



## Pupil Premium Strategy Statement

This statement details our school's use of the Pupil Premium for the academic year 2023 to 2025 to help improve the attainment of disadvantaged pupils. This is part of a three-year strategy.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the impact that last year's spending of the Pupil Premium had within our school.

### School overview

| Detail  | Data                       |
|---|----------------------------|
| School name   | Moor Green Primary Academy |
| Number of pupils in school  | 420 (ex. Nursery)          |
| Proportion (%) of pupil premium eligible pupils                         | 35% (November 2024)        |
| Academic year/years that our current pupil premium strategy plan covers | 2024-2025 to 2025-2026     |
| Date this statement was published                                       | December 2024              |
| Date on which it will be reviewed                                       | July 2025                  |
| Statement authorised by   | Yateen Bhoola              |
| Pupil premium lead  | Rose Alyas                 |
| Governor / Trustee lead   | Kristina Gruzdeva          |

### Funding overview

| Detail   | Amount           |
|--|------------------|
| Pupil premium funding allocation this academic year                                    | £212, 615        |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0               |
| <b>Total budget for this academic year</b>   | <b>£212, 615</b> |

## Part A: Pupil premium strategy plan

### Statement of intent

At Moor Green Primary Academy, we aim to strategically use pupil premium funding to ensure all children achieve excellence and reach their full potential. In line with EEF research and recommendation, we use a tiered approach to Pupil Premium spending. This will help ensure we balance approaches to constantly evaluate and improve teaching and learning, targeted academic support and wider strategies.

By spending funding on improving teaching through professional development, training and support for early career teachers and recruitment and retention, we will ensure an effective teacher is in front of every class, that every adult is supported to keep improving, and every child is taught by an effective practitioner.

Through targeted academic support, we will work hard to ensure pupils identified as needing to catch up with their peers get the help they need to make substantial progress and fulfil their potential.

In addition to academic support, we have a strong pastoral team who work with a range of children to support their individual needs. 1:1 mentoring and small, social group activities for those who need it is a strength of the school and interventions are in place to ensure a more holistic approach. These will help remove barriers to learning linked to emotional and behavioural development.

Increasing attendance and reducing persistent absenteeism is also key focus for the school. The Pastoral Manager will provide relentless challenge and support to the families of children whose attendance is causing concern.

Raising the achievement of disadvantaged pupils is the responsibility of all staff at Moor Green and our school development plan is fully aligned with our pupil premium strategy.

### Challenges

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

| Challenge number     | Detail of challenge  |
|----------------------|--|
| 1<br>Attendance      | Attendance data shows that rates of absence and persistent absence are higher for disadvantaged pupils than non-disadvantaged pupils.                      |
| 2<br>Closing the Gap | Assessment data and monitoring evidence shows that disadvantaged pupils in some year groups are underperforming in comparison to non-disadvantaged pupils. |

|                                       |  |
|---------------------------------------|--|
| <p>3<br/>SEND and<br/>Mathematics</p> | <p>Assessment data and monitoring evidence shows that disadvantaged pupils in some year groups with multiple vulnerabilities (SEND) are not yet strong mathematicians with secure fluency and problem-solving skills and, as a result, are not yet able to recall as much key knowledge across the curriculum as non-disadvantaged pupils.</p> |
| <p>4<br/>Social Justice</p>           | <p>Discussions with pupils have identified that some disadvantaged pupils have limited access to varied life experiences. This has been exacerbated by the cost-of-living crisis.</p>  |
| <p>5<br/>Early Help –<br/>SEMH</p>    | <p>There has been an increased requirement for access to pastoral support and early help for some disadvantaged families.</p>  |

## 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 attendance for disadvantaged pupils.  | <p>Attendance for disadvantaged pupils is at least in line with non-disadvantaged pupils nationally.</p> <p>Persistent absence rates for disadvantaged pupils are at least in line with non-disadvantaged pupils nationally.</p>  |
| Disadvantaged pupils make at least expected progress (in line with the demands of the curriculum) as a result of highly effective quality first teaching and targeted interventions. | <p>Monitoring and evaluation shows that all teaching in school is effective or highly effective.</p> <p>In reading, writing and maths, 100% of disadvantaged pupils make at least expected progress (in line with the demands of the curriculum) from previous assessment points which enables them to catch up or keep up with their peers.</p> <p>In statutory assessments, disadvantaged pupils perform at least in line with their non-disadvantaged peers nationally.</p>  |
| Disadvantaged pupils, particularly those with multiple vulnerabilities, are fluent mathematicians which enable them to thrive in all areas of the curriculum.                        | <p>Analysis of maths fluency interventions show that disadvantaged pupils are becoming increasingly fluent mathematicians.</p> <p>Assessment and monitoring shows that disadvantaged pupils are keeping up with the demands of the curriculum in mathematics.</p> <p>Pupil voice and monitoring of reading habits shows that all disadvantaged pupils are problem solving regularly and developing positive attitudes towards mathematicians.</p> <p>Analysis of pupil workbook findings show that disadvantaged pupils, especially those with multiple vulnerabilities, are able to fully access all aspects of the curriculum and are remembering more knowledge.</p> |

|  |   |
|--|---|
| <p>Increased access to a wide range of curricular and extra-curricular experiences</p>   | <p>All disadvantaged pupils participate in curricular experiences including 11B411 Promises.</p> <p>Free places are offered in all extra-curricular clubs and rates of participation for disadvantaged pupils in extra-curricular clubs are high.</p> |
| <p>Disadvantaged pupils and their families benefit from pastoral care and assistance</p> | <p>Tracking of behaviour data shows that incidents involving disadvantaged pupils continue to decrease.</p> <p>Cases studies evidence the positive impact of early help interventions.</p>  |

## Activity in this academic year

This details how we intend to spend our pupil premium (**this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £106, 308

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>The Headteacher, non-class based Deputy Headteachers, SENDCo and subject leaders will ensure an effective or highly effective teacher is in front of every class, and that every teacher is supported to keep improving. They will provide whole school CPD as well as personalised coaching and ECT mentoring.</p> | <p>EEF research shows that improving teaching is the <i>'key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending'</i>.<br/>Important aspects of CPD provided include: in the moment feedback, reading comprehension strategies, phonics and adaptive teaching. All of which EEF research shows has a positive impact on pupil outcomes.</p> | <p>2, 3, &amp; 4</p>          |
| <p>Deputy Headteachers and subject leaders will play a key role in the school's curriculum development and evaluation work. There will be a strong focus on developing collaboration to share practice across the Trust and beyond and to engage in action research and collaborative working approaches.</p>          | <p>EEF research and guidance shows that when people work collaboratively during implementation, they can share knowledge and expertise, bounce ideas off each other, and solve problems together. Leaders should help people understand how their individual roles contribute to the collective endeavour.</p>  | <p>2, 3, &amp; 4</p>          |
| <p>Oracy Leader will engage in research around Oracy and establish how Oracy can be implemented to enhance our curriculum offer and impact on outcomes</p>   | <p>EEF research shows that oral language interventions have a positive impact on pupils' ability to develop language and comprehension skills</p>   | <p>2, 3, &amp; 4</p>          |

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

Budgeted cost: £42, 523

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Targeted teaching support for low prior attaining pupils to make at least expected progress.                        | EEF research shows that small group tuition has a positive impact on attainment levels.  | 2 & 3                         |
| Small group language intervention and 1:1 support from SEND Inclusion Lead and Oracy Lead.                          | EEF research shows that oral language interventions have a positive impact on pupils' ability to develop language and comprehension skills.  | 2, 3, & 4                     |
| Pre-teaching and language intervention and 1:1 support organised and overseen by SENDCo and Adaptive Teaching Lead. | Research by Polak, Trundley, and Minkel show that children can feel more positive about intervention prior to the lesson and that pre-teaching is more effective than post-teaching. | 2 & 3                         |

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

Budgeted cost: £63, 784

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Pastoral Lead and Safeguarding support for pupils and their families – offering support and challenge as well as promotion of high levels of attendance and removal of barriers to learning. | Research shows that good attendance has a direct link to academic outcomes and subsequent life chances.<br><br>If pupils in receipt of early help intervention feel happy and safe, they are more likely to be able to learn well in school. | 1 & 5                         |
| Rewards and incentives to support the school attendance strategy.  |  | 1                             |

|   |   |                  |
|---|---|------------------|
| <p>Pastoral Lead to provide 1:1 support and intervention to support pupils with self-regulation and understanding of emotions. This support will extend to families where needed.</p> | <p><i>'Schools have a central role to play in enabling their pupils to be resilient and to support good mental health...Research indicates that staff in schools feel more confident managing behaviour when they have increased knowledge of the link between behaviour and emotion.</i></p>   | <p>5</p>         |
| <p>Development of a designated Wellbeing Hub for small groups to access and practice mindfulness and wellbeing strategies.</p>  | <p><i>Inclusion for All. BCC Guidance document 'A Relational Approach to Behaviour Regulation' March 2021</i></p> <p>EEF research shows that social and emotional learning and improved self-regulation has a positive impact on attainment.</p>  | <p>5</p>         |
| <p>Curriculum enrichment learning opportunities to address the cultural capital gap and support learning motivation.</p>  | <p>Research shows that through participation in challenging physical and emotional activities and outdoor learning, can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. Leaders have thought carefully about the rationale for the curriculum and understand the importance of acquiring early language skills and knowledge. It aims to provide cultural capital through relevant learning experiences for pupils, which enable them to acquire knowledge and skills and to deepen their understanding.</p> | <p>4 &amp; 5</p> |



**Total budgeted cost: £212, 615**

## 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.

#### **Attainment and Progress:**

##### **EYFS GLD 2023-2024**

- 71% of disadvantaged children achieved a Good Level of Development.

##### **Year 1 Phonics Screening Check 2023-2024**

- 88% of disadvantaged children passed the phonics screening check.

##### **End of KS1 2023-2024**

- 73% of disadvantaged children achieved the expected standard in reading.
- 65% of disadvantaged children achieved the expected standard in writing.
- 61% of disadvantaged children achieved the expected standard in maths.

##### **End of KS2 2023-2024**

- 75% of disadvantaged children achieved the expected standard in reading.
- 70% of disadvantaged children achieved the expected standard in writing.
- 65% of disadvantaged children achieved the expected standard in maths.
- 65% of disadvantaged children achieved the expected standard in reading, writing and maths combined.

##### **Reading: 2023-2024 In-Year Progress for Disadvantaged Pupils from Autumn Baseline to Summer End**

- Year 1: expected progress -100%
- Year 2: expected progress - 83% (20/24)
- Year 3: expected progress - 90% (18/20)
- Year 4: expected progress - 100%
- Year 5: expected progress - 96% (25/26)
- Year 6: expected progress – 72% (13/18)

##### **Writing: 2023-2024 In-Year Progress for Disadvantaged Pupils from Autumn Baseline to Summer End**

- Year 1: expected progress -100%
- Year 2: expected progress - 100%
- Year 3: expected progress - 100%
- Year 4: expected progress - 100%
- Year 5: expected progress - 100%
- Year 6: expected progress – 90% (18/20)

##### **Maths: 2023-2024 In-Year Progress for Disadvantaged Pupils from Autumn Baseline to Summer End**

- Year 1: expected progress -100%
- Year 2: expected progress - 92% (22/24)
- Year 3: expected progress - 100%
- Year 4: expected progress - 95% (19/20)
- Year 5: expected progress - 80% (21/26)
- Year 6: expected progress – 78% (14/18)

##### **Attendance**

|           |                   |        |
|-----------|-------------------|--------|
| 2022-2023 | Disadvantaged     | 92.65% |
|           | Non-disadvantaged | 96.09% |
| 2023-2024 | Disadvantaged     | 93.28% |
|           | Non-disadvantaged | 96.51% |

Monitoring and evaluation records show that all teaching in school is effective or highly effective.

### **Increased access to a wide range of curricular and extra-curricular experiences**

School monitoring and evaluation, further supported by Trust validation, shows that pupils demonstrate high levels of engagement in learning across the curriculum.

Disadvantaged children enjoy rich and varied experiences that they may not otherwise have been able to access.

Rates of participation in extra-curricular clubs were high. 100% of disadvantaged pupils who requested a place in sports, art, chess or drama club were offered a place.

Rates of participation in after school sports club are improving but leaders are determined to further increase the numbers of disadvantaged pupils attending the after-school club offer.

### **Attendance:**

The Pastoral Manager has forensically tracked attendance. He has worked with families to identify barriers to attendance and has supported them, e.g. with letters, meetings and the provision of breakfast club places. Fines are only issued when all avenues of early help have been exhausted.

Disadvantaged attendance for Autumn Term 2024: 92.2%

Disadvantaged pupils persistently absent during the academic year 2023-2024: 21.4%

Improving attendance and reducing persistent absenteeism of disadvantaged pupils remains a key whole-school improvement priority.

### **Pastoral Care and Assistance**

Mentor sessions and Lego intervention impacted on pupil wellbeing and fitness. School held records show high-quality support and guidance offered to pupils.

Case studies show how 1:1 support and intervention impacted positively on behaviour of individual pupils.

Cases studies evidence the positive impact of early help interventions.

Mental Wellbeing and Fitness activities provided in school Healthy Lifestyles Awareness week promoted healthy lifestyles at school and at home for families in need of help.

There was 100% participation of disadvantaged pupils in Wellbeing Hub activities.