

Pupil Premium Strategy Statement

1. Summary information					
School	Mossbourne Parkside Academy				
Academic Year	2018-19	Total PP budget	£ 314,829	Date of most recent PP Review	January 2019
Total number of pupils	450	Number of pupils eligible for PP	239	Date for next internal strategic review	May 2019

2. Current attainment - 2018			
	<i>PP students (your school)</i>	<i>Non-PP students (your school)</i>	<i>PP students (Hackney avq.)</i>
% achieving the Expected Standard or above in reading, writing & maths	54%	70%	
VA progress in reading	-0.25	0.25	0.5 (Other Chn)
VA progress in writing	-0.65	1.1	1.0 (Other Chn)
VA progress in maths	-0.22	0.44	0.4 (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 leading to knowledge and skills gaps
B.	Poor prior attainment requiring greater progress rates than average
C.	Low prior levels of oratorical expression
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, and surpasses, national expectations in all publicly assessed subjects.	RWM & SPAG outcomes are improving towards, or surpassing, national average.
C.	Improved parental engagement in the learning, homework, and cultural life of the school.	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, including a wide range of culturally broadening opportunities designed to support and encourage individual development.	No child is unable to access enrichment activities due to financial hardship.

5. Review of expenditure					
Previous Academic Year		2017-2018			
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
Mathematics Mastery Programme	Improved achievement and attainment in MM year groups	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.	MM will be continued and rolled out to more year groups in 2018-19. The effectiveness of the programme is improved when supported by strong CPD. Next year CPD will be provided to new and existing teachers to build subject knowledge and pedagogical understanding.		£3392
Additional Teachers	Reduce teaching group size in years of most need.	Autumn Attainment data shows that children in smaller groups (such as Freshstart) are making accelerated progress	Provision will be continued, with Freshstart groups identified ahead of the start of the academic year. Additional teachers have been recruited to provide smaller groups in year 5 & 6 at the start of the year. The allocation of these teachers will be reviewed throughout the year.		£220000
RWI. Additional training and support	Improved achievement and attainment in Phonic Screening	81% of chn pass PSC by end of Y1, 95% of chn pass PSC by end of Y2. 80% of children @ EXS at end of EYFS.	RWI to be continued, along with the continued purchase of support and training to support CPD and teacher induction.		£950

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	Rigorous monitoring of use and analysis of generated performance information	Implementation of Lexia will be reviewed to move the provision into teaching time rather than as an additional club/intervention.		£1975
Booster classes for Years 2 & 6	Improved outcomes in years 2 & 6	Rigorous use of data in selecting pupils to attend.	Provision will be continued.		£1500
Provision of in-school counselling	Support most vulnerable children	Termly reports and reviews of pupil allocation	Provision will be continued and expanded to serve the growing needs of the children.		£15400
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	Provision will be continued, opportunities exist for LM to support children in class and through small group work in an early intervention.		31000
Contracting of Attendance & Punctuality Officer.	Increase attendance and decrease Persistent Absence	Weekly monitoring of attendance rates.	This service will be contracted from a new provider, to further drive improvement in attendance.		£6845

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
Expansion of SLT	Boost support and monitoring for quality first teaching	An increase in lesson and planning monitoring has driven a rise in standards in Teaching & Learning.	Expansion of SLT has been effective where considered alongside school priorities, and the matching skillset of new members.		

6. Planned expenditure					
Academic year		2018-19			
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.	CR	Half 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 Reading	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.	AL	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	CE	End of year
Saturday School	Improved outcomes in year 6	Part of a suite of actions that led to improved outcomes last year, but which now need to be funded by MPA.	Rigorous use of data in selecting pupils to attend.	AL	End of year
Total budgeted cost					£ 90,000
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	CE	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.	SH	Termly
Total budgeted cost					£40,000

7. Ongoing Impact Review

Academic year	2018-19					
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	MM has been improved through scripting and rigorous monitoring, providing more structured	
Additional Teachers	Reduce teaching group size in years of most need.	Analysis of teacher impact in each group	TJ & AL	Termly	Additional teaching staff has led to reduced teaching sizes for core sets in Years 2 and 6, in addition to	
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.	CR	Half termly	RWI data thus far shows phonics groups to be progressing at an equitable level to previous successful years.	
Provision of Lexia	Improved achievement and attainment in Reading	Rigorous monitoring of use and analysis of generated performance information	JC	Half termly	Not delivered this year so far. New SENDCo will set up targeted interventions using LEXIA	
Booster classes for Years 2 & 6	Improved outcomes in years 2 & 6	Rigorous use of data in selecting pupils to attend.	AL	End of year		
Provision of in-school counselling	Support most vulnerable children	Termly reports and reviews of pupil allocation	CE	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	CE	Half termly	Behavioural trends show consistent support for vulnerable children, and that the Learning Mentor's time is used effectively to support children	
Contracting of Attendance & Punctuality Officer.	Increase attendance and decrease Persistent Absence	Weekly monitoring of attendance rates.	TJ	Termly	The A&P officer has provided a stable framework around which to structure parental contact and	