

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	1136
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	24/25, 25/26, 26/27
Date this statement was published	11/24
Date on which it will be reviewed	03/25
Statement authorised by	Mrs H Ryles Dean
Pupil premium lead	Mr S Mills
Governor / Trustee lead	Mr J. Sly

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£345,402
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	£345,402

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 care deeply about all students and instil our values of Consideration, Aspiration, Resilience and Equality. These values are at the heart of our decisions every day.

We believe that curriculum excellence and high-quality teaching are the key components for our students to achieve the outcomes to this end. Furthermore, we aim to give students a wide variety of knowledge, experiences and skills to ensure that they can 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 and ensure implementation is highly effective.
- 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	Students who are disadvantaged have a lower reading ages than their peers and lower than age related expectations.
3	Attendance is lower in disadvantaged students than non-disadvantaged.
4	Disadvantaged students have more behaviour instances, removals and suspensions 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 be in line with teacher expectations and attainment scores to improve at KS4 Disadvantaged students in line with non-disadvantaged peers for progress score.	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% and to be in line with national averages.</p> <p>Improvement in attendance of PP pupils year on year.</p>	<p>AHT – Behaviour and Attitudes AHT – Personal Development</p>	<p>Headteacher DHT for Behaviour and Attitudes</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, negative behaviour points and lesson removals for PP students compared with previous academic years</p>	<p>AHT – Behaviour and Attitudes AHT – Personal Development</p>	<p>Headteacher DHT for Behaviour and Attitudes</p>
<p>Improvement in the reading ages of disadvantaged students</p>	<p>Data from reading testing improves reading ages narrowing the gap against age related expectations</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: £ 172, 701

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensuring the curriculum is well planned, well sequenced, coherent, and ambitious. The curriculum is implemented and delivered with high quality teaching</p> <p>Review curriculum plans remodelled by Middle Leaders taking account of</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cross-curricular planning so that students can make links and connections between subjects and further learning experiences <input type="checkbox"/> Forward planning from KS2 <input type="checkbox"/> How assessment is embedded in curriculum planning quality assuring assessments in curriculum plans. <input type="checkbox"/> What students will be able to know and do at clearly defined and challenging end points 	<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>

<p>Ensuring curriculum goals are met across the curriculum. Curriculum goals have been planned.</p> <ul style="list-style-type: none"> □ 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. □ 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. □ 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. □ Embed the aligned curriculum across all subjects. 		
<p>Wider development of teachers, leaders, and support staff in school.</p> <p>Ensure CPD for the Moorside Model to ensure consistency in the learning environment for all students particularly those that are disadvantaged.</p>	<p>EEF – Teacher professional development</p> <p>Meta-analyses find that teacher PD programmes tend to improve pupil academic achievement (Fletcher-Wood & Zuccollo, 2019; Lynch et al., 2019).</p>	<p>1,2,4</p>

<p>Re-visit the Moorside 4 Key Principles of teaching and learning based on Rosenshine’s Principles</p> <p>CPD sessions focusing on delivering high-quality lessons with a particular focus on disadvantaged students</p>	<p>EEF – Effective Professional Development</p> <ul style="list-style-type: none"> • • “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.” 	
<p>CPD to ensure effective teaching and meeting individual pupils needs – particular focus on disadvantaged SEND pupils.</p>	<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"> • flexible grouping • cognitive and metacognitive strategies • explicit instruction 	<p>1,2,4</p>

	<ul style="list-style-type: none"> • using technology • scaffolding. 	
Improving literacy in all subject areas in line with recommendations in the EEF: Improving Literacy in Secondary Schools guidance.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools	1,2

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

Budgeted cost: £ 86,350.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	1,2
Delivering teaching assistant interventions for pupils that require additional support.	In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching: Teaching Assistant Interventions Teaching and Learning Toolkit EEF	1

<p>Saturday School; Targeted small group tuition</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"> • Exam prep sessions <p>Year 11 revision residential focusing on English and Maths - PGL</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. 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>1,2</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 86,350.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding good practice set out in DfE's guidance on working together to improve school attendance.</p> <p>Staff training and release time to develop and implement procedures. Attendance/support officers will be appointed to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>3</p>
<p>Intervention Curriculum Offer: specifically designed at preventative work with students tailored to their identified needs/behaviours:</p> <ul style="list-style-type: none"> • School Community Project • Escape from Exclusion • Trauma Informed Practice • SNAP behaviour intervention • Learning Through Landscape • Wellbeing and Resilience • Emotional Based School Avoidance programme, with assigned lead. • Soft landing area "the Hive" to ensure students have safe space to prepare them for the day and key adult always present. 	<p>EEF – Teaching and Learning toolkit</p> <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>1,2,4</p>
<p>Behaviour Strategy:</p> <ul style="list-style-type: none"> • Continue to embed the Behaviour Policy and support staff in embedding this 	<p>• EEF Improving behaviour in schools – recommendations) +4 months "Classroom management strategies to support good classroom behaviour Use simple approaches</p>	

<p>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.</p> <ul style="list-style-type: none"> • Behaviour for learning training to be provided to all new staff and long-term cover. • Ensure through close monitoring via Class Charts consequences are implemented and consistent by all staff at Moorside High School. • 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. • Focus on rewarding the positives via monitoring the class charts data • “Moorside Way” to be embedded throughout the school to ensure students are taught how to behave in a socially responsible manner. 	<p>as part of your regular routine Use targeted approaches to meet the needs of individuals in your school”</p>	
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<p>Further Development of the Class Charts app to engage parents with school life. Weekly parent bulletin</p> <p>Increased parental engagements through face to face events e.g. Coffee morning.</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"> • +4 months 	<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>	<p>1,3,4,5</p>

	<ul style="list-style-type: none"> +2 months 	
<p>Increased engagement in extracurricular clubs, trips and experiences. Tracker introduced to identify students not attending clubs and accessing Leadership Pathway.</p> <p>All clubs and interventions to be logged on SIMS activities</p> <p>All students invited to enrichment fair at the start of each term and given EC timetable.</p> <p>“What’s On” slides shown on screens around school to show what clubs are available that day.</p> <p>Student Voice to gauge why disadvantaged students who aren’t engaging don’t.</p>	<p>The Benefits of Participating in Extracurricular Activities – Claudette Christison, 2013</p> <ul style="list-style-type: none"> “Adolescents who participate in extracurricular activities demonstrate higher levels of academic achievement, greater character development, greater social development, and a greater sense of the importance of community involvement.” <p>As well as being valuable in itself, arts participation can have a positive impact on wellbeing and education outcomes, including English and maths, when interventions are linked to academic targets.</p> <p>Arts participation Teaching and Learning Toolkit EEF</p>	1,3,5
<ul style="list-style-type: none"> Enhanced personal development offer including careers and student leadership opportunities at every level across the school: <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>‘Against the odds’, Wolverhampton University and Social Mobility Commission, 2020</p> <ul style="list-style-type: none"> “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.” 	3,4,5

<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>		
<p>Revision Room</p> <ul style="list-style-type: none"> • 4-6pm 4 nights and week (with all equipment and refreshments available to students) <p>Paper Society Session</p> <ul style="list-style-type: none"> • 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. • 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. <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. 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.</p>		<p>1,3,4 and 5</p>

Contingency fund for essential school items including but not limited to: School Uniform Support for Trips Cooking Ingredients Revision Resources		5

Total budgeted cost: £