



Pupil premium strategy statement: Moorside Infant School

1. Summary information					
School	Moorside Infant School				
Academic Year	2017/18	Total PP budget	£29,500.00	Date of most recent PP Review	
Total number of pupils	98	Number of pupils eligible for PP	13x Pupil Premium 2x EYPP 3x Service premium	Date for next internal review of this strategy	February 2018 (Peter Fleming –LA Governor)

2. Current attainment		
<i>End of Year 2018 for Reception</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average) at the end of Y2</i>
% children achieving GLD	43%	69%
<i>End of Year 2018 for Year 2</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average) at the end of Y2</i>
% children working at expected+ for Reading	18%	79%
% children working at expected+ for Writing	27%	72%
% children working at expected+ for Maths	18%	79%

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. 	<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 in reception/EYFS/ KS1</p>	<ul style="list-style-type: none"> TAs will deliver 'Nursery Narrative', an intervention which will target children who scored low in the baseline for communication and language and/or PSED. Forest School Curriculum 	<ul style="list-style-type: none"> 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. Nursery Narrative was effective last year at Moorside as had the following impact: The children in Year 1 at Moorside 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>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>HJ to ensure that the intervention and assessments are carried out consistently by new staff members.</p> <p>Small group SLCN workshops will run from January 2018 to support and follow up on children receiving SaLT support, and include children who would benefit from the programmes.</p> <p>Teachers in Y1 will use Oracy assessments as a measure of impact across Moorside Infant 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, Geography, Science and PHSCE to improve outcomes for children through outdoor learning experiences.</p>	<p>HJ/CW</p> <p>BTC and class teachers in EYFS and Y1</p> <p>Class Teachers, RG and BT-C.</p>	<p>March 2018 Progress measures through Target Tracker data</p> <p>March 2018 interim analysis of data – progress in oracy and curriculum areas.</p>
Total budgeted cost					£13,424

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>	<ul style="list-style-type: none"> 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. 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) 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>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>

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?
D. Specialist teaching provision to enrich the curriculum through music	Specialist music teaching to ensure that there is progression in skills to a high standard throughout the school. (Whole class specialist music lessons and performances).	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. (EEF toolkit)	Pupil conferencing to monitor children's expectations of themselves. The gap in achievement between PP and non PP is closing in all subjects. Children have regular opportunities to perform in music and dance. Well-being assessments evidence greater confidence and resilience.	C Rowett DHT	Dec, April and July data. Performances- Dec, April and July. Chloe Fletcher 1 afternoon/week
Total budgeted cost					£2,660

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
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
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.	R Goss and B Taylor-Connor led a Forest and Eco Schools curriculum alongside class teachers, who will link the learning to D&T, Geography, Science and PHSCE to improve outcomes for children through outdoor learning experiences.	<p>Impact of Forest School on Speaking and Listening in Year 1 Boys 2018 (data measures from Oct 2017-June 2018)</p> <p>Boys speaking: 33% more boys now use the appropriate number of words for children their age. 91% in total. 16% more boys speak fluently without hesitation, a total of 91%. 33% more boys now speak in clear less muddled sentences. 25% of boys can now recall and retell more clearly. In October 33% of boys were unable to organise text in written work. 17% more boys can now organise their written work. This is 61% in total and therefore an area to develop. Only 45% of boys can always understand jokes, idioms, sarcasm and metaphors. This suggests a level of immaturity and an area that could develop with age.</p> <p>Impact of Forest School on Speaking and Listening in Year 1 Girls 2018</p> <p>The children in Year 1 were assessed using the Universally Speaking checklist for children aged 5 years in October as they were beginning a forest school program that focused on improving communication. They were then assessed again in June. Below are the findings from the assessment.</p> <p>Girls speaking: In October 36% of girls used the expected number of words for children their age. Now this has increased to 54%, showing an improvement but still an area to target. The number of girls who never use generalised words has increased from 53% to 90%, showing a clear improvement of 37%. The number of girls missing out small words in sentences that carry less meaning have decreased from 27% who sometimes did to 18% who sometimes did in June. 54% of girls who never missed out words has increased to 72% in June showing progress in this area. Less girls now miss the endings off words. 90% of girls now never miss the endings off words, an increase of 37% More girls can now retell or recall in a way that makes sense. 54% of girls retold as expected for their age in October. This has now increased to 90%.</p>	<p>The Forest schools curriculum had more impact on outcomes in Pupils' books. The Eco schools curriculum has evolved into a nurture curriculum, measured using Boxall online assessments. This will be part of next year's strategy.</p> <p>Clear improvements have been made and areas to improve are:</p> <ul style="list-style-type: none"> To organise text in written work, without words missed out or grammar errors. To use the expected amount of words for children their age. To organise text in written work. To not omit words and develop consistency in use of grammar. 	

<p>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>		<p>BLAST Blast has been carried out in Reception and has started in Nursery, Reception have done 1 complete programme with the following data taken from Spring 2 – Summer 1 assessments; 100% of children completing the progress have made AT LEAST expected progress in all areas of Communication & Language 67% of children completing the programme have made above expected progress in 'Understanding' and 50% of children completing the programme have made above expected progress in 'Speaking'. Of the children completing this first wave of the programme, 100% have reached GLD (17% were on track to reach GLD in Autumn). Of this first group, 2 children were PP.</p>																																		
<p>C. All children meet their targets and make good or better progress (KS1)</p>	<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. 	<p>Lesson observations and book scrutinies demonstrate that corrective teaching is enabling teachers to address gaps in learning and scaffold support, targeting all pupil groups as appropriate. *EYFS pupil premium data Y1 PP children GLD Reading 33.3% Writing 33.3% Maths 33.3% WA EXS + Spring 2018 60% 20% 60%</p> <p>Y2 PP children GLD 25% It is not possible to compare data accurately for pp children as all 2 children have left the cohort, and ¾ of the PP group are also on SEND register. Case studies have been carried out for these children to provide detail about how progress has been made from different starting points.</p> <table border="1" data-bbox="804 863 1272 1350" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Year 1</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>Pupil Groups</td> <td colspan="3">Expected Progress+</td> </tr> <tr> <td>All Pupils</td> <td>91.6 %</td> <td>83.4 %</td> <td>87.5 %</td> </tr> <tr> <td>Boys</td> <td>100.1 %</td> <td>81.9 %</td> <td>100.1 %</td> </tr> <tr> <td>Girls</td> <td>85.7 %</td> <td>85.6 %</td> <td>85.6 %</td> </tr> <tr> <td>Pupil Premium</td> <td>80%</td> <td>80%</td> <td>80%</td> </tr> <tr> <td>Non p premium</td> <td>94.9 %</td> <td>84.3 %</td> <td>68.5 %</td> </tr> <tr> <td>SEND</td> <td>77.7 %</td> <td>66.7 %</td> <td>88.8 %</td> </tr> </tbody> </table>	Year 1	R	W	M	Pupil Groups	Expected Progress+			All Pupils	91.6 %	83.4 %	87.5 %	Boys	100.1 %	81.9 %	100.1 %	Girls	85.7 %	85.6 %	85.6 %	Pupil Premium	80%	80%	80%	Non p premium	94.9 %	84.3 %	68.5 %	SEND	77.7 %	66.7 %	88.8 %	<p>Pre teaching is less possible when children who are high need (and PP) require 1:1, which limits TA availability. The % SEND in the Infant is 22% Y1 PP 21% SEND 29% Y2 PP 23% SEND 30.8% Progress for SEND Pupils who are also on the PP register are now being measured using PIVATs points and Boxall profiles.</p>	
Year 1	R	W	M																																	
Pupil Groups	Expected Progress+																																			
All Pupils	91.6 %	83.4 %	87.5 %																																	
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Year 2 Progress	R	W	M
Pupil Groups	Expected Progress +		
All Pupils	61.5%	42.3%	65.3%
Boys	65%	40%	70%
Girls	50%	50%	50%
Pupil Premium	50%	0	75%
Non pupil premium	63.6%	50%	63.5%
SEND	62.5%	0	87.5%

Year 1 Progress	Reading		Writing		Maths - Number	
Pupil Groups	Expected 5 PIVAT points	Better than expected	Expected 5 PIVAT points	Better than expected	Expected 5 PIVAT points	Better than expected
All Pupils	58.3%	33.3%	58.4%	25%	41.6%	45.9%
SEND (C&L – primary need – 4 children)	75%	75%	75%	75%	100%	100%
SEND (C&L – secondary need – 5 children)	60%	60%	80%	60%	60%	60%
Boys – C&L primary (3)	66%	66%	66%	66%	100%	100%
Girls – C&L primary (1)	100%	100%	100%	100%	100%	100%
PP children (2)	50%	50%	100%	50%	100%	100%

<p>C.All children meet their targets and make good or better progress (EYFS)</p>		<p>In Nursery, the PP cohort includes 1 SEN child, 1 Syrian refugee, 1 child with severe speech delay, 1 child with SC involvement. 33% of PP children have reached expected levels 83% of PP children have made at least expected progress 50% of PP children have made above expected progress in all or most areas.</p> <p>In Reception, the PP cohort includes 1 child with an EHCP, 1 child with severe speech delay, 1 child with SC involvement and 1 child new to school during the summer term. 50% of PP children have reached GLD 100% of PP children have made expected progress 2/6 children have made above expected progress in all areas 3/6 children have made above expected progress in most areas (incomplete data for all children due to moves in and out of school)</p>		
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ii. 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
B Children are confident and resilient learners.	<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 vulnerable children at lunchtimes (with TA support) and targeted group and individual sessions.</p>	<p>In Nursery and Reception, observations show that EYPP children have made significant progress in the Characteristics of Effective Learning. The EY lead is researching ways of tracking this progress through the year to provide evidence in the form of data next year.</p> <p>Well being assessments have been reviewed to evidence impact more coherently. See case studies across KS1 and 2.</p>	<p>Continued</p> <p>Termly Boxall assessments to identify most vulnerable children in need of nurture provision to improve behaviour and well being.</p>	£150

iii. Other approaches				
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
D.Specialist teaching provision to enrich the curriculum through music	<p>Specialist music teaching to ensure that there is progression in skills to a high standard throughout the school.</p> <p>(Whole class specialist music lessons and performances).</p>	<p>Music:</p> <p>Y1 87.5% are Working at Expected standard + 8.3% are Greater Depth 80% pp are working at+</p> <p>Y2 80.7 are Working at Expected standard + in music. 50% pp are working at +</p>	<p>We will continue to use specialist teaching provision through</p> <p>Sports teaching:</p> <p>PE Y1 85.5% are Working at Expected standard + 80% pp are working at +</p> <p>Y2 76% are Working at Expected standard + 50% are Working at Expected standard+</p> <p>This will be provided through Sports premium funding. We recognise that pupil well-being and SEMH is priority through Boxall assessments and will therefore develop our Nurture provision and Forest Schools for all to improve outcomes for all groups. There is greater evidence that Pupil outcomes in science and DT are improving through Forest schools.</p>	

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