

# Moss Side Primary School



## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

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.

### School overview

Detail	Data
School name	Moss Side Primary School
Number of pupils in school	249
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22, 2022-23, 2023-24
Date this statement was published	October 2021
Date on which it will be reviewed	June 2021
Statement authorised by	A. Wright
Pupil premium lead	A. Wright
Governor lead	S. Whittaker

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,665
Recovery premium funding allocation this academic year	£8,700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 85,365

# Part A: Pupil premium strategy plan

## Statement of intent

We fundamentally believe that our school should seek to engage all pupils in a wide variety of areas, encouraging them to grow in confidence and hopefully continue to develop these areas outside the school day and after they are no longer pupils. We know that for a lot of our pupils primary school is the first, and often only, opportunity to develop lifelong characteristics and loves, widening horizons and opening doors which may otherwise remain closed. We hope to ignite a passion for learning in our pupils, to create as many opportunities as possible for them in adulthood.

For our disadvantaged pupils in particular, the idea of opening doors is possibly even more important. We therefore seek to ensure that, wherever possible, our disadvantaged pupils are given the support to make progress and achieve well across the range of primary school subjects. Ultimately, we wish to ensure that they have the platform to succeed further once they start at high school and beyond.

We seek to do all of this through high-quality teaching, which should provide opportunities for all pupils to make sustained progress. Alongside this, we aim to embed a rich, varied and memorable series of experiences that allow pupils to develop personally, socially and emotionally. Our school environment has been cultivated to show empathy to all and this has benefits our disadvantaged pupils and their families, where we are driven to do whatever we can to support our wider community to the advantage of our pupils.

The strategy at Moss Side is to look at overarching themes, as well as individual needs, drawn from a range of evidence. By taking this approach prior to implementing any strategies, we aim to:

- Ensure all disadvantaged pupils feel a sense of belonging and provide a stable platform for their development, both now and in the future
- Make progress with all pupils from their individual starting points
- Provide appropriate challenge to disadvantaged pupils, through a whole-staff approach to high expectations

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are particularly evident in EYFS and KS1 and are more prevalent among our disadvantaged pupils than their peers.

2	A wide range of our families require support in order to create a stable environment from which pupils can grow and develop. Currently, 63% of families provided with school level support were disadvantaged.
3	Data (tests, teacher assessment etc) shows that more pupils are finding it challenging to reach a fluent level of mathematical understanding; this often has the greatest impact on the most disadvantaged by the end of Key Stage Two (average 35% at expected standard from internal data).
4	Data (tests, teacher assessment etc) shows that more pupils are finding it challenging to reach a fluent level of reading; this often has the greatest impact on the most disadvantaged by the end of Key Stage Two (average 43% at expected standard from internal data).
5	Attendance levels remain high (96% 2020-21) but the gap in attendance between disadvantaged pupils and others remains: In 63% classes, disadvantaged pupils have worse attendance than other pupils and 50% classes see disadvantaged pupils not reaching the school target of 97% attendance. This is also the case for late register marks, were disadvantaged pupils make the overwhelming majority: In 100% classes, pupil premium pupils are more often late than other pupils.
6	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.

## 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
To improve oral language skills and vocabulary.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident through a wide range of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To ensure pupils have positive platforms, both at home and in school, in order to allow for personal and academic development as well as wellbeing	Pupil wellbeing improved, evidenced by: <ul style="list-style-type: none"> <li>• Low numbers of pupils reach level 3 or 4 on the Lancashire Continuum of Need due to early intervention form school and signposting to external support.</li> <li>• Pupil voice reflects high number with positive attitudes from disadvantaged pupils.</li> <li>• Staff observations positive on pupil wellbeing.</li> <li>• Increased numbers of disadvantaged pupils participating in enrichment activities.</li> <li>• Low behaviour incidents of disadvantaged pupils.</li> </ul>
To improve maths attainment for	KS2 maths outcomes in 2024/25 show that more than 65% of disadvantaged pupils met at least the expected standard.

disadvantaged pupils at the end of KS2.	
To improve reading attainment for disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 65% of disadvantaged pupils met at least the expected standard. Phonic screening in 2023/24 show that more than 85% of disadvantaged pupils met the expected standard.
To improve the attendance rates of disadvantaged pupils.	Disadvantaged pupils to achieve 97% target attendance rate and a reduction in late marks, in order to provide as much face-to-face teaching as possible.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>White Rose Maths CPD</p> <ul style="list-style-type: none"> <li>External training twilight</li> <li>Linking with a local school</li> <li>Staff meeting shared planning and feedback</li> <li>Subject leader release to ensure quality and consistency</li> <li>Purchase of relevant resources</li> </ul>	<p>After extensive research and evaluation of school need and possible approaches to resolving this, White Rose Maths has been chosen as the vehicle for change across school. The approach is aligned to the mastery approach promoted within:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3 EEF</a></p> <p>£5500</p>	3, 6
<p>Purchase of a <a href="#">DfE validated Systemic Synthetic Phonics programme</a> to further improve phonics teaching for all pupils</p> <ul style="list-style-type: none"> <li>Programme</li> <li>Training</li> <li>Resources (including reading scheme)</li> </ul>	<p>Phonics approaches, particularly for disadvantaged pupils, are supported to improve reading within:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">The Reading Framework   DfE</a></p> <p>£3000</p>	4

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

Budgeted cost: £40,475

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop a programme of early language	Swift intervention in small groups where need is identified is supported within:	1, 6

intervention for EYFS and Key Stage One pupils	<a href="#">Oral Language Intervention   EEF</a>  <i>£5000 – TA hours and training</i> <i>£4000 – TA to support continuous provision in EYFS</i>	
Deliver focussed smaller group maths, alongside the White Rose Maths teaching model	<p>Reducing teaching group sizes benefits both smaller group and larger class group, due to the size of our KS2 classes</p> <p><a href="#">Small Group Tuition   EEF</a></p> <p><i>£21,300 – Specialist Maths Teacher</i></p> <p><i>£3600 – L3 Teaching Assistant</i></p>	3, 6
Deliver Fast Track and Bounce Back Phonics as required (Y2 and Y3)	<p>As phonics underpins reading, ensuring pupils have a strong foundation is crucial. For pupils not passing the Year 1 screening, or requiring further support to consolidate, swift intervention is required.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><i>£1125 – TA delivery hours</i></p>	4, 6
Reading Plus (upper KS2)	<p>Range of studies into the benefits of the programme, which develops pupils stamina for reading:</p> <p><a href="#">Reading Plus Evidence</a></p> <p><i>£2000</i></p>	4, 6
Purchase and develop intervention programme to support KS2 readers in explicit comprehension strategies	<p>Delivery of explicit teaching strategies most often benefits disadvantaged pupils:</p> <p><a href="#">Reading Comprehension Strategies   EEF</a></p> <p><i>£500</i></p>	4, 6
Number Sense (Year 4)	<p>Large evidence base for this approach to number intervention:</p> <p><a href="#">Small Group Tuition   EEF</a></p>	3, 6

	<a href="#">Every Child Counts</a>  £2,500 – TA hours	
Nessy (KS2)	£450	4

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 38,330

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Family Support Coordinator	<p>Parental engagement is seen as challenging but a key issue for the progress of primary pupils</p> <p><a href="#">EEF Supporting Parents to Attend Face-to-Face</a></p> <p>The FSC plays a key role in this. Our own data also reflects a significantly low amount of our families reaching thresholds within Lancashire Continuum of Need, largely due to the early action of FSC. Without this, many more individual incidents or ongoing issues would reach higher levels, causing more disruption to disadvantaged pupils wellbeing and academic achievement (in addition to the added burden of the social care system).</p> <p>£30,230</p>	1, 2, 5, 6
Attendance Raffle	<p>Rewarding good attendance to incentivise high levels is considered to be a valuable strategy.</p> <p><a href="#">DfE Attendance Strategy</a></p> <p>£100</p>	5
<p>Increase enrichment opportunities</p> <ul style="list-style-type: none"> <li>• Lunchtime club</li> <li>• Polytunnel and gardening club</li> <li>• Ukele</li> <li>• Special Week(s)</li> <li>• Theatre Visits</li> </ul>	<p>Feedback from pupils (especially Year 6 leavers) demonstrates the significance of these aspects of school life for motivating and providing opportunities.</p> <p>£8000</p>	2, 5, 6

**Total budgeted cost: £87, 305**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Internal assessments reflect that the performance of disadvantaged pupils overall are not currently on track in core subjects, as evidenced above in the internal data used to support English and maths assessments.

Despite the great efforts made to provide remote learning of a high standard, COVID-19 has undoubtedly disrupted the development of all pupils, particularly the most disadvantaged who were not able to access many of the elements which pupil premium funding was being used for.

Attendance was generally strong when all pupils were allowed to attend school but, as previously evidenced, the attendance of disadvantaged pupils was worse than that of non-disadvantaged pupils.

Observation shows that wellbeing and mental health was significantly impacted and, despite a concentrated effort, this remains something that our most disadvantaged pupils need support with. COVID-19 has also disrupted behaviour and routine, which are important areas of focus for school life.

The plan outlined above attempts to overcome these issues and put our pupil premium strategy back on track, as well as tackling arising issues.

### 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
Number Sense	Edge Hill University
Reading Plus	Reading Plus

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A

What was the impact of that spending on service pupil premium eligible pupils?	N/A
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## Further information (optional)

We continue to use a large support staff team within core class lessons (English, maths and often science). While not exclusively used for disadvantaged pupils, staff will often work to support these pupils during lessons, whether 1:1, in small groups or within differentiated groups in parallel to a main lesson. This is part of our strategy to support the classes of 37 pupils so that the right balance can be struck between adult support and independent work.