

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	Moorfield Primary School
Number of pupils in school	276
Proportion (%) of pupil premium eligible pupils	15.6% Pupil Premium – 31 pupils Service Children – 7 pupils Looked After Pupils – 5 pupils
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Ian Bussey Headteacher
Pupil Premium lead	Dawn Smith Assistant Headteacher
Governor / Trustee lead	Claire Lindsay

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,435
Recovery premium funding allocation this academic year	£4,086
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	£64,521

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils at Moorfield reach their potential and ‘learn to flourish.’ We aim for each child, irrespective of their background, to meet or exceed the expected standard in all areas of the curriculum. Furthermore, we aim to ensure that all pupils can access opportunities and experiences that will enrich their life and well-being.

Our strategy is based on diagnostic reports, research, assessments and speaking to teachers, pupils, and families. We plan to achieve these objectives by supporting disadvantaged children with their learning through high quality teaching, extra interventions, boosters, free clubs and trips and using the National Tutoring Programme to speed up the recovery of lost learning caused by the pandemic.

Adopting a new phonics scheme and using the corresponding resources will ensure all pupils have access to high quality teaching, ultimately closing the gap between disadvantaged and non-disadvantaged pupils in our school. Extra boosters, taught before and after school, will also help to raise attainment.

Offering a large range of funded extra-curricular activities within and after school, such as music lessons, sports clubs, wrap around care and residential, will ensure our disadvantaged pupils are able to have the same experiences and opportunities as others, whilst broadening their cultural capital.

Challenges

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

Challenge number	Detail of challenge
1	In response to our assessment data, observations, and the new Reading Framework, we have recognised a need to improve attainment in phonics so that the disadvantaged children make better and quicker progress.
2	Our assessment data, along with discussions with teachers, children and families, has shown a significant drop in attainment due to lost learning during the pandemic.
3	Attendance data indicates that punctuality and attendance has decreased. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.

4	Discussions with families, attendance records and school surveys have shown that our disadvantaged pupils are less likely to access afterschool clubs, residential and music lessons if they must pay.
5	Assessments and observations have shown that the interrupted education has had a negative impact on the mental health and well-being of some of our disadvantaged pupils.

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 reading attainment among disadvantaged children	All disadvantaged pupils to make positive progress in reading and phonics. 100% of pupils to pass the phonics check in Year 1.
'Catch up' on lost learning and improve attainment among our disadvantaged pupils	All disadvantaged children to achieve age-related expectations or greater depth in reading, writing and maths, and make good progress across all curriculum areas.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	For all disadvantaged children to be attending school 97% of the school timetable as a minimum.
To ensure wider opportunities are available and accessible to our disadvantaged pupils	All disadvantaged pupils learn to play a musical instrument and attend extra-curricular afterschool clubs. Disadvantaged pupils will have access to experiences beyond their everyday life.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged children	Sustain high levels of well-being demonstrated by: Teacher observations Student and parent voice report improved mental health and welfare An increase in participation in enrichment activities

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: £27,394

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued subscription of the phonics scheme (Read, Write Inc). Whole school training, assessment support and complementing resources to secure stronger phonics and teaching for all pupils DfE validated Systematic Synthetic Phonics programme	The Reading Framework encourages schools to use an accredited phonics schemes (such as Read, Write Inc) EEF's extensive evidence shows synthetic phonic approaches have higher impacts, on average, than analytic phonics approaches and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics Toolkit Strand Education Endowment Foundation EEF	1
Employment of a full-time teaching assistant to deliver additional, consistent and daily support to disadvantaged pupils who require further phonics support.	EEF findings show that pupils eligible for free school meals benefit from phonic interventions and approaches. This is due to the explicit nature of the instruction and the intensive support provided. Phonics Toolkit Strand Education Endowment Foundation EEF	1

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

Budgeted cost: £17,654

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide online tuition for	Tuition targeted at specific needs and knowledge gaps can be an	2

pupils whose education has been most impacted by the pandemic. The online tutoring will target KS2 pupils who are most in need of catching up in order to succeed in secondary school	<p>effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
Teachers and TAs to deliver additional boosters before and after school to reduce the attainment gap for disadvantaged pupils	The EEF states that ‘small group tuition has an average impact of four months’ additional progress over the course of a year’ and is ‘most likely to be effective if it is targeted at pupils’ specific needs.’	2

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

Budgeted cost: £15,387

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on promoting, protecting and improving our children’s mental health and wellbeing through ‘Future in Mind’	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/414024/Childrens_Mental_Health.pdf	5
<p>Engage with parents and children to build strong relationships and promote regular attendance. The administrative assistant to help reduce the number of absentees by regularly reviewing attendance data and share trends.</p> <p>Embed principles of good practice set out in the DfE’s https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3

<p>g together to improve school attendance.pdf</p> <p>Sharing attendance figures with staff and attend half termly meetings with the EWO</p>		
<p>Access to Early Intervention Worker</p>	<p>The emotional wellbeing of pupils working with the Early Intervention Worker has improved during periods of support. EEF guidance reports also suggest that effective social and emotional learning can lead to a gain of +4 months over the course of a year.</p>	<p>3 and 5</p>
<p>Access to EWO.</p> <p>Regular attendance is an important protective factor for our most vulnerable pupils and the best opportunity for needs to be identified and for additional support to be given.</p>	<p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	<p>3</p>
<p>Music lessons to be funded for disadvantaged pupils</p>	<p>EEF findings state that arts participation can be subject to financial barriers for PPG children. Research suggests a link between arts education with overall attainment and can have an impact on attainment (+3 months).</p>	<p>4</p>
<p>After school, extracurricular clubs to be funded for eligible pupils</p>	<p>https://www.gov.uk/government/publications/pupil-premium/pupil-premium</p>	<p>4 and 5</p>
<p>Residential and school trips to be funded for disadvantaged pupils</p>	<p>https://www.gov.uk/government/publications/pupil-premium/pupil-premium</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/706830/Charging_for_school_activities.pdf</p> <p>EEF states that access to cultural experiences can have a positive impact of +3 months</p>	<p>4 and 5</p>

Total budgeted cost: £60,435

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 2022 to 2023 academic year.

Priority 1: Improved reading attainment among disadvantaged children

The new validated systematic, synthetic phonics scheme (Read, Write Inc) has been successfully embedded within KS1. Pupils in KS2, who did not pass the phonics screening in Year 1, are also receiving regular extra interventions to ensure they keep up with their peers. KS1 and KS2 Teachers and TAs have received training, and new resources have been purchased to ensure a consistent approach throughout school and to help consolidate learning. Engagement with parents and attendance for the before and after school boosters, as well as daily lessons, have helped secure good progress over the year. 100% of Year 1 pupils passed the 2023 Phonics Screening test including the 5 pupils receiving PPG.

Priority 2: 'Catch up' on lost learning and improve attainment among our disadvantaged pupils.

In an effort to catch up on lost learning and improve attainment, we have implemented 'boosters' before and after school, and invited pupils from Year 4 to Year 6 to use the National Tutoring Programme after school, at home. Our data shows that pupils in years 4,5 and 6 were the ones most likely to have lost learning due to the pandemic, and so funding for the NTP was primarily used to improve attainment with our disadvantaged pupils in these year groups.

The boosters, which were held before and after-school by the child's teacher or teaching assistant, were received well. 68% of PPG pupils attended the sessions. In addition to this, 55% of Year 4-6 PPG pupils attended the NTP.

With these extra endeavours to ensure attainment was improved with pupils receiving PPG, the overall percentage of pupils achieving the expected standard or greater in maths was 69%. 71% of PPG pupils achieved the expected standard or greater in reading, and 53% met the standard or higher in writing.

The end of KS2 SATS also showed favourable attainment amongst our most disadvantaged pupils. 6 PP pupils in Year 6, collectively achieved a progress score of 2.4 in reading, 2.4 in writing and 3.0 in maths.

Priority 3: To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Whilst 56% of the PPG pupils' attendance is below 97%, on the whole this has improved, and we recognise that a target of 97% attendance for all pupils is ambitious within the current climate. In spite of this, overall figures for 2022-2023 show whole school absenteeism at 5%, compared to 6.3% for state-funded schools in England. The attendance figures are shared daily with staff to ensure all are aware of who is absent, to look for patterns and to put in place any actions that are needed.

Priority 4: To ensure wider opportunities are available and accessible to our disadvantaged pupils.

After-school clubs have continued to be well attended. 59% of PPG pupils accessed the afterschool clubs without any cost, whilst 39% of pupils from Year 2 onwards have attended fully funded music lessons within school time.

From Year 2 – Year 6, all pupils were offered an overnight residential. In Year 2, pupils stayed over at Edmond Hall for two nights, in Year 3 children stayed over at Kingswood for two nights, pupils in Year 4 stayed for two nights in Arthog, Year 5 children stayed over in York for two nights and in Year 6 pupils also visited Arthog and stayed for four nights. 91% of PPG pupils attended their class residentials, whilst all pupils experienced a fully funded school trip.

Priority 5: To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged children

As mentioned in Priority 4, more PP pupils are now participating in afterschool activities and a larger majority of children have attended an out-of-school experience - showing a willingness to join in other activities outside of the school day and conveying a more positive sense of wellbeing.

Wrap-around care, included breakfast club and afterschool club, is also fully funded for PPG pupils. 59% of pupils use this offer.

Teachers have reported that pupils are happy and calm within school, with good attitudes to learning. Staff are proactively forming strong relationships with pupils and their families to better understand their needs and difficulties they may have.

Externally provided programmes

Programme	Provider
Not applicable	

Further information (optional)

We are fully committed to supporting our disadvantaged pupils and go the extra mile to ensure that they have the same opportunities, experiences and support as other pupils in the school.

Laptops have been issued to PPG pupils to help them access online learning, the National Tutoring Programme and homework facilities. Extra places for siblings at breakfast and afterschool club guarantee before/afterschool boosters are attended, whilst genuine, valuable relationships with pupils and parents have helped secure solid links and good lines of communication so that we are always well informed of pupils' circumstances.

The purchase of the Jigsaw programme to enhance our RHE delivery has contributed to whole school topics and themes being discussed. This has helped to prepare our pupils for life: helping them know and value who they are, whilst aiding inclusion across the school.