

# 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	Moredon Primary and Nursery School
Number of pupils in school	419
Proportion (%) of pupil premium eligible pupils	27% (114/419)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2023
Date this statement was published	December 2022
Date on which it will be reviewed	17 <sup>th</sup> July 2023
Statement authorised by	Claire Leach
Pupil premium lead	Emma Preen
Governor / Trustee lead	David Maine

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£155, 120
<b>Recovery premium funding allocation</b> this academic year	£17,110
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£172,230

# Part A: Pupil premium strategy plan

## Statement of intent

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.

## Challenges

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

Challenge number	Detail of challenge
1	Poor oral language skills of children in the EYFS.

2	Time (Teachers/Teaching Assistants) to support individuals with reading and any interventions needed.
3	Mental health of pupils.
4	Pupils who are coasting with their progress are also SEN pupils with significant needs.
5	Some children need support with the behaviours and attitudes conducive to learning e.g. confidence, resilience and self-esteem.
6	Further gaps in learning due to school closures and home learning from COVID.
7	Safeguarding issues at home.
8	Lack of parental engagement with learning.
9	Low attendance rates amongst some families.
10	Parenting support needed from Family Support Advisor.
11	Low aspirations amongst some families.
12	Lack of experiences/exposure to cultural capital to draw upon.
13	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.

Intended outcome	Success criteria
To improve the progress made by pupil premium children with SEN from their individual starting points.	<ul style="list-style-type: none"> <li>• Books will show good progress</li> <li>• SEN assessments will show progress</li> <li>• Key Skills books will show progress</li> <li>• Pupil Progress Meetings</li> <li>• Lesson observations</li> <li>• End of year data</li> </ul>
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.	<ul style="list-style-type: none"> <li>• End of year data</li> <li>• Learning journeys will show progress</li> <li>• Pupil Progress Meetings</li> <li>• Lesson observations</li> </ul>
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.	<ul style="list-style-type: none"> <li>• End of year data</li> <li>• Books will show attainment</li> <li>• Pupil Progress Meetings</li> <li>• Lesson observations</li> </ul>

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: £57,127

Activity	Evidence that supports this approach	Challenge number(s) addressed	Why? (Evidence from EEF)
Music tuition	<p>Every child at Moredon will have access to music tuition of some sort over the course of the year. Examples include African drumming, clarinets, ukuleles and singing lessons. Roadshows for KS1 and KS2 have also been booked providing the children with experience of different musical genres. Participation in the music festivals/services for Easter, Christmas, Infant and Juniors 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. At the end of the year, the children put on a concert for parents to come and watch.</p> <p><b>COST: £9,438</b></p> <p><a href="#">EEF Teaching and Learning Toolkit: Arts Participation +3 months</a></p>	3, 5, 12	<p>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.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there</p>

			<p>is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p>
Learning Mentor	<p>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.</p> <p><b>COST: £22,281</b></p> <p>EEF Teaching and Learning Toolkit: Social and Emotional Learning +4 months</p>	3, 5, 7, 9	<p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year.</p> <p>Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>Evidence suggests that children from disadvantaged backgrounds</p>

			<p>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.</p> <p>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.</p>
Family Support Worker	Family support worker will be in school four days per week working with families to ensure they are in	7, 8, 9, 10, 11	The average impact of the Parental

	<p>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.</p> <p><b>COST: £15,408</b></p> <p>EEF Teaching and Learning Toolkit: Social and Emotional Learning +4 months</p>		<p>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.</p> <p>There is some evidence that supporting parents with their first child will have benefits for siblings.</p> <p>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.</p>
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<p>Little Wandle</p>	<p>Due to the requirement to have a new SSP, we invested heavily in Little Wandle last academic year. 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 ensure coaching is taking place.</p> <p><b>COST: £10,000</b></p> <p>EEF Teaching and Learning Toolkit: Phonics +5 months</p>	<p>1, 2, 4, 6</p>	<p>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.</p> <p>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.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as</p>
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			<p>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.</p> <p>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.</p>
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £53,340

Activity	Evidence that supports this approach	Challenge number(s) addressed	Why?
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<p>Speech and language therapist</p>	<p>Children enter Moredon with low level speech and language and often limited vocabulary knowledge. A speech and language therapist makes termly visits for individual children with high speech and language needs.</p> <p><b>COST: £7,440</b></p> <p>EEF Teaching and Learning Toolkit: Oral language Interventions +6 months</p>	<p>1, 4, 6</p>	<p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p>The studies in the Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall.</p> <p>Approaches that are delivered one-to-one also</p>
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			have larger impacts.
Educational Psychologist	<p>The Educational Psychologist will observe, assess, and advise teaching staff and parents on progress and development.</p> <p><b>COST: £8,910</b></p> <p>EEF Teaching and Learning Toolkit: Social and Emotional Learning +4 months</p>	1, 3, 4, 5, 13	<p>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.</p> <p>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</p>

			increase academic attainment.
TAMHS	<p>Due to the continued increase in GP referrals for TAMHS being sent back into school it was felt that a number of children needed a higher level of support. The purchase of a TAMHS worker once a week ensure those children get regular intervention which is regularly reviewed.</p> <p><b>COST: £10,080</b></p> <p>EEF Teaching and Learning Toolkit: Social and Emotional Learning +4 months</p>	3, 5, 7	As above
SEMH Provision	<p>We have a significant number of children with mental health needs and anxiety. There will be individual targeted support.</p> <p><b>COST: £9,200</b></p> <p>EEF Teaching and Learning Toolkit: Social and Emotional Learning +4 months</p>	3, 5	As above
CGP books	<p>We will purchase CGP books for years 2 – 6 and pupil premium children across other year groups to support parents with home learning. The structured nature of the books will support parents who are keen to support but find it difficult.</p> <p><b>COST: £600</b></p> <p>EEF Teaching and Learning Toolkit: Homework +5 months</p>	4, 6, 13	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.
Booster and Interventions Teacher	<p>A fully qualified teachers works with us 2 days per week to deliver personalised interventions to children in Years 1 and 2.</p> <p><b>COST: £17,110</b></p> <p>EEF Teaching and Learning Toolkit: Small group tuition +4 months</p>	2, 4, 6	<p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p>

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

Budgeted cost: £12,271

Activity	Evidence that supports this approach	Challenge number(s) addressed	Why?
Hardship fund	<p>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.</p> <p>Help will be available to families who are finding it difficult to pay for school uniform or school shoes.</p> <p>Resources/home learning packs will be provided for all pupil premium children starting in Reception. The rest of the school received resources/home learning packs last academic year.</p> <p><b>COST: £5000 + £300</b></p> <p><a href="#">EEF Teaching and Learning Toolkit: Arts Participation +3 months and School Uniform unclear</a></p>	6, 8, 9, 13	<p>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.</p> <p>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</p>

			disadvantaged pupils.
Swimming subsidy	<p>Years 3 – 6 will go swimming once a term to enable them to develop water confidence and swimming skills as early as possible. The money is used to subsidise the swimming instructors and for transportation. The continued knock-on effect of lockdown/Covid is that many children missed their swimming for two academic years, this means the subsidy is more important than ever. With the rising cost of living, families do not necessary have the funds to be able to take their children swimming. Swimming is a life skill and accessing lessons will increase self-esteem and confidence.</p> <p><b>COST: £5000</b></p> <p>EEF Teaching and Learning Toolkit: Physical Activity +1 month</p>	3, 12	As above
Uniform incentive to sign up for pupil	<p>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.</p> <p><b>COST: £1250</b></p> <p>EEF Teaching and Learning Toolkit: School uniform unclear Parental Engagement +4 months</p>	8, 9, 11	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	<p>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.</p> <p><b>COST: £221</b></p> <p>EEF Teaching and Learning Toolkit: Social and Emotional Learning +4 months</p>	2, 4, 5	If staff well being is looked after then they are in a better frame of mind to support vulnerable children.
Mini Police	<p>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.</p> <p><b>COST: FREE</b></p> <p>EEF Teaching and Learning Toolkit: Collaborative Learning Approaches +5 months</p>	3, 5, 9, 11, 12	<p>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.</p> <p>Structured approaches with well-designed tasks lead to the greatest learning gains. Most of the positive approaches include the promotion of talk</p>

			and interaction between learners.
Books to take home	<p>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.</p> <p><b>COST: £500</b></p> <p>EEF Teaching and Learning Toolkit: Homework +5 months</p>	1, 3, 12	Lots of disadvantaged learners do not have reading books at home.

**Total budgeted cost: £122,738**

## 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 2021 to 2022 academic year.

Performance measures:

Reception figures – 38% (5/13) pupil premium children achieved GLD in 2021 and 71% (10/14) pupil premium children achieved GLD in 2022.

KS1 figures – 70% pupil premium achieved age related expectations in maths in 2021 and 47% achieved age related expectations in maths in 2022. 59% pupil premium achieved age related expectations in writing in 2021 and 35% achieved age related expectations in writing in 2022. 56% pupil premium achieved age related expectations in reading in 2021 and 47% achieved age related expectations in reading in 2022.

KS2 figures - 63% pupil premium achieved age related expectations in maths in 2021 and 65% achieved age related expectations in maths in 2022. 60% pupil premium achieved age related expectations in writing in 2021 and 65% achieved age related expectations in writing in 2022. 60% pupil premium achieved age related expectations in reading in 2021 and 65% achieved age related expectations in reading in 2022.

Review of expenditure				
Previous Academic Year		2021 - 2022		
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	£9,275	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	All classes have been able to learn an instrument/have singing once a week. Children commented during pupil voice how much they enjoyed taking

			they may not have the opportunity to have at home.	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 chil-	Little Wandle	£10,000	As a school, we had to sign up to one of the Govern-	Little Wandle has become embedded across the school and it

dren in order to increase their enthusiasm for learning.			ment'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.	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.
To improve communication and language acquisition skills.	Speech and Language Therapist	£9,700	Referral to Speech and Language therapist to assess, devise programs, assist staff with planning interventions	Access to a regular speech and language therapist has proven difficult. Our speech and language therapist is now only in school once a term to support children with high S&L needs.
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 pupil premium children	TAMHs	£10,080	We invested in a Clinical	Our TAMHs worker has

with their social, emotional and mental health needs.			Practitioner to ensure strategies and improvements are clear. We expect to see improved emotional well-being of the children involved as this hasn't been able to happen previously with lockdowns/COVID.	been able to work with children face to face. This has really benefited children having emotional support face to face again.
To support children with their social, emotional and mental health needs.	SEMH Provision	£6,360	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 + £2000	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.	Home learning packs and resources were provided for all pupil premium children across the school so they had resources at home to complete homework.  Curriculum trips and residential visits have been subsidised reducing the cost to pupil

			<p>Help will be available to families who are finding it difficult to pay for school uniform or school shoes.</p> <p>Home learning resources will be provided for all pupil premium children.</p>	<p>premium families.</p> <p>Uniform has been provided to families who have requested help so children are in the correct school uniform.</p>
To improve the learning experience for all children in order to increase their enthusiasm for learning.	Swimming subsidy	£3880	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 subsidised 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 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	The children have really enjoyed this and benefited from working collaboratively.

			building links with the community.	
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## 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

## 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?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*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.*