



Moorlands Church of England Primary Academy

Compassion in all we do

Pupil Premium Strategy Statement 2024 – 2027

Vision

In the book of Luke, Jesus tells his followers the parable of the Good Samaritan. In response to a question about eternal life, Jesus asks a man what is written in the law. He answers, "Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind, and love your neighbour as yourself." Jesus then uses the parable of the Good Samaritan to show the man who his neighbour is. He then instructs his followers to take this lead by saying 'Go and do likewise'.

Inspired by this story, it is our vision that Moorlands Church of England Primary Academy will:

- Be a place where **compassion** and empathy for others are placed at the core of all learning and decision making.
- Meet the academic, spiritual and emotional needs of all learners through a curriculum that widens horizons and builds **resilience**.
- Be a place where all can live in harmony, accepting each other's differences, building **belief** in themselves and others.
- Empower children to take **responsibility** within their communities and become courageous advocates for change.

School Values

- Compassion
- Resilience
- Belief
- Responsibility

School Overview

School name	Moorlands CofE Primary Academy
Pupils in school	264
Proportion of disadvantaged pupils	20% (based on current number of 56 children)
Pupil premium allocation this academic year	£82,880 (based on 56 children)
Academic year or years covered by statement	2025 - 2027
Publish date	December 2024
Review date	December 2027
Statement authorised by	Mr Ryan Freeman (Executive Headteacher)
Pupil premium lead	Mr Ryan Freeman (Executive Headteacher)
Governor lead	Matthew Price

Our Philosophy

Moorlands Church of England Primary believes that it is vitally important in the current climate to ensure that children facing disadvantage are given every opportunity to keep up with their peers and achieve well. We understand that these children face a number of barriers to their learning, both academically and socially, and we aim to use our pupil premium funding to ensure that these differences are diminished wherever possible.

Moorlands believes that the best way to support children facing disadvantage is to ensure that they have access to the highest quality teaching and learning, supported by a rich and highly relevant curriculum - this forms the basis of the school's current improvement focus.

Our Aims

Setting priorities is key to making the most effective use of the funding. Our priorities are as follows:

- Ensuring that all students have access to High Quality Teaching and Learning in every lesson;
- Closing the attainment gap between disadvantaged children and their peers
- Providing targeted academic support for children who are not making the expected progress
- Providing targeted intervention to challenge non-academic barriers to attainment such as attendance, behaviour, mental health and adverse childhood experiences / trauma
- Ensuring that economic support is in place for the children and their families to broaden the opportunities available

Research

We have based our approaches on research by the Education Endowment Foundation (EEF). Much of our work focuses around the following areas:

Small group tuition and 1:1 intervention

'Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.'

'Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.'

Teaching Assistant Interventions

'The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.'

'Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.'

Metacognition and Self-Regulation (through pastoral support)

'Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.'

'The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.'

Feedback

'Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.'

'It is important to give feedback when things are correct – not just when they are incorrect. High-quality feedback may focus on a task, subject, and self-regulation strategies.'

Arts Appreciation

'Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.'

'Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.'

Behaviour Intervention

'Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.'

Implementation

In line with the EEF's (Education Endowment Fund's) Guide to Implementation, we select a small number of priorities, endeavouring to achieve a higher success rate in meeting the needs of our children. We will:

Explore:

- Specify an area of focus for improvement that is amenable to change;
- Determine a programme of activity based on existing evidence of what has - and hasn't - worked before;
- Examine the fit and feasibility of possible interventions for the school context.

Prepare:

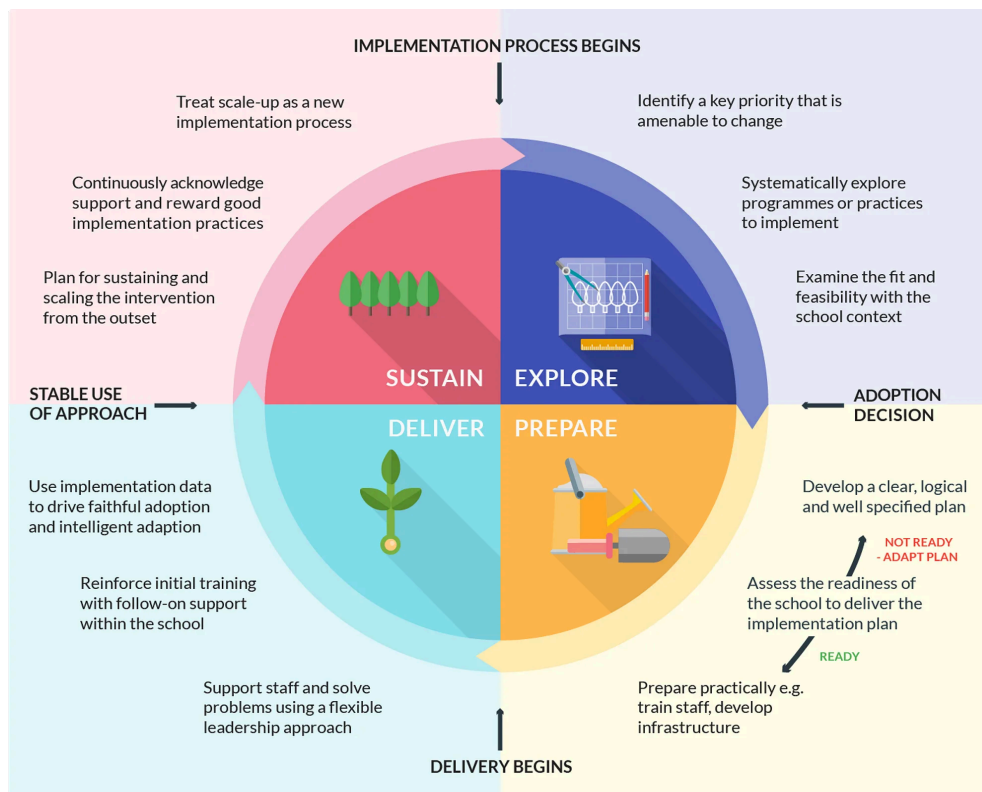
- Develop a clear, logical and well-specified plan;
- Assess the readiness of the school to deliver the plan;
- Make practical preparations for the plan to be delivered.

Deliver:

- Support staff and solve any problems using a flexible leadership approach;
- Reinforce initial training with follow-on support;
- Use data to review the delivery and inform next steps.

Sustain:

- Ensure it remains fit-for-purpose;
- Continually acknowledge, support and reward good implementation practices;
- Treat scale-up as a new implementation process.



Tiered Approach

We endeavour to make appropriate provision for children who belong to vulnerable groups which includes ensuring that the needs of socially disadvantaged children are adequately assessed and addressed.

In making provision for socially disadvantaged children, we recognise that not all children who receive free school meals will be socially disadvantaged. We also recognise that not all children who are socially disadvantaged are registered or qualify for free school meals. The Pupil Premium Grant can therefore be allocated to support any child or groups of children the school identifies as being socially disadvantaged.

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises of three categories:

Tier 1: High Quality Teaching and Learning

For example:

- Support for high quality teaching through consultancy or training
- Curriculum and Assessment.
- An evidence informed Continued Professional Development programme of support which develops teachers' subject knowledge
- Provision of extra support in classrooms to assist with delivery, interventions etc.

Tier 2: Targeted Support

For example:

- Structured interventions: small group tuition, including targeted group work in reading, writing and maths; one to one support; additional teaching and learning opportunities using additional adult support.
- Using qualified teachers and SENCO to deliver one to one or small group support.
- Targeted pastoral support.

Tier 3: Wider Strategies

For example:

- Access to music lessons
- A full and varied programme of additional educational experiences, such as school visits and extra-curricular clubs.
- Improving attendance percentages among PP children.
- Access to counselling from external qualified children's counsellor.

Review Process

Reviewing, introducing and implementing a pupil premium plan every year could be deemed as time-costly and ineffective. Through a three year approach, with interim reviews, we are able to maintain a long-term vision whilst evaluating impact and making necessary changes as appropriate.

During an interim, annual review, the success of each intervention is evaluated, based on evidence gathered. From this we will determine the most effective approach moving forwards - adapting, extending or ceasing the intervention as required.

The progress and attainment of children in receipt of the PPG is scrutinised by class teachers and SLT across all year groups aligned to our assessment calendar. "Ultimately it does not matter how great an educational idea or intervention is in principle; what really matters is how it manifests itself in the day to day work of people in schools." (EEF, 2018)

The cycle of implementation is therefore ongoing and developed in light of the lessons learned and with regard to any new guidance and evidence of best practice that becomes available. The Headteacher and Pupil Premium Lead are responsible for ensuring that a pupil premium strategy is always in effect.

Accountability

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG. The academy is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions. The academy publishes its strategy for using the pupil premium on the school website.

2023-24		
	School	National
Attendance	94%	
EYFS GLD (%)	75	68
Year 1 Phonics (% at expected)	96	80
Key Stage 2 RWM Combined	58	61
Key Stage 2 Reading attainment - % Expected Standard +	73	74
Key Stage 2 Writing attainment - % Expected Standard +	71	72
Key Stage 2 Maths attainment - % Expected Standard +	64	73

Funding

Summary of funding 2024-2025 (Year 1)	
Total number of pupils	264
Number of pupils eligible for PPG	56
Funding as advised in school budget statement	£82,880
Summary of Funding 2025 – 2026 (Year 2)	
Estimated number of pupils	250
Estimated number of pupils eligible for PPG	40
Estimated Funding	£75,00
Estimated Funding 2026 – 2027 (Year 3)	
Estimated number of pupils	250
Estimated number of pupils eligible for PPG	40
Estimated Funding	£75,000

Priorities for Disadvantaged Pupils

Priority	Tier	Target Date	Year 1 Costs	Year 2 Costs	Year 3 Costs
1. Improve outcomes in mathematics across all year groups.	1	July 25			
3. Improve attendance and behaviour for PP children across the school.	2	On-going			
4. To ensure that PP children have access to a broad and balanced curriculum through the delivery of a variety of cultural opportunities.	3	On-going			

Action Planning

Priority 1	Improve outcomes in mathematics across all year groups	Tier Category: 1	High quality teaching and learning
Intended Outcomes	PP children in both key stages will improve their mathematics outcomes to be in line with 'all' children nationally.	Success Criteria	<p>Maths outcomes will improve through the year and the gap to 'all' will diminish.</p> <p>Children will show improved reasoning skills.</p>
Implementation	Year 1	Year 2	Year 3
	<p>How we will implement this intervention in Year 1:</p> <p>Whole School training for White Rose led by HoS as maths lead</p> <p>Top up and refresh maths resources as needed.</p> <p>Access to maths online resources for children at home</p> <p>Extra TA in KS2 to deliver interventions and in class support</p> <p>Extra HLTA to work across the school freeing up teachers to deliver maths intervention</p>	<p>How we will implement this intervention in Year 2 (in light of the Year 1 annual review):</p>	<p>How we will implement this intervention in Year 3 (in light of the Year 2 annual review):</p>
Interim Review Notes			
Interim Assessment (RAG)			
Anticipated Costings	<p>£160 White Rose online £17,400 Contribution to HoS salary £5,000 Maths resources £17,000 1 TA to work in KS2 £20,000 1 HLTA Mathletics Subscription £2500</p>		
Final Costings	£59,060		

Priority 2	Improve attendance and behaviour for PP children across the school.	Tier Category: 2	Targeted Support
Intended Outcomes	The attendance and behaviour of PP children will improve as the year progresses.	Success Criteria	Children will have access to pastoral support. Attendance will improve for PP children Behaviour incidents will reduce for PP children Families will say that they feel supported by the school.
Implementation	Year 1	Year 2	Year 3
	How we will implement this intervention in Year 1: Attendance monitoring to be in place, including regular meetings and communications with parents through federation Attendance Officer. Attendance incentives to be run half termly Attendance training for HoS and Attendance Officer Home visits where needed using Federation transport Lunch club to run daily (covered by TAs) to provide pastoral support. Lunch club resources	How we will implement this intervention in Year 2 (in light of the Year 1 annual review):	How we will implement this intervention in Year 3 (in light of the Year 2 annual review):
Interim Review Notes			
Interim Assessment (RAG)			
Anticipated Costings	£15,000 Contribution to Federation Attendance Officer / Office manager £1000 Attendance Incentives £5000 Salary contribution - lunch cover £500 Lunch club resources £500 Training Costs £1000 Contribution to Fuel and running costs of minibuses		
Final Costings	£23,000		

Priority 3	To ensure that PP children have access to a broad and balanced curriculum through the delivery of a variety of cultural opportunities.	Tier Category: 3	Wider Support
Intended Outcomes	PP children will have access to all of the same opportunities to their peers and families will feel supported.	Success Criteria	The % of PP children accessing after school clubs and trips will be in line with 'all children'.
Implementation	Year 1	Year 2	Year 3
	How we will implement this intervention in Year 1: Continue fund for school trips that parents can apply for. Continue fund for after school clubs that parents can apply for. Whole School pantomime performance Contribution to Year 6 residential trip Contribution to in school visitors and class trips - to ensure that overall cost is low Ensure that art and DT resources are well stocked Ensure that a whole school curriculum is in place that promotes cultural development Resources for whole school healthy me days	How we will implement this intervention in Year 2 (in light of the Year 1 annual review):	How we will implement this intervention in Year 3 (in light of the Year 2 annual review):
Interim Review Notes			
Interim Assessment (RAG)			
Clubs Fund	£500 Clubs Fund £1,800 Trips Fund £1000 Theatre Production £2500 Art and Dt resources £500 Curriculum Scheme £1000 Trip contribution		
Final Costings	£7,300		