

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 – 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 |
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| School | Moor Row Community Primary School |
| Number of pupils in school | 65 (EYFS -Yr.6) |
| Proportion (%) of pupil premium eligible pupils | 20 % (13/65) |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2022-23 2023-24 2024-25 |
| Date this statement was published | November 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Mrs. J Beavis |
| Pupil premium lead | Mrs. J Beavis |
| Governor | |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £20,393 |
| Recovery premium funding allocation this academic year | £2000 |
| 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 | £22, 393 |

Part A: Pupil premium strategy plan

Statement of intent

Moor Row Community Primary School is a vibrant and thriving school with high academic and behavioural expectations of all our pupils. We are a happy and successful school where staff work as a strong team towards a common aim – to equip our children with the skills to enable lifelong learning. We provide a rich and relevant primary educational experience for all pupils. High expectations are set for the whole school community where learning experiences are challenging, stimulating and engaging. The school learning environment supports learning as it is inspiring, rich and structured. There are a range of displays which both support learning and celebrate a range of successes.

We ensure our school core values (manners, respect and success) as well as British values supports our approach to children developing a sense of community, where the rights and feelings of all are respected. We strive to provide an inclusive, nurturing environment in which children can grow and mature into confident, responsible, resilient young people, aspiring towards high levels of personal attainment and achievement. We want our children to be proud of themselves and their efforts as special, unique individuals.

Moor Row Primary School is a village primary school situated on the west coast of Cumbria. We currently have four mixed aged classes throughout the school. We believe in the value of family within school. We pride ourselves on the strong partnership which are developing between parents, pupils, staff, governors and the local community.

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.

We use research conducted by the EEF as well as recognised literature and staff experiences and expertise to support decisions made around the usefulness and implementation of different strategies.

High-quality first teaching (QFT) and the emotional health and wellbeing of our pupils is at the heart of our approach as this is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefitting the non-disadvantaged pupils in our school. We ensure that there is a range of 'adaptive teaching' strategies (5 a day) utilised within our lessons. These include explicit instruction, cognitive and metacognition strategies, scaffolding, flexible grouping and using technology. We have a member of staff trained as an Emotional Literacy Support Assistant (ELSA) who supports a number of children across the school to ensure they are emotional ready to access learning.

As a school our intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

As a school we have identified reading as a priority focus for our PPG pupils as reading underpins the whole curriculum. Reading is also linked to future earning ability of our young people and we are equipping them with lifelong skills.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Our assessment, observations and discussions with pupils, families and medical professionals have identified social & emotional issues for many pupils. |
| 2 | Discussions with parents over time have shown that parents wish to support their children in their learning but aren't always sure how to go about this. There has been some confusion in phonics between school and home. Parents also indicated maths was an area they would like to learn more about to enable them to support their children. |
| 3 | With the rising cost of living we feel that it is important to ensure that disadvantaged pupils have the opportunity to engage with wider-curricular opportunities and experience cultural capital. It is also important to ensure that disadvantaged pupils have access to food preparation opportunities – that cost does not prevent disadvantaged pupils from engaging in these opportunities. |
| 4 | Periods of isolation due to positive cases of Covid-19 in school or community has resulted in gaps in progress or attainment across the curriculum for some of our disadvantaged individuals. |

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 |
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| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | <p>2022 – 2023:</p> <ul style="list-style-type: none"> To develop a safe space for nurture support within the school by December 2022 – space created and being utilised. Sept 23 New carpet, sofa and decorated. To increase the participation of disadvantaged pupils in after school clubs – PPG families in need supported with payment of 1 club per term. Improved levels of Wellbeing identified in pupils – pupils are ready for learning. Pupils have improved focus |

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| | <p>and concentration if ELSA support responds to early am need.</p> <ul style="list-style-type: none"> • Train mental health lead – JB completed training. • Improve staff's knowledge and accessibility of the local offer for children's Mental health and wellbeing – JB working closely with Early Help colleagues to widen support of Early Helps. <p>2023 – 2024:</p> <ul style="list-style-type: none"> • Sustained high levels of wellbeing demonstrated by qualitative data from pupil voice, pupil and parent surveys and staff observations and surveys. • To sustain participation in enrichment activities, particularly among disadvantaged pupils. • To train ELSA in Mental health First Aid. <p>2024 – 2025:</p> <ul style="list-style-type: none"> • To engage parents in support and training session with school ELSA. • To offer workshops from local experts for parents. |
| <p>To educate and support parents understanding within the school curriculum and how they can help their children- especially in mathematics & Reading</p> | <p>2022 – 2023</p> <ul style="list-style-type: none"> • To hold parent training events in Maths Mastery approach (Maths No Problem) – Parent event held. Positive feedback received from parents. <p>2023-2024</p> <ul style="list-style-type: none"> • To hold parent event for parents of N – Yr. 2 pupils linked to Early reading & Phonics. • To provide KS2 parents with possible questions to support reading at home. • EYFS – to engage parents further in reading activities. <p>2024-25</p> <ul style="list-style-type: none"> • Respond to parent's needs – survey. |
| <p>To ensure disadvantaged pupils engage with wider-curricular opportunities and experience cultural capital. Also provide opportunities for cooking.</p> | <p>2022 – 2023</p> <ul style="list-style-type: none"> • Year 1 Curriculum reviewed and developed to ensure Covid gap priorities identified and curriculum adapted – all subject leaders reviewed |

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| | <p>curriculum. Covid gaps identified and addressed.</p> <ul style="list-style-type: none"> • Cultural capital opportunities developed inline with the school curriculum – Outdoor learning developed across the school EYFS – Yr. 6. Developing use of school grounds, local area and further afield. KS2 trip up Dent. Yr. 3 / 4 John Muir award introduced and achieved. • Themed weeks identified and planned for to ensure opportunities for cultural capital experiences linked to Covid gaps Themed week = French & RE. Both themed weeks were successful with all pupils engaged. • Year 5/6 disadvantaged pupils in need offered reduction on school residential – Half price. • Disadvantaged pupils in need offered discount on school trips – Discount offered. • Identify and plan trips or visitors each term to enhance curriculum provision – trips planned and implemented to support curriculum. • Disadvantaged pupils supported to access school provision clubs – PPG pupils in need offered 1 free club a week. • Phunky food Cook and Eat sessions introduced to develop food preparation opportunities – PPG targeted families supported. Case study written. • To support Phunky food sessions through the funding of ingredients and adult to lead sessions. <p>2023 – 2024</p> <ul style="list-style-type: none"> • To continue reviewing and improving cultural capital opportunities across the school curriculum. • All year group residential offered reduction if a need is identified. • All trips supported financially if a need identified. • Disadvantaged pupils supported to access school provision clubs • To support Phunky food sessions through the funding of ingredients and adult to lead sessions. <p>2024 – 2025</p> |
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| | <ul style="list-style-type: none"> • To continue reviewing and improving cultural capital opportunities across the school curriculum. • All year group residentials offered reduction if a need is identified. • All trips supported financially if a need identified. • Disadvantaged pupils supported to access school provision clubs • To support Phunky food sessions through the funding of ingredients and adult to lead sessions. |
| To close any attainment or progress gaps in reading and mathematics through regular summative and formative assessment. | <ul style="list-style-type: none"> • To continue to identify individual areas of support required in reading, writing and maths – Pupil risk assessments completed termly and targeted intervention and whole class teaching strategies developed as required. • To close attainment and progress gaps through regular summative assessment – linked to formal assessments, class work, feedback, IEPs if SEND. • To ensure effective interventions are available to all pupils as required – Costing of interventions funded from PPG as well as adults to lead interventions |

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 (CPD, recruitment and retention)

Budgeted cost: £4,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Parents to be invited to engage in Reading / phonics workshops. | Parental engagement in their children's learning activities can have an impact on pupil's progress and attainment. EEF Parental Engagement +4 months | 2 |
| Engagement in staff CPD linked to maths | Teaching for mastery aims to support all pupils to achieve deep understanding and competence in the relevant topic. | 1,2 & 4 |

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| teaching for mastery and reading. | EEF Mastery Learning +5 months Staff attending Reading training linked to RWI and comprehension in KS2 linked to the new Reading Framework. EEF Reading Comprehension +6 months. | |
| Training linked to Social and Emotional needs of children. | ELSA – ongoing training as required All staff – Mental health first aid. EEF Social & Emotional support +4 months. | 1 |

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

Budgeted cost: £12,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Part funding to support the ELSA role. | EEF Social & Emotional support +4 months. | 1 |
| To fund the purchase of a variety of resources to target support in reading and maths as well as funding the adults to lead interventions. | One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. This can have a high impact on outcomes for pupils. 1:1 Reading Shine reading Interventions ELSA Support Maths intervention support EEF one to one tuition +5 months. EEF TA interventions +4 months | 3 |
| To release trained individual to work with pupils across the Juniors to improve reading comprehension skills. | Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. Shine intervention Herts reading fluency project EEF Reading Comprehension Strategies +6 months | 4 |
| To support the funding of Accelerated reader and book purchase to support reading progress and attainment across the school Yr. 2 – 6. | EEF Reading for pleasure +3 months | 4 |

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

Budgeted cost: £6,393

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>To embed the role of the school ELSA (Emotional Literacy Support Assistant), to ensure early identification of pupils with social and emotional needs. To ensure support is available with a bespoke intervention. Time available to liaise with families and plan and monitor progress of interventions. Part funding of role.</p> | <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions.</p> <p>ELSA intervention – ELSA time, resources, room development.</p> <p>EEF social & Emotional Learning Targeted support +6 months</p> | <p>1</p> |
| <p>To help with the funding of activities to enable disadvantaged pupils to engage with wider-curricular opportunities and experience cultural capital.</p> | <p>Evidence currently not available on EEF site</p> | <p>3</p> |

Total budgeted cost: £ 18, 535

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

During the 2022 to 2023 academic year the Pupil Premium Grant had the following impact:

| Priority | Impact |
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| <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> | <p>ELSA (Emotional Literacy Support Assistant) support prioritised and provided in a timely manner with improved early identification of pupils with social and emotional needs. 50% of PPG pupils required ELSA support to a high level of need. ELSA sessions ensured these pupils were able to engage with learning as Emotional needs met.</p> <p>Clear timetabling of ELSA interventions – raised profile of Emotional support to aid pupils academic learning.</p> <p>Letters sent to parents when pupils begin ELSA to engage parents in process. ELSA supported parents with strategies of support to use at home.</p> <p>Half termly monitoring and impact introduced. ELSA support has resulted in:</p> <ul style="list-style-type: none">• Improved positive behaviour with signs of children being happier in themselves.• Improved peer interaction• Improved reduction in anxiety• Pupils better equipped at explaining feelings• Improved independence• Increased self-confidence• A reduction in friendship issues• Self-calming strategies more embedded. |

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| <p>To educate and support parents understanding of the new heightened expectations in the curriculum and how they can help - especially in mathematics.</p> | <p>Parent event ensured parents were brought up to date with expectations in the curriculum and supported with strategies to use with their children.</p> |
| <p>To ensure disadvantaged pupils engage with wider-curricular opportunities and experience cultural capital.</p> | <p>Year 2 rolling plan Curriculum reviewed and developed ensuring Covid gap priorities were identified and curriculum adapted.</p> <p>Cultural capital opportunities developed in line with the school curriculum.</p> <p>Three themed weeks held in 2022 – 23 which closed Covid gaps.</p> <p>A number of families supported financially through trip funding and after school clubs.</p> |
| <p>To close any attainment or progress gaps in reading, writing and mathematics through regular summative and formative assessment.</p> | <ul style="list-style-type: none"> • Risk Assessments of pupil's attainment identified summative needs. Interventions and support put in place as required. <p>2022/23 data not published due to size of cohort.</p> |