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**Pupil Premium update 2016**

The funding for 2016-2017 has recently been confirmed as £224,400 which is based on 170 pupils (41%) from Reception to Year 6 who met the Pupil Premium criteria. In addition Moorside received funding for one Looked after child of £1,900 and an additional £2,274 to-date for Early Years Pupil Premium. In 2015–2016 Moorside Community Primary had 192 pupils (47%) eligible. Over the last three years the funding has increased and it is now £1,320 per pupil. The funding received for 2015-2016 was £276,045 which included £22,412 carry forward from 2014-2015.

The funding continues to be systematically used to improve outcomes for pupils and to narrow the gap between pupil groups. These improvements include specific interventions and resources with regular reviews taking place to monitor the impact on pupil progress and attainment. At Moorside Community Primary School we combine funding from Pupil Premium and funding from other sources in order to sustain provision targeted at a wide range of disadvantaged pupils. Although not restricted this range includes pupils who attracted the Pupil Premium.

**Provision**

* Employment of extra staff within early years this has included teacher and teaching assistants and SEN staff
* Employment of staff within Key Stage 1 and Key Stage 2 to support pupils with SEN
* Providing small group work with an experienced teacher focused on overcoming gaps in learning linked to English and mathematics
* 1:1 support and additional teaching and learning opportunities
* Intervention groups provided through trained TAs or external agencies
* The acquiring of effective materials aimed at raising standards, particularly in reading and mathematics. This includes Read Write Inc. Books to develop home reading with children and their families and multiplication times table work books (Y2 – Y6). CPD through staff meeting to 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.
* Nfer tests bought and delivered and marked and assessments used for targeted support
* Investment made in ensuring that the success of our phonics programme is sustained by our staff (teachers and support staff) receive comprehensive training, and that RWI materials updated.
* All staff have participated in CPD training of assisted blending and oral blending.
* Independent consultants have focused on Pupil Premium pupils in each year groups providing opportunities for pupils to have focused support and intervention. The consultants have also moderated the learning through observations and through work in books and talking to pupils as well as feeding back supportively to staff.
* Focus on social, emotional and behaviour through involvement of Kalmer Councillor and links with CYPS and staff training to support pupils’ wellbeing and mental health development.
* Allocation of interventions and small group work following analysis of observations and assessments which have identified priority classes, groups or individuals.
* Lunchtime clubs – music, English, Race to English, Maths LEXIA
* New interactive white board within new nursery
* ICT resources
* Reading intervention – YARK Programme
* Development of the learning environment within early years through new resources and materials
* Ongoing Action Plans for all staff
* LEAPS team supporting Speech and Language development in early years
* Full time places for all nursery children and afternoon playgroup places provided
* Third teaching in Y2 Team teaching to close gaps and focus learning
* Supply teacher for Pupil Premium interventions in Y2 during term 1 and now in Year 6 working on small groups and carrying out specific one to one interventions
* HLTAs providing one to one support Pupil Premium who are also SEN
* Race to English intervention groups KS1 and KS2

**Impact**

**Ofsted highlighted** - School leaders have effectively used pupil premium funding to improve provision and outcomes for disadvantaged pupils over time. This has contributed to the disadvantaged pupils making better progress by the end of key stage 2 and differences diminishing in many other year groups.

Practice within **early years** is improving and children have settled well and they are taking on routines with confidence. New staff has settled and are now aware of policies and procedures and they have clear roles and responsibilities. Teaching and learning is improving and the needs of individual children are being identified especially within the Prime areas of learning this needs to be further addressed across the different areas of learning for consistency.

Read Write Inc practice within early years was recently identified as strength in Reception during observations from an outside agency and this good practice is being further developed with all staff. One to one intervention for blending is in place and children are responding well to this.

LEAPS work in early years has supported the identification or specific support needed with regards speaking and listening skills through screening and through evaluating the provision within the learning environment. The lead for speech and language from LEAPS has been able to effectively model and support early year’s staff to implement good practice that is developing our young children’s speaking and listening skills and increasing their development of vocabulary. Specific support and modelling of effective practice for children with special education needs is enabling programmes, practice and support to be very specific.

Intervention work across the Key Stages especially with Y2 and Y6 has enabled specific focused work to take place with Pupil Premium children and gaps are slowly closing in mathematics and English. Teachers are more informed and confident in approaches to teaching targeted work such as Read Write Inc. and multiplication work.

Leadership team have a clear understanding of staff CPD needs and where further support is needed for vulnerable groups of children. IEPs for children are clear and specific and progress of small steps is being monitored. Assessments of new EAL pupils are very clear and specific materials and support are being implemented appropriately.

**Next steps**

Measure impact through assessments and Pupil Progress meetings to identify where all pupils are working in relation to expectations for each area of the curriculum.

Update 31ST March 2017 – Funding available 2016-2017 £224,400, plus LAC funding £1,900 EY Pupil Premium £2,274 plus c/f from 2015-2016 of £15,232 = £243,806

At the end of March 2017 – Moorside had spent £216,635 of the funds available and carried forward £27,171 into the Summer term 2017. Much of this carry forward is to enable Moorside Community Primary School to continue with the strategies that they put into place in the academic year 2016-2017.