

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	Moorfield Primary School
Number of pupils in school	135
Proportion (%) of pupil premium eligible pupils	61%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2022 2022 – 2023 2023 – 2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022 – Year 1 Review
Statement authorised by	Chair of Governors Jenny David
Pupil premium lead	David Nightingale Headteacher
Governor / Trustee lead	John Brooks Foundation Subject Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,811
Recovery premium funding allocation this academic year	£12,673
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£117484

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium At Moorfield Primary School

What are our ultimate objectives for our disadvantaged pupils?

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

How does our current pupil premium strategy plan work towards achieving these objectives?

The objectives for our disadvantage pupils::

- All children can communicate effectively and have the speaking and listening skills achieve in all areas of the curriculum
- Progress by the end of each key stage is equitable for all children
- All children are able to regulate their behaviours so that disruption to learning is minimal
- All children are meeting our attendance target of 96.5%

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

What are the key principles of our strategy plan?

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers . This negatively impacts their development as readers.
3	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils . On entry to Reception class in the last 3 years, between X - Y% of our disadvantaged pupils arrive below age-related expectations compared to X - Y% of other pupils. This gap remains steady to the end of KS2.
4	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to self-esteem, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Our Boxall assessments show a small but significant need for emotional support across the school. 5 pupils (4 of whom are disadvantaged) currently require additional support with social and emotional needs , with 2 (both disadvantaged) receiving small group interventions.
5	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 1 - 6% lower than for non-disadvantaged pupils. 32% of disadvantaged pupils have been 'persistently absent' compared to 24% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than X%* of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than X%* of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in the number of incidents in which learning has been disrupted <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 10%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 8%. <p>The percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 2% lower than their peers.</p>
<p>* This will be updated when we have accurate assessment information for disadvantage and non-disadvantage</p>	

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: £32,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p>Embedding talk activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1, 3, 4
<p>Continue to embed RWI to secure stronger phonics teaching for all pupils. This includes release time for the reading lead and continuing with the consultancy buy in service.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2
<p>Purchase a literacy intervention to secure stronger reading skills</p>	<p>Using a broad range of innovative techniques, we provide schools with</p>	1, 2, 3, 4

for all pupils beyond the use of phonics.	a ground-breaking literacy intervention programme with amazing results. Using algorithms, online sessions adapt to each learner's ability, delivering appropriate content to optimise learning and progression through the programme. A government-funded study found that ReadingWise improves a pupil's reading age 78% faster than usual classes.	
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3
Improve the emotional wellbeing of children to ensure that they are ready to learn. SEMH approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	4, 5

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

Budgeted cost: £37,512

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening,	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on	1, 2, 3, 4

<p>narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. These are to take place both during assembly times and before school in breakfast club.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 4</p>
<p>Additional maths sessions targeted at disadvantaged pupils who require further maths support. These are to take outside of the maths lessons</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>3</p>
<p>Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>

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

Budgeted cost: £60,414

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional pastoral support across KS1 and KS2 to deliver bespoke interventions in building emotional resilience and readiness for learning.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 3, 4, 5</p>
<p>Place2Be provision for targeted pupils and their parents. Therapeutic interventions in place including: Happy To Be Me; Pyramid Club; Fun with Food; Wild Tribe and Forest Crew. Commissioned multi-agency support including the Education and Welfare Service.</p>	<p>Over 1 million children in the UK have a mental health problem. Nearly half of young people with mental health problems drop out of full time education by age 15. Over 90% of young offenders had a mental health problem in childhood. 1 in 6 adults have a mental health problem. The World Health Organisation predicted that depression will be the 2nd largest killer of all parents by 2020.</p>	<p>1, 3, 4, 5</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>4, 5</p>

Also the purchase of a SLA with Education Welfare Officer.		
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £130,326

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum. School closures meant the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised. There were however some areas of celebration – In July 2021 83% of our disadvantaged children achieved GLD (5/6) compared to 67% of all pupils. 100% of this group to move up at least one Blank Level and 65% of PPG to be Blank Level 4 by July 2021.

Our focus on ‘a love of reading’ also bore fruit. July 2021 data showed that there has been an increase from 38% to 62% in the number of disadvantage children who take books home and read on a regular basis.

Those children who accessed PiXL tuition all made good progress. 100% of these children were disadvantage. Due to the small group sizes of some of the NPP children comparisons are not always easy to make. Lockdown had a disproportionate impact on those children from more disadvantage backgrounds but retaining small class and group sizes has meant that the gap between groups has been kept to a minimum.

Phonics interventions with LSAs (ratios no larger than 1:5) supported school target of 70% passing the Phonic Screener. The children were on track to achieve this but Phonic Screener was cancelled due to Lockdown. In school tracking data showed 64% of Y1 pupils are on track to pass the phonics screener with 100% of the disadvantage children on track.

In the academic year 2020 – 2021 we continued our focus on oracy as a thread through each of our key priorities for school improvement. Talk prompts and Teacher Talk strategies were embedded in all year groups and talk activities are planned for and take place in all subjects across all year groups.

Every child’s attendance was tracked. The EWO worked closely with the SLT to support families and put plans into place to improve children’s attendance through attendance panel meetings, letters, truancy sweeps and initiating fixed penalty notices where necessary.

PPG attendance for the academic year 2020- 2021 was 90%. Non-PP being 95%. Our disadvantage families were disproportionately impacted by the spring lockdown and this did mean a wider gap emerging in the attendance of children in the two groups. Place2Be continued to see children during lockdown as the majority were attending school as key worker/vulnerable children. The School Project Manager made weekly

phone calls to parents. Updates were provided to the SLT. The Place4Parents Counsellor remained in contact with the parents she was supporting throughout lockdown. The Education Welfare Officer supported the SLT throughout lockdown with meetings and visits.

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
Journey Of Hope	Place2Be
ReadingWise	ReadingWise - Literacy Intervention for Schools

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. These include:
 - Chess
 - Sports (both key stages)
 - Dance
 - Cooking

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.