



Pupil Premium Strategy Statement

1. Summary information					
School	Mossbourne Parkside Academy				
Academic Year	2020-2021	Total PP budget	£267,960 £1320 per pupil	Date of most recent PP Review	February 2021
Total number of pupils	417	Number of pupils eligible for PP	203	Date for next internal review strategy	September 2021

2. Current attainment, September 2020			
	Pupils qualifying for PP grant	Pupils who do not qualify for the PP grant	Hackney average for pupils qualifying for PP grant
% of Y6 pupils at the expected standard in reading	59%	57%	66%
% of Y6 pupils at the expected standard in writing	30%	43%	81%
% of Y6 pupils at the expected standard in mathematics	24%	43%	72%
% of Y6 pupils at the expected standard in reading, writing and mathematics	22%	43%	59%

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.	Low prior attainment
C.	Low parental engagement

D.	High % of Speech and Language difficulties/ Large language gap
Additional barriers (including issues which also require action outside school, such as low attendance rates)	
D.	Family financial hardship

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Attainment increases towards national expectations	% of pupils achieving the expected standard for their age is at national averages or higher
B.	Improved parental engagement	More events are run for parents/carers to develop understanding of current methods and how to support children at home.
C.	Universal access to enrichment opportunities	No child is unable to access enrichment activities due to financial hardship.

5. Review of expenditure					
Previous Academic Year		2020-2021			
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 – September 2021 Evaluation	R A G	Cost

RWI Additional training and support	Improved achievement and attainment in Phonic Screening	In school tracking shows phonic outcomes are improving for the whole cohort.	All teachers receiving formal RWI training supported the delivery and there was evidence from external reviews that monitoring was effective. This approach will continue with a focus on RWI 121 interventions to support key pupils.		£943.61
Mathematics Mastery Programme	Improved achievement and attainment in MM year groups	In-school tracking shows an improvement in good rates of progress for both groups despite the impact of the closure period.	CPD and collaboration with MRA continues to support this model. Review from the most external review shows impact. 'Children in the lessons visited were typically demonstrating confidence and the necessary building blocks to access new learning.' This strategy will continue.		£3,392
Additional Teachers	Reduce teaching group size in years of most need.	In-school tracking shows an improvement in rates of progress, especially for reading. This was recognised by the external review: <i>"declining numbers in intervention groups, suggest impact from this strategy"</i>	Additional teachers have provided additional capacity to senior leaders which has enabled pupils to receive high-quality teaching from experienced teachers. This strategy has been successful as demonstrated by pupils' progress in Year 6. This strategy will continue.		£49,274

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 – September 2021 Evaluation	R A G	Cost
Provision of Lexia	Improved achievement and attainment in Phonic Screening	Phonic outcomes were not improved for the whole cohort	This intervention had limited impact due to staff expertise and training. Instead, 121 interventions and daily reading interventions have demonstrated greater impact on pupil attainment in Key Stage One.		£1,975

Booster classes for Year 6	Improved outcomes in Year 6	In school tracking shows that outcomes year-on-year for whole cohorts in Year 6 increased.	Booster classes for Year 6 were successful as demonstrated by the improvement in pupils' attainment in Summer 2021. This strategy will continue for Year 6 from Autumn 1 and with a focus on Year 2 from Autumn 2. 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	Breakfast reading group had limited impact due to low levels of engagement from parents.	Many parents found this difficult to attend due to work commitments. An effective home reading system has replaced this and diaries are monitored daily which has led to improved pupil outcomes.		£2,860
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.	This is an effective strategy that has been successful in supporting key pupils, especially during the remote learning period. The impact of this is demonstrated in the reduction of behaviour incidents and exclusions and also supported successful Y6 transition. This will continue.		£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.	This strategy has been and continues to be successful in helping meet the sensory needs of identified pupils, especially in response to the closure period. This will continue to be used as a targeted support for key pupils.		£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 – September 2021 Evaluation	R A G	Cost
Learning Mentor	Support is available throughout the day on both a planned and ad-hoc basis	Behaviour incidents have decreased year-on-year, but it cannot be solely attributed to the impact of this strategy, but rather the consistency in the behaviour policy and expectations.	This strategy had limited impact due to lack of staff training and expertise. This strategy has been replaced by support from revised behaviour expectations, a counselling service and pastoral CPD including the WAMHS project which will continue to support pupils and reduce behaviour incidents.		£30,837

Financial support for trips	All pupils have access to a range of trips	N/A	This strategy cannot be evaluated due to the absence of school visits in the academic year due to COVID-19. This strategy will continue for 2021-2022.		£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 offered the provision to key children. This strategy was successful, and pupils were able to benefit from enrichment offer, specifically sports club and homework support. This strategy will continue as a reduced PP rate for the academic year 2021-2022, with the consideration of free provision for families if necessary.		£10,247.55
Contracting of Attendance & Punctuality Officer	Increase attendance and decrease Persistent Absence	This strategy has been successful in improving processes and systems for attendance. At the end of the academic year 2020-2021, attendance was at 97%. This strategy will continue for 2021-2022. Attendance incentives are given currently, but this has limited impact on pupils. More awareness and incentives needed to demonstrate sustained impact.	Very effective in engaging children with their own, and classes' attendance performance. Attendance incentives are given currently, but this has limited impact on pupils. More awareness and incentives needed to demonstrate sustained impact.		£6,844
Attendance Incentives					£127.20

6. Planned expenditure

Academic year

2021-2022

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?
Accelerated Reader	Improve outcomes in reading and access to books for PPG pupil	Proven Impact	Leader with KS2 experience. Continuous professional development as well as initial training days.	English Lead	Termly £2926
Literacy for Language	Improve outcomes in reading and writing in KS1 & 2 Close PPG gap in KS2 Increase % of PPG pupils working at EXS and GDS.	Proven impact in KS1 Y2 in 2018 at MRA. Clear progression from RWI approach in Rec-Y1	Leader with KS2 experience. Continuous professional development as well as initial training days.	English Lead	£3393 Resources £5040 Development days £768 Training
Daily Supported Handwriting	Improve outcomes in writing for PPG children	Proven Impact at MRA	Regular monitoring of teaching input, triangulated with frequent book checks and analysis so that PPG pupils progress. Continuous CPD and development days.	English Lead	£2000 Resources
Use additional teachers to allow SLT to improve teaching and learning	Boost support and monitoring for quality first teaching	Proven impact last academic year	Regular monitoring, coaching will feed into subject and personal development	Head of School	Termly £49,274 £42,203

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.	Phonics Lead	Half termly £5040 £384
Mathematics Mastery Full Programme	Improved achievement and attainment in MM year groups	Proven scheme and impact last academic year	Regular monitoring of teaching input and book scrutinies triangulated with frequent assessment and analysis	Maths Lead	Half termly £6000
Purchase additional resources	Ensure that pupils are reading suitable books at home and getting the opportunity to practise their maths, reading, spelling, writing and comprehension skills	Proven schemes: Accelerated reader Testbase Schofield and Sims CGP	Rigorous monitoring of use	Subject Leads	Half termly £4500
Total budgeted cost					£107,101

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?
Fresh Start Phonics	Improved achievement and attainment in Phonic Screening	Cost effective intervention, with proven impact	Rigorous monitoring of use and analysis of generated performance information	Phonics Lead	Half termly £1575 + VAT
Booster classes for Y6 and Y2	Improved outcomes in Year 6 and Year 2	Proven impact from last academic year	Using tracking data along with predictions to target precisely the intervention and review impact through analysis of assessment	Year 6 Lead KS1 Lead	Half termly £7100

Phonics tuition	Rapid progress in phonics, reading and writing Years R-2	Improved phonics screen results	Experienced and highly trained skilled staff will run 1:1 intervention, these will be monitored by Reading Leader	CR	£2000
Launchpad for Language	Close the language gape between PP and non-PP	Prove impact in Hackney Borough	EYFS lead to work with specific SALT to implement	CR/SALT	
Educational Psychologist	To support PP pupils to overcome difficulties in specific learning areas.	PP Pupils with SEND need further support to help them make good progress.	Educational Psychologist and MRA Staff will plan, deliver and review interventions every 4-6 weeks. Educational Psychologist to deliver whole academy CPD.	SENCO	£7500
Provision of in-school counselling	Support most vulnerable children	Effective method of meeting pupils more complex needs	Termly reports and reviews of pupil allocation	SENDCO	End of year £20,125
Total budgeted cost					£28,800

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?
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.	Attendance Lead	Termly £5829 £1000
Financial support for trips	All pupils have access to a range of trips	This will ensure all pupils have access regardless of financial background to high quality educational experiences	Carefully selected trips from curriculum leads and pupil feedback	Curriculum Leads	Termly £3300
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.	A selection of spaces to be reserved for PPG pupils, and a review of financial support to be considered for every application to enrichment clubs. PPG pupils to be targeted to attend.	Senior Admin Officer	Termly £11,451
Total budgeted cost					£21,580