

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	217 (plus 19 in resource)
Proportion (%) of pupil premium eligible pupils	79 pupils (33%)
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	Dec 2025
Date on which it will be reviewed	Autumn 2026
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	Writing across school
2	Wellbeing – links to One Life programme
3	Active engagement in lessons

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 increase attainment in Writing in all year groups across school	<p>Progress and attainment data monitored across year groups</p> <p>Interventions and support in place for pupils to improve outcomes</p> <p>% increase on children achieving EXS each year</p> <p>% increase on combined data for Y6 pupils</p> <p>Opportunities for Oracy will become explicitly included in all areas of the curriculum</p>
To improve wellbeing for all pupils within school and beyond	<p>Daily One Life sessions to improve periods of dysregulation at the beginning of the day</p> <p>Supportive sessions including mindfulness and journaling to reduce cognitive load</p> <p>Weekly assembly to look at key areas of development within our physical, social and mental fitness</p> <p>Weekly lesson to allow for more personalised delivery of the One Life curriculum using books to support</p> <p>Building a toolkit to help individuals cope with challenging situations, to have an impact on behaviour challenges across school</p> <p>Termly CPD for staff to introduce new learning and ensure deeper understanding</p> <p>Use of Zones of Regulation (alongside calm, safe spaces or reset rooms) across school to allow pupils to safely regulate their challenging behaviour and return to class when ready.</p> <p>Tailored resources purchased to represent diverse needs in others, to support inclusion throughout school.</p>
Improve active approach and engagement in lessons	<p>Including active/movement breaks across the curriculum to improve engagement</p> <p>To build up a resource bank of activities for all staff to access</p>

	<p>Individualised movement breaks to be timetabled for pupils where needed</p> <p>Use of embedded Rosenshine strategies to encourage knowledge recall and reducing cognitive load</p> <p>Drop in sessions from SLT to monitor engagement of pupils</p> <p>Drop in sessions from PP lead to monitor engagement of PP pupils</p> <p>Supporting sessions used from One Life looking at physical fitness</p> <p>Friday's Hot Cross bun lesson encouraging children to improve their diet, sleep and exercise, which will impact their focus and attention in class</p>
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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: **£51,999**

Activity	Evidence that supports this approach	Challenge number(s) addressed
One Life programme purchased-ongoing CPD provided and in-depth planning and resources to support QFT for all	Improving Social and Emotional Learning in Primary Schools – EEF report	2

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
English lead to work 1:1 with teachers across school to monitor planning and assessment – in particular in termly assessments using grids to record and evidence outcomes.	<p>Improving Literacy in KS1/Ks2 – EEF</p> <p>Writing practice review 2024 – EEF</p> <p>DfE Writing framework 2025</p>	1

December 2025

Structured interventions in each class to support children in appropriate areas, using assessment to inform. Support staff to be used effectively with learners within the classroom or in small group work.		1,3
Central bank of resources put together on Teams for all staff to access and use within active breaks	CAF Active learn programme	3

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

Budgeted cost: **£24,269**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Calm spaces to be well resourced and individuals to use as needed		2,3
Wellbeing mentor and other staff members to support children in class. Resources available in the Rainbow room to support.		2,3
Wider opportunities provided for experiences beyond the classroom, including trips, travel, visitors and using the local environment.		1,2,3

Total budgeted cost: £130,960 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 in 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. - External staff provided to support UKS2 writing
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% - 2024-25 Moorthorpe 62% National (74%) Gap 12% <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% - 2024-25 Moorthorpe __% National __% Gap
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 - C Turner (English lead) monitoring throughout school through workshops with teachers <p>Writing data 2023-24</p> <p>Moorthorpe 41.67% National 72%</p> <p>Moorthorpe (PP) 28.79% National 72% /</p>

	<p>Writing data 2024-25</p> <p>Moorthorpe 40% National 72%</p> <p>Moorthorpe (PP) 25% National 58%</p>
<p>To manage the negative and extreme behaviours of disadvantaged pupils</p>	<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. - 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. - Doors installed with fob access to ensure safety of pupils and staff moving around school <p>Exclusions:</p> <p>2021-2022 11 exclusions (8 PP)</p> <p>2022-2023 13 exclusions (3 PP)</p> <p>2023-2024 14 exclusions (10 PP)</p> <p>2024-2025 24 exclusions (4 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 = 94.13%</p> <p>Attendance for 2024-25 = 93.58%</p>

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
Pzaz	Primary Science Advisory Service
TT Rockstars	Maths Circle
Kapow	Kapow Primary

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.
What was the impact of that spending on service pupil premium eligible pupils?	Extremely effective as both pupils have struggled with absent fathers.

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.