



# Pupil Premium Strategy Statement 2022-25

## Moorside Primary School and Nursery

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending (2022-23) of pupil premium had at Moorside Primary School and Nursery.

### School overview

Detail	Data
School name	Moorside Primary School and Nursery
Number of pupils in school	169 school 10 Nursery
Proportion (%) of pupil premium eligible pupils	FSM Including Service –
Academic year/years that our current pupil premium strategy plan covers	2023-2025
Date this statement was published	September 2023
Date on which it will be reviewed	February 2024
Statement authorised by	Claire Rowett (Headteacher)
Pupil premium lead	Claire Rowett (Headteacher) and Rachel Taylor (Pupil Premium Champion)
Governor / Trustee lead	Peter Fleming (Governor lead for Pupil Premium)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,690
Recovery premium funding allocation this academic year	£8325.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b>	<b>£92,015.00</b>

## Part A: Pupil premium strategy plan

### **Moorside's Rationale and Intent**

At Moorside, we use our pupil premium funding to support all children who are vulnerable at different stages in their lives through a range of approaches. Our intention is that all pupils, irrespective of their background or challenges, make good progress from their individual starting points across our curriculum. They will acknowledge their strengths, whilst developing positive learning behaviours to support them now and in the future.

Our pupil premium spending has been allocated based on research and evidence of 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.

First and foremost, high quality teaching and learning through an enriching curriculum is at the forefront of our approach to supporting our pupils, with specialist teaching staff to deliver the curriculum and interventions. This will have a positive impact on not only disadvantaged pupils, but the wider vulnerable group of learners, by closing the attainment gap.

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 personal development, behaviour, attendance and welfare for all our pupils.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through Catch up funding, to support those pupils who have been worst affected by the impact of the pandemic and school closures.

Our approach will be responsive to common challenges and individual needs, rooted in robust assessment and observations, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' well-being and academic outcomes and raise expectations of what they can achieve

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. This has an impact on their formulation of sentences for writing and is reflected in our writing data.
2	Our termly Boxall assessments indicate required targets to support individual children and specific cohorts where there are a higher % disadvantaged pupils (e.g. 52.4% in Y1) in improving their resilience and self esteem to develop a positive mindset and behaviour for learning. Nurture UK strategies and resources will support all staff with a shared vision to improve the social and emotional well-being of children (self-regulation). The demographic of our disadvantaged group has altered since May 2022, when the school welcomed a number of pupils from warzones. The nurture approach and provision is supporting their transition and inclusion into school.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	Internal assessments indicate that Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils in some year groups
5	Assessments and data analysis evidences that children who do not read regularly at home require further support with keeping up in line with age related expectations in reading. Those who did not pass the phonics screening check first time or 'just' achieved the pass mark are at risk of falling behind if they are not targeted and tracked.
6	<p>Our attendance data over the last 3 years had shown improving trajectory for most pupil groups and the gap was closing, however, comparatively from 2020-21, the attendance for disadvantaged was 95.52% compared with non disadvantaged which was 97.11% and whole school attendance was therefore 96.64%.</p> <p>The impact of 2 school closures in 2019-20 and 2020-21 means that attendance has declined due to pupils being in isolation due to Covid-19. We must therefore engage parents to support children with their motivation for learning, well-being and attendance as a priority to maintain our previous success in raising and sustaining improving attendance.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny of 'Talk 4 Writing' approaches and ongoing formative assessment to ensure that writing outcomes are improving.
Improved phonics screening and reading attainment among disadvantaged pupils.	KS2 reading outcomes by 2024/25 are at least in line with or exceeding national data and children are making at least expected progress from their individual starting points.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes by 2024/25 are at least in line with or exceeding national data and children are making at least expected progress from their individual starting points.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in extra curricular and enrichment activities, particularly among disadvantaged pupils</li> <li>• reduced incidents that lead to internal or external suspension</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by at least 7%.</li> <li>• the percentage of all pupils who are persistently absent being below national data.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 34,137

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>Forest school to improve communication and language skills as well as PSED.</p> <p>Talk 4 Writing Training and Implementation (whole school) – Whole school speaking and listening INTENT to be reviewed)</p> <p>NHS Speech and Language CPD – Whole school (Speaking and listening INTENT to be reviewed)</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language</a></p> <p>According to evidence in the EEF toolkit, <b>oral</b> language interventions (<b>Oracy</b>) 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.</p> <p>Overall, studies of adventure learning (<b>Forest school</b>) interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months’ progress.</p> <p>There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</p> <p>30 mins per day and 1 hour per week write up and planning – CB MR – 7 hours for assessments</p>	<p>1, 2</p>
<p>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.</p> <p>(Phonics – Little Wandle Catch up)</p>	<p><b>Phonics</b> 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</p> <p>On average, reading comprehension approaches (we use <b>Reading Plus</b> and <b>Reading Eggs</b>) 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, which supported comprehension <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a> 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.</p> <p>£2450 £902</p>	<p>3, 5, 6</p>

White Rose Developing Reasoning project (DfE funded)	<a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF_Maths_Evidence_Review.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF_Maths_Evidence_Review.pdf</a> Page 19 Manipulatives and representations and Teaching Strategies	4
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 7,145

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Nuffield Early Language Intervention (small group)</i> 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 – Nuffield Early Language Intervention	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention1">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention1</a>  The Nuffield Early Language Intervention (NELI) programme is designed to improve the language skills of reception pupils (aged 4–5) and involves scripted individual and small-group language teaching sessions delivered by trained teaching assistants (TAs).  NELI is published by Oxford University Press and was delivered in this trial by the University of Oxford in partnership with Elklan. The 20-week intervention consists of two 15-minute individual sessions and three 30-minute small group sessions each week, which focus on developing children’s narrative, vocabulary and listening skills, in addition to their phonological awareness and letter sound knowledge.  Staff will deliver the Nuffield Early Language Intervention, having been trained in this approach during the academic year 20-21	1
SHINE (Rising Stars) Maths and Reading Intervention KS2	Addressing gaps in learning to inform targeted teaching in Reading and Maths. This is tailored to support groups and individuals to boost progress and attainment.	2 and 3

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £51,525

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding a nurture provision and nurturing classrooms to improve well-being and pupil attendance.	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.  SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand	2, 3,4,6

<p>Whole school Boxall Assessments to identify pupils who need targeted nurture and well being support</p>	<p>and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	
<p>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.</p>	<p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning.  It includes:  approaches and programmes which aim to develop parental skills such as literacy or IT skills;  general approaches which encourage parents to support their children with, for example reading or homework;  the involvement of parents in their children's learning activities; and  more intensive programmes for families in crisis.  Attendance  <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Attendance-REA-protocol-21092021.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Attendance-REA-protocol-21092021.pdf</a>  Page 3 – 'Theory of Change' model</p>	<p>2,3,5, 6</p>

**Total budgeted cost: £92,807**

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around Talk for Writing (as mentioned above), which is whole- school CPD to support the development of vocabulary and writing)
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities such as lego club, arts participation (crafts), focus on building life skills such as confidence, resilience, and socialising (gym and games/multisports) and STEM club. Disadvantaged pupils are tracked and encouraged/supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activities undertaken previous years to ensure that our current pupils and cohorts are being targeted according to challenges identified.

We triangulated evidence from multiple sources of data including assessments, , conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils and looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils according to the varied challenges that they face at different stages on their educational journey.



## 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	8.62%	15.54%	10.98%
	11 pupils	15 pupils	47 pupils	18 pupils
<b>ALL</b>	<b>95.85</b>	<b>96.56</b>	<b>93.47%</b>	<b>94.09%</b>
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
<b>Reading Plus</b> <i>Reading efficiency is a critical component of reading proficiency. An efficient reading process is fluent and feels easy and comfortable. Efficient</i>	<a href="https://www.readingplus.co.uk/">https://www.readingplus.co.uk/</a>

<p><i>readers can read for extended periods of time with good comprehension because they expend little energy on the mechanics of reading. Mental resources are focused on making meaning from text.</i></p>	
<p><b>Boxall Profile (Assessment)</b>  <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><a href="https://www.nurtureuk.org/">https://www.nurtureuk.org/</a></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"> <li>• Providing a Military Kids Club</li> <li>• Checked in with service families if in isolation due to Covid</li> <li>• Provided food parcels where required</li> <li>• Provided support with completing application for forms for additional funding with parents</li> <li>• Liaised with the Service Pupil Champion, Jess Greenhalgh to arrange for pupils to attend the Local Authority Remembrance Service</li> <li>• Promoted Reading Force</li> <li>• Supported with attendance and punctuality for struggling parents with partners who have been deployed</li> </ul> <p><b>IMPACT</b>  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>