Rob Webster, Maximising the Impact of Teaching Assistants). | Pupil progress meetings lead to aspirational target setting and the identification of suitable interventions to meet personal barriers.  Data analysis and action planning by teachers to address areas of underperformance.  Evidence of higher expectations and teacher/pupil interactions:- feedback in books, identification in planning, pupil observations/interviews.  Observations in lessons and delivering interventions.  Outcomes from interventions against targets.  Targeted children make good progress to meet ARE.  TA CPD is evaluated for impact for personal development and outcomes for children | Deputy Headteacher  SENCo | Jan 2017  Jan 2017  April 2017  July 2017 |
| B.  To improve the children’s Meta-cognition (strategies to learn effectively). | A lead member of staff will trial and research a suitable training resource (ReflectED lessons)  Staff will receive internal and/or external training to teach children and use effectively in lessons. A range of activities/lessons will be planned to teach the children the effective strategies.  A case study of two children per class will monitor the impact of the strategies used as part of a programme of lesson studies.  Learning champions mentoring. Teachers will meet with learning champions four times per term to discuss their progress and learning journeys in maths and literacy. A format for questioning and evidence collection will be used consistently to address both learning and social and emotional needs. | Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months’ additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.  These strategies are usually more effective when taught in collaborative groups so learners can support each other and make their thinking explicit through discussion. The potential impact of these approaches is very high, but can be difficult to achieve as they require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.  School-based mentoring programs have on average been less effective than community-based approaches, possibly because school-based mentoring can result in fewer opportunities for young people to develop more lasting and trusting relationships with adult role models. Other positive benefits have been reported in terms of attitudes to school, attendance and behaviour. The school have chosen to use teachers as mentors to improve attendance and attitudes to learning/school. | Pupil progress meetings lead to aspirational target setting and the identification of suitable interventions to meet personal barriers.  Data analysis and action planning by teachers to address areas of underperformance.  Evidence of higher expectations and teacher/pupil interactions:- feedback in books, identification in planning, pupil observations/interviews.  Attendance data analysis. Evidence of higher expectations and teacher/pupil interactions:- feedback in books, identification in planning, pupil observations/interviews. | SENCo/SLT/staff research groups  CR | Jan 2017 |
| **Total budgeted cost** | | | | | £11,740 |

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| 1. **Targeted support – this is for the infant strategy** | | | | | |
| **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?** |
| A. Improved oral language skills in reception/EYFS | TAs will deliver 'time to talk', an intervention which will target children who scored low in the baseline for communication and language and/or PSED | Overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families.  According to evidence in the EEF toolkit,  oral language interventions have some similarity to approaches based on Meta-Cognition, which make talk about learning explicit in classrooms, and to Collaborative Learning approaches, which promote pupils’ talk and interaction in groups. Some of the pupils need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools. | Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. | EYFS teachers to share with SENCo at MJS | May 2017 |
| **Total budgeted cost** | | | | | Incl. in MITA costs |
| 1. **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?** |
| D. Improve relationships with hard to reach parents. | Staff have agreed protocols to meet with parents and engage them in the development of their child.  All parents/carers of children identified as PP attend a meeting with their child’s class teacher, at least once a term.  Opportunities to invite parents into school for informal events are targeted at hard to reach families.  MARVELLOUS ME App will share pupil achievements and awards with parents. | Although parental involvement is consistently associated with pupils’ success at school, the evidence about how to increase involvement to improve attainment is mixed and much less conclusive.  This is particularly the case for disadvantaged families. There is some evidence that supporting parents with their first child will have benefits for siblings. | Monthly attendance reviews.  Monthly red card reviews to monitor trends and impact of behaviour strategies.  Annual well-being measures to monitor progress of emotional well-being for the whole school.  Well-being assessments for children receiving ESBD support.  Attendance of PP parents at meetings and school events.  Data and statistical measures will enable us to monitor parental response to praise and information through interaction with the APP. Leadership will monitor and offer support to parents with the app to ensure that they are able to engage. | HT/SLT | Jan 2017 |
| Specialist provision to enrich the curriculum through the arts  Specialist Music lessons | Specialist art teaching to ensure that there is progression in skills to a high standard throughout the school.  Opportunities to develop new learning skills through music from an equal baseline. This provides children with a platform to perform and grow in confidence.  Whole class specialist music teaching and performance | Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science learning. Benefits have also been found in both primary and secondary schools, though on average greater effects have been identified for younger learners.  In some cases, specific arts activities have been linked with benefits on particular outcomes. For example, there is some evidence of a positive link between music and spatial awareness. Wider benefits on attitudes to learning and well-being have also consistently been reported | Pupil conferencing to monitor children’s expectations of themselves.  The gap in achievement between PP and non PP is closing in all subjects- this will be monitored through portfolios in foundation subjects as well as English, maths and science assessments.  Children can read music. They have regular opportunities to perform. Well-being assessments evidence greater confidence and resilience. | C Rowett DHT | Dec 2016  April 2017 |
| **Total budgeted cost** | | | | | £13,910 |

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| 1. **Review of expenditure** | | | | |
| **Previous Academic Year** | | **2015-2016** | | |
| 1. **Quality of teaching for all** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** | **Lessons learned** | **Cost** |
| A. Improve the quality of peer to peer mentoring to raise achievement. | A lead member of staff will trial and research a suitable training resource (Talk for writing).  cost of CPD £1000 + supply cover £880 + additional visits and resources £1000  Staff will receive internal and/or external training for talk for writing to teach children and use effectively in lessons.  cost of time with Bev (8x60 = £480)  Peer lesson studies will evaluate talk for writing strategies used during lessons across the curriculum.  Monitoring and evaluation  (3 x 220 £600) | The Y3&4 team worked alongside Bev Hughes (English consult) to support with oral rehearsal, planning and composition for writing.  An action research team attended CPD for ‘Write Away together’, which had positive outcomes for children in their own classrooms.  Another Action Research group focused on the types of adult interactions that allow children to develop a growth mindset.  The information provided by action research groups will support decision making for the School Development Plan.  It was agreed that the whole staff team to create a culture and ethos of positive and purposeful feedback.  The staff spent a term looking at planning and talk for writing strategies, however, the school felt that additional CPD support was needed to unpick the writing curriculum to embed strategies across the curriculum. | Through monitoring and evaluation, the SLT identified further CPD needs and opportunities to improve the quality of teaching and learning.  ‘Great Teachers, Excellent Outcomes’ is CPD that is bespoke to our school. Specialists including Ed Psych Linda Chavasse and NYCC English Advisor, Heather Russell have been invited to deliver some of the sessions on behaviour for learning, scaffolding and feedback to embed strategies in line with school development plan.  \*See impact through writing data. | £3960 |
| Improve the effective use of teaching assistants to have greater impact on learning outcomes for children in class.  B.  To improve the children’s Meta-cognition (strategies to learn effectively). | MITA training  A lead member of staff will trial and research a suitable training resource (ReflectED lessons)  Staff will receive internal and/or external training to teach children and use effectively in lessons. A range of activities/lessons will be planned to teach the children the effective strategies. | Boxall Assessments have been carried out to support interventions. However, all TAs apart from the Y6 ATA have been working as 1:1 or 1:2 Support for children with additional behaviour and learning needs, so that all children can access learning.  TA timetables have been altered to facilitate morning planning meetings.  Case studies reflect that children have an improved growth mindset and are resilient when faced with a challenge. Whilst some children have not met their targets, their standardised scores have improved in PIRA and PUMA tests.  There are variations in staff record keeping of ReflectED lessons and how this looks in children’s books across school. | Teachers will carry out interventions during the academic year 2017-18 whilst specialist teachers provide Specialist provision to enrich the curriculum through the arts  Linda Chavasse (Ed Psych) will be delivering a CPD programme based on behaviour for learning and scaffolding learning to maximise the impact of Teaching Assistants.  The TAs will lead on Pivotal Behaviour strategies, to disseminate it across school.  ReflectED lessons will continue to be embedded across the school and will be complemented by a mindfulness curriculum. The SLT aim to make links with other schools delivering the ReflectED lessons, to support the schools with strategies for measuring the impact of metacognition lessons, other than case studies, which provide soft information. | £11,740 |
| 1. **Targeted support** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Specialist provision to enrich the curriculum through the arts  Specialist Music lessons | Specialist art teaching to ensure that there is progression in skills to a high standard throughout the school.  Opportunities to develop new learning skills through music from an equal baseline. This provides children with a platform to perform and grow in confidence.  Whole class specialist music teaching and performance | Data from foundation subjects will indicate that specialist teachers enable a higher percentage of children to attain ‘working at’ and above than in reading, writing and maths. This indicates that regardless of their skills in reading and writing, most children have attained end of year expectations for their current year group. | The school will continue to provide specialist provision to enrich the curriculum.  This will enable children to secure high standards against Age Related outcomes across the curriculum. In addition, a Forest Schools curriculum, Eco schools and mindfulness will be introduced as whole school curriculum development during the academic year 2017-18.  \*See Art Subject leader reports | £13,910  (For specialist teaching provision and resources to engage parents) |

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| 1. **Other approaches** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact:**. | **Lessons learned**  (and whether you will continue with this approach) | **Cost** |
| Engaging parents to support children with their motivation for learning and aspirations for the future | Attendance, behaviour and well being measures  PSA protocols to improve attendance.  Well being assessments termly  Marvellous Me engagement | **Attendance:**  The PSA began at Moorside in March 2017. She identifies individual chn who are less than 92 in attendance scores. She liases with parents and sign posts them to prevention if appropriate, for example, one child has been referred to the healthy child team for low attendance.  The PSA has referred to young carers to gain parental engagement.  Attendance has improved for vulnerable children, however, exclusions from school has affected data in 3/4a, 3/4 b and 4/5.  3/4 a pp 92.57 non pp 96.69  3/4b pp 89.77 non pp 97.27  4/5 pp 94.33 non pp 97.3  5/6 pp 97.82 non pp 93.55  Y6 pp 96.09 non pp 97.34  **Well being measures**  The following data indicates the % who have children have improved their well being scores from Autumn to Spring.  Year 3: 45%  Year 4: 61%  Year 5: 50%  Year 6 41%  The children in year 6 indicated that the increased pressure of SATs tests impacted on their well- being scores through their own comments.  **Behaviour**  The PSA has tracked red cards to provide comparative data in due course to support with monitoring improvement in behaviour:  Y3/4a 13 red cards  Y3/4 b 17 red cards  Y4/5 21 red cards  Y5/6 3 red cards  Y6 7 red cards  **Learning Champions**  Changes in staff have led to fewer meetings during the Summer term. | The PSA will carry out a parent questionnaire in September with an aim of seeking paretnal views so that workshops and sessions can be relevant and specific to the needs of the families at our school. The following courses will be advertised:   * Sleep workshop * Reading workshop * ESOL course (20.9.17)   The PSA has ow set up systems for monitoring well-being, behaviour and attendance and will continue to track progress/needs in these areas.  The PSA will continue to attend all meetings regarding the safety and welfare of the children at Moorside Infant and Junior school to support parents and pupils.  The school aims to provide nurture sessions and additional lunchtime clubs that are targeted to meet the needs of all pupils who are identified through well being assessments. | £5,000 |

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| 1. **Additional detail** |
| In this section you can annex or refer to **additional** information which you have used to inform the statement above.  Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk) |