



# MOSSCROFT PRIMARY SCHOOL

*'aiming for excellence, driving improvement'*



## Mosscroft Primary School Pupil Premium Report 2014/2015

### Context of School

Mosscroft Primary is a small sized one form entry school. The school is within Knowsley which is ranked 2nd in the national indices for areas of deprivation. The school has a deprivation indicator of 0.41 compared to the national indicator of 0.24.

The number of pupils on roll in September 2014 was 163. The percentage of children entitled to Free School Meals (FSM) is 71.1% - which is significantly higher than the national average of 26.6%. The percentage of pupils in receipt of pupil premium funding was 63%. The percentage of pupils supported at school action, school action + or a statement are all above national averages.

The vast majority of pupils within the school are of white British ethnicity although a very small minority are from other ethnic groups: White European and British and Asian mixed ethnicity.

Mobility is slightly lower than the national average.

### Objectives of Pupil Premium spending

Our key objectives in using the Pupil Premium Grant is to narrow the gap in performance for disadvantaged pupil. As a school we have an excellent track record of ensuring pupils make good progress and in the last three years have been successful in bridging the gap in the levels of attainment between FSM and non-FSM pupils.

A significant amount of additional funding has been allocated to the school and we are dedicated to ensuring that it has maximum impact. Careful analysis of internal and external pupil level data together, historic attainment and progress together with robust self evaluation guides where and how to spend our pupil premium allocation.

The overarching rationale is based upon maximizing provision and resource to:

- Accelerate learning through quality support and resource
- Increase social and cultural experience together with an understanding of the world
- Boost self esteem and extend opportunity

### Pupil Premium Grant received

The amount of funding received for the financial year 2014/15 was: £114 400

### Nature of support to pupils 2014/2015

Curriculum (teaching & learning)	£78 724
Social, Emotional & Behaviour (S, E & B)	£16 700
Enrichment	£12 070

## Record of Pupil Premium Grant spending 2014/2015

Key: ARE = Age related expectation APS = average point score

Target	Use	Strategy	Amount	Anticipated Outcome	RAG rated outcome against anticipated																																
CURRICULUM	Employment of an additional class teacher	Ratio of teachers to pupils remains as 2013/14 No requirement for creating any mixed age classes Increased teaching capacity in Y6	£30 024	Progress of all pupils benefits due to increased ratios. Assessment data reflects expected and above expected levels of attainment and progress by all pupils.	<p>Progress measures of pupils across the school as of May 2015 demonstrated positive outcomes 60% of each area.</p> <p>Attainment at EKS2 exceeds floor targets. Attainment in EYFS improved by 24%.</p> <table border="1"> <tr> <td>Note : long term absence in Y3</td> <td>R</td> <td>W</td> <td>M</td> </tr> <tr> <td>YR</td> <td colspan="3">Refer to school developed tracking system</td> </tr> <tr> <td>Y1</td> <td>100</td> <td>91</td> <td>100</td> </tr> <tr> <td>Y2</td> <td>80</td> <td>10</td> <td>90</td> </tr> <tr> <td>Y3</td> <td>54</td> <td>8</td> <td>30</td> </tr> <tr> <td>Y4</td> <td>87</td> <td>87</td> <td>80</td> </tr> <tr> <td>Y5</td> <td>60</td> <td>60</td> <td>70</td> </tr> <tr> <td>Y6</td> <td>100</td> <td>100</td> <td>94</td> </tr> </table>	Note : long term absence in Y3	R	W	M	YR	Refer to school developed tracking system			Y1	100	91	100	Y2	80	10	90	Y3	54	8	30	Y4	87	87	80	Y5	60	60	70	Y6	100	100	94
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CURRICULUM	Teaching Assistant Level 3	Implementation of focused intervention programmes in KS1. Delivery of specific IEP targets	£ 15 500	Cohorts of targeted children have improved and accelerated learning	<p>80% (8/10) of the pupils accessing precision teach intervention support met or exceeded expected progress within their year group</p> <p>75% (3/4) pupils piloting Project Code X accelerated progress in line with year group expectations</p> <p>Within the Y2 Literacy support group 57% (4/7) met or exceeded expected progress measures in reading and 71% (5/7) in writing.</p> <p>57% (4/7) of the Y2 Phonics Screening target group were successful in meeting the expected target.</p> <p>All pupils within the phonics support group progressed compared to Y1</p> <p>100% of targeted Y5 pupils gaining additional maths number support made expected progress for their year group.</p> <p>First Class at Number 100% (7/7) pupils within group exceeded expected progress and all attained L2+ at the end of year 2.</p>																																

CURRICULUM	Assertive Mentoring Purchased	Introduce a whole school, structured and child centred approach to pupil conferencing for self assessment. Initial focus: writing attitude & behaviour	£7 000	Effective Assessment for learning resulting in * major improvements in the accuracy of assessment *significantly improved learning and progress * highly, self motivated pupils * raised expectations for all and * a significant improvement in children's attitudes and behaviour.	Moderation exercises and pupil progress meetings and conferencing evidenced AM resources assisting accuracy of assessments and in identify targets for further improvement. Progress measures, overall, show positive gains in the majority of classes. Observations of conferencing and pupil voice demonstrate a clear understanding of the purpose of the process
CURRICULUM	IT hardware upgrades and ipads	Increasing the opportunity for pupils to use IT in their everyday learning via improved hardware in the Suite and purchasing ipads	£13 000	Contribution to attainment data: improved outcomes in all basic skills due to the IT enhancements, improved digital literacy and training opportunities provided.	Extensive upgrades and purchases made. IT more prevalent across all school in work. In school assessment data shows increased attainment across classes in Computing skills
CURRICULUM	Training Opportunities	Widening of OSIRIS approaches across all teachers, building upon the focused work in 2013/14. School Development Plan targeted training.	£4 500	Maintain focus on ensuring all teaching is good or better.	Long term absence is the only contributory factor making outcome fall to 'amber' rating.
S, E & B	Commando Joe	To continue with the whole school targeted intervention to support raising standards in: attendance behaviour health & wellbeing attainment and achievement	£10 000	Maintained attendance above 95% and school target of 96%. Punctuality targeted in 2014/15 Impact report this academic year reflects gains made in terms of self esteem; social integration, health awareness and attitude to learning.	Attendance 94.1%, but attendance was greatly affected by a death in the community and the norovirus. Once these absences are extracted attendance stands at 95.1% (Ofsted May 2015 advised us to present attendance in this way and were satisfied that we then met National expectations) Weekly after school football club held and friendly matches arranged and played. Impact report reflected positive
CURRICULUM	School Improvement support	Commission services of external and independent consultant to review and monitor aspects of school improvement in line with identified needs	£2 500	Outcomes from support both confirm school self evaluation and assist in self development. Support provided in relation to potential strategies and solutions to assist the school in moving forward.	Self evaluation judgements verified via external School Improvement Officer support (latterly confirmed via Ofsted inspectors May 2015). EIO support assists with data analysis, School Development Planning- assessing impact of actions and a review of Leadership & Management

S, E, & B	Special Education Needs	Educational Psychologist: Level of support to allow assessment of vulnerable pupils. Specialised training for staff Central Support: Access to specialised off site Education for SpLD children	£ 6 700	Early diagnosis and Educational Psychology referral of pupils Greater capacity for school based diagnosis of issues and subsequent support Support put in place for vulnerable pupils Increased achievement of these pupils ( SA & SA+) Increased skill and understanding by staff	Nine pupils were all referred for EP support. Of those nine: * 3 were successful in gaining a EHCP to meet their needs. * 1 child with complex needs, transferred from another school, gained a statement whilst with us, and was successful in intergrating and progressing in our school. * 2 pupils gained 1 to 1 external behaviour support to meet their needs. * 3 pupils remain under EP review support to ensure a correct diagnosis
ENRICHMENT	Enrichment	*musical instrument tuition *culture visits * theatre trips * library service	£5 500	Music Tuition on both whole class and small group scale. Whole school access to enrichment and enhancement opportunities Contributes towards achieving Arts Award	Singing tuition delivered across all year groups and allowed CPD for teachers Wider opportunity: recorders delivered weekly, all year, to Y4 pupils Small group tuition: delivered weekly to Y5 pupils Enrichment: Royal Liverpool Philharmonic Orchestra trip: Y5 & Y2
ENRICHMENT	Family Learning	Focus courses and workshops closely in line with the School Development Plan and on supporting basic skill development ( reading, writing, maths and science) effectively at home.	£ 2 350	Help parents/carers engage with and support their children's learning and healthy development; • help parents/carers to better understand how children learn and how children are taught • create effective partnership between parents and school • help parents support positive behaviour of children at home and	10 courses ran across the year for Foundation stage, KS1 and KS2 parents. Content linked to school priorities and workshops focused upon how parents can support their child's learning in relation to: letters and sounds Reading Writing Sciene An additional Christmas and Easter craft session was planned and used to promote subsequent workshops too.
ENRICHMENT	Children's University	Increase pupils involvement in quality extra curricular activities to broaden experiences	£2 500	Build further on the first year of the project in 13/14, allowing greater numbers who graduate and experience the pride in their achievements.	Yearly after school clubs and linked trips, built further on the 12 bronze awards and 1 silver graduations mad last year. This year 23 pupils graduated: 15 at bronze 5 at silver 1 at gold 1 honorary recognition award (for two KS1 pupils!)

ENRICHMENT	Library Service	Boosts school resourcing by supplying quality resources to support the curriculum, enhance teaching and learning and to encourage improvements in literacy and numeracy	£1 720	Supports SDP and English action planning, by developing literacy skills via: <ul style="list-style-type: none"> <li>• Providing activities for children and young people to enhance reading for pleasure, for information</li> <li>• Providing advice and consultancy from trained and experienced members of staff to encourage children to read and write</li> <li>• Providing training</li> </ul> Thus raising pupils reading and writing attainment	Library loan books extend and enhance class libraries, broadening pupil reading material and complement IPC work for research and enhancement.
CURRICULUM	Resources	Targeted resources to enhance curriculum areas identified	£6 200	Well purchased resources enhance curriculum delivery; develop teacher knowledge and raise standards. Focused spending within EYFS supports development needs of pupils	

### Pupil Premium Performance : 2014/15 APS Scores

	Reading	Writing	Maths	Expected APS	Implications for 15/16
Y6	28.7	27	28.9	27	<b>KS2</b> Long term absence in Y3 leading to support for Y4 in 2015/2016
Y5	25.1	22.9	23.9	24	
Y4	23.7	20.8	21.8	21	
Y3	18.1	12.8	18.8	18	Writing throughout
Y2	16	13.2	15.4	15	<b>KS1</b> Writing
Y1	9.4	7.6	9.7	10	
	Literacy: reading	Literacy: writing	Maths: Number		
YR (% gaining expected)	54.5 %	54.5 %	63.5%		Speech and language development. Financial support to target C & L /physical development (writing)

### WHOLE SCHOOL

Writing focus in POAP/SDP: developing consistency; considering intervention support; cross curricular opportunities and linked learning (IPC)

Pupil premium pupils below ARE – what intervention support is required? Especially review writing intervention support.

LKS2: staffing considerations and support staff allocation.

