

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 name	Moorthorpe Primary
Number of pupils in school	215 (plus 14 in resource)
Proportion (%) of pupil premium eligible pupils	89 pupils (39%)
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	Dec 2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Deborah Birdsall
Pupil premium lead	Hannah Doyle
Governor / Trustee lead	Natalie Sherry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£131,405
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	£131,405

Part A: Pupil premium strategy plan

Statement of intent

At Moorthorpe, our ambition is for all our children, irrespective of background or the challenges they face, to become confident, secure, caring individuals who celebrate differences and are tolerant and respectful of others. Each child is given the chance to experience a range of opportunities

Leaders have developed our Pupil Premium Strategy to identify key priorities directly taken from our school improvement plan and the two complement each other in our resolve to support our most vulnerable children. Our outlined intentions are designed to support the needs of all through a clear pastoral offer, including children with special educational needs and disabilities, those who have a social worker or are identified as vulnerable, regardless of whether they are disadvantaged.

A broad balanced curriculum is vital for all our pupils and integral for developing their key skills for learning, alongside this as part of education recovery, we continue to tailor our content delivery to cover missed content due to Covid 19 and other factors such as attendance. This includes part of the National Tutoring Programme, delivered by experienced staff within school.

We aim to identify challenges early in order to implement support and intervention rigorously and ensure that we use diagnostic assessment not assumption when monitoring our pupils. We expect all members of our Moorthorpe community to consider every child their responsibility and avoid bias based on circumstances.

We have implemented approaches which encourage our pupils to excel and we will ensure their effectivity by:

- Developing a whole school approach as a staff, to enable our disadvantaged children to be challenged appropriately and not have their challenges deemed as a limit to their potential.
- Ensure early assessment is utilised effectively and to ensure targeted and robust support

High-quality teaching is at the centre of our strategy. We recognise that not all pupils who are eligible for Pupil Premium are underachieving, whilst there are also pupils who are underachieving and not eligible for Pupil Premium. All children will be given the opportunity to make progress and we will strive to accelerate this progress; targeted intervention and our funding will be used to 'diminish the difference' for those underachieving and widen opportunities for those pupils who might be already be achieving as expected.

Challenges

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

Challenge number	Detail of challenge
1	Internal data highlights the need for consistency in the Quality First Teaching delivered across school to ensure the first point of contact for all children (including our most disadvantaged) is secure and effective.
2	Internal and external data shows that a significant minority of children have gaps in basic Reading skills such as decoding and fluency and Phonics skills such as recognition of phonemes.
3	Internal data highlights that writing is an area which is significantly below National expectation in all year groups with gaps in vocabulary and Oracy skills
4	Wellbeing and the mental health of our pupils continues to affect behaviour and attendance, particularly of our disadvantaged pupils.

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 ensure consistency in QFT in all classrooms for all children from EYFS to Year 6.	<p>Use of side-by-side coaching to support and monitor new teaching methods/systems in writing and maths.</p> <p>Feedback recorded and next steps to be addressed within coaching teams and overseen by SLT.</p> <p>Monitoring by SLT of strategies and CPD in termly staff meetings where applicable</p> <p>Ensure Rosenshine principles are embedded in all classrooms</p> <p>Increased metacognition of all pupils by embedding quiz and recall challenges across the curriculum. Children will retain the key information taught and be able to recall.</p>
<p>To increase attainment in Phonics for disadvantaged children in line with National average</p> <p>To increase attainment in Reading at Key Stage 2</p>	<p>The pass rate of disadvantaged pupils in the Phonics screening will be in line with National average</p> <p>All children, including disadvantaged will complete the Read, Write, Inc programme by the end of KS1 (extra afternoon intervention will be used where needed)</p> <p>KS2 reading outcomes for disadvantaged pupils are closer to the National average</p> <p>Accelerated Reader data will show an average increase in reading age of 14 months over the course of a year group in KS2.</p>

	<p>Internal use of triangulated data from Lexia progress report, AR Star reader data, NFER tests (where appropriate) and Phonics data to make succinct accurate assessments.</p> <p>PP children to access a targeted 25 minutes of Lexia per week to support their Reading skills</p>
To increase attainment in writing with a focus on PP boys in KS2	<p>KS2 writing outcomes for disadvantaged pupils are closer in line with National average</p> <p>Opportunities for Oracy will become explicitly included in all areas of the curriculum</p> <p>CPD will ensure all staff are delivering lessons which follow the school's agreed Writing Process</p> <p>Writing workshops offered by English Lead to monitor and offer support throughout the year, not just assessment periods.</p> <p>Wider opportunities for Writing will be offered including visitors and trips for target children</p>
To support the wellbeing of our pupils	<p>Wellbeing/calm areas set up in every classroom including beanbags, fidget/calming toys and stories to support emotional wellbeing and offer a safe space for children to regulate.</p> <p>Pastoral support (targeted on groups or individuals) delivered by highly skilled staff members</p> <p>Use of Zones of Regulation (alongside calm, safe spaces) across school to allow pupils to safely regulate their challenging behaviour and return to class when ready.</p> <p>Use of outside agencies and reports to support pupils in school.</p> <p>Weekly behaviour report compiled by SLT for more extreme behaviours and shared to teaching staff. Traffic light system to monitor for triggers and to link to CPOMs reports.</p> <p>Tailored resources purchased to represent diverse needs in others, to support inclusion throughout school.</p>

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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the QFT in all classroom with support from the English and Maths Hubs</p> <p>Use of coaching (across Key Stages) from our reading and maths leaders to</p>	<p>Partnership with the Jerry Clay English Hub and Maths Hub</p> <p>Access to Voice 21 webinars (Oct 23)</p>	1, 2 and 3

<p>ensure consistency and share good practice.</p> <p>CPD staff meetings to address new methods/ways of working based on research</p> <p>Release time for Phonic Leader, English Leader and Pupil Premium Leader to support teaching and to monitor</p> <p>Release time for curriculum subject leads to allow for observation, monitoring and pupil voice</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£54,692**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc used across EYFS/KS1	<p>Daily groups streamed based on ability across EYFS/ KS1</p> <p>Afternoon RWI small group and 1:1 tutoring for the lowest 20%.</p> <p>Termly assessments to adjust and change groups accordingly</p> <p>Rigorous monitoring through weekly CPD and in-school lead monitoring</p> <p>Frequent CPD from 'expert' trainer to ensure fidelity across all classrooms</p> <p>In school action plan updated termly</p> <p>RWI Case Study - ongoing</p>	2
Lexia licence purchased for all PP children	<p>Timetabled slots for all Pupil Premium children each week</p> <p>Rewards/certificates used in class to encourage engagement</p> <p>Monitored termly (HD)</p> <p>EEF Evaluation report</p>	2
Reading interventions in KS2 (Tutor groups in LKS2, HfL in UKS2)	<p>Groups collated based on previous half term's data</p> <p>Baseline assessment used alongside YARC assessments (UKS2) to monitor progress</p>	2
Target group of KS2 Pupil Premium boys to access wider opportunities for writing	<p>Termly visits/visitors to offer experiences (organised by PP lead)</p>	3,4

	<p>Writing opportunities/outcomes shared in class/assembly - links to Oracy</p> <p>Child-led where possible</p> <p>EEF – report (Improving Literacy in KS2)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£29.569**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To create wellbeing/calm spaces in all classrooms (maintained by class teachers) to offer safe spaces for children to regulate when feeling overwhelmed in lesson times.</p> <p>Use of pastoral support (LG/JH) to ensure children receive individualised support when needed. Longer programmes and group work also in place</p>	<p>EEF – report (Improving social and emotional learning)</p> <p>Bespoke programme based on PIMS programme delivered by pastoral care – targeted work with Year 2 and 5</p> <p>Bespoke pastoral care for individuals and groups based on need – social, emotional, behaviour etc. Use of ELSA programme to supplement</p>	3,4

Total budgeted cost: £ spent to date

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Desired outcomes	Impact
Improve QFT across all subjects	<ul style="list-style-type: none"> - CPD is staff meetings from skilled colleagues has supported QFT teaching across school. - Drop ins from subject leads and feedback has allowed staff to develop their practice. -
Improve Reading attainment in line with National	<p>Whole school Reading data</p> <ul style="list-style-type: none"> - 2021-2022 Moorthorpe 58.14% National 73% Gap 14.86% - 2022-2023 Moorthorpe 65.96% National 73% Gap 7.04% - 2023-2024 Moorthorpe 63.06% National 74% Gap 9.94% <p>Pupil Premium Reading data</p> <ul style="list-style-type: none"> - 2021 -2022 Moorthorpe 38.46% National 73% Gap 34.54% - 2022-2023 Moorthorpe 53.33% National 73% Gap 19.67% - 2023-2024 Moorthorpe 51.52% National 74% Gap 22.48%
Improve writing outcomes with a focus on PP boys in KS2	<ul style="list-style-type: none"> - Wider opportunities provided – author visit from Tom Palmer where a group of PP boys took part in a workshop <p>Writing data 2023-24</p> <p>Moorthorpe 41.67% National 72%</p> <p>Moorthorpe (PP) 28.79% National 72%</p> <p>More opportunities to be planned for 24/25 academic year</p>
To manage the negative and extreme behaviours of disadvantaged pupils	<ul style="list-style-type: none"> - Consistent embedding of the zones of regulation across all classrooms - Use of the relational behaviour approach (staff received CPD in Sept 24) to support a reduction in incidents of negative behaviour.

	<ul style="list-style-type: none"> - Behaviour support team in place including SLT members to monitor and regularly assess children who are consistently dysregulated - Weekly behaviour report sent to all staff to show monitoring of key children - Use of walkie talkies in key areas to ensure robust support to all staff when needed. <p>Exclusions:</p> <p>2021-2022 11 exclusions (8 PP)</p> <p>2022-2023 13 exclusions (3 PP)</p> <p>2023-2024 exclusions (PP)</p>
<p>To offer support for identified pupils as vulnerable or disadvantaged</p> <p>To increase attendance in line with national average (Target 96%)</p> <p>To reduce persistent absence of disadvantaged pupil</p>	<p>Attendance for 2021-22 = 90.8%</p> <p>Attendance for 2022-23 = 93.4%</p> <p>Attendance for 2023-24 =</p> <ul style="list-style-type: none"> - Focus on target disadvantaged children monitored by pastoral support and continues into new academic year. - This will include group work with key adults in school and support in improving attendance where needed.

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
Accelerated Reader	Renaissance Place
Maths Hub	NCETM
Junior Jam	
Lexia	Lexia Learning
White Rose Maths	White Rose Education
Pzaz	Primary Science Advisory Service
TT Rockstars	Maths Circle
Spelling shed	Ed Shed

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Increased time with our wellbeing mentor. Daily check ins, one to one weekly sessions. New pupils (starting early 2025) to be given support both in class and additional time out of class if needed.
What was the impact of that spending on service pupil premium eligible pupils?	Extremely effective as both pupils have struggled with absent fathers. New pupils (starting in early 2025) to be monitored and support used as applicable.

Further information (optional)

In planning our new pupil premium strategy, as part of our involvement in the One Wakefield Disadvantaged Programme, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

Leaders understand that this was as a result of insufficient depth of analysis to support key decisions and lack of research. As this strategy conveys, we are now intently focused on working on key priorities in a simple, systematic and effective way, backed up with the outcomes of national research.

Leaders have therefore considered both our School Improvement Plan and our previous pupil premium plan to focus on overcoming challenges faced by disadvantaged learners, for the benefit of all.

We have looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities and our regular reviews of this plan.

We will continue to use the research led approach we developed throughout the One Wakefield programme to ensure we consistently achieve our expectations, with a focus on diminishing the difference for our most disadvantage pupils.