



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Moorside CP Academy
Number of pupils in school	251 (GIAS) includes nursery 202 R-Y6
Proportion (%) of pupil premium eligible pupils	48.4% Mainstream 22.9% Nursery
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years (Year 2/3 of this plan)
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Richard Davis (HT)
Pupil premium lead	Jane Lee (SBM)
Governor / Trustee lead	Damien Farrelly (COG)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£158,230
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£158,230- PP £5,805- EYPP £164,035

Part A: Pupil premium strategy plan

Statement of intent

At Moorside Academy our primary aim as educators is to ensure that our pupils are safe, happy and ready to learn. The ethos of our school is that the foundations are built firmly on peace and respect, regardless of an individual's role in the academy. Our children and their families (community) are at the heart of everything that we do here at Moorside and our curriculum has been developed in partnership with our children to be stimulating and engaging and to promote a lifelong love of learning. Our nurturing approach ensures that our curriculum is fully inclusive for all learners and we work hard to challenge all of our children and develop in them the resilience that will accompany them on their future learning journey, for ALL learners.

Our ultimate objective for the our disadvantaged children is that achieve as well as our non-disadvantaged children, in every area of school life and that ALL children have full access to ALL opportunities. Our three year plan works towards ensuring that children classed as 'disadvantaged' have equality in opportunity and that ALL children receive the same offer from us as a school, providing support to bridge the gaps. Our key principles wrap around our nine school values (Peace, Happiness, Respect, Community, Learning, Nurture, Inclusion, Challenge and Resilience), which we live by each day to ensure that ALL children are ready for the next phase of their learning.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Increasing numbers to existing high proportion of Free School Meals.</p> <p>80.8% high numbers of E/E* wards (from Deprivation Index). 'The school location deprivation indicator was in quintile 4 (more deprived) of all schools. The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation.' Ofsted.</p> <p>51% of our school is FSM according to our IDSR which is 'well above average.' Ofsted IDSR.</p>
2	<p>Barriers to learning including gaps of knowledge, skills and understanding widening due to COVID-19 pandemic and the lack of consistency in engagement with home learning whilst children were away from school, this</p>

	remains an issue as we ensure that children close the attainment gaps. No Academic Mentor anymore.
3	Mental health of children is a major challenge that we continue to face at Moorside. Supporting children and families further will require carefully tailored interventions and support packages to ensure progress is made with mental health and emotional wellbeing.
4	Attendance/Persistent Absence was on an upward trajectory pre-Covid but will need closely monitoring as this remains a key area for the school to develop as we were less than 0.6% away from being judged 'Outstanding' overall in the 'Behaviour and attitudes' aspect of the Inspection (March 2020). 'Although leaders have improved overall attendance there are still too many pupils who are persistently absent from school. This means that some pupils are not learning as well as they should. Leaders need to work closely with parents to ensure that all pupils attend school regularly.' Ofsted. Our overall attendance in 2021-2022 was 93.2% and remained a clear SIP priority. Our average attendance in 2022-2023 was 93.6% and in 2023-2024 it was 93.2%
5	Increased volume of Children Social Care/Early Help referrals.
6	Maintaining levels of high quality teaching and learning support for children due to budget constraints (protecting the amount of Teacher/TA's that we currently have to maintain high pupil:staff ratios).
7	Although the on-roll numbers remain high the mobility (both inward and outward) remains a challenge. Our school has increased in stability however, 89% currently, from 75% four years ago.
8	Lack of diversity- Cultural Capital offer is low in our locality.
9	Lack of Academic Mentoring due to the DfE/ESFA funding being completed.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To close the gap in fundamental learning – identified by Gov.uk as 'Making sure pupils catch up with their reading is the priority, since it is vital for their access to the rest of the curriculum. Their progress will depend on high- quality teaching. A vital element of this	-Staffing levels remain high to ensure that successful and effective interventions are put into place and their impact measured. -Catch up 'National Tutoring Programme' monies spent effectively to our targeted

<p>is the successful teaching of phonics and this should continue to be a priority...In some subjects (such as mathematics, languages and for phonics), gaps in knowledge are likely to present serious difficulties for pupils in mastering the next stage of what they need to know. Identifying these gaps and teaching the content pupils have missed are essential. In other subjects (such as geography, history, citizenship or religious education), knowledge gaps in one topic may not be as critical for progression in another topic. In these subjects, remedying what has been missed is likely to be most effective by adjusting the curriculum later.' (from 'Teaching a broad and balanced curriculum for education recovery.')</p>	<p>children. In Year 2 of the plan this money is not paid in creating a further challenge.</p> <ul style="list-style-type: none"> -Interventions based on research are used alongside guidance from Gov.uk to tailor our curriculum to narrow gaps in fundamental skills, knowledge and understanding. -New phonics scheme (2nd year) implemented, Refining delivery in 2023-2024.
<p>Mental health implementation to create positive outcomes.</p>	<ul style="list-style-type: none"> -For interventions to have positive impacts on children/Group of children. -For Mental Health strategy to be continually utilised and for scheme of delegation followed. -For internal interventions to be completed. -For external referrals to be utilised and impact measured.
<p>Attendance improving, in line with punctuality and persistent absence.</p>	<ul style="list-style-type: none"> -For half termly initiatives to be given to children who achieve desired 96%+ (Bingo's, Disco's, Film days, etc). 1 per term and to continue to reward attendance – assemblies, weekly star award focus, etc... -For half-termly Governor Attendance Panel meetings to be carried out to discuss targeted children and to monitor progress in attendance/push sanctions for persistent absenteeism. -To work with external agencies to aid improvement in attendance for identified children. -Attendance figures improving, alongside persistent absenteeism reducing. -In Year 2/3 fining of PM becomes a key focus. -Track attendance trends and respond using VYED / LCC support.

Tutoring Programme engagement.	<p>-For school to continue to engage with catch up programmes that have been successfully utilised last year (Academic Mentor – Mrs. Joy Farrell) and School Led Tutors (Class Teachers half a day per week). Not possible in Year 2/3 of plan.</p>
More referrals for Early Help.	<p>-For children to be able to access the correct support, when needed.</p> <p>-For us to work as closely as possible with our partner agencies to ensure the support packages are aimed at the specific needs of each individual child.</p> <p>-To work with our new Senior Family Support worker to signpost such help for children.</p> <p>-For Learning Mentor to continue to work with Vulnerable Pupil Team to identify children in need and to put plans in place for vulnerable families.</p>
Training (CPD)	<p>-For staff to continually develop their knowledge, skills and understanding to ensure provision remains at least good in all areas with specific focus on our curriculum, pupils personal development and mental health.</p> <p>-For safeguarding to remain central to all that we do and for update training to ensure that is possible. January 2024/January 2025 updates.</p>
Cultural Capital	<p>-For more visitors in to school and for increasing volume of visits out.</p> <p>-For more immersion in local life within our community/wider community.</p> <p>-For increasing opportunities for children to engage in before school, during breaks and after school; as well as the holidays.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £135,817

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental Health strategy embedded and delivered effectively.	<ul style="list-style-type: none"> -External support used to supplement the existing school strategy. - Senior Mental Health Lead to implement strategies from training. -Next phase of the mental health strategy implemented. -LM x 5hrs p/w £6,114 – Work to support 'The Nest.' -Vulnerable Pupil Team meetings – links to attendance of children/groups. 	1,2,3 and 5.
Retention of staff levels- PP used to ensure high pupil:staff ratio remains high.	-High staffing levels proves to have a huge impact on standards across the Academy (each class having at least one Teacher and two Teaching Assistants). 1 TA per class – Rec to Y6, total for year inc on costs £129,703	1,2,3,4,5,6,8 and 9.
CPD opportunities.	RD has completed NPQEL, RR and AJ to complete NPQH, ND to complete accredited Forest school qualification, OM to complete Senior Mental Health Lead. This list is not exhaustive. Forest School plus outdoor First aid training. Staff also carrying out various other NPQ's. 3 more staff on NPQ's in 2024/2025.	1,2,3,4,5 and 6. No cost due to PP figures.

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £20,312

Activity	Evidence that supports this approach	Challenge number(s) addressed
Two types of tutoring from the National Tutoring Programme – Academic mentors and School-led tutoring	<p>-Gov.uk offering the support for us to be able to deliver additional high quality catch-up intervention work.</p> <p>-Academic Mentor - Sept 23 to Dec 23 15hrs/wk - Jan 24 to Aug 24 22.5hrs/wk - up to 50% of salary funded from NTP –</p> <p>-School Led Tutoring - Teachers to deliver small group work 1.5 hrs per w/k. HLTA to backfill teacher in class.</p>	<p>2 and 6.</p> <p>Not possible in Year 2 of 3 year plan.</p>
3 rd Quantile support for PP children across the school in reading, writing, maths, phonics and grammar as a minimum. (Non-phonics passers/GDS children progress).	<p>-School-Led Tutoring and Academic Mentoring implementation. Not possible in Year 2 of 3 year plan as above.</p> <p>-Existing staff to deliver targeted research-based interventions to children identified in this category.</p>	<p>2,4 and 6.</p>
To sustain our intervention mapping standards, evaluating effectiveness and impact regularly (research-based interventions implemented).	<p>-Targeted plan for interventions and training for staff. SLT to create intervention mapping to ensure it is as effective as it can be.</p>	<p>1,2,4,5, 6 and 9.</p>
The sustainability of groups already in place across school such as social skills, anger management, self-confidence, anxiety and self-esteem, as well as TA training on non-educational wellbeing programmes that will positively benefit our children.	<p>-Training from LM to ensure staff comfortable to deliver certain interventions.</p> <p>-External training for staff.</p> <p>-The Nest used to deliver interventions/Learning Space. £6,793</p> <p>-TA led nurture groups. 3 x 2hrs per week. £4,349</p> <p>LM 1-1 support for children x 7.5hrs £9,170.</p>	<p>1,2,3 and 5.</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7,906

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Panel meetings to be held monthly.	-Already proven to have an impact on the attendance levels.	4.
Cultural capital enhancement.	-More visitors in and more groups out to supplement the curriculum. £3,139	1,2,3,6 and 8.
Support for Vulnerable Children in wraparound clubs.	-Additional support to support children with accessing full suite of wraparound clubs the school offer. £4,142	2 and 3.
Magic Breakfast resource contribution.	-Fifth year of engagement with the membership to the scheme subsidised by the school £625.	1, 4 and 6.
Mental Health training/provision to ensure school strategy remains successful. Wraparound for vulnerable pupils/magic breakfast.	-As mentioned previously.	3.

Total budgeted cost: £164,035

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Outcomes for disadvantaged pupils

Outcomes for disadvantaged children remain high, both academically and in terms of attendance.

Tutoring programme has been highly effective, ended at the end of last school year.

Our academic data across the school remains in-line/broadly in line with national standards.

Phonics outcomes risen back to in line with national standards.

Referrals to EH increased to support the need. Pastoral Care/Personal Development remains a key strength of the school.

Staff CPD has been a huge success, with many staff now engaging with NPQ's.

Interventions, both social/academic making an impact on wellbeing and learning.

No children on reduced timetables, despite significant SEND needs (6 children accessing time in the NEST provision where needed).

Externally provided programmes

Programme	Provider
Attendance Officer Role.	School/LCC
Sports clubs.	School/West Lancashire Sports Association.
Interventions.	School.
Increased TA pupil ratio.	School.

2 Simple	School/2Simple.
Rapid/Pearson	School/Pearson.
Social skills, Anger management, self-confidence, anxiety and self-esteem	School.
Magic Breakfast	School/Magic Breakfast Programme.