

Moss Side Primary School



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	248
Proportion (%) of pupil premium eligible pupils	31% (77 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22, 2022-23, 2023-24
Date this statement was published	October 2021 (Updated Dec 2023)
Date on which it will be reviewed	June 2024
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	£98,531
Recovery premium funding allocation this academic year	£8,990
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£107,060

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 school subjects and primary life in general. 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 and respect to all and this has benefits for 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. However, we are clear that, as a supportive community, this provision should be available to all who need it and not restricted to those who meet a financial threshold. This approach has been further supported given the significant increase in FSM eligibility during the last five years, suggesting that many within our community fall just outside the markers for increased support.

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. In Autumn 2021, 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 Autumn 2021).
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 Autumn 2021).
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, where disadvantaged pupils make the overwhelming majority: In 100% classes, pupil premium pupils are more often late than other pupils. This data was from Autumn 2021.
6	<p>Our assessments and observations indicate that the education and wellbeing (including behaviour and routine) 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.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p>

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.	<p>Pupil wellbeing improved, evidenced by:</p> <ul style="list-style-type: none"> • Low numbers of pupils reach level 3 or 4 on the Lancashire Continuum of Need due to early intervention from school and signposting to external support. • Pupil voice reflects high number with positive attitudes from disadvantaged pupils. • Staff observations positive on pupil wellbeing. • Increased numbers of disadvantaged pupils participating in enrichment activities. • Low behaviour incidents of disadvantaged pupils.
To improve maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 65% of disadvantaged pupils met at least the expected standard.
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.
To develop behaviour strategies to support challenging behaviour within a mainstream setting.	Keep exclusions at low rates, with a focus on disadvantaged pupils.

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: £2480

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>White Rose Maths CPD</p> <ul style="list-style-type: none"> • Linking with a local school • Staff meeting shared planning and feedback • Subject leader release to ensure quality and consistency • Purchase of relevant resources 	<p>After extensive research and evaluation of school need and possible approaches to resolving this, White Rose Maths was chosen as the vehicle for change across school. The approach is aligned to the mastery approach promoted within:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF</p> <p>In the third year of this strategy, the aim is to fully embed this practice with a continuation of the activities and further monitoring.</p> <p>£1480</p>	3, 6
<p>Embed Letterland as a DfE validated Systematic Synthetic Phonics programme to further improve phonics teaching for all pupils</p> <ul style="list-style-type: none"> • Programme subscription • Training/ Peer CPD • Staff meeting shared planning and feedback • Subject leader release to ensure quality 	<p>Phonics approaches, particularly for disadvantaged pupils, are supported to improve reading within:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>The Reading Framework DfE</p> <p>In the second year of this strategy, the aim is to fully embed this practice with a continuation of the activities and further monitoring. Ensuring new staff are fully trained is also very important.</p> <p>£1000</p>	4

and consistency <ul style="list-style-type: none"> Resources (including reading scheme) 		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £46,828 (+£8990)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed a programme of early language intervention for EYFS and Key Stage One pupils	<p>Swift intervention in small groups/ 1:1 where need is identified is supported within:</p> <p>Oral Language Intervention EEF</p> <p><i>£4124 – TA hours and training</i> <i>£9771 – TA to support continuous provision in EYFS</i></p>	1, 6
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>Small Group Tuition EEF</p> <p><i>£24,430 – Specialist Maths Teacher</i> <i>£5843 – 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>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p><i>£600 – 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>Reading Plus Evidence</p> <p><i>£1530 (3 yr discount)</i></p>	4, 6
Nessy (KS2)	<p>Delivery of support to those struggling with phonics/ showing some dyslexic tendencies, particularly in relation to spelling.</p> <p>Nessy Evidence Base</p> <p><i>£440 annually £90 screening tests</i></p>	4
1:1 Tutoring	<p>Targeted maths and English intervention for identified pupils, based on assessment data.</p> <p>Large evidence base for this intervention:</p> <p>Small Group Tuition EEF</p> <p><i>£8990</i></p>	3, 4, 6

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

Budgeted cost: £49,273

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>EEF Supporting Parents to Attend Face-to-Face</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</p>	1, 2, 5, 6

	<p>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>Possible interventions used: Attendance monitoring and EBSA Lego Emotions Social and Emotional Development Sessions Direct Play Sessions Good touch, bad touch</p> <p>£35,946</p>	
<p>Continue high level of enrichment opportunities</p> <ul style="list-style-type: none"> • Lunchtime club • Polytunnel and gardening club • Brass • Special Week(s) • Theatre Visits 	<p>Feedback from pupils (especially Year 6 leavers) demonstrates the significance of these aspects of school life for motivating and providing opportunities.</p> <p>£10,0000</p>	2, 5, 6
<p>Support challenging behaviour with increased membership of Inclusion Hub and support from GHIST</p>	<p>Previous support has allowed pupils on the verge of exclusion to adjust behaviour and maintain their attendance.</p> <p>£1777</p>	6
<p>Library Improvements</p>	<p>Funding to increase the budget for the newly developed library area, in order to support the reading development work.</p> <p>£2000</p>	4

Total budgeted cost: £107, 521

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 2022 to 2023 academic year.

Internal assessments (not including year groups with external assessments) reflect that the performance of disadvantaged pupils is closer to being on track in reading than in the previous year, and at a similar percentage for maths. Although there is still a significant number performing below this expectation, teacher assessment has identified that pupils have grown in confidence and are benefitting from smaller group interventions where possible, as well as the new teaching strategies employed in maths. KS2 attainment represented 50% disadvantaged pupils reaching the expected standard in RWM, compared to national 59% and regional 58% for **all** pupils.

Attendance amongst pupil premium students remained stable at 93.2% for 1/9/22 – 21/7/23 (93.3 for 21/22). Non Pupil Premium attendance was 96% over the same period, a -3% difference.

Observation shows that wellbeing and mental health has continued to improve amongst pupils, as routines have been reinstated and interventions proven effective. 89% pupils identified that they liked going to school and 93% parents felt that their child was happy in school, as evidence that pupils are positive about themselves and the environment that they are in.

A significantly low level of interventions have reached level 3 (1) and level 2 (2) on the Continuum of Need, due to the early intervention work undertaken within school. An increase in LAC pupils has also benefitted from the work of this strategy, with positive feedback given from the IRO for the work undertaken.

A review of our pupils with EAL has been undertaken and identified 3 further Pupil Premium children. 16 Pupil Premium children are on our SEN register and receiving SEN support, with a further 12 currently being monitored.

The plan outlined above continues the good work to overcome the highlighted issues as well as tackling arising issues as they occur.

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
Reading Plus	Reading Plus
Nessy Reading and Spelling	

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

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.