# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 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

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| Detail | Data |
| School name | Moredon Primary and Nursery School |
| Number of pupils in school  | 406 |
| Proportion (%) of pupil premium eligible pupils | 25% (104/409) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2023 - 2024 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | 22nd July 2024 |
| Statement authorised by | Claire Leach |
| Pupil premium lead | Emma Preen |
| Governor / Trustee lead | David Maine |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £167,145 |
| Recovery premium funding allocation this academic year | £15,805 |
| 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 | £182,950 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our pupil premium intent is to provide all children with the high-quality teaching and learning that closes the attainment gap between disadvantaged children and their peers. We aim to inspire all children to have big ambitions and have high expectations of themselves through a strong, focussed curriculum that is delivered by highly skilled professionals. This links in with our mission statement: “Your learning journey to new horizons.” We are continuously working to develop a curriculum that inspires and challenges the children and allows them to have a range of experiences, trips, and visits. The mission statement clearly shows our promise to children that we will make learning interesting and challenging, and it will make sense to them. The main aim for our pupil premium funding is to provide our children with outstanding, quality first teaching that engages and develops key learning skills that enables them to become lifelong learners. We are a values-based school, and we aim to provide children with the values they need to become outstanding members of the community and increase their social capital, especially those from a disadvantaged background. Through our varied curriculum, we aim to provide a range of cultural capital experiences so that learning is made relevant to our children and they can build on their learning experiences and make links. We pride ourselves on the level of support that we provide for children to support them with their emotional, social, and educational needs. We have robust systems for identifying vulnerable students and for providing support and intervention to ensure that they thrive and accomplish their potential. We are quick to put in support programmes and help with the child in school and within their home environment. We have a highly effective pastoral team (which is known as our NEST Team. N – Nurture, E – Education, S – Support and T – Team.) This is made up of our SENCO, Family Support Worker and Learning Mentor Support/ELSA.We plan to spend our Pupil Premium funding in line with the ‘Menu of Approaches’ from the document, “Using Pupil Premium: Guidance for School Leaders” (March 2023). |

## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | Poor oral language skills of children in the EYFS. |
| 2 | Mental health of pupils. |
| 3 | Pupils who are coasting with their progress are also SEN pupils with significant needs. |
| 4 | Some children need support with the behaviours and attitudes conducive to learning e.g. confidence, resilience and self-esteem. |
| 5 | Gaps in learning due to school closures and home learning from COVID. |
| 6 | Safeguarding issues at home. |
| 7 | Lack of parental engagement with learning. |
| 8 | Low attendance rates amongst some families. |
| 9 | Parenting support needed from Family Support Advisor. |
| 10 | Low aspirations amongst some families. |
| 11 | Lack of experiences/exposure to cultural capital to draw upon. |
| 12 | Parents who are keen to support but have poor English or Maths themselves which makes it difficult. |

## 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.

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| Intended outcome | Success criteria |
| To continue to improve the progress made by pupil premium children with SEN from their individual starting points. | * Books will show good progress
* SEN assessments will show progress
* Key Skills books will show progress
* Pupil Progress Meetings
* Lesson observations/Learning walks
* End of year data
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| To continue to increase the number of pupil premium children achieving GLD by the end of Reception and age-related expectations at the end of Key Stage 1 and Key Stage 2.  | * End of year data
* Books will show progress
* Pupil Progress Meetings
* Lesson observations/Learning walks
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| To increase the number of disadvantaged children achieving ARE and GD by the end of Year 6 in Reading, Writing and Maths, with a particular focus on SEN and boys. | * End of year data
* Books will show attainment
* Pupil Progress Meetings
* Lesson observations
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| To continue to improve the progress and attainment made by boys. | * End of year data
* Books will show attainment and progress
* Pupil Progress Meetings
* Lesson observations
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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: £59, 577

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| Activity | Evidence that supports this approach | Challenge number(s) addressed | Why?(Evidence from EEF) |
| Music tuition | Every child in KS1 and KS2 at Moredon will have access to music tuition of some sort over the course of the year. Examples include African drumming, clarinets, and ukuleles. Roadshows for the whole school have also been booked providing the children with experience of different musical genres. Participation in the end of year Music Concerts and church services for Harvest, Easter and Christmas allows an opportunity for the children to perform in front of a wider audience. The impact will be on their self-esteem and confidence as well as broadening their cultural understanding. **COST: £9,169**EEF Teaching and Learning Toolkit: Arts Participation +3 months | 3, 4, 11 | Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. |
| **Staffing**Learning Mentor | The learning mentor will support children with social, emotional, and mental health needs to feel happy and settled both at home and in school. Strategies and support will be given to the children to ensure they are ready to access learning in class. Interventions will range for short term focused work to long term work over the academic year.**COST: £25,000**EEF Teaching and Learning Toolkit: Social and Emotional Learning +4 months | 2, 4, 6, 8 | The average impact of successful SEL interventions is an additional four months’ progress over the course of a year.Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL 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.SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. |
| StaffingFamily Support Worker | Family support worker will be in school four days per week working with families to ensure they are in contact with relevant agencies. The family support worker will run parenting programs, work with parents to support with rules and routines at home and support access to wider support networks. **COST: £15,408**EEF Teaching and Learning Toolkit: Social and Emotional Learning +4 months | 6, 7, 8, 9, 10 | The average impact of the Parental engagement approaches is about an additional four months’ progress over the course of a year. There are also higher impacts for pupils with low prior attainment.There is some evidence that supporting parents with their first child will have benefits for siblings.By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading. |
| Little Wandle/Reading development | Due to the requirement to have a new SSP, we invested heavily in Little Wandle over the past two academic years. There are still ongoing costs for this academic year involving training for all NEW staff, resources/books and release time for the phonics lead to continue to coach. **COST: £10,000**EEF Teaching and Learning Toolkit: Phonics +5 months | 1, 2, 3, 5 | Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress.Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. |

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

Budgeted cost: £73, 566

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| Activity | Evidence that supports this approach | Challenge number(s) addressed | Why? |
| Educational Psychologist | The Educational Psychologist will observe, assess, and advise teaching staff and parents on progress and development. **COST: £12,480**EEF Teaching and Learning Toolkit: Social and Emotional Learning +4 months | 1, 2, 3, 4, 12 | Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL 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.SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. |
| SEMH Provision | We have a significant number of children with mental health needs and anxiety. There will be individual targeted support.**COST: £9,200**EEF Teaching and Learning Toolkit: Social and Emotional Learning +4 months | 2, 4 | As above |
| CGP books, SATS online and Spelling Shed | We will purchase CGP books for year 5 and 6 children to support parents with home learning. The structured nature of the books will support parents who are keen to support but find it difficult. We will also have access to SATS online so that children can practise past papers. We purchase Spelling Shed as a spelling scheme for the whole school.**COST: £1650**EEF Teaching and Learning Toolkit: Homework +5 months | 3, 5, 12 | By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading. |
| Resources for the reception outdoor area to support high quality teaching | The reception outdoor area is in the process of having a re vamp and we need to purchase resources to aid with high quality teaching. We will purchase construction resources, loose parts, small world figurines, sand and a writing station. COST: £2,236EEF Teaching and Learning Toolkit:+5 months | 1, 2, 3 | There is some evidence that collaborative learning approaches may benefit those with low prior attainment by providing opportunities for pupils to work with peers to articulate their thinking, share knowledge and skills and address misconceptions through peer support and discussion.It is crucial that support is provided through well-structured and carefully designed learning activities to ensure that lower-attaining pupils are involved, challenged and learn successfully. |
| New Library Books and furniture (Resources to support high quality teaching) | The library needs more books purchasing and new furniture to store the books.COST: £8,000 | 1, 2, 3 | As a result of following Little Wandle, we need to show fidelity to the scheme and purchase more books that fit in with our scheme and books for reading for pleasure. |
| Senco and PP Lead to have release time to work with PP children. | Senco and PP Lead to have release time to work with pupil premium children on targeted interventions.**COST: £40,000** | 3, 5 | Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. |

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

Budgeted cost: £27, 098

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| Activity | Evidence that supports this approach | Challenge number(s) addressed | Why? |
| Hardship fund | Curriculum trips and residential visits will be subsidised where necessary across the school to allow access for all children. Trips and residential trips will help to build independence and confidence.Help will be available to families who are finding it difficult to pay for school uniform or school shoes.**COST: £15,000**EEF Teaching and Learning Toolkit: Arts Participation +3 months and School Uniform unclear | 4, 6, 7, 11 | Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.When considering hosting sports activities that may require contributions from parents, schools should consider whether places could be provided free of charge or subsidised for disadvantaged pupils. |
| Uniform incentive to sign up for pupil | To provide all reception children who are eligible for pupil premium with a school jumper that has the logo on, a PE kit bag and a book bag. It is important for children to have a good start to school and have the correct kit.**COST: £1250**EEF Teaching and Learning Toolkit: School uniform unclearParental Engagement +4 months | 7, 8, 10 | By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation. |
| Educational Psychologist Supervision | When needed, the Educational Psychologist will listen to and support the Learning Mentor. To ensure that staff supporting pupils with SEMH needs have the opportunity to talk things through so they can be in the best frame of mind to support vulnerable children.**COST: £348**EEF Teaching and Learning Toolkit: Social and Emotional Learning +4 months | 2 | If staff well being is looked after then they are in a better frame of mind to support vulnerable children. |
| Mini Police | 30 children in Year 5 to take part in the Mini Police Programme. These children will receive Mini Police uniforms and will take part in activities once a term. **COST: FREE**EEF Teaching and Learning Toolkit: Collaborative Learning Approaches +5 months | 2, 4, 8, 10, 11 | The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months’ progress, on average, over the course of an academic year. Structured approaches with well-designed tasks lead to the greatest learning gains. Most of the positive approaches include the promotion of talk and interaction between learners. |
| Books to take home | Each week, children who are entitled to the pupil premium grant receive a ‘golden ticket’ whereby they can come and collect a reading for pleasure book to take home.**COST: £500**EEF Teaching and Learning Toolkit: Homework +5 months | 1, 2, 3, 11, 12 | Lots of disadvantaged learners do not have reading books at home. |
| MDSA to run lunchtime club | To support children who are struggling with their emotions at lunchtime and those children who find it difficult to form positive friendships.**COST: £10,000** | 2, 4 | To enable pupils to have a positive lunchtime. |

**Total budgeted cost: £160, 231**

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 2022 to 2023 academic year.

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| Performance measures:**Reception figures** – 57% (4/7) pupil premium achieved GLD in 2023. 38% (5/13) pupil premium children achieved GLD in 2021 and 71% (10/14) pupil premium children achieved GLD in 2022. **KS1 figures** – 40% of pupil premium achieved age related expectations in maths in 2023. 70% pupil premium achieved age related expectations in maths in 2021 and 47% achieved age related expectations in maths in 2022. 33% of pupil premium children achieved age related expectations in writing in 2023. 59% pupil premium achieved age related expectations in writing in 2021 and 35% achieved age related expectations in writing in 2022. 40% of pupil premium children achieved age related expectations in reading. 56% pupil premium achieved age related expectations in reading in 2021 and 47% achieved age related expectations in reading in 2022.**KS2 figures** – 73% of pupil premium children achieved age related expectations in maths in 2023. 63% pupil premium achieved age related expectations in maths in 2021 and 65% achieved age related expectations in maths in 2022. 65% of pupil premium children achieved age related expectations in writing in 2023. 60% pupil premium achieved age related expectations in writing in 2021 and 65% achieved age related expectations in writing in 2022. 70% of pupil premium children achieved age related expectations in reading in 2023. 60% pupil premium achieved age related expectations in reading in 2021 and 65% achieved age related expectations in reading in 2022.Pupil premium children do not perform as well as non-pupil premium children. However, the gap is reduced significantly by the time children reach KS2. |

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| Review of expenditure |
| Previous Academic Year | 2022 - 2023 |

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| Quality of Teaching for All |
| Desired outcome | Chosen action/approach | Cost | Estimated impact | Lessons Learnt/Actual Impact |
| To improve the learning experience for all children in order to increase their enthusiasm for learning.  | Music Services | £9,438 | All children in the school have access to music tuition, this is to further enhance the curriculum and ensure that all have access to experiences they may not have the opportunity to have at home. | All classes have been able to learn an instrument/have singing once a week. Children commented during pupil voice how much they enjoyed taking part in this. The children felt very proud to perform in front of their parents at the end of the academic year. Through learning an instrument, it has sparked an interest in continuing to learn. |
| To support pupil premium children with their social, emotional and mental health needs. | Learning Mentor | £22,281 | To support our vulnerable children to ensure they are settled at both home and school. This support can vary from emotional well-being, self-esteem or behaviour support. | Our learning mentor has been a huge support to lots of children and she is always in high demand. Through having regular emotional support, lots of children have been given the skills to self-regulate and return to being back in their classrooms.  |
| To support pupil premium children with their social, emotional and mental health needs. | Family Support Worker | £15,408 | To work with vulnerable families to ensure they are in contact with relevant agencies. Work to ensure children are in settled home routines to ensure they are ready to learn on entering school each day. | Our FSW is supporting lots of families and has been a huge support. She has signposted families to relevant agencies for support as well as help to organise food parcels or refer to food banks. |
| To improve the learning experience for all children in order to increase their enthusiasm for learning.  | Little Wandle | £10,000 | As a school, we had to sign up to one of the Government’s approved systematic synthetic phonics programme. We chose to go with Little Wandle. Our aim was to have a consistent approach to phonics across the school with fidelity to the scheme and inspire children to have a love of reading. | Little Wandle has become embedded across the school and it has had a significant impact on our Year 1 phonics results. Children entering Year 1 from Reception have strong phonetic knowledge and are predicted to do well in Year 1. All staff have become familiar with the Little Wandle mantras and chants for forming letters. The Little Wandle Lead is coaching staff and this is having a great impact. |
| To improve the progress made by disadvantaged pupils with significant SEN from their individual starting points. | Educational Psychologist | £8,910 | Time for the Educational Psychologist to observe, assess and advise teaching staff and parents on progress and development. | The Educational Psychologist has observed a number of children and has supported and advised teaching staff and parents on progress and development. She has also supported and advised our SENCO. |
| To support children with their social, emotional and mental health needs. | SEMH Provision | £9,200 | To buy into traded services to support children with their social, emotional and mental health needs. | Targeted children were able to have SEMH outreach support from Nylands School. |
| To support all children in Year 6 with revising for their SATS. | CGP Books | £600 | To provide all Year 6 children with CGP revision books so they had the resources to revise and prepare. | The children benefited from having the CGP books and used them regularly in the lead up to SATS.  |
| To improve the learning experience for all children in order to increase their enthusiasm for learning.  | Hardship fund | £5000 + £300 | Curriculum trips and residential visits will be subsidised across the school to allow access for all children. Trips and residential trips will help to build independence and confidence.Help will be available to families who are finding it difficult to pay for school uniform or school shoes.Home learning resources will be provided for all pupil premium children. | Home learning packs and resources were provided for all new pupil premium children to reception so they had resources at home to complete homework.Curriculum trips and residential visits have been subsidised reducing the cost to pupil premium families. Uniform has been provided to families who have requested help so children are in the correct school uniform. |
| To improve the learning experience for all children in order to increase their enthusiasm for learning.  | Swimming subsidy | £5000 | Subsidise swimming costs to ensure that all children are able to learn this essential life skill. | Swimming lessons and transport to and from the pool has been subsisied therefore reducing the cost to parents/carers. |
| To improve the learning experience for all children in order to increase their enthusiasm for learning.  | Uniform  | £1250 | All children starting in reception who are eligible for the pupil premium funding will be provided with some free uniform – jumper, reading folder and PE drawstring bag.  | All pupil premium children in reception were provided with some free uniform to support with costs. |
| To provide support to the learning mentor. | Educational psychologist supervision | £221 | The mental health of staff is important and needs to be supported.  | The learning mentor has taken part in supervision which has provided support. |
| To deliver personalised interventions to children in Years 1 and 2. | Booster and Interventions Teacher | £17,110 | To support those children in KS1 who are falling behind or at risk of falling behind. | Pupil premium children at KS1 still do not perform as well as non pupil premium children. |
| To improve the learning experience for all children in order to increase their enthusiasm for learning and collaborative working. | Mini Police for Year 5 children | £300 | Selected Year 5 children to take part in the Mini Police programme taking part in collaborative activities and building links with the community.  | The children have really enjoyed this and benefited from working collaboratively.  |

## 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*

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| Programme | Provider |
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## Service pupil premium funding (optional)

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

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| Measure | Details  |
| How did you spend your service pupil premium allocation last academic year? |  |
| What was the impact of that spending on service pupil premium eligible pupils? |  |

# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |