

Pupil Premium Strategy Statement (2022 – 2025)

Moorside Primary School

This statement details our school's use of pupil premium funding initially for 2022 to 2023 and then into the following years to 2025. 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 of pupil premium had within our school.

It is our intention to ensure that these monies are used to deliver the very best possible outcomes for disadvantaged children at our school. We are relentless in our drive for every child to achieve. We closely monitor the impact of our spending decisions and try to ensure that the interventions that we use are developed from a solid evidence base. Governors hold us to account on our decisions and use this information to support their evaluation of the school's performance.

School overview

Detail	Data
School name	Moorside Primary School
Number of children in school N – Y6 (January 2023)	449
Proportion (%) of pupil premium eligible children	(53%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	December 2022
Date to be reviewed	July 2023 and November 2023
Pupil premium lead	L. Hall / S. Rowe
Governor lead	P. Piddington

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£347,745
LAC by LA (Virtual School)	£6,747
Recovery premium funding allocation this year	£34,655
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for Pupil Premium as of December 2022	£389,147

Part A: Pupil premium strategy plan

Statement of intent

We aim to support all children with making good progress across all subject areas. We want all of our children, regardless of their background or the challenges they face to develop into confident learners. We are focussed on supporting disadvantaged children to achieve this at Moorside Primary School. We place a great emphasis on supporting our disadvantaged children with their mental-health and well-being so this can impact positively on their confidence and across aspects of their school and wider life.

As part of our pupil premium strategy, we will consider the challenges our disadvantaged children face in their day-to-day lives in and outside of school. Our pupil premium strategy details the key challenges to achievement that we have identified among our disadvantaged children at Moorside Primary School. The challenges are varied and there is no one size fits all. By carefully considering the challenges, our disadvantaged children face, alongside research conducted by the Endowment Foundation (EEF), we are able to plan effective strategies to support them both academically and socially. We respond promptly to intervene when new or changing needs are identified. This means we are able to adapt to the needs of our children, in turn ensuring all staff take responsibility for the outcomes of our disadvantaged children.

Challenges

This details some of the key challenges to achievement that we have identified among our disadvantaged children.

Challenge number	Detail of challenge
1	Language and oracy skills: Assessment, observations and discussions with our children indicate under developed oracy skills in children across school. There are significant gaps in vocabulary amongst our children in both their verbal skills and their ability to go on to apply this in their written work.
2	Phonics and early reading and writing: Some of our PP children have a greater difficulty with their phonics development and their ability to recognise and blend sounds than their peers thus negatively affecting their development as both readers and writers.
3	Attainment and progress: Continue to ensure that teaching, learning and assessment across the school is at least good and that this is affecting PP achievement in all classes, including disadvantaged that are more able.
3	Cultural Capital: Children have limited access to resources and experiences to provide cultural experiences outside of school including access to the outdoor environment and extra-curricular clubs and educational visits.
4	Family and community links: Through discussions with our Parents/Carers, it is recognised that many of them need support in how to aid their children's learning. This includes being able to support their children's learning. Our assessments and observations indicate that a large percentage of PP children do not complete homework on a regular basis and their families want to be able to successfully support their children's learning
5	Reading to support learning: Tracking across the school indicates that not all our children take up opportunities of reading for pleasure and developing children's critical thinking skills. This is particularly evident with disadvantaged children.
6	To promote the wellbeing of our school community: Improve children's confidence, behaviour and motivation. Children who are experiencing emotional and behavioural difficulties will be further supported through support and Counselling where appropriate. This will ensure that safeguarding and behaviour remain outstanding across the school and the mental health and well-being of our children remains a high priority. Our assessments and observations indicate that the education and well-being of some of our PP children has been impacted by partial school closure to a greater extent than non PP children.

7	Attendance and punctuality: Lower attendance and the need to improve attendance, persistent absence and punctuality (our attendance data shows that attendance among disadvantaged children is lower than for non-disadvantaged children). Persistent absences creates barriers that are more challenging for children through continually missing key learning.
8	Recovery curriculum: Increased gaps between PP children and their peers following the COVID-19 pandemic.
9	Children with SEND and PP: A significant proportion of children with SEND needs as well as being pupil premium putting them at an additional disadvantage.

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
<p>Improved language skills and vocabulary development amongst disadvantaged children.</p> <p>High percentage of PP children across the school become increasingly confident with speaking and listening skills and ability to talk confidently and with an increased knowledge and understanding of their learning.</p>	<p>Assessments and observations indicate improved oral language skills and also vocabulary used in writing. This will be evident through discussions with children, lesson observations and pupil engagement, book scrutiny and on-going formative assessments.</p> <p>Increased confidence in children being able to communicate with a wider range of audiences. Opportunities to talk to visitors.</p>

<p>Improved phonics and early reading skills for PP children.</p> <p>Improved reading and writing attainment for disadvantaged children.</p> <p>High percentage of PP children in EYFS/KS1 are becoming increasingly confident with phonics, early reading and spelling and a high proportion of children are successful when taking the KS1 phonics screening.</p>	<p>EYFS and KS1 children score highly in reading and spelling assessments. A large % of children are successful in the KS1 phonics screening test.</p> <p>Observations in RWInc lessons and related assessments show improved skills and children making progress from one group to another. Monitoring shows improved skills with children being able to access a wider range of texts and producing improved writing and spelling across the curriculum as well as core subjects.</p> <p>YARC reading assessments will be conducted for all children which will inform teacher planning to ensure provision is appropriate.</p>
<p>Attainment and progress - continue to ensure that teaching, learning and assessment across the school is at least good and that this is affecting PP achievement in all classes, including disadvantaged that are more able.</p>	<p>Observations and monitoring to ensure that all teaching is at least good or better over time.</p> <p>Intervention groups are planned around PP eligible children with these groups effectively tracked and monitored.</p> <p>Senior leadership and middle leaders monitor and check that intervention groups are effective. Staff are directly responsible for the progress on specified objectives as specified in bespoke plans.</p>
<p>Cultural Capital - children will be given the opportunity to explore and experience education visits and opportunities to enhance knowledge and experiences.</p> <p>All children experience a full range of cultural opportunities to raise their aspirations and levels of cultural capital.</p> <p>Resources and experiences outside of the school day are provided and/or accessible to disadvantaged children.</p>	<p>Communication with PP Parents/Carers in detailing all opportunities for the coming year. Option given to them to split the costs of these visits/events over the course of the year. Attendance for PP on all-cohort extra-curricular visits and trips PP families offered opportunities for children to attend evening extra-curricular and holiday activities.</p> <p>Based on pupil voice, after school clubs and lunchtime clubs will be set up to widen children's experiences.</p> <p>The environment with the school grounds effectively enhances and enriches learning for all children.</p> <p>Cultural experiences will be woven throughout the curriculum and opportunities for children to experience diversity and equality will be evident in our cultural capital.</p>

<p>High quality resources are accessed and the school outdoor learning environment is enriched and supports teaching and learning.</p> <p>Extra-curricular clubs and educational visits enhance learning and understanding for PP children across the school.</p>	<p>School will host clubs ran by community organisers to ensure children can access this provision in a safe and secure setting.</p> <p>School staff will facilitate transporting children to after school clubs in the local area held at different ventures and will offer further guidance.</p> <p>Breakfast club will show high levels of attendance.</p>
<p>Parents/Carers of PP children know how to help and are able to support them in terms of their education.</p> <p>All children, particularly disadvantaged children, will practise, consolidate and share their learning from school in a variety of ways to a range of audiences with confidence and understanding.</p>	<p>Parent/Carer workshops/events will be held in school to inform them of how to support their child.</p> <p>Regular Parent/Carer meetings linked to child's performance and development will be held at regular intervals across the academic year.</p> <p>Study books will be purchased and disseminated to children so that they can revise independently and to show Parents and Carers the pitch of work appropriate to their individual academic development as well as the methods used across school.</p> <p>Homework resources and books will be set up that offer guidance to both children and Parent/Carers on the learning that has taken place in school. It will provide opportunity for children to consolidate their learning and extend their knowledge using research at home.</p> <p>Learning that has taken place in class will be shared on website/twitter to inform. An increase of Parents/Carers accessing bespoke in-house family learning.</p>

<p>Our PP children, in school take up opportunities of reading for pleasure sustaining interest and engagement.</p>	<p>School to make reading a focus of family events and fundraising events so that children can see a purpose to in response to local and national events.</p> <p>Reading clubs will be set up to read new texts and graphic novels that have been purchased based on children's voice.</p> <p>Research supports effective strategies implemented to raise profile of reading across the curriculum.</p> <p>Implementation of accelerated reading programme.</p>
<p>Recovery curriculum - Ensure that PP funding is used to support our children so that they are able to bridge gaps relating to lost learning time. % of PP children have regressed due to lost teaching time.</p>	<p>Extensive programme of catch-up funding will equip teachers with the tools and resources they need to support their pupils, and give children the opportunities they deserve to learn and fulfil their potential.</p>
<p>Identification of social, emotional and mental health (SEMH) needs to take place at an early stage and children have access to high quality support with minimal delay.</p> <p>Improved well-being for all children in our school particularly our disadvantaged children.</p> <p>Children will be more resilient and more able to self-regulate when faced with challenges.</p> <p>Children will develop skills for life, transition and employment.</p>	<p>Build levels of resilience and self-belief by sustained delivery of the zones of regulation programme. Staff are confident in implementing this programme.</p> <p>Sustained high levels of well-being from 2023/24 demonstrated by qualitative data from pupil voice, child and Parents/Carers questionnaires, staff observation, social and emotional stability, reduced number of incidents on the CPOMS behaviour logs recorded, significant increase of children participating in enrichment opportunities.</p>

<p>To achieve and sustain improved attendance for all children but particularly disadvantaged children.</p> <p>Children attend school every day and on time.</p>	<p>All children to at least meet the expected school target of 96% attendance. Case studies lead to prompt links and support to other services for individuals and their families where appropriate. Minimal persistence absences due to following all legal processes and advice from external support and guidance.</p>
<p>Children with SEND and PP will make good progress and close the gap on their peers.</p> <p>Early identification of needs allows targeted, bespoke support and intervention to be implemented at an early stage.</p>	<p>Practitioners are confident in identifying barriers to learning in children. An increase of PP and SEND children meeting and exceeding expectations within statutory assessments.</p> <p>Early interventions and referrals are made.</p> <p>Close working relationships with partner agencies are fully established.</p> <p>Children successfully meeting their individual targets as identified on personal individual plans.</p>

Activity in this academic year (2022 – 2023)

This details how we intend to spend our Pupil Premium Funding **this academic year** to address the challenges listed above.

Teaching and learning (for example, CPD, recruitment and high staff to children ratio)

Budgeted cost: £240,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
----------	--------------------------------------	-------------------------------	--------

<p>Children who are disadvantaged achieve academically as well as their peers.</p> <p>Employment of additional teaching staff and HLTAs to support quality first wave teaching and group work.</p> <p>Release time for subject leaders to develop subjects and sustainability.</p>	<p>In school observations and assessments reinforce the positive impact on group teaching to meet the needs of children and close the gaps.</p> <p>Experienced support staff are constantly observed delivering high quality learning experiences alongside teachers.</p> <p>Monitoring highlights practitioner's areas of strength to build on and areas for further support and guidance. The lead teacher is able to implement such support and guidance in a timely manner. This can then be followed up and reinforced enabling a more sustained approach and enabling others to support each other.</p>	<p>1,2,3,5</p>	<p>A high ratio of staff to children has enabled both disadvantaged and non-disadvantaged children to make good progress in the Prime areas of learning given their starting points.</p> <p>In Key Stage Two reading fluency and comprehension is on an upward trend for disadvantaged children. It is becoming increasingly in line with our maths achievements which has consistently been strong for us across the school.</p> <p>The teaching of early reading and the early identification of disadvantaged children needing intervention or bespoke support has resulted in a higher number of children reading to learn rather than learning to read.</p> <p>Half termly pupil progress meetings has enabled the allocation of staff to be prompt and offer tailored support to meet those needs of disadvantaged children as well as appropriate CPD for staff.</p> <p>Group teaching approach in school ensures children of all abilities receive a curriculum tailored to their needs where they develop key knowledge and essential skills.</p> <p>Subject leads have raised the profile of their subject through giving instant feedback and areas for development after completing planning scrutinies, pupil voice interviews, book scrutinies and lesson observations.</p> <p>Subject leads area aware of the strengths of the curriculum and areas for development and have proposed actions to improve these.</p>
---	---	----------------	--

<p>Lead teacher to support teaching and learning across the school.</p>	<p>Assessment for learning is becoming much stronger and next steps are being identified at an appropriate pace.</p>		<p>Subject leaders have analysed assessment data and can identify trends.</p> <p>Group teaching approach is secure in core subjects and children are building upon appropriate starting points. Group teaching and AfL in foundation subjects is becoming consistently good across the phases.</p>
<p>We aim to provide outstanding education for our children with low starting points entering Nursery and Reception (compounded further by the Covid-19 pandemic). We need to continue to focus on speech, language and key vocabulary.</p> <p>CPD Whole school action plan to approach to Voice 21, oracy development and Literacy Launchpad. Training for all staff from EYFS to Year 6. Quality first wave teaching to have a strong vocabulary focus across the curriculum.</p>	<p>Evidence from Education Endowment Foundation Toolkit: Oral Language Interventions (+6 months) Oral language interventions can be used to provide additional support to children who are behind their peers in oral language development. The targeted use of approaches will support PP children to catch up with their peers, particularly when this is provided one-to-one.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk) Voice 21 charity-EEF</p> <p>Research shows vocabulary differences between different socio economic groups on entry to school.</p> <p>Confident staff delivering and implementing high quality first wave teaching and supporting children in overcoming specific barriers.</p>	<p>1,6</p>	<p>Identified children have made progress and have reached age-appropriate milestones.</p> <p>Staff and children refer to the Oracy Framework regularly and use strategies from Voice 21 training to stimulate and encourage talk. Resulting in the development of all children's spoken vocabulary thus raising the profile of spoken language.</p> <p>Subject specific vocabulary and its meaning is proactively taught and displayed.</p> <p>Children use subject specific vocabulary when discussing their learning.</p> <p>Word web books show the range of vocabulary being explored independently by children across Key Stage Two.</p>

<p>CPD and monitoring of progress Ensure all staff have received updated training to continue to deliver high quality RWInc teaching.</p> <p>CPD for new staff in delivery of the phonics scheme. New staff will be confident in teaching/supporting phonics.</p> <p>RWInc and Ruth Miskin teaching learning portal and coach for staff and Parents/Carers.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics EEF Toolkit strand (educationendowmentfoundation.org.uk)</p> <p>Data shows improved reading outcomes. Parents/Carers able to support early reading with their children.</p>	<p>1,2,5,6,9</p>	<p>Positive lesson observations by internal and external professionals highlight misconceptions and mispronunciations at a good pace thus impacting positively on disadvantaged children.</p> <p>Less disadvantaged children accessing RWInc in Key Stage Two than previous years.</p> <p>In house support and training have ensured staff picks up on children misconceptions and barriers promptly.</p> <p>Staff more confident in identify bespoke needs for early reading for our disadvantaged children.</p> <p>Improved relationships with Parents/Carers linked to Home Learning.</p>
<p>National College subscription</p>	<p>The National College, which operates under the National Education Group, has received this prestigious award in recognition of a customer-oriented approach which responds swiftly to schools' most pressing needs.</p>	<p>2,3,5,8</p>	<p>Staff promptly access personalised CPD based on feedback given thus gaining more confidence in their own areas of development impacting positively on disadvantaged children's levels of development.</p> <p>Staffs practice has improved and has been maintained to a high standard.</p>
<p>CPD for the approach to teaching reading comprehension.</p>	<p>Effective deployment of support and teachers to ensure targeted support is given to children matched to their academic needs.</p>	<p>2,5,6</p>	<p>Group teaching model ensures children are receiving teaching matched to their needs e.g. linked to inference, reading rate, understanding of vocabulary etc.</p> <p>Reading data continues to be on an upward trend. Planning shows specific reading skills being explicitly taught.</p>

<p>YARC assessments conducted to inform teacher planning and provision.</p> <p>Lexia subscription and training as well as implementing accelerated reading programme.</p>	<p>Reading comprehension strategies EEF Toolkit (educationendowmentfoundation.org.uk)</p> <p>Supportive programmes increases word recognition and reading skills.</p>		<p>Lexia data analysed by SLT so that follow up sessions focus on gaps alongside pupil progress meetings.</p> <p>Data highlights how disadvantaged children are making steps of progress through following the program.</p>
<p>Enhancement of our maths teaching and curriculum.</p> <p>Redstart (money sense programme delivery)</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD from both Gateshead and Newcastle local authorities.</p>	<p>Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> <p>Kings College – evaluative trial to inform school and DfE.</p> <p>Improving Mathematics in Key Stages 2 and 3 (educationendowmentfoundation.org.uk)</p>	4,6,9	<p>Rejuvenation of maths curriculum and policy including staff training on the use of manipulative and worked examples have ensured that children are reaching the expected standard.</p> <p>Children have participated in workshops both in and out of school. Pupil voice shows they have developed an increased understanding of the cost of living, expenses and budget management.</p> <p>Lesson observations are positive highlighting the need to develop children’s understanding of the value of money</p> <p>Group teaching approach enables children to receive teaching appropriate to their needs.</p> <p>All children have access to fluency, reasoning and problem solving activities with multiple opportunities to master them all. Maths lead working alongside groups of disadvantaged children to ensure provision meets needs of children.</p>

<p>Whole school strategies from specialist staff i.e. speech and language, Educational Psychologists, Occupational Therapist and School Nurse.</p>	<p>(educationendowmentfoundation.org.uk) Laing, Todd et.al 2016 demonstrates early identification and swift access to specialist services has a positive impact on improving life chances of the disadvantaged.</p> <p>Speech and Language therapists give CPD to staff on how to deliver specific programmes of intervention.</p> <p>School nurse to support identified individual children and their families as well as the implementation of the PSHE curriculum.</p> <p>OT to implement support packages to develop sensory provision and the physical environment.</p>	<p>1,6,7,9</p>	<p>Children with complex SEND needs as well as being disadvantaged are fully supported in class by highly trained support staff and receive quality first wave teaching from the teacher.</p> <p>Shared expertise enables all staff to better support disadvantaged children with specific needs.</p>
<p>Zone of Regulation training</p>	<p>Children will benefit from this strategy as they develop; Increased self-awareness and social and emotional skills. A common language for communication, problem solving, and emotional understanding. More time spent on learning instead of on behaviour management. A healthier, more inclusive school climate.</p>	<p>1,6,9</p>	<p>Children are consistently in a self-regulated state this is key as it helps children learn, behave well, get along with others and become independent.</p>
<p>CPD Whole school development Teacher's subject knowledge and expertise.</p>	<p>Model of group teaching and AFL to be strengthened across school to ensure appropriate provision is provided for all learners.</p> <p>Support and positive impact of lead teacher extends to other subject leads.</p> <p>Access to Newcastle and Gateshead LA meets subject leads CPD needs and gives them access to other professionals.</p>	<p>1,2,6,8,9</p>	<p>Group teaching approach in school ensures children of all abilities receive a curriculum tailored to their needs where they develop key knowledge and essential skills.</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £94,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
<p>Establish small group/1:1 intervention in reading and writing for disadvantaged children falling behind age related expectations.</p> <p>Set up after school tuition (Booster)</p>	<p>EEF Covid-19 Support Guidance for Schools EEF Guidance Improving Literacy in KS1/KS2 EEF Guidance National Tutoring Programme Small group tuition – Toolkit Strand One to One Tuition – Toolkit Strand</p>	<p>2,5,6,9</p>	<p>In year two the gap between pupil premium and non-pupil premium is closing in reading compared to the gap in the writing. This can also be seen in year four where the gap between pupil premium and non-pupil premium is closing in the reading but not in the writing.</p> <p>Specific children case studies show what input they have received and their levels of progress.</p> <p>Regular pupil progress meetings show how further support is to be deployed and what the focus is on.</p> <p>Out of 34 pupil premium children; 24 (70.5%) of children attained expected+ in reading, 17 (50%) attained expected+ in writing.</p> <p>Identified children reached age related expectations. Perspective Light Data shows good rates of progress in the time children have been in school.</p>

<p>Establish small group and bespoke one to one intervention in maths for disadvantaged children falling behind age related expectations.</p> <p>Set up after school tuition (Booster)</p>	<p>EEF Covid-19 Support Guidance for Schools EEF Guidance National Tutoring Programme Small group tuition – Toolkit Strand One to One Tuition – Toolkit Strand</p> <p>EEF Working with Parents to Support Children’s Learning (educationendowmentfoundation)</p>	<p>2,5,6,9</p>	<p>In Year Two the gap between pupil premium and non-pupil premium is closing in maths. This can also be seen in year four where the gap between pupil premium and non-pupil premium is closing in maths.</p> <p>Specific children case studies show what input they have received and their levels of progress.</p> <p>Regular pupil progress meetings show how further support is to be deployed and what the focus is on.</p> <p>Out of 34 pupil premium children, 22 (64.7%) attained expected+ in maths.</p> <p>Identified children reached age related expectations. Perspective Light Data shows good rates of progress in the time children have been in school.</p>
<p>Tuition for children in Year 2 and Year 6. (supported by NTP and PP funding)</p>	<p>Tuition is an effective method for targeting gaps and for pushing high attainers.</p> <p>One to one tuition EEF (educationendowmentfoundation)</p>	<p>2,5,6,9</p>	<p>In reading in Year Two the gap between pupil premium and non-pupil premium has closed significantly and this is similar with the gap in maths. In year six, the gap has not closed as significantly in reading or maths however a high percentage of pupil premium children (70.5%) achieved expected+ in reading and in maths (64.7%) achieved expected+.</p> <p>Individual children received intensive teaching focused on their gaps. Individual assessment sheets show the progression that has been made.</p>

<p>Additional phonics sessions targeted at PP children who require further phonics support.</p> <p>Specific focus on development days and specific pathways of support identified.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education (educationendowmentfoundation)</p>	<p>2,5,9</p>	<p>Lowest number of children ever in Key Stage Two still accessing programme.</p> <p>86% (25 out of 29) of children who have attended the school since reception are pupil premium children and completed the phonics screening in Year One. Of these 86% pupil premium children, 48% passed the phonics screening with an average of 30 words. Children who come to us later are making significant progress when starting the phonics programme.</p> <p>80% of our current year three cohort have passed the phonics screening either in year one or in their resit in year two. 60% of those children who have passed are pupil premium children.</p> <p>Children receiving two sessions of RWInc a day have made good rates of progress.</p> <p>Regular in house and external training has increased staff expertise, confidence and AfL skills.</p>
<p>Increase teaching assistant support so that bottom 20% in all year groups receive targeted support.</p>	<p>EEF Small group tuition Toolkit Strand (educationendowmentfoundation)</p>	<p>2,5,6,9</p>	<p>Increased staff levels across school to deliver specific interventions with specialised resources.</p>
<p>Promoting reading for pleasure and encouraging wider reading out of school – purchase of books for disadvantaged children.</p>	<p>EEF Guidance Improving Literacy in KS1/KS2 (educationendowmentfoundation)</p>	<p>4,5</p>	<p>Pupil voice interviews show a passion for specific authors and genres.</p> <p>Increased levels of parental engagement.</p> <p>Children now reading to learn and for enjoyment rather than only learning how to read.</p>

<p>Speech and Language Therapist</p> <p>Buy into LEPs to ensure early identification, support and on-going guidance with the development of speech and language.</p>	<p>6+ months progress for language intervention. Oral language interventions can have a positive impact on children's language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: EEF Oral language interventions (educationendowmentfoundation)</p>	<p>1,2,6,9</p>	<p>Children make progress linked to personal targets and reach appropriate milestones.</p> <p>Staff have shadowed therapists so that interventions are repeated regularly in the school week.</p>
<p>Educational Psychologist</p> <p>Buy into private service to enable specific support to be identified and a good pace.</p>	<p>Swift access to services will have a positive impact on children's long term intervention.</p> <p>*Targeted interventions and universal approaches will have positive overall effects.</p>	<p>6,7,9</p>	<p>Recommended strategies are implemented by teaching staff which support children to engage in education more fully and reach their potential.</p> <p>Improved concentration and focus in lessons for vulnerable children.</p>
<p>Occupational Therapist</p> <p>To develop staff knowledge and support children in their physical development.</p>	<p>Swift access to services will have a positive impact on children's long term intervention.</p> <p>*Targeted interventions and universal approaches will have positive overall effects.</p>	<p>6,7,9</p>	<p>Children make progress linked to personal targets and reach appropriate milestones.</p> <p>Staff have shadowed therapists so that interventions are repeated regularly in the school week.</p>

<p>School nurse To support school and the wider community with early identification of needs and access to appropriate support and guidance.</p>	<p>Swift access to services will have a positive impact on children's long-term intervention.</p> <p>Targeted interventions and universal approaches will have positive overall effects on children and the wider family.</p>	<p>6,7,9</p>	<p>Children make progress linked to personal targets and reach appropriate milestones.</p> <p>Staff have shadowed therapists so that interventions are repeated regularly in the school week.</p> <p>Increased levels of parental engagement.</p>
---	---	--------------	---

Wider strategies (for example, related to wellbeing and self-regulation and attendance)

Budgeted cost: £55,147

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
----------	--------------------------------------	-------------------------------	--------

<p>Children attend school every day and on time.</p> <p>Improving attendance by providing enhanced curriculum/out of school opportunities.</p>	<p>If children are not in school, they cannot learn and the gap widens. If children do not build resilience through regular attendance, there are implications for understanding and applying skills.</p> <p>Attendance and persistent absence for PP children is at least in line with national other children.</p> <p>Punctuality for PP children will be in-line with other children across school.</p> <p>DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>EEF Working with Parents to Support Children's Learning (educationendowmentfoundation)</p> <p>Attendance data will clearly demonstrate impact. Increased attendance will clearly evidence impact on attainment.</p>	<p>4,6,7</p>	<p>Children's emotional, social and health needs are being fully met in the days in which they are in school.</p> <p>Positive impact on academic achievement and attendance.</p> <p>Children participate more and learn more.</p>
---	--	--------------	---

<p>We aim to continue to address and provide specific support for an increasing number of children with identified Social, Emotional and Mental Health (SEMH) problems. An increase in the waiting lists for services has had an impact on increased numbers of children and their families.</p>	<p>Self-regulation approaches to teaching support children to think about their own learning more explicitly, often by teaching specific strategies for planning, monitoring and evaluating their learning.</p> <p>Evidence from Education Endowment Foundation Toolkit: Interventions which focus on metacognition and self-regulation (+7 months) Interventions which focus on improving social interaction tend to be more successful (+6 months) Explicit teaching of metacognitive and self-regulatory strategies encourage children to practise and use these skills more. Emotional regulation interventions are shown to improve social and emotional skills and are therefore likely to support disadvantaged children to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	<p>1,6,7,9</p>	<p>Children's needs identified swiftly and needs are met both in school and by other bought in professionals.</p> <p>Children are safe, happy and healthy.</p>
<p>Provide enhanced opportunities for enrichment to impact positively on social/emotional/mental well-being needs and therefore improve attainment (Breakfast and After-school Club activities.)</p>	<p>EEF Guidance Report Improving Social and Emotional Learning in Primary Schools EEF Social and Emotional learning (educationendowmentfoundation)</p>	<p>3,6</p> <p>3</p>	<p>Positive impact on academic achievement (see data)</p> <p>Children have a settled start to their day as they are fed and well prepared to learn.</p> <p>Writing achievement has improved due to first hand experiences which stimulates creativity.</p> <p>Reading achievement in KS2 is in line with non PP children nationally.</p>

Pre-planned school educational outings and visitors in to school.	Development of cultural capital can improve children's knowledge and schematic development which is particularly beneficial for disadvantaged children. (Ofsted)		
Support the cost towards , PE kits, body warmers, book bags and uniform.	A sense of belonging is essential for mental wellbeing and stability. It also underpins resilience and a sense of self-worth.	6,7	Children feel equal, an inclusive community is celebrated.
Use of Parents/Carers Advisor to support families with attendance and acute need.	EEF Working with Parents to Support Children's Learning (educationendowmentfoundation)	4,6,7	Increased levels of parental engagement. Citizen advice support attended regularly by Parents/Carers of disadvantaged children. School nurse workshops well attended by Parents/Carers of disadvantaged children.

Total budgeted cost: £389,147

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2021 - 2022

This details the impact that our pupil premium activity had on children in the 2021 to 2022 academic year.

Year One

58 children in the cohort

34 children Pupil Premium

24 children Non Pupil Premium

Pupil Premium

EXS+		
Reading	Writing	Maths
27	22	27
79%	65%	80%

Non Pupil Premium

EXS+		
Reading	Writing	Maths
17	15	19
71%	63%	80%

Year Two

57 children in the cohort

32 children Pupil Premium

25 children Non Pupil Premium

Pupil Premium

EXS+		
Reading	Writing	Maths
11	6	10
34%	19%	31%

Non Pupil Premium

EXS+		
Reading	Writing	Maths
17	11	17
68%	44%	68%

Year Three

57 children in the cohort

31 children Pupil Premium

26 children Non Pupil Premium

Pupil Premium

EXS+		
Reading	Writing	Maths

21 67%	19 61%	17 54%
-----------	-----------	-----------

Non Pupil Premium

EXS+		
Reading	Writing	Maths
18 69%	17 65%	18 69%

Year Four

60 children in the cohort

32 children Pupil Premium

28 children Non Pupil Premium

Pupil Premium

EXS+		
Reading	Writing	Maths
20 63%	20 63%	23 72%

Non Pupil Premium

EXS+		
Reading	Writing	Maths
23 82%	23 82%	24 86%

Year Five

53 children in the cohort

30 children Pupil Premium

23 children Non Pupil Premium

Pupil Premium

EXS+		
Reading	Writing	Maths
18	18	19
60%	60%	63%

Non Pupil Premium

EXS+		
Reading	Writing	Maths
16	16	18
69%	70%	78%

Year Six

59 children in the cohort

36 children Pupil Premium

23 children Non Pupil Premium

Pupil Premium

EXS+		
Reading	Writing	Maths
19	18	19
53%	50%	53%

Non Pupil Premium

EXS+		
Reading	Writing	Maths
21	14	17
93%	61%	96%

Despite the continued challenges placed upon us as a school by COVID-19, many of our children in receipt of pupil premium funding continued to make positive progress within their core subjects last year (2021-22).

The pupil premium funding allowed us to continue providing support through increased ratios of staff to children. Our support staff have worked with targeted children to support their communication and interaction skills within classes.

Staff training has remained a high priority, and school staff benefited from a range of training including RWInc, early writing, subject specific training and bespoke maths CPD.

Quality First teaching remains at the heart of what we do. Our on-going continued training has enabled our staff team to utilise new strategies to support our learners and strengthen their own practice, providing quality first teaching to children and strengthening our group teaching approaches.

We have worked consistently in our approaches to improve attendance and this continues to be a key area to focus for us at Moorside Primary School. Our three-year plan will continue with some minor adjustments to ensure the best outcomes for our children.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2022 - 2023

This details the impact that our pupil premium activity had on children in the 2022 to 2023 academic year.

Early Years

Cohort of 48 children with 19 children recorded as disadvantaged 1 of which is LAC and 6 children with SEND, 2 of which have an EHCP. 29 children not Pupil Premium.

Pupil Premium

Prime	Good Level
13 (68%)	7 (36.8%)

Non Pupil Premium

Prime	Good Level
21 (72.4%)	12 (41.3%)

Year One

57 children in the cohort

31 children Pupil Premium

26 children Non Pupil Premium

Pupil Premium

EXS+		
Reading	Writing	Maths
12 (38.7%)	12 (38.7%)	15 (48.3%)

Non Pupil Premium

EXS+		
Reading	Writing	Maths
14 (53.8%)	14 (53.8%)	17 (65.3%)

Year Two

58 children in the cohort

34 children Pupil Premium (58.6%)

24 children Non Pupil Premium (41.3%)

Pupil Premium

EXS+		
Reading	Writing	Maths
13 (38.2%)	10 (29.4%)	18 (52.9%)

Non Pupil Premium

EXS+		
Reading	Writing	Maths
10 (41.6%)	10 (41.6%)	14 (58.3%)

Year Three

56 children in the cohort

34 children Pupil Premium

22 children Non Pupil Premium

Pupil Premium

EXS+		
Reading	Writing	Maths
12 (35.2%)	9 (26.4%)	7 (20.5%)

Non Pupil Premium

EXS+		
Reading	Writing	Maths
15 (68.1%)	11 (50%)	13 (59%)

Year Four

60 children in the cohort

36 children Pupil Premium

24 children Non Pupil Premium

Pupil Premium

EXS+		
Reading	Writing	Maths
21 (61.7%)	14 (38.8%)	21 (61.7%)

Non Pupil Premium

EXS+		
Reading	Writing	Maths
15 (62.5%)	13(54.1%)	15 (62.5%)

Year Five

56 children in the cohort

34 children Pupil Premium

22 children Non Pupil Premium

Pupil Premium

EXS+		
Reading	Writing	Maths
19 (55.8%)	16 (47%)	18 (52.9%)

Non Pupil Premium

EXS+		
Reading	Writing	Maths
16 (72.7%)	12 (54.5%)	15 (68.1%)

Year Six

56 children in the cohort

34 children Pupil Premium

22 children Non Pupil Premium

Pupil Premium

EXS+		
Reading	Writing	Maths
24 (70.5%)	17 (50%)	22 (64.7%)

Non Pupil Premium

EXS+		
Reading	Writing	Maths
18 (81.8%)	14 (63.6%)	16 (72.7%)

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Programme	Provider
Lexia Core 5	Lexia Learning
Times Table Rockstars	Maths Circle Ltd.
Education City	Education Software com.