

Pupil premium strategy statement - Moor Park Primary School 2023-2026

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Name of School	Moor Park Primary School
Number of pupils in school	363
Proportion (%) of pupil premium eligible pupils	39.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Faye Haslam
Pupil premium lead	Faye Haslam
Governor / Trustee lead	Jean Martin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 199,280
Recovery premium funding allocation this academic year (25-25)	£ 0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
Total budget for this academic year	£ 199,280

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils irrespective of their background or the challenges they face, make good progress and achieve good outcomes which are as good as or better than our non-disadvantaged pupils. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve good outcomes, including progress for those who are already high attainers. Our school is committed to supporting all pupils. Our disadvantaged group make up 39.7% of our pupils which is 10.5% higher than the national figures for disadvantaged groups.

We will also consider the challenges faced by vulnerable pupils such as those who are looked after, previously looked after, have a social worker or are young carers. The activity outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. High quality teaching is proven to have the greatest impact on closing the disadvantage attainment gap and will also benefit the non-disadvantaged pupils in our school at the same time.

High quality teaching is at the heart of our approach with a focus on the areas in which disadvantaged pupils require the most support. We have a whole school approach where all staff take responsibility for the outcomes of disadvantaged pupils and ensure disadvantaged pupils are challenged in the learning that they are set. We will target this funding towards areas of disadvantage so that all pupils can achieve.

Challenges

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

Challenge number	Detail of challenge
1	EYFS internal and statutory assessments show that many of our pupils enter with a low baseline in oral communication, language and literacy. This impacts on ELG and the overall GLD at the end of the Reception year. The impact of poor communication, speech and language impacts on longer term writing progress to achieve the expected standard at the end of both KS1 and KS2.
2	Writing outcomes for pupils are below National Standards at the end of KS1 and KS2. 23% of pupils at KS2 achieved EXS in Writing which is 37% below National figures. KS2 Writing outcomes for disadvantaged pupils' gap to national is 64%

3	Observations by teachers and discussions with pupils evidence that the majority of our pupils have limited experiences beyond their immediate environment and have little access to cultural capital experiences. This impacts on pupils understanding of elements of the curriculum and further on language and communication. These challenges particularly affect disadvantaged pupils.
4	The mental health and well-being of many of our disadvantaged pupils have been impacted by increased safeguarding agency involvement and involvement with a social worker which accounts for 10% of our school population. This has resulted in more significant wellbeing / pastoral and mental health needs which have impacted on disadvantaged pupils' progress.
5	Attendance data indicates that overall absence for disadvantaged pupils is 8.2% which is 3.8% higher than the national average. Unauthorised absences for disadvantaged pupils is 4% which is 3% higher than national. Persistent absence for disadvantaged pupils is 32.6% which is 21.1% higher than national. Absenteeism (particularly PA) is negatively impacting disadvantaged pupils' progress.

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
1. To improve oral language and communication skills	Assessments (WellComm, teacher assessments) and observations indicate significantly improved communication and oral language skills among all pupils, particularly disadvantaged pupils. Y1 Phonics Data for disadvantaged pupils shows an increase from 70% to 75% meeting the expected standard. In 2024 100% of disadvantaged pupils met the Y1 Phonics standard.
2. To achieve and sustain improved % of children working at age related expectations in Writing for all pupils in our school, particularly our disadvantaged pupils.	KS1 Writing outcomes 2024/25 show that more than 62% of disadvantaged pupils met the expected standard. KS2 Writing outcomes 2024/25 show that more than 40 % of disadvantaged pupils met the expected standard.

	<p>In school tracking data and end of Key Stage (GLD, KS1 and KS2) assessments will show an increase in the number of children working at age related expectations year on year and an increase in the number of disadvantaged pupils achieving the higher standard at the end of KS2.</p>
<p>3. Improve cultural and childhood experience for all pupils across school.</p>	<p>Cultural capital experiences (visits and visitors included) are planned and embedded in our curriculum.</p> <p>A wide range of free (or very low cost) extra-curricular activities are available to all pupils.</p>
<p>4. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils</p>	<p>Increased levels of wellbeing / mental health from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • Observations of children's engagement in learning • Qualitative data from pupil voice, pupil and parent questionnaires and teacher observations • A reduction in the number of wellbeing / mental health concerns raised by parents and staff. Evidenced by PMHW meetings, Safeguarding meetings.
<p>5. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained attendance demonstrated by:</p> <ul style="list-style-type: none"> • The overall unauthorised absence for all pupils being no more than 2% • The overall unauthorised absence for disadvantaged pupils being reduced to <2% • The percentage of disadvantaged pupils who are persistently absent is below the National Average

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 (for example, CPD, recruitment and retention)

Budgeted cost: £99,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Communication and Language</p> <p>WellComm intervention used to improve communication / language / vocabulary in EYFS</p>	<p>EEF EY Toolkit Evidence: Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills.</p> <p>On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year (EEF).</p> <p>The EEF toolkit states that Oral Language impact development (Average impact +5 months), and phonics approaches have a moderate impact (+4 months) for a very low cost.</p>	1
<p>Whole School participation in Voice 21 Oracy Project</p>	<p>Voice 21 Insights and impact report found Oracy boosts attainment in reading. These preliminary findings are consistent with an EEF meta-analysis which found oral language interventions had a positive impact on attainment, particularly in reading. Oracy education increases students confidence and oracy improves outcomes across the curriculum</p>	1

<p>Quality Teaching for all CPL for teachers weekly – recruitment and retention</p> <p>Learning Quads and Showcase lessons provided by UPS teachers and phase leaders</p> <p>TLR posts for phase leaders</p> <p>CPL for LSAs using EEF “Making best use of teaching Assistants”</p> <p>2 non class based teachers to provide capacity for CPD release.</p> <p>Specialist school support</p> <p>National Qualification for SEND</p>	<p>CPL for phase leaders/ teachers and TAs in ‘Making best use of Teaching Assistants’ EEF guidance report to maximise impact of TAs.</p> <p>EEF Toolkit and evidence of best practice - Reading Comprehension Strategies (Average impact +6 months), Small Group Work (Average impact +4 months), Feedback (high impact for very low cost +8 months)</p> <p>EEF Effective Professional Guidance Report: Ensuring that teachers are provided with high quality PD is therefore crucial in improving pupil outcomes.</p> <p>National Professional Qualifications (NPQs) are a suite of training programmes accessible to teachers looking to further their expertise in school leadership or specialist areas of practice. NPQ programmes are built on the contents of frameworks underpinned by a body of trusted sources of research.</p>	<p>2</p> <p>2</p> <p>2</p>
<p>Pupil Progress meetings ½ termly to track and monitor progress</p> <p>New Assessment Teacher monitoring/assessment tool</p> <p>Subject Leader release time and CPL</p>	<p>EEF Toolkit : Mastery learning creates high impact for low cost (+8months)</p> <p>EEF toolkit : Collaborative learning approaches deliver high impact for low cost (+5 months)</p>	<p>1 & 2</p>

Release time for Early reading leader		1 & 2
Marking/Feedback - Phase Leader Release time to monitor quality marking & feedback	EEF Toolkit : Feedback delivers very high impact for low cost (+6) months	1 & 2

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

Budgeted cost: £50,820

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI Interventions - Phonics lead in school (Trained by English Hub) to model phonics sessions, support new to school teachers to enable consistency and monitor teaching and assessment of phonics across EYFS and KS1	The EEF toolkit states that phonics approaches has a moderate impact (+4 months) for a very low cost.	1
Language Interventions Precision Teach Active Spelling HLTA Y6 to deliver same day and targeted interventions	EEF toolkit : Small Group Work (Average impact +4 months), Feedback (high impact for very low cost +8 months)	1 & 2
Additional Teacher Y6 to provide small group teaching opportunities and same day or targeted interventions		1 & 2

SENCO non class based Acorn Educational Psychology Sessions Fresh Start Counselling		4
Hub and Haven Provision for pupils with EHCP		4

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

Budgeted cost: £48,820

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring – policy, home visits, absence reporting. HT to work alongside PWO to identify pupils at risk of PA/low attendance and provide support through external agencies/home-school support	Extensive research demonstrates improved attendance equals improved outcomes for children.	5
Hub and Haven Provision including Pastoral Team and SEMH additional provision	EEF Toolkit states behaviour Interventions provide moderate impact for low cost (+4 months)	4 & 5
Learning Mentor Family Worker DSL Mental Health First Aiders Family Drop in sessions to access	EEF toolkit identifies that in addition to behaviour interventions, the following all have a positive impact. Social and emotional learning (+ 4 months) Metacognition and Self regulation strategies (+ 7 months)	4 & 5

Food bank/preloved uniform provided by Family Worker	EEF Toolkit: Parental Engagement delivers moderate impact for low cost (+4 months)	4 & 5
Parental Engagement Sessions (Family Learning)		4 & 5
Supporting Parents and Carers – Curriculum newsletters, how to help at home, Home Learning projects		1, 2, 3, 4, 5
Curriculum focus on growth mind set, resilience and mental health of pupils. Provide a wide-range of visitors/activities to enhance the curriculum that are new/out of reach experiences for many of our PP children		3 & 4
Extra curricular Activities which are free or low cost		3

Total budgeted cost: £ 199,280

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We analysed the outcomes of our disadvantaged pupils during the 23-24 academic year using EYFS, KS1 and KS2 performance data and phonics screening check results. Recovery Premium funding was spent in line with EEF recommendations – Whole class approaches, targeted academic support and non-academic barriers.

The performance of our disadvantaged pupils was compared to non-disadvantaged pupils. The data from end of key stage tests and assessments shows that the progress and attainment of disadvantaged pupils was below expectations in 2023-24 for KS2. However, we identified that some of the approaches used to boost outcomes in KS1 for disadvantaged pupils were effective – particularly in Phonics at the end with 100% of disadvantaged pupils meeting the PSC standard. Disadvantaged pupils in EYFS slightly outperformed non-disadvantaged pupils at the end of Reception.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils remains in some areas.

	Moor Park All Pupils % EXP and above	Moor Park Disadvantaged % EXP and above	National All Pupils % EXP and above
GLD	41%	43%	67.7%
Phonics Y1	87%	100%	80%
KS1 Reading	58%	46%	N/A
KS1 Writing	26%	23%	N/A
KS1 Maths	63%	46%	N/A
KS2 Reading	66.7%	44%	74%
KS2 Writing	23.3%	8%	72%
KS2 Maths	65%	44%	73%

<p>These results suggest that some of the approaches we used to boost outcomes for disadvantaged pupils in KS2 had less impact than anticipated. This has been addressed in the activity planned for this academic year.</p> <p>Unauthorised absence and persistent absence for our disadvantaged pupils was more than the National average and negatively impacted on the performance of some disadvantaged pupils.</p> <p>Our observations demonstrated that pupil behaviour improved last year, however challenges with behaviour, complex SEND, SEMH and mental health and well being remain significant for all our children. The impact on disadvantaged pupils has also been significant. 35.6% of our disadvantaged pupils also have SEN.</p> <p>Our allocated funding for 2023-24 has supported professional CPL to ensure high quality teaching in all classrooms, targeted academic support and interventions with teaching assistants and development of the pastoral team (mentor, family support worker) to support disadvantaged pupils with difficulties in attendance, behaviour and emotional well being. In line with EEF's recommended approach, school has prioritised high quality teaching for all pupils including disadvantaged pupils. Although progress for all disadvantaged pupils was not as expected, there were strong performances from individual disadvantaged pupils.</p>			

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider