

Pupil Premium Strategy 2017-18

Moorside High School Pupil Premium Grant Expenditure

2016-17 Spending with Impact and Future Spending Strategy for 2017-18

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Overview of the school 2016-17 Cohorts	
Total number of pupils on roll	780
Total number of Free School Meals (FSM) pupils and Ever6, SGO, Adopted	192 Pupil Premium (66 FSM, 4 SGO, 8 adopted)
Amount of funding received for FSM and Ever6	£935 per pupil Total £179,520
Total number of Looked After Children (LAC)	8
Amount of funding received for LAC pupils (Virtual Schools Approve funding termly)	£1900 per pupil £15,200
Total Number of Service Family pupils	Non identified
Amount of funding received per service family pupil	£300 per family £0
Total estimated amount of funding to be received in April 2016	£179,520

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Objectives of Pupil Premium Spending

When deciding how to spend the Pupil Premium Grant (PPG) it is important to consider the context of the school and the challenges faced by parents and pupils. Common barriers for children in receipt of this funding can include; weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”, there are multiple barriers to a child’s learning. More detail on barriers to learning are included in the strategy in a later section.

Our key objective in using the PPG is to close the gap between pupil groups. As a school we have an excellent track record of ensuring that pupils make good progress, but historically levels of attainment and progress have been lower for FSM (Those pupils eligible for Free School meals/Disadvantaged)- this is also a national trend. Through targeted interventions we are working to eliminate barriers to learning and progress. For those children who entered high school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach or exceed their peers.

Our data is analysed regularly and thoroughly and the school has made use of a range of research to inform our spending. This includes; parental engagement research, good practice in using pupil premium funding via the Sutton Trust (EEF) research - within school variance and the Sutton Trust toolkit, pupil and parents views and attended Pupil Premium Conferences to inform our decision making.

In addition to this we have identified some key principals (outlined below) which we believe will maximise the impact of our Pupil Premium spending.

Building Belief

We provide a culture where:

- Staff believe in all students and help to develop high aspirations, all targets are aspirational in years 7 to 11
- There are no excuses for underperformance and progress is tracked and interventions monitored
- Staff adopt a solution focussed approach to overcoming barriers
- Staff support pupils learning, through high quality teaching and pastoral care.

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Analysing Data

We ensure that:

- Pupils' data is analysed regularly to inform the most suitable support. For 2017/18 this will be a minimum of every term.
- All staff are involved in the analysis of data and are accountable for the progress of every child in their class.

Identification of pupils

We ensure that:

- All teaching staff and support staff are involved in the analysis of data and the identification of pupils is updated regularly via the key to success/Prime website or via parental information
- All staff are aware of who the Pupil Premium and vulnerable pupils are and they are clearly identified on all seating plans (Mintclass)
- All Pupil Premium pupils benefit from funding, not just those who are underperforming
- Underachievement at all levels is targeted
- Childrens individual needs are considered and support provided to meet their needs

Improving Day to Day teaching

We will continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved via:

- Setting high expectations for progress (Aspirational targets set) and behaviour
- Address any in school variance
- Consistent marking, feedback and pupil response to marking (PP books marked first) and regular book scrutiny by staff/SLT
- Provide high quality Career/Professional Development

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- Sharing good practice within school and external expertise. Regular attendance at RADY course, cluster groups and national conferences
- Rigorous monitoring and evaluation schedule

Increasing Learning time

We will maximise the time children have to catch up through:

- Improving attendance and punctuality
- Providing early intervention in year 7, 8 and 9
- Extending learning out of school hours: Period 6, breakfast club, holiday catch up or revision, homework club and 1 to 1 support.

How PPG money has been spent 2016-17

Careers Advisor

A trained careers advisor to provide independent advice and guidance to all year groups. Target vulnerable students at risk of becoming NEET (Not in education, training or employment)

Peripatetic music Lessons

An amount has been allocated to ensure that all students, regardless of background, have opportunity to learn a musical instrument.

Uniform

Provide suitable uniform and equipment when required

Transport

Provide support with transport costs where necessary to promote punctuality and good attendance. Additional bus service to Weston Coyney at 4.20 to support after school clubs and revision.

Additional staffing, smaller teaching sets, support small groups for interventions and ensuring Quality First Teaching.

Group sizes are reduced in some subjects/form groups and staff available for extra 1 to 1 or group support for English and Maths.

Lunchtime support (For vulnerable students managed by Teaching assistants)

Students are supported by Teaching Assistants with their homework at lunchtimes.

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Homework Club

To provide support after school for pupils with homework. Providing a safe and warm place to study with ICT available and support from Teaching Assistants.

Literacy and Numeracy tuition- managed by SENCO and Pupil Premium 1:1 support team

Pupils are targeted for 1:1 support or group support weekly to support Maths and English.

After school support

At Moorside High School the dedicated teaching team on occasion will provide in addition to revision clubs, intensive additional support in the form of tuition after school to help our most vulnerable students make further progress.

IPad and Computer programmes

To provide programmes to support learning at home and access to Ipads for use in school for interventions

Reading Programme

Regular testing of reading ability assessed and interventions provided.

Subject Specific resources

To provide revision guides, equipment etc. to support learning in the classroom and at home.

Learning mentors

Use of LAC funding to support the Looked After Children, meetings, emotional well-being and progress

Access Arrangements testing

Use of funding to pay for access arrangement tests to support examinations

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Impact of 2016-17 Spending (Spending includes consideration of pupils' individual barriers to learning)								
Intervention	Year groups	Number of pupils	Cost	EET Months of impact	Time	Length	Impact	Future plans
1:1 Maths Round 1 September to December	11	11	3468	+5	1 hour per week	10 weeks each round	100% improved from starting point Y11 Y10 91% improved 93% improved Y9 Y8 100% improved Overall 93% improved	Continue to provide 1:1 and small group work 93% success rate overall
	10	12	5679					
	9	16	7840					
	8	2	578					
1:1 Maths Round 2 Dec to Feb	7	56	5000	+5	1 hour per week	10	96% improved 4% remain the same	Year 7 1:1 ended interventions in class and form groups continue
	LAC pupils	1	289					
		1	289					
		2	578					
1:1 Maths Round 3 February-May	21 pupils LAC pupils	21	£6069	+5	1 hour per week	10 weeks	9% no progress 5% improved by 0.5 grade 67% 1+ Grades 19% 2+ grades	90% of pupils improved in their area of need. Continue with 1:1 Maths by class teachers and GH until additional

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Intervention	Year groups	Number of pupils	Cost	EET Months of impact	Time	Length	Impact	Maths teachers available Future plans
1:1 English Round 1	11 10 9 8	10 3 4 11	1882 647 1156 4721	+5	1 hour per week	10 weeks each round	82% improved Y11 100% Y10 100% Y9 100% Y8	Continue to provide 93% success rate
1:1 English Round 2	7 LAC pupils	46 2 1	2773 596 298	+5	1 hour per week	10	59% improved 41% no improvement	QFT Form intervention Tutor feedback to teacher
1:1 English Round 3 February to May	13 Pupils LAC	11 2	£3757	+5	1 hour per week	10 weeks	23% improved by 0.5 grades 23% improved by 1 grade 31% improved by 1.5 grades 23% improved by 2 grades	100% improvement in their area of need Continue to use English teachers for 1:1

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Intervention	Year groups	Number of pupils	Cost	EET Months of impact	Time	Length	Impact	Future plans
SEN Interventions Reading Club Round 1	7	10	1120	+5	3 per week	10 weeks	60% improved	Continue to provide this support and also include dyslexia screening MEDCOG
Dyslexia	7-10	26	1120	+5	1 hour per week	10 weeks	81% improving	
Talking Partners	8	4	1120	+5	1 per week	10 weeks	100% improved	
Better Reading	9	2	2240	+4	1 per week	10 weeks	100% improved	
Maths support	8	4	1120		1 per week	10 weeks	100% improved	

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Intervention	Year groups	Number of pupils	Cost	EET Months of impact	Time	Length	Impact	Future plans
SEN round 2 Reading Club	7	9	189	+5	3 times per week	10 weeks	100% improved	Continue to provide support for SEND children. Plan to employ 2 additional TAs due to increased statemented children and the demands of cover
Dyslexia	7 8	16	1120	+5	1 per week		50% R81% RC 87% S improved	
Talking Partners	8	4	1120	+5	1 hour per week		75% improved	
Better Reading	8	1	189	+5	1 per week		0% no change	
Maths support	8		1120	+4	1 per week		75% improved	
1:1	9, 10,11	4 7	1323		1 per week		100% improved	
Homework support	8,9,10	5 offered 2 used	189		5 times per week		100% improved	

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Intervention	Year groups	Number of pupils	Cost	EET Months of impact	Time	Length	Impact	Future plans
SEN Round 3								
Dyslexia	7-9	18	189	+5	1 hour per week	10 weeks	Reading 60% improved Reading Comp 50%> Spelling 50%>	
1:1 out of options	10/11	5	945	+5	1 to 2 hours per week	10 weeks	71% improved	
Better Reading	8	1	189	+5	1 hour over 5 sessions	10 weeks	No change	
Homework support	8-9	5 offered 2 used	189	+4	1 hour over 5 sessions	10 weeks	50% improved	
Reading Club	7	9	189	+5	3 per week	10 weeks	100% improved	
1:1 PP English	9 10	2	189	+6	1 per week hour	10 weeks	100% improved	
Maths	8,9,	5	189	+4	1 hour a week over the week	10 weeks	75% improved	
	10	2	189			10 weeks	50% improved	

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Comprehension support					1 hour over the week			
Intervention	Year groups	Number of pupils	Cost	EET Months of impact	Time	Length	Impact	Future plans
Form Interventions	English form year 11	14	289	+4	5 per week	25 minutes	100%	Continue to provide
	Maths form y11	24	289				100%	
	English form y8	21	179				57%	
	Maths form y8	19	289				100%	
	UL4 English	15	289				100%	
	UL4 Maths	11	289				78%	
Form Interventions round 2	English form year 11	14	289	+4	5 per week	25 minutes	100%	Continue to provide but need to ensure intervention pupils do not
	Maths form y11	24	289				91%	

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	English form y8	21	179				Teacher absence	attend assemblies
	Maths form y8	19	289				72%	
	UL4 English	20					59%	
	UL4 Maths	20	289				62%	
Form Intervention round 3	English form year 11	14	289	+4	5 per week	25 minutes	No assessment	Continue with Form intervention
	Maths form y11	24	289				90% improved in area of need	English and Maths UL4 need to have a TA supporting due to the level of needs
	English form y8	21	179				No data due to staff illness	
	Maths form y8	19	289				95% improved	
	UL4 English	20	289				58% improved	

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Intervention	Year groups	Number of pupils	Cost	EET Months of impact	Time	Length	Impact	Future plans
	UL4 Maths	20	289				63% improved	
Access Arrangements time to complete	7 8 9 10 11	34 34 22 17 16	3665.4 Should be £300 per student. Completed twice a year				All year groups completed and parents informed to be repeated every term	To repeat every term Only done twice due to over testing
Revision bus	7/8/9/10/11	180	£3000	No evidence	Daily	Journey to Weston Coyney	All pupils living in Weston Coyney are able to attend intervention	Continue to use to support interventions afterschool and clubs
Intervention	Year groups	Number of pupils	Cost	EET Months of impact	Time	Length	Impact	Future plans
Attendance officers	7 8 9 10 11		22,087	No evidence	Support is dependent upon number of pupils	Daily	FSM attendance 94% needs to improve PP 95%	MD and team are concentrating on FSM and SEND pupils - this will involve home

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							LAC 97% SEN K 93%-94% SEN S 91-94%	visits to liaise with parents.
Staffing	7/8/9/10/11	180	93,179 TA Inclusion LG JF	+3 (reduced class size) +1 TA	-	-	Ensured that teachers are available for form groups, 1:1 intervention, reduced class sizes. Careers advice, behaviour and attendance support	Continue to fund additional staff to provide- 1:1 Form intervention SEN support Behavioural support Attendance support
Extra-curricular Music lessons	7-11	10	1500	+2	1 hour per week	Yearly	Pupils are enjoying lesson	Continue to offer
Intervention	Year groups	Number of pupils	Cost	EET Months of impact	Time	Length	Impact	Future plans
Equipment				No evidence	-	-		

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Revision guides	Y9 Y10	14 32	£147 £320	No evidence	-	-	Pupils are very happy to have revision guides	To continue to provide revision guides when required
Uniform	8 7	1 1	204.35 18.05	+0	-	-	Parents happy with support	Continue to provide this support
Bus pass	7-11	17	7429	No evidence	Each pupil may have a different proportion of their bill paid.	Year	Pupils are able to attend school	Continue to provide this support to improve and maintain good attendance
Trips/rewards London	8-9	5	800	+3	-	-	Pupils views good	Continue to provide
Intervention	Year groups	Number of pupils	Cost	EET Months of impact	Time	Length	Impact	Future plans
CPD Collaborative Learning/feedback	7-11	180	£400	+5	-	-	Share best practice and	Continue to provide CPD to all staff, attend

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PP course							inform planning	updates for PP and SEN
Mind set programme	9 10	29 34	Free		Daily	4 weeks	Some impact but difficult to see impact in grades	Consider developing a programme for use at form time
Mintclass	7-11	180	£2000	No evidence	-	-	All staff have seating plans with current data and barrier information Included PP Able tag	Continue to use at it ensures PP pupils are addressed in class
Intervention	Year groups	Number of pupils	Cost	EET Months of impact	Time	Length	Impact	Future plans
Performance target	7-11	180	Free	+0	-	-	Ensured that PP is at the forefront of all staff in	Review next time to see if impact has been achieved. This

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							planning and providing the best support for disadvantaged pupils- impact difficult to measure but current predicted results are positive	proved successful 2015-16 as P8 +0.36
Pupil Premium Champions	7-11	180	Free	+0	-	-	Provide each department with a PP champion to ensure discussions at LA meetings, ensure interventions are logged on SIMS	Continue to provide each department with a champion to raise the profile of PP students
Intervention	Year groups	Number of pupils	Cost	EET Months of impact	Time	Length	Impact	Future plans
Progress reviews	7-11	180	Free	+1	6 per year	-	Increased tracking points to ensure that	Reduce for KS3 year 7 and 8 as

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							groups are monitored and best support provided	too many but maintain at KS4
AM	7-11	180	Free	+1	6 points per year	10-20 minutes for each	Pupils have meetings with Form tutors to support progress.	Need to monitor this closely and for weakest performers have SLT monitor
Feedback and Literacy feedback	7-11	180	Free	+8	Minimum 2 per half term	-	Increased focus on marking, feedback and literacy. Progress made.	More rigorous monitoring of books to ensure best practice
Learning walks	7-11	180	Free	No evidence	Programme followed by DTL/SLT	-	Started to look more closely at the teaching of PP pupils and differentiation	Include as part of the evaluation schedule Need to include more using the Moorside Portal
Intervention	Year groups	Number of pupils	Cost	EET Months of impact	Time	Length	Impact	Future plans
Extended the day (revision) period 6	10-11	2 year groups	Free	+2	3.25-4.30	1hr daily	Pupils feedback is positive	Continue and start earlier with year 10
Set up cluster group with	NA	All PP	Free	?	1 per half term	Year	Not able to start until	Sent email to find out schools

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secondary and Primary- improve methods and transition							September 2017 due to SATs and GCSE examinations	interest and the response was good
Meeting year 6 PP parents	NA	All pupils in year 6 transition	Free	?	1 hour visit per feeder school	1 hour X visits	Completed Werrington	St Johns in 2017 March- not required HT felt parents were fine at this point
Training staff Most able PP SMSLC cluster training provided	All	All PP most able	Free	?	1 hour	1 hour	Completed November	Continue to raise profile
Homework Club	all	all	684 684		1 hour	38 weeks	Pupils are happy with the support as are parents	Continue to provide a space, time and support with homework after school.

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Money £	Support provided	Term 1 spend	Impact	Term 2 Spend	Impact	Term 3 spend	Impact overall
93,179 Year spend on staff JF, LG, JJ, KB, Inclusion staff BT	1:1 Form groups Lesson 6 Smaller groups Additional English and Maths y7 and y8	33,484 spent in time	Maths 93% improved English 93% improved 100% for Y11 English and Maths form 100% Maths y8 100% y7 UI4 English 78% UL4 Maths Y8 English 57%	19,853 current 456.50	Maths 96% improved from baseline 59% English improved	11,739-1:1 and form SEND-2268 Homework club-1368	100% Improved in English 1:1 90% improved in Maths 1:1 See above for further details
Supporting Attendance spend- 22,087	2 persons responsible for supporting families to improve attendance	7,362	FSM attendance improving	7362		7362	SEND K improved from 93 to 94% last year 92% FSM and SEND K and E need to remain a focus

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Additional spending, transport, resources, uniform etc	Access arrangements Bus after school other	3665.4 3000 12333.35	Pupils are having correct support for exams Good attendance to revision and clubs	3665.4 3000	Access Arrangements retesting Trips	3665.4	
Total income 2016-17	Total Spend Term 1		Total Spend Term 2		Total Spend term 3		Overall spend
144,260	48,844.75	Leaves- 95,415.25	33,880.40 +456.50	Leaves 61,078.35	26,402.40 Trips to add	34675	109,127.55 Awaiting Trips Resources ICT to be added.

Measuring the Impact of PPG funding 2016-17

The schools evaluation of its own performance is rigorous. Tracking of progress over time for each pupil is thorough, and so we can quickly identify any dips and develop sensible strategies and interventions to promote improvement.

- A wide range of data is used, this includes; achievement and progress data, pupils work, observations, learning walks, case studies, and staff, parent and pupil views.
- Assessment data is collected so that the impact of interventions can be monitored closely. Using baseline and end tests along with attitudinal information.
- Teaching staff and support staff attend and contribute to pupil progress meetings (assertive mentoring) and pupils needs identified.
- Regular feedback is given to pupils and parents
- Interventions are adapted or changed if they are not working

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- Case studies are used to evaluate the impact of pastoral support such as attendance and behaviour as well as the progress made during interventions.
- A designated member of the SLT maintains an overview of Pupil Premium spending and impact
- A governor is responsible for Pupil Premium- Mrs Marfleet.

We will continue to use Raise online (new version), Local Education Authority data as well as whole school data to evaluate impact in terms of attainment and progress.

Data at the end of July 2017 RESULTS : Year 11 results (School internal data as awaiting new version of RAISE online)

Unvalidated September 2017- P8 Disadvantaged +0.24, P8 Disadvantaged Open +1.08, P8 English Disadvantaged -0.09, Maths Disadvantaged P8 -0.29

High Ability (13)

92% of the pupils achieved 5+ A-C including Maths and English compared to 86% Non-Pupil Premium (NPP) pupils of similar ability. 77% achieved the ebacc compared to 73% NPP. Attainment 8 was 59 compared to 58 NPP

The list of names has gone out to staff and all pupils involved have received support, for example – one to one, form intervention, subject specific support, daily revision clubs, homework support, received revision guides and period 6.

Middle Ability PP (13)

23% achieved 5+ A-C including Maths and English compared to 48% NPP. 8% achieved the ebacc compared to 13% NPP. Attainment 8 was 43 compared to 46 NPP

Low Ability PP (8)

25% achieved 5+ A-C including Maths and English compared to 0% NPP. 0% achieved ebacc in both groups and Attainment 8 was 38 compared to 35 NPP

Disadvantaged (34 this includes Ever 6, adopted pupils and LAC)

50% achieved 5+ A-C including Maths and English compared to 66% Non-disadvantaged. 32% achieved ebacc compared to 43% non-disadvantaged. Attainment 8 48 compared to 51.

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FSM (Free School Meals 10)

40% achieved 5+A-C including Maths and English compared to 63% NFSM. 40% achieved ebacc compared with 40% NFSM pupils. Attainment 8 49 compared to 51.

LAC (4)

0% achieved 5+ A-C including Maths and English compared to 64% non LAC pupils. 0% achieved ebacc compared to 41% and Attainment 8 was 36 compared to 51 non LAC pupils.

Ever 6 (32)

53% achieved 5+ A-C including Maths and English compared to 64% non Ever6. 34% achieved ebaac compared to 42% and attainment 8 was 48 compared to 51.

SEND

EHCP (3)

0% achieved 5+ A-C including maths and English, Attainment 8 was 33 and predicted P8 +0.13

SEND Support (9)

33% achieved 5+ A-C including maths and English compared to 66% non-SEND and 0% achieved ebacc compared to 44%. Predicted P8 is +0.66 for SEND K.

Group Key Concerns –

LAC

PP/disadvantaged high ability

Key subject Maths

Narrative Data Years 7 – 10 (July 2017) year 11 May 2017

Year 10 May 2017 Assertive Mentoring

High Ability PP (11)

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82% of pupils achieving 5+ 9-5 including English and Maths, 72% Ebacc, P8 score is poor at -0.11, Maths needs to improve as the target is 100% and only 82% achieving, English at target of 100% achieving 5+. There are some below target predictions here but the results are better than year 11.

Low Ability PP (4)

None of the low ability pupils are achieving 5+ 9-5 including English and Maths and were not predicted to achieve this. Ebaac is on target at 0%, P8 score is +0.42 which is excellent. English needs to improve and Maths is on target 25%.

Middle Ability PP (14)

5+ 9-5 English and Maths needs to improve at 21% with a target of 71% and Ebaac is 0% predicted to achieve with a target of 71%. However there is a positive P8 score of +0.54. Maths need to improve 28% achieve 5+ with a target of 84% and English needs to improve from 64% to 100%.

Disadvantaged (25)

P8 is predicted at +0.15, Maths needs to improve from 52% 5+ to 72% and English from 72% to 92%. Focus on ebaac as below target 28%.

EAL (1) +2.08 P8 score 100% in all areas.

FSM (11) need to improve 5+ 9-5 including Maths and English, 36% against a target of 73%
EBACC is predicted at 18% and target is 73%. P8 score is +0.29

LAC (2)

None are predicted to achieve 5+ 9-5 including Maths and English none are achieving EBACC. P8 score is +1.06. Maths need to improve as none are achieving 5+ and 1 pupil should be.

SEND K – (14)

14% predicted 5+ A-C including Maths and English with a target of 29%. 7% of pupils are achieving the EBACC with a target of 29%. P8 +0.61, Maths and English need to improve

SEND S- (3)

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English and Maths predict no 5+. 1 pupil expected to achieve 5+ Maths not achieving this

P8 + 0.94

Key Focus Groups – High Ability PP

Key Subject Maths EBAAC

Year 9 Progress of Groups May 2017

PP High Ability (13)

P8 score -0.12 needs to improve. Ebaac needs to be 100%, currently 69%. 100% of pupils achieving English 5+ and 96% Maths 5+.

Low Ability PP (7)

On target on the whole, English need to improve 5+ from 14% to 28% and P8 score is good at +0.93

Middle Ability (15)

Need to improve the 5+ 9-5 including Maths and English from 53% to 86% the P8 score is good at +0.73

Maths and English 5+ need to improve to meet target.

Disadvantaged – (32)

5+ A*-C including Maths and English needs to improve from 56% to 81%. Ebaac is a focus, however the P8 score good at +0.53. Maths and English need to improve

EAL (2)

P8 +1.34 is excellent and on target in all areas.

FSM (20)

P8 +0.48 is positive, 5+ 9-5 including Maths and English need to improve from 55% to 80% Ebaac needs to improve from 30% to 80% and Maths and English 5+ need to improve

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LAC (1)

P8 + 1.24 is good. This pupil is not predicted to achieve 5+

SEND K (22)

The percentage of pupils achieving 5+ 9-5 including Maths and English 36% needs to push for 54%

P8 +0.60, which is excellent but need to push Maths and English 5+

SEND E/S (3)

P8 +0.63 good no predictions for 5+

Key Groups - high ability PP

EBACC

Maths and English

Year 8 Progress May 2017 Groups

High Ability PP (20)

P8 -0.22, this is too low and needs to improve, Maths and English are below target and Ebaac.

Low Ability PP (6)

P8 +1.43 which is excellent. Need to focus on 5+ Maths and English to improve further

Middle Ability PP (16)

P8 +0.39 which is good. The focus needs to be on Maths and English, particularly Maths that would influence the 5+ 9-5 including Maths and English.

Disadvantaged (36)

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P8 + 0.13 is good, 5+ A-C including Maths and English is below target at 47% and needs to push for 89%. Maths improvements would help this.

FSM (19)

P8 +0.10 is good but English and Maths needs to improve and ebaac is adrift from the target.

LAC (2)

P8 + 0.62 is positive however Maths needs to improve as predicted 100% 5+ and none achieving.

SEND E (3)

P8 +0.99 need Maths to improve

SEND K (26)

P8 +0.71, English and Maths to improve as below targets

Key focus - high ability PP

Maths

Year 7 Progress May 2017 Group

Disadvantaged (44)

The percentage of pupils achieving 5+ 9-5 including Maths and English needs to improve from 41% to 63%. Maths would make a difference to this if pushed closer to target. Ebaac requires improvement.

FSM (17)

Only 35% predicted to achieve 5+ 9-5 including Maths and English against a target of 65%

Maths, English 5+ and ebaac are a priority for this group

LAC (1)

Need to push all areas as not predicted 5+

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SEND E (2)

Continue to provide support and push Maths and English not predicted 5+

SEND K (18)

5% 5+ A-C including Maths and English needs to push for 17%+

Maths 16% against target 39% and English 5% against a target of 28%

Focus – push Maths English and Ebaac

2017 to 2018 Pupil Premium Strategy (Numbers may change as pupils situations change)

Overview of the school 2016-17 Cohorts (Estimations for year 7 and year 12)	
Total number of pupils on roll	790 (Est)
Total number of Free School Meals (FSM) pupils and Ever6, SGO, Adopted	211 Pupil Premium (63 are FSM, 8 adopted)
Amount of funding received for FSM and Ever6	£935 per pupil Total £197,285
Total number of Looked After Children (LAC)	17
Amount of funding received for LAC pupils (Virtual Schools Approve funding termly)	£1500 per pupil (400 held by county) £25,500
Total Number of Service Family pupils	1

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Amount of funding received per service family pupil	£300 per family £300
Total estimated amount of funding to be received in April 2016	£197,585

Planned use of Funding 2017/18

Ongoing from 2016-17 to 2017 to 2018 with additions

- Use Pupil Premium Champions, members from each department will be the voice of Pupil Premium students for a subject and monitor progress and attainment, consider interventions and in class support and report to the SLT coordinator
- Use Head of Key Stage Managers to be responsible for tracking progress of disadvantaged groups and organise interventions
- Peer mentoring to support underachievers.
- Heads of Key stage to report on the impact of interventions to improve attendance or behaviour.
- Inclusion workers to monitor and intervene to support poor attendance
- Continue to employ Leslie Hogg when required to support Pupil Premium pupils' attendance and monitor attendance every 6 weeks.
- Continue to employ an attendance/family support worker to work with families and reduce poor attendance (Focus on FSM pupils).
- To continue to promote excellent teaching of the most vulnerable pupils within the classroom. Rigorous monitoring of teachers support for pupils via an evaluation schedule.
- Training to support the needs of the classroom teacher in supporting Disadvantaged pupils
- Employ a 1:1 tutor to support Maths and use maths Teachers to provide additional Maths classes. Plan to buy a Maths teacher full time for maths support
- Use of English and Maths staff to provide one to one
- CPD for Teaching Assistants
- All targets increased for pupils to achieve 5 9-1 including Maths and English. Raised targets to 4 levels of progress (Aspirational) where appropriate

Pupil Premium Strategy 2017-18

- Have targets set as part of the performance management for each teacher to ensure Pupil Premium pupils are at the forefront of planning, marking and intervention.
- Provide more opportunities for parental involvement via parent forums, coffee mornings and parents evenings.
- Introduced transitional PP meetings with Primary schools
- Focus on KS3 and those who enter not meeting the expected standards (All receive support at form time or one to one)
- Use money to increase staffing to enable teachers to provide the 1:1 support rather than external tutors.
- Form intervention groups provided in year 7, 8 and 11.
- Continue to be involved in the RADY project. Raising the Achievement of Disadvantaged pupils.
- Use an SEN assessment package to identify SEN needs to inform best support
- Complete a Barriers to learning audit at the start of the year, mid and end of year to ensure that the money from Pupil premium Grant meets the needs of each student.
- LAC funding to provide a Learning Mentor (Via a bid to the virtual school)

Costing Breakdown 2017/18

Estimated spending-
 1:1 and form intervention-£50,000
 Attendance Support-£25,000
 Staffing-£96,000
 Travel- £10,000
 Trips/rewards - £5,000
 Contingency for unknown support required identified at each barriers to learning review- £11,585

The following plan will evolve over the year and the strategy will be updated to reflect this.

Year Group	Barriers identified	How money will support pupils	How much money is required-estimated	How to measure the impact of spending
7	From transition work current barriers will be addressed, this will be updated as we	Barriers to learning audit	Not known (update once year 7 settled)	Identify all barriers to learning to ensure pupils needs can be addressed.

Pupil Premium Strategy 2017-18

	<p>develop a greater understanding of the year group.</p> <ul style="list-style-type: none"> • Attendance • Reading • Current FSM • LAC (7) • Poor progress 	<ul style="list-style-type: none"> • Attendance support worker to liaise with family to build positive relationships • Intervention form for pupils not making the expected progress, reading club, reading intervention, regular monitoring of impact of support • Provide uniform • Provide support • Learning mentor • Tutor 	<p>5,000</p> <p>6,000</p> <p>5,500</p> <p>£10,500</p> <p>£20,000</p> <p>£16,860</p>	<ul style="list-style-type: none"> • Pupils settle quickly and attendance is good or better 96+ • Improved reading ages and comprehension • Pupil attends and integrates into high school quickly
8	<ul style="list-style-type: none"> • FSM Attendance Gap -4 • LAC (1) 	<ul style="list-style-type: none"> • Attendance officer to liaise with family and pupils 	<p>5,000</p> <p>1500</p>	<ul style="list-style-type: none"> • Improved attendance and progress • Improved progress from starting points

Pupil Premium Strategy 2017-18

	<ul style="list-style-type: none"> • SEN issues/Statements • Attainment/progress in maths 7+ and 5+ • Most able • Travel issues • Medical Issues • Young carers • Behaviour 	<ul style="list-style-type: none"> • Provide 1:1 support to address Maths and English • Assessments to identify needs provide additional support over the 10 hours. • Provide 1:1 support from class teacher/expert. To provide form intervention <p>To provide equipment to support pupils</p> <ul style="list-style-type: none"> • Provide Bus passes • Additional support to help pupils catch up • Uniform • Managing own behaviour package 	<p>5,500</p> <p>13,395</p> <p>2,500</p> <p>Included in the above funding</p>	<p>and reflected in class marks</p> <ul style="list-style-type: none"> • SEN needs identified and appropriate interventions provided/resources • Improved progress from starting points, gap closing to peers • Good attendance • Progress • Good attendance and happy • Reduced behaviour referrals, improved relationships with staff/parents
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Pupil Premium Strategy 2017-18

		<ul style="list-style-type: none"> • 1:1 support, intervention form groups. 		
10	<ul style="list-style-type: none"> • FSM current deprivation 	<ul style="list-style-type: none"> • Support attendance with bus pass, uniform, equipment, revision guides 	3,596	<ul style="list-style-type: none"> • Improved attendance, progress in all subjects
	<ul style="list-style-type: none"> • LAC- (1) 	<ul style="list-style-type: none"> • 1:1 support, TA support, Shaftsbury intervention, Young Minds, 	1,500	<ul style="list-style-type: none"> • Pupils settle quickly, good attendance, few referrals, improved progress • New interventions introduced, improved progress and attitudes
	<ul style="list-style-type: none"> • SEN needs 	<ul style="list-style-type: none"> • Provide exam access assessment, assessments to find main issues requiring support for intervention 		<ul style="list-style-type: none"> • Improved attendance
	<ul style="list-style-type: none"> • PP and FSM attendance 	<ul style="list-style-type: none"> • Attendance support workers to work with pupils and families to resolve barriers 	5000	<ul style="list-style-type: none"> • Improved progress
	<ul style="list-style-type: none"> • Maths progress 		10,260	

Pupil Premium Strategy 2017-18

		<ul style="list-style-type: none"> • 1:1 support, homework club, maths Sen interventions at Lunch 		
11	<ul style="list-style-type: none"> • Large proportion of FSM / Current deprivation • LAC pupils (4) • SEN/Statement • Maths 9-5 	<ul style="list-style-type: none"> • Provide breakfast club support, transport support, uniform, equipment • Provide 1:1, young minds, Shaftsbury support, TA support, homework club, intervention form group • Additional TA support, interventions at lunch and registration, intervention form groups, analysis of needs and access arrangements 	<p>4,216</p> <p>6,000</p> <p>6,110</p> <p>8,265</p>	<ul style="list-style-type: none"> • All pupils equipped, fed and attending school • Improved attendance, emotional well being • Good progress, good attendance • Improved progress from starting point. Baseline and end

Pupil Premium Strategy 2017-18

	<ul style="list-style-type: none"> Attendance 	<ul style="list-style-type: none"> Additional teacher, 1:1 tutors, intervention form groups, SEN support, Attendance support, Homework club 	<p>5000</p> <p>Estimated spend 157,708</p>	test shows improvements.
All groups	<p>Rewards Trips-educational Equipment maths Attendance support worker 1:1 support Homework club Revision resource/equipment Where need are identified the school will try to remove barriers and support pupils and families Identification of SEN needs Access arrangements</p>			

For further information/enquiries please contact the following:

Pupil Premium Strategy 2017-18

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Next Review Spring term 1.