



## Pupil premium strategy statement – Moss Side Primary School

This statement details our school’s use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	245
Proportion (%) of pupil premium eligible pupils	31% (76 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-25, 2025-26, 2026-27
Date this statement was published	Dec 2024
Date on which it will be reviewed	June 2025
Statement authorised by	A. Wright, Headteacher
Pupil premium lead	A. Wright, Headteacher
Governor lead	S. Whittaker, Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,240
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£93,240</b>

## Part A: Pupil premium strategy plan

### Statement of intent

We fundamentally believe that our school actively inspires all pupils to take every opportunity offered to them, encouraging them to grow in confidence and hopefully continue to develop these areas outside the school day and after they are no longer pupils; in lots of cases, this means we go above and beyond to encourage children to participate in activities that help them to reach their full potential. 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, which is an embedded part of what being a 'Moss Sider' is.

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. This means that we utilise the pupil premium to develop our staff team, in both their understanding of learners' needs and their ability to deliver that subject, including how to act if pupils begin to find expectations challenging. 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 continuing increase in FSM eligibility during recent years, suggesting that many within our community often fall just outside the markers for increased support and minor changes to thresholds or circumstances have attracted some additional funding.

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
- Work within an ethos which clearly aspires to get the best from all pupils, with no ceilings to that ambition

## Challenges

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

Challenge number	Detail of challenge
1	Assessment and observations indicate undeveloped early phonic skills, meaning that many pupils begin school before they are ready to access structured phonic teaching.
2	Observations and discussion with pupils reflect a lack of consistent home support (routines, reading/homework support, attending meetings/ school events, good diet, including breakfasts etc).
3	Through internal assessment and small group/1:1 interactions, pupils do not have appropriate early language and oracy skills to ensure school readiness and allow them to thrive in later school life.
4	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2.8-1.6% lower than for non-disadvantaged pupils.
5	Our internal data tells us that younger pupils do not have the required maths knowledge and are in danger of cognitive overload as the curriculum advances (fluency for all, ensuring pupils keep up).

## 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
Reading and maths attainment to be high, including significant progress where required	Consistently high attainment of disadvantaged pupils by the end of KS2, to

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	include accelerated progress through EYFS and KS1, especially ensuring early reading knowledge is quickly acquired for all pupils, no matter the starting point and background. KS2 reading and maths outcomes, in 26/27, where more than 70% disadvantaged pupil meet at least the expected standard.
Family engagement with school life is consistent and positive, providing the platform for pupils to succeed	Families engage positively, demonstrated through strong attendance, reading at home and high engagement with school life. Families understand being part of a community which can support them.
Oracy is well developed, providing pupils with the language needed for later life and the confidence to achieve	Through pupil and parent voice, pupils are confident academically, socially and emotionally. Development of language evident via book scrutiny and other ongoing assessment.
Learning styles are well developed to provide platform for primary school life and beyond	Through pupil and parent voice, pupils are aware of the ways to learn independently. This is further supported by KS2 reading and maths outcomes, in 26/27, where more than 70% disadvantaged pupil meet at least the expected standard.
Attendance is consistently high enough to provide the platform for achievement	Sustained high attendance by 2026/27 demonstrated by: <ul style="list-style-type: none"> <li>•the overall unauthorised absence rate for all pupils being no more than 2.2%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by at least 0.5%.</li> <li>•the percentage of all pupils who are persistently absent being below 10%.</li> </ul>

### Activity in this academic year

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

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

Budgeted cost: £35, 466

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Participation in NW Maths Hub to support mastery approach</p> <ul style="list-style-type: none"> <li>• Confirm strengths of WRM</li> <li>• Review timetabling and early intervention</li> <li>• Develop structured fluency approach</li> <li>• Support younger learners</li> <li>• Cascade CPD updates to teaching staff</li> <li>• Funding of teacher release</li> </ul>	<p>Clear assessment and swift, short intervention has a big impact on early maths attainment. This follows the mastery approach which has begun to be built in school using White Rose Maths.</p> <p><a href="#">EEF Early Maths</a>  <a href="#">EEF KS2 Maths</a>  <a href="#">EEF Mastery</a>  <a href="#">Mathematics guidance: key stages 1 and 2</a></p> <p>£1026</p>	<p>3, 5</p>
<p>Metacognition CPD</p> <ul style="list-style-type: none"> <li>• Develop staff understanding of impact on learning</li> <li>• Assess teaching approaches and ensure they align</li> <li>• Use to assess learner's needs and provide clear, focussed intervention</li> </ul>	<p>The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. This is particularly relevant in STEM subjects.</p> <p><a href="#">EEF Early Maths</a>  <a href="#">EEF KS2 Maths</a>  <a href="#">Metacognition</a></p> <p>£1000</p>	<p>1, 3, 5</p>
<p>Oracy CPD</p> <ul style="list-style-type: none"> <li>• Develop staff understanding of impact on learning</li> <li>• Assess teaching approaches and ensure they align</li> <li>• Develop whole-school, systematic approach</li> </ul>	<p>Oracy promotes social equity and builds upon the values of Moss Side to make confident, well rounded individuals.</p> <p><a href="#">EEF Oral Language</a>  <a href="#">Metacognition</a>  <a href="#">Voice 21 - Benefits of Oracy</a></p> <p>£600</p>	<p>1, 3, 5</p>
<p>Precision Teaching CPD</p> <ul style="list-style-type: none"> <li>• Develop staff understanding of</li> </ul>	<p>Clear assessment and carefully targeted intervention has big impact across the curriculum.</p>	<p>1, 3, 5</p>



<p>impact on learning</p> <ul style="list-style-type: none"> <li>Assess teaching approaches and ensure they align</li> <li>Provide support to learners most requiring support</li> </ul>	<p><a href="#">EEF KS2 Maths</a>  <a href="#">EEF One to one tuition   Teaching and Learning Toolkit</a>  <a href="#">EEF Small group tuition   Teaching and Learning Toolkit</a></p> <p>£90</p>	
<p><i>Deliver focussed smaller group maths, alongside the White Rose Maths teaching model</i></p>	<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="#">EEF Small Group Tuition</a></p> <p>£18,456 – Specialist Maths Teacher</p>	<p>3, 5</p>
<p><i>Reading Plus (upper KS2)</i></p>	<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>£1530 (3 yr discount)</p>	<p>1</p>
<p><i>Continue a programme of early language focus for all EYFS pupils.</i></p>	<p>Ensuring all pupils have the speech and language skill required for school life</p> <p><a href="#">EEF Oral Language</a>  <a href="#">EEF Communication and Language Wellcom</a></p> <p>£11264 – TA to support continuous provision in EYFS          £1500 - Wellcom</p>	<p>1, 3, 5</p>

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

Budgeted cost: £ 29, 266

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Morph Mastery	An evidence and research based intervention to support reading, spelling and vocabulary, for when phonics is not the most appropriate strategy.  <a href="#">Morph Mastery</a>  £1598 – Training and TA delivery hours	1
Continue a programme of early language intervention for EYFS and Key Stage One pupils through swift intervention in small groups/ 1:1 where need is identified.	Ensuring all pupils have the speech and language skill required for school life  <a href="#">EEF Oral Language</a>  £16901– TA hours and training	1, 3, 5
Deliver Fast Track and Bounce Back Phonics as required (Y2 and Y3)	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.  <a href="#">EEF Phonics</a>  £1107– TA delivery hours	1
1:1 Tutoring	Targeted maths and English intervention for identified pupils, based on assessment data.  <a href="#">EEF One to one tuition   Teaching and Learning Toolkit</a>  <a href="#">EEF Small group tuition   Teaching and Learning Toolkit</a>  £9300 – Tutor costs	1, 5

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

Budgeted cost: £ 39, 916

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Team Teach CPD</p>	<p>Self-regulation has big impact on academic progress, as well as development for later society. Behaviours for learning support attendance and vice-versa.</p> <p><a href="#">EEF Early Maths</a></p> <p><a href="#">EEF Behaviour</a></p> <p>£1472</p>	<p>2, 4, 5</p>
<p>Trauma Informed CPD</p> <ul style="list-style-type: none"> <li>• Follow up to last year's training</li> <li>• VR headset</li> </ul>	<p>Self-regulation has big impact on academic progress, as well as development for later society. Behaviours for learning support attendance and vice-versa.</p> <p><a href="#">EEF Early Maths</a></p> <p><a href="#">EEF Behaviour</a></p>	<p>2, 4, 5</p>
<p>My Happy Mind</p>	<p>Self-regulation has big impact on academic progress, as well as development for later society. Behaviours for learning support attendance and vice-versa.</p> <p><a href="#">EEF Early Maths</a></p> <p><a href="#">EEF Behaviour</a></p> <p>£506</p>	<p>2, 4, 5</p>
<p><i>Employment of Family Support Coordinator</i></p>	<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</p>	<p>2, 4</p>





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	<p>(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>£37,938</p>	
<p><i>Continue high level of enrichment opportunities</i></p> <ul style="list-style-type: none"> <li>• <i>Lunchtime club</i></li> <li>• <i>Polytunnel and gardening club</i></li> <li>• <i>Homework club</i></li> <li>• <i>Brass</i></li> <li>• <i>Special Week(s)</i></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>£10,0000</p>	2, 4

**Total budgeted cost: £ 114, 648**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

<p><i>This is a reflection of the progress made towards intended outcomes during the three-year period of the previous pupil premium plan.</i></p>	
Intended outcome	Success criteria
<p>To improve oral language skills and vocabulary.</p>	<p>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.</p> <p><i>EYFS cohort expected ELGs June 2024:</i>  <i>Speaking 78% (82% overall)</i>  <i>Listening, Attention and Understanding 67% (79% overall)</i></p> <p><i>While this suggests positive progress in this area for this EYFS cohort, as national research reflects, there is a need for further development in this area. The number of pupils requiring further speech and language intervention in Year 1 and 2 remains at 15.</i></p>
<p>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>	<p>Pupil wellbeing improved, evidenced by:</p> <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 from 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> <p><i>89% pupils overall with positive attitude to school life according to pupil attitude questionnaire 23/24. Pupil wellbeing is a priority and pupils demonstrate that they are confident in staff ability to listen, support and resolve. Pupils are happy and settled to work in lessons in the majority of instances, with minor barriers dealt with swiftly and efficiently by staff. Strong relationships between pupil premium pupils and staff are evident throughout school. Consistently low numbers of level 3 and 4 on Continuum of Need, despite challenges of catchment, due to strong early help offer from school (Consistently 29-33 vulnerable pupils identified in each school year of this plan, 0 x CP or CIN, 1 x FIS). 88% PP pupils took part in some form of extra-</i></p>



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	<i>curricular activity and 50% PP pupils from UKS2 represented school at a team event in 23/24.</i>
To improve maths attainment for disadvantaged pupils at the end of KS2.	<p>KS2 maths outcomes in 2024/25 show that more than 65% of disadvantaged pupils met at least the expected standard.</p> <p><i>75% disadvantaged pupils achieved expected+ and 25% achieved GDS. (73% and 24% overall national average)</i></p>
To improve reading attainment for disadvantaged pupils.	<p>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.</p> <p><i>83% disadvantaged pupils achieved expected+ and 42% achieved GDS. (74% and 28% overall national average)</i></p> <p><i>33% pupils achieved expected standard in phonics by end of Year 1 (out of 6 pupils), 70% pupils achieved expected standard by end of Year 2 (out of 10 pupils).</i></p>
To improve the attendance rates of disadvantaged pupils.	<p>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.</p> <p><i>Attendance rate has risen from 93% to 94% over the period and late marks have reduced from 2.43% to 1.93% over the period. Nationally 89.9% attendance FSM6 pupils and 94.5% attendance overall.</i></p>
To develop behaviour strategies to support challenging behaviour within a mainstream setting.	<p>Keep exclusions at low rates, with a focus on disadvantaged pupils.</p> <p><i>Only 1 x suspension in the last six months (not PP). 7 pupils suspended (4 x PP), totalling 20 days and 1 x permanent exclusion over the period of this plan. No statistical diversion from national data when compared to similar schools.</i></p>

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Reading Plus	Reading Solutions UK
Nessy Reading and Spelling	Nessy Learning



## **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 adapted 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.