



MOSSCROFT PRIMARY SCHOOL

'aiming for excellence, driving improvement'



Mosscroft Primary School Pupil Premium Report 2015/2016

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 2015 was 162. The percentage of children entitled to Free School Meals (FSM) is 70.4% - which is significantly higher than the national average of 26.0%. The percentage of pupils in receipt of pupil premium funding was 50.4%. 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.

Stability is in line with the national average.

Objectives of Pupil Premium spending

Our key objectives in using the Pupil Premium Grant is to diminish the difference in performance for disadvantaged pupils. 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 and progress between disadvantaged and other children.

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, 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 2015/16 was: £118 400

Nature of support to pupils 2014/2015

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

Target	Use	Strategy	Amount	Anticipated Outcomes	RAG rated outcome against anticipated																																																			
CURRICULUM	Employment of an additional class teacher	Ratio of teachers to pupils remains as 2014/15. No requirement for creating any mixed age classes in UKS2 Increased teaching capacity across school.	£32 000	Progress of UKS2 pupils benefits due to increased ratios. Assessment data reflects expected and above expected attainment against National Standards and progress by these pupils. Attainment and performance of	<p>Based on performance at the EKS1 at expected levels of progress (2B+)compared with that at the end of year 5 & 6 based on meeting the expected standard progress is as shown.</p> <p>PROGRESS</p> <table border="1"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>Y5</td> <td>86%</td> <td>86%</td> <td>86%</td> </tr> <tr> <td>Y6</td> <td>81%</td> <td>81%</td> <td>81%</td> </tr> <tr> <td>Y6 Nat.progress measures</td> <td>-0.2</td> <td>-1.0</td> <td>-0.9</td> </tr> </tbody> </table> <p>Attainment in Y5 & Y6 based on those meeting the expected level is as shown and attainment of the 'disadvantaged' pupils particularly strong when compared to the National figures.</p> <p>ATTAINMENT:</p> <table border="1"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> <th>RWM</th> </tr> </thead> <tbody> <tr> <td>Y5</td> <td>71%</td> <td>71%</td> <td>86%</td> <td>71%</td> </tr> <tr> <td>Y6</td> <td>72%</td> <td>72%</td> <td>72%</td> <td>67%</td> </tr> </tbody> </table> <p>DISADVANTAGE ATTAINMENT (%)</p> <table border="1"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> <th>RWM</th> </tr> </thead> <tbody> <tr> <td>DISAD</td> <td>69.2</td> <td>69.2</td> <td>61.5</td> <td>61.5</td> </tr> <tr> <td>NAT AV</td> <td>52.4</td> <td>63.2</td> <td>56.7</td> <td>38.4</td> </tr> <tr> <td>NAT DIFF</td> <td>+ 16.8</td> <td>+ 6.0</td> <td>+4.8</td> <td>+23.1</td> </tr> </tbody> </table>		R	W	M	Y5	86%	86%	86%	Y6	81%	81%	81%	Y6 Nat.progress measures	-0.2	-1.0	-0.9		R	W	M	RWM	Y5	71%	71%	86%	71%	Y6	72%	72%	72%	67%		R	W	M	RWM	DISAD	69.2	69.2	61.5	61.5	NAT AV	52.4	63.2	56.7	38.4	NAT DIFF	+ 16.8	+ 6.0	+4.8	+23.1
	R	W	M																																																					
Y5	86%	86%	86%																																																					
Y6	81%	81%	81%																																																					
Y6 Nat.progress measures	-0.2	-1.0	-0.9																																																					
	R	W	M	RWM																																																				
Y5	71%	71%	86%	71%																																																				
Y6	72%	72%	72%	67%																																																				
	R	W	M	RWM																																																				
DISAD	69.2	69.2	61.5	61.5																																																				
NAT AV	52.4	63.2	56.7	38.4																																																				
NAT DIFF	+ 16.8	+ 6.0	+4.8	+23.1																																																				
CURRICULUM	Teaching Assistant ratios allow for flexibility in deployment to support needs	Ratio of teaching assistants allows for employment of 3 GTA to deliver intervention support programs planned by the teachers and targeted support to identified pupils.	£ 40 000	Cohorts of targeted children have improved and accelerated learning and progress	<p>INTERVENTION:</p> <p>86% (7/6) of the pupils accessing precision teach intervention support met or exceeded expected progress for reading. 60% (6/10) pupils accessing Project Code X met or exceeded expected progress for reading. 33% (2/6) are working at age related expectations for their year group.</p> <p>All pupils within the phonics support group for Y1 made expected or exceeded progress within their phonics screening scores. 67% (4/6) children passing the phonics screening test. 67% (4/6) of the Y2 Phonics Screening target group were successful in meeting the</p>																																																			

					<p>expected pass grade. The 2 children who didn't pass the Y2 phonics screening have moderate learning difficulties. 1 child has received an EHCP and the other is awaiting a decision from the panel.</p> <p>Within the Y2 Literacy support group 100% (6/6) met or exceeded expected progress measures in writing. 50% (3/6) are working at age related expectation at the end of Y2. First Class at Number 100% (5/5) pupils within group met or exceeded expected progress and (2/5) pupils are at age related expectation at the end of Y2 within maths. 50% (3/6) of targeted Y4 and Y5 pupils gaining additional maths number support made expected progress. 67% (2/3) pupils are working at age related expectations.</p> <p>Within the Y6 Literacy support group 86% (6/7) met or exceeded expected progress measures in reading. 67% (4/6) are working at age related expectation at the end of Y6. Within the Y6 Literacy support group 75% (3/4) met or exceeded expected progress measures in reading. 75% (3/4) are working at age related expectation at the end of Y6. 83% (5/6) of targeted Y6 pupils gaining additional maths number support made expected or more than expected progress. 83% (5/6) pupils are working at age related expectations.</p>
CURRICULUM	IT hardware upgrades and ipads (Phase 2)	To build further upon the purchases made in 2014/15 to increase the opportunity for IT use.	£3 000	Contribution to attainment data and progress achieving both computing national standards and those in other curricular areas - particularly in respect of enhancing delivery and enhancement of writing opportunities and in challenging the more able (POAP link)	IT more prevalent across all school in work fin both computing skills and word processing. In school assessment data shows increased and at the least sustained attainment across classes in Computing skills in KS2 and continued development of skills in KS1. Additional IT based purchases were made in relation to cameras and Visualisers for class and pupil use.
CURRICULUM	IT support	Specialist IT support in delivering the computing curriculum	£2 250	Opportunity to maximise and get best use from the IT upgrades purchased via pupil premium in 2014/2015. Provide 8 full day ICT led CPD opportunities for all	Increased and accurate ICT use by staff and pupils through: Specialist ICT delivery to the class and with the class teacher to the equivalent of eight full day sessions, delivering content required of the

				staff via in class/hands on workshops and external CPD opportunities provided over the year	schemes of work and 3 hours of staff CPD
CURRICULUM	Training & CPD Opportunities	Post Ofsted Action Plan targeted training.	£4 500	<p>Ensure that training to achieve POAP priority areas are achieved, maintaining a focus upon:</p> <ul style="list-style-type: none"> Improving teaching and raising the achievement of pupils Strengthen leadership and management Improve outcomes in KS1 Maintain attendance levels in line with National expectations 	<p>Wide range of training, directly linked to POAP and reported to Governors termly accessed across staff and the school.</p> <p>SEF for academic year 2015/16 self evaluating school as good. Monitoring from Local Authority EIO confirms this. EYFS, Y1 phonics, KS1 and KS2 test results all reflect good levels of pupil progress. Combined R, W & M attainment at KS1 & KS2 is above National averages.</p> <p>Attendance is below National expectation but EIO acknowledged the extensive work school undertaken and the impact of individual issues.</p>
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	<p>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 and in achieving outcomes within the post Ofsted action plan (POAP)</p>	<p>Self evaluation judgments verified via external School Improvement Officer support. EIO support assisted with:</p> <ul style="list-style-type: none"> Post Ofsted analysis School Review School Development Planning- assessing impact of actions Monitoring (learning walk/book scrutiny) Middle Leader Conferencing & support
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	£ 6 006	<p>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 (targeted and SEN support) Increased skill and understanding by staff. 2 X children accessing weekly outreach support to meet their specific skills and address SpLD requirements.</p>	<p>Nine pupils were all referred for EP support. Of those nine:</p> <ul style="list-style-type: none"> * 1 was successful in gaining an EHCP to meet their needs. * 2 children are waiting for a decision from the EHCP panel about their EHCP application. * 2 pupils (1 pupil awaiting EHCP application) are receiving SpLD classes from Central Primary School to meet their needs. * 3 pupils remain under EP review support to ensure a correct diagnosis/ support is in place. These pupils will be seen by the EP next academic year. * 2 pupils have received SpLD classes from Central Primary School for the last two academic years. These pupils have been assessed for Dyslexia.
ENRICHMENT	Enrichment	PERFORMING	£2 675	Music Tuition on whole	Music: Wider opportunity:

		ARTS * musical instrument tuition *culture visits * theatre trips		class scale. Whole school access to enrichment and enhancement opportunities (particular focus on British Values via Diversity Week)	recorders delivered weekly, all year, to Y4 pupils Orchestra Assembly Theatre: Whole school Panto trip Y5 Horrible Histories theatre trip Culture: Y1 & Y2 walker Art Gallery Y3 & Y4: Hindu Temple visit Y1 & Y2: St. Gabriel's Church Visit																		
ENRICHMENT	Children's University	Increase pupils involvement in quality extracurricular activities to broaden experiences	£2 500	Build further on the first two years of the project, allowing greater numbers who graduate and experience the pride in their achievements.	32 pupils graduated via CU: Bronze Award: 19 graduates Silver Award: 9 graduates Gold Award: 3 graduates Bronze Certificate: 1 graduate																		
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	£1 770	Supports SDP and English action planning, by developing literacy skills via: • Providing activities for children and young people to enhance reading for pleasure, for information • Providing advice and consultancy from trained and experienced members of staff to encourage children to read and write 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. Long term loans enhance school displays and theme weeks. School successful in gaining Liverpool Silver Reading Quality Mark																		
CURRICULUM	Resources	Targeted resources to enhance curriculum areas identified	£6 810	Well purchased resources enhance curriculum delivery; develop teacher knowledge and raise standards.																			
CURRICULUM	EYFS support	Targeted expenditure to develop and create better opportunities for *social interaction * fine and gross motor control *increased independence and leading of own learning (talking tins/sand timers) * listening skills * reading via appropriate pitched staged readers	£4 500	Enhancement of the learning area both indoors and outdoors to maximise opportunities to meet the Early Learning Goals and Good Level of Development particularly in the specific and prime areas of: <ul style="list-style-type: none"> Physical development (moving & handling) Communication & language (listening/attention & understanding) Literacy (reading & 	Progress and attainment records reflect the impact of the resourcing and subsequent teaching and learning opportunities: NURSERY: <table border="1"> <thead> <tr> <th>% OF CHILDREN ENTERING NURSERY</th> <th>22-36 (Most) Or BELOW</th> <th>2015 ON ENTRY N1 COHORT Spr15/Sum15/Aut15 Cohort = 26 G=10 B=16</th> </tr> </thead> <tbody> <tr> <td rowspan="2">C&L</td> <td>G</td> <td>100% (10)</td> </tr> <tr> <td>B</td> <td>93.75% (15)</td> </tr> <tr> <td rowspan="2">PSED</td> <td>G</td> <td>100% (10)</td> </tr> <tr> <td>B</td> <td>62.5% (5)</td> </tr> <tr> <td rowspan="2">Physical</td> <td>G</td> <td>90% (9)</td> </tr> <tr> <td>B</td> <td>50% (8)</td> </tr> </tbody> </table>	% OF CHILDREN ENTERING NURSERY	22-36 (Most) Or BELOW	2015 ON ENTRY N1 COHORT Spr15/Sum15/Aut15 Cohort = 26 G=10 B=16	C&L	G	100% (10)	B	93.75% (15)	PSED	G	100% (10)	B	62.5% (5)	Physical	G	90% (9)	B	50% (8)
% OF CHILDREN ENTERING NURSERY	22-36 (Most) Or BELOW	2015 ON ENTRY N1 COHORT Spr15/Sum15/Aut15 Cohort = 26 G=10 B=16																					
C&L	G	100% (10)																					
	B	93.75% (15)																					
PSED	G	100% (10)																					
	B	62.5% (5)																					
Physical	G	90% (9)																					
	B	50% (8)																					

writing)

% OF CHILDREN EXITING NURSERY BELOW ARE	30-50 (Some) Or BELOW	2016 ON EXIT N2 COHORT Spr15/Sum15/Aut15 Cohort = 26 G=10 B=16
C&L	G	30% (3)
	B	18.75% (3)
PSED	G	10% (1)
	B	25% (4)
Physical	G	20% (2)
	B	18.75% (3)

RECEPTION

INDIVIDUAL CLASS CONTEXTUALISED INFORMATION IN RELATION TO DATA SETS
YEAR GROUP: REC
Cohort = 21 children (4.75%)
ACADEMIC YEAR: 2015/16

AREA OF LEARNING	ATTAINMENT ON ENTRY (% of or above ARE)	ATTAINMENT END SUMMER (% of or above ARE)	Number of children making PROGRESS
PRIME AREAS	SC&SA	90.25% (19)	+15 (children)
	MF&B	85.5% (18)	+13
	MR	85.5% (18)	+17
PHYSICAL	M&H	76% (16)	+12
	H&SC	90.25% (19)	+11
	L&A	85.5% (18)	+14
C&L	U	80.75% (17)	+14
	S	90.25% (19)	+17
LITERACY	READING	66.5% (14)	+14
	WRITING	62% (13)	+12

TOTAL SPEND £108 511
RESERVE TO DATE £ 9 889