

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

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	Moorside CP Academy
Number of pupils in school	268 (GIAS)
Proportion (%) of pupil premium eligible pupils	106
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 Years
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Richard Davis (HT)
Pupil premium lead	Jane Lee (SBM)
Governor / Trustee lead	Damien Farrelly

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,500
Recovery premium funding allocation this academic year	£14,500
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	£149,000

# Part A: Pupil premium strategy plan

## Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

## Challenges

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

Challenge number	Detail of challenge
1	Increasing numbers to existing high proportion of Free School Meals (figures of FSM from Jane) and % high numbers of E/E* wards (from Deprivation Index). 'The school location deprivation indicator was in quintile 4 (more deprived) of all schools. The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation.' Ofsted.
2	Barriers to learning including gaps of knowledge, skills and understanding widening due to COVID-19 pandemic and the lack of consistency in engagement with home learning whilst children were away from school.
3	Mental health of children is a major challenge that we face at Moorside and the pandemic has created further stress on children and their families. Supporting children and families further will require carefully tailored interventions and support packages to ensure progress is made with mental health and emotional wellbeing. Adult mental health and workload remains a clear challenge to keep on top of.
4	Attendance/Persistent Absence was on an upward trajectory pre-Covid but will need closely monitoring as this remains a key area for the school to develop as we were less than 0.6% away from being judged 'Outstanding' overall in the 'Behaviour and attitudes' aspect of the Inspection (March 2020). 'Although leaders have improved overall attendance there are still too many pupils who are persistently absent from school. This means that some pupils are not learning as well as they should. Leaders need to work closely with parents to ensure that all pupils attend school regularly.' Ofsted.
5	Increased volume of Children Social Care/Early Help referrals.
6	Maintaining levels of high quality teaching and learning support for children due to budget constraints (protecting the amount of Teacher/TA's that we currently have to maintain high pupil:staff ratios).
7	Although the on-roll numbers remain high the mobility (both inward and outward) remains a challenge.

## 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>To close the gap in fundamental learning – identified by Gov.uk as ‘Making sure pupils catch up with their reading is the priority, since it is vital for their access to the rest of the curriculum. Their progress will depend on high- quality teaching. A vital element of this is the successful teaching of phonics and this should continue to be a priority...In some subjects (such as mathematics, languages and for phonics), gaps in knowledge are likely to present serious difficulties for pupils in mastering the next stage of what they need to know. Identifying these gaps and teaching the content pupils have missed are essential. In other subjects (such as geography, history, citizenship or religious education), knowledge gaps in one topic may not be as critical for progression in another topic. In these subjects, remedying what has been missed is likely to be most effective by adjusting the curriculum later.’ (from ‘Teaching a broad and balanced curriculum for education recovery.’)</p>	<ul style="list-style-type: none"> <li>-Staffing levels remain high to ensure that successful and effective interventions are put into place and their impact measured.</li> <li>-Catch up ‘National Tutoring Programme’ monies spent effectively to our targeted children.</li> <li>-Interventions based on research are used alongside guidance from Gov.uk to tailor our curriculum to narrow gaps in fundamental skills, knowledge and understanding.</li> </ul>
<p>Mental health implementation positive outcomes</p>	<ul style="list-style-type: none"> <li>-For interventions to have positive impacts on children/Group of children.</li> <li>-For Mental Health strategy to be continually utilised and for scheme of delegation followed.</li> <li>-For internal interventions to be completed.</li> <li>-For external referrals to be utilised.</li> </ul>
<p>Attendance improving, in line with punctuality and persistent absence.</p>	<ul style="list-style-type: none"> <li>-For half termly initiatives to be given to children who achieve desired 96%+ (Bingo’s, Disco’s, Film days, etc). 1 per half term.</li> <li>-For monthly Governor Attendance Panel meetings to be carried out to discuss targeted children and to monitor progress in attendance/push sanctions for persistent absenteeism.</li> <li>-To work with external agencies to aid improvement.</li> </ul>

	<p>-Attendance figures improving, alongside persistent absenteeism reducing.</p> <p>-To continue to reward attendance – assemblies, weekly star award focus, etc...</p>
Tutoring Programme engagement.	<p>-For school to engage with the National Tutoring Programme and to explore, recruit and work alongside the three models (where appropriate). The 3 types of tutoring being; Tuition partners, Academic Mentors and School Led Tutors.</p> <p>-For the impact to be measured and reported on.</p>
More referrals for Early Help.	<p>-For children to be able to access the correct support, when needed.</p> <p>-For us to work as closely as possible with our partner agencies to ensure the support packages are aimed at the specific needs of each individual child.</p> <p>-To work with Senior Family Support worker to signpost such help for children.</p> <p>-For Learning Mentor to continue to work with Vulnerable Pupil Team to identify children in need.</p>
Training (CPD)	<p>-For staff to continually develop their knowledge, skills and understanding to ensure provision remains at least good in all areas with specific focus on our curriculum, pupils personal development and mental health.</p> <p>-For safeguarding to remain central to all that we do and for training to ensure that is possible.</p>
Cultural Capital	<p>-For more visitors in to school and for increasing volume of visits out.</p> <p>-For more immersion in local life within our community/wider community.</p> <p>-For increasing opportunities for children to</p>

	engage in before school, during breaks and after school; as well as the holidays.
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## 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: £118,677

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental Health strategy embedded and delivered effectively.	<ul style="list-style-type: none"> <li>-External support used to supplement the existing school strategy – therapist and Yoga provision.</li> <li>-LM training – Senior Mental Health Lead.</li> <li>-Next phase of the strategy implemented.</li> </ul>	1,2,3 and 5.
Retention of staff levels- PP used to ensure high pupil:staff ratio remains high.	-High staffing levels proves to have a huge impact on standards across the Academy (each class having at least one Teacher and two Teaching Assistants).	1,2,3,4,5 and 6.
A new apprentice role to back fill support staff/create opportunities for targeted interventions.	-Hiring of an Apprentice to allow for more experienced staff to be released to deliver interventions.	2 and 6.
CPD opportunities.	RD to complete NPQEL, ND to complete accredited Forest school qualification, OM- to complete Senior Mental Health Lead. This list is not exhaustive.	1,2,3,4,5 and 6.

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

Budgeted cost: £16,035

Activity	Evidence that supports this approach	Challenge number(s) addressed
Two types of tutoring from the National Tutoring Programme – Academic mentors and School-led tutoring	-Gov.uk offering the support for us to be able to deliver additional high quality catch-up intervention work.	2 and 6.
3 <sup>rd</sup> Quantile support for PP children across the school in reading, writing, maths, phonics and grammar as a minimum.	-School-Led Tutoring and Academic Mentoring implementation.  -Existing staff to deliver targeted research-based interventions to children identified in this category.	2,4 and 6.
To sustain our intervention mapping standards, evaluating effectiveness and impact regularly (research-based interventions implemented).	-As above point.  -New job description for TA to run certain EHCP interventions (under guidance of Teachers).	1,2,4,5 and 6.
The sustainability of groups already in place across school such as social skills, anger management, self-confidence and self-esteem, as well as TA training on non-educational wellbeing programmes that will positively benefit our children.	-Training from LM to ensure staff comfortable to deliver certain interventions.  -External training for staff.	1,2,3 and 5.

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

Budgeted cost: £14,288

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Attendance Governor Panel meetings to be held monthly.	-Already proven to have an impact on the attendance levels.	4.
Office administration for attendance purposes and Pastoral Team to deliver programmes.	-Clearly defined role for administration team member to work with pastoral team to provide detailed reports and to provide assistance when communicating with parents.	1,2,3,4 and 5.
Provide support to families to enable regular attendance	-Supply free uniform and fund breakfast club and after school club provision.	1,3,4 and 5
Cultural capital enhancement.	-More visitors in and more groups out to supplement the curriculum.	1,2,3 and 6.
Mental Health training/provision to ensure school strategy remains successful.	-As mentioned previously.	3.

**Total budgeted cost: £149,000**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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*

<b>Programme</b>	<b>Provider</b>
Attendance Officer Role.	School.
Sports clubs.	School/West Lancashire Sports Association.
Year 6 Interventions.	School.
Increased TA pupil ratio.	School.
2 Simple	School/2Simple.
Rapid/Pearson	School/Pearson.
Social skills, Anger management, self-confidence and self-esteem	School.
Magic Breakfast	School/Magic Breakfast Programme.



## 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)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*