



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Improved oral language skills and vocabulary among disadvantaged pupils.

5 children were identified for the Nuffield Early Language Intervention in Reception. All children made progress and 60% of this group achieved GLD at the end of the year from a lower than average starting point (lowest 25% percentile). The 2 children who did not achieve GLD are both EAL and had no English at the start of the year. They met the ELG for maths, physical development and Expressive Arts. Of the 3 children who took part in NELI and achieved GLD, one child was selective mute and another was EAL. This intervention is therefore having a positive impact on outcomes and will continue.

The Communication and Language and Literacy outcomes for Reception in July 2023 were 87.5% and 75%.

Improved phonics screening and reading attainment among disadvantaged pupils.

Year 1- Phonics Screening Check Data Analysis

23 Year 1 pupils were on roll at Moorside Primary School and Nursery. 1 child in Year 1 was unable to attempt the test and has recently deferred a year due to the fact that they have an EHCP and are awaiting a specialist provision. They are therefore repeating Year 1. 'Did Not Attempt' (DNA) was in the reported data to the Authority and the DfE. 100% of our pupils in receipt of Pupil Premium funding passed the check. 75% of our y2 pupils who didn't pass the check in y1 did pass it in year 2. One child who is EAL didn't pass but did in read their score by 26. They will continue on our Rapid Catch up Phonics intervention.

Whole Class (23 pupils) (Including 1 x DNA)	Boys (15)	Girls (8)	Pupil Premium (7)	Non Pupil Premium (16)	SEND (3)
78.2%	86.6%	62.5%	100%	68.75%	33.3%

Improved maths attainment for disadvantaged pupils at the end of KS2.

Whilst our attainment data for maths in Ks 2 has improved since 2022 – (66% working at with 10.3% GDS), our progress data does not reflect positive outcomes for disadvantaged pupils. 77% of our pupil premium group (31% of the whole y6 group) were 'mobile' pupils (they hadn't done their y2 SATs at our school) and joined Moorside during ks2 (2 at the beginning of y6) so their progress was not only disrupted by transition but also Covid closures. In 3 cases, outcomes were affected by significantly poor

attendance. 3 children achieved 99 (the standardised score for the expected standard is 100) in the test at the end of y6. One child only joined Moorside in y5 with minimal English but still made good progress from their starting point.

End of Key Stage 2 Data 2023

	Moorside 2022	Moorside 2023	Provisional National 2023 data
Reading	65.3% (15.3%)	75.8 (31%)	73%
Writing	69.2% (3.8%)	72.4% (3.4%)	71%
Maths	57.7% (7%)	66%	73%
Grammar, Punctuation & Spelling	76.9% (15%)	75.8% (37.9%)	72%
Reading, Writing and Maths combined	50%	55%	59%

	2018 Progress Data	2019 Progress Data	2022 Progress Data	2023 Progress Data
Reading	-5.4	-4.3	-1.7	-0.3
Writing	-2	-0.7	1.2	-1.1
Maths	-5.3	-3.8	-1.8	-3

Case studies have been completed for children who did not make the expected progress in reading and maths within the academic year 22-23

There were external factors relating pupil well being which also impacted on pupil progress – pupil work books indicate that their test scores do not reflect the standards that they were achieved h within the classroom. Test materials through the year are being reviewed to ensure that the Hodder Assessments are a suitable resource to gauge pupil progress in line with the challenge in the SATs tests.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

The school achieved the Centre of Excellence Status for the Inclusion Quality Mark in February 2023. <https://www.moorsideschools.org.uk/wp-content/uploads/2023/03/Moorside-Primary-School-and-Nursery-IQM-Review-Feb-2023.pdf>

This is achieved through our Nurturing Ethos and children’s emotional well being is measured termly through BOXALL. The nurturing classrooms planning targets support required for individual cohorts of children and identifies specific pupil groups for targeted Nurture.

4 pupils attended nurture sessions in 2022-23 to support with emotional regulation. 1 child ‘graduated’ and is now able to manage their emotions in the classroom full time.

Our IQM report in February stated that ‘each classroom is welcoming and well-organised. Every child completes an emotional check in on entry, enabling adults to catch up with anyone who needs support or wants to celebrate an event or achievement. Minimum expectations for behaviour and learning are displayed in addition to a visual timetable.

Our Parent Support Advisor provides full time to support hard to reach families to improve attendance, punctuality, behaviour and well-being. Exclusions during the academic year were 4 involving 3 pupils. One of the children who was suspended has now received the required specialist provision.

Exclusions

2017-18 =15

2018-19=12

2019-20=3

2020-21=2

2021-22=2

2022-2023 =4

ATTENDANCE				
	2019/20	2020-21	21-22	22-23
	Att until March 2020	Attendance		Current until 22.7.23
Boys	95.82	96.49	93.62%	94.55%
Girls	95.92	96.67	93.27%	93.61%
FSM	94.56	94.44	92.26%	92.01%
PP	94.85	95.11	92.05%	92.28%
SEN	94.87	94.13	91.50%	91.24%
EHCP	81.9	96.01	86.37%	
PA	15.73 11 pupils	8.62% 15 pupils	15.54% 47 pupils	10.98% 18 pupils
ALL	95.85	96.56	93.47%	94.09%
Nat.	96%	Not reported	92%	93%

Our attendance data has been slightly below or in line with National throughout the year. Holidays during term term are not granted unless exceptional circumstances and weekly newsletters share our current attendance and goals with parents. Termly attendance letters for pupils who are 'at risk' or below expected attendance offer support and information for parents.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

National Average for attendance in 2022-23 was approximate 93%. Our Pupil Premium group achieved 92.73% - just below National (as of 30.6.23) and whole school was slightly above at 94.63%. This is sustained from 2021-22 when the attendance was 92.05% for disadvantaged pupils.

Pupil Groups Attendance

	Whole School	Boys	Girls	FSM	PP	SEND	EHCP
2022/2023 <i>Up to 30.06.2023</i>	94.63%	94.81%	94.41%	92.32%	92.73%	92.87%	88.98%
2021/2022	93.47%	93.62%	93.27%	92.26%	92.05%	91.50%	86.37%
2020/2021	96.56%	96.49%	96.67%	94.44%	95.11%	94.13%	96.01%

Externally provided programmes

Programme	Provider
<p>Reading Plus</p> <p><i>Reading efficiency is a critical component of reading proficiency. An efficient reading process is fluent and feels easy and comfortable. Efficient readers can read for extended periods of time with good comprehension because they expend little energy on the mechanics of reading. Mental</i></p>	<p>https://www.readingplus.co.uk/</p>

<i>resources are focused on making meaning from text.</i>	
<p>Boxall Profile (Assessment)</p> <p><i>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.</i></p>	<p>https://www.nurtureuk.org/</p>

Service pupil premium funding

Measure	Details
<p>How did you spend your service pupil premium allocation last academic year?</p> <p>£7,276.00</p>	<p>Parent Support Advisor allocation of time to support current and new service families by:</p> <ul style="list-style-type: none"> • Providing a Military Kids Club • Checked in with service families if in isolation due to Covid • Provided food parcels where required • Provided support with completing application for forms for additional funding with parents • Liaised with the Service Pupil Champion, Jess Greenhalgh to arrange for pupils to attend the Local Authority Remembrance Service • Promoted Reading Force • Supported with attendance and punctuality for struggling parents with partners who have been deployed <p>IMPACT</p> <p>All of the above actions have enabled our service children to be well integrated into the school community and attend school regularly and on time.</p>