

Moorside Primary School - Pupil Premium 2019/2020
Pupil Premium: Action and Spending Plan 2019-2020 (Updated February 2020)

The government believes that pupil premium, which is in addition to main school funding, is the best way to address inequalities between children eligible for free school meals (FSM) and their wealthier counterparts by ensuring that funding to redress disadvantage reaches the pupils who need it most. National research shows that children who have been eligible for FSM at any point in their school life generally have consistently lower educational attainment than those who have never been eligible. It is also worth noting that many pupils entitled to FSM (and indeed those who are not) also face often multiple vulnerabilities which are a barrier to good achievement. Moorside Primary School therefore deploys pupil premium to plan and promote additional support and effective intervention in order to eradicate these barriers over time and accelerate pupil progress, closing the attainment gap between FSM and non-FSM.

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. The grant for each child is £1,320.

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. The grant for these children is £2,300.

Children of Service Families

These children receive an increased premium which equates 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 pupil premium figures are accurate as at 1st December 2019. The expenditure has been updated in February 2020. Any funds available at the end of the financial year will be carried-forward to support the strategies in 2020/2021. The plan includes what we are expecting to fund in 2020/2021 although these will be subject to change during the summer term as the budget is agreed and the 2019/2020 results are analysed.

Moorside Primary School
Pupil Premium: 2019/20 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. We ensure that our staff receive appropriate training (CPD) to provide them with the tools to produce effective first wave teaching and provide additional identified bespoke support to support the pupils' learning. Moorside have also continued to maintain a high teacher/pupil ratio and this would not be possible without the pupil premium funding. During 2019/2020 this has enabled us to provide an additional teacher in Y6 where our pupil premium numbers exceed 50%. As our numbers change across the year the school ensures that staff are available to meet the needs of all our pupils including those that are eligible for pupil premium. As a school we recognise that some of our pupils with SEND are also eligible for pupil premium and as such the provision provided is more targeted to meet the needs of those specific pupils. In some cases we approach agencies to provide us with the necessary skilled staff to support gaps that we may identify.

The Pupil Premium allocation for the 2018/19 amounted to £245,439. The amount allocated in 2019/2020 has now been confirmed as £232,710 (179 pupils & 1 CLA). Over a two year period Moorside Primary School will have received £478,149. 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. 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. At the end of January 2020 we had received £6,410 in additional funding for 2019-2020 specifically for Early Years.

In-school barriers to learning identified in 2019 /2020

- A. The development of speaking, listening and communication skills particularly in Early Years Foundation Stage where this is lower for the majority of children eligible for pupil premium than for other pupils on entry. This can slow progress down particularly in reading in subsequent years.
- B. High numbers of pupil premium pupils across the school - at a snapshot taken on the 6th February 2020 we had one hundred and eighty three (45%) pupils recorded for pupil premium in Reception to Y6.
- C. In view of our high mobility the number of premium pupils in each group do vary throughout the year and adds further barriers. On the 6th February 2020 our figures show the following percentages in each year group: Reception 32% Y1 43% Y2 38% Y3 53% Y4 46% Y5 52% Y6 51%.

External barriers to learning:

- A. Attendance for pupils eligible for pupil premium 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%.
- 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 for both new pupils and long standing pupils.

Current Position: February 2020 (based on 2018/2019 results)

Good level of development at end of Reception

- Outcomes at the end of EYFS show a three-year improving trend for both Pupil Premium and non-Pupil Premium and the percentage of Pupil Premium children attaining a good level of development at Moorside is above national figures by 14.87%.
- Across all areas of learning the Pupil Premium children out performed the non-Pupil Premium with 94.12% of non-Pupil Premium achieving in Communication and Language. In all areas there is at least a 10% difference and a 25.31% difference in all learning goals.
- This enables the majority of Pupil Premium to have a strong start across all areas of the curriculum as they move into Year One.

Early Years (Reception cohort of 60)

<u>Number of Children & Area of Learning</u>	<u>2019 Pupil Premium (17 pupils)</u>	<u>2019 Non-Pupil Premium (43 pupils)</u>
Newcastle GLD	61.6%	75.5%
Moorside 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%

Phonics Year 1 and Year 2

Phonics Year 1	Pupil Premium	Non Pupil Premium
Actual Results % Expected standard+(WA)	66.7%	66.7%

- Pupil Premium Pupils have achieved the same as non-Pupil Premium.

Phonics Year 2 (Includes results gained in Y1 for this matched cohort)	Pupil Premium	Non Pupil Premium
Actual Results % Expected standard+(WA)	88.0%	78.64%

- Pupil Premium Pupils achieved better than the Non Pupil Premium children by 9.36% a high percentage of the Pupil Premium were also SEN pupils with communication and language difficulties.

Key Stage One Results % Expected standard +

End of Year Two (Key Stage One)	All Pupils (GDS)	Pupil Premium Pupils (GDS)	Non-Pupil Premium Pupils (GDS)
% Attainment in reading	66% (9%)	68% (8%)	72% (12%)
% Attainment in writing	60% (8%)	60% (4%)	68% (12%)
% Attainment in maths	66% (8%)	64% (8%)	72% (8%)
% Attainment in Reading, Writing and Maths	58% (6%)	56% (4%)	68% (8%)

- Non-Pupil Premium achieved slightly better across all subjects including the combined: Reading 4% difference, writing and maths 8% difference and 12% in the combined subjects.
- This was the same outcome in the higher standard across the subjects with a greater difference in the writing.
- These results may indicate further interventions need to be considered for early interventions although it is recognised that mobility continues to have an impact on all attainment.

Key Stage Two Results

***Please note there were eight pupils that did not take the tests and were not disapplied as would normally happen due to them being new to the country and not having had a Key Stage Two curriculum therefore, we currently have two sets of data below using DfE figures with a cohort of 58 and the other with 50 the correct number of pupils that sat the tests.**

End of Year 6 (Key Stage Two)	All Pupils (GDS) Cohort 58 (DfE figures)	Pupil Premium Pupils (GDS)	Non-Pupil Premium Pupils (GDS)	*All Pupils (GDS) Cohort 50 (school figures)
% Attainment in reading	38% (3%)	39% (3%)	36% (5%)	44% (4%)
% Attainment in writing	72% (3%)	74% (3%)	77% (5%)	82% (4%)
% Attainment in maths	59% (9%)	55% (10%)	68% (9%)	68% (10%)
% Attainment in Reading, Writing and Maths	29% (2%)	23% (3%)	36% (0%)	34% (2%)
% Attainment in SPAG	60% (14%)	55% (10%)	73% (23%)	70% (14%)

- Non-Pupil Premium achieved slightly better across most subjects apart from reading 4% compared to Pupil Premium pupils this is similar in pupils achieving the higher standard apart from a slight difference with maths and the combined subjects.
- A great deal of work has taken place with regard to effective group first wave teaching across the school and with the support from Senior Leadership and Middle Leaders the school will continue to monitor the progress of all our pupils including those eligible for pupil premium. Further identified interventions will be funded as necessary.

Attendance

% Absence	2017	2018	2019
Pupil Premium	6.4	7.6	5.7
Non-Pupil Premium	7.1	6.3	5.0
% Persistent Absence	2017	2018	2019
Pupil Premium	22.3	23.42	19.21
Non-Pupil Premium	24.6	28.13	18.37

- Figures indicate an improving trend for both Pupil Premium and Non-Pupil Premium with regards absences with 0.7 difference between the two groups for 2019.
- Figures indicate an improving trend for both Pupil Premium and Non-Pupil Premium with regards to persistent absences with 0.84 difference between the two groups for 2019.
- This indicates that the strategies that the school are using are working and need to be continued. The school recognises that although this is moving towards a more positive trend that further work would benefit the outcomes of those pupils that attendance levels remain low.

Expected outcomes for 2019/2020:

- The proportion of Pupil Premium Pupils attaining a GLD by the end of the EYFS continues to strengthen.
- Y1 phonics testing to show that the proportion of Pupil Premium Pupils working at the required standard to be in line with the proportion of Non-Pupil Premium Pupils /CLA pupils in school and nationally.
- KS1 results to show that the proportion of Pupil Premium Pupils working at age group expectations in reading, writing and maths is broadly in line with their Non-Pupil Premium Pupils/CLA counterparts in school and nationally.
- KS2 SATs results show that attainment of Pupil Premium Pupils is in line with the attainment of non FSM/CLA pupils nationally at national expectations in reading, writing, maths (also combined)
- KS2 SAT results to evidence that the proportions of Pupil Premium Pupils disadvantaged pupils making good progress in reading, writing, maths each year is in line with the proportions of Non-Pupil Premium Pupils /CLA pupils making the same progress.
- VA measures for Pupil Premium Pupils remain in line with (or are above) the national Non-Pupil Premium Pupils /CLA national pupil group in all subjects.
- School tracking data to evidence that Pupil Premium Pupils make progress equivalent to or exceeding national expectations.
- Attendance for Pupil Premium Pupils is in line with Non-Pupil Premium Pupils and closer to national figures.

Going Forward 2019/2020 – Future Plans

As the school approaches budget review time, the school will ensure that the appropriate funds are made available to enable our pupil premium pupils to achieve the best outcomes possible. As you will see from the financial aspect of this report (see page 7) many interventions are funded through the pupil premium fund and each element is reviewed to ensure that have both impact and value for money.

As at February 2020 it is anticipated moving forward that the school will spend the funds from 2020/2021 budget on the following :

- Senior Leadership will continue to work alongside our Governors and School Improvement Partner (SIP) to update the School Improvement Plan / School Strategy Plan to raise standards in teaching and learning. The plans will incorporate all vulnerable groups and will include pupil premium pupils.
- Moorside to expand the capacity of the senior leadership by developing the middle leader's role within the school. This will allow all leaders (both senior and middle) to have more time to review the strategic role as well as the day to day teaching and learning which will include pupil performance.
- Leadership to continue to monitor pupil progress along with teaching staff/support staff to improve the outcomes for our pupil premium pupils and agree further strategies (along with the teaching staff) as required.
- Leadership \ Governors to continue to review the staffing structure at budget setting time to ensure that the appropriate resources in relation to staffing are deployed to raise standards in teaching and learning. As part of the budget review, consideration will be given to our pupil premium income and expenditure. Moorside is committed that the pupil premium funding is used effectively and will support the school and the pupils in reducing the gap.
- Moorside will continue to employ specialised SEND staff through agencies to support those pupils with SEND. May of which also fall into the pupil premium category.
- Moorside will continue to fund additional identified staffing for bespoke 1:1 and group work to support embedded strategies see financial report on page 7 for current provisions.
- Moorside will continue to provide additional identified resources for the school to improve outcomes and broaden the curriculum.
- Moorside will continue to provide extra support through specialised services such as LEAPS, Educational Psychologist and Counselling etc.
- Moorside will ensure that our pupil premium pupils are not disadvantaged by funding issues i.e. school trips, residential trips, clothing etc. – support for the families,
- Moorside will continue to have the flexibility to introduce further strategies if deemed necessary across the year as new services /new learning strategies are made available.
- Moorside will provide specific training \ CPD to improve the quality of first wave teaching or any other training identified to improve the quality of teaching.
- Moorside is expecting the MUGA \ Daily Mile to be completed by Easter 2020. This will improve physical and mental wellbeing and reinforce healthy choices.

All the funding received from pupil premium will be used to raise attainment and narrow the gap.

A further report will be produced in September 2020 which will provide a detailed analysis of the performance data along with an update of the financial aspect.

FINANCIAL REPORT UPDATED FEBRUARY 2020

Contextual data

Funding is based on the January 2019 Census figures which indicated that Moorside Primary School had one hundred and seventy nine pupils and one LAC pupil eligible for Pupil Premium between Reception and Year Six. The actual number of pupils on roll in February 2020 is recorded as one hundred and eighty three which equates to 45%.

Resource	Pupil Premium spend 2018/2019	Pupil Premium planned spend 2019/2020 updated February 2020.	Rationale with regard to expenditure
	2018/2019 budget	2019/2020 budget	2019/2020 Updated February 2020
Senior and Middle Leaders			
LEAPS - Monitoring package and meeting with provider	3,750	4,730	Leadership time reviewing and contributing to provision. Reviewing assessments, assisting planning and intervention strategies. Worked on 2% of total leadership costs. Small contribution
Providing CPD	6,000	5,442	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	9,400	11,826	Additional Leadership to allow strong management and leadership across all key areas including vulnerable groups, SEND, PP, EAL etc. 5% of costs allocated
Attendance			
Cost of one member of staff (PA)	23,000	15,000	Faster Responses, first day , CME
Leadership time	2,000	2,365	Meetings with Senior Leaders more accountability – 1% of Leadership time
Leadership Support	3,000	4,730	Legal Routes / support and advice – 2% of Leadership time
Attendance stickers and Rewards		259	45% of the cost
Additional Staff/Support			
Extra Teacher	6,900	16,000	50% of cost of additional teacher for Y6. Given that our Y6 are currently running at 51% of PP. Based on M4 Teacher with on costs
Extra TA	17,000	19,942	100% of the cost of additional TA
LEAPS programme	5,500	4,132	30% of the cost of the LEAPS provision as per % of PP pupils in Reception
Targeted CPD regarding Play	50	50	20% of the cost of this specialised CPD
Additional Bought in Provision (Specialised support)			

Educational Psychology	6,536	2,567	45% of the cost or providing additional support
Counselling	2,035	420	Cost of counselling through NE Counselling 100%. Changed from Kalmer Counselling April 2019. Supporting emotional needs and having a positive impact on daily school life
Enrichment & Miscellaneous Support			
Residential Trip	0	0	Funded from Grant funding
Broad curriculum	2,900	3,769	Moorside Primary School has spent significant funds on broadening the curriculum resources during 2019-2020. 25% of the extra resources have been allocated to PP to represent a small proportion of the costs
IT	0	3,712	IPads purchased/ ITunes/Twinkle/Testbase/ - 45% of cost borne against PP
Additional scrutiny linked to vulnerable groups	800		
Additional Music	0	500	Schools does receive a grant towards Music but spends over £3,000 extra. Small amount offset against PP
Extra-curricular focus	1,154	5,609	Oxford University Press Resources (2019-2020) Improving Literacy. 45% of the cost PP
Various projects	150	218	Magazines for pupils 45% of the cost borne by PP
Projects and time throughout the year	1,050		
Modular workshops -costs	1,155		
Hextol	4,000	4,730	PP pupils having the opportunity to be involved with vulnerable adults – 45% of cost
Artist	510	832	100% of the cost of a whole school performance
Modular	5,400	0	No cost offset in 2019-2020
Leadership	8,460	23,653	10% of Leadership costs to improve outcomes, set targets and drive strategies
Specifically target disadvantaged pupils with extra support in learning			
Linda Lines	0	2,625	100% of cost offset against PP
TA specific	32,000	19,508	100% of cost of one TA - specifically targeting key pupils
Interventions and tracking to monitor progress	714	100	Nominal charge for tracking
Resources	10,560	8,400	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	10,200	0	In 2018-2019 offset 100% cost of additional teacher for one term. But removing this for 2019

Additional HLTA	28,200	29,197	100% of one HLTA cost
Extra TA hours	54,000	19,278	Budget can only support 20 hour contracts for Teaching Assistants and Nursery Nurses. Nine staff have additional hours and have not been included in any of the other interventions. Costs offset against PP for the additional seventeen hours per week. Only 20% costs deducted rest absorbed by School budget.
Bought into Gateshead	4,215	472	1% of cost re SIP to read reports relating to PP
Trust Work	0	0	
MUGA / One Mile Track		6,850	Small contribution of costs in relation to MUGA and track (overall cost circ. £137,000) 5%-
Funds available for further intervention		15,794	February – July 2020
Total funds spent 2018/2019 and anticipated for 2019/2020	24,5439	232,710	
Total funds allocated 2019/2020 confirmed December 2019.		232,710	Updated DfE December 2019 (179 pupils and 1 LAC)
Pupil Premium 2018			£245,439
Pupil Premium 2019			£232,710 (includes EYPP)
Grand total			£478,149 (2 year period)