

# Pupil premium strategy statement Yr 3 of a 3 yr plan

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

## School overview

Detail	Data
School name	Moorpark Junior School
Number of pupils in school	237
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022 and July 2023
Statement authorised by	Karen Peters, Headteacher
Pupil premium lead	Lyndsey Wright, Head of School.
Governor / Trustee lead	Jon Lovatt lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£170,235
Recovery premium funding allocation this academic year	£16,965
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£187,200

# Part A: Pupil premium strategy plan



## Statement of intent

At Moorpark Junior School we encourage our children to **REACH** and be successful learners. We foster attitudes to ensure that all children **BELIEVE** in themselves and that anything is possible with positive challenge and determination. Moorpark teaches children to **EXPLORE** their environment and learn from the variety of enriching experiences that the school has to offer. Ultimately we **BELIEVE** that everyone at Moorpark can **ACHIEVE** the best in everything that they do.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The pupil premium strategy is implemented as the whole school development plan to ensure every priority is focused on disadvantaged pupils striving and thriving to achieve their goals, including strong progress for those who are already high attainers.

We also have the highest regard and consideration for the extra challenges faced by vulnerable pupils, such as those who have a social worker, or who are themselves as young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are eligible for pupil premium.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to the School Development Plan for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils and SEND pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Language development to close the vocabulary gap between the disadvantaged and their non-disadvantaged peers.
2	Reading development to close the gap between the disadvantaged, including those with SEND and their non-disadvantaged peers.
3	Mathematical development to close the gap between the disadvantaged, including those with SEND and their non-disadvantaged peers.
4	Higher prior attaining disadvantaged pupils to make progress in line with their peers to be above national in reading and maths.
5	Metacognition development to close the gap for disadvantaged pupils to be as independent and self-reflective in all areas of learning and development as their national peers. .
6	<p>Our assessments and observations indicate that the education and well-being of many of our pupils have been impacted by partial school closures and our disadvantaged pupils to a greater extent than for other pupils due to less online engagement or attendance in school. 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 reading and maths. Accurate targeted intervention and tutoring for the disadvantaged pupils to catch up.</p>
7	<p>The pupil base is in the highest percentile of all schools in terms of deprivation.</p> <p>We aim to counterbalance effects of social deprivation by identifying enrich pupils' life experiences and provide extra opportunities to learn and apply skills in out of school contexts.</p> <p>All staff are highly trained to identify pupils and their families with SEMH needs and early intervention for family and SEMH support is paramount to ensuring the disadvantaged pupils are ready to learn</p>
8	<p>Family support is robust for disadvantaged pupils who are often more persistently absent than other children and those who are persistently absent as they often face a number of multiple and overlapping needs within the home.</p> <p>Attendance data is reported and monitored by all levels of Trust governance.</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
<b>Intended outcome 1</b> Improved language, comprehension and writing skills for pupils eligible for PP to give disadvantaged pupils the speech, language and communication skills needed to ensure improved literacy skills across the school.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.  Pupils use a range of higher language across the curriculum.
<b>Intended outcome 2</b> Improved reading attainment among disadvantaged pupils, including higher attaining pupils.	KS2 reading outcomes in 2024/25 show that disadvantaged pupils make accelerated progress and attain at least in line with national figures.
<b>Intended outcome 3</b> Improved maths attainment for disadvantaged pupils including higher attaining pupils.	KS2 maths outcomes in 2024/25 show that disadvantaged pupils make accelerated progress and attain at least in line with national figures.
<b>Intended outcome 4</b> Pupils are more resilient, self-reflective and independent through metacognitive strategies a changed pedagogy enabled by technology.	Assessments and observations indicate significantly improved resilience, self-reflection and independence among disadvantaged pupils.  This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
<b>Intended outcome 5</b> To address the additional SEMHD pupils face due to covid related school closures, low home learning support to engage and unpredictable environment and limited life experiences beyond the home, for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>• Trauma friendly schools practice is evidenced across school life</li> <li>• quantitative data e.g. boxall profile, behaviour monitoring</li> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• an increased in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>

<p><b>Intended outcome 6</b></p> <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• Attendance of PP children is above the National for PP children.</li> <li>• Gap between PP and National non PP is closing</li> <li>• Persistent absences are reduced to below the National gap.</li> </ul>
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## Activity in this academic year (2023-24)

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: **£117,708.75**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Intended outcome 1</b></p> <p>Formulate the active ingredients of our model for class consistent language development approach which is applied across the curriculum including a whole-school model for explicit vocabulary teaching.</p> <p>With subject leaders, review our approach to selecting the vocab which is explicitly taught – whole school, progressive word list.</p> <p>Embody collaborative leadership model linked to vocabulary development. Each subject leader to take responsibility for this in their subject. Subject leaders to check and refine Tier 3 vocab lists.</p> <p>Further develop 'Word consciousness' Pupils show curiosity and interest in words - their meaning and origin.</p> <p>Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication in all subjects</p> <p>Regular opportunities given to all learners to present, perform and collaborate</p> <p>Continue to embed agreed whole-school consistent approach on how to teach reading</p> <p>New staff to be trained in closing the gap - word aware.</p> <p>Continue to deliver high quality professional CPD linked to metacognitive strategies in the class delivered to all staff to enable a structured, consistent approach.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-2">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/oral-language-interventions-toolkit-strand">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/metacognition-and-self-regulated-learning">Metacognition and Self-regulated Learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/using-pupil-premium">Using pupil premium   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3, 4, 5, 6,</p>

<p>Rigorous, robust evaluation of the impact of chosen approaches at each milestone</p>		
<p><b>Intended outcome 2</b></p> <p>Effective teaching of reading is in place across the school which impacts on progress and attainment so that disadvantaged children achieve in line with national at both standards at the end of KS2</p> <p>Continue to implement and refine a rigorous and sequential approach to reading across the school, which features explicit teaching of reading skills.</p> <p>New staff CPD in approach to reading from year group partner and subject lead.</p> <p>Casestudy – lowest 20% - reading fluency scale, words read per minutes, lexia</p> <p>EAL lead to support / monitor EAL provision in all classes.</p> <p>Lowest 20% of readers monitored by English lead – receive 1:1 reading daily.</p> <p>Reading books connect closely to phonics knowledge pupils are taught.</p> <p>Reading case studies developed to track progress for pupils working below ARE</p> <p>Regular formative assessment of reading attainment at all stages to ensure gaps are addressed quickly and effectively.</p> <p>Reading attainment is assessed at each assessment point and gaps are addressed quickly and effectively.</p> <p>Home reading is to be monitored weekly by the teacher and concerns to be addressed quickly.</p> <p>Staff have access to appropriate CPD to develop their teaching of reading.</p> <p>If needed, identified staff (both teachers or support staff) benefit from coaching in this area from the Subject leader.</p> <p>Head teacher weekly weigh in for identified disadvantaged pupils.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="https://educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-2-eef">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/metacognition-and-self-regulated-learning-eef">Metacognition and Self-regulated Learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Research has identified remedial and tutorial use of technology as being particularly practical for lower attaining pupils, those with special educational needs or those from disadvantaged backgrounds in providing intensive support to enable them to catch up with their peers. <a href="https://educationendowmentfoundation.org.uk/lexia-reading-core5-eef">Lexia Reading Core5®   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/small-group-tuition-eef">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Whole class guided reading <a href="https://educationendowmentfoundation.org.uk/reading-comprehension-strategies-eef">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/reciprocal-reading-eef">Reciprocal Reading   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3, 4, 5, 6,</p>

<p>Rigorous, robust evaluation of the impact of chosen approaches at each milestone</p>	<p><a href="https://educationendowmentfoundation.org.uk">Switch-on Reading   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk">Using pupil premium   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p><b>Intended outcome 3</b></p> <p>Effective teaching of maths is in place across the school which impacts on progress and attainment so that disadvantaged children achieve in line with national at both standards at the end of KS2</p> <p>Continue to embed the rigorous and sequential approach to maths across the school.</p> <p>A new approach to improve fluency is researched trialed and rolled out to all year groups.</p> <p>Staff have access to appropriate CPD to develop their teaching of maths.</p> <p>If needed, identified staff (both teachers or support staff) benefit from coaching in this area from the Subject leader.</p> <p>Vocabulary enrichment to be a focus using sentence stems to support the children's development of mathematical vocabulary. Whole staff CPD from subject lead and maths hub</p> <p>Head teacher weekly weigh in for identified disadvantaged pupils.</p> <p>Rigorous, robust evaluation of the impact of chosen approaches at each milestone</p>	<p><a href="https://educationendowmentfoundation.org.uk">Metacognition and Self-regulated Learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="https://publishing.service.gov.uk">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> <p><a href="https://educationendowmentfoundation.org.uk">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk">Using pupil premium   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 3, 4, 5, 6,</p>
<p><b>Intended outcome 4</b></p> <p>Effective High Quality Teaching is consistent across the curriculum</p> <p>Blended learning lead to visit partner school for best practice, trial in some yr groups and roll out to whole school.</p> <p>Blended learning target on each subject leaders action plan</p>	<p><a href="https://educationendowmentfoundation.org.uk">Metacognition and Self-regulated Learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>This guidance report includes a number of practical examples of technology being used in ways which support improved teaching (e.g., by increasing</p>	<p>1, 2, 3, 4, 5, 6, 8</p>



<p>Homework is delivered via learning platform.</p> <p>Signpost specific disadvantaged pupils to self-paced learning opportunities which they can engage with independently – flipped learning videos – expose pupils to content before the lesson</p> <p>SEND/LA prior attainers benefit from blended learning rotation model and are targeted with flipped learning videos to pre-teach content before lesson/revisit content independently during a lesson or at home.</p> <p>Rigorous, robust evaluation of the impact of chosen approaches at each milestone</p>	<p>the accuracy of teacher assessment) or improve pupil learning (e.g., by increasing the quality and quantity of pupil practice).</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Using Digital Technology to Improve Learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk">Using pupil premium   EEF (educationendowmentfoundation.org.uk)</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10,533.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Intended outcome 2</b></p> <p>Maintenance of a subscription of a program to improve vocabulary, reading fluency and skills for disadvantaged pupils who are developing early reading skills. Continue to monitor Lexia.</p>	<p>Research has identified remedial and tutorial use of technology as being particularly practical for lower attaining pupils, those with special educational needs or those from disadvantaged backgrounds in providing intensive support to enable them to catch up with their peers.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Lexia Reading Core5®   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 5, 6,
<p><b>Intended outcome 2</b></p> <p>Additional, small group, phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Additional, small group, reading sessions targeted at disadvantaged pupils who require further early reading and comprehension support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>The purpose of Switch-on is to achieve functional literacy for as many pupils as possible, and so to close the reading achievement gap for vulnerable children working below age-expected levels.</p>	1, 2, 5, 6,

	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/switch-on-reading?utm_source=/projects-and-evaluation/projects/switch-on-reading&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=switch%20on">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/switch-on-reading?utm_source=/projects-and-evaluation/projects/switch-on-reading&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=switch%20on</a> <a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	
<b>Intended outcome 2</b> Highly differentiated, small group English lessons are targeted at disadvantaged pupils who are new to the country or new to speaking English.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and writing:  <a href="#">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>  <a href="#">Metacognition and Self-regulated Learning   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Using pupil premium   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 5, 6,
<b>Intended outcome 2 and 3</b> Engaging with the National Tutoring Program to provide a blend of tuition and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2, 3, 4, 6,
	Increased teacher capacity for most skilled staff to complete same day intervention pupil conferencing.	

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

Budgeted cost: **£57,429.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Intended outcome 5</b></p> <p>To address the additional SEMHD pupils face due to covid related school closures by implementing taught metacognition, self-regulation, self-regulated learning strategies and growth mindset.</p> <p>To embed Trauma Friendly Schools Practice across school life based on the arc audit and related action plan.</p> <p>To further embed and enhance nurture approach for targeted pupils.</p> <p>To further embed and enhance restorative practice across the school.</p> <p>To increase the early and accurate assessment of external professionals in supporting SEND &amp; SEMH (e.g. Educational Psychology, Occupational Therapist, Speech Therapist).</p> <p>To monitor impact of younger mind support using Boxall profile data and behaviour tracking data where appropriate.</p> <p>To further embed and enhance the Positive behaviour and rewards policy consistently whole school, taking into account individual pupil needs.</p> <p>To embed revised PSHCE scheme consistently whole school.</p>	<p>Evidence “a tailored approach to support an individual’s behaviour should complement the school’s behaviour policy” Improving behaviour in school EEF</p> <p><a href="https://www.eef.org.uk/eef/primary/improving-social-and-emotional-learning-in-primary-schools">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Essential life skills such as confidence, motivation, resilience and communication are associated with better academic outcomes and better prospects in the workplace.” Life lessons. Sutton Trust</p>	7, 8
<p><b>Intended outcome 6</b></p> <p>Monitor attendance and punctuality regularly. FSW and attendance lead to support identified families.</p> <p>Leaders to continue to source any CPD or latest research in this area e.g EBSNA (emotionally based non attendance)</p> <p>Early help set up as required.</p>	<p>Evidence “the findings suggest that schools which have been more successful in raising the performance of disadvantaged pupils have put the basics in place (especially addressing attendance and behaviour, setting high expectations, focusing on the quality of teaching and developing the</p>	7, 8

<p>Letters home to parents for identified children.</p> <p>FSW and attendance lead to monitor attendance.</p> <p>Headteacher aware of any attendance issues. Weekly attendance reports analysed and acted on.</p> <p>Free breakfast club to support parents and punctuality.</p> <p>Attendance rewards</p> <p>Nurture provision targets PA PP pupils</p> <p>FSW to analyse PA make up across the school and develop more effective ways to involve these groups in the school community</p> <p>School council include attendance in their meetings and discuss ways to improve this.</p>	<p>role of TAs) Supporting the attainment of disadvantaged pupils: articulating success and good practice. DfE.</p>	
<p><b>Intended outcome 5</b></p> <p>Targeting PP children to attend extra-curricular activities.</p> <p>PP Pupil voice is captured in comparison to non PP pupil voice</p> <p>Wide variety of activities available, including non-academic clubs delivered by staff with specific skills in those areas.</p> <p>Monitoring of registers for the uptake of PP children to the extra-curricular activities.</p> <p>Subsidise and enrich curriculum including after school clubs and educational visits</p> <p>Holiday clubs offered during each school break</p>	<p>Evidence "Support to encourage reading for pleasure, educational trips and out-of school study opportunities should be provided to promote attainment for disadvantaged students at all ages." The Sutton Trust report</p>	<p>7, 8</p>

**Total budgeted cost: £187,200**

## Externally provided programmes

Programme	Provider
School led tuition	Internal staff (NTP)

## **Part B: Review of outcomes in the previous academic year**

### **Pupil premium strategy outcomes**

The details of the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year can be found in the PP outcomes plan – see separate plan.