



Pupil premium strategy statement: Moorside Junior School

1. Summary information					
School	Moorside Junior School				
Academic Year	2017/18	Total PP budget	£34,980.00	Date of most recent PP Review	Challenge Heads review March 2017 Ofsted May 2017
Total number of pupils	107	Number of pupils eligible for PP	20x Pupil Premium 1xLAC 6x Service Premium	Date for next internal review of this strategy	February 2018 (Peter Fleming –LA governor)

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% children working at expected+ for Reading	34.6%	71%
% children working at expected+ for Writing	19.0%	79%
% children working at expected+ for Maths	34.6%	75%

3. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Children's oracy which currently impacts on children's reading and writing
B.	Improve the social and emotional well-being of children
C.	Ensuring that all pupils 'keep up; not catch up' in line with age related expectations
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Engaging parents to support children with their motivation for learning and aspirations for the future

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills for PP children, starting with early intervention and identification of children with barriers to learning related to speech and language.	<ul style="list-style-type: none"> • Staff from the Infant school will disseminate training for speech and language so that intervention begins in EYFS. • Nursery Narrative and individual intervention will be delivered in the EYFS. • Improved vocabulary for writing and sentence structure so that more children are judged as W and S against end of year expectations. (TTracker) • Children can speak in full sentences and select appropriate vocabulary to engage their audience in their writing. (Oracy assessments)
B.	Children are confident and resilient learners.	<ul style="list-style-type: none"> • Attendance is equal to non-disadvantaged. • Well-being assessment scores are measured and improved. • Pupil voice will measure the impact of mindfulness sessions.
C.	All children meet their targets and make good or better progress	<ul style="list-style-type: none"> • All disadvantaged pupils meet ARE • All disadvantaged pupils make good progress • More able/ HA disadvantaged pupils exceed ARE across the curriculum.

D.	Relationships with hard to reach parents are improved.	<ul style="list-style-type: none">• 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 educational 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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5. 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.

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 well?	Staff lead	When will you review implementation?
C. All children meet their targets and make good or better progress	<ul style="list-style-type: none"> Pre-teaching (small group) Corrective Teaching (small group) Workwatch- children are identified for focused marking and feedback by teachers and senior leaders. Training for teachers to develop scaffolding techniques. Training for teachers to direct/lead teaching assistants and develop effective interactions 	<ul style="list-style-type: none"> When pupils have had a pre-teaching session before the lesson, they are far more able to access the learning. Teachers know their children and are able to identify when they may struggle with a new concept. Pre-teaching allows all children to access learning (a type of mastery teaching, EEF). Corrective teaching is where teachers or teaching assistants work with an additional group of children during or after the lesson. Corrective teaching was explained in the 2016 Effective Primary Teaching Practice (TSC) Workwatch was also shared by Dame Reena Keeble in the Effective Primary Teaching Review (2016). Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness. (EEF Small group tuition). 	<p>Assess impact through pupil progress meetings.</p> <p>Half termly work watch sheets completed by class teachers/SLT to demonstrate impact of professional discussions.</p> <p>Monitoring of teaching and books by SLT.</p> <p>Monitoring of teaching, learning and assessment</p> <p>Pupil premium governor monitoring</p> <p>Training for teachers and teaching assistants to improve scaffolding and effective interactions.</p> <p>Teaching assistants</p>	LW/CR	<p>Termly data</p> <p>Subject leaders in Maths and English/SLT will also monitor the provision between assessment stages.</p>

<p>A. Improved oral language skills</p>	<ul style="list-style-type: none"> • Forest School Curriculum • Eco School Curriculum 	<p>The children in Year 1 were assessed using the Universally Speaking checklist for children aged 5 years in February before beginning a forest school program that focused on improving communication, language and oracy.</p> <p>22% more girls had raised self-esteem when speaking.</p> <p>11% more girls use expected number of words for their age. 44% were at expected in February compared with 55% in July.</p> <p>25% more boys have a raised self-esteem when speaking. 75% of boys in Year 1 now initiate speaking without frustrations.</p> <p>43.75% more boys use expected number of words for their age. 62.5% were at expected in July compared with 18.75% in February.</p> <p>25% of boys now have a higher self-esteem and 75% will always initiate speaking.</p>	<p>Teachers in Y1,3 and 5 will use Oracy assessments as a measure of impact across Moorside Infant and Junior School. They will choose a range of pupils to track. R Goss and B Taylor-Connor will be lead Forest and Eco Schools alongside class teachers, who will link the learning to D&T, Goegraphy, Science and PHSCE to improve outcomes for children through outdoor learning experiences.</p>	<p>Class Teachers, RG and BT-C.</p>	<p>March 2018 interim analysis of data – progress in oracy and curriculum areas.</p>
Total budgeted cost					£7530

ii. 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 ?
D. Improve relationships with hard to reach parents.	<p>PSA protocols to improve attendance</p> <p>Staff have agreed protocols to meet with parents and engage them in the development of their child through staff sharing</p> <p>All parents/carers of children identified as PP attend a meeting with their child's class teacher, and are involved in the school report-writing process.</p> <p>Target Tracker reports are sent home at least once a term, so that parents are aware of children's attainments and progress.</p> <p>School events and achievements are shared through the school's Facebook page and the local press.</p> <p>Our MARVELLOUS ME App will enable regular communication about children's achievements and rewards with parents to encourage celebration and talk about learning at home.</p>	<p>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.</p> <p>Parental engagement in early years education is consistently associated with children's future academic success. On average, parental engagement programmes evaluated to date have led to a positive impact of approximately five additional months' progress over the course of a year. (EEF Early Years toolkit)</p> <p>This is particularly the case for disadvantaged families. There is some evidence that supporting parents with their first child will have benefits for siblings.</p>	<p>Monthly attendance reviews.</p> <p>Children receiving ESBD support. Attendance of PP parents at meetings and school events.</p> <p>Data and statistical measures will enable us to monitor parental response to praise and information through interaction with the 'Marvellous Me' APP. Leadership will monitor and offer support to parents with the app to ensure that they are able to engage.</p> <p>Progress in parent view (Ofsted parent questionnaire) in specific areas such as : I receive valuable information about my child's progress.</p>	HT/SLT/Governors	<p>May 2018</p> <p>CR to gather information on MME engagement weekly.</p> <p>Governors to carry out parent questionnaire.</p> <p>CR to evaluate engagement in FB page and parental attendance at events.</p> <p>Class teachers to monitor parental attendance at parents evenings and report to CR/LW.</p>

<p>B. Children are confident and resilient learners.</p>	<p>Improve confidence levels and encourage team work, collaboration and resilience through a Forest and Eco school curriculum.</p> <p>PSA, Behaviour and well being mentor will provide nurture groups to support all children at lunchtimes (with TA support) and targeted group and individual sessions.</p> <p>Mindfulness lessons</p>	<ul style="list-style-type: none"> Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also Meta-cognition and self-regulation) may also be involved In 2005, a national SEL programme was introduced to support effective learning, positive behaviour, attendance and emotional well-being. On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). (EEF toolkit) <p>Studies find that young people benefit from learning mindfulness in terms of improved cognitive outcomes, social-emotional skills, and well being. In turn, such benefits may lead to long-term improvements in life. For example, social skills in Early Years predict improved education, employment and mental health outcomes in adulthood. (www.mindfulschools.org/about-mindfulness/research/)</p>	<p>Outdoor adventure experiences have positive impacts on self-confidence, self-efficacy and motivation if teachers maximise the impact on learning by ensuring pupils apply these skills when they return to the classroom. This will be monitored by the SLT/class teachers/Forest school leaders.</p> <p>Half termly red card reviews to monitor trends and impact of behaviour strategies.</p> <p>Bi-annual well-being measures to monitor progress of emotional well-being for the whole school.</p> <p>SENCo to complete Mindfulness diploma and consider how best to implement Mindfulness sessions for whole classes in school. Impact to be monitored through well-being assessments and improved outcomes for pupils.</p>	<p>MR/SP/RG</p>	<p>Pupil voice, well being assessments, termly outcomes for pupils (data and pp meetings) – Reviewed by SLT and reported to governors.</p>
Total budgeted cost					£17,000

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?
Specialist teaching provision to enrich the curriculum through the arts, so that all children feel that they can achieve	Specialist art teaching to ensure that there is progression in skills to a high standard throughout the school.	<ul style="list-style-type: none"> 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. 	<p>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.</p>	C Rowett DHT	Dec, April and July data
Specialist music and dance lessons	<p>Opportunities to develop new learning skills through music (violin and singing) from an equal baseline. This provides children with a platform to perform and grow in confidence.</p> <p>Whole class specialist music and dance teaching and performances</p>	<ul style="list-style-type: none"> 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 	<p>Children can read music. They have regular opportunities to perform in music and dance. Well-being assessments evidence greater confidence and resilience.</p>		Performance- Dec, April and July
Total budgeted cost					£13,380

6. Review of expenditure				
Previous Academic Year		2015-2016		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
A.Improve oral language skills for PP children, starting with early intervention and identification of children with barriers to learning related to speech and language.	<p>Forest Schools</p> <p>The Oracy development of 5 of the most vulnerable children in Year 3 was assessed in October 2017 against the criteria for expected level of oracy of 7 year olds, taken from the Cambridge Oracy Project. Their oracy was assessed again in June to see where improvements have been made and which area remain to be targeted. The sample of children include 40% pupil premium and 60% SEN children.</p>	<p>Oracy:</p> <p>100% of children sometimes use less words than children their age, showing gaps in language development. The number of children who now never use over generalised words has increased by 40%. The number of children who now never use the wrong words or make things up has improved by 60%. 60% more children now never miss out smaller words that have less meaning. 40% more children now talk in longer sentences without sounding muddled. 100% of children never substitute one sound for another.</p> <p>Listening Difficulties: The number of children who always respond has increased from 60% to 100%. The number of children who always concentrate on non-verbal tasks from longer has increased from 20% to 40%. 40% more children now never repeat part of a question. 60% of children still find take a long time to learn new vocabulary. 40% sometimes 40% of children can now always understand what they have read. This was 0% in October suggesting an improvement in comprehension. In October 60% of children always struggled to count syllables in words, 40% always struggled to match letters to sounds and to break up words to spell. This has decreased to 0% in all these areas with more children now sometimes able to do this.</p>	The speed children learn new language is an area to target Data suggests the children are developing more fluency in their language.	

C.All children meet their targets and make good or better progress	Pre-teaching (small group)	Progress data for PP children						The % of pupil premium pupils in each cohort differs, eg 1 child in Y5 and 8 children in Y6 so pupil outcomes also differ. In addition, some pupils are pupil premium but also on the register for SEND or SEMH. In Years 3-5, at least 75% of the cohorts made expected progress or better. Case studies have been complete to evidence measures put in place to support vulnerable learners in reaching their targets. Scaffolding for learning CPD will be revisited with new staff to enable pupils to keep up. Many classes did not have TAs because of the % children in school (6) who require 1:1 support to meet their needs. Staffing during the academic year 2018-19 is intended to provide 1 TA in the classrooms every morning.	£7530	
	Corrective Teaching (small group)	Year group	Reading 6.0		Writing 5.6		Maths 5.6			
	Workwatch- children are identified for focused marking and feedback by teachers and senior leaders.	Progress	Exp	Exp +	Exp	Exp +	Exp			Exp +
	Training for teachers to develop scaffolding techniques.	Year 3	66.7 %	16.7 %	50%	16.7 %	16.7 %			66.7 %
	Training for teachers to direct/lead teaching assistants and develop effective interactions	Year 4	50 %	25 %	50 %	25 %	50 %			25 %
		Year 5	100 %	0	100 %	0	100 %			0
	Year 6	33.3 %	0	16.7 %	66.7 %	66.7 %	0			

<p>D.Relationships with hard to reach parents are improved.</p>	<p>PSA protocols to improve attendance</p> <p>Staff have agreed protocols to meet with parents and engage them in the development of their child through staff sharing</p> <p>All parents/carers of children identified as PP attend a meeting with their child's class teacher, and are involved in the school report-writing process.</p> <p>Target Tracker reports are sent home at least once a term, so that parents are aware of children's attainments and progress.</p> <p>School events and achievements are shared through the school's Facebook page and the local press.</p> <p>Our MARVELLOUS ME App will enable regular communication about children's achievements and rewards with parents to encourage celebration and talk about learning at home.</p>	<p>Press releases for the Infant Ofsted, Eco awards, Black History month and new starters.</p> <p>Facebook page: 222 Page likes 909 page views (approx.) monthly 4232 post engagements monthly</p> <p>Attendance was 94% overall last year. PP chn received support from school and the prevention service to improve.</p> <p>The MME app was used effectively by most year groups (3,4,5) 13 families across the school did not engage with MME,</p>	<p>S Price to monitor MME to improve posts and parent engagement.</p> <p>Parental engagement was sporadic but there were approximately 100 parents/grandparents at the end of year Stray FM event.</p> <p>Parental feedback to school reports and consultations were positive but some parents who were not in attendance in the Summer term will be followed up by the PSA to involve in the academic year 2018-19.</p> <p>Attendance for individual pupils improved throughout the year – the NYCC attendance protocols were followed.</p>	
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<p>B.Children are confident and resilient learners</p>	<p>Improve confidence levels and encourage team work, collaboration and resilience through a Forest and Eco school curriculum.</p> <p>PSA, Behaviour and well being mentor will provide nurture groups to support all children at lunchtimes (with TA support) and targeted group and individual sessions.</p> <p>Mindfulness lessons</p>	<p>Y3: Although 60% of children now always respond, there has been less improvement with listening than talking, therefore making listening an area of focus for September. 80% of children sometimes find new language difficult to learn. Children are finding complex sentences difficult to follow and therefore watching others to know what to do. They are relying on role models in class to follow. The % of children struggling to break up words to read and spell is still 60%, impacting on their ability to write and progress in writing. The children who can always struggle to match sounds to letters has decreased from 60% to 20% which is positive. Data suggests these children need further support with their phonics. The rate at which our vulnerable children acquire new language is an area to develop.</p> <p>Taking Part: The number of children who always take part in group games, conversations and activities has increased by 40%. 60% of the group can now take turns, don't interrupt and are involved.</p> <p>Summary: Data suggests that there has been an improvement in the number of children who can function in a group and take turns. There has been no improvement with children understanding feelings and expressions of others and understanding jokes, metaphors or idioms but this is due to the SEN needs of individuals.</p> <p>Y5: The Oracy development of 5 of the most vulnerable children in Year 5 was assessed in October 2017 against the criteria for expected level of oracy of 7 year olds, taken from the Cambridge Oracy Project. Their oracy was assessed again in June 2018 to see where improvements have been made and which area remain to be targeted. The sample of children includes 20% pupil premium and 20% SEN children. All children are vulnerable due to home circumstances, low income families, a specific area of difficulty in their learning and special educational needs including dyslexia.</p>	<p>The Y3 cohort in 2018-19 were the first to be tested. They will be reassessed during the academic year 2018-19 to measure progress from Y1 to Y3.</p> <p>Oracy will be assessed in Years 1, 3 and 5.</p> <p>Well-being assessments have been transferred to Boxall profiles for every child. These are effective as they will help us to identify children who are in need of support for SEMH. They will receive nurture through our new provision which will be funded through pupil premium.</p>	<p>£17,000</p>
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		<p>Talking difficulties 100% of children sometimes use less words than children their age, showing gaps in language development. The number of children who now never use over generalised words has increased by 40%. The number of children who now never use the wrong words or make things up has improved by 60%. 60% more children now never miss out smaller words that have less meaning. 40% more children now talk in longer sentences without sounding muddled. 100% of children never substitute one sound for another. In October 60% of children always struggled to organise their written work. Now 0% always struggle, and 80% now only sometimes struggle. Summary:</p> <p>There has been an improvement in the number of children who were unable to organise their written work. 80% now only sometimes struggle but this in an area still to improve on. Also the speed children learn new language is an area to target Data suggests the children are developing more fluency in their language. 60% of children still find take a long time to learn new vocabulary. 40% of children can now always understand what they have read.</p> <p>Taking Part: 20% less children now take over and disrupt games. 40% more children now notice what others are doing and use clues to know how they are feeling. Summary: Data suggests that there has been an improvement in the number of children who can function in a group and take turns some of the time. Less children are disrupting groups. This is still an area to develop to ensure more children are never disrupting their groups.</p>		
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ii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact:.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Specialist teaching provision to enrich the curriculum through the arts, so that all children feel that they can achieve</p> <p>Specialist music and dance lessons</p>	<p>Specialist art teaching to ensure that there is progression in skills to a high standard throughout the school.</p> <p>Opportunities to develop new learning skills through music (violin and singing) from an equal baseline. This provides children with a platform to perform and grow in confidence.</p> <p>Whole class specialist music and dance teaching and performances</p>	<p>There is no gap between boys and girls in Art, Music and PE.</p> <p>There is no gap between disadvantaged and non disadvantaged pupils in Art, Music and PE.</p> <p>Children's behaviour for learning is exceptionally positive in PE.</p> <p>Outcomes for Art, Music and PE are in line with or better than Maths, Reading and Writing as all children can access the learning.</p>	<p>This strategy will continue during the academic year 2018-19 with: 3/4 Art weeks to deliver the curriculum through specialist teaching.</p> <p>Sporting Influence from Ks1 to Ks2 with the same staff to support Y3 in their transition from Y2.</p> <p>Violin and singing lessons for children in receipt of pp funding.</p>	£13,380

7. 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