

## Pupil premium strategy statement

This statement details our school's use of pupil premium funding (and recovery premium funding) for the 2024 to 2025 academic year.

### School overview

Detail	Data
School name	The John Moore Primary School
Number of pupils in school	300
Proportion (%) of pupil premium eligible pupils	48 16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mr Simon Lockley
Pupil premium lead	Mrs Sarah Hathaway
Governor / Trustee lead	Mr Lee Johnson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,060
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£75,060

## Part A: Pupil premium strategy plan

### Statement of intent

At the John Moore Primary School we aim that all pupils, irrespective of background, will become happy, confident learners, enabling them to make good progress across the curriculum. Our Pupil Premium Strategy is planned so that we can support disadvantaged pupils, as well as those who come from Services families, in achieving this goal.

Our primary approach is to ensure quality first teaching through class lessons or small group or individual input. This has been shown to have the greatest impact on pupil progress.

We identify the challenges and needs of each pupil, private premium child through diagnostic assessment and through action plans, my plans and people progress meetings. We set targets. Will support their learning, but these be targets to help them achieve age-related expectations or targets to extend and challenge.

We also recognise that there are considerable challenges in this current economic climate which have a huge impact on the mental health and well-being of our pupils and their families, particularly the disadvantaged. We want to support our families in providing the best start we can for their children.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Internal and external assessments show the attainment in Maths and English of disadvantaged pupils is below that of non-disadvantaged pupils in all years except for our current year 3 cohort.</b>
2	<b>Pupil premium attainment at greater depth is below national and school data in all years.</b>
3	<b>Absence rates of pupil premium children is 4.4% compared to 3.4% for the rest of the school and persistent absence of pupil premium children is 8.1% compared to 4.2% for the rest of the school. This impacts on their academic progress.</b>
4	<b>Well-being (emotional and social) of disadvantaged pupils is suffering due to the current economic climate. Social and emotional issues are preventing pupils being ready to learn.</b>
5	<b>PP children's families are sometimes unable to afford the additional opportunities and experiences offered i.e. the residential school trip.</b>

## 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
Pupil premium attainment in writing is in line with school average and above national.	School's tracking system will show that attainment in writing is in line with school average in above national. Book Looks highlight pupils' progress.
The number of pupil premium children attaining GDS in Reading, Writing and Maths is in line with the school average and above national.	School's tracking system will show that the number of pupil premium children attaining GDS in Reading, Writing and Maths is in line with the school average and above national. Book Looks highlight pupils' progress.
Gaps in pupils' attainment, knowledge and understanding are addressed.	School's tracking system (Insight/Recovery Curriculum documents) will show that gaps in learning have been addressed. School's tracking system (Insight/SEND tracking document/My Plan) will show that pupils are making good progress from their starting points. Book Looks highlight pupils' progress. Y2 and Y6 pupils will perform well in end of year SATs.
Pupils with SEMH needs feel happy and supported at school and perform well and do not disrupt the learning of others as their needs are addressed.	Reduced number of incidents recorded on CPOMs. Lesson observations and pupil conferencing show children have positive attitude to their learning and are focused in class. Book Looks highlight pupils' progress. Attendance improves due to pupils wanting to come to school.
Pupil Premium children are fully involved in all aspects of school life.	PP children participate in all school trips and wider opportunities. Registers will highlight participation.



## 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.

### Ensuring Quality First Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to follow the relational approach to behaviour. Train up new staff and offer refreshers for existing staff.</p> <p>Whole day in-set training with Jason Bangbala to support our school approach and offer staff more strategies.</p>	<p><b>EEF ‘Improving Behaviour in Schools’ (September 2019) states that:</b>            Consistency and coherence at a whole-school level are paramount.            Behaviour programmes are more likely to have an impact on attainment outcomes if implemented at whole school level.            Teachers should encourage pupils to be self-reflective of their own behaviours.            Understanding a pupil’s context will inform effective responses to misbehaviour.            Every pupil should have a supportive relationship with a member of school staff.</p> <p><b>‘Restorative Practices in Three Scottish Councils’ (2004-2005)</b> shows that restorative approaches help schools create peaceful learning environments for children to become successful learners, confident individuals, responsible citizens and effective contributors.</p>	<p>4</p>
<p>Talk 4 Writing training for new staff and refresher training for existing staff.</p> <p>External consultants to assess our curriculum and provide guidance for next steps.</p>	<p><b>‘Talk for Writing’ EEF July 2015 states that:</b>            School staff reported that the project had a positive impact on pupils’ writing skills and improved their confidence with teaching writing.</p>	<p>1 2 4</p>

	<p>The Sutton Trust states that ‘the most effective teachers have deep knowledge of the subjects they teach’.</p> <p><b>EEF Guidance report (2017) ‘Improving Literacy in Key Stage 2’.</b> There is extensive evidence for the impact of teaching writing composition strategies from 3 meta-analysis.</p> <p>EEF states that investing in professional development for teaching assistants to deliver structured interventions can be a cost effective approach to improving learner outcomes.</p>	
Talk 4 Reading training for new staff and refresher training for existing staff.	<p><b>‘Research Evidence on Reading for Pleasure’ May 2012 (Department for Education):</b> “...how teachers could enhance children’s reading for pleasure. The activities included: marked improvements in reading environments, read aloud programmes, book talk and book recommendations and the provision of quality time for independent reading.”</p> <p>PISA (The Programme for International Student Assessment) results from 2009 show that in all countries, young people who enjoy reading the most perform significantly better in reading literacy assessments than who enjoy reading the least.</p> <p>The Sutton Trust states that ‘the most effective teachers have deep knowledge of the subjects they teach’.</p>	2 4
Maths Mastery training (Joint planning, team teaching, CPD with Maths Leaders, Maths leading undertaking NPQ in Maths Leadership)	<p>A report by <b>the Fair Education Alliance</b> 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>A guidance report from the <b>Education Endowment Foundation ‘Improving Mathematics in Key Stages 2 &amp; 3’</b> was published in November 2017. It endorses many of the components of teaching for mastery.</p>	1 2



	The Sutton Trust states that ‘the most effective teachers have deep knowledge of the subjects they teach’.	
Sounds Write Phonics Training for new staff of for staff moving year groups	The National Literacy Trust highlights that children with poor literacy are more likely to live in PP households.	3
Reading plus -	<b>Seventy percent of non-proficient students read inefficiently</b> —they struggle to move their eyes smoothly and comfortably over lines of texts at an appropriate rate. <b>These students are often assessed for gaps in foundational skills and comprehension, when the actual hurdle is reading inefficiency.</b> As a result, these inefficient readers often receive instruction and practice for the wrong issue and continue to struggle. Reading Plus not only assesses efficiency, but also measures and increases motivation and comprehension. Students <del>are</del> given choice and control to practice at their own pace with a program that uses adaptive technology in a truly meaningful way.	1, 2

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

Budgeted cost: £17,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group Maths interventions	<p>A guidance report from the <b>Education Endowment Foundation ‘Improving Mathematics in Key Stages 2 &amp; 3’</b> was published in November 2017. It highlights how effective structured maths interventions can be to provide additional support</p> <p><b>EEF (January 2021) New analysis on impact of Covid-19 on attainment gap:</b></p> <p>The findings suggest that primary-age pupils have significantly lower achievement in both reading and maths as a likely result of missed</p>	1 2

	learning. In addition, there is a large and concerning attainment gap between disadvantaged pupils and non-disadvantaged pupils.	
Small group Reading interventions	<p>PISA (The Programme for International Student Assessment) results from 2009 show that in all countries, young people who enjoy reading the most perform significantly better in reading literacy assessments than who enjoy reading the least.</p> <p><b>EEF Blog February 2020 (Megan Dixon):</b> Teaching reading comprehension strategies is included in the EEF Toolkit; indeed, it is one of the most-visited pages on our website. We know that the teaching of those reading strategies, in small groups, as a targeted intervention in upper Key Stage 2 helps. Reading aloud, and helping children develop these skills by asking questions, may be a useful approach to developing reading comprehension skills.</p> <p><b>EEF Guidance report (2017) 'Improving Literacy in Key Stage 2'.</b> There is extensive and consistent evidence from at least 6 meta-analysis and reviews, including studies involving pupils aged 7-11 of the impact of structured interventions and intensive one to one support.</p> <p>The National Literacy Trust highlights that children with poor literacy are more likely to live in PP households.</p>	2 3
Small group Writing interventions	<p><b>'When Fewer is More: Small Groups in Early Childhood Classrooms' (Wasik, 2008)</b> found that there are significant benefits to small group instruction. Specifically, small groups afford the opportunity for teachers to devote more attention to children and this, in turn, has important cognitive and social/emotional implications for children's development.</p> <p><b>EEF Guidance report (2017) 'Improving Literacy in Key Stage 2'.</b> There is extensive evidence for the impact of teaching writing composition strategies from 3 meta-analysis.</p> <p>The National Literacy Trust highlights that children with poor literacy are more likely to live in PP households.</p>	1 2 3

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

Budgeted cost: £42,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA to offer a timetable of support to targeted pupils. ELSA offered support from EP Service at an annual cost.</p>	<p>EEF (Education Endowment Foundation) Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. The evidence makes it clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning.</p> <p><b>‘Supporting pupils in school with social, emotional and mental health needs: a scoping review of the literature’ (Carroll and Hurry)</b></p> <p>Underpinning all the successful programmes in this review was a positive approach adopted by teachers and school leaders to pupils with SEMH. Approaches that are careful to avoid a deficit model perspective and that embrace techniques which encourage pupils to feel secure and that foster good relations with teachers, result in pupils who were more motivated to learn and are therefore at less risk of exclusion.</p> <p><b>‘Improving Social and Emotional Learning in Primary Schools’ (Guidance Report, EEF)</b></p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to</p>	<p>3 &amp; 4</p>

	physical and mental health, school readiness and academic achievement, crime, employment and income.	
Therabuild sessions offered to identified children.	<p>EEF (Education Endowment Foundation) Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. The evidence makes it clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning.</p> <p><b>‘Supporting pupils in school with social, emotional and mental health needs: a scoping review of the literature’ (Carroll and Hurry)</b></p> <p>Underpinning all the successful programmes in this review was a positive approach adopted by teachers and school leaders to pupils with SEMH. Approaches that are careful to avoid a deficit model perspective and that embrace techniques which encourage pupils to feel secure and that foster good relations with teachers, result in pupils who were more motivated to learn and are therefore at less risk of exclusion.</p> <p><b>‘Improving Social and Emotional Learning in Primary Schools’ (Guidance Report, EEF)</b></p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.</p>	3 & 4
<p>School to employ a Family Support Worker for 5 mornings and 2 afternoons a week to work with children with Social, Emotional and Mental Health needs.</p> <p>Develop restorative approaches, nurturing environment and focus on positive behaviours. Working with the families to support our children in and out of school.</p>	<p>EEF (Education Endowment Foundation) Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. The evidence makes it clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning.</p> <p><b>‘Supporting pupils in school with social, emotional and mental health needs: a scoping review of the literature’ (Carroll and Hurry)</b></p> <p>Underpinning all the successful programmes in this review was a positive approach adopted by teachers and school leaders to pupils with SEMH. Approaches that are careful to avoid a deficit model perspective and that embrace techniques which encourage pupils to feel secure and that</p>	4

	<p>foster good relations with teachers, result in pupils who were more motivated to learn and are therefore at less risk of exclusion.</p> <p><b>‘Improving Social and Emotional Learning in Primary Schools’ (Guidance Report, EEF)</b></p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.</p>	
Funding is used to pay for/subsidise school trips and extra-curricular opportunities/wider opportunities.	<p>Trips are a fundamental part of the curriculum and the experience gained from them, and the work undertaken as a result of the experience has a positive impact.</p> <p>Pupils are given opportunities to access activities and experiences that will engage and inspire them.</p>	5
Creating active school project	<p>The CAS Framework supports schools to embed physical activity in policies, systems, behaviours and environments, so that it becomes everyone’s responsibility; from pupils, to staff, parents and governor. Using behavioural science, CAS helps schools to create impactful and sustainable change for increased opportunities for physical activity throughout the school day to improve mental health, academic outcomes and behaviour.</p>	1,2 3,4 and 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 to 2024 academic year.

**Overall PP Attendance was 95.4% for 2023/24**

**KS2 Attainment data (only 2 children were PP in this cohort and they were also on the SEND register)**

	PP School (at expected level)	School (at expected level)	National (at expected level)
Reading	0%	75%	74%
Writing	0%	86%	72%
Mathematics	50%	82%	73%
GPS	0%	71%	72%
Reading, Writing and Maths Combined	0%	75%	61%

**KS1 Attainment data (6 children – including 1 child with EHCP who was disapplied from the results)**

	PP School (at expected level)	School (at expected level)	National (at expected level)
Reading	78%	78%	71%
Writing	78%	69%	72%
Mathematics	89%	82%	73%

## Phonics Attainment data

Phonics Screening Check									
Statistic	2018-2019		2021-2022		2022-2023		2023-2024		
	School	National	School	National	School	National	Cohort	School	National
% of pupils passing in Year 1	96% ●	82%	-	75%	89% ●	79%	46	85% ●	~ 80%
% of pupils passing check by end of Year 2	100% ●	91%	100% +	87%	-	89%	45	91% ●	~ 91%

**PP children achieving expected standard 2024= 88% (7/8)**

### EYFS data 2024

Good Level of Development - End of Year (45 children)	
Expected (School) 2024	84%
Expected (National)	68%
Expected (PP School) 2024	50% (2/4)

**PP children achieving expected standard 2024= 2/4 (50%)**