Moreton C of E Primary School

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	Moreton C of E (VA) Primary School
Number of pupils in school	188
Proportion (%) of pupil premium eligible pupils	16 pupils (9%)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	Sep 2023-July 2026
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
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	£28,120
Recovery premium funding allocation this academic year	N/A
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	£28,120

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. 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 for example Early Years and Key Stage 1 speech and language development levels are typically lower on entry, Lower Key Stage 2 – difficulties with secretarial skills and personal organisation and upper Key stage 2 significant increase in Social and Emotional Needs.

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	55% of disadvantaged pupils are working below Age Expected Expectations in Reading and Writing
2	Low income families, single parent, refugee 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 high quality texts and available reading books. Pupils typically entering school in Early Years with limited vocabulary and language and poorer speech articulation.
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.	• 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 (55%) to make accelerated progress. For the academic attainment to be the same for all pupils regardless of whether they are disadvantaged or non-disadvantaged.	• Pupils will have made accelerated progress (shown in progress matrix colour bands) and will be working within ARE for Reading and Writing. • Additional evidence through books, observations, pupil voice, pupil progress meetings

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.	• 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
For pupils to have access to timely and early speech and language support.	• Pupils will be able to communicate their needs. • Pupils vocabulary use will increase and be evident in their conversation and writing.
For pupils to have improved attendance	• Pupils will have higher attendance. • Pupils will engage in broader curriculum opportunities.

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:
£4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To hold termly pupil progress meetings (internal system) to identify children at risk of not achieving their end of year target.	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. These meetings feed directly into interventions funded by the grant for disadvantaged pupils. Targeted support and focus ensures high focus on pupil progress	1
To ensure all pupils have access to high quality teaching in reading, writing and maths across the school. *CPD for teachers/LSAs – RWInc and AR reading* *Precision teaching* *S & L development – skills and vocab across the curriculum*	EEF evidence: Interventions S & L Literacy Phonics Use of regular observations, drop-ins and pupil voice Lesson obs/Drop ins	1, 4
To ensure pupils engage with high quality diverse books to increase the language acquisition and comprehension. Use of online apps: TT Rockstars, AR reading as targeted reading programme for KS2	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	2, 4

to identify and boost comprehension, vocab ninja for vocab.	vocabulary in school. Research here Impact of digital technology on learning Reading diverse and enriched texts	
To ensure all assessment practices are highly effective and provide pupils with timely and valuable ways to improve their learning CPD for teachers /HLTAs/LSAs: Feedback and marking Independence of learners SLT/Subject leaders to monitor Trust based observations	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.	1, 3, 4

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions to be taught across all year groups. Pupil progress meetings Speech and Language- Talkboost/Wellcomm Phonological awareness training Toe by Toe Spotlight reader Fresh start AR intervention	Disadvantaged children have a greater likelihood of underachieving academically- therefore regular monitoring of all disadvantaged children, children will be targeted with specific Speech and Language support. AM to model good practice and train other staff throughout the school. Trust based observations LSA support in class Use of the Ordinarily Available documents Teachers to monitor and analyse Reading data at the end of each unit taught. – pupil asset	1 & 4
Targeted intervention by CT 1. CT to work with pupils 2. HLTA to cover CTs to either work 1:1 with disadvantaged pupils (where possible) or subject leaders to identify support Teachers to keep log of intervention and tracked support given.	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 CPD	1, 4

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

Budgeted cost: £11,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed therapeutic and consistent approach to behaviour management within the school. CPD – training on TPP and positive handling for teachers and LSAs	The Essex Specialist teaching team recommend and TPP approach as a useful tool to support both staff and pupils within the school. Continue to train staff. Utilise SEMH Portal Social and Emotional Learning	3
Forest school sessions for disadvantaged pupils Training for Forest school leader and LSA support	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	3
For pupils to demonstrate an improved degree of self-confidence and resilience when tackling challenging work in class: *Growth mindset sessions to be taught – whole class*	*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. EEF state that SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. Cognitive Science	3, 5
For pupils to demonstrate an improved degree of self-confidence and understanding their	*Zones of regulation is a systematic cognitive behavioural approach to teach self regulation*	3

emotions to tackle challenging situations: Zones of regulation Mental health check in PSHE & RSE curriculum	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 have an identifiable and valuable impact on attitudes to learning and social relationships in school. It can have an average overall impact of four months' additional progress on attainment. Social and Emotional Learning	
To ensure social, emotional and behavioural emotional barriers are reduced: Pastoral LSAs and Forest school worker employed to work specifically with children as having identified need.	EEF evidence states a positive but low impact on disadvantaged children's academic progress (4 months). 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. Professional support for a child in need is essential to aid their learning and self-esteem. Social and Emotional Learning	3 5

To provide opportunity for pupils to begin the day with improved concentration and positive behaviour strategies: Gym trail, breakfast and after school club to enable disadvantaged pupils to attend	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. Using PPG physical development approaches	2, 3, 5
To support parents and pupils in attending school. To offer attendance awards (certificates, badges) CPD for attendance 'Let's Talk' pastoral support	Pupil views highlighted in the Multi schools council document highlights what pupils broadly feel would support them. Attendance bulletin provides ongoing evidence of impact of strategies and tools and LA support that is available to schools.	2

Total budgeted cost: £ 23,680

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.

Action/approach	Impact
Pupils to meet end of year targets Raise progress of PPG pupils	Years 1 -6 for PPG ARE and above 60% for reading, 60% writing, maths = 73% Gaps being plugged to keep up with peers Making steady progress: Reading 87% made expected or better. 80% for writing and 87% for maths. Data shows we are in line with national figures. Where possible all children eligible for PP funding have had their individual provision outlined by class teachers, monitored via pupil progress. Interventions continue to be targeted and monitored by staff. Use of learning support assistants has been highly praised by both OFSTED (Feb 2023) and SIAMs(Nov 2023) this benefits all pupils whether eligible for PP funding or not. Contextual Group Analysis of Age-Related Expectation 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. Year 1 / Year 2 / Year 3 / Year 4 / Year 5 / Year 6 Pupil Premium: 100.0% / 20.0% / 50.0% / 100.0% / 60.0% 49.6% / 40.3% / 45.7% / 42.1% / 55.4% 47.2% / 43.4% / 43.5% / 42.8% / 53.4%
To hold termly pupil progress meetings (internal system) to	Robust system for analysing data enabling leaders to prioritise interventions and use of funding. Higher profile for staff on gaps for identified pupils

identify children at risk of not achieving their end of year target.	
To ensure all pupils have access to high quality teaching in maths across the school. *CPD for teachers/LSAs – RWInc and AR reading* *X2 teachers on Maths Hub training & Jigsaw training* *HLTA course for x2 HLTAs* *Precision teaching* *S & L development – skills and vocab across the curriculum*	Obs show all teachers good or better. SDP focused on specific areas identified. Cascaded maths training for LSAs HLTAs embedded learning from courses – confidently ensuring provision for PPG pupils when covering classes Training for evidence-based maths interventions All positively impacted on teaching and learning showing solid good teaching with some at outstanding. Maths fluency improved Analysis of year 6 SATs results shows improvement for PPG pupils with 79% for cohort Results for MTC 54% achieved 25 out of 25. 83% above 20 (well above national average)
To ensure all pupils have access and support in using technology to improve their learning - ***rolling 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.	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 using technology has enabled CTs to have focus on bridging gap for disadvantaged pupils Pupils use of AR reading and TT Rockstars has supported precise identification of need. Resulted in good progress and attainment (see above) Use of Britannica and SMART technology has supported pupils in access to technology
To ensure all assessment practices are highly effective and provide pupils with timely and valuable ways to improve their learning	Pupils able to articulate targets and level of learning. Evidence in data, OFSTED and SIAMs inspections. Assessment for all curriculum subjects specific to learning objectives entered onto database and used to inform analysis and planning.

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<tr>
<td>Small group interventions to be taught across all year groups.
Times Table Rockstars and Numbots.
Numicon- Breaking Barriers and Big Ideas to be taught as per the instructions – training for CTs by DHT
Targeted intervention by CT
1. CT to work with pupils
2. HLTA to cover CTs to work 1:1 with disadvantaged pupils</td>
<td>As evidenced by OFSTED and SIAMs inspection interventions shown to be highly effective:
OFSTED – “Leaders communicate precise strategies to staff so that they can help pupils with SEND learn well. Leaders regularly review how well pupils with SEND are learning…..Pupils welcome people who are different from them. Pupils will not accept any prejudice”
SIAMs – “Provision for pupils with special educational needs and/ or disabilities (SEND) or who are vulnerable is personalised to their needs, ensuring that they flourish…..[pupils] show an understanding of equality and equity explaining ‘that everyone is equal but sometimes you need a boost.’”
PG
Whole School (15 pupils from years 1 – 6)
<table>
<tr><th></th><th>Attainment

ARE/Above</th><th>Expected progress</th><th>Expected or better progress</th></tr>
<tr><td>Reading</td><td>60%</td><td>60%</td><td>87%</td></tr>
<tr><td>Writing</td><td>60%</td><td>53%</td><td>80%</td></tr>
<tr><td>Maths</td><td>73%</td><td>60%</td><td>87%</td></tr>
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<td>Develop a more therapeutic and consistent approach to behaviour management within the school.
Mental Health check ins and embed PSHE curriculum</td>
<td>All teachers / LSAs trained in TPP. SENCo and HT mental health first aid trained. Updated positive handling for staff. All this has resulted in improved behaviour of pupils – evidence through analysis and ratified by OFSTED/SIAMs
OFSTED: “Pupils are kind and respectful to others. Leaders have instilled positive attitudes in pupils, which prepares them well for life in a global world. The personal, social and health education curriculum ensures that pupils learn how to develop healthy relationships. They understand how their behaviour may influence how others feel. Leaders ensure that pupils build important life skills.”
SIAMs: “The curriculum is designed so pupils can be successful learners. High aspirations are set for all, with an emphasis on removing barriers so that they can be achieved.”</td>
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Forest school sessions for disadvantaged pupils	Forest school leaders accredited training achieved. Observations show improved benefit to self-confidence and self-esteem.
Pupils to develop a sense of self confidence and resilience when tackling challenges	Forest school observations/project by SENCo evidence improved confidence and social interaction. Improved growth mindset for learning is evident. Growth mindset sessions through curriculum – evidenced in pupils achieving well – certificates etc
Music/extra curricular activities	Ukueles accessed and lessons held for a year. Pupils performed in various services/events. Music device for lunchtimes has impacted on calmer and structured times Use of music listening/therapy continued CPD for teachers on music impacted on music lessons Music resources purchased Band club begun

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?	