



Pupil premium strategy statement: Moorside Infant and Junior Schools

| 1. Summary information | | | | | |
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| School | Moorside Infant and Junior Schools | | | | |
| Academic Year | 2018-19 | Total PP budget | £1320 x *38 £300 x *8 £2300 x * 1 Juniors: £34,420 Infants: £25,085 | Date of most recent PP Review | PF – LA Governor Feb 2018 |
| Total number of pupils | 178 | Number of pupils eligible for PP | 4x EYPP 34x PP 8x Service 1xLAC | Date for next internal review of this strategy | February 2019 |

| 2. Current attainment | | |
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| End of Year 2018 for Reception | <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% |
| End of Year 2018 for Year 2 | <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 | 0 | 52% |
| % children working at expected+ for Writing | 0 | 59% |
| % children working at expected+ for Maths | 0 | 59% |

| <i>End of Year 2018 for Year 6</i> | | |
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| % children working at expected+ for Reading | 16.6% | 60% |
| % children working at expected+ for Writing | 33.3% | 60% |
| % children working at expected+ for Maths | 16.6% | 60% |

| 3. Barriers to future attainment (for pupils eligible for PP including high ability) | |
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| <i>In-school barriers (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 |
| <i>External barriers (issues which also require action outside school, such as low attendance rates)</i> | |
| D. | Engaging parents to support children with their motivation for learning, well-being and attendance |

| 4. Outcomes | | |
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| | <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), supported by outdoor learning experiences. |
| B. | Improve the social and emotional well-being of children (self regulation) | <ul style="list-style-type: none"> • Well-being assessment scores are measured and improved. • Outdoor learning experiences promote team work, |

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| | | <p>build relationships and self confidence (in line with Boxall recommendations).</p> <ul style="list-style-type: none"> • Nurturing classrooms and nurture provisions will improve well-being and therefore vulnerable pupils' academic outcomes will improve |
| C. | Ensure that all pupils 'keep up; not catch up' in line with age related expectations to improve outcomes in KS1 and KS2, particularly in reading, and improve phonics outcomes at the end of Year 1. | <ul style="list-style-type: none"> • All disadvantaged pupils meet ARE • Phonics outcomes for disadvantaged pupils are in line with non disadvantaged at the end of Year1. • All disadvantaged pupils make good progress • More able/ HA disadvantaged pupils exceed ARE across the curriculum. |
| D. | Engaging parents to support children with their motivation for learning, well-being and attendance. | <ul style="list-style-type: none"> • All parents attend termly meetings (and learning events) with teachers to discuss and share their child's progress, targets and barriers to progress. • Attendance is equal to non-disadvantaged. • 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. |

5. Planned expenditure

Academic year

2018/19

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? |
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| C.Ensure that all pupils 'keep up; not catch up' in line with age related expectations to improve outcomes in KS1 and KS2, particularly in reading, and improve phonics outcomes at the end of Year 1. | <ul style="list-style-type: none"> Corrective Teaching (small group) – including phonics (KS1) Workwatch- children are identified for focused marking and feedback by teachers and senior leaders- monitored through Key Stage meetings. Phonics Pathways and Reading Plus Intervention | <ul style="list-style-type: none"> 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). Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to | <p>Assess impact of vulnerable register actions 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>Governor monitoring of teaching, learning and assessment (data)</p> <p>Pupil premium governor monitoring</p> <p>Training for teachers and teaching assistants to improve scaffolding and effective interactions (EYFS).</p> <p>Team sharing of phonics skills, phonics teaching strategies, CPD and resources – impact monitored by HR.</p> | <p>HJ</p> <p>SLT</p> <p>Key Stage leaders</p> <p>HJ/CR</p> <p>Staff Meetings</p> <p>HR</p> | <p>Termly data</p> <p>Subject leaders in Maths and English/SLT will also monitor the provision between assessment stages.</p> <p>HJ to track PP vulnerable registers</p> |

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| | | <p>early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy</p> <ul style="list-style-type: none"> • On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge • There are some indications that computer-based tutoring approaches (READING PLUS) can be successful in improving reading comprehension (although the evidence is less robust in this area), particularly when they focus on the development of strategies and self-questioning skills. Comparative findings indicate that, on average, reading comprehension approaches appear to be more effective than Phonics or Oral language approaches for upper primary and secondary pupils, for both short-term and long-term impact. | <p>Reading Plus will be researched, assessed and implemented across KS2 during the Autumn term to measure progress in comprehension through PIRA assessments.</p> | | |
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| <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. ECAT baseline assessments will evidence progress for vulnerable learners <p>Forest School Curriculum</p> | <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. 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>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</p> | <p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>HJ to ensure that the intervention for Nursery Narrative and BLAST and assessments are carried out consistently by new staff members.</p> <p>HJ (EYFS Lead) will carry out assessments for consistency and provide information about relevant interventions if children are not making progress through ongoing provision and interactions.</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/LL</p> <p>BTC and class teachers in EYFS and Y1</p> <p>Class Teachers, RG, MG and BT-C.</p> | <p>March 2019 Progress measures through Target Tracker data</p> <p>March 2019 interim analysis of data – progress in oracy and curriculum areas.</p> |
| <p>Total budgeted cost</p> | | | | | <p>£14,022.00</p> |

| ii. Targeted support | | | | | |
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| 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 – letters and class updates on the school newsletter.</p> <p>Staff have agreed protocols to meet with parents and engage them in the development of their child termly</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>School events and achievements are shared through the school's Facebook page and the local press and parent attendance for vulnerable learners is tracked.</p> <p>Parent events in line with SDP targeted areas are organised to inform and involve (reading cafes, showcases, family Fridays).</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 2019</p> <p>HJ 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/SP/HJ.</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>Nurture provision groups support vulnerable children at and nurturing classrooms reduce red cards through the development of their own self confidence and therefore relationships and communication skills.</p> <p>The 5 principals of nurture will be evident in the new school vision and values,</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. (EEF toolkit) 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) The concept of nurture highlights the importance of social environments – and its significant influence on social emotional skills, wellbeing and behaviour. Children and young people who have a good start in life are shown to have significant advantages over those who have experienced missing or distorted early attachments. They tend to do better at school, attend regularly, form more meaningful friendships and are significantly less likely to offend or experience physical or mental health problems. The nurturing approach offers a range of opportunities for children and young people to engage with missing early nurturing experiences, giving them the social and emotional skills to do well at school and with peers, develop their resilience and their capacity to deal more confidently with the trials and tribulations of life, for life. | <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. This will be measured through oracy assessments and boxall.</p> <p>Monthly red card reviews to monitor trends and impact of behaviour strategies.</p> <p>Termly Boxall well-being measures to monitor progress of emotional well-being for the whole school.</p> <p>Nurture planning responds to the needs of vulnerable pupils so that classrooms are calm and constructive learning environments.</p> | <p>GP/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> |
| <p>Total budgeted cost</p> | | | | | <p>£41,485.00</p> |

| iii. Other approaches | | | | | |
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| 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. Specialist teaching provision to enrich the curriculum through ART and PE | Specialist art teaching to ensure that there is progression in skills to a high standard throughout the school. (Whole class specialist art and PE lessons and performances). | Specific arts activities have been linked with benefits on particular outcomes.. 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 ART and dance. Well-being assessments evidence greater confidence and resilience. | C. Rowett / Key Stage leaders | Dec, April and July data. Performances-Dec, April and July. Chris Moss 1 week per term Sporting Influence (Sports Premium) |
| Total budgeted cost | | | | | £3900.00 |

| 6. Additional detail |
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| 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 |