

# Pupil Premium Strategy 2018-19

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## Moorside High School Pupil Premium Grant Expenditure

This report will provide details on **2017/18 Spending** of Pupil Premium funding with Impact and Future Spending Strategy for **2018/19**

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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 ensure 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.

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### 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 regularly
- Staff adopt a solution focussed approach to overcoming barriers
- Staff support pupils learning, through high quality teaching and pastoral care.

### Analysing Data

We ensure that:

- Pupils' data is analysed regularly to inform the most suitable support. For 2018/19 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/SIMs update or via parental information
- All staff are aware of who the Pupil Premium and vulnerable pupils are in school 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

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### 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
- 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 and daily interventions.

### How PPG money is spent

#### **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)

#### **Additional specialist teachers**

To provide additional time for one to one support and to reduce class sizes.

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### **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.

### **Homework Club**

To provide support after school for pupils with their 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

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### 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

Below is the 2017/18 PP cohort- further on in this report is the 2018/19 cohort

[2017 to 2018 Pupil Premium Strategy \(Numbers may change as pupils situations change\)](#)

Overview of the school 2017-18 Cohorts (Estimations for year 7)

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
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

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Impact of 2017 to 18 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
<b>1:1 Maths Round 1</b> September to December 2017	9	4	4,290	+5	1 hour per week	10 weeks each round	100% of year 11, 10 and 9 made progress	Good progress-continue to provide. Provide a qualified teacher to mentor more pupils to start January
	10	1	867					
	11	9	(5,157)					
<b>1:1 Maths Round 2</b> Dec to Feb 2018	11	30	10,693	+5	1 hour per week	10	100% improved 100% improved	Next round to concentrate on LAC and y10 Create a new year 11 revision form
	9	4						
	7	3						
<b>1:1 Maths Round 3</b> March-July 2018	7	40	11,560	+5	1 hour per week	10 weeks	88% improved 50% improved 95% improved	Continue to provided but focus KS3 initially
	9	2						
	10	19						

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Intervention	Year groups	Number of pupils	Cost	EET Months of impact	Time	Length	Impact	Future plans
<b>1:1 English Round 1 September to December 2017</b>	7 9 10 11	3 4 5 9	6,069	+5	1 hour per week	10 weeks each round	100% improved 100% improved 60% improved 100% improved	Good progress continue to provide 1:1 support
<b>1:1 English Round 2 January to February 2018</b>	11 7	5 5	2890	+5	1 hour per week	10	80% improved 80% improved	Need qualified English teachers to continue
<b>1:1 English Round 3 March to July</b>	7	5	1445	+5	1 hour per week	10 weeks	100% improved	Use qualified teachers
Intervention	Year groups	Number of pupils	Cost	EET Months of impact	Time	Length	Impact	Future plans
<b>SEN Interventions Reading Club Round 1</b>	7	12	189	+5	3 per week	10 weeks	60% improved	Continue
<b>Dyslexia</b>	7-10	23	189	+5	1 hour per week	10 weeks	96% improved	

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<b>Inference</b>	11	1	189	+5	1 per week	10 weeks	0% improved stayed the same	
<b>Better Reading</b>	9	2	189	+4	1 per week	10 weeks	100% improved	
<b>Maths support</b>					1 per week	10 weeks		
<b>Touch type</b>	8-10	4	189			10 weeks	75% improved speed	
<b>Out of option</b>	9 and 11	5	189				100% improved	



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Intervention	Year groups	Number of pupils	Cost	EET Months of impact	Time	Length	Impact	Future plans
<b>SEN round 2 Reading Club</b>				+5	3 times per week	10 weeks	83% improved in Reading Comprehension and spelling	Continue to focus on year 7-9 Added recently screened older pupils to next intervention
<b>Dyslexia</b>	7 to 10	24	4536	+5	1 per week			
<b>Talking Partners</b>	0			+5	1 hour per week			
<b>Better Reading</b>	9	2	378	+5	1 per week			
<b>Maths support</b>	9	5	945	+4	1 per week			
<b>1:1</b>					1 per week			
<b>Homework support</b>	Any pupils				5 times per week	100% improved	Continue	
							80% improved	

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Intervention	Year groups	Number of pupils	Cost	EET Months of impact	Time	Length	Impact	Future plans
<b>Form Intervention round 1</b>	English form year 11	11	289	+4	5 per week	25 minutes	66% improved	Continue to provide. Have learning walks to focus on the support provided and ensure that it is suitable
	Maths form y11	26	289				96% improved	
	English form y8		179					
	Maths form y8	20	289				75% improved	
	UL4 English	19	289				100% improved	
	UL4 Maths	20	289				80% improved	
<b>Form Interventions round 2</b>	English form year 11	12	289	+4	5 per week	25 minutes	8% improved	Interruptions to form due to mock examinations
	Maths form y11	18	289				94%	
	English form y8		179				-	

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	Maths form y8	20	289				-	
	UL4 English	23					82%	
	UL4 Maths	18	289				100%	
<b>Form Intervention round 3</b>	UL4 English		289	+4	5 per week	25 minutes	100% improved	Continue to use but more rotation as cross in names
	UL4 Maths		289					

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Intervention	Year groups	Number of pupils	Cost	EET Months of impact	Time	Length	Impact	Future plans
<b>Access Arrangements time to complete</b>	7	45	1919.70	Not known	3 times per year	2 hours 42.66	All year groups completed and parents informed to be repeated every term	To repeat every term Teachers to be updated and using new access arrangements
	8	41	1749.06					
	9	31	1322.46					
	10	26	1109.16					
	11	28	1194.48					
			Should be £300 per student. Completed twice a year 42.66 for 2 hours in school					
<b>Revision bus</b>	7/8/9/10/11	180	£6000	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

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Intervention	Year groups	Number of pupils	Cost	EET Months of impact	Time	Length	Impact	Future plans
<b>Attendance officers</b>	7 8 9 10 11	ongoing	23,115	No evidence	Support is dependent upon number of pupils	Daily	FSM needs to improve	More focus on FSM attendance/ support workers
<b>Staffing</b>	7/8/9/10/11	180	121,418 TA Inclusion x 2 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
<b>Extra-curricular Music lessons</b>	7-11	10	1500	+2	1 hour per week	Yearly	Pupils are enjoying lesson	Continue to offer

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Intervention	Year groups	Number of pupils	Cost	EET Months of impact	Time	Length	Impact	Future plans
<b>Equipment</b>				No evidence	-	-		
<b>Revision guides</b>	Y9 Y10 Y11		1020 226.25 903.90	No evidence	-	-	Pupils are very happy to have revision guides to support learning	To continue to provide revision guides when required
<b>Uniform</b>	Y7 Y10	5 2	976	+0	-	-	Parents happy with support	Continue to provide this support
<b>Bus pass</b>	7 8 9 10 11	@434.34	875.40 1304.10 3912.30 1304.10 2173.50	No evidence	Each pupil may have a different proportion of their bill paid.	Year	Pupils are able to attend school attendance improved	Continue to provide this support to improve and maintain good attendance
<b>Trips/rewards</b>				+3	-	-		

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Intervention	Year groups	Number of pupils	Cost	EET Months of impact	Time	Length	Impact	Future plans
<b>CPD Collaborative Learning/feedback PP course</b>	7-11	180	£400	+5	-	-	Share best practice and inform planning	Continue to provide CPD to all staff, attend updates for PP and SEN
<b>Mind set programme</b>	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
<b>Mintclass</b>	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

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Intervention	Year groups	Number of pupils	Cost	EET Months of impact	Time	Length	Impact	Future plans
<b>Performance target</b>	7-11	180	Free	+0	-	-	Ensured that PP is at the forefront of all staff in planning and providing the best support for disadvantaged pupils- impact difficult to measure but current predicted results are positive	Review next time to see if impact has been achieved.
<b>Pupil Premium Champions</b>	7-11	180	Free	+0	-	-	Provide each department with a PP champion to ensure discussions at LA meetings, ensure interventions	Continue to provide each department with a champion to raise the profile of PP students



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<b>Intervention</b>	<b>Year groups</b>	<b>Number of pupils</b>	<b>Cost</b>	<b>EET Months of impact</b>	<b>Time</b>	<b>Length</b>	<b>Impact</b>	<b>Future plans</b>
<b>Progress reviews</b>	7-11	180	Free	+1	6 per year	-	are logged on SIMS Increased tracking points to ensure that groups are monitored and best support provided	Reduce for KS3 year 7 and 8 as too many but maintain at KS4
<b>Assertive Mentoring</b>	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 also plan to have pp Mentor
<b>Feedback and Literacy feedback</b>	7-11	180	Free	+8	Minimum 2 per half term	-	Increased focus on marking, feedback and literacy. Progress made. Learning area focus on groups- Most able	Continue more rigorous monitoring of books to ensure best practice

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<b>Learning walks</b>	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
<b>Intervention</b>	<b>Year groups</b>	<b>Number of pupils</b>	<b>Cost</b>	<b>EET Months of impact</b>	<b>Time</b>	<b>Length</b>	<b>Impact</b>	<b>Future plans</b>
<b>Extended the day (revision) period 6</b>	11	1 year groups	Free	+2	3.25-4.30	1hr daily	Pupils feedback is positive	Continue and start earlier with year 10
<b>Set up cluster group with secondary and Primary- improve methods and transition</b>	NA	All PP	Free	Not known	1 per half term	Year	Completed July and repeat in May	Sent email to find out schools interest and the response was good
<b>Meeting year 6 PP parents</b>	NA	All pupils in year 6 transition	Free	Not known	1 hour visit per feeder school	1 hour X visits	Completed Werrington	St Johns do not require
<b>Training staff Most able PP SMSLC cluster training provided</b>	All	All PP most able	Free	Not known	1 hour	1 hour	Completed November	Continue to raise profile

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Intervention	Year groups	Number of pupils	Cost	EET Months of impact	Time	Length	Impact	Future plans
<b>Homework Club</b>	all	all	684 684 684	Not known	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.
<b>One to one mentor LAC</b>	7-11	17	20,000	Not known	25 hours	38 weeks	All pupils have AM Emotional support Parental contact improved	Provide bid for money to continue
<b>One to one Pupil Premium mentor</b>	7-11	191	20,000	+ 5 months	25 hours	38 weeks	Starting April	
<b>One to one Maths tutor</b>	7-11		23000	+ 5 months	20	38	Starting January	
<b>RADY support</b>	7-11	191	free	Not known			Attend support meetings for raising aspirations Part of a pilot for charity project	If pilot successful continue on our own

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Total spend £199,940. The results for 2018 indicate that the support provided has had a huge impact on progress with year 11 achieving +0.21 P8. The impact on all year groups can be found below.

### Measuring the Impact of PPG funding 2017/18

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
- 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.

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We will continue to use the data provided, Local Education Authority data as well as whole school data to evaluate impacts in terms of attainment and progress.

### Data at the end of July for years 7-10 and year 11 2018 RESULTS :

Data and Results 2018 (unvalidated data)

Year 11 results 2018

Group	cohort	% achieving 5+ 9-4 including Maths and English	% achieving ebacc	Attainment 8	Progress 8 Estimated	Basics 4+ 4+ English and Maths	Basics 5+ 5+ in English and Maths	Areas of improvement
Disadvantaged	30	70	27	48	+0.21	70	43	Continue to focus on High ability- however this area has improved
Non- Disadvantaged	96	73	42	52	+0.37	75	58	
Ever 6	26	69	31	48	+0.10	69	46	Ebacc focus on German and Science/Geography
Non- Ever 6	100	73	40	51	+0.39	75	57	
FSM	9	67	22	45	+0.17	67	44	Attendance concerns for FSM pupils and PP middle ability
Non- FSM	117	73	39	51	+0.35	74	56	
LAC	4	50	0	42	+0.76	50	0	
Non- LAC	122	72	39	51	+0.32	75	57	
Disadvantaged High	11	90	73	60	-0.09	90	72	
Non- Disadvantaged High	41	95	68	62	-0.01	95	83	
Disadvantaged Middle	15	67	0	42	+0.20	67	27	
Non - Disadvantaged Middle	42	71	26	48	+0.68	74	50	

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Disadvantaged Low	3	0	0	31	+0.92	0	0	
Non-disadvantaged Low	13	8	0	29	+0.68	15	8	

### Year 10

Group	cohort	% achieving 5+ 9-4 including Maths and English	% achieving ebacc	Attainment 8	Progress 8 Estimated	Basics 4+ 4+ English and Maths	Basics 5+ 5+ in English and Maths	Areas to improve
Disadvantaged	34	65	35	46	+0.34	65	41	Ebaac for groups LAC pupils progress Middle ability disadvantage Attendance concerns for PP Middle 91% FSM 90% LAC 81%
Non-Disadvantaged	111	84	68	56	+0.90	85	68	
Ever 6	30	70	40	47	+0.35	70	43	
Non- Ever 6	115	82	65	56	+0.88	83	66	
FSM	15	73	40	50	+0.30	73	47	
Non- FSM	130	81	62	54	+0.83	81	63	
LAC	1	0	0	24	+0.59	0	0	
Non- LAC	144	81	60	54	+0.78	81	62	
Disadvantaged High	11	100	82	58	+0.08	100	72	
Non-Disadvantaged High	52	100	96	66	+0.81	100	98	
Disadvantaged Middle	12	58	17	44	+0.48	58	33	
Non - Disadvantaged Middle	53	79	49	49	+0.93	79	47	
Disadvantaged Low	4	25	0	30	+0.55	25	0	

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Non-disadvantaged Low	9	11	0	34	+0.97	11	0	
Year 9								
Group	cohort	% achieving 5+ 9-4 including Maths and English	% achieving ebacc	Attainment 8	Progress 8 Estimated	Basics 4+ 4+ English and Maths	Basics 5+ 5+ in English and Maths	Areas to improve
Disadvantaged	36	56	33	46	+0.19	58	39	Ebacc All groups  LAC progress  Increase 5+  Attendance concerns- PP high ability 93% Middle 89% Low 94% LAC 87% FSM 93%
Non-Disadvantaged	137	79	64	57	+1.01	79	69	
Ever 6	32	56	34	46	+0.21	59	41	
Non- Ever 6	141	78	63	56	+0.99	78	68	
FSM	16	56	37	48	+0.44	63	44	
Non- FSM	157	79	60	55	+0.88	76	65	
LAC	4	25	0	34	-0.32	25	0	
Non- LAC	169	75	59	54	+0.87	76	65	
Disadvantaged High	14	93	71	58	+0.32	93	86	
Non-Disadvantaged High	61	95	92	68	+0.87	95	93	
Disadvantaged Middle	16	38	6	39	-0.08	44	6	
Non - Disadvantaged Middle	66	73	50	51	+1.14	73	58	
Disadvantaged Low	4	0	0	34	+0.73	0	0	

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Non-disadvantaged Low	9	22	0	35	+0.88	22	0	
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### Year 8

Group	cohort	% achieving 5+ 9-4 including Maths & Eng	% achieving ebacc	Attainment 8	Basics 4+ 4+ English and Maths	Basics 5+ 5+ in English and Maths	Areas to improve
Disadvantaged	43	53	42	45	53	35	Improve English and Maths all groups Ebacc LAC pupils Attendance concerns-FSM 94%, PP 94%
Non-Disadvantaged	129	71	70	56	71	61	
Ever 6	39	56	44	46	56	36	
Non- Ever 6	133	70	68	55	70	59	
FSM	14	43	36	40	43	29	
Non- FSM	158	69	65	54	69	56	
LAC	1	0	0	39	0	0	
Non- LAC	171	67	63	53	67	54	

### Year 7

Group	cohort	% achieving 5+ 9-4 including Maths and English	% achieving ebacc	Attainment 8	Basics 4+ 4+ English and Maths	Basics 5+ 5+ in English and Maths	Areas to improve
Disadvantaged	57	58	58	47	58	39	Improve English and Maths most groups Ebacc Attendance concerns- FSM 93% LAC pupils
Non-Disadvantaged	110	74	74	56	75	67	
Ever 6	53	60	60	47	61	41	
Non- Ever 6	114	73	72	56	73	65	
FSM	19	79	79	52	79	47	
Non- FSM	148	67	67	53	68	59	



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LAC	8	13	13	32	13	0	
Non- LAC	159	71	71	54	72	60	

2018 to 2019 Pupil Premium Strategy (Numbers may change as pupils situations change)

Overview of the school 2018/19 Cohorts (Estimations for year 7)	
Total number of pupils on roll	822
Total number of Free School Meals (FSM) pupils and Ever6, SGO, Adopted	216 Pupil Premium (82 are FSM, 8 adopted)
Amount of funding received for FSM and Ever6	£935 per pupil EVER 6/FSM and £2300 adopted Total £212,880
Total number of Looked After Children (LAC)	15
Amount of funding received for LAC pupils (Virtual Schools Approve funding termly)	£1500 per pupil (400 held by county) Slightly more from S-O-T £22,500
Total Number of Service Family pupils	1
Amount of funding received per service family pupil	£300 per family £300
Total estimated amount of funding to be received in April 2019	£235,680

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### Planned use of Funding 2018/19

#### Ongoing from 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 Support workers 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
- Continue to employ a 1:1 tutor to support maths and use maths teachers to provide additional maths classes. A full time maths teacher provides 1:1 and support in class/form groups
- Use of English and Maths staff to provide one to one
- CPD for Teaching Assistants
- All targets increased for pupils to achieve increased 5-9 grades including Maths and English. Raised targets to 4 levels of progress (Aspirational) where appropriate
- 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

## Pupil Premium Strategy 2018-19

- 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 used to provide a Learning Mentor (Via a bid to the virtual school)
- Regular SLT meetings and data tracking meetings to inform interventions/support for pupils.

### Costing Breakdown 2018/19

Estimated spending-

1:1 and form intervention-£74994

Attendance Support-£35,661

Careers and access support- £40,083

Staffing to provide support in class/reduce class sizes-£51,810

Travel- £10,000

Trips/rewards - £5,000

Contingency for unknown support required identified at each barriers to learning review- £18,132

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	• Poor Attendance	Provide support worker to work with the family to remove barriers	7132.20	Every 6 weeks attendance report
	• Under 100 maths and English	Form group interventions 1:1 Maths and English	14998.80	Every 10 weeks tests and reviews
		To purchase uniform		

## Pupil Premium Strategy 2018-19

	<ul style="list-style-type: none"> <li>Lack of Uniform and equipment</li> </ul> <p>Provide equipment and resources</p> <ul style="list-style-type: none"> <li>Difficulty in getting to school</li> <li>Identification of needs</li> <li>Agencies involved to support barriers</li> </ul>	<p>Provide equipment and resources to help pupils progress</p> <p>To purchase bus passes</p> <p>Access testing Agencies support</p>	<p>3626.40</p>	<p>Happy pupils attending school and improved links with home Views of pupils and attitude to learning</p> <p>Improved attendance</p> <p>Correct support in place to meet needs</p>
8	<ul style="list-style-type: none"> <li>Poor Attendance FSM 93%</li> <li>Reading difficulties and comprehension</li> </ul>	<p>Attendance support worker to work with the family and improve attendance/remove barriers</p> <ul style="list-style-type: none"> <li>Intervention form/interventions</li> </ul>	<p>7132.20</p> <p>5,000</p> <p>14,998.80</p>	<p>Impact every 6 weeks showing improved attendance</p> <ul style="list-style-type: none"> <li>Improved reading ages and comprehension</li> </ul>

## Pupil Premium Strategy 2018-19

	<ul style="list-style-type: none"> <li>• Under 100 maths and English barriers</li> <li>• LAC (8) Poor progress</li> </ul>	<p>in class for pupils not making the expected progress, reading club, reading intervention, regular monitoring of impact of support</p> <ul style="list-style-type: none"> <li>• Provide uniform</li> <li>• Provide support</li> <li>• Learning mentor</li> <li>• Tutor</li> </ul>	5000	<ul style="list-style-type: none"> <li>• Pupil attends intervention and progress is made</li> </ul> <p>1:1 support, work with LAC mentor, TA support, interventions, transport, resources. Monitored and progress seen</p>
9	<ul style="list-style-type: none"> <li>• FSM poor Attendance 93% middle PP 93%</li> <li>• LAC (1) poor progress</li> <li>• SEN issues/Statements</li> <li>• Attainment/progress in ebacc</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance officer to liaise with family and pupils</li> <li>• Provide 1:1 support to address Maths and English</li> <li>• Assessments to identify needs provide additional support over the 10 hours.</li> </ul>	<p>7132.20</p> <p>5000</p> <p>Part of budget</p>	<ul style="list-style-type: none"> <li>• Improved attendance and progress</li> <li>• Improved progress from starting points and reflected in class marks</li> <li>• SEN needs identified and appropriate interventions provided/resources</li> </ul>

## Pupil Premium Strategy 2018-19

	<p>Most able 4+ and 5+ English and Maths</p> <ul style="list-style-type: none"> <li>• Travel issues</li>   <li>• Medical Issues</li>   <li>• Young carers</li>   <li>• Behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Provide 1:1 support from class teacher/expert. To provide form intervention</li> </ul> <p>To provide equipment to support pupils</p> <ul style="list-style-type: none"> <li>• Provide Bus passes</li> <li>• Additional support to help pupils catch up</li> <li>• Uniform</li> </ul> <p>Produce careplans</p> <p>Provide emotional support</p> <ul style="list-style-type: none"> <li>• Managing own behaviour package</li> </ul>	<p>14998.20</p> <p>Included in the above funding</p>	<ul style="list-style-type: none"> <li>• Improved progress from starting points, gap closing to peers</li>   <li>• Good attendance</li> <li>• Progress</li>   <li>• Good attendance and happy</li> </ul>
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## Pupil Premium Strategy 2018-19

				<ul style="list-style-type: none"> <li>Reduced behaviour referrals, improved relationships with staff/parents</li> </ul>
10	<ul style="list-style-type: none"> <li>Large proportion FSM current deprivation</li> <li>LAC (3) progress</li> <li>SEN/Statements (5) Progress</li> <li>Attendance of PP with SEN/LAC 87%</li> <li>FSM 93%</li> </ul>	<ul style="list-style-type: none"> <li>Provide equipment, uniform, transport, revision materials</li> <li>Provide 1:1 English and Maths to address the needs, provide additional speech and Language support</li> <li>1:1 intervention, form group support, homework club, SEN interventions additional to class support</li> <li>Use of family link worker to visit families to remove barriers and support parents</li> </ul>	<p>£5000</p> <p>Part of budget</p> <p>5,000 7132.20</p>	<ul style="list-style-type: none"> <li>All have correct equipment/resources, good attendance, and good progress.</li> <li>Improved Speech and language, pupils attendance improved, progress in English</li> <li>Improvements in areas of need from baseline to end test period. Reduced issues with homework/fewer referrals for homework</li> <li>Improved links with parents and pupil attendance improved</li> </ul>

## Pupil Premium Strategy 2018-19

	<ul style="list-style-type: none"> <li>• Attainment Maths and English, MFL</li> <li>• LAC 5+ English and Maths</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 support, intervention form groups.</li> <li>•</li> </ul>	Part of 14,998.80	<ul style="list-style-type: none"> <li>• Improved progress from baseline</li> </ul>
Year 11	<ul style="list-style-type: none"> <li>• Attainment and progress in Maths and English</li> <li>• Attendance of groups-FSM 90% LAC 81%</li> <li>• Transportation difficulties</li> <li>• Uniform/equipment/revision guides</li> <li>• Access testing to identify/support reasonable adjustments</li> </ul>	<ul style="list-style-type: none"> <li>• Provide interventions daily</li> <li>• 1:1 maths</li> <li>• 1:1 English</li> <li>• Use of attendance support workers to liaise with families</li> <li>• Provide bus pass</li> <li>• Provide after school bus</li> <li>• Buy uniform/etc</li> <li>• Identify/supporting evidence</li> </ul>	<p>14,998.80</p> <p>7132.30</p> <p>2000</p> <p>8016.60</p>	<ul style="list-style-type: none"> <li>• Improved progress</li> <li>• Improved attendance every 6 weeks</li> <li>• Ensures attendance to revision/intervention and clubs</li> <li>• Happy pupils</li> <li>• Correct adjustments for exams</li> <li>• Good transition</li> </ul>



## Pupil Premium Strategy 2018-19

	• Careers advice required	To provide guidance		
All groups	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			

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Next Review Spring term 1.