

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	1083
Proportion (%) of pupil premium eligible pupils	49% of students from Year 7 to 11 are eligible for pupil premium funding
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	01/10/21
Date on which it will be reviewed	01/10/24
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	£ 449,190
Recovery premium funding allocation this academic year	£119784
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	None
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	£ 568,974

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

4	Attendance – the attendance of disadvantaged students is lower than that of their peers and as a result, progress and attainment are at risk because of missed learning experiences	Attendance officer as part of exam/attendance role in school Instil service agreement, including attendance clinics, home visits and follow up National Breakfast Programme in place to support attendance
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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 interventions in support of groups with a high proportion of PP students</p>
The Literacy Programme	<p>To reduce the proportion of Pupil Premium students significantly below Age related reading expectations.</p> <p>To reduce the proportion of Pupil premium students who have difficulty accessing the wider curriculum due to reading and comprehension barriers</p> <p>To implement a SSP Phonics programme within our Year 7 curriculum to support pupil premium students with reading difficulties</p> <p>Develop a wider love of reading within the school</p>	<p>Seconded Senior Leader with responsibility for Literacy and Reading (JOK)</p> <p>Small reading nurture group and wider reading strategy to cater for Phonics curriculum delivery</p> <p>Phonics training for whole staff and for staff with direct delivery</p> <p>Extra staffing for regular Phonics within curriculum</p> <p>R.A. Testing within assessment structure</p> <p>Wider reading through extra Library resources and Curriculum time</p>

<p>The quality of classroom provision continues to improve</p>	<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 (EEF and Walkthru)</p> <p>Provision for disadvantaged students is explicitly evident in quality assurance feedback, raising attainment meetings and curriculum planning</p>	<p>Seconded senior leader responsible for standards, including T&L (RP)</p> <p>T&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>
<p>The wellbeing of students is fully supported</p>	<p>Pupil Premium students report high levels of wellbeing in school surveys</p> <p>Students receive effective pastoral care which meets their needs throughout their school career</p> <p>Pupil Premium students are exposed to other adults and experiences which support their resilience, motivation and long term aspirations</p>	<p>Director of Character, Culture & Community appointed in support of wellbeing (ME)</p> <p>Subsidised trips, visits, experiences</p> <p>External agencies used to address barriers to learning</p>
<p>Destinations for disadvantaged students shows ambition</p>	<p>The curriculum choices at Year 9 and Year 12 for Pupil premium students are informed by ambitious destinations.</p> <p>The proportion of students applying to Russell Group universities and for Level 3 qualifications 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>
<p>The attendance of disadvantaged students continues to improve</p>	<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>Attendance 'Instill' service agreement and related costs</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: £ 341383

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&L CPD</i>	Covering a wide range of the EEF strategies to raise attainment https://www.wcpp.org.uk/publication/the-role-of-cpd-in-closing-the-attainment-gap/	1 & 2 & 4	National College license Allocated time to access webinars
<i>Wide use of additional teaching staff in all subject areas to support planning, delivery and assessment</i>	Supports the EEF identified strategies of: <ul style="list-style-type: none"> Individualised instruction Feedback Mentoring Small group tuition One to one tuition Reducing class sizes 	1 & 2	Additional staff in core subjects: English - DS Maths – HB 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"> Small group tuition Mentoring Use of teaching assistants 	1 & 2	Additional LSAs appointed in support of PP progress: M Laken A Monaghan
<i>Literacy Interventions</i>	Supports the EEF identified strategies for 7 pillars of Literacy: <ul style="list-style-type: none"> Staff instruction and CPD Student Interventions Classroom strategies After school Interventions Phonics/Literacy delivery in Year 7/8 	1 & 4	Staff with responsibility for Literacy (JOk/LSH) Allocated CPD Time Phonics staff for the yr7 and 8 curriculum's and intervention

<i>Excellence Academy provision</i>	Supports the EEF identified strategies of <ul style="list-style-type: none"> ○ Peer tutoring ○ Metacognition ○ Mastery learning ○ Homework (learning beyond the classroom) 	1 & 2 & 3	Staff with responsibility for Excellence Academy (OE/PH) STEAM & Innovation Lead (MU)
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 85347

Activity	Evidence that supports this approach	Challenge number(s) addressed	Staffing resources/evidence
<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"> ○ Digital technology ○ Homework 	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"> ○ One to one tuition ○ Peer tutoring 		
<i>Subsidies for all school visits and experiences to build cultural capital in the widest sense</i>	https://www.governmentevents.co.uk/wp-content/uploads/2021/02/Steve-moffitt.pdf https://www.sec-ed.co.uk/best-practice/pupil-premium-closing-the-vocabulary-gap/	1 & 3	Experiences and Trips Houses of parliament University Trip NCS programme Drama and sports
<i>Subsidised revision materials for students in Year 10 and 11</i>	Supports the EEF identified strategies of: <ul style="list-style-type: none"> ○ Homework 	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"> ○ Extended school time ○ Feedback ○ Collaborative learning 	1 & 2	Staffing of intervention programme 3-4pm across a range of subjects

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

Budgeted cost: £ 142244

Activity	Evidence that supports this approach	Challenge number(s) addressed	Staffing Resources Evidence
<i>Focused EWO support to ensure all attendance issues addressed quickly</i>	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	2 & 4	Attendance officer(JC) Instill and Assoc 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"> ○ behaviour interventions ○ mentoring ○ social and emotional learning https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT briefing layoutvFINALvii.pdf https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219638/DFE-RR253.pdf	2 & 3	PM dedicated to a range of support programmes, including holiday programmes (SB/ AD) Additional staff in our Learning inclusion support base. LINC – Redesign and develop environment for all students
<i>Priority CEIAG support including one to one consultations and readiness for work</i>	Supports the EEF identified strategies of: <ul style="list-style-type: none"> ○ aspirations intervention ○ mentoring ○ social emotional learning 	2 & 3	Senior Leader in post for CEAIG (SS)
<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"> ○ aspirations intervention ○ mentoring ○ social emotional learning 	2 & 3	Post holder for Aspire to HE (HR)
<i>Wolves Foundation</i>	Supports the EEF identified strategies of: <ul style="list-style-type: none"> ○ mentoring ○ social emotional learning 	2	
<i>School nurse to prioritise and address health and wellbeing concerns</i>	Supports the EEF identified strategies of: <ul style="list-style-type: none"> ○ social emotional learning 	2	
<i>Wolverhampton Library Services</i>	Supports the EEF identified strategies for 7 pillars of Literacy: <ul style="list-style-type: none"> ○ Access to Literature ○ Access to Online reading materials ○ Increased access to book in school 	1 & 4	

Total budgeted cost: £ 568974

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 2021 to 2023 academic year.

In 2019 the Progress 8 measure for Pupil Premium students was significantly above average. This was also the case in 2020, 2021 and from the 2022 examination outcomes. Again In 2023 our Pupil premium students showed above average progress of +0.4 in their examination outcomes across all student ability ranges.

From 2019 to 2021 the Attainment 8 measure for Pupil Premium students was higher than the average for all students. This trend has continued for examined data in 2022 and in 2023 the Attainment 8 measure for our Pupil premium students has continued to be consistent with the National average for all students.

Student attendance is consistently above national average and rates of persistent absence have fallen. Pupil Premium attendance has improved, our proportion of Pupil premium students persistently absent from school has decreased across the last two years.

In 2022 and 2023, 100% of our students have gone into employment or continued Education or Training. 94% of our students have chosen to continue their education after finishing year 11.

In 2021 and 2022 our year 7 cohort arrived with approximately 50% of students below age related reading expectations. The majority of these student were pupil premium students (50 to 60%) with an average reading age of 10 years. By the end of year 7 the average Reading age for pupil premium students has increased to 11 years.

In 2023 our yr7 cohort arrived with 27% of students below age related reading expectations, of these 78% were Pupil Premium students with an average reading age of 10.7 years.

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 / Unifrog
Domestic Abuse/SEMH Support Programme	Haven
Mentoring - SEMH	BASE 25
Aspirations/Well being and SEMH	Wolves Foundation