

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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	Moorfield Primary School
Number of pupils in school	274
Proportion (%) of pupil premium eligible pupils	16% (44 / 274) Free School Meals – 34 pupils Service Children – 5 pupils Previously Looked After Children – 5 pupils
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
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	£59,200
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£59,200

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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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.

Embedded a new phonics scheme and using the corresponding resources will ensure all pupils have access to early 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 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, residentials and music lessons because of the extra cost.
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: £26,994

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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</p> <p>DfE validated Systematic Synthetic Phonics programme</p>	<p>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.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>Employment of a full-time teaching assistant to deliver additional, consistent and daily support to disadvantaged pupils who require further support. The targeted interventions include Talk Boost, which supports language development; extra phonics sessions for pupils who aren't ARE; and delivering Number Sense to pupils in KS2 who require a deeper sense of number</p>	<p>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.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF research shows that oral language interventions have a very high impact for low cost, based on extensive evidence.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>

and number relationships		
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time and the cost of the programme to embed key elements of 'Numbersense' in school.	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: Mathematics guidance: key stages 1 and 2	2
Subscription to 'Century' – an online platform used for homework and diagnostic assessments	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	2
Teachers to receive literacy based CPD within the local cluster group	Investing in professional development, training and support is essential for the retention of teachers Pupil-Premium-2023.pdf (d2tic4wvo1iusb.cloudfront.net)	1 and 2

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

Budgeted cost: £17,854

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscriptions and training for structured, daily interventions, such as Numbersense, Talk Boost, RWI phonics	Investing in PD for TAs who can deliver structured interventions can be a cost-effective approach to improving learner outcomes. Targeted interventions that support language development, literacy and numeracy	1 and 2
Extending the school day with before and	The EEF states that 'Before and after school programmes with	1 and 2

after school 'boosters' to reduce the attainment gap for disadvantaged pupils	a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.'	
Monitored and identified pupils to receive private dyslexia screening	The NHS explains that 'The earlier a child with dyslexia is diagnosed the more effective educational interventions are likely to be.' Undiagnosed dyslexia can also result in significant loss of self-esteem and low self-confidence. Dyslexia - Diagnosis - NHS (www.nhs.uk)	1, 2 and 5

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

Budgeted cost: £14,372

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
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. 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_together_to_improve_school_attendance.pdf	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3

Sharing attendance figures with staff and attend half termly meetings with the EWO		
Access to Early Intervention Worker	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.	3 and 5
Access to EWO. 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.	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	3
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff using the Outreach Services.	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): Improving Social and Emotional Learning in Primary Schools EEF	5
Music lessons to be funded for disadvantaged pupils	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).	4
After school, extracurricular clubs to be funded for eligible pupils	https://www.gov.uk/government/publications/pupil-premium/pupil-premium	4 and 5
Residential and school trips to be funded for disadvantaged pupils	https://www.gov.uk/government/publications/pupil-premium/pupil-premium https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/706830/Charging_for_school_activities.pdf	4 and 5

	EEF states that access to cultural experiences can have a positive impact of +3 months	
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Total budgeted cost: £59,200

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.

Priority 1: Improved reading attainment among disadvantaged children

The validated systematic, synthetic phonics scheme (Read, Write Inc) that we purchased three years ago has been successfully embedded within KS1. Pupils in KS2, who did not pass the phonics screening in Year 1, also received daily 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. All children are encouraged to read a minimum of three times a week at home, and together with the daily 'shared read' and the weekly 'book club,' children have many opportunities to read, explore and discuss literature in depth and ultimately develop a love for reading which will continue past their primary years.

Attendance to the before and after school boosters, as well as daily lessons, have helped secure good progress over the year. 28/30 of Year 1 pupils passed the 2024 Phonics Screening test including the 3 pupils receiving the PPG. In the KS2 SATs, 96% of all Year 6 pupils achieved the expected standard in reading, with 7/8 pupils in receipt of the PPG, achieving the expected standard or higher.

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 continued to extend the school day by implementing '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. 86% of PPG pupils attended the sessions. In addition to this, 8 of the Years 3-5 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 60%. 76% of PPG pupils achieved the expected standard or greater in reading, and 62% met the standard or higher in writing.

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

22/44 pupils' attendance was above 97% this year. On reflection of this and to maximise PPG attendance for the next academic year, we will be buying into a support package with the Learning Communities Trust (LCT). We have also decided to increase attendance meetings from every 6 weeks to every 3 weeks.

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

After-school clubs have continued to be well attended. 86% of PPG pupils accessed the afterschool clubs without any cost, whilst 54% 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. 87% of PPG pupils attended their class residentials, whilst 100% of 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

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 clubs, are also fully funded for PPG pupils. 66% use of PP pupils attend breakfast club, whilst 45% of pupils use this offer. Collectively, 82% of our PP pupils access our wrap-around care.

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.