

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for 2022 to 2023 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 this academic year, and the effect that last year's spending on pupil premium had within our school.

School Overview

Detail	Data
School name	Moorside High School
Number of pupils in school	777
Proportion (%) of pupil premium eligible pupils	173 (22.3%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2020-23
The date this statement was published	October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mr. D Robinson
Pupil premium lead	Mr. D Finch
Governor / Trustee lead	

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£165,215
Recovery premium funding allocation this academic year	£0
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	£165,215

Part A: Pupil Premium Strategy Plan

Statement of Intent Challenges

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

Challenge number	Detail of challenge
1	Low prior attainment In each year group, there is a high proportion of students who are eligible for the Pupil Premium Grant (PPG) entering the school below the national expected standards for Literacy and Numeracy. This may prevent students from accessing the curriculum and making expected progress in line with non-disadvantaged students in school and nationally in all subjects.
2	Behaviour Trends show that disadvantaged pupils have a significantly higher proportion of behaviour incidents within the school, resulting in a higher amount of time outside of lessons.
3	Disadvantaged middle-attaining students make less progress than their peers.
4	Additional Learning difficulties - A higher percentage of disadvantaged students have learning difficulties than non-disadvantaged, with a significant proportion of SEND (30% compared to 13%) K and E.
5	Reading and inference. On average, pupils eligible for PP funding have lower reading ages than their peers.
6	Attendance Students in receipt of FSM often have a lower attendance percentage than their peers.
7	Enrichment: Lack of engagement in the extra-curricular/wider life of the school - disadvantaged students participate less in extra-curricular clubs and groups.
8	Parental Engagement- Parents/carers of disadvantaged students attend fewer contact evenings. Attendance at parent events is lower.
9	Periods of missed learning - our disadvantaged students will generally be impacted more by the periods of missed/online learning because of COVID 19
10	Social and emotional and Mental health Concerns around and awareness of SEMH is an area that has shown significant growth since COVID 19, and our aim is to provide appropriate support for PP students.

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategic plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4	Achieve top quartile for progress made by disadvantaged pupils in similar schools. The gap in attainment and progress between disadvantaged students and their peers to close significantly compared to outcomes in 2021/2022.
Disadvantaged pupils have an enhanced experience in the classroom.	Student voice and teacher reviews demonstrate that disadvantaged pupils are planned for, sit in the most appropriate position in the classroom and receive an enhanced experience - including questioning, support, and feedback.
The progress of disadvantaged pupils is to be in line with national expectations.	Progress 8 scores to be positive and close the gap to non-disadvantaged nationally.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Student voice and teacher feedback reflect that disadvantaged students are exposed to, and engage with, ideas around how they learn. Students can identify where their gaps are in skills and knowledge and have strategies available to resolve these.
The behaviour of all our pupils is good.	Engagement scores (Arbor) are good for PP students and are equal to or better than non-PP pupils. Disadvantaged pupils have reduced referrals compared to non-disadvantaged. Strategies are in place to prevent repeated behaviours that lead to removal from lessons and exclusions
Improve attendance of disadvantaged pupils.	Improve attendance of the disadvantaged cohort. The target is 96%
Disadvantaged with additional learning needs and SEND achieve a positive Progress 8 score.	All disadvantaged pupils with SEND needs make accelerated progress in line with national others. Teaching Assistants are well-trained and deployed effectively.
Reading ages for disadvantaged pupils is similar to, or better than, non-disadvantaged and national other	Disadvantaged students reading ages and comprehension improve and the gap closes to non-disadvantaged.
Increased attendance of disadvantaged pupils and reduce persistent absence.	Attendance of disadvantaged students is in line with or above that of their peers. Persistent absence is below national averages and following a decreasing trend.
Improved parental engagement	All disadvantaged students' parents/carers engage with parent events – follow-up plans in place where traditional attendance does not happen.

Increased support for pupils' emotional wellbeing	Students' voice shows students feel safe and supported at school.
Disadvantaged students have raised aspirations. Including receiving high-quality career advice and guidance. KS2 grades are uplifted.	Disadvantaged students are ambitious and have received the appropriate advice relating to their future pathways. Minimum expected grades for these pupils are automatically uplifted

Activity in this Academic Year

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

Budgeted cost: £130,030

Activity	Evidence that will support this approach	Challenge number(s) addressed
Provide specific interventions to support learners, through form time.	Internal data will indicate that the Interventions used have had an impact on outcomes. Year group tracking will demonstrate progress over time and the closing of gaps.	1, 3, 4, 9
Provide Period 6 staffing to support GCSE revision	Internal data will indicate that the P6 Interventions used have had an impact on outcomes.	1, 3, 9
Provide staffing for additional pastoral and attendance support	Reduced Green referrals for PP/SEND Pupil views state a positive improvement in behaviour. Attendance data shows improvements toward the school target of 96%	1, 2, 4, 9, 10
Provide INSET training and CPD for all staff	Staff voice demonstrates increased staff awareness of strategies for teaching and working with PP students	1, 2, 3, 4, 7
Purchase of SISRA analytical to enable a more in-depth analysis of data, and closer monitoring of the progress of key groups including the Disadvantaged. Staff training was provided on the use of the software.	Data that is collected will lead to actions. Actions will lead to closing gaps and further progress. Teachers will be acutely aware of PP students in their classrooms and their current gaps	1,3

<p>Maths Sparx software was purchased to provide individualised Maths homework to all students including the disadvantaged.</p> <p>Staff training was provided on the use of the software.</p>	<p>Improved progress and attainment in Maths for all students including disadvantaged.</p> <p>Individualised and bespoke homework set for all students with lots of help and support provided for them.</p> <p>Pupils are provided with instant feedback on their progress.</p>	<p>1,3,4,7,8,9</p>
<p>Additional support through the creation of an Assistant Head of Key Stage role to support students</p>	<p>Overall improved identification of underachievement, leading to more rapid intervention to support and close the gap.</p> <p>Monitoring of Interventions leads to improved progress for all, including the disadvantaged.</p>	<p>1, 2, 3,4, 6, 8</p>
<p>Provide Emotion coaching to staff to encourage managing their own behaviour</p>	<p>Pupils have increased access to support</p> <p>Interventions show improved mental health</p> <p>Positive pupil views.</p>	<p>1,2,9,10</p>
<p>To provide additional enrichment through Masterclasses.</p>	<p>Improved progress</p> <p>Increased 7-9 grades in all subjects</p> <p>Evidence of the gifted and talented programme in place.</p> <p>Pupil views positively through student voice, including PP students feeling challenged in lessons.</p> <p>Increased engagement in challenging activities, seen through learning walks. PP students are stretched more than others to close the gap.</p>	<p>1, 3, 7</p>
<p>Provide SEND interventions in addition to PP specific to learning needs</p>	<p>Internal data will indicate that SEND Interventions used have had an impact on outcomes.</p>	<p>1, 4,10</p>
<p>Provide staffing for a Reading strategy to be implemented</p> <p>Accelerated reading to provide support for PP as not at the expected Reading age</p> <p>Staffing for whole school strategy reading at form time, word of the day, VIPERS</p>	<p>Average Reading ages will increase, and the gap is closing between PP and non-PP students.</p> <p>Engagement in form reading shows an increase in engagement and enjoyment of reading. Positive pupil views</p>	<p>1, 5, 7</p>

Additional Staffing in English	Accelerated progress of lower-ability pupils through additional lessons in small, focused groups. The pupil voice is positive and shows improved confidence in reading and writing skills.	1,4,5
The nurture group was created in Y7 to allow for a primary school approach to transition pupils more quickly back into the mainstream curriculum.	The progress and achievement gap between the lowest-ability pupils and the rest of the cohort is closing. The pupils are transitioned confidently back into mainstream curriculum.	1,2,4,5, 6, 9, 10
Provide funding for additional hours of in-school support/counsellor	Pupils have increased access to support Interventions show improved mental health Positive pupil views	10
Provide 1-to-1 music lessons through additional music teachers	A good attendance of extra-curricular activities including music lessons. All PP students have access to extra-curricular activities. Good attendance on trips	1, 7, 9, 10

Wider Strategies

Budgeted cost: £ 35,185

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide revision guides/support materials	Internal data will indicate that Interventions including revision guides used have had an impact on outcomes.	1, 3, 4
Purchase a library of books to support the reading programme.	Improves reading ages for all PP pupils. Engagement in form reading activities. Positive pupil views	1, 3, 5
A rewards system is in place to recognise good engagement and achievement.	Improved engagement scale scores and behaviour data, leading to better outcomes for PP pupils.	1, 3, 7, 9
Support enrichment e.g., funding music lessons, subsidised trips	A good attendance of extra-curricular activities. All PP students have access to extra-curricular activities. Good attendance from PP students on school trips & visits	1, 3, 7

Subsidised School uniforms	Pupils fully equipped for school. Student voice is positive in relation to pupils feeling happy to come to school.	1, 3
Purchasing Bus Passes to and from school to improve attendance.	Attendance in line or better than non-PP/FSMs Target: 96% or above	1, 6, 9
Additional bus (later) to support after-school interventions	Attendance of PP pupils to after-school interventions are in line with non-PP students	1, 6, 9

Total budgeted cost: £ £130,030 + £35,185 = £165,215

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 2021 to 2022 academic year.

- Disadvantaged students were a priority for teachers and other staff. Enhanced provision is in place for disadvantaged pupils within the classroom - including them having the most appropriate seat, and being a focus for questioning, support, and feedback.
- In general, extra-curricular opportunities were minimised due to COVID 19 but where clubs and events were able to be held, our disadvantaged pupils were encouraged to attend.
- In terms of attendance there was a gap (8%) in terms of disadvantaged pupils having lower attendance.
- In terms of attainment there was a gap in terms of outcomes:
 - Average attainment 8 scores for disadvantaged pupils: 3.83
 - Average attainment 8 scores for non-disadvantaged pupils: 4.94

Funding for 21/22 provided additional support to that provided in the classroom. The internal data is a measure of impact from specific starting points.

- Maths intervention had 82% of all pupils across the school making an improvement from their starting point
- English intervention had 76% of all pupils across the school making an improvement from their starting point
- English intervention form groups had 74% improved from starting points
- Maths Intervention form had 60% improved from starting points

- SEND additional support for the disadvantaged indicates that in year 7 100% improved in reading age, in year 8 75% improved, in year 9 70% improved and, in year 10 83% improved in reading age.
- Reading club 100% of year 7 improved
- Maths SEND and PP support 100% improved.

Attendance

- Disadvantaged student attendance has been monitored by support staff funded via PPG and work completed with families to improve attendance.
- Funding bus passes and uniform has improved the attendance of many pupils and there has been a positive pupil viewpoint
- The funding of a later bus on site has provided disadvantaged pupils the opportunity to stay for extracurricular activities or subject support
- In all year groups attendance of disadvantaged continues to be a key focus as there is a gap of 4% between PP and NPP and 6% for FSM and NFSM

PPG funding has been used to support behaviour across the school. Used to finance individual support services and provide behaviour tool kits.

Pupils have had financial support for trips, revision guides and music lessons.

Where possible disadvantaged students have had access to laptops to support learning at home and homework.

All disadvantaged students have had access to two careers appointments with our school's Careers Advisor.

To support wellbeing, the grant has afforded the support of a wellbeing working who has provided mental health support.