

**Pupil premium strategy statement 2016/2017**

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| 1. **Summary information** | | | | | |
| **School** | Moorside Community Primary School | | | | |
| **Academic Year** | 2016/2017 | **Total PP budget** | £224,400 | **Date of most recent PP Review** | July 2017 |
| **Total number of pupils** | 422 | **Number of pupils eligible for PP** | 170/34.4% | **Date for next internal review of this strategy** | July 2018 |

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| 1. **Attainment and Progress -** KS2 Pupil groups performance 2017 (Cohort 57) | Pupil Premium | | Non Pupil Premium |
| Key Stage 2 (Year 6) | 30 Pupils | 27 Pupils | |
| Actual Results % Expected standard+(Re, Wr, Ma) | 37% | 37% | |
| Actual Results % Higher standard (Re, Wr, Ma) | 7% | 0% | |
| Pupil Progress % Expected standard+ (Re, Wr, Ma) | +1% | +12% | |
| Pupil Progress % Higher standard+ (Re, Wr, Ma) | +7% | -1% | |
| Attainment - Average scaled Scores % (Reading, Maths) | 99.8% | 100.3% | |
| Progress - Average scaled Scores % (Reading, Maths) | 1.2% | 2.7+% | |

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| Overall **39%** Expected Standard for **Reading** | | |
| Actual Results % Expected standard (Reading ) | 37% | 41% |
| Actual Results % Higher standard (Reading ) | 10% | 0% |
| Pupil Progress % Expected standard (Reading) | 14% | +3% |
| Pupil Progress % Higher standard (Reading) | +3% | -9% |

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| Overall **72%** Expected Standard for **Writing (45 Matched pupils Progress +26% + FFT Rank 1)** | | |
| Actual Results % Expected standard (Writing) | 70% | 74% |
| Actual Results % Higher standard (Writing) | 23% | 19% |
| Pupil Progress % Expected standard (Writing) | +22% | +31% |
| Pupil Progress % Higher standard (Writing) | 24% | 21%+ |

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| Overall **72%** Expected Standard for **Maths (45 Matched pupils Progress +30%** **+ FFT Rank 1)** | | |
| Actual Results % Expected standard (Maths) | 70% | 74% |
| Actual Results % Higher standard (Maths) | 10% | 7% |
| Pupil Progress % Expected standard (Maths) | +24% | +37% |
| Pupil Progress % Higher standard (Maths) | +4% | +3% |

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| Overall 67**%** Expected Standard for **Grammar, Punctuation & Spelling (45 Matched pupils Progress +16%+ FFT Rank 7)** | | |
| Actual Results % Expected standard (Grammar, Punctuation & Spelling) | 60% | 74% |
| Actual Results % Higher standard (Grammar, Punctuation & Spelling) | 27% | 22% |
| Pupil Progress % Expected standard (Grammar, Punctuation & Spelling) | +8% | +25+% |
| Pupil Progress % Higher standard (Grammar, Punctuation & Spelling) | +19% | +17+% |

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| **Attainment and Progress - KS1** Pupil groups performance 2017 (Cohort 5??) | Pupil Premium  Expected/higher | | | Non Pupil Premium  Expected/higher |
| **Year 2 (RWM – Expected 52.6% Higher standard 3.5%)** | | 36%/0% | 58%/5% | |
| Reading Attainment Results 58% Expected standard 4% higher standard | | 43%/0% | 63%/5% | |
| Writing Attainment Results 53% Expected standard 7% higher standard | | 36%/7% | 58%/7% | |
| Maths Attainment Results 54% Expected standard 7% higher standard | | 43%/14% | 58%/5% | |
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| **Attainment and Progress - KS1** Phonics | Pupil Premium  (14 Pupils) | | | Non Pupil Premium  (45 Pupils) |
| Year 1 % WA | | 78.6% | 68.9% | |
| Year 2 % WA % includes results gained in Y1 for matched cohort) | | Pupil Premium  (14 Pupils) | Non Pupil Premium  (43 Pupils) | |
|  | | 71.4% | 81.4% | |

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| **Attainment and Progress – Foundation Stage Early Years**  GLD Overall 39.7% Pupil Premium – 4/16 25%  National GLD 69.3% (2016) | Pupil Premium  (16 children)  (2016) | Non PP  (43 children)  (2016) | National %  (All pupils) |
| Communication and Language Development | 81.25% (66.67%) | 80.95% (63.64%) | 81.6% |
| Physical Development | 93.75% (53.33%) | 95.24% (68.18%) | 87.5% |
| Personal, Social and emotional Development | 81.25% (66.67%) | 85.71% (75%) | 84.8% |
| Reading/Writing | 25.0%/25.0%  (33.33%/33.33%) | 45.24%/45.24%  (50%/50%) | 72.1% |
| Mathematics | 31.25% (33.33%) | 50.0% (61.36%) | 77.4% |
| Understanding the World | 75.0% (60%) | 73.81% (63.64) | 83.2% |
| Expressive Arts and Design | 81.25% (40%) | 80.95% (50%) | 86.4% |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | |
| **A.** | | Many of the pupil premium children are below age related expectations when they start school and have poor language and communication skills. |
| **B.** | | Poor speech and language within EYFS and in KS 1 is having an impact on children’s development of phonics and their ability to decode which impacts on reading and writing. |
| **C.** | | Many of the pupil premium children in lower Key Stage 2 continue to develop their social and emotional needs and emotional wellbeing and resilience displaying challenging behaviour. |
| **D.** | | Many children across the school with significant learning needs (SEND) are also pupil premium and new to English language and need further support in order to close the gap against that of their peers. |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | |
| **E.** | | Persistent attendance is difficult to manage with many families returning home (outside of the country) for long periods of time, also parents with little understanding of the importance of schooling due to children in other parts of the world not accessing school until seven years of age. |
| **F.** | | High mobility throughout the academic year with pupil premium children joining classes at various points, needing time to settle before interventions can be put in place. Once in place some families then leave due to various circumstances. |
| **G.** | | Changes in family circumstances leaving them vulnerable and needing support from school and other agencies not of an academic nature. |
| 1. **Desired outcomes** | | |
|  | *Desired outcomes and success criteria* | |
|  | Children in EYFS are confident learners being able to communicate at a high standard and are in line with that of their peers nationally across all areas of the Early Years curriculum. Increase the % of pupils eligible for PP in EYs and KS1 meeting the national standard. | |
|  | Improved outcomes and standards for basic skills (R, W, M) are line or better than national levels. | |
|  | Children across the school are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress and they understand how to keep themselves safe and healthy, both physically and emotionally. Increase the % of pupils eligible for PP in all year groups meeting the national standard. | |
|  | Progress across the curriculum of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll matches or is improving towards that of other pupils with the same starting points. All SEND/PP in Y6 make better than expected progress. | |
|  | Parents and families value education and children rarely miss a day at school. No groups of pupils are disadvantaged by low attendance | |
|  | High mobility throughout the academic year with pupil premium children joining classes at various points, needing time to settle before interventions can be put in place. Once in place some families then leave due to various circumstances. | |
|  | Changes in family circumstances leaving them vulnerable and needing support from school and other agencies not of an academic nature. | |

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| 1. **Planned expenditure** | | | | | | | |
| **Academic year** | **2016 – 2017 Pupil premium grant = £224,400** | | | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | | | |
| 1. **Quality of teaching for all** | | | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | | **When will you review implementation?** | |
| Ensure all teachers and teaching assistants have high expectations about the progress and attainment of pupil premium children, so they stretch and challenge them appropriately. | \* Pupil premium children to be identified on staff planning, with interventions identified on provision map. Impact of interventions carefully monitored every half term.  \* CPD for any new staff to ensure effective use of existing programmes continues.  \* Continue to systematically monitor the effectiveness of teaching, learning and interventions  \* Continue to up skill our teaching assistants e.g. in-house Lexia training, intervention strategies, CPD RWInc and Fresh Start. | A shared ethos with all staff on board supporting and challenging the teaching and learning. Clear monitoring systems with ongoing feedback and next steps identified and CPD provided in-house and further training. | Established monitoring and accountability and clear roles of all staff  Book scrutiny system with clear feedback and links with outside consultants  Learning walks  Planning and progress meetings  Interims  Pupil voice on marking and feedback. | SLT Achievement Partner  Independent consultants | | Termly and earlier if needed | |
| Speech & Language therapist working alongside staff parents & children. | LEAPs work closely with families and staff to identify (EYFS) | Attainment and progress of children and impact of support from LEAPs and specific interventions/programmes for children and their needs. | Monitoring, meetings, discussions with lead and manager  Programmes provided and implemented, meetings with parents/families | LEAPs  HT  SLT  TLRs  All staff | | Agreed meetings, half termly with staff  With parents/families and LEAPs | |
| All teachers and TA’s participate in target linked to needs of children, pupil premium, SEND or most able outcomes. | Agreed targets linked to pupil outcomes agreed by autumn term  \* Continue to review targets, linking them closely to needs of pupils, pupil premium /SEND targets.  Employment of extra staff linked to SEND to meet needs of children. | Attainment and progress of children in all subject areas in relation to needs/intervention/support | Monitoring  Data Booklet  Tracking  Interims – small steps | HT/SLT  Data Report  Tracking and assessment s  IEP and targets set, monitored and evaluated | | SLT  Parents  Staff  Where appropriate children | |
| Further improve the quality of marking so it impacts strongly on the attainment and progress of ALL pupil premium children. | Quality assure marking and feedback alongside Achievement Partner and consultants  Marking further improves stretches  /challenges for more able.  \* Teachers to check that all children respond to teacher feedback comments and that the wording clearly explains how pupils need to improve their work.  \* SLT will continue to monitor children’s response to written and verbal feedback.  \* Further develop pupils’ ability to respond to marking and feedback and develop their understanding of how to improve. | To ensure ALL can make good progress It is essential that our children know what they do well and how to improve their work. | Book scrutiny by SLT and Staff  Achievement Partner  Independent  Pupil voice on marking and feedback.  Observations  IEPs  Feedback from other professionals | All teachers  SLT  Achievement Partner  Independent consultants | | Twilight sessions spring term book scrutiny show that next steps marking is developing well and beginning to impact on pupil progress in knowing how to improve their learning. | |
| **Staffing costs relating to all associated intervention, CPD (Class ratio TA, HLTA additional, Additional Teacher, 1:1, Staff CPD, SLT, LEAPS) Total budgeted cost** | | | | | | **£150,398** | |
| 1. **Targeted support** | | | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | | | **When will you review implementation?** |
| EARLY YEARS  % of pupil premium children to achieve a Good Level of Development (GLD) | \* Offering full time nursery education and extra playgroup session to develop skills and routines at an early age.  \*Provide literacy and maths challenge areas in EYFS unit and ensure all pupil premium children access these during independent play.  \* Provision mapping and personalised action plans for pupil premium children who need extra support to achieve GLD.  \* Continue to develop existing good relationships with parents to ensure they know how to support and challenge at home.  \* EYFS moderation  \* Work closely with Year 1 staff to share information and ensure shared high expectations continue. | Pupil premium attainment outcomes below national in 2016. | Monitor attendance within EYFS  Monitor carefully and review progress and attainment every half term.  Moderation  Observations and assessments  Learning Journals and evidence collected and dates collected | Early Years staff & SLT  consultants  LA moderators | | | Termly monitoring SLT |
| Phonics  % of pupil premium children to pass the phonics test in 2017. | \* Intensive daily phonics delivered. Read Write Inc and Phonic books purchased.  \* Lead for RWInc to model and deliver extra targeted support and interventions as well as other staff  (RWI, Lexia, one to one focus work).  \* Involve parents in helping their children to learn tricky words etc. | Year 1 Phonics test results  78.6% PP Passed Y1 2017  68.9% Non-PP Passed Y1 2017  71.4% PP Passed Re-sit Y2 2017  81.4% Non-PP Passed Re-sit Y2 2017 | Pupil premium children know their phase RWInc/phonics and can apply them confidently  Observations and assessments  Interims and evidence collected and dated | Year 1 staff | | | June17 - Number of high frequency words/sounds known has increased. |
| Maths - end of KS1 % of pupil premium children to achieve expected standard.  End of year 6 (KS2) % of pupil premium children to achieve expected standard. | \* Maths intervention plans address gaps in learning identified by assessment.  \* Key maths skills taught in a systematic way every day.  \* Maths consultant to model and support staff key focus on Rec, Y2, Y6 in autumn and spring and then other year groups in summer term  \*Maths Improve basic maths skills.  Specific non-negotiable end of year targets identified for each year group and multiplication times table work books (Y2 – Y6).  \* Targeted interventions for pupil premium children at risk of not reaching their challenging targets.  Maths consultant to provide whole school maths CPD to ensure all staff are fully competent and in summer term implement the White Rose maths framework in September 2017. | The attainment of pupil premium children across the school in maths, is lower than that of non-pupil premium peers.  Maths EYFS  PP - 31.25% Non-PP – 50%  Maths KS1  PP – 43% Non-PP – 58%  Maths KS2  PP – 69% Non-PP-78%  Monitoring of implementation of CPD - address teachers’ knowledge to target areas for counting multiplication, dividing and number bonds all of which are areas where gaps are wider for high numbers of pupils across the Key Stages. | Challenging performance management targets, learning walks and workbook scrutiny.  Planning, progress and moderation  Acquiring of effective materials aimed at raising standards will be demonstrated in teaching and learning observations.  Observations and discussions with children with their work.  Observations and assessments  Interims and evidence collected and dated | Maths consultant  SLT  Achievement Partner  All staff | | | December  April  June |
| % Phonics/reading/  spelling and grammar | \* Acquire of effective materials aimed at raising standards, particularly in reading and spelling and grammar. This includes Read Write Inc. Books to develop home reading with children and their families.  Staff trained to provide strong support, particularly for pupil premium children whose parents do not hear them read frequently at home.  \* Targeted interventions e.g. Lexia, 1 to 1 phonics.  Family Learning.  Reading folders , books and other resources | The attainment of pupil premium children across the school in reading is lower than that of non-pupil premium peers.  EYFS  PP - 25% Non-PP – 45%  Reading KS1  PP – 43% Non-PP – 63%  Reading KS2  PP – 34% Non-PP-44%  Monitoring of implementation of CPD - address teachers’ knowledge to target areas where gaps are wider for high numbers of pupils across the Key Stages.  RWInc development days and CPD needed form monitoring will take place within the learning areas. | Challenging performance management targets, learning walks and workbook scrutiny.  Planning, progress and moderation  Acquiring of effective materials aimed at raising standards will be demonstrated in teaching and learning observations.  Observations and discussions with children with their work.  Observations and assessments  Interims and evidence collected and dated | RWInc  English consultant  SLT  Achievement Partner  All staff | | | December  April  June  As well as pupil progress meeting dates |
| More Able  All of our most able pupils, including pupil premium children to achieve potential in | \* Additional guided reading sessions for most able pupils (TA and class teachers)  \* Rearranged support to target most able pupils  \*Increased challenges / extension activities in  \*Increased teacher support within writing/editing  Participation in Able Writers at Broadwood School - Y4 | To ensure our most able children achieve their full potential and are well prepared for KS2 and KS3.  **All pupils**  KS1 Greater depth PP (Non-PP) Results  Reading Writing Maths  0% (5%) 7% (7%) 14% (5%)  KS2 Greater depth PP (Non-PP) Results  Reading Writing Maths  10% (0%) 24% (19%) 10% (7%)  **Higher attainers in previous key stage**  KS1 Greater depth PP (Non-PP) Results  Reading Writing Maths  0% (67%) N/A (100%) 50% (13%)  KS2 Greater depth PP (Non-PP) Results  Reading Writing Maths  / (/) 100% (100%) / (/) | Lesson and intervention observations  Interims and evidence collected and dated | HT  SLT  Consultants  Pupil voice and feedback | | | December  April  June  As well as pupil progress meeting dates |
| Writing  Provide experiences within our curriculum to inspire pupils and enhance writing progress. Specific non-negotiable Whole school Write linked to various drivers | Whole School write to show progress across school with various links, genres and drivers. | Staff have clear understanding of expectations and progress is evident across the school | Books  Moderating and sharing of evidence  Interims and evidence collected and dated  Continue to monitor the effectiveness  Sharing of work in assembly and through shared displays | HT  SLT  Consultants  Pupil voice and feedback | | | October  December  April  June  As well as pupil progress meeting dates |
| **Independent consultants, CPD, RWInc development days, Lexia, IT costs, reading bags, training and monitoring. Total budgeted cost** | | | | | | | **£14,270** |
| 1. **Other approaches** | | | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | | **Staff lead** | **When will you review implementation?** | |
| Improved attendance and punctuality across the school. | Complete attendance audit and work alongside attendance officer, develop strategies and follow up procedures agreed.  First day response and home visits implemented and families leaving are interviewed by head to gain forwarding information. Additional family advisors. | Improved attendance and punctuality ensures greater impact of all strategies.  Expert working with staff increases expertise and ensures we can act swiftly to ensure the right interventions are put in place immediately. | Breakfast club provision,  Parent Advisor support and discussions for families monitored  Increase in percentage of children in school and procedures in place for those absent including medical evidence for reasons as to why children are absent.  If children are in school they are able to learn. | | HT, Parent Advisor  Admin in producing tables and information and preparing meetings and interviews. | Weekly for children falling behind and four weekly with regards monitoring process. | |
| Raise profile of foundation learning across the school. | Increased self-confidence, particularly from those participating in music and outdoor activities, but impact on reading, writing and maths outcomes limited. | Creative approaches to learning should encourage children to develop questioning, be imaginative and open to possibilities, and to reflect critically on the effect of ideas and actions and enjoyment of learning. Enjoyment, achievement and relevance are important elements in learning that raise standards. | Books  Moderating and sharing of evidence  Evidence collected and dated  Whole school theme and continued to monitor the effectiveness | | SLT  Achievement Partner  All staff | October  December  April  June  As well as pupil progress meeting dates | |
| Develop resilience and emotional well- being. | Kalmer counsellor in school on weekly basis and specific children identified for support and succinct work.  Expertise and support from Ed. Psychologist and other professionals,  Further CPD for staff.  Family learning and courses for parents. | Mental health issues can seriously affect academic performance if not addressed. We have a large number of children with mental health issues. | Reports from specialists along with reviews and discussions  Observations and evidence of learning taking place  Assessments and discussions with children. | | SLT  Achievement Partner  All staff | October  December  April  June  As well as pupil progress meeting dates | |
| Increased opportunities through the curriculum for visits and visitors, | Linked to curriculum drivers, themed weeks and topics. Use school minibuses wherever possible. LL outside consultant | SBM to see sources of funding to support.  Links with music service and other music providers to develop skills and imagination eg work with The Sage and Kathryn Tickell  Evidence from previous years shows that this is effective in raising standards, motivation, raising aspiration and attendance. | Use Newcastle Music service. Highly proficient music leader released to teach in Y1 and Y2. Authors to be invited into school during book week. Visits linked to topic and themes. | | SLT  Achievement Partner  All staff | October  December  April  June  As well as pupil progress meeting dates | |
| Improved health, wellbeing and academic performance. | Subsidised school visits, fruit, toast & milk for all during SAT week. Reduction in uniform prices for those who would struggle to pay. | Impacted on all children – see below for impact figures. | Continue to evaluate, assess and put measures into place to strive to diminish the difference in combined measures.  KS2-COMBINED PP (Non-PP)  2016 2017  34% (39%) 34% (41%)  KS1-COMBINED(Non-PP)  2016 2017  43% (45%) 36% (58%)  EYFS – GLD  2016 2017  33% (48%) 25% (45%) | | SLT  Achievement Partner  All staff | October  December  April  June  As well as pupil progress meeting dates | |
| **Kalmer, Ed Psychologist, other professionals, CPD, music LA , Rock Pop , Family Support, Hatrick, Active Kids, Wilderness Sch and Translator Total budgeted cost** | | | | | | **£32,981** | |

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| 1. **Additional detail** | |
| In this section you can annex or refer to **additional** information which you have used to inform the statement above.  **2016/17**  Breakfast club staffing & resources, free family breakfast, SAT breakfast / Easter School  IT hardware / ICT – interactive whiteboards  Outdoor learning experiences consultant LL  Residential (Seahouses) Y4 – Y6 (% PP most children)  Supply teacher for Pupil Premium interventions in Y2 during term 1 and in Year 6 Spring Term – Year 4 – Summer Term  Race to English intervention groups KS1 and KS2  Easter School  Independent Consultants support (specific across KS1 / KS2)  Group interventions (specific across KS1 / KS2)  Additional admin support  Other resources to support raising standards  Soundboards and other improvements to building to improve the learning environment  Small contribution towards minibus costs (WDA)  Leaps – small contribution specific KS1 / KS2 | |
| **Total costs of additional incentives as outlined above Total budgeted cost** | **£26,751** |

**Budget Breakdown**:

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| **Staffing costs relating to all associated intervention, CPD (Class ratio TA, HLTA additional, Additional Teacher, 1:1, Staff CPD, SLT, LEAPS) Total budgeted cost** | **£150,398** |
| **Independent consultants, CPD, RWInc development days, Lexia, IT costs, reading bags, training and monitoring. Total budgeted cost** | **£14,270** |
| **Kalmer, Ed Psychologist, other professionals, CPD, music LA , Rock Pop , Family Support, Hatrick, Active Kids, Wilderness Sch and Translator Total budgeted cost** | **£32,981** |
| **Total costs of additional incentives as outlined above Total budgeted cost** | **£26,751** |
| **Total costs** | **£224,400** |