

Moorside Primary School

Pupil Premium Statement 2018

Pupil Premium: Action and Spending Plan 2018 (Updated with accurate financial information at the end of February 2019)

Eligibility for Pupil Premium

The most disadvantaged pupils, including all children who are looked after (CLA), benefit from pupil premium. Any child that has been registered for FSM in the past six year period (known as the "ever 6") qualifies for pupil premium funding.

Children Looked After (CLA) and the Pupil Premium

As CLA often face additional barriers to learning, these pupils also receive additional funding, known as pupil premium plus.

Children of Service Families

These children receive an increased premium.

How is Moorside Primary accountable for the pupil premium?

Vigorous tracking of pupil achievement is in place to immediately identify pupils who are under achieving, target effective intervention and support to accelerate progress towards age related expectations, monitored over time. Consistently good teaching is key to narrowing the gaps between those learners who are vulnerable and those that are not. Effective feedback and guidance to pupils is a method used to accelerating progress, integrated where necessary with support, some of which can include other professionals, to assist vulnerable learners and their families.

The following plan, which is monitored termly sets out how we are intending or have spent our funding for the financial year 2018/2019. The plan includes the 2018 results from KS1 and KS2 assessments, Phonics and yearly assessments.

A full analysis of the impact will be included in the 2019 plan and the expenditure updated accordingly. From a financial point - the figures are accurate as at 1st February 2019. Any funds available at the end of the financial year will be carried forward to support the strategies in 2019/2020.

Pupil Premium: Action and Spending Plan (updated February 2019)

Objective: Diminishing the difference between the performance of FSM/CLA pupils and non FSM/CLA pupils

Context:

The Pupil Premium allocation is additional funding provided to school to support specific groups of children. The purpose of Pupil Premium funding is to ensure that our pupils that are on free school meals (FSM) or have been on FSM over the last six years (Ever6) make the same progress as children who are not on FSM. It is important for all schools that any gap in attainment between the two groups of pupils gets smaller. This is often referred to as diminishing the difference.

At Moorside Primary School we focus our pupil premium spending on removing barriers to learning that children may face, improving attainment and raising standards. It is important to note that the improvement in "first wave" teaching is one of our school's priorities and this firmly stands at the heart of all our goals not only with Pupil Premium funding but across all areas of our School Development therefore we continually aim to maintain a high adult/pupil ratio.

The Pupil Premium allocation for the 2017/18 financial year amounted to £191,980 (144 Pupils and CLA). Moorside had c/f £27,171 from 2016/17 which provided us with total funding available of £219,151. In the autumn term 2018 we received £209,880 (160 Pupils 1 CLA) and a further £3,620 has been given to-date for EYPP. Over a two year period Moorside Primary School will have received £440,751. Moorside Primary School recognises that this is a significant amount and acknowledges that many of our strategies and incentives would not be possible within this valuable resource. Our pupil premium numbers vary in view of our high mobility and there are significant variances across year groups. In October 2017 the number of pupils from Reception to Year 6 was 384 and our Pupil Premium numbers at the time were 37%. By September 2018 our Pupil Premium rates had increased to 41.9%. In February 2019, the number of pupils from Reception to Year 6 are 405 and Pupil Premium rates are 44%

A number of pupils aged 3 and 4 were also eligible for Early Years Pupil Premium funding. This is allocated with the termly funding and covers any additional support that pupils may have in our Playgroup or Nursery. This figure changes each term and equates to £300 per pupil per year.

In-school barriers to learning identified in 2018

- A. Speaking and listening development particularly in Early Years Foundation Stage is lower for the majority of children eligible for PP than for other pupils on entry. This can slow progress down particularly in reading in subsequent years.
- B. 40% of the current Year 6 cohort are eligible for PP. In the current Y6 we have 31% pupils with SEND.
- C. 55% of the current Y5 cohort are eligible for PP. In the current Y5 we have 7% with actual SEND but a number of children with challenging behaviour.
- D. Across the school we have a number of children that we or other agencies have identified as requiring an EHCP.
- E. A high proportion of PP children are also EAL pupils. This can impact on pupils' ability to reach the National expected standards in English and Maths.

External barriers to learning:

- A. Attendance for pupils eligible for PP fluctuates and is recognised as a key area needing to improve in an aim to improve their outcomes consistently.
- B. A number of pupils with emotional well-being needs and these can impact on their ability to learn.

Attainment and Progress 2018**Key Stage 2**

KS2 Pupil groups performance 2018 (Cohort 49)	Pupil Premium	Non Pupil Premium
Key Stage 2 (Year 6)	21 Pupils	28 Pupils
Actual results % expected+ standard for reading	48%	46%
Actual results % higher standard for reading	5%	25%
Actual results % expected+ standard for writing (Teacher Assessment)	57%	68%
Actual results % higher standard for writing (Teacher Assessment)	0%	18%
Actual results % expected+ standard for maths	71%	82%
Actual results % higher standard for reading maths	5%	36%

Cohort of 49 includes pupils with SEND who did not sit the Year 6 SATs, the only pupils who are not included in cohort are those who were newly arrived EAL that joined the school at the end of Key Stage 2.

Key Stage 1

KS1 Pupil groups performance 2018 (Cohort 58)	Pupil Premium	Non Pupil Premium
Key Stage 1 (Year 2)	19 Pupils	39 Pupils
Actual results % expected+ standard for reading	74%	69%
Actual results % higher standard for reading	5%	8%
Actual results % expected+ standard for writing	58%	67%
Actual results % higher standard for writing	0%	7%
Actual results % expected+ standard for maths	63%	77%
Actual results % higher standard for reading maths	0%	0%

Cohort of 58 includes all pupils including those new to English and school who were not exposed to the Year 2 SATs assessment processes

Phonics Year 1 and Year 2

Phonics Year 1	Pupil Premium	Non Pupil Premium
Cohort 56 pupils	22 Pupils	34 Pupils
Actual Results % Expected standard+(WA)	45.5%	79.4%

Phonics Year 2 (Includes results gained in Y1 for this matched cohort)	Pupil Premium	Non Pupil Premium
Cohort 57	19 Pupils	38 Pupils
Actual Results % Expected standard+(WA)	94.7%	97.4%

Early Years (Reception)

EYFS Good Level of Development (GLD)	Pupil Premium	Non Pupil Premium
Cohort 56 pupils	12 Pupils	44 Pupils
Actual Results % GLD	58.33%	50.0%
Newcastle GLD	60.8%	74.6%

Cohort of 56 includes all children, including those who joined Reception classes late in the academic year and whom have no spoken English.

2018 Analysis

First wave teaching was strengthened across the school through support and specific CPD. This was led by the senior leadership team being out of class and supporting the teaching and learning. As part of this process precise interventions were put in place for our Pupil Premium children, this support included specific SEND provision as well as providing children with support in developing their understanding of English across all areas of the curriculum. In most classes high mobility made measuring the impact of these interventions a challenge, especially in Key Stage 2, with many new arrivals having limited development and understanding of English. Results show that attainment was better in reading than in writing and maths for pupils in Year 6. As a school we had identified reading as a key priority and placed great emphasis on this across the school. As a school we have recognised that some of our long standing pupils, especially those we receive Pupil Premium funds for have not achieved the expected standard in writing and in maths however matched data suggests the majority of pupils have made at least good progress in these curriculum areas. We have fewer pupil premium pupils achieving greater depth across reading, writing and maths and recognise as a school more challenge needs to be provided as part of our everyday approaches to teaching across the school.

In Key Stage 1 we have a similar picture with more Pupil Premium pupils achieving better in reading compared to non Pupil Premium children and the non Pupil Premium children out performing them in writing and maths. Neither groups achieved the greater depth in maths. In the phonics screen in Year 1 there is a significant difference between our Pupil Premium children and non Pupil Premium 45.5% compared to 79.4% however these figures include children who were disapplied and unable to sit the test due to their specific needs and the children who were just developing their understanding of spoken English. There is a better outcome for both groups in the Year 2 resits with 94.7% and 97.4% and this highlights the successes of the focused interventions, extra adult support and an effective approach to teaching and learning through a range of strategies and programmes including Read Write Inc, Lexia and one to one work. The small number of children who did not pass the resits were new to our school and to England and one child had a specific Language development Programme.

In EYFS 58.33% of children receiving Pupil Premium achieved their GLD with the Newcastle figure being 60.8%, compared to 50.0% of non Pupil Premium children. In analysing the outcomes overall we have a higher percentage of Pupil Premium children achieving across eight of the ten areas of learning. With the Personal, Social and Emotional area of learning being strong at 91.67%. The two areas where this is not as strong is Communication and Language and Physical Development however as a school we have provided high levels of support and intervention from LEAPs and physical programmes for these children and this has resulted in them having made significant progress from their starting points.

Our analysis of other classes across the school shows that we need to monitor interventions more often to ensure approaches are having a significant impact on our Pupil Premium children. We have also recognised the need to ensure the smaller steps of learning are broken down and those steps are closely monitored to ensure progress is being made and that gaps are narrowed.

One of our areas of concern is our high levels of poor attendance and persistent absences for Pupil Premium children and as a school we need to continue to be relentless in our approaches to supporting families and children to understand the importance of attending school on time on a daily basis in order to improve outcomes for children.

PUPIL PREMIUM PROVISION FINANCIAL BREAKDOWN <i>(as per budget setting April 2018 and updated February 2019 in line with impact monitoring)</i>	TOTAL COST OF PROVISION	% /amount FROM PUPIL PREMIUM	TIME	MONITORING/EVIDENCE OF IMPACT
Senior and middle Leaders Teaching learning and assessment – CPD in house Monitoring impact – specific timetable YARC, assessment updates TA focus on children not class overall SEND/new EAL focused support – all leadership on SENCO/EAL training so can disseminate to whole school Whole school training linked to writing and maths with Gateshead Links with wider community and expertise – TRUST Middle leaders – focused work on vulnerable groups Whole school approach on attendance	£11,793 Leaps 10% of DHT x 2 AHT salary Spring and Summer term £20,000	31% £3,750 10% £9,400 30% £6,000	Full time Ongoing Spring/Summer term	<ul style="list-style-type: none"> Assessments are accurate and inform planning which ensured learning is aimed at pupil's specific needs. Interventions are set up promptly and make an impact on pupil's outcomes. TAs and teachers are aware of specific pupil's key targets and communicate with one another on planning and progress. Staff receive CPD which supports their deliverance of good and outstanding lessons and impacts on pupil attainment and progress measures. Shared expertise and effective practises are implemented in to school and individual teacher practice. Pupils in vulnerable groups make steps of progress in line with their peers. Attendance rates for pupils improve and pupils enjoy coming to school.
Parent Advisors/Attendance officers/Senior Leadership Faster responses – first day, CME Meetings more accountability Legal routes/support and advice	£23,000 PA staffing £2,000 SLT £3,000 SLT	30% £6,900 No charge to Pupil Premium 75% £2,000	Full time Ongoing Ongoing	<ul style="list-style-type: none"> Attendance rates improve. Weekly information sharing meetings are held with SLT to ensure consistency in policy and procedure. Support from Local Authority attendance officer on legal referrals.
EYFS Extra staff three classes and SEND support focused in EYFS CPD – Play/questions Support with Teaching, learning and assessment LEAPs within Reception during autumn term	£30,000 (Teacher Nursery) £22,000 Leaps £17,000 (TA-EYFS) £250 Resources	50% £15,000 25% £5,500 100% £17,000 20% £50	Reviewed stopped Sept 18 Ongoing Ongoing	<ul style="list-style-type: none"> High quality teaching and learning ensures pupils progress and attainment outcomes are in line with National. (Extra teacher). Full time (Nursery) places offered during academic year 2017/18 SEN support given to identified pupils either 1:1 or in small groups. Expertise shared between in house EYFS team and schools within the Trust. Environments are rich in language and the development of language is a focus in all planning and areas of learning. LEAPS assessments and programmes

				<p>ensure pupil progress is visible and forward moving</p> <ul style="list-style-type: none"> Learning journals show the provision in all areas is high quality
<p>Educational Psychology - Statutory provision from Newcastle LA</p> <p>One Ed Psych more time Work with Trust on sharing good practice</p>	<p>£16,340 Gateshead £6,500 Additional hours on top of statutory support from Newcastle LA</p>	<p>40% £6,536</p> <p>No charge offset from the LA bought-in hours</p>	Ongoing but review impact	<ul style="list-style-type: none"> Assessments lead to early identification of pupils needs. Communication with parents and carers ensures everyone is informed. Pupils follow specific plans and advice from Ed Psych evaluations.
<p>Counselling sessions also new Mental Health approach through Piolet project</p> <p>Weekly counselling sessions for pupils identified as having a social or emotional need</p>	£2,035	100% £2,035	Monitor and Review	<ul style="list-style-type: none"> Pupil's emotional needs are supported and this has a positive impact on daily school life.
<p>Speech and Language Therapy (LEAPS)</p> <p>1 DAY per week of specialist SALT support Links with other SALT In house support and training now being implemented</p>	Figures already included regarding LEAPS	n/a	Review impact - ongoing	<ul style="list-style-type: none"> Pupils make progress promptly in their development of speech. Pupils can apply their use of language across the curriculum. Staff promote language development through their modelling, planning and exposure in their learning environment.
<p>Enriching and extending the curriculum to widen experiences for pupils</p> <ul style="list-style-type: none"> Residential visit heavily subsidised to ensure all pupils have equal opportunities. Look at this for other year groups Broad curriculum planned and agreed across school Curriculum teams and clarity of vulnerable groups and need to build on skills and knowledge Scrutiny linked to vulnerable groups Extra-curricular focus Modular Hextol 	<p>No cost offset against PP</p> <p>£2,900</p> <p>£2,000</p> <p>£5,770</p> <p>£250.00</p> <p>£3,000</p> <p>£11,550</p> <p>£4,000</p> <p>£29,000 (Additional Staffing)</p>	<p>n/a</p> <p>100% £2,900</p> <p>40% £800</p> <p>20% £1154</p> <p>60% £150.00</p> <p>35% £1,050</p> <p>10% £1,155</p> <p>100% £4,000</p> <p>20% £5,800</p>	<p>Purchase</p> <p>Purchase</p> <p>Additional provision Resources</p> <p>Resources</p> <p>Projects</p> <p>Ongoing</p>	<ul style="list-style-type: none"> Residential visits are booked which reflect the coverage in the curriculum. A high quality curriculum is developed which focuses on the development of knowledge and progression of skills. Pupils learn more and remember more. Staff subject teams reflect on and monitor their subjects across the school to identify what is working well and any development needs. Book scrutiny shows vulnerable groups are receiving specific learning activities which allow them to make progress. Assessments both formative and summative show good and accelerated progress occurring across all areas of the curriculum.

	£510 £18,000 Modular £28,200 20% of Leadership time	100% £510 30% £5,400 30% £8,460	One performance Final payment Ongoing	
Specifically target disadvantaged pupils with extra support in their learning YARC TA specific Interventions and tracking to monitor progress Extra-curricular focus Observations and pupil voice linked to vulnerable groups Additional HLTA Additional TA Support (hours)	£32,000 (1 x TA) £2,380 (Resources) £26,400 (1 additional HLTA) £10,200 pro-rata (Teacher) £141,000 (full year costs) £54,000	100% £32,000 30% £714 40% £10,560 100% £10,200 20% (3 terms) £28,200 100% £54,000	Ongoing Resources Ongoing One term provision	<ul style="list-style-type: none"> Tracking data and pupil progress meetings show specific gaps in pupils academic development are being addressed and closed. Identified pupils are given specific support in lessons to achieve individual targets. Before and after school clubs will be set up to further enrich and consolidate learning. Clubs will be based around different areas of the curriculum.
Consultant work specialising on maths and English targeting disadvantaged pupils with extra support in their learning Bought into Gateshead Trust work	£14,050	30% £4,215		<ul style="list-style-type: none"> Staff gain knowledge on the curriculum and deliver good and outstanding lessons. Pupil progress and attainment has an upward trend and is in line with National and other schools within the Trust. Learning objectives are broken down so that pupils can make steps of progress, building upon their different starting points.
Pupil Premium 2017			£227,251 including EYPP (£219,951 based on 144 pupil, 1 LAC, c/f and EYPP)	
Pupil Premium 2018			£213,500 including EYPP (£209,880 based on 160 pupils, 1 LAC & EYPP)	
Grand total			£440,751 (2 year period)	
Expenditure shown above			£245,439	
Funds available 2019			£195,312	

Moving forward – The Leadership Team are currently analysing the impact of the 2018 strategies to-date and these will be reviewed when we are formulating the budget to ensure that we use future funds appropriately. This will be evident in our "budget setting". The strategies/expenditure above are normally continued for the summer term for continuity. A further comprehensive review will be actioned in July 2019 once the assessments have been completed. Our expenditure proposals may change in the autumn term once we have measured the impact of our strategies. Moorside Primary School is committed to raising standards and overcoming the barriers of learning and will continue to develop our strategies to improve outcomes