

Pupil premium strategy statement – Moorside High School

This statement details our school’s use of pupil premium (and recovery 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	759
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022/2023 to 2024/2025
Date this statement was published	31 st December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	D Robinson
Pupil premium lead	G Grant
Governor / Trustee lead	Adam Nash

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£213,184
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£44,160.00
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£257,344

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects. The focus of our pupil premium strategy is to *create equity where pupils have been disadvantaged previously.*

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our whole school approach:

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

- *To achieve this we promote early intervention and adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve Our school in the RADY project, beginning with year 7 in 2023 and moving through a 5 year programme. We work from the central 'nervous system' to tackle the attainment gap by providing an uplift to ensure all disadvantaged pupils have the same educational expectations as for other children*
- *The change to systems such as target setting will to help to raise expectations for disadvantaged pupils and then enable staff to identify specific needs*
- *We then focus resources into tackling the sources of this gap- reading comprehension, numeracy, emotional or pastoral support, working with families to ensure success.*
- *A specific focus on staff CPD, at all levels, to develop their skills to ensure high quality teaching and intervention*
- *We have introduced mixed attainment teaching in years 7 and 9 in order to support high expectations for all in all aspects of schooling*

- *We want to build positive partnerships with families to create a support community around each pupils' individual needs. In doing this the aim is to tackle obstacles that become barriers to achievement.*

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment Gap</p> <p>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</p> <p>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>Reading Comprehension. Pupils eligible for PP funding have lower reading ages to non PP pupils</p> <p>Disadvantaged High ability students are judged in lessons to be more passive learners and consequently are not making the accelerated progress expected.</p>
2	<p>Attendance levels are lower</p> <p>(FSM Free school meals/LAC Looked After Children/ NFSM Non free school meals) – all groups have a lower attendance percentage than non-disadvantaged, although attendance has improved from 2021-22</p> <p>This is particularly true in year 8 and 10 in 2023/24</p>
3	<p>Behaviour</p> <p>Disadvantaged students demonstrate a lack 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>
4	<p>Need to increase parental engagement</p> <p>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>
5	<p>Challenge barriers to achievement</p>

	<p>SEMH is an area that has shown significant growth since COVID 19 and our aim is to provide appropriate support for PP students.</p> <p>SEND- A high percentage of Disadvantaged students have learning difficulties, with a significant proportion of SEND K and E.</p>
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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>The attainment of disadvantaged pupils to be above national</p>	<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.</p> <p>Target setting (MEGS) are aspirational and based on FFT20 with the RADY uplift applied in y7</p> <p>Observations show that there is an individualised approach to address barriers.</p> <p>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, considering unidentified gaps in skills and knowledge affecting pupil’s ability to assimilate new concepts and develop learning.</p> <p>Retrieval practice is embedded in all lessons.</p> <p>Teacher questioning challenges all pupils to build KSU</p> <p>Subject curriculum planning is challenging.</p> <p>A wave- based approach to upskilling pupils in reading and numeracy skills is well considered and has significant impact in closing the gap in skill weakness.</p> <p>High ability disadvantaged pupils show resilience and high levels of engagement in lessons. They can identify their areas of strength and development areas and know how to improve. This is shown in improved levels of achievement</p>

<p>Increased attendance of disadvantaged pupils and reduced persistent absence</p>	<p>Attendance of groups and persistent poor attendance is above national in all year groups</p>
<p>The behaviour of our disadvantaged pupils is good (fewer Behaviour for learning (BFL) referrals % than non-disadvantaged). Improved social skills and self-regulation are shown through reduction in behaviour results but an increase in House Points (supported by Kindness Points)</p>	<p>The Behaviour for Learning in lessons is good for PP students and is equal or better than non-PP pupils. 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 Support staff are trained to tackle behaviour triggers and provide PP pupils with support to amend their responses A member of the pastoral support team runs successful intervention programme for PP pupils that sees behaviour referrals drop Disadvantaged pupils have an equal number of House Points, including Kindness Points or better than non-PP pupils</p>
<p>Improved parental engagement</p>	<p>All parents evenings attended by 100% of PP parents Phone calls to update PP parents on progress made half termly to all PP pupils Home visits conducted to support parents in engaging with school where necessary and to challenge any barriers Parental views positive</p>
<p>Barriers to attainment challenged</p>	<p>Provide appropriate support via the pastoral team/SEND Provide support workers with home and in school To see a reduction in the number of referrals to outside agencies by training school staff to high levels of expertise to support and develop PP pupils All disadvantaged pupils with SEND needs make accelerated progress in line with national. Teaching Assistants are well trained and deployed effectively. School LAC mentor is trained to a high level, with a specific focus on trauma</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: £ 100,231

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum planning in all departments is challenging and builds to mastery	Learning journeys for all subjects show pupils how their KSU builds Learning journeys support pupils and parents in tracking their progress/ areas to develop	1
<i>Assessments are robust and provide accurate appraisal of strengths and areas to develop</i>	Showcases show that all subjects have these in place and that assessments are diagnostic and cumulative. Moderation of assessments built into school calendar so faculties can plan interventions Diagnostic assessment EEF	1
<i>Y7 2023/4 are on the RADY programme with uplift applied to build in equity</i>	Targets have RADY uplift applied and subjects then use these to identify gaps and build in plans for intervention All staff are trained on RADY ethos Lead attends all RADY training sessions and disseminates this to all staff RADY assessor visits school to assess impact CBC - RADY Project Evaluation (challengingeducation.co.uk)	1,2,3,4,5
<i>CPD for all staff on use of devices</i>	All y7 lessons taught using personal devices and PP pupils are supported in cost of these Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)	1,4,5
<i>All teaching staff in 2 year EFA programme based on work of Dylan Wiliam</i>	All staff work in TLC's 9 times a year developing their formative assessment skills and sharing good practice Lessons see this being put into practice and developing challenge for pupils and building resilience Embedding Formative	1,2,3,4,5

	Assessment EEF (educationendowmentfoundation.org.uk)	
<i>All teaching assistants in year EFA abridged programme based on work of Dylan William-designed by G Grant and EFA mentor</i>	All staff work in TLC's 9 times a year developing their formative assessment skills and sharing good practice Lessons see this being put into practice and developing challenge for pupils and building resilience	1,2,3,4,5
<i>Mixed attainment Teaching to promote equity of experience and raise aspirations</i>	2023/4- y7 and 9 2024/5 y7,8,9,10	1,2,3,4,5
<i>3 waves of intervention for reading intervention</i>	Pupils clearly identified as needing intervention though KS2 data/ reading tests Incremental waves tackles levels of need Reading test show sustained progress Improving Literacy in Secondary Schools	1,4,5
<i>3 waves of intervention for maths intervention</i>	Pupils clearly identified as needing intervention though KS2 data/ maths tests Incremental waves tackles levels of need Maths test show sustained progress Maths overstaffing to support with intervention Teaching mathematics at key stage 3	1,4,5
<i>Curriculum trips accessible</i>	School provides 50% funding PP pupils	1,5,2,4
<i>School provides access to individual music tuition for PP pupils</i>	School covers costs of Peri teaching for PP pupils in music Arts participation EEF (educationendowmentfoundation.org.uk)	1,5
<i>Year 7 devices in 2023, Year 7 and 8 in Sept 2024, Year 7-9 in Sept 2025,</i>	All pupils use devices to support learning effectively	1,2,4,5

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SPARXs Maths in all year groups	Weekly homeworks identify and support progress to close numeracy gaps	1,4,5

	Completion rates show gaps closing Homework EEF (educationendowmentfoundation.org.uk)	
<i>SPARXs English in all Year groups</i>	Weekly reading homework identify and support progress to close literacy gaps Completion rates show gaps closing Homework EEF (educationendowmentfoundation.org.uk)	1,4,5
<i>SPARXs Science in all year groups</i>	Weekly homework identify and support progress to close gaps in science Completion rates show gaps closing Homework EEF (educationendowmentfoundation.org.uk)	1,4,5
<i>Weekly reading comprehension lesson in KS3 introduced</i>	Moderation shows that PP pupils are making progress in their levels of reading comprehension SPARXS reading tests show progress and reading books increase in level of challenge word-gap (Oxford University Press)	1,5
<i>TAs work with specific SEND PP pupils to target areas of development</i>	PP pupils have key worker who is their contact with home to support progress PP pupils work with trained TA on developing area of weakness such as dyslexia Teaching Assistant Interventions Teaching and Learning Toolkit EEF	1,3,5
<i>MyTutor- Y10 and y11 English and Maths</i>	PP pupils tutored online by professional in groups of 3, out of school time with parental support My Tutor respond to feedback and lesson evaluation and pupils make progress One to one tuition Teaching and Learning Toolkit EEF	1,4,5
<i>Form time interventions- Maths and English</i>	All Y11 PP pupils in intervention forms that target their aspirational level and area to develop Data tracking shows gaps closing	1,2,5

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

Budgeted cost: £ 106,767

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Provide staffing for additional behaviour support staff where 50% of their time is spent on intervention</p>	<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. Cognitive Behavioural Therapy (Youth Endowment Fund)</p>	<p>1,5</p>
<p><i>Full time in house level 6 qualified careers advisor</i></p>	<p>No PP pupil NEET</p> <p>2 year on data shows PP pupils have maintained placements</p> <p>This is evidenced through twice yearly calls to PP pupils by administration team to ensure live progress data and offer any further support</p> <p>PP pupils have high aspirations and this engages them in the curriculum</p> <p>Clearly structured and ambitious Careers Curriculum exists</p> <p>Meaningful Employer experiences for all PP pupils Careers education EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,4,5</p>
<p><i>Amendment to attendance team to create a Home Liasion role</i></p>	<p>Increased engagement with parents</p> <p>Improved attendance of PP pupils</p> <p>Fewer numbers of proceedings for PA PP pupils</p> <p>Improved relationships between PP pupil support networks</p> <p>working together to improve school attendance.</p>	<p>1,2,3,4,5</p>
<p><i>Form tutors to be centrally informed person on barriers and achievements of PP pupils</i></p>	<p>All form tutor completed barrier form and action plan from this, referring for help where required</p> <p>All form tutors complete 'getting to know you' audit to support celebrating success and the use of House Points</p>	<p>3,5</p>
<p><i>Emotional Well- Being Worker- 3 days a week</i></p>	<p>Supports PP pupils at tier 1 to deal with issues that prevent engagement and lower aspirations Adolescent mental health: A systematic review on the effectiveness of school-based interventions</p>	<p>5,2</p>

<i>LAC mentor appointed and part funded by Stoke LEA</i>	Works to challenge barriers to learning Works with virtual school and home to ensure equity of opportunity provided and academic success	5,2,1
<i>Form tutors in all years make half termly calls to all PP pupils</i>	Calls build positive relationships, celebrate success, discuss areas to develop and how parents and school can work together to do this	1,2,3,4,5
<i>Support for other issues</i>	School would help fund transport, taxis, therapeutic provision for PP pupils where required	1,2,3,5

Total budgeted cost: £ 221,998

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. The data demonstrated that ;

The Year 11 cohort of 2023 was 154 pupils with 29 pupils (19%) of those being disadvantaged.

Overall the cohort received an attainment score of 45.22 with the PP of 33.14

Overall the cohorts P8 was 0.09 and the PP was -0.74 with similar performance in Maths and English, hence our focus but a P8 of -0.46 in the open element for PP pupils.

Ebacc entry for the cohort was 69.5% this is above local and national average, with 44.83% of PP entering for Ebacc and 6.9% of these getting a 5 or above in the Ebacc element

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and previous years' results (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils. This showed that;

In 2021/2 the attainment was 47.08 and for PP was 39.87

P8 for this cohort was not calculated due to COVID but 9-5 English/Maths was 36.4% and for PP 16%. 9-4 was 65.6% and PP was 52.3%. I

Ebacc entry overall was 72% and for PP pupils it was 68% and was above local and national averages

The overall analysis of the data trends does demonstrate that PP pupils are performing below those of non PP and especially for the higher attainers. Maths and English are performing at a similar level in this area but are an area that requires development, with stronger performance in the open element but still not in line with non-PP. It also highlights issues, as are in line with national trends over reading comprehension and numeracy skills having been impacted further by Covid.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that;

Our percentage of PP PA has dropped from 59% in 2021/22 to 34.7% to date, which is pleasing but still a focus to develop further.

PP attendance has gone up from 85.4% to 87.2% in the same time period. Again, an increase but still an area to continue further and there is a link to behaviour/suspension's impacting on this progress that needs to be a key focus.

Based on all the information above, the performance of our disadvantaged pupils did not meet our expectations in our last 3 year cycle. As a result of this, our new strategy has identified clear challenges and actions based on analysis of external and internal data research. Our evaluation of the approaches delivered last academic year indicates that our focus and work on targeting attendance of PP and PP PA pupils had worked well but this was still a focus moving forwards. Mixed attainment teaching has begun to work well in year 9 and supported PP pupils in many areas of challenge. However social barriers remain that impact of behaviour and therefore missed learning. This is also true of the year 7 but working with devices to support them need further training for pupils and staff.

Externally provided programmes

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

Programme	Provider
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Tutoring in English and Maths	MyTutor