

Pupil Premium Strategy Statement (2024-25)

This statement details our school's use of pupil 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	Moseley CofE Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	19% (40)
Academic year/years that our current pupil premium strategy plan covers	2023/24 To 2025/26
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Karen Young Headteacher
Pupil premium lead	Karen Young Headteacher
Governor / Trustee lead	Fran Rowley Pupil Premium Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,480
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£38,480

Part A: Pupil premium strategy plan

'You are the light of the world. A city on a hill cannot be hidden.'

Matthew 5:14

Flourishing Together To Serve.

We strive to ensure all students flourish regardless of their circumstance. Our moral purpose, as educators, is to ensure every individual child is given the best possible chance of achieving their potential, and as a Church school we take pride in nurturing the needs of each individual pupil.

High expectations of all children are held by all staff and governors. All staff in our school take responsibility for disadvantaged pupils' outcomes and maintain the highest expectations for every child's achievement.

Not all of our pupil premium underachieve but statistically they are most at risk of doing so.

Statement of intent

- To ensure that all children receipt of Pupil Premium make accelerated progress so that they are either working at age related expectations in Reading, Writing and Maths by the end of the academic year, or they have made outstanding progress throughout the year so that the gap is closing.
- To ensure that pupils take part in an enriched curriculum that provides experiences to enhance progress in academic, social and emotional development.
- To have no recognisable gap between the attainment of pupils in receipt of PP and non-pupil premium groups.
- To ensure that standards of attainment and progress for PP children meet national expectations and that children achieve their full potential.

We prioritise the use of the Pupil Premium as follows:

- Pupil Premium pupils who are underachieving.
- Pupil Premium pupils who are achieving well and deserve to be extended and challenged to reach their true potential.

We will act early to intervene at the point need is identified using evidence informed interventions that have been proven to be effective.

- In making provision for socially disadvantaged pupils, we recognise however that not all pupils who receive free school meals via PP will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. Therefore, whilst it is recognised that Pupil Premium funding is to be allocated to those specifically identified using the Government criteria, we will seek opportunities wherever possible to expand that support so that other vulnerable pupils or groups may also benefit from interventions and enhancement activities that are being delivered for Pupil Premium.

Challenges

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

Challenge number	Detail of challenge
1	<p>32% of the children eligible for Pupil Premium in our school have joined us mid-academic year and in year groups other than YR.</p> <p>15% of these children joined our school in KS2, meaning they do not necessarily have the same strong foundations for learning as their peers.</p>
2	<p>Low prior academic attainment in Reading, Writing and Maths.</p> <p>2/3 of our disadvantaged pupils have low prior academic attainment (excluding Reception).</p>
3	<p>A significant proportion of the disadvantaged pupils in our school have Special Educational Needs.</p> <p>28% of our disadvantaged pupils are on our SEND register or are being monitored for SEND.</p>
4	<p>Although attendance for disadvantaged pupils in our school is above with the FFT national average for non-disadvantaged pupils nationally, it continues to be lower than the percentage for non disadvantaged pupils at Moseley CE Primary.</p> <p>A significant proportion of our disadvantaged pupils are on our SEND register- they are missing valuable learning through QFT and planned interventions.</p>
5.	<p>An increasing proportion of disadvantaged families who attend our school are experiencing financial hardship. We are in an area that has relative affluence, this can make it difficult for some families to ask for support, some do not know what support is available.</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
<p>All disadvantaged children are able to decode to an age-appropriate standard by the end of Key Stage 1 so that they can read age-appropriate books in Year 3 and above. This will enable children to engender a love of literature and access the curriculum in Key Stage 2.</p>	<ul style="list-style-type: none"> 100% of disadvantaged pupils achieve expected standard in Year 1 phonics screening check.
<p>All disadvantaged children acquire the knowledge and skills required for the next stage in their education, by the end of Key Stage 2.</p>	<ul style="list-style-type: none"> All disadvantaged pupils are on track to achieve at least national average progress scores in KS2 Reading by the end of the key stage. All disadvantaged pupils are on track to achieve at least national average progress scores in KS2 Maths by the end of the key stage. All disadvantaged pupils are on track to achieve national average progress scores in KS2 Writing by the end of the key stage.
<p>Disadvantaged children do not face barriers to their learning linked to socio-economic factors or linked issues (such as parent's poor mental health).</p> <p>Disadvantaged families will know that school can offer them support and advice</p>	<ul style="list-style-type: none"> Socio-economic factors do not cause barriers to achievement and all disadvantaged pupils are on-track to achieve at least national average progress scores in reading, writing and maths (as above). All disadvantaged children have the opportunity to excel through engagement in enrichment opportunities. Support for families will be promoted through school newsletter e.g. referrals to The Dream Team project.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> ➤ the overall attendance rate for all pupils being over 97%, and disadvantaged pupils' attendance rate is in-line with their non-disadvantaged peers. ➤ No disadvantaged pupils will fall into the 'persistently absent' category in 2023-24.

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:


Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> ➤ Professional development – Pupil Book Study/Rosenshine • Purchase of resource and CPD • Monitoring of implementation- learning walks/pupil outcomes 	<p>Great Teaching Toolkit Evidence Review</p> <ul style="list-style-type: none"> • <i>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils.</i> • <i>Professional development on evidence based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning.</i> 	1,2, 3
<ul style="list-style-type: none"> ➤ Subject leader 1:1 coaching time with class teachers • Monitoring of implementation- learning walks/pupil outcomes 	<p>EEF-Effective-PD-Mechanisms</p> <ul style="list-style-type: none"> • <i>Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</i> 	1,2, 3
<ul style="list-style-type: none"> ➤ Subject-specific professional development across the curriculum ➤ White Rose Maths, White Rose Science, Kapow Primary, Plazoom CPD and resources • Purchase of resources • Release time for subject leads to access CPD to support curriculum development • 	 <p>EEF-Effective-PD-Mechanisms</p> <ul style="list-style-type: none"> • <i>Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</i> • <i>“Teaching for mastery” aims to support all pupils to achieve deep understanding and competence in the relevant topic.</i> • <i>It is characterised by teacher- led, whole-class teaching; common lesson content for all pupils; and use of manipulatives and representations.</i> 	1,2,3

<p>➤ Feedback – improving, implementing and embedding policy</p> <ul style="list-style-type: none"> • Release time for planning and use of instructional coaching to implement policy. 	<p>Feedback Very high impact for very low cost based on extensive evidence</p> <p>Implementation cost Evidence strength Impact (months)</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +6 months</p> <p>EEF – Teacher Feedback to improve learning</p> <ul style="list-style-type: none"> • <i>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils.</i> • <i>Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.</i> 	<p>1,2,3</p>
---	---	--------------

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



Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Targeted 1:1 tuition within, and outside of, lessons Cost of teaching assistant to provide this support Cost of delivery of sessions 	<div data-bbox="550 425 1177 627"> <p>One to one tuition High impact for moderate cost based on moderate evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: 5 icons Impact (months): +5 months</p> </div> <ul style="list-style-type: none"> On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one to one tuition. Low attaining pupils are particularly likely to benefit 	1,2, 3
<p>➤ Interventions in core subject areas</p> <ul style="list-style-type: none"> -Numberstacks -Cued spelling -Word Wasp <ul style="list-style-type: none"> Cost of resource and CPD. Cost of delivery of sessions 	<div data-bbox="587 996 1141 1176"> <p>Small group tuition Moderate impact for low cost based on moderate evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: 5 icons Impact (months): +4 months</p> </div> <ul style="list-style-type: none"> “1. Small group tuition has an average impact of four months’ additional progress over the course of a year. 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. One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.” EEF, 2022 “Write Away Together is a highly effective way of building feedback into children’s writing process, helping them to see what is positive about their writing and how it can be improved. We know that if we encourage children to re-read their writing and think about the audience, then we can really improve the quality of what they do” 	1,2, 3
<p>➤ Peer tutoring</p> <ul style="list-style-type: none"> Cost of resource and CPD. Cost of delivery of sessions 	<div data-bbox="571 1747 1157 1948"> <p>Peer tutoring High impact for very low cost based on extensive evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: 5 icons Impact (months): +5 months</p> </div> <p>➤ Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months’ progress within one academic year. Studies have identified benefits for both tutors</p>	1,2, 3

	<p>and tutees, and for a wide range of age groups</p> <ul style="list-style-type: none"> ➤ Peer tutoring appears to be particularly effective when pupils are provided with support to ensure that the quality of peer interaction is high ➤ The security of the evidence around peer tutoring is rated as high. 127 studies were identified that meet the inclusion criteria of the Toolkit. 	
<ul style="list-style-type: none"> • Targeted SEMH interventions • Release time for staff to attend training • Cost of delivering intervention 	 <p>Social and emotional learning Moderate impact for very low cost based on very limited evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: [5 icons] Impact (months): +4 months</p> <p>social-and-emotional-learning</p> <ul style="list-style-type: none"> • Evidence from the EEF's Teaching and Learning Toolkit suggests that effective social and emotional learning can lead to learning gains of +4 months over the course of a year. 	1,2,3

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>➤ Termly SEND review meetings</p> <ul style="list-style-type: none"> • additional release time for teachers for review meetings and delivery of bespoke strategies 	 <p>Parental engagement Moderate impact for very low cost based on extensive evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: 🔒 🔒 🔒 🔒 🔒 Impact (months): +4 months</p> <p>EEF – Working with parents to support children’s learning</p> <ul style="list-style-type: none"> • Provide practical strategies to support learning at home • Tailor school communications to encourage positive dialogue about learning • Offer more sustained and intensive support where needed 	1,2,3
<p>➤ Workshops for parents to support learning</p> <ul style="list-style-type: none"> • Release time for staff to plan sessions • Release time for staff to deliver sessions 	 <p>Parental engagement Moderate impact for very low cost based on extensive evidence</p> <p>Implementation cost: £ £ £ £ £ Evidence strength: 🔒 🔒 🔒 🔒 🔒 Impact (months): +4 months</p> <p>EEF – Working with parents to support children’s learning</p> <ul style="list-style-type: none"> • Critically review how you work with parents • Provide practical strategies to support learning at home • Tailor school communications to encourage positive dialogue about learning 	1,2,3

<ul style="list-style-type: none"> Continue to develop and promote our Early Help offer to families, increase number of referrals made and assessments completed CPD for DSLs and senior leaders Release time for DSLs to meet with parents, complete referrals etc Purchase of hours for a Family Support Worker/Admission officer to work with families 	<h2 style="text-align: center;">Working Together to Safeguard Children 2023</h2> <ul style="list-style-type: none"> Early help is support for children of all ages that improves a family’s resilience and outcomes or reduces the chance of a problem getting worse. As education and childcare settings have daily contact with most children and families, they are uniquely placed to identify concerns and, with partners as appropriate, address them early Those working in education and childcare settings need to be aware of how children’s experiences can impact on their mental health, behaviour, attendance and progress 	4, 5
<ul style="list-style-type: none"> Emotional Coaching and Protective Behaviours training for all staff ACEs training for all staff Cost of resources Release time for SLT to provide modelling and coaching Monitoring of implementation-learning walks/pupil outcomes 	<div data-bbox="600 770 1275 981" style="background-color: #800000; color: white; padding: 10px;"> <p style="text-align: center;">Social and emotional learning</p> <p style="text-align: center; font-size: small;">Moderate impact for very low cost based on very limited evidence</p> <div style="display: flex; justify-content: space-around; font-size: x-small;"> Implementation cost Evidence strength Impact (months) </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="display: flex; gap: 5px;"> £££££ </div> <div style="display: flex; gap: 5px;"> 🔒🔒🔒🔒🔒 </div> <div style="text-align: right;"> +4 months </div> </div> </div> <p style="text-align: center; color: #000080;">social-and-emotional-learning</p> <ul style="list-style-type: none"> “1. Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year. The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores” EEF, 2022. 	3, 5

Total budgeted cost:

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 2023-24 academic year.

Aim	Outcome																								
<p>All disadvantaged children acquire the knowledge and skills required for the next stage in their education, by the end of Key Stage 2.</p> <ul style="list-style-type: none"> All disadvantaged pupils are on track to achieve at least national average progress scores in KS2 Reading by the end of the key stage. All disadvantaged pupils are on track to achieve at least national average progress scores in KS2 Maths (o) by the end of the key stage. All disadvantaged pupils are on track to achieve national average progress scores in KS2 writing by the end of the key stage. 	<table border="1"> <thead> <tr> <th colspan="4" data-bbox="805 629 1409 712">Note: 2/3 pupils in Pupil Premium group had SEND/LAC status</th> </tr> <tr> <th data-bbox="805 712 959 817">Measure</th> <th data-bbox="959 712 1090 817">Average Scaled Score</th> <th data-bbox="1090 712 1214 817">Progress</th> <th data-bbox="1214 712 1409 817">Number of children meeting ARE+</th> </tr> </thead> <tbody> <tr> <td data-bbox="805 817 959 873">Reading</td> <td data-bbox="959 817 1090 873">99.3</td> <td data-bbox="1090 817 1214 873">/</td> <td data-bbox="1214 817 1409 873">33.3%</td> </tr> <tr> <td data-bbox="805 873 959 929">Writing</td> <td data-bbox="959 873 1090 929">/</td> <td data-bbox="1090 873 1214 929">/</td> <td data-bbox="1214 873 1409 929">33.3%</td> </tr> <tr> <td data-bbox="805 929 959 985">Maths</td> <td data-bbox="959 929 1090 985">93.3</td> <td data-bbox="1090 929 1214 985">/</td> <td data-bbox="1214 929 1409 985">33.3%</td> </tr> <tr> <td data-bbox="805 985 959 1041">GPS</td> <td data-bbox="959 985 1090 1041">97</td> <td data-bbox="1090 985 1214 1041">/</td> <td data-bbox="1214 985 1409 1041">33.3%</td> </tr> </tbody> </table>	Note: 2/3 pupils in Pupil Premium group had SEND/LAC status				Measure	Average Scaled Score	Progress	Number of children meeting ARE+	Reading	99.3	/	33.3%	Writing	/	/	33.3%	Maths	93.3	/	33.3%	GPS	97	/	33.3%
Note: 2/3 pupils in Pupil Premium group had SEND/LAC status																									
Measure	Average Scaled Score	Progress	Number of children meeting ARE+																						
Reading	99.3	/	33.3%																						
Writing	/	/	33.3%																						
Maths	93.3	/	33.3%																						
GPS	97	/	33.3%																						
<p>All disadvantaged children are able to decode to an age-appropriate standard by the end of Key Stage 1 so that they can read age-appropriate books in Year 3 and above. This will enable children to engender a love of literature and access the curriculum in Key Stage 2.</p> <ul style="list-style-type: none"> 100% of disadvantaged pupils achieve expected standard in phonics screening 	<p>100% of Y1 pupils passed their Phonics Screening Check at the end of 2023-24.</p> <p>100% of the disadvantaged pupils passed their Phonics Screening Checks.</p> <p>1 child retook the check in Y2, this child passed the check but was not part of the Pupil Premium group.</p>																								
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> <ul style="list-style-type: none"> the overall attendance rate for all pupils being 97%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 0.5%. the percentage of all pupils who are persistently absent being below 7% and the figure among disadvantaged pupils being no more than 7%. 	<p>PPG 2022-23: 94.7% PPG 2023-24: 94.1%</p> <p>Non-PPG 2022-23: 97% Non PPG 2023-24: 97%</p> <p>Persistent absenteeism 2023-24: 7.4% Persistent absenteeism amongst PPG group 2023-24: 12%</p>																								

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

