

## Pupil premium strategy statement

This statement details our school's use of pupil premium 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 High School
Number of pupils in school	1161
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	21/22, 22/23 and 23/24 Reviewed annually to ensure appropriateness.
Date this statement was published	11/23
Date on which it will be reviewed	03/24
Statement authorised by	M. Thompson
Pupil premium lead	Mr S Mills
Governor / Trustee lead	Mr J. Sly

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£334,305
Recovery premium funding allocation this academic year	£100,711
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£435,016

## Part A: Pupil premium strategy plan

### Statement of intent

Our core purpose is to ensure every student leaves us ready for their next successful chapter, with students attending university or starting a fulfilling career. At Moorside High School we enrich lives and inspire ambitions to ensure students thrive in the world around us.

We believe that curriculum excellence and high-quality teaching are the key components in order for our students to achieve the outcomes to this end. In addition to academic outcomes, we aim to give students a wide variety of knowledge, experiences and skills to ensure that they are able to make informed choices on key decisions faced throughout their lives and go on to become socially responsible citizens. Our strategy will be research led and be one that will:

- Support staff development to enable them to have a greater impact on students that are disadvantaged.
- Continue to develop high quality curricula
- Ensures meaningful targeted academic intervention
- Provides pastoral care to ensure that students are able to access all aspects of school life, including focus on attendance, behaviour and wider curriculum opportunities.to ensure their personal development.

Our strategies focus on whole school improvement and thus students across the school will benefit from this, however research (EEF) has shown that improvements to teaching and learning, for example, has a particularly positive effect on students eligible for the Pupil Premium.

## Challenges

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

Challenge number	Detail of challenge
1	Lower attainment than their peers that are not disadvantaged. English and Maths 9-4 grades meet those of their peers that are not disadvantaged
2	Address the reading ages of disadvantaged students and develop literacy across the school. Student who are disadvantaged have a much lower reading age than their peers.
3	Attendance was 9.75% lower in disadvantaged students than non-disadvantaged. 20/21 academic year and 8.21% 21/22
4	Disadvantaged students have more behaviour instances than students that are not disadvantaged.
5	Lower engagement of disadvantaged students in wider school activities

## 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	Staff Lead	Challenge and Review
Improvement in the attainment of disadvantaged students in Maths and English	Evidence from books, assessments, lessons and student voice will indicate that students are on track to achieve and exceed their target grades at KS3 and also attainment scores to improve at KS4  Disadvantaged students in line with whole school target of 58% basics	AHT – Quality of Education AHT – Quality of Education AHT - SENCO	DHT for Quality of Education

<p>Improvement in the attendance of disadvantaged students</p>	<p>Attendance of disadvantaged students to be in line with those who are not disadvantaged in line with whole school attendance target of 96%</p> <p>Improvement in attendance of PP pupils year on year from 20/21 to 23/24</p> <p>Attendance distributed leadership model to be implemented through line management structure.</p>	<p>AHT – Behaviour and Attitudes AHT – Personal Development</p>	<p>Headteacher</p>
<p>Improved student behaviour and engagement in lesson</p>	<p>PP students receive more positive points when comparing against previous academic year</p> <p>Reduction in fixed term suspensions for PP students compared with previous academic years</p>	<p>AHT – Behaviour and Attitudes AHT – Personal Development</p>	<p>Headteacher</p>
<p>Improvement in the reading ages of disadvantaged students</p>	<p>Data from reading testing improves reading ages by 1 whole year or more.</p>	<p>AHT – Quality of Education Whole School Literacy Lead</p>	<p>DHT for Quality of Education</p>
<p>Improvement in the engagement of students in personal development</p>	<p>Increased engagement in Student Leadership Pathway when compared with previous academic years</p> <p>An increase in engagement in Extra Curricular activities when compared with previous academic year.</p> <p>PP NEET students are prioritised and supported with CEIAG.</p>	<p>AHT – Personal Development</p>	<p>Headteacher</p>

	PP NEET figures to exceed national average.		
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## 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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Ensuring the curriculum is well planned, well sequenced, coherent, and ambitious. The curriculum is implemented and delivered with high quality teaching</b></p> <p>Review curriculum plans remodelled by Middle Leaders taking account of</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cross-curricular planning so that students can make links and connections between subjects and further learning experiences</li> <li><input type="checkbox"/> Forward planning from KS2</li> <li><input type="checkbox"/> How assessment is embedded in curriculum planning quality assuring assessments in curriculum plans.</li> <li><input type="checkbox"/> What students will be able to know and do at clearly defined and challenging end points Ensuring curriculum goals are met across the curriculum. Curriculum goals have been planned.</li> </ul>	<p>Sutton Trust, 2011 - Improving the impact of teachers on pupil achievement in the UK – interim findings</p> <p>“The difference between a very effective teacher and a poorly performing teacher is large. For example, during one year with a very effective maths teacher, pupils gain 40% more in their learning than they would with a poorly performing maths teacher. The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year’s learning.”</p>	<p>1,2,4</p>

<ul style="list-style-type: none"> <li>□ How the intended curriculum tackles social disadvantage by addressing gaps in students' knowledge and skills Readdress gaps in students' knowledge and skills through the curriculum intent.</li> <li>□ How the curriculum is sequenced to enable students to build their knowledge and skills. The curriculum has been sequenced to enable students to build their knowledge and skills. Continue to embed the new curriculum throughout KS3 and KS4.</li> <li>□ How the subject curriculum contains content that has been identified as most useful and ensured that this content is taught in a logical progression, systematically and explicitly enough for all students to acquire the intended knowledge and curriculum.</li> <li>□ Embed the aligned curriculum across all subjects.</li> </ul>		
<p><b>Development and implementation of a new feedback policy:</b></p> <p>Consultation with Middle Leaders to produce a feedback policy and then embed this policy Feedback strategies have been created and implemented by department leaders, with strategies tailored to each department. Continue to embed this policy in the upcoming year. Regular book reviews take place every 3 weeks, with a focus on feedback in-line with each department strategy.</p>	<p>(EEF – Teacher feedback guidance report)</p> <p>“(feedback) supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. This process is a crucial component of high-quality teaching and can be seen in classrooms across all phases and subjects. Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.”</p> <ul style="list-style-type: none"> <li>• +6 months</li> </ul>	<p>1,2</p>



<p>Share good practice across subjects regarding effective feedback. Good practice has been shared regarding whole class feedback, and a common whole school template was developed to ensure consistency. Each department has created an individual department strategy regarding feedback, with a tailored approach of mastery tasks and/or feedback.</p> <p>Continue to embed the use of visualisers as a feedback tool</p> <p>Create a programme of regular department book looks. (Student work in books needs to show pride) Book review cycle has been created and introduced in 2022. Book reviews are to take place every 3 weeks, with a focus on presentation, standards, challenge, and feedback.</p>		
<p><b>Wider development of teachers, leaders, and support staff in school.</b></p> <p>Re-visit Standard Operating Procedures to ensure consistency in the learning environment for all students Standard Operating Procedures have been revisited in CPD/INSET sessions, with a focus on the SOPs in learning walks.</p>	<p>EEF – Teacher professional development</p> <p>Meta-analyses find that teacher PD programmes tend to improve pupil academic achievement (Fletcher-Wood &amp; Zuccollo, 2019; Lynch et al., 2019).</p> <p>EEF – Effective Professional Development</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>1,2,4</p>

<p>Re-visit the Moorside 4 Key Principles of teaching and learning based on Rosenshine’s Principles CPD has had a focus on the 4 key principles throughout 2021/22, with the principles being a regular focus of learning walks, the DDR/DDA process and in book reviews. This will continue for 22/23 and 23/24</p> <p>CPD sessions focusing on delivering high-quality lessons to disadvantaged and SEND students and ambitious learning</p>	<ul style="list-style-type: none"> <li>• “Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.”</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>CPD to ensure effective teaching and meeting individual pupils needs – particular focus on disadvantaged SEND pupils.</b></li> </ul>	<p>High quality teaching (HQT) is the starting point for meeting the needs of pupils with SEND and is based on strategies that should be in the repertoire of every mainstream teacher. These strategies should be used for all pupils and then applied flexibly in response to individual needs. Weaving inclusive approaches into every day, high-quality classroom teaching supports SEND to become part of the fabric of the whole school.</p> <p>The EEF guidance suggests the following strategies can be particularly useful for pupils with SEND:</p> <ul style="list-style-type: none"> <li>• flexible grouping</li> <li>• cognitive and metacognitive strategies</li> <li>• explicit instruction</li> <li>• using technology</li> <li>• scaffolding.</li> </ul>	1,2,4
<ul style="list-style-type: none"> <li>• <b>New homework policy</b></li> </ul>	EEF – Teaching and Learning toolkit	1,2

<p>- Homework to be given out at least weekly (core) or fortnightly (non-core). New homework strategy introduced in 2021/22, with the strategy focusing on providing a range of different homework tasks to students. The strategy also specifies the frequency of homework in subjects. Parent voice was completed in 2021/22, with parents in favour of receiving notifications of homework that was set via the SIMS Engagement App. This has been trialled and introduced in 2022/23. Parents were also in favour of the frequency of homework that was suggested, and later implemented in the strategy.</p> <p>23/24 has seen a change in platform to class charts for homework.</p> <p>- Homework to be given out at the start of the lesson. CPD session on homework specified that homework was to be given out at the start of a lesson using the slide template provided, for consistency.</p> <p>- Encouraging guided reading/comprehension-based tasks every 3 cycles. The new strategy specifies about the use of guided reading, with staff sharing best practice. The new reading strategy also refers to reading/comprehension tasks set as homework.</p>	<p>Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils.</p> <p>Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision.</p> <p>+5 months</p>	
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<p>- Homework club available as an EC club to provide access to computers and staff advice. Homework club was available in 2021/22 and is to be continue in 22/23 and 23/24.</p>		
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>National Tutoring Programme: Students identified from ks2 data and reading ages receiving Maths and English tutoring on a weekly basis.</p> <p>Connex Tutoring of English and Maths (Year 11)</p>	<p>EEF – Teaching and Learning toolkit</p> <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in areas.</p> <ul style="list-style-type: none"> <li>+5 months</li> </ul>	<p>1,2</p>
<p>Saturday School; Targeted small group tuition</p>	<p>EEF – Teaching and Learning toolkit</p>	<p>1,2</p>

<p>Used to target students identified in data capture analysis and two weekly BRAP meetings. All pupil premium students will be invited and urged to attend each session for each subject that they study.</p> <p>February and Easter Half Term School</p> <ul style="list-style-type: none"> <li>• Exam prep sessions</li> </ul> <p>Year 11 revision residential focusing on English and Maths - PGL</p>	<p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p>+4 months.</p>	
<p>Accelerated reader and developing reading strategy led by literacy lead and AHT for QoE.</p> <p>Targeted to students who are below their chronological reading age from the Accelerated Reader testing.</p> <p>A sequential approach to the reading curriculum is in place to develop Students' fluency, confidence, and enjoyment in reading. This needs to be embedded across the school ensuring Reading is prioritised to allow Students to access the full curriculum offer.</p>	<p>EEF – Accelerated Reader</p> <p>“The study found that Year 7 pupils who were offered Accelerated Reader made 3 months’ additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months’ additional progress. For weaker readers, the approach appears to contribute towards catch-up at the start of secondary school, although pupils at very low levels of reading may need initial support from teachers to benefit, if they are not independent readers.”</p> <ul style="list-style-type: none"> <li>• +3 months</li> </ul>	<p>1,2</p>

Not all students are able to apply mathematical knowledge, concepts and procedures appropriately for their age, especially at KS3.		

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Strategy</p> <ul style="list-style-type: none"> <li>• Appointment of new attendance officer and additional support staff.</li> <li>• Purchase of A Star Attendance software package</li> <li>• Attendance rewards</li> <li>• New minibuses purchased and relevant pastoral staff training is being provided to ensure students are in school wherever possible.</li> <li>• PP students to receive first absence phone calls each morning by relevant HOY.</li> </ul>	<p>The National Center for Education Statistics, 2009</p> <ul style="list-style-type: none"> <li>• “Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. This relationship between attendance and achievement may appear early in a child's school career.”</li> </ul>	1,2,3,5
<p>Intervention Curriculum Offer: specifically designed at preventative work with students tailored to their identified needs/behaviours:</p>	EEF – Teaching and Learning toolkit	1,2,4

<ul style="list-style-type: none"> <li>• School Community Project</li> <li>• Escape from Exclusion</li> <li>• Trauma Informed Practice</li> <li>• SNAP behaviour intervention</li> <li>• Learning Through Landscape</li> <li>• Wellbeing and Resilience</li> <li>• Emotional Based School Avoidance programme, with assigned lead.</li> <li>• Soft landing area “the Hive” to ensure students have safe space to prepare them for the day and key adult always present.</li> </ul>	<p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p> <p>The average impact of behaviour interventions is four additional months’ progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across programmes.</p> <p>+ 4 months</p>	
<p>Behaviour Strategy:</p> <ul style="list-style-type: none"> <li>• Continue to embed the Behaviour Policy and support staff in embedding this across the school, ensuring low level disruption and off task behaviour in classrooms shows a marked improvement. Support Middle Leaders to drive the strategy across the classrooms.</li> <li>• Behaviour for learning training to be provided to all new staff and long-term cover.</li> <li>• Ensure through close monitoring via Class Charts consequences are implemented and consistent by all staff at Moorside High School.</li> </ul>	<ul style="list-style-type: none"> <li>• EEF Improving behaviour in schools – recommendations) +4 months “Classroom management strategies to support good classroom behaviour Use simple approaches as part of your regular routine Use targeted approaches to meet the needs of individuals in your school”</li> </ul>	

<ul style="list-style-type: none"> <li>• Student data is reviewed by the Pastoral and Senior Leadership Team, at least every three weeks to determine interventions, via the Attendance Behaviour and Concern meetings.</li> <li>• Focus on rewarding the positives with the introduction of class charts in 23/24</li> <li>• “Moorside Way” to be embedded throughout the school to ensure students are taught how to behave in a socially responsible manner.</li> </ul>		
<p>Further Development of the Class Charts app to engage parents with school life. Weekly parent bulletin</p> <p>Increased parental engagements through the gradual introduction of new information regarding student attendance, behaviour and rewards.</p> <p>Whole school communication letters being sent via the app.</p>	<p>(EEF – Parental Engagement)</p> <p>“Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading.”</p> <ul style="list-style-type: none"> <li>• +4 months</li> </ul>	<p>1,3,4,5</p>



<p>School Councillor in place to ensure students are given time to speak to someone when they are in need and able to access relevant professionals.</p>	<p>Although this strategy will be mental health specific, the benefits of mentoring are noted in the EEF Teaching and Learning toolkit.</p> <p>EEF Teaching and Learning toolkit – Mentoring</p> <p>“Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.”</p> <ul style="list-style-type: none"> <li>• +2 months</li> </ul>	<p>1,3,4,5</p>
<p>Increased engagement in extracurricular provision. Tracker introduced to identify students not attending clubs and accessing Leadership Pathway.</p> <p>All clubs and interventions to be on SIMS activities as of 23/24 academic year.</p> <p>All students invited to enrichment fair at the start of the academic year and given EC timetable.</p> <p>“What’s On” slides shown daily during standards time to advertise what clubs are on that day.</p>	<p>The Benefits of Participating in Extracurricular Activities – Claudette Christison, 2013</p> <ul style="list-style-type: none"> <li>• “Adolescents who participate in extracurricular activities demonstrate <b>higher levels of academic achievement</b>, greater character development, greater social development, and a greater sense of the importance of community involvement.”</li> </ul>	<p>1,3,5</p>
<ul style="list-style-type: none"> <li>• Enhanced personal development offer including careers and student leadership opportunities at every level across the school:</li> </ul>	<p>‘Against the odds’, Wolverhampton University and Social Mobility Commission, 2020</p>	<p>3,4,5</p>

<p>Student Leadership team opportunities such as prefects, peer mentors, school council, trust council and head students.</p> <p>All KS4 students will receive 1-1 guidance by the school's careers advisor. PP students are seen as a priority.</p> <p>Staff to receive CPD on delivery of RSE and Peer on Peer abuse to help with delivery of PSHE/RSE curriculum from Life Lessons.</p>	<ul style="list-style-type: none"> <li>• “Opportunities for student leadership, accompanied by other compensatory initiatives, can be effective in building students’ confidence and skills. Student leaders can function as positive role models for peers and be integrated into larger strategies for expanding their horizons. However, care must be taken to link the leadership activities with students’ interests.”</li> </ul>	
<p>Revision Room</p> <ul style="list-style-type: none"> <li>• 4-6pm 4 nights and week (with all equipment and refreshments available to students)</li> </ul> <p>Paper Society Session</p> <ul style="list-style-type: none"> <li>• This is a supervised area where there are lots of papers pre-printed for students to complete and then use the mark scheme to look at how well they have done and areas to continue to work on.</li> <li>• Students will build confidence in answering exam papers and will be able to identify areas to continue to work on and gaps within their knowledge.</li> </ul> <p>Revision guides provided to all KS4 students for all courses studied.</p>	<p>EEF – Teaching and Learning toolkit</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p>+4 months.</p>	

<p>Year 11 PP students assigned a mentor to meet with twice each half term.</p> <p>Mentoring programme to ensure that all students have everything they need for them to be fully prepared for the upcoming year, academically and pastorally. A set of prompt questions shared with staff to ensure consistency and a theme for each meeting is set by KS4 raising standards leader.</p>		1,3,4 and 5
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**Total budgeted cost: £435,016**