Moreton C of E Primary School

Pupil premium strategy statement

This statement details our school's use of pupil premium 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 2025
Date on which it will be reviewed	July 2026
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	£29,600
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	£29,600

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. We recognise the continuing impact of COVID-19 on teaching and learning, school attendance and wellbeing which has previously had a negative impact on all pupils but has particularly affected pupils who are disadvantaged. The ability for pupils to attend during lessons, articulate accurately and engage in purposeful play in early years are typically lower than previously. Key Stage 1 speech and language development levels were 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 through targeted 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	47% 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, lower attendance - 93% 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 (47%) 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:
£6,480

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	Use of high quality and key vocabulary is the 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, identified key teaching of 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 Walk Thrus	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: £9,805

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 (if required) 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 or LSA 1. CT to work with pupils 2. LSA to support 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: £12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed therapeutic and consistent approach to behaviour management within the school. CPD – training on embedding TPP and Walk Thrus 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. SENCO and another CT have completed training as accredited forest school leaders	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 as part of PSHE*	*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 Nurture based provision	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 Nurture intervention (from Cheshire West)	2, 3, 5
To support parents and pupils in attending school. 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: £ 28,785

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 2024 to 2025 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 69% for reading, 62% writing, maths = 77% Gaps being plugged to keep up with peers Making steady progress: Reading 94% made expected or better. 94% for writing and 88% for maths. Data shows we are in line or above 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% | 100.0% | 66.7% | 75.0% | 50.0% | 100.0% | | | 44.8% | 49.4% | 47.6% | 47.4% | 44.5% | 53.0% | | | 48.3% | 47.6% | 45.0% | 45.3% | 44.5% | 53.1% |

To hold termly pupil progress meetings (internal system) to identify children at risk of not achieving their end of year target.	Robust system for analysing data enabling leaders to prioritise interventions and use of funding. Higher profile for staff on gaps for identified pupils
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* *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 a majority of teachers good or better. SDP focused on specific areas identified. Embedded training from previous year for Maths Training for identified staff on RWInc. Engagement with literacy and numeracy hub for school improvements Pupils use of vocabulary in writing evidence as high quality 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 100% for cohort in all 3 subjects (one pupil) Phonics Yr1 – 68% (low due to cohort needs – 21% SEND) Results for MTC 61% achieved 25 out of 25. 81% above 20, average score of 22.68 (above national average)
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 to identify and boost comprehension, vocab ninja for vocab.	Purchased texts – high quality and diverse Pupils articulation of diversity of need evidenced through writing Greater focus on vocab through topic based learning (evidenced in book looks) Technology enabled pupils to access TT rockstars and AR more frequently (particularly where technology is not available at home)

<table>
<tr><td>To ensure all assessment practices are highly effective and provide pupils with timely and valuable ways to improve their learning</td><td>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.</td></tr>
<tr><td>Small group interventions to be taught across all year groups.
Times Table Rockstars and Numbots.
Precision teaching
Spotlight readers
EPS maths
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.’”
PPG
Whole School (13 pupils from years 1 – 6)
<table>
<tr><td></td><td>Attainment

ARE/Above</td><td>Expected progress</td><td>Expected or better progress</td></tr>
<tr><td>Reading</td><td>69%</td><td>63%</td><td>94%</td></tr>
<tr><td>Writing</td><td>62%</td><td>56%</td><td>94%</td></tr>
<tr><td>Maths</td><td>77%</td><td>69%</td><td>88%</td></tr>
</table>
</td></tr>
<tr><td>Embed therapeutic and consistent approach to behaviour management within the school.</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</td></tr>
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Mental Health check ins and embed PSHE curriculum CPD training – TPP and positive handling	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."
Forest school sessions for disadvantaged pupils Training for forest school leaders/LSA support	Forest school leaders accredited training achieved. Observations show improved benefit to self-confidence and self-esteem.
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.	Attendance improved for identified pupils – individual tracking systems Pupils more confident in building positive relationships with peers – evidenced through observations and pupil voice
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 Attendance at gym trail Data from gym trail shows improvements
To support parents and pupils in attending school. To offer attendance awards (certificates, badges) CPD for attendance 'Let's Talk' pastoral support	Attendance data slightly improved. Coffee mornings held Attendance page on newsletter Focus of support on website Appropriate use of part-time timetables shows improved wellbeing and attendance in school Worked with local authority attendance officer – reports show improvements and school is engaging well with relevant strategies

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?	