

Pupil Premium strategy / self- evaluation (secondary) 2019-2020

1. Summary information					
School	Moorside High School				
Academic Year	2019/20	Total Pupil Premium budget	181,390	Date of most recent PP Review	Due 2019/20
		Catch up funding	31,500		
		LAC (Looked After Child) funding	28,500		
Total number of pupils	805	Number of pupils eligible for PP	194 (24% PP)	Date for next internal review of this strategy	End of the Autumn term 2019
		Catch up funded	63		
		LAC	15		

2. Current attainment					
Disadvantaged data	Pupils eligible for PP 2018 ASP (27)	Pupils eligible for PP 2019 (32) un validated	National Benchmark 2018	2018 MHS Non disadvantaged	2019 MHS data Non Disadvantaged (unvalidated)
Progress 8 score average	+0.29	-0.41	+0.13	+0.40	+0.36
P8 English	+0.24	-0.42	+0.11	+0.38	+0.72
P8 Maths	+0.26	-0.45	+0.12	+0.33	+0.19
P8 Ebacc	-0.15	-0.93	+0.14	+0.07	-0.28
P8 Open	+0.79	+0.13	+0.12	+0.79	+0.86
P8 Disadvantaged High	-0.09	-0.81	+0.12	-	-+0.37
P8 Disadvantaged middle	+0.20	-0.28	+0.17	-	+0.22
P8 Disadvantaged Low	+0.92	+0.22	+0.07	-	+0.79
Attainment 8	46.02	39.5	50.14	52.23	51.53

% attaining 9-7 English and Maths	-	-	NA	-	-
% attaining 9-5 English and Maths	41%	21.88%	50%	58%	53.57
%attaining 9-4 English and Maths	67%	59.3%	71%	76%	79.46
% entered for ebacc	74	-	43%	-	-
% absence Ever6 FSM	7.0	-	7.2 (2017)	-	4.3
% persistant Absence Ever6 FSM	17.9	-	21.6%	-	7.0
NEET figure	93	-	96%	-	-

3. Barriers to future attainment (for pupils eligible for Pupil Premium)

Academic barriers *(issues to be addressed in school, such as poor literacy skills)*

- A. Low prior attainment** of disadvantaged pupils on entry to Moorside High School. Literacy and numeracy levels for disadvantaged pupils are lower on entry than other students. This may prevent students from accessing the curriculum and making expected progress in line with non-disadvantaged students in school and nationally in all subjects. Thus affecting Progress 8 and all other measures.
- In each year group there is a higher proportion of students who are eligible for the Pupil Premium Grant (PPG) entering the school below the national expected standards for **Literacy and Numeracy (Data 2018-19)**
- Year 8 22% of PP pupils (46) are below standard on entry for English compared to 19% non PP (121).
Year 8 22% of PP pupils are below standard on entry for maths compared to 19% non PP.
Year 9 33% of PP pupils (55) are below standard on entry for English compared to 21% non PP (106).
Year 9 35% of PP pupils are below standard on entry for maths compared to 18% non PP.
Year 10 48% of PP pupils (42) are below standard on entry for English compared to 31% non PP (118).
Year 10 41% of PP pupils are below standard on entry for maths compared to 32% non PP.
Year 11 14% of PP pupils (37) are below standard on entry for English compared to 7% non PP (131).
Year 11 14% of PP pupils are below standard on entry for maths compared to 8% non PP.
- B. Behaviour-** Disadvantaged students 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.
14.6% of the non PP cohort received poor behaviour referrals
25.6% of the PP cohort received behaviour referrals. The key issues were for homework, Low level Disruptions and Punctuality
5544 behaviour referral PP compared to 8881 NPP.

C.	Disadvantaged High ability students are passive learners and consequently are not making the accelerated progress expected.
D.	<p>A higher percentage of Disadvantaged students have Additional Learning difficulties (2018-19)</p> <p>The percentage of Year 8 Pupil Premium (48) students with SEND K is 27% compared to 2% Non PP (121)</p> <p>The percentage of Year 8 Pupil Premium (48) students with SEND E is 13% compared to 2% Non PP (121)</p> <p>The percentage of Year 9 Pupil Premium (55) students with SEND K is 22% compared to 21% Non PP (106)</p> <p>The percentage of Year 9 Pupil Premium (55) students with SEND E is 5% compared to 4% Non PP (106)</p> <p>The percentage of Year 10 Pupil Premium (42) students with SEND K is 14% compared to 11% Non PP (106)</p> <p>The percentage of Year 10 Pupil Premium (42) students with SEND E is 2% compared to <1% Non PP (106)</p> <p>The percentage of Year 11 Pupil Premium (37) students with SEND K is 22% compared to 12% Non PP (131)</p> <p>The percentage of Year 11 Pupil Premium (37) students with SEND E is 5% compared to 2% Non PP (106)</p>
E.	<p>Reading and inference. Pupils eligible for PP funding have lower reading ages to non PP pupils</p> <p>Pupils Premium pupils have 46% below the expected reading age years 8-11</p> <p>Non Pupil Premium pupils have 32% below the expected reading age</p> <p>Year 7 Pupil premium eligible pupils have 47% below the expected reading age</p>
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
F.	<p>Attendance (FSM Free school meals/LAC Looked After Children/ NFSM Non free school meals)</p> <p>Whole school 2018-19</p> <p>PP 93.4% compared to 95.9% NPP (absence 6.6 PP compared to 4.1 NPP)</p> <p>FSM 92.4 % compared to 95.6 NFSM (absence 7.6 FSM to 4.4 NFSM)</p> <p>LAC 92.9 compared to 95.3 (absence 7.1 LAC to 4.7 NLAC)</p> <p>Attendance for the groups PP and FSM are below our school expectation of 97%. (Data from 2018-19)</p> <p>The attendance of pupils eligible for Pupil Premium in all year groups is lower than non PP. Year 8 PP 94% compared to 96%. Year 9 95% compared to 97%. Year 10 93% compared to 95% and Year 11 91% compared to 95%. FSM students are also a concern with year 8 at 95%, year 9 94%, year 10 92% and year 11 91%. LAC attendance is generally better in most year groups (with the exception of a couple of students).</p>
G.	Enrichment: Many of the pupils eligible to PPG do not have a wealth of life experience, do not engage in school extra-curricular activities and this needs to be monitored and encouraged.
H.	Parental Engagement- Encourage parents to attend parents evening/support planning, revision workshops, attend plays, rewards evening etc. to support their child.

	4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)	Success criteria
A.	The progress of disadvantaged pupils to be above national others	Progress 8 score is positive and closing the gap to non-disadvantaged national. The school has an ethos of attainment for all. Observations show that there is an individualised approach to address barriers. A focus on QFT (Quality First Teaching), deploying the best staff for disadvantaged students, reviewing data frequently and acting swiftly. Teachers provide feedback on how to improve. Considering unidentified gaps in skills and knowledge affecting pupil's ability to assimilate new concepts and develop learning.
B.	The behaviour of our disadvantaged pupils is good (fewer Behaviour for learning (BFL) referrals % than non-disadvantaged) and that homework/revision period 6 is completed/attended. Improved social skills and self-regulation.	The Behaviour for Learning (BFL) in lessons is good/outstanding. That Disadvantaged pupils have reduced referrals compared to non-disadvantaged %. Improved BFL is a result of improved social skills and emotional wellbeing which if left leads to unproductive attitudes to learning and low outcomes.
C.	Disadvantaged High ability passive learners have challenges in lessons and are involved in the gifted and talented programme, feel motivated and engaged in their learning and are making accelerated progress	Progress 8 and Attainment 8 measures improve and closes the gap to national others. Metacognition approach to Teaching and learning Targets are aspirational and teaching methods are Challenging and rewarding.
D.	Disadvantaged with additional learning needs (K) SEND (Special educational needs and disability) Support have a positive Progress 8 score in English and Maths	All disadvantaged pupils with SEND needs make accelerated progress in line with national other. Teaching Assistants are well trained and deployed effectively.
E.	Reading ages for disadvantaged pupils is similar or better than non-disadvantaged and national other	Disadvantaged students reading ages and comprehension improve and the gap closes to non-disadvantaged.

F.	Increased attendance of disadvantaged pupils and reduced persistent absence.	Attendance of groups and persistent poor attendance above national
G.	Increased engagement of parents of PP pupils	Parents attend parents evening/interviews/coffee morning/awards evenings

5. Planned expenditure					
Academic year		2019/20			
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Intended Outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To continue to improve the Progress and Attainment outcomes of disadvantaged pupils/pupils eligible for PP funding to be above national others. That aspirations are set high from teachers, students and parents.	<p>a) Highly qualified teachers employed Ensure that the quality of teaching is monitored closely as part of the evaluation schedule. To ensure QFT is a focus with all teachers reaching Good or Outstanding. Promoting an ethos of attainment for all, deploying the best staff for disadvantaged pupils. Teachers apply a synoptic approach.</p> <p>b) Career Professional Development to consider pedagogy- metacognition/growth mind set/collaborative learning. GLG planning whole school staff development programme in Learning Area meeting. Focus on Science/DT/Geography and History.</p> <p>c) Staff to understand the PP children they are teaching- introduce a one page profile for PP pupils alongside the SEND passports. Form tutors to support this by meeting pupils regularly to inform the pupil profile use of mint class to seat PP for maximum teacher/student interaction d) Marking and feedback to provide detailed ways to improve with intervention support provided and positive verbal feedback, reviewing data frequently to inform planning- working party to audit impact and policy</p>	<p>a) Highly qualified teachers using research based teaching strategies to promote effective learning are proven to have significant impact on outcome b) The Education Endowment Fund (EEF) Toolkit indicates high impact low cost c) Understanding pupils needs will inform lesson planning and approach to engage all Effective seating plan can ensure pupils are supported first d) EEF Toolkit promotes good feedback as having a high impact</p>	<p>a) Teacher observations by DTL/SLT b) Weekly book scrutiny with targeted PP books DTL/SLT Student voice SLT monitoring the feedback provided in lessons/books/intervention c) Planning of PP teaching strategies will be monitored through lesson observations, learning walks, teachers SOW d) Brook scrutiny, lesson observations and learning walks. Pupil views</p>	G Grant/ L Burke/ SLT	Half termly and data points

	<p>e)Detailed tracking of pupil progress/data Review of Assertive mentoring/data meeting/line meetings to inform planning and intervention practices. A whole school level/ Middle/senior and teacher level More emphasis on class teachers in evaluating pupil data and planning support.</p> <p>f) Continue to employ additional trained staff to ensure class sizes remain smaller for low/middle attaining on entry pupils</p>	<p>e) Understanding where pupils are in the learning pathway will allow teachers to plan effective support or challenge</p> <p>f)EEF evidence suggests this is advantage in improving outcomes for pupils</p>	<p>e)Data meetings/line meetings to monitor and provide feedback</p>		
Intended Outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>The behaviour for Learning of our disadvantaged pupils is good (fewer BFL referrals than non-disadvantaged) and that homework/revision period 6 is completed. Improved social skills and self-regulation. To support pupils making accelerated progress</p>	<p>a)Behaviour CPD to ensure consistency in approach and improve self-regulation b)Pupil profile to provide detailed information on each student eligible for PP funding to inform planning and support and early intervention c) monitoring of BFL of PP pupils to provide early identification and support planning (PSP) d)Introduce the Boxall profile program</p>	<p>a) EEF Toolkit promotes behaviour interventions +3 months and consistency will ensure provision is allocated correctly. b)c) better informed staff and monitoring will ensure most appropriate support d) To provide more data on the impact of interventions and support Education and Health Assessment.</p>	<p>SLT responsible for Behaviour/welfare/safeguarding will monitoring HOKS to ensure that behaviour data is analysed with interventions monitored to show the impact. Reduced number of BFL referrals and improved attendance/progress</p>	<p>SLT MM</p>	<p>Every half term</p>
<p>Disadvantaged High ability Passive learners are challenged in lessons and are involved in the gifted and talented programme to make accelerated progress and close the gap to peers.</p>	<p>a)Classroom observation and SOW reflect high aspirations and teaching practices are challenging b)High ability PP pupils participate in the Gifted and Able programme c)Pupils are rewarded and supported to be involved in completing challenging activities d) Parental meetings to ensure that parents are able to support their child in meeting their full potential</p>	<p>High expectations and a SOW that reflects this will raise attainment. Exposing students to university and making it more accessible Getting parents involved and supportive of their child.</p>	<p>SLT have provided a payed role for a member of staff to support gifted pupils and plan activities. University visits Mensa Student talks Budget meetings</p>	<p>SLT LG MK</p>	<p>Half termly</p>

Intended Outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Disadvantaged pupils with additional learning needs (K) have a positive P8 scores in English and Maths	Ensure the early identification of pupils with SEND at transition Provide a graduated approach to support DTL for English and maths provide evidence of the support/differentiation provided Deploy TA support	Effective deployment of TA is positive in the EEF Toolkit Early identification and discussion with parents and school provided best support	TA support monitored alongside interventions Learning walks DTL and SLT observe support Data tracking to identify issues. Line meeting discussions to address issues	LB LBA	Every half term part of the graduated approach
Reading ages for disadvantaged pupils are similar or better than non-disadvantaged and national other	English department identify weak readers alongside SAT results and reading programmes initiated 1:1 better reading/ reading club Form time reading days English looking at curriculum examples of exams and using in lessons. Staff training on reading strategies	Reading and comprehension packages can have a very positive impact on progress (EFF Toolkit evidence)	English lead will monitor reading ages/comprehension and instigate support working alongside the Learning support team Reading will be compared to	KL/ EM SLT	Every term
Increased engagement of parents of PP pupils	To strengthen parental engagement through a package of parental opportunities to engage -Coffee mornings -attendance to parents evening incentives -Planning sessions/support / revision/behaviour/attendance Working with pupils and parents to reduce the barriers to entering school Revamp of rewards and merit system	Parental support is outlined as improving pupils outcomes (EFF Toolkit) Supportive parents can help pupils to remain focussed and encouraged to meet their full potential	Improved attendance at parents evening, PSP meetings, revision sessions Parent views	MM	Every term

<p>Improved attendance of disadvantaged pupils and those eligible for PPG. Reduced persistent absence. Attendance to be 97% or above (school aim) and above national average.</p>	<p>To continue to work closely with parents to support improved attendance. Removing barriers to poor attendance revealed from pupil profile discussions</p> <p>To develop ways that attendance is communicated to parents and to ensure that systems are rigorous and identify attendance concerns quickly</p> <p>To continue to employ support workers to liaise with families and agencies to improve attendance Work with ATTEND (Support agency) to support improved attendance</p>	<p>EEF research supports that positive, consistent attendance promotes learning and increases the chance of pupils achieving more.</p> <p>Working with external agencies will provide further support and improved support for emotional /social issues for families. Support applications for EHCPs.(Education and Health care plans)</p>	<p>First day absence calls to remain. Attendance monitored and issues addressed.</p> <p>Pupils rewarded for improved attendance</p> <p>Evidence of parental meetings and impact</p>	MM	Half termly
<p>NEET figures for disadvantaged better than national</p>	<p>Continue to provide all students eligible for PP Grant access to a careers adviser.</p> <p>Provide opportunities to visit colleges and have college students visit school/assemblies</p> <p>Provide opportunities to attend Careers Fairs</p> <p>Continue to provide careers advice through PSHE programme.</p> <p>Gifted and talented programme to Oxford and Keele Work experience- provision for all PP pupils</p>	<p>Informing pupils of their options provides inspiration and aspirations. Pupils can focus on what they need to succeed.</p>	<p>Monitor careers meetings to ensure PP are seen first</p>	GG	Termly

Total budgeted cost <i>Qualified teachers to support QFT, reduced class sizes, interventions, period 6, careers advice, Access testing, improved attendance and emotional well-being, Gifted and talented co-ordinator (202,818)</i> <i>Coffee mornings engaging parents activities (500)</i>					£203,318
ii. Targeted support and Other					
Intended Outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>To continue to improve the Progress and Attainment outcomes of disadvantaged pupils/pupils eligible for PP funding to be above national others.</p> <p>That aspirations are set high from teachers, students and parents.</p>	<p>Form intervention for below national standard on entry for maths and English. Year 7/8/9 pupils eligible for PP below expected on entry have subject specific support daily during form time with trained/qualified teachers of Maths and English</p> <p>Form intervention for years 10 and 11 for Maths and English for pupils eligible for PP funding. Groups divided into those focussing on grade 5+ and 7+</p> <p>One to one support for Maths and English. Focus on Pupils eligible for PP funding. LAC priority, but all pupils receive support. Qualified teachers</p>	<p>85% of pupils in English form groups improve from starting points 89% for maths. 1:1 89% improved in English 88% improved for 1:1 Maths</p> <p>UL4/below 100 Maths 93% improved English 95% improved</p> <p>EEF Toolkit research also support small group and 1:1 support as effective</p>	<p>All interventions are monitored via learning walks/observations</p> <p>Book scrutiny and planning</p> <p>Data is reviewed at the end of each cycle for impact and to identify future support</p> <p>Intervention results are shared with class teacher and they inform the next support.</p>	LB DTL s	Every 10 weeks

	<p>Employ qualified teachers to ensure pupils have access to trained practitioners, reducing class sizes, provides time for additional support, increased lessons of Maths and English</p> <p>Period 6 revision timetable for year 11. This provides daily 1 hour sessions to support all subjects with the focus on PP attending all (rewarded)</p> <p>Use of Mint class seating planner to ensure that PP pupils are positioned most appropriately for support and feedback.</p>	<p>EEF research promotes smaller group sizes to support pupils.</p> <p>Qualified staff over non improves outcomes</p> <p>Additional targeted support improves outcomes Pupils located close to staff for support</p>	<p>SLT leadership has a data driven response to deploy staff effectively to address the needs of the cohort. There is a whole school approach to PP</p> <p>Regular monitoring of support and outcomes/impact</p> <p>Class lists are kept for intervention and staff keep a log of support provided</p> <p>Mint class seating planner is checked and used during observations</p>	SLT	termly
	<p>Teaching Assistants to provide bespoke interventions to include; dyslexia support, reading, spelling, maths/numeracy support, touch typing, speech and language interventions.</p> <p>Homework support afterschool for pupils, priority to PP eligible students</p> <p>Train and employ assistant senco to support Access testing, priority to PP and SEND pupils</p> <p>During the pupil profile meetings identify needs and provide equipment/revision guides/uniform to support attendance and access to the curriculum</p>	<p>The interventions used have shown impact.77% of pupils improved reading age 100% improved in better reading. Dyslexia support 89% > Pupil and parental feedback on homework club is positive and fewer referrals for homework</p>	<p>TAs interventions are monitored every 10 weeks. Training is provided and the plan is to pilot a new Dyslexia support programme this year</p> <p>Homework club is monitored and pupil/parent views obtained</p> <p>(Assistant SENCO) ASENCO meets SENCO (Special educational needs coordinator) daily to ensure the running of the department and support PP Profiles will be updated every term with Form tutors and shared with all staff</p>	LB	

	<p>Performance management targets linked to Pupil premium pupils outcomes</p> <p>Pupil premium champions in each faculty to promote pupils needs and keep pupils as a high priority in all that the department do</p> <p>Employ a LAC mentor to provide bespoke support for this group of pupils. To support academic and social/emotional needs</p> <p>Continue to provide cover support for staff to attend CPD related to improving outcomes for PP pupils and for attendance to RADY (Raising the aspirations of disadvantaged pupils) meetings and PP conferences</p>	<p>To ensure that staff realise the importance of ensuring improved outcomes for PP</p> <p>Due to the diverse needs of LAC pupils this person can provide further support to meet needs Keeping updated</p>	<p>PM is monitored and reviewed along with data and targets set</p> <p>PP champions must ensure that minutes are logged on the discussions with in faculties to ensure the high profile of the group</p> <p>LAC mentored is monitored via the designated teacher</p>	LB	
<p>The behaviour for Learning of our disadvantaged pupils is good (fewer BFL referrals than non-disadvantaged) and that homework/revision period 6 is completed. Improved social skills and self-regulation. To support pupils making accelerated progress</p>	<p>To continue to employ Inclusion staff to support BFL in school, to meet with parents to promote positive relations and encourage positive behaviours.</p> <p>To train HOKS and LSU team to use the Boxall profile to support improving behaviour of PP pupils</p> <p>To provide staff with training on behaviour strategies and self-regulation techniques</p>	<p>Staff are non-teachers and can meet or visit parents at their preferred location to remove barriers. EFF research support this.</p> <p>Behaviour interventions research indicates this has a positive impact and is also helpful in supporting additional services input</p> <p>Social and emotional support strategies are effective in removing barriers to learning</p>	<p>SLT in charge of behaviour, supported by SLT and the inclusion team will monitor BFL trends and ensure that intervention is timely and impactful. Data will support.</p> <p>Evidence of Boxall profile impact can be measured</p> <p>Evidence of CPD training and data to support reduced issues in class and around school for PP eligible pupils</p>		

<p>Disadvantaged High ability Passive learners are challenged in lessons and are involved in the gifted and talented programme to make accelerated progress and close the gap to peers</p> <p>All disadvantaged pupils feel rewarded</p>	<p>To link positive attitudes for learning with the rewards system for all ability PP pupils and additional incentives for high ability pupils.</p> <p>To continue to provide additional funds to support the house system and rewards system- Renewed policy</p> <p>To provide funds for a teacher to lead on challenging and promoting disadvantaged</p>	<p>Pupils have expressed that the current rewards system could have more ways to encourage positive attitudes towards learning.</p> <p>Research suggests that when pupils feel rewarded they work harder</p>	<p>HOKS responsible for updating rewards system to work with SLT to improve systems. Pupil's views will reflect impact alongside improved outcomes. Monitored in lessons/assemblies and reports</p>	<p>RM LB MM</p>	<p>Half termly</p>
<p>Disadvantaged pupils with additional learning needs (K) have a positive P8 scores in English and Maths</p>	<p>To continue to provide TAs (Teaching Assistants) with training to ensure effective support in class and during interventions</p> <p>To provide funding for the English and Maths department to provide additional support for PP progress</p> <p>Fund trips to promote Numeracy and literacy</p>	<p>EFF research suggests appropriate deployment of TA and good CPD improves outcomes</p> <p>Pupils exposed to enrichment aim higher</p>	<p>TA monitoring and learning walks</p> <p>Views of Pupils and TAs</p> <p>Teachers bid in for PP funds to ensure that impact is considered</p>	<p>SLT</p>	<p>Termly</p>
<p>Reading ages for disadvantaged pupils are similar or better than non-disadvantaged and national other</p>	<p>Provide training for staff to work out reading and comprehension ages and strategies to support making improvements</p> <p>Provide funding for reading books, IPad, kindles</p> <p>Children setting up a school library</p>	<p>EFF research indicates that improved reading age can have a massive impact on pupils accessing the curriculum</p>	<p>Reading ages obtained termly and evidence of scores provided</p> <p>Interventions provided and monitored for impact every 10 weeks</p>	<p>LB EM/ KL</p>	<p>Termly</p>
<p>Increased engagement of parents of PP pupils</p>	<p>Provide funding and time for coffee mornings to encourage parents into school</p>	<p>Research support parental engagement.</p>	<p>Tracking/monitoring of parental engagement</p> <p>Evidence provided of methods used to encourage and engage parental contact</p>	<p>MM/ SLT</p>	<p>Termly</p>

<p>Improved attendance of disadvantaged pupils and those eligible for PPG. Reduced persistent absence. Attendance to be 97% or above (school aim) and above national average.</p>	<p>Continue to employ staff in inclusion to support improved attendance, through parental meetings. Continue to provide funding to remove barriers to attendance e.g. fund bus pass/taxi Continue to provide uniform/equipment/resources to reduce negative attitudes to attending Provide bus pass funding Reward improved attendance</p>	<p>Attendance is key to progress. Research and in school evidence supports that regular attenders have improved outcomes</p>	<p>Monitor attendance data and review regularly.</p>	<p>MM</p>	<p>Half termly</p>
<p>NEET figures for disadvantaged better than national</p>	<p>Continue to employ a careers adviser to provide advice to PP eligible students to reduce NEET figure.</p>	<p>Pupils who have a clear pathway and knowledge of what is required to go to college/apprenticeships or work have more focus</p>	<p>Careers interviews are monitored and all pupils and parents are informed of support/available places etc.</p>	<p>LG GG</p>	<p>Termly</p>
<p>Total budgeted cost Staff costed above also provide intervention support and period 6 Boxall profile and training-£1000 Mint class seat planner -£2000 Homework club- 721.50 LAC Mentor- £20,000 Cover-£1000 CPD-£1000 Rewards-£2000 Supporting reading- £5000 Equipment-£1000 Revision guides £2000 Uniform £2000 Bus Passes £11,000</p>					<p>Total £46,721.50</p>

i. Other approaches					
Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To support PP eligible pupils to access additional revision and support sessions/extra - curricular activities after school to help improve outcomes	Provide a revision bus to come onto site to ensure that the pupils travelling to Weston Coyney can attend sessions after the school day NB setting up a revision hub every lunch time with a BUDGET	Pupils attendance to extra -curricular activities and period 6 improved with the introduction of an additional bus	Provide the funding within the budget to maintain this resource. Monitor attendance to sessions.	LB	Every term
To encourage participation in music/arts	To provide pupils eligible for PP funding with music lessons and rented instruments	Pupils feel part of the school community and valued. Pupil views support that this is a good use of funding	Liaise with the Arts faculty to support activities to encourage participation.	LB	Termly
To encourage good attendance/progress/behaviour	To pay for end of year rewards trip To pay for curriculum trips that are enrichment	Pupil views- feel appreciated and gives pupils something to work towards	HOKS monitor behaviour, attendance and attitude and discuss with pupils when they are close to not receiving rewards	HOKS MM	Half termly
To support pupils requiring additional support for Learning difficulties and to support EHCP applications	Use PP funding to buy additional EP services	With limited EP (Educational psychology) services and school funding reductions, using PP funds for this has meant that pupils are seen quicker and support in place sooner. Resulting in positive relationships with parents, improved outcomes and increased EHCP assessments	Pupil progress is monitored regularly and teacher feedback provided the evidence for further support. Once this is not effective we seek additional advice.	LB	Half termly
To improve transition of pupils eligible for PP funding	Visit feeder schools at the end of the school day or morning to provide opportunity for parents to	Parents views suggested that this was useful, as they were already	Monitored via attendance and feedback. Current feedback	LB	Yearly

	discuss their child's needs thus improving transition.	dropping off child, felt non-threatening as a safe place. Opened up communication early.	suggests for some schools this has been useful.		
Total budgeted cost					Total £10,200
Revision bus- £6000 Music- £1800 Educational Psychologist -£2400					
Total predicted expenditure					£260,239.50

Please read the review in the old format in conjunction with this new format. Below the table is the impact of funding in addition to overall impact.

6. Review of expenditure				
Previous Academic Year		2018-19		
Intended Outcome	Action	Impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

<p>All pupils eligible for PP funding had a positive P8 score in all subjects</p>	<p>Employed qualified staff to provide QFT, additional support, period 6, form intervention and one to one support</p>	<p>Pupils did not meet the success criteria and P8 scores were negative. See above un validated data. This was a decline on the previous cohort, who performed well 2017.</p> <p>However individuals who received 1:1 support, form group intervention, SEND support made progress from the start of the intervention to the end using internal data.</p>	<p>This is still a vital approach as the impact was not seen in the end results but impact was seen over the 10 weeks on the areas covered by 1:1 tutors/form intervention. There needed to be more support in place for poor attenders/negative attitudes, poor parental engagement, more incentives and emotional support. The cohort had several individuals who had negative BFL, poor attendance, difficult home backgrounds and low aspirations.</p> <p>Teachers need to have more input on the intervention to be delivered and reflect on why progress is made at intervention level but not in the final exam. Consider looking at how information can be recalled, skills applied over the long period. Need to address a synoptic approach.</p>	<p>202,818</p>
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All Pupil Premium pupils complete homework	To support pupils with homework, provide a safe place with support and resources for pupils to use	There is good attendance to this resource. PP eligible student were receiving fewer referral for homework	This is a good use of resources and should continue. Need to provide more evidence to support the impact and open it up to daily support	721.50
To improve the attendance of PP students to 97%	Employed Attendance support worker P/T with behaviour support. To meet with parents and remove the barriers	Attendance for this group was not at 97% and the gap to Non PP remains.	This member of staff has been off work for several months and there was limited capacity to complete this role, however the team continued to meet with parents, pupils and more referrals/fines were implemented. There needs to be more rigor in the approach to attendance and involvement of the supporting agencies. See LDE report for further details	In staffing costs
	Revision Bus	PP eligible pupils used the bus and attended period 6. Where pupils did not attend parents were contacted	Good use of funding for pupils living in Weston Coyney.	£6000
	Paying bus passes	Parental views were positive and attendance of these pupils was good.	Good use of spend and supports parental engagement	£11000

Intended Outcome	Action	Impact: Did you meet the success criteria? (Include impact on pupils not	Lessons learned (and whether you will continue with this approach)	Cost
Improved participation in extra-curricular activities- Music	Paid for music lessons and instrument hire	12 students eligible for PP funding have taken up playing a musical instrument	Pupils are enjoying the lessons, some have joined the school band, but not all. Continue to provide funding and build upon the positive start	£1800
To ensure that all PP pupils have equipment, uniform and revision guides to promote positive attitudes to learning and promote better outcomes	Form tutors to find out the needs of pupils and inform LB for funding requests	Not all pupils aware of the offer, pupils do not want to appear different therefore difficult to promote. Teachers quietly informed pupils of paid for revision guides and parents called for support with uniform	Not all pupils had access, this informed the decision to introduce pupil profiles, to obtain more information about what pupils feel they need to succeed. All PP pupils to receive equipment e.g. pens etc., revision guides and parents can continue to ask for help with uniform.	£2000 £1000 £1098.48
To encourage good attitudes to learning	Rewards system and praise assemblies	Pupil's views of rewards assemblies are very positive, but they would like more rewards throughout the year.	Reviewing the rewards system. RM to produce a new plan	£2000

7. Additional detail (The table below provides the internal data to support the interventions provided and costings for 2018-19)

Intervention	Year groups	Number of pupils	Cost	EET Months of impact	Time	Length	Impact	Future plans
1:1 Maths Round 1 243 per 10 hours	7 8 10 11	34 9 1 5	8,262 2,187 243 1,215 Total- 11,907	+5	1 hour per week	10 weeks each round	88% of the pupils made progress from their starting points.	Next focus will be on year 11 and LAC
1:1 Maths Round 2	10 11	1 26	289 7514	+5	1 hour per week	10	100% improved 73% improved	Good impact SM had some time off with illness
1:1 Maths Round 3	10	39	11271	+5	1 hour per week	10 weeks	92% improved	Maintain and focus on catch up year 7 in September
Intervention	Year groups	Number of pupils	Cost	EET Months of impact	Time	Length	Impact	Future plans
1:1 English Round 1	7 8 10	1 6 1	256 1536 256 Total- 2048	+5	1 hour per week	10 weeks each round	100% improved from the starting assessment on the area of weakness	Continue to provide 1:1 Future plans would be to free up more time for increasing the

							being addressed All achieved Grade 4 + 1 achieved Grade 6	number of student supported
1:1 English Round 2	7 8 10	1 7 1	289 2023 289	+5	1 hour per week	10	100% improved 75% improved 100% improved Overall 92% improvement	Maintain 1:1 as much as possible but illness and cover is disrupting support
1:1 English Round 3	7 8 10	1 4 1	289 1156 289	+5	1 hour per week	10 weeks	71% improved	Focus on all year groups LAC
Intervention	Year groups	Number of pupils	Cost	EET Months of impact	Time	Length	Impact	Future plans
SEN Interventions Reading Club Round 1	8	10	189	+5	3 per week	10 weeks	70% improved	3 pupils to have intensive reading support due to SEND needs
Dyslexia	7 8 9 10	7 14 11 2	189 189 189 189	+5	1 hour per week	10 weeks	100% 93% 100% 100%	

	11	1	189					
Maths support	10 8	5 5	189 189	+4	1 per week	10 weeks 10 weeks		Continue to provide the support
Touch type	9 10 11	2 8 5	189 189 189		1 per week	10 weeks	100% improved 100% improved	
Out of option	10	3	189		5 hours over 2 weeks	14 weeks		
Motor skills	8	1	189					
Intervention	Year groups	Number of pupils	Cost	EET Months of impact	Time	Length	Impact	Future plans
SEN round 2 Reading Club	7	20	189	+5	3 times per week	10 weeks	90% improved reading ages	Maintain support
Dyslexia	7-11	30	189	+5	1 per week		70% had improved R RC or S	

Talking Partners	None			+5	3 times per week			
Better Reading	10	1	189	+5	1 hour per week		100% improved	
Maths support	7-11	9	189	+4	1 per week		78% improved	
1:1	7-11	5	945				80% improved	
Homework support	7-11	60+	189		2 nights per week			
Intervention	Year groups	Number of pupils	Cost	EET Months of impact	Time	Length	Impact	Future plans
SEN Round 3								
Dyslexia	7-10	45	189	+5	1 hour per week	10 weeks	60% improved	Maintain support and introduce touch typing
1:1 out of options	10	3	4399.20	+5	1 to 2 hours per week	10 weeks	100% made progress	
Reading Club			189	+5	1 hour over 5 sessions	10 weeks	84% improved	

Touch typing	7 10	19 13	189				46% reached 25WPM ongoing	
Intervention	Year groups	Number of pupils	Cost	EET Months of impact	Time	Length	Impact	Future plans
Form Intervention round 1	English form year 11	16 14	289	+4	5 per week	25 minutes	44% improved KL 100% improved JF ML 100% CM 82% improved JD 90% >	Year 11 will rotate to focus on Mock results PP Year 7 will rotate with Maths forms and English
	Maths form y11	17 18	289					
	UL4 English	20	289					
	UL4 Maths		289					
Form Interventions round 2	English form year 11	14 KL 13JF	289	+4	5 per week	25 minutes	79% improved 100% improved	
	Maths form y11	CM 20 ML 18	289					

	UL4 English		289					
	UL4 Maths		289					
Form Intervention round 3	UL4 English	13	289	+4	5 per week	25 minutes	100% improved 93% improved	
	UL4 Maths	15	289					
Intervention	Year groups	Number of pupils	Cost	EET Months of impact	Time	Length	Impact	Future plans
Access Arrangements time to complete	7-11	216	40,083 staff member	Not known	3 times per year	2 hours To 3 hours per student	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

Revision bus	7/8/9/10/10	55	£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
Intervention	Year groups	Number of pupils	Cost	EET Months of impact	Time	Length	Impact	Future plans
Attendance officers	7 8 9 10 11	ongoing	Staff member 24801	No evidence	Support is dependent upon number of pupils	Daily	FSM needs to improve 2018-19	Round 1 Round 2 Round 3
Staffing TA Career advisor	7/8/9/10/11	216	202,818	+3 (reduced class size)	-	-	Ensured that teachers are available for form groups,	Continue to fund additional staff to provide-1:1

English Teacher Maths Teacher Maths 1:1 teacher Attendance support Behaviour support				+1 TA			1:1 intervention, reduced class sizes. Careers advice, behaviour and attendance support	Form intervention SEN support Behavioural support Attendance support
Extra-curricular Music lessons	7 8 9 10 11	2 4 2 3 1	300 600 300 450 150	+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	-	-		
Revision guides	Y9 Y10 Y11			No evidence	-	-	Pupils are very happy to have revision guides to support learning	To continue to provide revision guides when required
Uniform	7 8 9 10	3 3 1 2	608.80 226.87 134.92 99.91	+0	-	-	Parents happy with support and pupils	Continue to provide this support

	11	1	27.98 (1098.48)					
Bus pass	7 8 9 10 11	2 3 6 10 3 @439.30	878.60 1317.90 2635.80 4393.00 1317.90 (10,543.20)	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
Taxi	10	1	128.90					
Trips/rewards Term 1	7 8 9 10 11		2000	+3	-	-		
Intervention	Year groups	Number of pupils	Cost	EET Months of impact	Time	Length	Impact	Future plans
CPD Collaborative Learning/feedback PP course	7-11	216	£400	+5	-	-	Share best practice and inform planning	Continue to provide CPD to all staff, attend updates for PP and SEN

Mintclass	7-11	216	£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	216	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	Review next time to see if impact has been achieved. This proved successful 2015-16 as P8 +0.36 however 16-17 P8 +0.22 but Maths and English needed to improve

							current predicted results are positive	
Pupil Premium Champions	7-11	216	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
Behaviour package	7-11	216	500 TBC					Plan for September 2019
Boxall Profile								
EP private reports	7-11	3	600		3 days		Supports action plan and application for EHCP	
Progress reviews	7-11	216	Free	+1	6 per year	-	Increased tracking points to ensure that groups are monitored and	Reduce for KS3 year 7 and 8 as too many but maintain at KS4

							best support provided	
Assertive Mentoring	7-11	216	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
Feedback and Literacy feedback	7-11	216	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
Learning walks	7-11	216	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	11	1 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 secondary and Primary- improve methods and transition	NA	All PP	Free	Not known	1 per half term	Year		Consider when joining the PET
Meeting year 6 PP parents	NA	All pupils in year 6 transition	Free	Not known	1 hour visit per feeder school	1 hour X visits		
Training staff Most able PP SMSLC cluster training provided	All	All PP most able	Free	Not known	1 hour	1 hour	Completed November	Continue to raise profile
Intervention	Year groups	Number of pupils	Cost	EET Months of impact	Time	Length	Impact	Future plans
Homework Club	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.
One to one mentor LAC	7-11	15	20,000	Not known	25 hours	38 weeks	All pupils have AM Emotional support Parental contact improved	Provide bid for money to continue
RADY support	7-11	216	free	Not known			Attend support meetings for	If pilot successful

							raising aspirations Part of a pilot for charity project	continue on our own
Data meetings SLT- holding subject leaders to account	7-11	216	free	Not known				

Total income 2018-19	Term 1	Term 2	Term 3	
	Spend on transport/uniform/extracurricular activities/ music/ rewards/ CPD/pedagogy/ Mintclass/ behaviour support/EP			
235,680	10933	10933	10933	Total spend

				235,617
Staffing divided into 3 terms	67,606	67,606	67,606	

Abbreviations

PP- Pupil premium

NPP – Non Pupil premium

LAC- Looked After Children

FSM-Free School Meals

DTL- Director for Teaching and Learning

SLT- Senior Leadership team

MHS- Moorside High School

CPD- Career Professional Development

SEND- Special Educational Needs

SENCO- Special Educational Needs Coordinator

EEF- Educational Endowment Funding

EHCP- Educational Health care Plan

SEND K – Special Educational needs Support

SEND E- Special Educational Needs with a plan

QFT- Quality first Teaching

TA- Teaching Assistant

BFL- Behaviour for Learning

PSP- Pastoral Support Programme

RADY- Raising the Achievement for Disadvantaged Pupils

NEET- Not in education, employment or training

