



Pupil premium strategy statement Moreland Primary 2024/2025

This statement details our school's use of pupil premium funding (and recovery premium for the 2023 to 2024 academic year) 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	Moreland Primary School
Number of pupils in school	(Rec-Y6)
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 – 2027/28
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025, December 2026 December 2027
Statement authorised by	Catherine Lawrence
Pupil premium lead	Catherine Lawrence
Governor / Trustee lead	Ruth Grant

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 268,580
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	£ 268,580

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

At Moreland Primary School we are committed to narrowing the gap in attainment of children from economically disadvantaged backgrounds. The targeted and strategic use of the Pupil premium Grant (PPG) supports the school to achieve this aim. Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non- disadvantaged pupils.
- To narrow the opportunities gap between disadvantaged and non- disadvantaged pupils and increase aspiration.
- For disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our pupils' health and well-being to enable them to access learning and attend school everyday.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- Ensuring that there is adequate support for children's mental health and wellbeing so that they are able to self-regulate and learn.
- Supporting families to bring their children to school on time every day.
- Providing all children with access to a rich curriculum that includes cultural experiences, learning about future pathways and extra-curricular activities and that is accessible to all children.

When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We aim to allocate the Pupil premium funding to reach and include any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	Issues with attendance and punctuality.

	<p>Attendance and punctuality figures are below the Local Authority average. There are also a higher than average number of persistently absent children. Many of the families with low attendance present with ongoing social difficulties and have significant challenges in their lives. Although there have been some improvements in the last two years this is still an area of ongoing challenge and there is currently a high level of persistence absence.</p>
2	<p>Impact of SEND upon pupils eligible for the PPG.</p> <p>A significant proportion of our children who are eligible for the pupil premium grant have complex factors affecting their progress and attainment including high levels of Special Educational Needs and Disabilities (SEND) and social, emotional and mental health (SEMH) needs. Learning lost due to the pandemic has had a higher impact on children with SEND than other groups, particularly disadvantaged pupils with SEND as they were the least able to access remote learning and in many cases did not have adequate support at home. Whilst a large number of these were identified as vulnerable and offered school places during the second lockdown not all families accepted the school places.</p>
3	<p>Emotional wellbeing</p> <p>High numbers of children have experienced trauma, come from families where trauma has been experienced or where there are other mental health or social needs. There are high numbers of families accessing early help, CAMHS or support from Children's Social Care. There are a small number of pupils who have high level SEMH needs and are at risk of exclusion due to their behaviour. These children require high levels of input and time from staff.</p>
4	<p>Effect of the Pandemic and subsequent lockdowns/remote learning</p> <p>Our internal assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been negatively impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing. Attainment in national assessments have shown there are still gaps between attainment pre and post pandemic.</p>
5	<p>Poor oral language skills and vocabulary</p> <p>Internal assessments and observations, including discussions with children indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This impacts outcomes in reading and writing and Fisher Family Trust analysis shows all groups of children score less well on vocabulary based questions in Key Stage 2 SATS. It also impacts children's attainment in math's reasoning tests. These are evident from Nursery through to Key Stage 2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
6	<p>The Experience Gap and access to Cultural Capital</p> <p>There is a significant gap in terms of life experiences (holidays, cultural opportunities, clubs, sports for example) for the majority of our pupils (this includes children entitled to Free School Meals and many of our children who come from low income working families also). This means that our pupils eligible for the Pupil Premium Grant do not have the same prior knowledge and access to cultural capital and personal development opportunities to build upon without intervention.</p>
7	<p>Low Attainment in Reading at Key Stage 1</p>

	Internal assessments show that a higher proportion of children who are eligible for the Pupil Premium Grant are often attaining in the bottom 20% in Reading at Key Stage 1 (including in phonics). Children in Key Stage 1 and EYFS have experienced the greatest amount of lost learning as they were less able to access remote learning and this has had a negative impact on children's early reading attainment, particularly for disadvantaged children and those with SEND. The school introduced a new DFE approved phonics scheme in the Spring term 2022 and the three year trend shows that this has had some impact. However, with increasing SEND results in Year 1 in the 2024 phonics test were considerably below national.
8	<p>Low Attainment in Maths at Key Stage 2</p> <p>End of KS2 assessments show that since the pandemic attainment has been lower than national attainment. Gaps from covid have been difficult to address despite providing small group additional tutoring in KS1 and 2. In response to this we have switched to a new maths scheme (White Rose) and have introduced in September 2024 the NCETM mastering number programme in KS1 and Reception to improve number fluency and automaticity. Improved teaching of times tables has led to recent improvements in the MTC test in Year 4 and this needs to continue to embed to ensure ongoing improvements in multiplication and division fluency.</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
To increase the number of pupils eligible for Pupil Premium Grant with SEND making good or better progress	<ul style="list-style-type: none"> • Intervention strategies and quality first teaching for SEND pupils have a marked impact on attainment and children with SEND make at least expected progress (this may be progress towards individual targets for children with High Needs). • An increased number of children with SEND make accelerated progress narrowing the gap between them and their peers. • By 27/28 the progress made by Pupil Premium SEND children (without profound needs) is in line with Non Pupil Premium SEND children.
To increase the % of Pupil Premium children achieving greater depth in Reading, Writing and Maths at Key Stage 2	<ul style="list-style-type: none"> • To embed a "culture of challenge" and achieve the National Association for Able Children in Education (NACE) re-accreditation by the end of Summer Term 25. (This accreditation includes consideration of provision and outcomes for More Able Pupil Premium children). • To increase the % of children achieving greater depth year on year so that by 26/27 combined

	<p>Reading, Writing and Maths is at least in line with National results at Key Stage 2.</p> <ul style="list-style-type: none"> • More children reach greater depth in reading in Key Stage 2 through embedding the school's approach to teaching reading (see below) and providing challenge for More Able children through targeted book/ reading clubs and booster sessions, encouraging wider reading for pleasure and through quality first teaching of reading. • Increase the number of Pupil Premium /Free School Meals children working at and above expected levels in writing; closing gaps caused by the pandemic. Teacher assessment shows improved outcomes so that by 24/25 Pupil Premium children's writing outcomes are in line with non- Pupil Premium in Key Stage 1 and Key Stage 2. This will be achieved through the introduction of a new handwriting scheme, wider opportunities for reading and writing for pleasure and moving to the Talk for Writing approach in Key Stage 1. • Pupil Premium children will show improved fluency in maths as evidenced through increased numbers achieving the Year 4 Times Tables assessment between 2022 and 2025. This will be achieved through structured times tables practice in maths lessons using the Times Tables Rock Stars Programme. Children who consistently accessed Times Tables Rock Stars in 20-21 and 22-23 showed improvement in maths fluency and higher results in the Year 4 multiplication check . This will be delivered 3 x weekly to all children from Year 2 at the beginning of the maths lesson as not all children access it at home.
<p>To improve outcomes for Pupil Premium children in Reading in Key Stage 1.</p>	<ul style="list-style-type: none"> • Outcomes in the Y1 and Y2 phonics test in 2026/27 show that the % of disadvantaged pupils meeting the expected standard is in line with non- disadvantaged pupils and is at least in line with national results for all pupils. • Consistent teaching using a high quality synthetic phonics scheme ensures that more disadvantaged pupils are reaching the expected standards in the phonics assessment by the end of Year 1 and 2. By 26/27 this is in line with national levels. • The provision of small group phonics keep up/ catch up booster sessions to children in Key Stage 1 and 2 who are assessed as working below age related expectations supports the closing of gaps caused by the Pandemic. Children attending these sessions show accelerated progress (more than expected

	<p>progress) in reading in end of year teacher assessments.</p> <ul style="list-style-type: none"> • Regular CPD for all staff on the teaching of phonics ensures all staff deliver phonics and reading lessons to a high standard and understand the importance of phonics.
To improve outcomes in mathematics for Pupil Premium children throughout the school.	<ul style="list-style-type: none"> • More disadvantaged children are working at age related expectations in maths in all year groups by 26/27 and their attainment is equal to non-disadvantaged children. • Outcomes in KS2 maths assessments are in-line with national outcomes for disadvantaged children.
To increase reading for pleasure amongst disadvantaged children improving outcomes in KS2 reading assessments.	<ul style="list-style-type: none"> • More disadvantaged children are observed to be reading for pleasure and reading a broader range of texts. This is evidenced through an increase in the number of books children read on the Moreland Reading Passport and the Islington Reading Road Map and increased participation of Pupil Premium children in extra-curricular reading opportunities. • More parents report feeling confident reading with their child at home. • Through quality first teaching of reading and increased opportunities for reading for pleasure (through the Moreland Reading Passport, improvements to the school library, targeted reading clubs, extra-curricular drama clubs and theatre trips and high quality story times) pupils demonstrate better comprehension skills and improved vocabulary. This is evident in their discussion of what they read in lessons, in reading assessments, in their writing and in the breadth of reading for pleasure. More disadvantaged children achieve age related expectations in Key Stage 1 and Key Stage 2 assessments.
To increase % of Pupil Premium children working at age related expectations in the Prime areas on entry to Reception	<ul style="list-style-type: none"> • On entry assessments to Reception show that amongst disadvantaged children attending the school's nursery class an increased number are working at age related expectations in the prime areas. This will be achieved through targeted small group language interventions, improved opportunities to develop physical skills and working with EYFS parents (e.g. Kitchen club, parent workshops, home school reading passport, early words project, stay and play sessions).
To widen children's cultural and personal development opportunities to close the experience gap between	<ul style="list-style-type: none"> • Continue to provide a wide range of first hand experiences and opportunities as a core offer of the school curriculum that ensures all children receive a broad cultural experience.

<p>disadvantaged children and other children</p>	<ul style="list-style-type: none"> • Increase the number of disadvantaged children attending extra-curricular activities outside of the school day. • Ensure there are no financial barriers to children attending residential trips and that attendance at residential trips of disadvantaged pupils matches their peers. Extend the offer of day / 1 night residential to Year 4 pupils to build confidence in attending longer residential.
<p>To increase support for children's mental health; building their resilience, self-regulation and improving emotional well being</p>	<ul style="list-style-type: none"> • More staff feel confident and have the necessary skills to support children's mental health through continued access to trauma informed reflective practice groups and through extending this offer to more staff. • There is a clear and consistent delivery tool for teaching emotional literacy (the RULER approach). Monitoring shows that the RULER programme is being delivered effectively in every class and that children are able to articulate the principles of the programme and demonstrate an increased emotional vocabulary. • There is a reduction in behaviour incidences at playtime and in the lunch hall as children are more able to manage their emotions effectively and with increased independence. Family Service at lunch time supports improved social skills and reduces conflict. <p><i>This links with our use of the Sports Premium as a joined up approach to improving the quality of lunch and play times.</i></p>
<p>To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Increase time and support available for children and families through the provision of a full time Pastoral Support Manager and part time child and family welfare officer to address underlying causes of poor attendance and punctuality. • Reduce the attendance gap between disadvantaged pupils and their non-disadvantaged peers. • Reduce the percentage of disadvantaged pupils who are persistently absent so that this is in line with the Local Authority average by 27/28.
<p>To improve support for families that are facing social and economic challenges</p>	<ul style="list-style-type: none"> • Increase time and support available for children and families through the provision of a full time Pastoral Support Manager (Designated Safeguarding Lead and Mental Health Lead) resulting in families and children reporting increased feelings of well-being and satisfaction with the support received from the school.
<p>To improve outcomes for disadvantaged children (particularly those with SEND) through improved</p>	

use of technology to support teaching and learning. .	<ul style="list-style-type: none"> • Staff professional development linked to pedtech increases competency in using technology across the curriculum. • Identification and introduction of technology supports SEND pupils to be more independent in their learning. • Use of online learning platforms such as Google Classroom, Atom Homework and Times Tables Rock Stars for children in Key Stage 2 supports transition to online homework platforms in secondary school.
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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: £ 75,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
Purchase of additional Little Wandle Letters and Sounds programme resources (DfE validated Systematic Synthetic Phonics programme) to secure stronger phonics teaching for all pupils. This will include SEND, keep up, catch up and Y2 fluency resources.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	4, 7

<p>Continue to deliver 3 x weekly Supported Reading in Reception, Year 1 and Year 2 using the Little Wandle phonics reading scheme so that all children read phonetically decodable texts in small groups 3 x weekly.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>4, 7</p>
<p>Embedding Whole Class Reading approach to teaching of Reading Years 2-6. More explicit teaching of reading comprehension strategies, clarification of vocabulary and fluency in reading</p>	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Fluent reading supports reading comprehension. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending the text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension.</p> <p>EEF blog: Shining a spotlight on reading fluency https://educationendowmentfoundation.org.uk/news/eef-blog-shining-a-spotlight-on-reading-fluency</p>	<p>4, 5, 7</p>
<p>Continue to develop the Dialogic approach to reading in EYFS and Y1.</p> <p>We will purchase resources and fund ongoing teacher</p>	<p>These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 4, 5, 7</p>

training and release time.		
<p>Developing oracy across the school through a structured oracy programme such as Voice 21 and structured vocabulary teaching through Word Aware in KS1 and EYFS.</p> <p>Training and resources costs.</p>	<p>Oracy is key to promoting children’s literacy skills and life chances. Oral language approaches might include:</p> <ul style="list-style-type: none"> • targeted reading aloud and book discussion with young children; • explicitly extending pupils’ spoken vocabulary; • the use of structured questioning to develop reading comprehension; and • the use of purposeful, curriculum-focused, dialogue and interaction. • Oral language interventions have some similarity to approaches based on Metacognition (which make talk about learning explicit in classrooms), and to Collaborative learning approaches which promote pupils’ interaction in groups. <p>The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions?utm_source=/education-evidence/teaching-learning-toolkit/oral-language-interventions&utm_medium=search&utm_campaign=site_search&search_term=oral</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21</p>	2,4,5,7
Put in place recommended actions and intervention programmes from SEND review with Local Authority to audit effectiveness and value for money of SEND interventions.	<p>The EEF Special Educational Needs in Mainstream Schools Guidance report identifies 5 recommendations including : <i>“Complement high quality teaching with carefully selected small-group and one-to-one interventions”</i></p> <p>Interventions should be carefully targeted through identification and assessment of need.</p> <p>Interventions should be applied using the principles of effective implementation described in the EEF’s guidance report Putting Evidence to Work: A School’s Guide to Implementation.</p> <p>EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	2, 4, 5, 7

<p>Strategic SEND CPD programme to support delivery of Quality First Teaching of SEND pupils in all classes based on EEF recommendations.</p>	<p>The EEF Special Educational Needs in Mainstream Schools Guidance report identifies 5 recommendations including : <i>“Ensure all pupils have access to high quality teaching”</i> The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils. flexible grouping; cognitive and metacognitive strategies; explicit instruction; using technology to support pupils with SEND; and scaffolding EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>2, 4, 7</p>
<p>Leadership team to include a non- class based EYFS Assistant Head to provide targeted phonics teaching and early language interventions.</p>	<p>Early language intervention supports the children who enter the school with low language and vocabulary. There is a strong evidence base that suggests oral language interventions are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF Experienced teacher leading interventions with children well known to them. The EEF Toolkit indicates small group tuition can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p>	<p>2, 4</p>
<p>Whole school focus and staff training on supporting children to develop metacognitive strategies through embedding the learning from the Thinking Matters Programme. Development/ purchase of curriculum materials that support this approach.</p>	<p>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. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. The average impact of metacognition and self-regulation strategies is an additional seven months’ progress over the course of a year. Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion. There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies</p>	<p>2, 4</p>

	<p>could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> <p>Metacognition and self-regulation EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	
<p>Introduction of NCETM mastering number scheme in Reception and KS1.</p> <p>Releasing staff for training and providing cover for the maths lead to model to teachers and support implementation.</p>	<p>Learning Facts: Memorisation and repetition of key facts (times tables and number bonds etc.) are important aspects of learning. Evidence from cognitive science research suggests that learning key facts so they can be recalled automatically ‘frees up’ working memory. It can then focus on more complex problem solving, rather than reaching cognitive overload trying to calculate simple operations. In terms of procedural fluency and conceptual understanding, one should not be prioritised over the other. Learning is most effective when the two are fully integrated.</p> <p>NCETM Mastering Number: This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.</p> <p>A guidance report from the Education Endowment Foundation Improving Mathematics in Key Stages 2 & 3 was published in November 2017. It endorses many of the components of teaching for mastery. Links between its recommendations and a teaching for mastery approach are made explicit in this blog by Professor Jeremy Hodgen. Professor Hodgen is Chair of Mathematics Education at the UCL Institute of Education, who led the evidence review.</p> <p>A report by the Fair Education Alliance looks at schools with good outcomes for disadvantaged children in maths. Investigating 20 schools and Early Years providers, it pinpoints the factors in their success. Many of the schools cite teaching for mastery as a key factor.</p>	<p>2, 8</p>

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

Budgeted cost: £ 55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Years Assistant Head/ Teaching Assistants to deliver small group language interventions	<p>Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching, such as:</p>	5
Talk Boost Key Stage 1 Intervention.	<p>Talk Boost KS1 has been developed by I CAN and The Communication Trust – leaders in the field of speech, language and communication. The programme was designed, developed and evaluated through an initial trial of 140 children across 12 primary schools. A randomised control trial showed that the children taking part in the 10 week intervention made an average of 18 months progress compared with just 6 months progress made by the control group. In larger roll out, academic support has determined that children have made statistically significant progress across all measures of language as a result of Talk Boost KS1.</p> <p>Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	5
Phonics interventions in Year 1 address gaps in reading attainment from missed early experiences and increased	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	4, 7

SEND needs.		
Small group Year 1 Phonics interventions outside the school day led by experienced teaching staff.	<p>Small group phonics sessions have been shown to have a positive impact with 4 months progress.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. The average impact is influenced by the targeted use of before and after school programmes, which have higher impacts on average.</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p>	4, 7
<p>Year 5 and Year 6 tutoring in Maths/ English 1.5 hours per week outside of the school day.</p> <p>These are for children working below and just below age related expectations.</p>	<p>Moderate impact for low cost based on EEF toolkit. The EEF Toolkit indicates small group tuition can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p> <p>The average impact of the small group tuition is four additional months progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. The average impact is influenced by the targeted use of before and after school programmes, which have higher impacts on average.</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p>	4, 7, 8
Year 6 More Able small group	Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely	4

<p>Boosters outside of the school day.</p>	<p>matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. The average impact is influenced by the targeted use of before and after school programmes, which have higher impacts on average.</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p>	
<p>SEND interventions as identified from pupil progress reviews.</p>	<p>The EEF Special Educational Needs in Mainstream Schools Guidance report identifies 5 recommendations including : <i>"Complement high quality teaching with carefully selected small-group and one-to-one interventions"</i></p> <p>Interventions should be carefully targeted through identification and assessment of need.</p> <p>Interventions should be applied using the principles of effective implementation described in the EEF's guidance report Putting Evidence to Work: A School's Guide to Implementation.</p> <p>EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>2, 5, 7</p>

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

Budgeted cost: £ 139,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Leadership Team to include a full time Pastoral Manager position to lead on safeguarding, early help mental health and attendance.</p>	<p>The school has a very high number of families on the pastoral care register and high numbers of families receiving support from Children's Social Care. Early help intervention is proven to improve outcomes for families. Improving attendance and punctuality also has proven positive outcomes on attainment.</p>	<p>1, 3, 4</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>1</p>

<p>This will involve training and release time for staff and funding for the pastoral manager role to develop and implement new procedures, develop collaborative working with parents and outside agencies to improve attendance using the Inclusive Attendance programme.</p>		
<p>Improve the quality of social and emotional (SEL) learning and development of self-regulation strategies through implementation of RULER approach and embedding Islington Trauma Informed Practice in Schools (ITIPS).</p> <p>These approaches will be embedded into routine educational practices and supported by professional development and training for staff including regular reflective practice groups.</p>	<p>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):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p> <p>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.</p> <p>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>3, 4</p>
<p>Staff continued professional development in ITIPS – trauma enforced practice approach to responding to pupils emotional needs and behaviour including</p>	<p>Since ITIPS started in September 2017 Islington schools report that:</p> <ul style="list-style-type: none"> • Staff are attuning to pupils and being 'curious' about behaviour • There are improved staff-pupil interactions • Staff are better able to self-regulate and respond empathetically 	<p>3</p>

<p>Reflective Practice Groups</p>	<ul style="list-style-type: none"> • Staff are having more reflective conversations with pupils • Pupils are reflecting more on their feelings and emotions and • are better able to self-regulate 	
<p>Nurture Groups delivered by the pastoral manager and child and family support officer.</p>	<p>Social and emotional learning interventions help to improve pupils' decision-making skills, interaction with others and their self-management of emotions. They have been shown to add as much as 4 months impact in the EEF Toolkit.</p> <p>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).</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	<p>3 & 4</p>
<p>Cultural Capital and personal development enrichment opportunities</p> <p>Continue to provide an extensive programme of trips to museums, theatres, concerts, cultural experiences, adventurous activities, forest school, residential trips and sporting opportunities.</p> <p>Map a comprehensive personal development curriculum to ensure these opportunities are embedded and show progression across the school.</p>	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p> <p>There are numerous studies that show the positive impact of spending time outdoors on children's physical and mental wellbeing.</p>	<p>3, 6</p>

Total budgeted cost: £ 269,000

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.

<u>Attainment of Disadvantaged Children</u>						
The information below details the assessment results of disadvantaged children in comparison to disadvantaged children in Islington and nationally.						
Reception ELG	GLD	LBI GLD	National	Prime Areas	LBI Primes	National Primes
% age of pupils	45%	58%	52%	70%	65%	62%
Phonics Screening	Year 1	Y1 LBI	Y1 Nat	Year 2	Y2 LBI	Y2 Nat
Results	65%	72%	71%	88%		
Y6 – At standard	SATs results	Islington	National	SATS average scaled score	National average scaled score	School Progress Year 2 – 6
Reading	73%	74%	62%	103.7	102.7	N/A -no progress score due to no SATS in Y2 during pandemic
Writing	62%	68%	59%			
Maths	54%	71%	59%	101.2	101.5	
GPS	69%			104.6	102.4	
RWM	42%	59%	45%			

Y6 – Greater depth	SATs results	Islington	National
Reading	19%	26%	18%
Writing	15%	11%	6%
Maths	8%	20%	13%
GPS	23%		
Combined	4%	6%	3%

The performance of disadvantaged children in the EYFS and Y1 phonics test was just below disadvantaged pupils nationally. Progress Year 2 was particularly strong for disadvantaged children as these children had received Learning mentor in school phonics tutoring in Year 1. There was a very high number of children with high SEND needs in Reception and Year 1.

In KS2 performance of disadvantaged children was above national in reading and writing at expected and greater depth. Maths was slightly below the national for disadvantaged children both at expected and greater depth. This meant the combined result was also slightly below. This cohort also had very high SEND with a high number of children with EHCPs.

Attainment of Disadvantaged Children with SEND

Reception ELG	GLD	LBI GLD	National	Prime Areas	LBI Primes	National Primes
SEND Support (5)	40%	30%	19%	40%	35%	25%
EHCP (1)	0%	0%	3%	0%	0%	4%

Phonics Screening 0	Year 1	Y1 LBI	Y1 Nat	Year 2	Y2 LBI	Y2 Nat
SEND Support (8)	38%	56%	42%	100%	41%	44%
EHCP (1)	0%	30%	17%	0%	14%	14%

Y6 – At standard	SATs results	Islington	National	SATS average scaled score	National average scaled score	School Progress Year 2 – 6
Reading (K)	75%	60%	40%	100	98	N/A -no progress score due to no SATS in Y2 during pandemic
Reading (EHCP)	25%	23%	15%	101 (1 child)	96	
Writing (K)	0%	45%	29%			
Writing (EHCP)	25%	18%	9%			
Maths (K)	50%	55%	39%	100	97	
Maths (EHCP)	0%	21%	13%	96	95	
GPS (K)	75%	-	-	99	97	
GPS (EHCP)	25%	-	-	100	95	
RWM (K)	0%	35%	19%			
RWM (EHCP)	0%	15%	6%			

SEN Support (K) – 4 Children

EHCP – 4 Children

There are high numbers of children with SEND across the school and in national assessments those on SEND support scored in line with or higher than children with SEND at a national level except in KS2 writing and Y1 phonics (just below). Disadvantaged children with EHCPs attained less well at KS1 and Reception due to the very high needs of these small number of children. At KS2 attainment of children with an EHCP was better in English but not in maths (this was also a small number of children 2 out of 4 who had very complex needs).

Disadvantaged SEND children did particularly well in Reading at KS2 and in achieving the ELG in Reception.

Tutoring

We had a high take up of our Reading and Maths Booster classes of PP children in Y1 - 6 which continued to help to address gaps caused by the pandemic. We delivered tutoring in line with the research and recommendations from the national OFSTED review of tutoring (in which the school participated). We delivered sessions in a 12 week block in the spring term. This was more cost effective and targeted sessions to the point in the year where the majority of children make most progress in learning. It avoided “booster burnout” which was an issue previously and resulted in improved attendance at sessions.

The majority of tutoring was provided by school led tutoring (teachers and TA’s) however this year we also worked with external tutoring organisations Action Tutoring (with Year 5 children), Third Space Tutoring in Year 6 and Bright Heart Tutors (with a focus group of SEND students working well below ARE). This proved successful in supporting these children as work was targeted specifically at their targets.

More Able Children

We have worked really hard at ensuring our provision is in line with our ethos of providing a ‘culture of challenge’. We successfully were accredited the NACE award in November 21 and PP children were specifically considered in the accreditation process. We delivered targeted additional interventions for MA children in Y6 including 11+ tutoring for 2 children. We continued to deliver a broad enrichment programme that offers opportunities for more able and talented children in the arts and sports.

Cultural Capital and Enrichment

We continued to provide a rich and broad curriculum in 23/24 including a full range of trips, visits and cultural opportunities for all children. We also provided a full programme of outdoor based curriculum activities and Forest school in the school grounds that supported children’s well being. Year 6 attended an Outward Bound residential in Wales in October. Year 5 attended a Garden Classroom camping residential in Kent in June.

Reading

We continued to deliver the Whole Class Reading approach to teaching reading. This approach has supported children to improve their comprehension skills especially around clarifying new vocabulary. Overall, more children are working at a mastery level in Reading than other subjects reflecting the key focus on reading skills for Covid recovery. Results in reading in KS2 reflect the success of this approach and are inline with national. We also continued to encourage and support reading for pleasure including the Moreland Reading Passport. The Reading Road Map and high profile reading events such as Word Book Day, National Poetry Day and Pyjamarama. We undertook a full refurbishment of our library as part of the Coronation Libraries project including purchasing many new books. The highlight of this was being chosen by the National Literacy trust to represent the Coronation Library project with Her Majesty Queen Camilla visiting the school to open our refurbished library and two of our school librarians speaking at the National Literacy Trust summer event. We continued to deliver Little Wandle phonics but we were unable to deliver the necessary keep up interventions following the reduction in funding meaning we could no longer employ an academic mentor to deliver this. This combined with high SEND in the year 1 cohort led to a significant reduction in children passing the phonics test in Year 1. Results were in-line with national attainment n Year

2. All new staff teaching the scheme received full training. We extended the scheme to children in KS2 still working towards the phonics expected standard.

Attendance

Attendance in 23/24 reflected the national pattern of higher absence rates. Many children are still “catching up” on routine childhood illnesses such as chicken pox where children had lower immunity following lockdowns. There were a number of families who took unauthorised holidays to see family overseas. We continued to meet with families and provide tailored support to individual families particularly those with persistent absence in collaboration with early help services such as family support and CAMHS. The pastoral manager has a clear focus on improving attendance and this work is reviewed regularly by senior leaders and the governing body. We have engaged in the Inclusive Attendance programme to support a whole school approach to improving attendance inline with DFE recommendations and work closely with outside agencies including family support workers to help overcome barriers to attendance. This will continue to be a priority focus for the next academic year.

Wellbeing

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continued to be impacted last year, this was evident in the wider community also. The impact was particularly acute for disadvantaged pupils. We continued to use pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required including nurture groups and 1:1 nurture interventions. We continued to offer training to all staff on the ITIPS approach and introduced the RULER approach to developing self-regulation. We continued to embed our emotional well-being curriculum led by the well-being staff working group. We worked in partnership with New River College behaviour outreach staff, the school well being practitioner and CAMHS practitioner and EP service to develop staff practice and school approaches. This included delivering a number of mental health and nurture interventions with outside agencies including CAMHS, the school wellbeing support practitioner, New River College mentors and Chance UK. In addition, we ran number of reflective practice groups for staff and the Safeguarding team. We continue to develop this approach with the activities detailed in this plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NACE Accreditation Programme	NACE –Barbara Firth
Thinking Schools	Thinking Matters
History Primary Quality Mark	History Association
Arts Mark	Arts Council

