

Pupil Premium Strategy Impact Report – 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	Claire Rowett
Governor lead	Peter Fleming

Disadvantaged pupil progress scores for academic year 2018-19

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

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

Measure	Activity
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

Aim	Target	Target date
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	Impact Report 2019-20	
Priority 1	<p>Buy and embed use of Reading Plus and Reading Eggs across Key Stage 1.</p> <p>Buy and embed use of fast track phonics through intervention.</p> <p>Engage pupils and parents in reading through shared opportunities to read together and additional targeted support at home and school.</p>	<p><i>Children in Year 2 are receiving rigorous intervention following Covid closure to ensure that they achieve the projected phonics outcomes in December 2020. Additional staff CPD has provided support. (65% targeted).</i></p> <p><i>Through reading plus, in Years 5 and 6, 100% of disadvantaged pupils made at least 1 level of progress and increased their reading speed and fluency through Reading Plus. End of KS2 data (measured in Spring before closure), 70% of the pupils in Y6 were achieving the expected standard with 23% at Greater Depth.</i></p> <p><i>Disadvantaged pupils were on track to reach their targeted outcomes by the end of the Autumn term 2019.</i></p> <p><i>The end of Ks1 data, measured in April 2020 shows that 76.1% children were on track to meet the expected standard. Pupil Premium were at 42.3% with 14.3% Greater Depth. The GLD outcome for this group was 43%.</i></p> <p><i>£902 to be budgeted out of future Pupil Premium funding to continue with Reading Eggs. Reading Plus will also continue. Both programmes compliment teaching and learning in school and the data supports Teacher Assessments.</i></p>	
Priority 2	<p>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.</p>	<p><i>BLAST programme impact cannot be measured due to covid closure, however, the school has been accepted on the DfE Nuffield Language Intervention (funding through Covid catch-up) to further support rapid intervention in the teaching of early language.</i></p> <p><i>Hours out of class for TAs and teachers to be budgeted through future Pupil Premium/Covid catch up funding.</i></p>	
Barriers to learning these priorities address	<p>Low reading skills due to previously lower than National phonics outcomes for disadvantaged groups.</p> <p><i>*Encouraging wider reading, phonics fluency and improved language and vocabulary (measured through oracy assessments)</i></p>	<p><i>Pupils continue to be targeted to achieve 65% + in their phonics screening test.</i></p> <p><i>New reading scheme has been purchased a Partnership School Project with Burley Woodhead English Hub.</i></p>	
Projected spending	£18,400		

Wider strategies for current academic year

Measure	Activity	Impact																
Priority 1	Embedding a nurture provision and nurturing classrooms to improve well-being and pupil attendance.	<p><u>Reduction in exclusions for all pupil groups.</u></p> <p>2019 Autumn 1 whole school – 96.43% Pupil Premium 94.31% Autumn 2 95.62% PP- 94.01%</p> <p><u>Improved attendance</u></p> <p>2020 Autumn 1 whole school-96.13% Pupil Premium 95.86%</p> <p>This evidences that the gap between Pupil Premium and non-pupil premium is closing.</p>																
Priority 2	Parent Support Advisor full time to support hard to reach families to improve attendance, punctuality, behaviour and well-being.	<p><u>Reduction in no. of children in receipt of red cards – engaging positively in learning.</u></p> <table border="1"> <thead> <tr> <th>Red Flag Behaviours</th> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> </tr> </thead> <tbody> <tr> <td>2020/2021</td> <td>113 (35 children)</td> <td></td> <td></td> </tr> <tr> <td>2019/ 2020</td> <td>126 (39 Children)</td> <td>62 (30 Children)</td> <td>95 (33 children)</td> </tr> <tr> <td>2018 / 2019</td> <td>Inf- 70 Jnr - 141 (61 Children)</td> <td>Inf- 92 Jnr - 130 (55 Children)</td> <td>Inf- 70 Jnr -100 (44 Children)</td> </tr> </tbody> </table>	Red Flag Behaviours	Term 1	Term 2	Term 3	2020/2021	113 (35 children)			2019/ 2020	126 (39 Children)	62 (30 Children)	95 (33 children)	2018 / 2019	Inf- 70 Jnr - 141 (61 Children)	Inf- 92 Jnr - 130 (55 Children)	Inf- 70 Jnr -100 (44 Children)
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Barriers to learning these priorities address	<p>Improve Social and Emotional Mental Health for all pupils.</p> <p>Reduce exclusions.</p> <p>Improve attendance so that learning is not missed and pupils therefore make expected progress or better.</p>	<p><u>Exclusions reduction</u></p> <p>2019-20 – 3 (All Autumn) 2018-19 - 11 2017-18 – 15</p> <p><u>See attendance data above</u></p>																
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.	<p>New laptops and IPADS have been purchased and timetabled.</p> <p>TAs have been matched to the needs of the individual cohorts to deliver phonics support and intervention.</p>

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.

Adapted Covid targeted support during the academic year 2019-20

Activity	Rationale	Impact
Tutoring for FSM children during school closure – years 2-5 6 weeks @ 12 hours per week - ATA - £936.00 CGP costs - £150.00	EYFS, Y1 and Y6 were in school from 1/6/20, however 44% of pupils in receipt of pupil premium funding were not able to access home learning effectively. CGP revision guides and an hours tutoring per week provided.	<i>Tutoring supported children who had disengaged with remote learning to maintain their relationships with adults in school and support them in catching up on lost learning time. Impact to be measured through data 2020-21</i>
Total spending	(Based on saving made on Forest School during the Summer term 2020)	£1086