

Pupil Premium Strategy Statement

1. Summary information					
School	Mossbourne Parkside Academy				
Academic Year	2019-20	Total PP budget	£293,040	Date of most recent PP Review	November 2019
Total number of pupils	414	Number of pupils eligible for PP	222	Date for next internal review strategy	November 2020

2. Current attainment - 2016			
	<i>PP students (your school)</i>	<i>Non-PP students (your school)</i>	<i>PP students (nat. ave.)</i>
% achieving the Expected Standard or above in reading, writing & maths	23%	59%	
VA progress in reading	-3.8	0.2	0.3 (Other Chn)
VA progress in writing	0.3	2.8	0.1 (Other Chn)
VA progress in maths	-3.3	0.9	0.2 (Other Chn)

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Slow prior progress
B.	Poor prior attainment
C.	Low parental engagement
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	Family financial hardship

4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	Rate of progress of pupils in line with expectation of good progress as measured by PiRA & PUMA tests	Good or better progress as shown by horizontal shift on tracking grid.
B.	Attainment increases towards national expectations	RWM & SPAG outcomes are improving towards, or surpassing national average.
C.	Improved parental engagement	More events are run for parents/carers to develop understanding of current methods and how to support children at home.
D.	Universal access to enrichment opportunities	No child is unable to access enrichment activities due to financial hardship.

5. Review of expenditure					
Previous Academic Year		2018-2019			
i. Quality of teaching for all					
Action	Intended outcome	Estimated 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)	R A G	Cost
Destination Reader Support	Improved achievement and attainment in classes delivering DR	Outcomes improved in Year 2, where this pedagogy was heavily trialled.	This trial has led to the roll out of the program across the Academy, and the Academy's participation in a HLT pilot funded project securing additional support for the next academic year.		£1,325
RWI. Additional training and support	Improved achievement and attainment in Phonic Screening	Phonic outcomes were not improved for the whole cohort	The delivery of the programme, rather than the programme content, and the monitoring of RWI led to poor phonic outcomes. Next year all teachers delivering RWI will need formal training along with SLT members responsible for monitoring of its delivery.		£943.61
Mathematics Mastery Programme	Improved achievement and attainment in MM year groups	In-school tracking shows good rates of progress for both groups, at a similar rate in the years MM was delivered.	Continue to roll out throughout the Academy.		£3,392
Additional Teachers	Reduce teaching group size in years of most need.	Outcomes for year 6 increased by 15%, 14% & 18% in SPAG, Reading & Maths respectively year-on-year for the whole cohort.	Year 6 and 5 benefitted the most from the approach, after accounting for in-year staffing alterations. Reducing teaching group size enabled more precise targeting and support of pupils most in need of support. Continue with this approach next year securing high-quality teachers to deliver the sessions throughout the whole year.		£219,824.18

ii. Targeted support					
Action	Intended outcome	Estimated 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)	R A G	Cost
Provision of Lexia	Improved achievement and attainment in Phonic Screening	Phonic outcomes were not improved for the whole cohort	Running the session at the start of the day led to poor attendance. Next year run the sessions at the end of the day, directly after school ends.		£1,975
Booster classes for Years 2 & 6	Improved outcomes in years 2 & 6	Outcomes year-on-year for whole cohorts in Year 6 increased by 15%, 14% & 18% in SPAG, Reading & Maths respectively. Year 2 outcomes also increased by 12%, 14% & 14% in Reading, Writing & Maths respectively.	This, possibly along with other approaches adopted in these year groups had the combined impact of raising attainment. Next year continue the groups, using tracking data along with predictions to target precisely the intervention(s).		£1,500
Breakfast Reading Group	Promote a joy for reading in targeted children and boost progress	Enjoyment for reading in this group increased, along with parental engagement.	Successful in raising the profile of reading with these families. This has not translated to direct improvement in academic outcomes.		£2,860
Morning Intervention Group	Year 2 children achieve a 'pass' for the phonic screen	1 child in the cohort achieved the expected standard	Ineffective approach. Next year this resource should be spent at improving the robustness of the Lexia provision and associated small group		£3,150.48
Provision of in-school counselling	Support most vulnerable children	Children have the ability to talk to a trusted adult and consequently more ready to learn when entering the classroom.	Maintain the provision for next year to aid in meeting the needs of our vulnerable pupils. This resource also was successful in the support of our pupils in the lead-in to SATs.		£15,400
Improvements to sensory provision through the creation of a Sensory Room.	Safe space for children who need their sensory needs addressed to be ready for the classroom.	Space is frequently used and is successful in helping meet the sensory needs of identified pupils.	One off cost. Future costs will be to maintain the provision in line with the current needs of the cohort.		£5,110

iii. Other approaches					
Action	Intended outcome	Estimated 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)	R A G	Cost
Learning Mentor	Support is available throughout the day on both a planned and ad-hoc basis	Behaviour incidents decreased year-on-year.	Maintain the provision and look for methods of maximising the time our Learning Mentor can spend supporting children directly in-class.		£30,837
Financial support for trips	All pupils have access to a range of trips	The Academy did not decline a place to any pupil based upon ability to pay last year.	Consider a range of approaches next year to fund the shortfalls in other ways.		£10,226.50
Enrichment club provision	Pupils have opportunity to experience a range of sports and creative disciplines.	Provide enrichment offer to all children, regardless of capacity to pay.	The Academy did not decline a place to any pupil based upon ability to pay last year, and pro-actively offer the provision to key children.		£10,247.55
Contracting of Attendance & Punctuality Officer	Increase attendance and decrease Persistent Absence	Attendance increased to 96.5%. PA down to 7.4%, both values outperform national averages.	Very effective in engaging children with their own, and class' attendance performance.		£6,844
Attendance Incentives					£127.20

6. Planned expenditure					
Academic year	2019-2020				
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Mathematics Mastery Programme	Improved achievement and attainment in MM year groups	Proven impact last academic year	Regular monitoring visits from MM consultant. Analysis of PUMA data, and MM tracking tests.	AL	Half termly
Additional Teachers	Reduce teaching group size in years of most need.	Proven impact	Analysis of teacher impact in each group	TJ & AL	Termly
RWI. Additional training and support	Improved achievement and attainment in Phonic Screening	Proven scheme	Regular monitoring of teaching input, triangulated with frequent phonic checks and analysis so that groups are constructed dependent upon pupil needs.	JC	Half termly
Expansion of SLT	Boost support and monitoring for quality first teaching	Proven impact last academic year	Regular monitoring, coaching will feed into subject and personal development	TJ	Termly
Total budgeted cost					£190,000

ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provision of Lexia	Improved achievement and attainment in Phonic Screening	Cost effective intervention, with proven impact within The Federation	Rigorous monitoring of use and analysis of generated performance information	JC	Half termly
Booster classes for Years 2 & 6	Improved outcomes in years 2 & 6	Part of a suite of actions that led to improved outcomes last year	Rigorous use of data in selecting pupils to attend.	JC & EN	End of year
Provision of in-school counselling	Support most vulnerable children	Effective method of meeting pupils more complex needs	Termly reports and reviews of pupil allocation	FD	End of year
Total budgeted cost					£ 30,000
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Learning Mentor	Support is available throughout the day on both a planned and ad-hoc basis	Proven impact upon improving and maintain high levels of behaviour a pupil engagement.	Weekly reviews of behaviour data. Frequent reviews of timetabling against current pupil needs	FD	Half termly
Contracting of Attendance & Punctuality Officer. Attendance Incentives	Increase attendance and decrease Persistent Absence	Proven impact in improving and maintaining attendance and reducing persistent absence.	Weekly monitoring of attendance rates.	TJ	Termly
Total budgeted cost					£40,000

7. Ongoing Impact Review

Academic year	2019-2020					
Action	Intended outcome	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Review Outcome	RAG
Mathematics Mastery Programme	Improved achievement and attainment in MM year groups	Regular monitoring visits from MM consultant. Analysis of PUMA data, and MM tracking tests.	AL	Half termly	Visit report from Maths Mastery records considerable improvement in T&L quality, with effective provision across the year groups. MM assessments show attainment to be in line or above expectations.	Green
Additional Teachers	Reduce teaching group size in years of most need.	Analysis of teacher impact in each group	JSC & AL	Termly	Autumn Attainment data shows that children in smaller groups (such as Freshstart) are making accelerated progress	Green
RWI. Additional training and support	Improved achievement and attainment in Phonic Screening	Regular monitoring of teaching input, triangulated with frequent phonic checks and analysis so that groups are constructed dependent upon pupil needs.	JC	Half termly	68% of Year 1 pupils are at or above RWI expected, with other pupils receiving targeted 1-1 intervention in Spring to accelerate progress. 73% of pupils receiving 1-2 tuition made good or better progress, with 80% of Y1 pupils currently on track, with a score of 20+ on the Y1 PSC. First DD	Yellow
Expansion of SLT	Boost support and monitoring for quality first teaching	Regular monitoring, coaching will feed into subject and personal development	JSC	Termly	An increase in lesson and planning monitoring has driven a rise in standards in Teaching & Learning.	Green
Provision of Lexia	Improved achievement and attainment in Phonic Screening	Rigorous monitoring of use and analysis of generated performance information	JC	Half termly	Year 1 pupils who attended LEXIA improved their PSC score by 26%. Further work will be undertaken to correlate with time on LEXIA, and	Yellow

Booster classes for Years 2 & 6	Improved outcomes in years 2 & 6	Rigorous use of data in selecting pupils to attend.	JC & EN	End of year		
Provision of in-school counselling	Support most vulnerable children	Termly reports and reviews of pupil allocation	FD	End of year		
Learning Mentor	Support is available throughout the day on both a planned and ad-hoc basis	Weekly reviews of behaviour data. Frequent reviews of timetabling against current pupil needs	FD	Half termly	Behaviour incidents are decreasing, in part due to the availability of our Learning Mentor to provide in class preventative support	
Contracting of Attendance & Punctuality Officer.	Increase attendance and decrease Persistent Absence	Weekly monitoring of attendance rates.	JSC	Termly	Attendance continues to improve, at the time of review sits above the comparator for last year at 96.6% for Years 1-6 in Autumn term.	