# 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 | 389 |
| Proportion (%) of pupil premium eligible pupils | 23% (89/389) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2024 - 2025 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | 21st July 2025 |
| 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 | £149,820 |
| 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 | £149,820 |

# 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” (February 2024). |

## 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 |
| 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 |
| 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 |
| 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 |

## 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: £121,417

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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: £9,042**  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.  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. |
| Staffing  Family 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.  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. |
| External Family Support Worker | External Family Worker to work with targeted families and to run the ‘Managing Challenging Behaviours Course’ which will start in Term 5. | 2, 4, 6, 7, 8, 9 | As above. |
| Staffing (including the above) and CPD | Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socio economically disadvantaged pupils. Investing in high quality teaching for these pupils should be a top priority for Pupil Premium spending. Strategies to support this could include professional development, training, support for early career teachers, and investing in recruitment and retention.  **COST: £112,375**  EEF Teaching and Learning Toolkit: Metacognition and Self-Regulation +7 months | 1, 2, 4, 5 | Teachers can demonstrate effective use of metacognitive and self -regulatory strategies by modelling their own thought processes. For example, teachers might explain their thinking when interpreting a text or solving a mathematical task, alongside promoting and developing metacognitive talk related to lesson objectives.  Professional development can be used to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies. |

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

Budgeted cost: £17,769

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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: £9,360**  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: £6,579**  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. |
| WellComm Assessment | All children in Reception will be screened in their oral skills using the WellComm Assessment. Tailored support will then be given.  **Cost: Free (Provided by TWHF)**  EEF Teaching and Learning Toolkit: Oral language interventions +6 months | 1 | There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.  Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one. |

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

Budgeted cost: £10,598

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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: £9,000**  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: £500**  EEF Teaching and Learning Toolkit: School uniform unclear  Parental 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. |

**Total budgeted cost: £149,784**

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.

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| Performance measures:  **Reception figures** – We had no children eligible for the pupil premium funding in Reception for the academic year 2023 – 2024. 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** – We are not required to report on KS1 data for the academic year 2023 – 2024.  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.  **Phonics**  75% of pupil premium children met the expected standard in phonics compared with 91.7% of non pupil premium children in 2024.  In 2023, 82.4% of pupil premium children met the expected standard in phonics compared with 75% of non pupil premium children  **KS2 figures** – 70% of pupil premium children achieved the expected standard in reading, writing and maths compared with 79.5% of non pupil premium children in 2024.  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 | 2023 - 2024 |

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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 | £9,169 | 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 have commented 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 | £25,000 | 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 continues to be a huge support to lots of children and she is always in high demand. Through either having regular or intense 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 | 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. | Little Wandle is embedded across the school and it has had a significant impact on our Year 1 phonics results. All staff have become familiar with the Little Wandle mantras and chants for forming letters. The Little Wandle Lead continues to 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 | £12,480 | 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, SATS online and Spelling Shed | £1650 | To provide all Year 5 and 6 children with CGP revision books so they had the resources to revise and prepare. We also plan to have access to SATs online so children can practice past papers. We also plan to purchase Spelling Shed as a whole school scheme. | The children benefited from having the CGP books and SATS online and used them regularly in the lead up to SATS. |
| To purchase resources for the Reception outdoor area to support high quality teaching. | Outdoor resources such as construction, loose parts, small world figurines, sand and a writing station. | £2,236 | To develop the Reception outdoor area and have resources to support high quality teaching. | The Reception outdoor area is much improved and zoned. We are working over time to purchase durable and high quality resources to support teaching. |
| To purchase new library books and furniture to improve the experience for all children. | Library area | £8000 | To develop our library areas for both KS1 and KS2 and to have new books for children to enjoy. | Through pupil voice, the children have commented on how much they love our library areas. We have introduced library passes for lunchtimes for children to use. There is a high profile of reading within the school. |
| For the PP Lead and SENCO to work with PP/SEN children. | Release time for PP Lead and SENCO | £40,000 | For the PP Lead and SENCO to work with and support PP/SEN children on a 1:1/small group basis. | Some children have benefited from individual/small group work with the PP Lead and/or SENCO. |
| To improve the learning experience for all children in order to increase their enthusiasm for learning. | Hardship fund | £10,000 | 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. | 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. | Uniform | £500 | 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. | For the last academic year, we had no children in Reception listed as in receipt of pupil premium. |
| To provide support to the learning mentor. | Educational psychologist supervision | £348 | 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 encourage children to read for pleasure. | Books to take home and keep as reading for pleasure books. | £500 | 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 and keep. | Lots of our disadvantaged pupils do not have reading books at home and have really enjoyed taking home a book. |
| To support children who find it tricky playing on the playground to have a more positive lunchtime. | MDSA to run lunchtime club | £10,000 | We plan for a lunchtime club to run where children who may find it tricky playing out on the playground can play board games. | This has helped a number of pupils to develop their social and interaction skills and reduce incidences on the playground. |
| 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 | FREE | 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.* |