



## **Pupil Premium Strategy - Our Rationale and Intent**

At Moorside, our pupil premium spending has been allocated based on research and impact from previous years, to meet the needs of our current children. As a school, we use a 'keep up, not catch up' approach, to ensure that children are accurately assessed from their individual starting points and targeted intervention is provided to meet their needs, both educationally as well as their well-being. We use our pupil premium funding to support all children who are vulnerable at different stages in their lives through a range of approaches to:

- **Improve oral language skills, starting with early intervention and identification of children with barriers to learning related to speech and language.**
- **Improve the social and emotional well-being of children (self-regulation)**
- **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.**
- **Engage parents to support children with their motivation for learning, well-being and attendance.**

Our Pupil Premium Strategy is closely linked to our School Development Planning, which is monitored rigorously and reviewed termly, to ensure that the additional funding further enhances and supports the quality of teaching and learning and personal development, behaviour, attendance and welfare for all our pupils. It is also monitored and challenged by governors to ensure that spending is having a positive impact. We have carried out the relevant research and scrutiny of resources to support and justify our decision-making.

### **Research through the EEF:**

**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 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

On average, reading comprehension approaches (we use **Reading Plus** and **Reading Eggs**) 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

According to evidence in the EEF toolkit, **oral** language interventions (**oracy**) 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.

Overall, studies of adventure learning (**Forest school**) 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.

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.

### **Reading Plus pilot research:**

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.

# Pupil premium strategy statement – Moorside Primary School & Nursery

## School overview

Metric	Data
School name	Moorside Primary School and Nursery
Pupils in school	170
Proportion of disadvantaged pupils	28.1%
Pupil premium allocation this academic year	£56,520.00
Academic year or years covered by statement	2019-20 2020-21 2021-22.
Publish date	November 2019
Review date	April 2020
Statement authorised by	Claire Rowett.
Pupil premium lead	Hannah Jackson
Governor lead	Peter Fleming

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-6.6 (1 child also SEN)
Writing	-2.6 (1 child also SEN)
Maths	-7.1 (1 child also SEN)

## Strategy aims for disadvantaged pupils – 71% also SEND

Measure			Score
Meeting expected standard at KS2	Reading 28%	Writing 14%	Maths 14%
Achieving high standard at KS2	0%		

<b>Measure</b>	<b>Activity</b>
Priority 1	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 achieve expected phonics outcomes at the end of Year 1.
Priority 2	Improve oral language skills for PP children, starting with early intervention and identification of children with barriers to learning related to speech, language and communication.
Barriers to learning these priorities address	Low starting points in speech and language and communication skills. Reading outcomes and progress for disadvantaged pupils and wider vulnerable groups are low. Communication which impacts on speaking and listening and therefore writing. Writing outcomes are therefore low.
Projected spending	£22,102

### **Teaching priorities for current academic year**

<b>Aim</b>	<b>Target</b>	<b>Target date</b>
Progress in Reading	Make expected progress or better from individual starting points with targeted support.	July 2020
Progress in Writing	Make expected progress or better from individual starting points with targeted support.	July 2020
Progress in Mathematics	Make expected progress or better from individual starting points with targeted support.	July 2020
Phonics	Support pupils to reach the expected standard in phonics by the end of Key Stage 1.	July 2020
Well-being and attendance	Attendance, behaviour and wellbeing measures for vulnerable children are in line with the National average and the gap is closed between disadvantaged (and vulnerable) and non-disadvantaged groups.	July 2020
Specialist teaching approaches	Specialist art and music teaching (as well as PE) ensures that there is progression in skills to a high standard throughout the school and therefore improves outcomes across the curriculum and enables pupils to focus on themselves as learners through metacognition.	July 2020

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Buy and embed use of Reading Plus and Reading Eggs across Key Stage 1. Buy and embed use of fast track phonics through intervention. Engage pupils and parents in reading through shared opportunities to read together and additional targeted support at home and school.
Priority 2	Embed use of Nursery/Reception Narrative and BLAST in the EYFS. Use Cambridge Oracy Assessments and Word Power strategies to improve language and vocabulary (speech and language) to support writing.
Barriers to learning these priorities address	Low reading skills due to previously lower than National phonics outcomes for disadvantaged groups. <i>*Encouraging wider reading, phonics fluency and improved language and vocabulary (measured through oracy assessments)</i>
Projected spending	£18,400

## Wider strategies for current academic year

Measure	Activity
Priority 1	Embedding a nurture provision and nurturing classrooms to improve well-being and pupil attendance.
Priority 2	Parent Support Advisor full time to support hard to reach families to improve attendance, punctuality, behaviour and well-being.
Barriers to learning these priorities address	Improve Social and Emotional Mental Health for all pupils. Reduce exclusions. Improve attendance so that learning is not missed and pupils therefore make expected progress or better.
Projected spending	£14,952

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure that all children access Reading Plus at least 3 times per week and that Fast Track phonics can be delivered by a practitioner, whose pedagogy is secure.	New laptops and IPADS have been purchased and timetabled. TAs have been matched to the needs of the individual cohorts to deliver phonics support and intervention.

Targeted support	Provide sufficient time for oracy assessments to be completed, analysed and shared with all staff so that strategies are shared and consistent.	Forest School leader to meet with the Literacy Lead and KS2 leader to ensure that oracy data and feedback is delivered through SLT and staff meetings. INSET day on 6.1.20 to review language skills and strategies being implemented consistently across the school.
Wider strategies	Engaging parents in early intervention for attendance and 'lates' meetings	Correspondence shared informally through parent support advisor to inform about LA intervention if attendance is deemed to not be improving.

**Review: last year's aims and outcomes – Please see last year's Impact report on the school website and subsequent impact reports to governors.**