

# 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	Moorside CP Academy
Number of pupils in school	265 (GIAS) includes nursery
Proportion (%) of pupil premium eligible pupils	51% Mainstream 38% Nursery
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	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Richard Davis (HT)
Pupil premium lead	Jane Lee (SBM)
Governor / Trustee lead	Damien Farrelly (COG)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£155,430
Recovery premium funding allocation this academic year	£14,608
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	£170,038

# Part A: Pupil premium strategy plan

## Statement of intent

*You may want to include information on:*

- Our ultimate aim is for EVERY disadvantaged child to have the same opportunities / education as the non-disadvantaged children. We aim that ALL learners make accelerated progress across our broad and balanced, ambitious curriculum.*
- Our current pupil premium strategy plan works towards achieving our objectives by carefully identifying the need and then identifying how we aim to close the gaps and achieve the objectives.*
- The key principles link to our school values which all of school community live by each and every day – Peace, Community, Happiness, Inclusion, Learning, Nurture, Resilience, Respect and Challenge.*

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	<p>Increasing numbers to existing high proportion of Free School Meals.</p> <p>80% 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.</p> <p>51% of our school is FSM according to our IDSR which is 'well above average.' Ofsted IDSR.</p>
2	<p>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, this remains an issue as we ensure that children close the attainment gaps.</p>
3	<p>Mental health of children is a major challenge that we face at Moorside and the pandemic/coming out of 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.</p>

4	<p>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.</p> <p>Our overall attendance in 2021-2022 was 93.2% and remains a clear SIP priority to ensure it is an upwardly mobile figure. Our average attendance in 2022-2023 was 93.6%.</p>
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</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> <li>-New phonics scheme (2<sup>nd</sup> year) implemented, Refining delivery in 2023-2024.</li> </ul>

<p>curriculum later.’ (from ‘Teaching a broad and balanced curriculum for education recovery.’)</p>	
<p>Mental health implementation positive outcomes</p>	<ul style="list-style-type: none"> <li>-For interventions to have positive impacts on child/groups 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 and impact measured.</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 term.</li> <li>-For half-termly 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> <li>-Attendance figures improving, alongside persistent absenteeism reducing.</li> <li>-To continue to reward attendance – assemblies, weekly star award focus, etc...</li> </ul>
<p>Tutoring Programme engagement.</p>	<ul style="list-style-type: none"> <li>-For school to continue to engage with catch up programmes that have been successfully utilised last year (Academic Mentor – Mrs. Joy Farrell) and School Led Tutors (Class Teachers half a day per week).</li> </ul>
<p>More referrals for Early Help.</p>	<ul style="list-style-type: none"> <li>-For children to be able to access the correct support, when needed.</li> <li>-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.</li> <li>-To work with our new Senior Family Support worker to signpost such help for</li> </ul>

	<p>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 update training to ensure that is possible. January 2024</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 engage in before school, during breaks and after school; as well as the holidays.</p>

## 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: £131,159

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental Health strategy embedded and delivered effectively.	<p>-External support used to supplement the existing school strategy.</p> <p>- Senior Mental Health Lead to implement strategies from training.</p> <p>-Next phase of the mental health strategy implemented.</p>	1,2,3 and 5.

	<p>-LM x 5hrs p/w £5,674 – Work in ‘The Nest’</p> <p>-Vulnerable Pupil Team meetings – links to attendance of children/groups.</p> <p>-Employee Assistance Helpline – Wellbeing Solutions £710</p>	
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 TA per class – Rec to Y6, total for year inc on costs £110,456	1,2,3,4,5 and 6.
An apprentice to back fill support staff/create opportunities for targeted interventions.	-Apprentice to allow for more experienced staff to be released to deliver interventions. £14,319	2 and 6.
CPD opportunities.	RD to complete NPQEL, RR and AJ to complete NPQH, ND to complete accredited Forest school qualification, OM to complete Senior Mental Health Lead. This list is not exhaustive. Forest School plus outdoor First aid training. Staff also carrying out various other NPQ's.	1,2,3,4,5 and 6.

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

Budgeted cost: £26,142

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	<p>-Gov.uk offering the support for us to be able to deliver additional high quality catch-up intervention work.</p> <p>-Academic Mentor - Sept 23 to Dec 23 15hrs/wk - Jan 24 to Aug 24 22.5hrs/wk - up to 50% of salary funded from NTP - total funding received £6412.50. Total cost to school £7016</p> <p>-School Led Tutoring - Teachers to deliver small group work 1.5 hrs per w/k. HLTA to backfill teacher in class Sep 23</p>	2 and 6.

	to Jul 24. 7 teachers x 1.5 hrs x 23 wks. £2695	
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.  -The Nest used to deliver interventions/Learning Space. £5,477  -LM 1-1 support for children x 10hrs £10,954	1,2,3 and 5.

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

Budgeted cost: £12,737

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.

	Admin – Office Manager salary 3.5hrs p/w x 38 wks £3,013 Pastoral team – 5hrs p/w £4,053	
Cultural capital enhancement.	-More visitors in and more groups out to supplement the curriculum. £1,529	1,2,3 and 6.
Support for Vulnerable Children in wraparound clubs	-Additional support to support children with accessing full suite of wraparound clubs the school offer. £4,142	2 and 3
Mental Health training/provision to ensure school strategy remains successful.	-As mentioned previously.	3.

**Total budgeted cost: £170,038**



## 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.

### Externally provided programmes

Programme	Provider
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.