

# 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	Moseley Park
Number of pupils in school	1104
Proportion (%) of pupil premium eligible pupils	47% of students from Year 7 to 11 are eligible for pupil premium
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	01/10/21
Date on which it will be reviewed	01/10/23
Statement authorised by	Mrs G Holloway
Pupil premium lead	Mr D Lee
Governor / Trustee lead	Mr D Selkirk

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£438325
Recovery premium funding allocation this academic year	TBC
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	None
<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	£438325

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to improve the academic outcomes and close the achievement gap for disadvantaged students in order for their long- term opportunities and aspirations to be fulfilled.

With outcomes which compare very favourably with all students nationally at this stage, we aim to close the in-school gap between disadvantaged and non-disadvantaged students.

We wish to ensure that the use of the Pupil Premium fund places provision for this group of students as an ongoing key priority for the school.

We will look to provide the best quality classroom experience and provide the additional support (both academic and pastoral) which individuals and groups need to excel; through utilising research based approaches across the school's provision

## Challenges

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

Challenge number	Detail of challenge	Staffing/resources/evidence
1	<p><b>Curriculum Engagement</b> – disadvantaged students struggle to engage with the curriculum in the way that their peers may because of:</p> <ul style="list-style-type: none"> <li>○ Literacy and numeracy barriers</li> <li>○ Lack of cultural capital to contextualise their learning</li> <li>○ Lack of resources and access to wider support</li> </ul>	<ul style="list-style-type: none"> <li>○ Lexia License</li> <li>○ Small group intervention for reading</li> <li>○ Recruitment of additional LSAs</li> <li>○ Subsidised trips/visits</li> <li>○ Deployment of laptops for disadvantaged</li> </ul>
2	<p><b>Wellbeing</b> – the wellbeing of disadvantaged is a challenge which manifests itself as:</p> <ul style="list-style-type: none"> <li>○ Lower motivation</li> <li>○ Poor resilience</li> <li>○ Lack of confidence &amp; self esteem</li> </ul>	<ul style="list-style-type: none"> <li>○ Student mentoring and school counsellor</li> <li>○ External Workshops</li> <li>○ Senior Wellbeing lead appointed as part of Director of Character, Culture &amp; Community role</li> <li>○ National School Breakfast Programme</li> </ul>
3	<p><b>Low aspirations</b> – disadvantaged students are less aware of possible pathways than their peers which may include:</p> <ul style="list-style-type: none"> <li>○ Access to further and higher education</li> <li>○ Vocational routes</li> <li>○ Increased social mobility</li> </ul>	<ul style="list-style-type: none"> <li>○ Educational visits</li> <li>○ Excellence Academy staffing and budget</li> <li>○ Breadth of courses and staffing to provide increased offer</li> </ul>
4	<p><b>Attendance</b> – the attendance of disadvantaged students is lower than that of their peers and as</p>	Attendance officer as part of exam/attendance role in school

	a result, progress and attainment are at risk because of missed learning experiences	Instill service agreement, including attendance clinics, home visits and follow up National Breakfast Programme in place to support attendance
--	--	---

## 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	Staffing/resources/evidence
The outcomes for disadvantaged students continue to improve	<p>The Progress 8 and Attainment 8 scores for disadvantaged students are higher than the national average for this group of students and in line with their non-disadvantaged peers</p> <p>The in-school gap in progress and attainment has closed when compared to their non-disadvantaged peers</p> <p>The proportion of highest grades for disadvantaged students improves, particularly in English and maths</p>	<p>Senior Leader with responsibility for PP (DL)</p> <p>Class sizes reduced, i.e, 5 sets in maths. Reduced numbers in K4/M4 sets that have increased proportion of PP</p> <p>Small group intervention in support of PP students</p>
The quality of classroom provision continues to improve	<p>The proportion of effective and highly effective learning experiences continues to improve</p> <p>Teachers and all support staff are fully informed of the strategies to deliver effectively for disadvantaged students</p> <p>CPD and strategies for improvement is strategically based on national and international research</p> <p>Provision for disadvantaged students is explicitly evident in quality assurance feedback, raising attainment meetings and curriculum planning</p> <p>Stakeholder feedback from disadvantaged students and their families indicates strong support for their classroom experience</p>	<p>Seconded senior leader responsible for standards, including T&amp;L (RP)</p> <p>T&amp;L Lead appointed to raise standards using research based strategies (CN)</p> <p>Additionality of staffing across core subjects, deployed to impact on PP progress/attainment</p>
The wellbeing of students is fully supported	<p>Disadvantaged students report high levels of wellbeing in school surveys</p>	<p>Director of Character, Culture &amp; Community appointed in support of wellbeing (ME)</p>

	<p>Students receive effective pastoral care which meets their needs throughout their school career</p> <p>Disadvantaged students are exposed to other adults and experiences which support their resilience, motivation and long term aspirations</p>	<p>Subsidised trips, visits, experiences</p> <p>External agencies used to address barriers to learning</p>
Destinations for disadvantaged students shows ambition	<p>The curriculum choices at Year 9 and Year 12 for disadvantaged students are informed by ambitious destinations.</p> <p>The proportion of students applying to Russell Group universities and universities beyond the City continues to increase.</p> <p>The proportion of students applying to higher level apprenticeships continues to rise.</p>	<p>Staff in post to support Excellence Academy across KS3 – KS5 (OE, PH)</p> <p>Increased staffing across Central Sixth allows a broader range of access to Level 3 qualifications</p> <p>NCS costing Unifrog license Subsidised visits</p>
The attendance of disadvantaged students continues to improve	<p>Attendance is above the national average for disadvantaged students</p> <p>The in-school gap in attendance has closed.</p>	<p>Attendance officer (JC)</p> <p>Instill service agreement</p>

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed	Staffing Resources/evidence
<i>Use of National College webinars to ensure all colleagues are receiving on going T&amp;L CPD</i>	<p>Covering a wide range of the EEF strategies to raise attainment</p> <p><a href="https://www.wcpp.org.uk/publication/the-role-of-cpd-in-closing-the-attainment-gap/">https://www.wcpp.org.uk/publication/the-role-of-cpd-in-closing-the-attainment-gap/</a></p>	1 & 2 & 4	<p>National College license</p> <p>Allocated time to access webinars</p>
<i>Wide use of additional teaching staff in all</i>	<p>Supports the EEF identified strategies of:</p> <ul style="list-style-type: none"> <li>○ Individualised instruction</li> <li>○ Feedback</li> </ul>	1 & 2	<p>Additional staff in core subjects:</p> <p>English - DS</p>

<i>subject areas to support planning, delivery and assessment</i>	<ul style="list-style-type: none"> <li>○ Mentoring</li> <li>○ Small group tuition</li> <li>○ One to one tuition</li> <li>○ Reducing class sizes</li> </ul>		Maths – DL Science - DN
<i>Wide use of learning support assistants across the curriculum and ability groupings</i>	Supports the EEF identified strategies of: <ul style="list-style-type: none"> <li>○ Small group tuition</li> <li>○ Mentoring</li> <li>○ Use of teaching assistants</li> </ul>	1 & 2	Additional LSAs appointed in support of PP progress: M Laken A Monaghan
<i>Excellence Academy provision</i>	Supports the EEF identified strategies of: <ul style="list-style-type: none"> <li>○ Summer schools</li> <li>○ Peer tutoring</li> <li>○ Metacognition</li> <li>○ Mastery learning</li> <li>○ Homework (learning beyond the classroom)</li> </ul>	1 & 2 & 3	Staff with responsibility for Excellence Academy (OE/PH)  STEAM & Innovation Lead (MU)  Summer School (S Brown)

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

Budgeted cost: £ [insert amount]

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>	<b>Staffing resources/evidence</b>
<i>Access to laptops and internet access in school and at home</i>	Supports the EEF identified strategies of: <ul style="list-style-type: none"> <li>○ Digital technology</li> <li>○ Homework</li> </ul>	1 & 2	Deployment of laptops for PP students
<i>Post 16 tutoring of younger students in key areas</i>	Supports the EEF identified strategies of: <ul style="list-style-type: none"> <li>○ One to one tuition</li> <li>○ Peer tutoring</li> </ul>		
<i>Subsidies for all school visits and experiences to build cultural capital in the widest sense</i>	<a href="https://www.governmentevents.co.uk/wp-content/uploads/2021/02/Steve-moffitt.pdf">https://www.governmentevents.co.uk/wp-content/uploads/2021/02/Steve-moffitt.pdf</a>  <a href="https://www.sec-ed.co.uk/best-practice/pupil-premium-closing-the-vocabulary-gap/">https://www.sec-ed.co.uk/best-practice/pupil-premium-closing-the-vocabulary-gap/</a>	1 & 3	Man City Trip University Trip NCS programme Drama theatre trip
<i>Subsidised revision materials for students in Year 10 and 11</i>	Supports the EEF identified strategies of: <ul style="list-style-type: none"> <li>○ Homework</li> </ul>	1 & 2	Subsidised revision resources/guides

<i>Targeted intervention beyond the school day to meet key needs</i>	Supports the EEF identified strategies of: <ul style="list-style-type: none"> <li>o Extended school time</li> <li>o Feedback</li> <li>o Collaborative learning</li> </ul>	1 & 2	Staffing of intervention programme 3-4pm across a range of subjects
--	---	-------	---

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

Budgeted cost: £ *[insert amount]*

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>	<b>Staffing Resources Evidence</b>
<i>Focused EWO support to ensure all attendance issues addressed quickly</i>	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/412638/The_link_between_absence_and_attainment_at_KS2_and_KS4.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/412638/The link between absence and attainment at KS2 and KS4.pdf</a>	2 & 4	Attendance officer(JC)  Instill costs
<i>Focused pastoral manager support and identified pastoral programmes to provide a key worker and guidance and additional support</i>	Supports the EEF identified strategy of: <ul style="list-style-type: none"> <li>o behaviour interventions</li> <li>o mentoring</li> <li>o social and emotional learning</li> </ul> <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutFINALvii.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT briefing layoutvFINALvii.pdf</a>  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219638/DFE-RR253.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219638/DFE-RR253.pdf</a>	2 & 3	PM dedicated to a range of support programmes, including holiday programmes (S Brown)
<i>Priority support through Trust based behavioural programmes including withdrawn provision</i>	Supports the EEF identified strategy of: <ul style="list-style-type: none"> <li>o behaviour interventions</li> <li>o mentoring</li> <li>o social and emotional learning</li> </ul> <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutFINALvii.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT briefing layoutvFINALvii.pdf</a>  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219638/DFE-RR253.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219638/DFE-RR253.pdf</a>	2 & 3	Senior Leader in post for BfL programmes & support services (W Mills)
<i>Priority CEIAG support including one to one</i>	Supports the EEF identified strategies of: <ul style="list-style-type: none"> <li>o aspirations intervention</li> <li>o mentoring</li> </ul>	2 & 3	Senior Leader in post for CEIAG (SS)

<i>consultations and readiness for work</i>	<ul style="list-style-type: none"> <li>○ social emotional learning</li> </ul>		
<i>Engagement with Aspire to HE in all years with targeted NCOP students</i>	Supports the EEF identified strategies of: <ul style="list-style-type: none"> <li>○ aspirations intervention</li> <li>○ mentoring</li> <li>○ social emotional learning</li> </ul>	2 & 3	Post holder for Aspire to HE (HR)
<i>POWER programme to support resilience and ambition</i>	Supports the EEF identified strategies of: <ul style="list-style-type: none"> <li>○ mentoring</li> <li>○ social emotional learning</li> </ul>	2	
<i>Priority support through school nurse to address health and wellbeing concerns</i>	Supports the EEF identified strategies of: <ul style="list-style-type: none"> <li>○ social emotional learning</li> </ul>	2	

**Total budgeted cost: £ [insert sum of 3 amounts stated above]**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

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

In 2019, the Progress 8 measure for disadvantaged students was significantly above average. This was also the case in 2020 and 2021 when calculated using valid data.

In 2022 the school showed above average progress in examinations for our disadvantaged students. A small Gap in progress has widened due to National changes in open bucket qualifications and its impact on the disadvantaged students outcomes.

In 2019, the Attainment 8 measure for disadvantaged students was higher than the average for England. The measure for 2020 and 2021 also showed a score higher than the national average for 2019.

In 2022 the Attainment 8 measure for disadvantaged students was higher than the average in England. Disadvantaged Students achieving a grade 5 in English and Maths has risen by 7% since 2019 and the percentages of disadvantaged students only achieving English or Maths has significantly reduced for both subjects.

In 2021 our year 7 cohort arrived with 51% of students below age related reading expectations, of these 63% were disadvantaged students, with an average reading age of 10.08 years compared to 10.79 years (0.71 GAP). During year 7 the average reading age increased to 11.06 years with Disadvantaged students improving by nearly 1/3 of a year.

In 2021 pupil attendance was slightly above national average at 90% across years 7-11 with a disadvantaged gap of 6%.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Breakfast provision	National Schools Breakfast Programme
National Citizenship Service	Catch 22
Aspire to HE	University of Wolverhampton
Headstart	Gazebo Theatre
Career Aspirations	Genesis Sun
RSE/PSHE	Haven