



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Moreton C of E (VA) Primary School
Number of pupils in school	179
Proportion (%) of pupil premium eligible pupils	18 pupils (10%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sep 2020-July 2023
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	N Batt Headteacher
Pupil premium lead	B Barros SENCo
Governor / Trustee lead	E Johnson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,395
Recovery premium funding allocation this academic year	£4,350 (COVID recovery and school led tutoring)
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	£41,745



Part A: Pupil premium strategy plan

Statement of intent

At Moreton C of E Primary School, our aim is to ensure that all pupils, regardless of their background and the challenges they face, make good progress and attain across the curriculum. This strategy is to ensure that the progress and attainment gap between those who are disadvantaged and those who are not, does not increase due to COVID-19. The impact of COVID-19 teaching and learning, school attendance and wellbeing has had a negative impact on all pupils but has particularly affected pupils who are disadvantaged.

As a school we have a pupil centred approach and understand all the challenges faced by vulnerable pupils. Our approach and the activities we are engaging in have the intention of supporting the needs of all pupils, not just those who are disadvantaged. Therefore, at the centre of and continually driving our approach as a school, is that all pupils have consistent access to high quality first teaching. This is proven to have the greatest impact on closing the disadvantage attainment gap. This approach ensures that all pupils regardless of disadvantage are able to attain and achieve.

Targeted support from our teachers, from class teachers, is built into our strategy, supporting educational recovery for those pupils who have been most severely affected through the pandemic. This support is targeted on need, not just those who are disadvantaged.

Our whole school approach is rooted in the common challenges faced by our disadvantaged pupils and their own unique individual needs. We input into supporting children's emotional wellbeing to enable them to have the capacity to learn. All staff take responsibility for raising expectations of what disadvantaged pupils can achieve and their outcomes. We do not make assumptions about the impact disadvantage can have on pupils. We act early to intervene at the point need is identified using appropriate assessment methods.

Challenges

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

Challenge number	Detail of challenge
1	48% of PPG pupils are working below Age Expected Expectations in Maths, 44% of pupils are currently working below Age Related Expectations in Writing (evidenced from internal data on pupil asset)
2	Low income families, single parent families – those who struggle to pay for experiences related to cultural capital, extra-curricular activities (evidenced through discussion with parents, financial uptake to school activities, uptake of food bank vouchers and food/clothing parcels, staff meetings)
3	Emotional needs of many of these children cause concern, resilience can be lacking and parents find it difficult to support them (evidenced through discussions with parents, classroom observations, wellbeing sessions, staff meetings, knowledge of pupils)
4	Access to technology and on-line learning results in larger gap following COVID (evidenced through support during remote learning – devices being loaned out, support and discussion for families in accessing remote education, uploading of work remotely)
5	Engagement of parents in their child's education (evidenced through reading records, participation in homework, attendance at parents' evenings, low attendance - 90% as an average)

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
For pupils to meet their end of year targets.	<ul style="list-style-type: none"> For the aspirational targets set by teachers and SLT to be met by all PP children.
For pupils who are working below ARE in Reading, Writing or Maths (42%) to make accelerated progress. For the academic attainment to be the same for all pupils regardless of whether they are disadvantaged or non-disadvantaged.	<ul style="list-style-type: none"> Pupils will have made accelerated progress (shown in progress matrix colour bands) and will be working within ARE for Maths. Pupils will be working ARE + (green or blue in Pupil Asset) Additional evidence through books, observations, pupil voice, pupil progress meetings



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<p>For pupils to demonstrate an improved degree of self-confidence and resilience when tackling challenging work in class by feeling secure and settled in school so that they are able to learn.</p>	<ul style="list-style-type: none"> • Pupils self-evaluations and independence skills in class will be observed to demonstrate a greater self-reliance. • Embedded zones of regulation and mental health check ins across the school • Key person/s identified for pupils to check in with regularly • In school support – wellbeing 1:1 or small group sessions weekly for identified pupils • Evaluations of the Forest Schools Resilience Project will demonstrate an increased resilience. Parents will have an improved strategy, less support from school will be needed. • Pupils of concern referred to Wilderness foundation/Kids inspire/EMWHS by SENCo in consultation with parents
<p>For pupils to have access and support in using technology.</p>	<ul style="list-style-type: none"> • Pupils can access Google Classroom, Improved times tables scores in TT Rockstars. Using and resing books on Oxford Owl and RWInc phonics.



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:

£8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To hold termly pupil progress meetings (internal system) to identify children at risk of not achieving their end of year target.</p>	<p>By using robust systems to collect and analyse pupil data, support is put in place for all children who require additional provision in making good progress with a specific focus on this priority group.</p> <p>These meetings feed directly into interventions funded by the grant for disadvantaged pupils.</p> <p>Targeted support and focus ensures high focus on pupil progress</p>	<p>1</p>
<p>To ensure all pupils have access to high quality teaching in reading, writing and maths across the school.</p> <p><i>CPD for teachers/LSAs – RWInc and AR reading</i></p> <p><i>X2 teachers on Maths Hub & Jigsaw training</i></p> <p><i>HLTA course for x2 HLTAs</i></p> <p><i>Precision teaching</i></p> <p><i>S & L development– skills and vocab across the curriculum</i></p>	<p>EFF evidence:</p> <p>Interventions</p> <p>S & L</p> <p>Literacy</p> <p>Maths</p> <p>Training for Maths</p> <p>Use of regular observations, drop-ins and pupil voice</p> <p>Lesson obs/Drop ins</p>	<p>1</p>
<p>To ensure all pupils have access and support in using technology to improve their learning – rolling</p>	<p>Research has shown that an estimated 370,000 disadvantaged children are benefitting from Times Tables Rock Stars.</p>	<p>4</p>



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<p>programme of IT equipment (Chrome books and iPads). Use of online apps: TT Rockstars, AR reading as targeted reading programme for KS2 to identify and boost comprehension, vocab ninja for vocab.</p>	<p>The most recent speed data on more than 327,000 children shows that on average, students are 38% faster at answering times tables questions after using Times Tables Rock Stars than when they started using it.</p> <p>The Word of the Day from Vocabulary Ninja is a fabulous foundation for any classroom and school to develop a clear system of consistency and progression, without the workload, to embed vocabulary in school. Research here</p> <p>Impact of digital technology on learning</p>	
<p>To ensure all assessment practices are highly effective and provide pupils with timely and valuable ways to improve their learning</p> <p>HLTA to cover CTs for immediate assessment CPD for teachers/HLTAs/LSAs: Feedback and marking Independence of learners SLT/Subject leaders to monitor</p>	<p>The EEF show that this is a high impact and low cost strategy based upon moderate evidence and can have up to 8 month additional impact on the learner. 2/3 year rolling programme of training required.</p>	<p>1, 3, 4</p>



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

Budgeted cost:

£ £19,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group interventions to be taught across all year groups.</p> <p>Times Table Rockstars and Numbots to .</p> <p>Numicon- Breaking Barriers and Big Ideas to be taught as per the instructions – training for CTs by DHT</p>	<p>Disadvantaged children have a greater likelihood of underachieving academically- therefore regular monitoring of all disadvantaged children, children will be targeted with specific Maths support.</p> <p>EF to model good practice and train other staff throughout the school.</p> <p>Maths - EEF</p> <p>GS & AC to undertake training for Maths Mastery</p> <p>KS1 to use Numicon so using equipment known to yr 3 and above pupils</p> <p>Teachers to monitor and analyse Maths data at the end of each unit taught. – pupil asset</p>	<p>1 & 4</p>
<p>Targeted intervention by CT</p> <ol style="list-style-type: none"> 1. CT to work with pupils 2. HLTA to cover CTs to work 1:1 with disadvantaged pupils <p>Teachers to keep log of intervention and tracked support given.</p>	<p>Disadvantage children have a greater likelihood of underachieving academically (Marc Rowland The Essex Way). Providing regular 1:1 tutoring gives greater chance of bridging gap for disadvantaged pupils</p> <p>CPD</p>	<p>1</p>



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

Budgeted cost:

£13,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop a more therapeutic and consistent approach to behaviour management within the school. CPD – training on TPP and positive handling for teachers and LSAs</p>	<p>The Essex Specialist teaching team recommended the Essex Steps and TPP approach as a useful tool to support both staff and pupils within the school. Utilise this and train staff in future years.</p> <p>Social and Emotional Learning</p>	<p>3</p>
<p>Forest school sessions for disadvantaged pupils Training for Forest school leader and LSA support</p>	<p>From forest school evaluation project - Participants of forest school have shown benefit to self-confidence, self-esteem & motivation. WAG – provides lifelong learning SENCO has completed training as accredited forest school leader</p>	<p>3</p>
<p>For pupils to demonstrate an improved degree of self-confidence and resilience when tackling challenging work in class: <i>Growth mindset sessions to be taught – whole class</i> A specific intervention for resilience and emotional intelligence - begun in 2020-21</p>	<p><i>Carol Dweck research on Growth mindset evidences the impact with regard to pupils resilience and engagement- after initial assessments appropriate interventions are identified to support the individual's needs.</i></p> <p>EEF state that <u>SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</u> They also have an average overall impact of four months' additional progress on attainment.</p> <p>Cognitive Science</p>	<p>3, 5</p>



<p>For pupils to demonstrate an improved degree of self-confidence and understanding their emotions to tackle challenging situations: Zones of regulation Mental health check in New PSHE curriculum</p>	<p><i>Zones of regulation is a systematic cognitive behavioural approach to teach self regulation</i></p> <p>By addressing underlying deficits in emotional and sensory regulation, executive functioning, and social cognition, the framework is designed to help move pupils toward independent regulation. It teaches pupils to identify their feelings/level of alertness, understand how their behaviour impacts those around them, and learn what tools they can use to manage their feelings and states. Using this intervention is proven to <u>have an identifiable and valuable impact on attitudes to learning and social relationships in school.</u> It can have an average overall impact of four months' additional progress on attainment.</p> <p>Social and Emotional Learning</p>	<p>3</p>
<p>To ensure social, emotional and behavioural emotional barriers are reduced: Sports coaches to engage specifically disadvantaged children in after school clubs Learning mentors and Forest school worker employed to work specifically with children as having identified need.</p>	<p>EEF evidence states a positive but low impact on disadvantaged children's academic progress (4 months).</p> <p>However, many of these children are unable to attend after school clubs due to family commitments- so to ensure that these opportunities are available during the school day will increase their enjoyment of school and will increase a positive attitude towards the school day.</p>	<p>3 5</p>



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	<p>Professional support for a child in need is essential to aid their learning and self-esteem.</p> <p>Social and Emotional Learning</p>	
<p>To provide opportunity for pupils to begin the day with improved concentration and positive behaviour strategies:</p> <p>Reduction in costs for breakfast and after school club to enable disadvantaged pupils to attend</p>	<p>EFF trial in free breakfast club for disadvantaged pupils evidences impact on academic achievement by 2 months. Lateness and absence rates reduced and behaviour improved.</p> <p>Using PPG</p>	2, 3, 5
<p>To provide the opportunity for all children to participate in school life (raising aspirations):</p> <p>Musical lessons – purchase of set of ukelee for pupils to learn</p> <p>Music teacher – Essex Music Services whole school lessons</p>	<p>Many children from disadvantaged backgrounds may be unable to access enrichment activities, such as extra-curricular clubs, music lessons and educational visits.</p> <p>This funding will continue to support children in a range of ways and to contribute to developing the ‘whole’ child.</p> <ul style="list-style-type: none"> • Supporting the cost of educational visits for families unable to make a contribution. • Extra-curricular clubs for individuals including music lessons with the peripatetic music teachers in school. 	2

Total budgeted cost: £ 41,745



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 2020 to 2021 academic year.

Action/approach	Impact																												
<p>Pupils to meet end of year targets</p> <p>Raise progress of PPG pupils</p>	<p>Years 1 -6 for PPG ARE and above 64% for reading (up 7%), 56% writing (up 19%), maths up 64% (up 20%) Gaps being plugged to keep up with peers Making steady progress: Reading 68% made expected or better. 76% for writing and 68% for maths. Data shows sporadic and picture this links to number of SEN who were also PPG particularly for year 6. SEN & PPG KS2 = 10%, KS1= 4% EYFS = 0% Year 6 social care involvement = 24%</p> <p>When possible all children eligible for PP funding have had their individual provision outlined by class teachers. Interventions continue to be targeted and monitored by staff.</p> <p>Use of learning support assistants has improved since the previous Ofsted in 2017 this benefits all pupils whether eligible for PP funding or not.</p> <p style="text-align: center;">Contextual Group Analysis of Age-Related Expectation</p> <p style="text-align: center;">Your school's data is displayed in the green rows, your LA's data is displayed in the aqua rows and the Juniper Benchmark comparison is in the purple rows.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td></td> <td>40.0%</td> <td>50.0%</td> <td>100.0%</td> <td>80.0%</td> <td>0.0%</td> <td>62.5%</td> </tr> <tr> <td>Pupil Premium</td> <td>45.5%</td> <td>46.3%</td> <td>38.7%</td> <td>40.7%</td> <td>42.6%</td> <td>51.6%</td> </tr> <tr> <td></td> <td>45.2%</td> <td>42.4%</td> <td>39.3%</td> <td>40.6%</td> <td>41.8%</td> <td>50.7%</td> </tr> </tbody> </table>		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		40.0%	50.0%	100.0%	80.0%	0.0%	62.5%	Pupil Premium	45.5%	46.3%	38.7%	40.7%	42.6%	51.6%		45.2%	42.4%	39.3%	40.6%	41.8%	50.7%
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6																							
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<p>To hold termly pupil progress meetings (internal system) to identify children at risk of not achieving their end of year target.</p>	<p>Robust system for analysing data enabling leaders to prioritise interventions and use of funding. Higher profile for staff on gaps for identified pupils</p>
<p>To ensure all pupils have access to high quality teaching in maths across the school.</p> <p><i>CPD for teachers/LSAs – RWInc and AR reading</i></p> <p><i>X2 teachers on Maths Hub training</i></p> <p><i>HLTA course for x2 HLTAs</i></p>	<p>Obs show all teachers good or better. SDP focused on specific areas identified. X2 teachers completed Maths Hub training, HLTAs passed courses, training for evidence based maths interventions, Jigsaw training for EYFS and year 1: all positively impacted on teaching and learning showing solid good teaching with some at outstanding. Maths fluency improved: Analysis of year 6 paper 1 (arithmetic) shows improvement in the 30% PPG pupils with average scores improving from 11.8 to 21.8 (out of 40), 55% were ARE for maths (on a par with class results). Analysis of year 2 = 65% ARE (above local and national). 2 children PPG – 1 child ARE 1 (PKS standards - SEND) <u>Results for MTC (overall)</u> 41% achieved 25 out of 25. Average score = 20.27. Both above local and national (local = 19.5, national = 19.8; national % of 25 out of 25 = 27%) <u>Results for MTC (PPG)</u> 3 out of 5 pupils = 25 out 25, 1 pupil = 24 1 pupil (also SEN)= 12. Average = 22.2</p>
<p>To ensure all pupils have access to high quality teaching in writing across the school.</p> <p><i>CPD for teachers/LSAs HLTA course for x2 HLTAs</i></p>	<p>Writing high focus and progress good. Year 6 writing at 75% for Age Related Expectation (15% above Essex and 16% above National) Year 2 writing at 50% - in line with Essex and 3% above National Progress – well above average. Observations show accelerated standards in teaching and learning of writing across the school. Use of new writing structure and resources show good writing across all year groups and comparable with standards seen in other foundation subjects. Writing moderations (internal, with LDG and from outside LA moderators) show comparable and accurate assessments</p>



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<p>To ensure all pupils have access to high quality teaching in reading across the school.</p> <p><i>CPD for teachers/LSAs – RWInc and AR reading</i></p> <p><i>HLTA course for x2 HLTAs</i></p>	<p>Year 6 scaled score was 101 and although only 62% pupils made good progress from starting points back from COVID.</p> <p>For PPG:</p> <p>Year 6 writing at 75% for Age Related Expectation (7% above Essex and 8% above National)</p> <p>Year 2 writing at 50% - broadly in line with National and Essex</p> <p>Observations show focus on reading skills</p> <p>Pupil interviews show higher interest in reading</p>
<p>Raise achievement in Maths – TT</p> <p>Rockstars and Assertive mentoring for instant recall of basic maths skills</p>	<p>50% achieved 23 out of 25 in unofficial multiplication test for year 4.</p> <p>Assertive mentoring scores – improved</p> <p>Continue with focus and strategy</p>
<p>Raise achievement in Reading – phonics.</p> <p>RWInc and AR reading</p>	<p>Despite interruption of COVID 90% passed internal data of phonics skills in EYFS, YR 1</p> <p>Pupils assessed every 6 weeks and 95% made good or better progress</p> <p>AR introduced and pupils on structured reading programme</p>
<p>To ensure all pupils have access to high quality teaching in reading, writing and maths across the school.</p>	<p>Lesson Obs evidence good teaching across the school (100%) with 28% as outstanding. PMRs for accountability.</p> <p>The school continues to be developing and improving its strategies for teaching, learning and assessment.</p> <p>Although COVID has had an impact on ability to measure strategies, remote learning was monitored with . Additional training and support required for staff</p>
<p>Pupils to develop a sense of self confidence and resilience when tackling challenges</p>	<p>Forest school observations/project by SENCo evidences improved confidence and social interaction. Improved growth mindset for learning is evident.</p>



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<p>To develop a more therapeutic approach to behaviour management within the school.</p>	<p>Pupils returning during COVID undertook forest school sessions once a week. Impact seen on confidence and achievement of pupils for self esteem – needs to continue and be built on through whole class outdoor sessions. Introduction of lunchtime ‘zones’ improved behaviour of pupils.</p>
<p>Pupils to have access to support in using technology</p>	<p>Larger investment in technology due to remote learning. High quality training of google classroom and SeeSaw ensured that all pupils were tracked and monitored during school closures. Devices loaned to pupils as required. Small group sessions during remote learning enabled CTs to have focus on bridging gap for disadvantaged pupils Attendance of PPG: Engagement during remote learning: PPG pupils accessing education on site during school closures:</p>
<p>Music/extra curricular activities</p>	<p>Some of these were prevented due to COVID restrictions Music device for lunchtimes was bought Use of charanga for music listening/therapy continued Redirected funds to increased support of mental health/wellbeing – created sensory and chill out room to target needs of pupils returning from COVID – impact showed reduction in anxiety. Those with heightened anxiety able to access education and attendance in school due to use of this room.</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
N/A	

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?	