

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. We found both programmes to be successful in supporting children through the 2020 lockdown, particularly Reading Plus, as the teachers were able to give pupils feedback through the programme. They could also identify the % children accessing online learning through both programmes and we then offered further support to those for whom this was not possible.

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.

Staff will have been accepted onto the DfE Nuffield Early Language Intervention, which will further compliment the use of the BLAST and Nursery Narrative catch-up support programmes.

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	176
Proportion of disadvantaged pupils	29%
Pupil premium allocation this academic year	£60,830
Free school meal expenditure Y3-6	
Academic year or years covered by statement	2019-20 2020-21 2021-22
Publish date	November 2020
Review date	April 2021
Statement authorised by	Claire Rowett
Pupil premium lead	Claire Rowett and Rachel Taylor
Governor lead	Peter Fleming

Disadvantaged pupil progress scores for academic year 2018-19

(This data is from the Summer 2019 cohort)

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 target	Reading 70%	Writing 61.9%	Maths 76%
Disadvantaged pupils target	57%	42%	57%
Achieving high standard at KS2	23.8%	14.2%	33%

Measure	Activity
Priority 1 Reading eggs – £902.00 Reading plus – £2,450.00	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 BLAST delivery £1485 Reception Narrative delivery £520 Nursery Narrative delivery £520	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. Forest school to improve communication and language skills as well as PSED. BLAST Intervention and Reception Narrative.
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. Access to technology at home to practice Reading Eggs and Plus.
Projected spending	£9414

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading <i>Reading Eggs and Reading Plus</i>	Make expected progress or better from individual starting points with targeted support.	July 2021
Progress in Writing	Make expected progress or better from individual starting points with targeted support.	July 2021
Progress in Mathematics <i>Developing Reasoning White Rose Maths project</i>	Make expected progress or better from individual starting points with targeted support.	July 2021
Phonics <i>Burley Woodhead Partnership Project (DfE funded)</i>	Support pupils to reach the expected standard in phonics by the end of Key Stage 1.	July 2021
Specialist teaching approaches	Specialist music and French teaching (as well as PE-Sports Premium) 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 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1 Complimented by Covid catch up funding for additional technology	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 Complimented by Covid catch up funding – Nuffield Oral Language Programme	Embed use of Nursery/Reception Narrative and BLAST in the EYFS. 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	£6237

Wider strategies for current academic year

Measure	Activity
Priority 1 BOXALL £325.00 Nurture TA £10,560.00	Embedding a nurture provision and nurturing classrooms to improve well-being and pupil attendance. Whole school Boxall Assessments to identify pupils who need targeted nurture and well being support
Priority 2 Parent Support Advisor – better attendance to result in lack of learning loss. £35,741.00	Parent Support Advisor full time to support hard to reach families to improve attendance, punctuality, behaviour and well-being. Attendance, behaviour and wellbeing measures for vulnerable children will be in line with the National average and the gap is closed between disadvantaged (and vulnerable) and non-disadvantaged groups.
Specialist teaching approaches (Teaching a broad and balanced curriculum) <i>Music and French 6,650.00</i>	Specialist music and French teaching (as well as PE-Sports Premium) 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.
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 across the curriculum.
Projected spending	£53,276

Covid Catch up strategies

Teachers and families across the country have provided extraordinary support to help children learn at home during the Covid-19 pandemic. However, for many children, the disruption caused by school closures will have had a negative impact on learning and wellbeing. Every school will have been affected by Covid-19 differently and school leaders are best placed to understand the needs of their school communities. The right way to support pupils will differ between schools and must be informed by the professional judgement of teachers and school leaders.

Children from disadvantaged backgrounds are likely to have been affected particularly severely by school closures and may need more support to return to school and settle back into school life. While the recommendations in this guide relate to all pupils, it is likely that some forms of support will be particularly beneficial to disadvantaged children. For many pupils, compensating for the negative impact of school closures will require a sustained response. It is highly unlikely that a single approach will be enough. It is also likely to be beneficial to consider how to align chosen approaches with Pupil Premium spending and broader school improvement priorities.

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf

Number on roll: 175

Catch up funding estimation: £12,800

Amount of catch up premium received per child: £80

Aims

To reduce the attainment gap between your disadvantaged pupils and their peers
To raise the attainment of all pupils to close the gap created by COVID-19 school closures

Identification of barriers through:

- Internal assessment and reporting software
- Staff, pupil and parent consultation
- Guidance from experts

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf

Tier 1 – Teaching Pupil Assessment and feedback

Evidence of strategy from the EEF	Activity	Measuring Impact
Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. Setting aside time to enable teachers to assess pupils' wellbeing and learning needs is likely to make it easier for teachers and other school staff to provide effective support. Feedback and Mentoring for children who are not on track academically or for well being	Feedback is information given to the learner and/or teacher about the learner's performance relative to learning goals or outcomes (weekly). It should aim towards (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. SMART targets will be set through our structured feedback approach and feedback shared	Impact will be measured termly through data and Covid catch-up tracking grids

1x teacher 16 hours - £448.00	with teachers and parents to accelerate progress.	
Tier 1 Teaching – Access to remote learning (Access to Technology)		
<p>Access to technology</p> <p>Pupils’ access to technology has been an important factor affecting the extent to which they can learn effectively at home. In particular, lack of access to technology has been a barrier for many disadvantaged children. As all pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support. Some schools might find it helpful to invest in additional technology, either by providing pupils with devices or improving the facilities available in school. To support learning, how technology is used matters most. Ensuring the elements of effective teaching are present—for example, clear explanations, scaffolding, practice and feedback—is more important than which form of technology is used. In addition, providing support and guidance on how to use technology effectively is essential, particularly if new forms of technology are being introduced</p> <p>Laptops - £5,900</p>	<p>Reading eggs and reading plus have been purchased as interventions to support those in receipt of pupil premium funding and the wider vulnerable group. 44% of pupils in receipt of funding were unable to access this at home during a national lockdown and were therefore further disadvantaged. In a situation whereby our school would need to provide remote learning, additional laptops for use in school would mean that school could lend our chrome books for pupils to use at home with an agreed contract.</p> <p>Additionally, more children can access online interventions more frequently and therefore rapid progress should be maintained in reading and phonics.</p>	<p>Impact of Reading eggs and reading plus on Reading Progress</p> <p>100% pupils accessing online learning in event of bubble closure or a further lockdown</p>
Tier 2: Targeted Academic support Nuffield Early Language Intervention (EEF) - Structured interventions		
<p>Intervention programmes</p> <p>In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary. A particular focus for interventions is likely to be on literacy and numeracy. For example, there is extensive evidence showing the long-term negative impact of beginning secondary school without secure literacy skills. Programmes are likely to</p>	<p>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.</p>	<p>Impact will be measured through outcomes for pupils in the Early Years.</p> <p>Use of Nuffield Early Language strategies through teachable moments in the Early Years classroom.</p>

<p>have the greatest impact where they meet a specific need, such as oral language skills or aspects of reading, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.</p> <p>Interventions might focus on other aspects of learning, such as behaviour or pupils' social and emotional needs, or focus on particular groups of pupils with identified special educational needs or disabilities.</p> <p>Nuffield oral language programme (EEF) 10 hours of Lead Teacher = £400.00 TAs x2 £520</p>		
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<p>Tier 1 Supporting great teaching</p> <ul style="list-style-type: none"> - Professional development programme - Supporting Early Career teachers - Assessment - Effective remote learning 		
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<p>Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable. Almost all schools will also have made significant adjustments to organisational and logistical aspects of school life. Ensuring teachers have training and support to adjust to these changes is likely to improve the quality of teaching as all pupils return to school. Early career teachers, who may have had opportunities to develop their practice curtailed by school closures, are particularly likely to benefit from additional mentoring and support.</p>	<p>Participation in the Early Careers Framework to support Early Careers teaching as well as Senior leaders in coaching development skills through Step lab.</p> <p>Training for staff in use of learning platforms to enable feedback to learners who are accessing the curriculum remotely.</p>	
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Release time for Senior Leaders (coaching) and dissemination £800		
Total costs Autumn and Spring term	£9068 Remaining £3040 to address further areas identified during Spring 2021. (Total income expected by July: £12,800.00)	

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure that all children access Reading Eggs/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	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. Forest school to improve communication and language skills as well as PSED. BLAST Intervention and Reception Narrative.	Upskill and train sufficient members of staff so that the intervention delivery is sustainable and disseminated effectively. Forest school teacher to liaise with Early Years leader to identify core areas to address in the outdoors.
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.