

Moreton Morrell C of E Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding (2025 – 2026 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	104
Proportion (%) of pupil premium eligible pupils	12.5%
Academic year/years that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	CEO
Pupil premium lead	Headteacher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,200
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£22,200 <i>Funds are not pooled across Fosse MAT</i>

Part A: Pupil premium strategy plan

Statement of intent

Our key objectives are to raise the attainment for those in receipt of pupil premium funding and continue to diminish the difference between themselves and their peers, narrowing the attainment gap between disadvantaged and non-disadvantaged pupils. We are committed to ensuring that children within all pupil groups achieve their full potential, regardless of their background or disadvantage. All our work through the pupil premium will be aimed at accelerating progress and moving children to at least age-related expectations.

Pupil Premium Funding is used to:

- Target able children on Free School Meals to achieve Age Related Expectations.
- Contribute to the cost of activities, educational visits and residential trips.
- Strategies to target attendance and ensure regular and punctual attendance at school.
- Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour and nurture support providing activities to engage learners and boost wellbeing.
- Pupils to be provided with additional teaching and support, particularly in relation to catch-up.
- Interventions and support will be done in class with teachers and TAs, using quality first teaching and being supported by specialists as and when necessary.
- Children who need targeted support to be identified quickly and to access regular intervention to include support with social, emotional and mental health challenges with Nurture groups.

As a school we ensure that:

- There is a clear focus on Quality First Teaching
- Staff are aware of children and their needs
- Children in receipt of pupil premium are carefully tracked
- Gaps are identified and addressed
- All staff have high expectations and this is monitored
- Employ an ethos where we recognise the 'whole' child and their lived experience, recognising the importance of social and emotional support.

Our intended outcomes feed into our school development plan and therefore remain at the heart of our improvement journey in developing our pupils as lifelong learners.

Challenges

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

Challenge number	Detail of challenge
1	Children in EYFS have lower than usual starting points expected for Personal, Social and Emotional Development and in literacy, particularly in speech and language.
2	Children in KS1 are behind in their phonics knowledge and acquisition than usual, impacting their reading and writing development.

3	Assessments and teacher observations have shown that there is an increased number of children experiencing anxiety about coming into school, developing and maintaining friendships and accessing work at the expected standard. This anxiety hinders children's ability to focus on work in class and to establish and maintain effective friendships.
4	There has been a significant number of children who have joined school after their cohort's starting date over the past few years. Many of these have academic starting points below the expected standard and require additional academic support. Some have additional family needs which require support to help the children access school effectively.

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
Raise the % of disadvantaged children across the school achieving EXS in Reading, Writing and Maths.	PP children achieve at least national average or above in Reading, Writing and Maths (KS1 and KS2).
Increase the % of children achieving the required standard in phonics in Y1 and Y2 at the end of each year.	100% of Y1 PP children will pass phonics screening in 2026. 100% of current Y2 PP children pass phonics screening by the end of Y2.
Vulnerable children attend school regularly.	Attendance of PP children will be 95%+. <i>All children with attendance below 95% are identified and supported to enable attendance.</i>
PP Children have the necessary skills, vocabulary and support to enable them to manage SEMH issues, including anxiety.	'Mentoring' session with a trained Lifespace mentor each week. Use the Jigsaw PSHE and Social Curriculum to further support SEN and vulnerable pupils. Nurture provision across all Key Stages.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed the learning from the Rosenshine	Evidence from EEF- Improving Social and Emotional Learning in Primary	1, 2, 3, 4

Walkthrus into everyday practice across the school. Quality First Teaching - CPD throughout the school year focused on the Rosenshine Principles using Walkthrus to support the school in delivering a tailored approach.	Schools, reinforces the value of whole school approach for SEL. High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. To improve pupil outcomes, staff will receive CPD sessions in order to pay careful attention to the mechanisms of classroom delivery including, revisiting prior learning, goal setting, providing feedback, and action planning.	
Ensure there is a dedicated member of staff to work with vulnerable families. Embed role of Family Liaison Officer.	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) Implementing a Universal Help offer is already yielding better family and parent engagement. Improved attendance.	1, 4
Ensure that the school SENCO is employed on sufficient days to provide support and training for all staff, monitor and assess progress of vulnerable children and liaise with staff as well as outside professionals.	Internal data, Pupil Passports, End of Key Stage data, Education, Health Care Plan reviews and applications. Pupils with SEND have the greatest need for excellent teaching and are entitled to provision that supports achievement and enjoyment at school: many of our disadvantaged pupils are also on our SEND register and for class teachers to fulfil their roles fully with regards to SEND, further support and guidance provided by our SENDCo will have a high impact on the quality of interventions and leadership of SEND at a strategic level.	1, 2, 3
To increase the numbers of Teaching Assistant in every class each morning to support learning for all children.	Evidence consistently shows the positive impact that teaching assistants can provide to classroom teaching.	1, 2, 3, 4
Continue investment in Little Wandle including pre-school.	Evidence from assessments and data indicates need for fully decodable books to be used across ALL key stages.	3
Continue to supply Big Cat books to support the development of reading and therefore writing.	Evidence shows that access to high quality texts significantly improves the quality of children's writing. Children across the school have full access to decodable books to support reading and writing.	3

Ensure that staff and are available at the start of the day to welcome anxious children in to school and to support early learning and check in with key families.	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). EEF	4
Ensure that there is a dedicated adult available to support SEMH needs across the whole school each day.	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). EEF	4

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentor employed 3 hours per week to provide SEMH support to vulnerable children.	See evidence from SEL, EEF Lifespace coaching strategies used in ALL key stages.	1, 3, 4
Senior Mental Health Lead in school to prepare and deliver high quality interventions with young people and their families.	Mighty Minds, Drawing Talking Therapy - delivered by Senior Mental Health Lead, Mrs Sally Clarke	1, 4

Total budgeted cost: £22,200

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Whole School Approach: CPD Whole staff Rosenshine Principles and Walkthrus to improve quality first teaching through enhanced pedagogical training Implementation of Rosenshine principles, walk throughs, regular quizzing embedding learning.

Purchase of online resources to support remote learning: White Rose Hub, Times Table Rockstars, Vocabulary Ninja etc.

Deployment of additional TA hours to specific PP children - Individual children made more progress than previous years as a result of being SEMH

Targeted approaches: Additional Teaching provision in Year 1 and 2 to support Writing, Phonics and Maths. Children made good progress in reading, English and Mathematics at the end of each full term evidenced with TA assessments. Support from specialists in SEND to help increasing number of children on SEND register. All children read with an adult in school weekly. Targeted provision, support, academic catch-up and targeted intervention across both key stages and the EYFS for all children. Trained staff supported children with: Reading, Maths, Writing, comprehension, SEND and SEMH needs.

External professional visits to undertake assessments including Educational Psychologists, Speech and Language and Occupational Therapist to enable staff to benefit from assessment and strategies to support the learning of particular PP children. Strategies and interventions based on findings supported children's emotional and physical health as well as their ability to learn. Provision of specialist external support; Life space Mentoring helped to support children who were facing increased challenges, were better able to learn and made better than expected progress. From their starting points. Additional SEN hours to support EHCP applications. SENCO successfully submitted two Educational Health Care Plan.

Externally provided programmes

Programme	Provider
Ten Town	Maths Circle
TTRS and Numbots	Maths Circle
Clicker	Clicker
Boom Reader	GoReader