

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 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 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 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
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 (Now Mrs G Grant)
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	<p>Low prior attainment of disadvantaged pupils on entry to Moorside High School. Literacy and numeracy levels for disadvantaged pupils are lower on entry than other students. 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. Thus affecting Progress 8 and all other measures.</p> <p>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 (Data 2021)</p>
2	<p>Behaviour- Disadvantaged students demonstrate a lack of the social skills and maturity to self-regulate their behaviour for learning, which has a detrimental impact on their progress and that of their peers.</p> <p>Trends show that disadvantaged pupils have a significantly higher proportion of behaviour incidents resulting in a higher amount of time outside of lessons.</p>
3	<p>Disadvantaged High ability students are judged in lessons to be more passive learners and consequently are not making the accelerated progress expected.</p>
4	<p>Additional Learning difficulties - A high percentage of disadvantaged students have learning difficulties, with a significant proportion of SEND K and E.</p>
5	<p>Reading and inference. Pupils eligible for PP funding have lower reading ages to non PP pupils</p>
6	<p>Attendance (FSM Free school meals/LAC Looked After Children/ NFSM Non free school meals) – all groups have a lower attendance percentage than non-disadvantaged.</p>
7	<p>Enrichment: Many of the pupils eligible to PPG do not have a wealth of life experience, do not engage in school extra-Curricular activities and this needs to be monitored and encouraged.</p>
8	<p>Parental Engagement- Parents of Dis-Advantaged pupils attend less parents evening/support planning evenings, less revision workshops, attend less school productions, less rewards evenings etc. to support their child.</p>
9	<p>Social and emotional and Mental health</p>

SENH 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 strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria	Impact 2023
The progress of disadvantaged pupils to be above national others	<p>Progress 8 score to be positive and closing the gap to non-disadvantaged national.</p> <p>The school has an ethos of attainment for all. Observations show that there is an individualised approach to address barriers. A focus on QFT (Quality First Teaching), deploying the best staff for disadvantaged students, reviewing data frequently and acting swiftly. Teachers provide feedback on how to improve.</p> <p>Considering unidentified gaps in skills and knowledge affecting pupil's ability to assimilate new concepts and develop learning.</p>	<p>P8 is 0.09 for non PP but -0.74 for PP.</p> <p>School has embarked on the RADY project in y7. In y7 and 9 we have introduced mixed attainment teaching to support the progress of all and PP students have been evenly split to ensure maximum time focus. All seating plans have PP pupils on the teachers walking path. CPD has been delivered on questioning and we are part of the EFA project. New data procedures have been introduced this year to ensure greater accuracy and provide the right information to target gaps and build on these. All departments have improved synoptic assessment procedures and meeting time given to moderation to ensure accuracy. Recent subject showcases evidence this.</p> <p>Maths and English are planning 3 waves of interventions to support the narrowing of gaps</p>

<p>The behaviour of our disadvantaged pupils is good (fewer Behaviour for learning (BFL) referrals % than non-disadvantaged) and that homework/revision period 6 is completed/attended. Improved social skills and self-regulation. Engagement Scale Scores for Disadvantaged are in line with non-disadvantaged.</p>	<p>The Behaviour for Learning in lessons shows that Engagement scores are good for PP students and are equal or better than non-PP pupils. That Disadvantaged pupils have reduced referrals compared to non-disadvantaged %. Improved BFL is a result of improved social skills and emotional wellbeing which if left leads to unproductive attitudes to learning and low outcomes.</p>	<p>In 2022/23 37% of suspensions were for PP pupils. In the autumn term of 2023 this is now 45%. This is an area that requires significant focus moving into 2023/24 and we are looking to appoint a home-school link worker and use the RADY support to tackle attendance issues and continue to fund the well being worker. Mixed attainment is having a positive impact in y7 and 9 on behaviour and progress of Pp pupils</p>
<p>Disadvantaged High ability passive learners are challenged in lessons and are involved in the gifted and talented programme, feel motivated and engaged in their learning and are making accelerated progress</p>	<p>Progress 8 and Attainment 8 measures improve and closes the gap to national others. Metacognition approach to Teaching and learning – retrieval practice. Targets(MEGs) are aspirational, based upon FFT20 with the plan to move to FFT5. Curriculum is challenging and rewarding.</p>	<p>P8 and A8 do not show an improvement in Maths English or Ebacc but there is one in the open element. All PP pupils are invited to take part in liaison with SFC events and their master classes. They also take part in Higher Horizon funded sessions. Over the last year considerable impact has been seen on the embedding of retrieval practice across year groups. All targets are based on FFT 20 with proposal to uplift PP to FFT5. All departments have worked with KS2 and KS5 to design a challenging curriculum that builds on prior learning and tackles gaps in knowledge</p>
<p>Disadvantaged with additional learning needs (K and E)</p>	<p>All disadvantaged pupils with SEND needs make accelerated</p>	<p>Overall PP pupils with SEN E and</p>

<p>SEND (Special educational needs and disability) supports achieving a positive Progress 8 score in English and Maths</p>	<p>progress in line with national other. Teaching Assistants are well trained and deployed effectively.</p>	<p>K(11 pupils in 2023) score -0.95 P8. In Maths it was nearly a grade below and in English slightly over a grade. Teaching assistants are well trained to provide support but work needs to be done on the impact of interventions</p>
<p>Reading ages for disadvantaged pupils is similar or better than non-disadvantaged and national other</p>	<p>Disadvantaged students reading ages and comprehension improve and the gap closes to non-disadvantaged.</p>	<p>The school is working on a 3 wave programme to tackle gaps in reading ages and comprehension, particularly exacerbated by covid. As such we are using SPARXs reader as a basis</p>
<p>Increased attendance of disadvantaged pupils and reduced persistent absence.</p>	<p>Attendance of groups and persistent poor attendance above national</p>	<p>National FSM attendance is 87% and ours is currently 84.7. Last year FSM attendance was 85%. Non FSM nationally is 93.8 and ours is currently 93.4. We are aware of the gap and have now established and funded a specific support team to work with these pupils. We are receiving great support from the Educational Welfare Service and we are funding a well-being worker to help support pupils with anxiety</p>
<p>Improved parental engagement</p>	<p>All parents evenings attended by 100% of PP parents Parental views positive</p>	<p>Y7 events- 83% attendance overall with 19% of PP</p>

		<p>parents not attending.</p> <p>In y10 parental attendance was 50% overall and in y11 it was 69% overall- we ensure calls are made to support all PP parent's in advance of the event but are looking at follow up calls to support those who could not attend for work commitments etc</p>
Increased engagement of parents of PP pupils	Parents attend parents evenings/interviews/coffee mornings/awards evenings	See above
Increased support for pupils' emotional wellbeing	<p>Provide appropriate support via the pastoral team/SEND</p> <p>Provide support workers</p> <p>To see a reduction in the number of referrals to outside agencies.</p>	<p>We now have 5 Heads of Year to ensure a greater amount of quality time can be spent with pupils. All forms have an even split of PP pupils to ensure they all get more individualised personal pastoral support. We have employed a LAC worker, wellbeing worker for 3 days a week, our own full time careers advisor and increased the number of staff in our RESET provision to work with pupils to support change</p>

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £147,440

Activity	Evidence that will support this approach	Challenge number(s) addressed	Impact
Provide specific interventions to support learners, through Form time and other.	Internal data will indicate that Interventions used have had an impact on outcomes.	1, 3	Y11 form time intervention- 3 maths and 2 English groups- overall P8 0.08 and increases at 9-4 in Maths and English
Provide Period 6 staffing to support GCSE revision	Internal data will indicate that P6 Interventions used have had an impact on outcomes.	1, 3	P6 completed by all subjects and P8 was 0.08
Provide staffing for additional behaviour support staff	<p>Reduced Green referrals for PP/SEND</p> <p>Increased use of provision to change behaviour</p> <ul style="list-style-type: none"> - Boxall - MOB - CPD - Emotion coaching <p>Pupil views state a positive improvement of behaviour.</p>	1, 2	<p>Extra staffing 50% funded for RESET(£14,758)- MOB/Boxall , extra TA to support SEND PP £24,631), extra day of well-being worker (now up to 3 days a week. Full time Careers Advisor in school- with NEET figures below 1% across cohort and all PP in meaningful and appropriate provision</p> <p>Referrals high and work to be done on behaviour/ suspensions as mentioned earlier</p>

<p>Provide INSET training and CPD for all staff</p>	<p>Increased staff awareness of strategies for teaching and working with PP students – Staff voice/CPD feedback</p>	<p>1, 2, 3, 4</p>	<p>School joined RADY programme in 2023- whole staff training delivered in summer term to all pupil facing staff, uplift applied in year 11 and plan for closing gap in place throughout. Training on mixed attainment in place</p>
<p>Provide Emotion coaching staff to encourage managing 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, 9</p>	<p>Well being worker provision extended to 3 days a week. Re-Structure of pastoral system moving to Heads of Year and form tutor group re-design to support PP</p>
<p>To provide staffing for a bespoke enrichment package via the gifted & talented team.</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 positive through student voice, including PP students feeling challenged in lessons.</p> <p>Increased engagement of challenging activities, seen through learning walks. PP students being stretched more than others in order to close the gap.</p>	<p>1, 3, 7</p>	<p>Annual work with Higher Horizons to raise aspirations of PP pupils</p> <p>Increase in 7-9 in History which had been an issue.</p> <p>Change in focus in 2023 from distinct gifted and talented focus to 'ambition for all'</p> <p>Curriculum planned to build resilience and raise challenge through metacognition,</p>

			<p>use of taxonomies to structure lessons and help identify gaps</p> <p>Sparxs used to provide independent challenge in maths</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</p>	
<p>Provide staffing for Reading strategy to be implemented</p> <p>Accelerated reading to provide support for PP as not at 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>	<p>Member of staff in English funded through PP to work on Reading strategy. Form time reading in place daily focusing on enjoyment. All departments have VIPERS embedded into lessons and evidence of impact of CPD on developing reading and comprehension across the curriculum being seen</p> <p>Accelerated reader been replaced by SAPRXS reader.</p> <p>2023/4 tighter focus on waves of intervention to develop weaker readers</p>

<p>Attendance key worker in place to build relationships with families to improve attendance</p>	<p>Attendance inline or better than none PP/FSM</p> <p>Target- 96% or above</p> <p>100% attendance to parents evening of Disadvantaged pupil's parents</p> <p>Attendance to awards evening/coffee morning and SEN reviews</p>	<p>1, 3, 6</p>	<p>Attendance team well established and building relationships with families including home visits</p> <p>PP/FSM attendance is 84% and more work needs to be done to ensure PP parental attendance to events (autumn term- y11-69% overall, y10-50% overall but y7 was 83%)- working with RADY pilot on this</p>
<p>Provide funding for additional hours of in school support/counsellor</p>	<p>Pupils have increased access to support</p> <p>Interventions show improved mental health- Positive pupil views</p>	<p>1, 9</p>	<p>Increased to 3 days a week</p>
<p>Provide 1-to-1 music lessons through additional music teachers</p>	<p>Good attendance of extra-curricular activities including music lessons. All PP students have access to extra-curricular activities.</p> <p>Good attendance to trips</p>	<p>1, 7, 9</p>	<p>1-to-1 music teaching in place and all PP have their funded.</p>

Wider strategies

Budgeted cost: £ 55,185

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
Provide revision guides/support materials	Internal data will indicate that Interventions including revision guides used have had an impact on outcomes.	1, 3, 4	All PP have revision guides funded and present use of it to form tutor fortnightly
Learning walks show PP focus Line meetings and weekly LA agenda item. Feedback priorities etc.	Learning walks show PP focus Marking is effective. PP questioned and feedback is specific and acted on Interventions show impact from starting points Increased engagement of PP students in lessons Increased focus on PP students in LA meetings.	1, 3, 4,	Subject Showcases saw clear focus on PP in lessons though questioning, seating plans and via pupil voice. Pupils positive about levels of challenge. Book scrutinies and pupil voice show clear assessment marking and DIRT which pupils can explain clearly and its impact. QLA in maths is particularly strong
Purchase Sparks Maths software	Increased achievement and outcomes of PP pupils in Maths at all levels of ability.	1, 3	Purchased (£5000) and embedded- now also using SPARXs Reader and SPARXs Science
Purchase library of books to support reading programme.	Improves reading ages for all PP pupils Engagement in form reading activities. Positive pupil views	1, 3, 5	SPARXS reader provides access to reading age appropriate texts that pupils can pick form but

			increase in challenge as they improve
Rewards system 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	Rewards system now been merged with new House System- having significant impact across curriculum and in rewarding engagement. All rewards for PP funded by school
Support enrichment e.g. funding music lessons subsidised Trips	Good attendance of extra-curricular activities. All PP students have access to extra-curricular activities. Good attendance from PP students to school trips & visits	1, 3, 7	PP- Music lessons funded and curriculum trips Other trips part funded PP attendance on trips is good
Subsidised School uniforms	Pupils fully equipped for school. Student voice is positive in relation to pupils feeling happy to come to school.	1, 3	School funded blazer and PE kit and ensures that all aspects of uniform can be sourced cheaply
Purchasing Bus Passes to and from school to improve attendance.	Attendance in line or better than none PP/FSMs Target- 96% or above	1, 6, 9	School funds 50% of bus fayre for commissioned services (£15,000)
Additional bus (later) to support after school interventions	Attendance of PP pupils to after school interventions is in line with non-PP students	1, 6, 9	This was funded up to September 2023

Total budgeted cost: £ £147,440 + £55,185 = £202,625 (£37,410 overspend)