

Moorside Primary School - Pupil Premium 2019/2020

Pupil Premium: Action and Spending Plan 2019 (Updated October 2019)

Eligibility for Pupil Premium

Ever 6 Free Schools Meals (FSM)

These children will include pupils who are recorded as being eligible for FSM since May 2012. The grant for these children is £1,320 per pupil.

Children adopted from care or who have left care (CLA)

These children receive an enhanced rate and include those children who are looked after by an English or Welsh local authority immediately before being adopted, or who have left local authority care on a special guardianship order or child arrangement order. These are collectively referred to as post-CLA. The grant for these pupils are £2,300 per pupil.

Ever 6 Service Child

For the purpose of these grant conditions, Ever 6 service child means a pupil recorded in Census who was eligible for the service child premium. This grant for these children equate to £300 per pupil.

Early Years Pupil Premium

Children who are aged 3 and 4 and meet the criteria are entitled to 53p an hour or £302.10 per year.

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 2019/2020. The plan includes the 2019 results from KS1 and KS2 assessments, Phonics, Yearly assessments and Early Learning Goals (ELG's). A full analysis of the impact is included and the expenditure updated accordingly. From a financial point - the figures are accurate as at 1st September 2019. Any funds available at the end of the financial year will be carried-forward to support the strategies in 2020/2021.

Moorside Primary School 2019

Pupil Premium: Action and Spending Plan

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 2018/19 amounted to £245,439. The amount allocated in 2019/2020 as now been confirmed as £239,300 (180 pupils & 1 CLA). Over a two year period Moorside Primary School will have received £484,739. Moorside Primary School recognises that this is a significant amount and acknowledges that many of our strategies and incentives would not be possible without this valuable resource. Our pupil premium numbers vary in view of our high mobility and there are significant variances across year groups. At the beginning of September 2019 the number of pupils on our roll from Reception to Year 6 were three hundred and eighty eight. At a snapshot taken on the 11.9.19 we had one hundred and sixty nine (44%) pupils recorded for pupil premium. The school has at least eighteen pupils joining the school during the month of September which will impact the %. The percentage of pupil premium pupils in each group taken on 11.9.19 are: Reception 30% Y1 36% Y2 35% Y3 55% Y4 44% Y5 54% Y6 51%. The number of pupil premium pupils recorded as Pupil Premium for Reception, Y1 and Y2 are often smaller due to the Universal Free School Meals offer as parents are less likely to complete the required forms for Free School Meals until they have to actually pay for them.

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 2019

- A. Speaking, listening and communication 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. At a snapshot taken on the 11.9.19 we had one hundred and sixty nine (44%) pupils recorded for pupil premium. In view of our high mobility the percentage of premium pupils in each group do vary throughout the year but on the 11.9.19 are figures show the following percentages: Reception 30% Y1 36% Y2 35% Y3 55% Y4 44% Y5 54% Y6 51%.

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. Over the last three years Moorside Primary School have improved the attendance levels. In 2019 FSM pupils 80.49% Non FSM 85.03%. More works needs to be done.
- B. The school has a high number of children with SEND. This impacts on their emotional well-being needs and can affect their ability to learn.
- C. High Mobility also has an impact on the outcomes as well as their emotional wellbeing.

Current Position: September 2019 (based on 2018/2019 results)

- School have seen an improving thread evident within GLD
- Phonics Y1 - In 2019 FSM and Non FSM pupils achieved the same outcomes.
- Phonics Y2 – in 2019 FSM pupil's outperformed Non FSM pupils
- In 2019 KS1 pupil's outperformed Non FSM/CLA pupils in Reading but improvement is required in Writing and Maths to bring in line with non FSM pupils.
- In 2019 KS2 pupil's outperformed Non FSM/CLA pupils in both Reading and Writing but only achieved 50% in Maths.

Analysis and Moving Forward

- Our analysis of 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.
- As a school we had identified reading as a key priority and placed great emphasis on this across the school. For those pupils that are in receipt of pupil premium they did outperform pupils that were not eligible in 2019 but this work must continue. Further embedding needs to take place for all children.
- 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. This area needs to be improved for all children.
- Our writing in KS2 is stronger for those pupils that are eligible for pupil premium than in KS1. Further strategies need to be implemented along with the appropriate CPD training
- Identified the need for further fine motor skills support and training especially in EYFS/KS1 which should improve outcomes in writing.
- Improve Maths outcomes for FSM/CLA pupils – our results in KS1/KS2 are disappointing and further interventions need to be applied.
- Poor attendance and persistent absences for pupil premium children has improved and continues to follow an upward trend. 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 Although this has improved we must continue with these strategies.

Early Years (Reception)

(Pupil Premium Pupils have achieved more than those pupils who are not Pupil Premium in all areas of development. Cohort 60)

<u>Number of Children & Area of Learning</u>	<u>2019 Pupil Premium</u>	<u>2019 (Not PP)</u>
Good Level of Development (GLD)	76.47%	51.16%
Communication and Language	94.12%	67.44%
Physical development	88.24%	76.74%
Personal, social and emotional development	88.24%	79.07%
Literacy	76.47%	51.16%
Reading	82.35%	51.16%
Writing	76.47%	51.16%
Mathematics	82.35%	60.47%
Understanding the World	88.24%	65.12%
Expressive arts and design	88.24%	69.77%
All learning goals	76.47%	51.16%
Average Total Points for Cohort	35.88%	31.42%
Newcastle GLD	61.2%	74.6%

Phonics Year 1 and Year 2**Pupil Premium Pupils have achieved the same as or better than pupils that are not Pupil Premium. Cohort 57**

.Phonics Year 1	Pupil Premium	Non Pupil Premium
Cohort 57 pupils	15 Pupils	42 Pupils
Actual Results % Expected standard+(WA)	66.7%	66.7%

Phonics Year 2 (Includes results gained in Y1 for this matched cohort)	Pupil Premium	Non Pupil Premium
Cohort 57	25 Pupils	28 Pupils
Actual Results % Expected standard+(WA)	88.0%	78.6.4%

Key Stage One Results

End of Year Two (Key Stage One)	<i>All Pupil (GDS)</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% Attainment in reading	66.0% (9.4%)	71%	69%
% Attainment in writing	60.4% (7.5%)	57%	69%
% Attainment in maths	66.0% (7.5%)	62%	72%

Key Stage Two Results

End of Year 6 (Key Stage Two)	<i>All Pupil (GDS)</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% Attainment in reading	52% (4%)	61%	45%
% Attainment in writing	82% (4%)	83%	79%
% Attainment in maths	68% (10%)	50%	76%

FINANCIAL REPORT UPDATED OCTOBER 2019

Contextual data to be updated October 2019 Figures July 2019 407 R-6 Nursery 62 = 469 Pupil Premium funding confirmed July 2019 180 pupils & 1 LAC Funding confirmed as £239,300 plus EYPP			
Resource	Pupil Premium spend 2018/2019	Pupil Premium planned spend 2019/2020 updated September 2019 Subject to amendments throughout the year	Rationale with regard to expenditure
	2018/2019 budget	2019/2020 budget	2019/2020
Senior and Middle Leaders			
LEAPS - Monitoring package and meeting with provider	3750	2523	Leadership time reviewing and contributing to provision. Reviewing assessments, assisting planning and intervention strategies. Worked on 10% of leadership time
Providing CPD	6000	8100	50% of staff CPD costs borne by PP which supports their deliverance of lessons.
Leadership to undertake SEND course and share expertise and practices	0	0	Leadership to provide support to teachers and TA's as they share expertise
Part of Leadership costs to be borne by PP	9400	12617	Additional Leadership to allow strong management and leadership across all key areas including vulnerable groups, SEND, PP, EAL etc.
Attendance			
Cost of one member of staff (PA)	23000	23690	Faster Responses, first day , CME
Leadership time	2000	2060	Meetings with Senior Leaders more accountability

Leadership Support	3000	3090	Legal Routes / support and advice
EYFS			
Extra Teacher	6900	16000	50% of cost of additional teacher
Extra TA	17000	19508	100% of the cost of additional TA
LEAPS programme	5500	4181	25% of the cost of the LEAPS provision
Targeted CPD regarding Play	50	50	20% of the cost of this specialised CPD
Additional Bought in Provision (Specialised support)			
Educational Psychology	6536	3200	40% of the cost or providing additional support. Assessments needed to indicate pupil's needs. Pupils follow specific plans and advice thereafter
Counselling	2035	2000	Kalmer Counselling provision or alternate provider supporting emotional needs and having a positive impact on daily school life
Enrichment & Miscellaneous Support			
Residential Trip	0	300	Small contribution towards PP pupils
Broad curriculum	2900	4000	Additional resources
Additional scrutiny linked to vulnerable groups	800		
Extra-curricular focus	1154		
Various projects	150		
Projects and time throughout the year	1050		
Modular workshops -costs	1155		
Hextol	4000	4000	PP pupils having the opportunity to be involved with vulnerable adults
Artist	510	790	100% of the cost of a whole school performance
Modular	5400	0	No cost offset in 2019-2020
Leadership	8460	25234	10% of Leadership costs to improve outcomes, set targets and drive strategies
Specifically target disadvantaged pupils with extra support in learning			
YARC	0		
TA specific	32000	19508	100% of cost of one TA - specifically targeting key pupils

Interventions and tracking to monitor progress	714	100	Nominal charge for tracking
Resources	10560	8400	30% of the cost of the schools resources dedicated to PP (provisional costs only) includes Read Write Inc.
Observations and pupil voice linked to vulnerable groups	10200	0	In 2018-2019 offset 100% cost of additional teacher for one term. But removing this for 2019
Additional HLTA	28200	29197	100% of one HLTA cost
Extra TA hours	54000	32112	Budget can only support 20 hour contracts - additional cost all those staff that have not already been offset against PP charge for additional hours
Bought into Gateshead	4215	4500	100% of cost re SIP
Trust Work	0	0	
MUGA / One Mile Track		10,000	Small contribution of costs in relation to MUGA and track (overall cost circ. £130,000)
Funds available for further intervention		4,140	
Total funds spent 2018/2019 and anticipated for 2019/2020	245439	239300	
Total funds allocated 2019/2020 April 2019		239300	Updated September 2019 (180 pupils and 1 LAC)
Pupil Premium 2018			£245,439
Pupil Premium 2019			£239,300
Grand total			£484,739 (2 year period)