

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 - 2026 academic year) 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 | Moor Row Community Primary School |
| Number of pupils in school | 64 (Yr R -Yr. 6) |
| Proportion (%) of pupil premium eligible pupils | 18.8 % |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2025 - 28 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | Mrs F Kennedy |
| Pupil premium lead | Mrs. J Beavis |
| Governor | Mr. G Calvin |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £20,410 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| 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 | £20,410 |

Part A: Pupil premium strategy plan

Statement of intent

Moor Row Community Primary School is a vibrant and thriving small school with high academic and behavioural expectations of all our pupils. We are a village school situated on the West coast of Cumbria providing a rich and relevant primary educational experience for all our pupils.

High expectations are set for the whole school community where learning experiences are challenging, stimulating and engaging. The school learning environment supports learning as it is inspiring, rich and structured. Our ambition is for all our pupils, including pupils in receipt of Pupil Premium Funding and other

disadvantaged pupils, to make good progress from their starting point across all subject areas. We work towards the common goal of equipping all our pupils with the skills to access lifelong learning.

We ensure our school's core values (manners, respect and success) as well as British values support our approach to children developing a sense of community, where the rights and feelings of all are respected. We work to ensure our pupils are proud to be part of our school community and ensure we involve them as much as possible in decision making. We promote social interaction through the use of imaginative play resources during lunchtime. We strive to provide an inclusive, nurturing environment in which all children can grow and mature into confident, responsible, resilient young people, aspiring towards high levels of personal development, attainment and achievement. We want our children to be proud of themselves and their efforts as special, unique individuals. We also provide our pupils with many opportunities to learn about the local area ensuring they become proud to be Cumbrian.

We use research conducted by the EEF as well as recognised literature and staff experiences and expertise to support decisions made around the usefulness and implementation of different strategies.

High-quality first teaching (QFT) and the emotional health and wellbeing of our pupils is at the heart of our approach as this is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefitting the non-disadvantaged pupils in our school. We ensure that there is a range of 'adaptive teaching' strategies within our lesson as well as ensuring our pupils are emotionally ready for learning. We have a member of staff trained as an Emotional Literacy Support Assistant (ELSA) who supports a number of children across the school.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Our assessment, observations and discussions with pupils, families and medical professionals have identified social & emotional issues for many pupils. |
| 2 | Discussions with parents over time have shown that parents wish to support their children in their learning but aren't always sure how to go about this. There has been some confusion in phonics between school and home. Parents also indicated maths was an area they would like to learn more about to enable them to support their children. |
| 3 | With the rising cost of living we feel that it is important to ensure that disadvantaged pupils have the opportunity to engage with wider-curricular opportunities and experience cultural capital. It is also important to ensure that disadvantaged pupils have access to food preparation opportunities – that cost does not prevent disadvantaged pupils from engaging in these opportunities. |
| 4 | Our internal school data shows us that there are some gaps in progress or attainment in reading for some of our disadvantaged individuals as well as other pupils across the school community. |
| 5 | Our internal school data shows us that there are some gaps in progress or attainment in mathematics for some of our disadvantaged individuals as well as other pupils across the school community. This is particularly apparent in the application of maths, oracy and results in fewer children achieving greater depth at the end of KS2. |

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 |
|--|--|
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | <p>Sustain high levels of wellbeing demonstrated by qualitative data from pupil voice, pupil and parent surveys and staff observations and surveys.</p> <p>To sustain participation in enrichment activities, particularly amongst disadvantaged pupils.</p> |
| To educate and support parents' understanding within the school curriculum and how they can help their children- especially in mathematics & Reading | To increase the engagement of parents in attending school activities aimed at promoting how parents can support pupils learning. |
| To ensure disadvantaged pupils engage with wider-curricular opportunities and experience cultural capital. | Sustain levels of pupil's engagement in extracurricular activities / wider curriculum offer – trips, after school activities, residential. |
| To close any attainment or progress gaps in reading through regular summative and formative assessment. | To ensure all pupils are supported using appropriate strategies and interventions in reading and make at least expected progress. |
| To ensure all pupils make expected progress in Mathematics across KS2 from KS1 outcomes. This is with a particular focus on problem solving and reasoning. | To ensure all pupils have access to Quality first Teaching . To ensure all pupils make expected progress in KS2 from KS1 starting points. |

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 (CPD, recruitment and retention)

Budgeted cost: £4,540

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Engagement in staff CPD linked to the teaching of Early Reading | <p>Staff attending reading training linked to Early Reading and phonics. Children accessing RWI phonics are proven to make an equivalent of +1 months progress in reading according to an evaluation commissioned by the EEF. It is recognised that phonics be taught from a recognised and effective SSP and RWI is a well-established and effective programme for phonics. This includes Fresh Start Programme for KS2 pupils requiring a phonics-based intervention.</p> | 2 & 4 |
| Engagement in staff CPD linked to the teaching of maths mastery skills. Support and development over time of the teaching and embedding of skills to teach maths mastery skills. | <p>Teaching for mastery aims to support all pupils to achieve deep understanding and competence in maths and the ability to apply their knowledge to a range of problems. In addition to academic standards research indicates that mastery-based learning focuses developing 21st century skills like communication, collaboration, and problem solving that are essential in the workplace. EEF Mastery Learning +6 months</p> | 2&5 |
| To continue to train and support ELSA | <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social and Emotional Resilience, self-esteem and learning skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. Therefore, regular updated training and welfare support for staff delivering this support is required to ensure we meet the needs of our pupils. EEF Social & Emotional support +4 months.</p> | 1 |
| Small group Tuition – RWI / comprehension based on pupil specific needs. | <p>Small group tuition has an average impact of four months' additional progress over the course of a year – EEF</p> | 4 & 5 |

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

Budgeted cost: £9,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>To fund the purchase of a variety of resources to target support in reading and maths as well as funding the adults to lead interventions.</p> | <p>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. This can have a high impact on outcomes for pupils.</p> <p>1:1 Reading Shine reading Interventions ELSA Support Maths intervention support EEF one to one tuition +5 months. EEF TA interventions +4 months</p> | <p>4 & 5</p> |
| <p>To release a trained individual to work with pupils across key stage 2, to improve reading comprehension skills.</p> | <p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. The average impact of reading comprehension strategies is an additional six months' progress over the course of a year (EEF). Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> | <p>4</p> |
| <p>To support the funding of Accelerated reader and purchase books at appropriate levels. To support reading progress and attainment as well as reading for pleasure, across the school Yr. 2 – 6.</p> | <p>EEF Reading for pleasure +3 months Clark and DeZoya (2011) found a significant positive relationship between enjoyment and attainment indicating that pupils who read more are also better readers.</p> | <p>4</p> |

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

Budgeted cost: £6,870

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|--------------------------------------|
| Parents engage in Reading / phonics workshops. | <p>Parental engagement in their children's learning activities can have an impact on pupil's progress and attainment. EEF Parental Engagement +4 months Research by the Book Trust states that if children experience early shared reading they are more likely to continue to read as they grow up. Reading for pleasure in the early years has four times more powerful impact on a child's progress across the curriculum at age 16 than parental education or socioeconomic status.</p> | 2&4 |
| <p>To embed the role of the school ELSA (Emotional Literacy Support Assistant), to ensure early identification of pupils with social and emotional needs. To ensure support is available with a bespoke intervention.</p> <p>Time available to liaise with families and plan and monitor progress of interventions.</p> <p>Part funding of role.</p> | <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social and Emotional Resilience, self-esteem and learning skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. Therefore, regular updated training and welfare support for staff delivering this support is required to ensure we meet the needs of our pupils.</p> <p>Primary Times found that over time, children who engaged in Drawing & Talking become more able to process and manage their pain. This can often lead to more positive behaviour and engagement with the National Curriculum and other day to day learning processes.</p> <p>EEF social & Emotional Learning Targeted support +6 months</p> | 1 |
| To help with the funding of activities to enable disadvantaged pupils to engage with wider curricular opportunities and experience cultural capital. | A research study by the 'Learning Away Project' identified the significant positive impact of residential trips on academic achievement, knowledge, skills and understanding, engagement with learning, fostering deeper relationships and improving resilience, self-confidence and well-being. The report also shows powerful evidence that the impact is still evident 2-3 terms after the residential. | 1 & 3 |

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| Funded sessions and access to Wrap around care. | There is little literature or research on the impact of this support but parent, pupil and staff feedback indicate that these facilitate both academic support and additional opportunities and experiences for our pupils. | 1 & 3 |
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Total budgeted cost: £ 20,410

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

During the 2024 to 2025 academic year the Pupil Premium Grant had the following impact:

| Priority | Impact |
|---|---|
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | <p>ELSA (Emotional Literacy Support Assistant) support prioritised and provided in a timely manner with improved early identification of pupils with social and emotional needs.</p> <p>Half termly monitoring and impact introduced. ELSA support has resulted in:</p> <ul style="list-style-type: none">• Improved positive behaviour with signs of children being happier in themselves.• Improved friendships with peers• Reduction in anxiety• Pupils better equipped at explaining how they feel• Improved independence• Increased self-confidence• Improved problem resolution with peers• Self-calming strategies embedded and staff evidence of them being used |
| To educate and support parents understanding within the school curriculum and how they can help their children- especially in mathematics & Reading | <p>Parent events ensured parents were brought up to date and kept up to date with expectations in the curriculum and supported with strategies to use with their children in supporting reading in both KS1 and KS2.</p> <p>New parents in EYFS increased confidence in letter sounds and increased appropriate letter sounds being utilised at home with children.</p> |
| To ensure disadvantaged pupils engage with wider-curricular opportunities and experience cultural capital. Also provide opportunities for cooking. | A number of families have continued to be supported financially through trip funding and after school / breakfast clubs to ensure children are able to access a wider / broader curriculum. Awe and wonder have been present in many responses by children. |
| To close any attainment or progress gaps in reading through regular summative and formative assessment. | We continue to invest in ongoing training for staff in the schools chosen phonic scheme. This has included KS2 staff as well as EYFS / KS1 staff. This has ensured a consistent approach between the key stages especially when interventions have |

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| | <p>been required. This has helped the lowest 20% of readers in KS2 through targeted reading interventions</p> <p>EYFs GLD 2025 = 90 % compared to 68.3 % National GLD.</p> <p>Year 1 phonics 2025 = 100 % compared to National = 80%</p> <p>2025 End of KS2 reading outcomes Expected+ = 80% of which 23% were GD, Compared to 2025 National data Expected + = 75%</p> |
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