Moreton Say CE Primary School Pupil premium strategy statement 2025-2026

This statement details our school's use of pupil premium funding (and recovery premium for the 2025 to 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Moreton Say CE Primary School
Number of pupils in school	97 Main School 13 Nursery
Proportion (%) of pupil premium eligible pupils	24= 21.8% Service- 4 PCLA- 3 CLA- 2 EV6- 0 FSM-15
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	3
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026 (interim, annual) September 2027 overall
Statement authorised by	Stephanie Henney & Governing Body
Pupil premium lead	Kim Archer
Governor / Trustee lead	Johanna Heywood-Lonsdale

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,405
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£27,405

Part A: Pupil premium strategy plan

Statement of intent

Overcoming barriers to learning is at the heart of our PPG (Pupil Premium Grant) use here at Moreton Say CE Primary School. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. As with all children at Moreton Say CE Primary School, to ensure maximum impact, the needs of children entitled to the Pupil Premium are clearly identified, steps are taken to meet their individual needs and their progress is closely monitored, by teachers on a daily basis and by the senior management team termly, and where necessary our SENDCo, throughout their time with our school. Where small group / 1:1 support is felt to be most beneficial Pupil Premium may be used to support this provision and budgets are allocated accordingly.

We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to the School Improvement Plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn. It also means that we utilise funding over the anticipated three-year strategy.

Principles

Teaching and learning at Moreton Say CE Primary School is designed to meet the individual needs of all children and is aligned to our who school vision which firmly sets the emotional, social, spiritual and academic growth of our pupils at the heart of everything that we do.

In addition to this:

- We ensure that appropriate provision is made for children who belong to vulnerable groups and that socially disadvantaged children have their needs adequately assessed and met.

- We recognise that not all children who receive free school meals will be socially disadvantaged and we also recognise that not all children that are disadvantaged have free school meals.

- We will allocate Pupil Premium funding after a needs analysis to identify priority groups and individuals.

Moreton Say's Rationale for Provision

The chosen provisions have been made due to the following rationale;

- Our school has also used its own internal analysis and research to develop effective use of the funds
- Utilising local cluster developments and sharing of good practise
- Following reference to outstanding schools and their proven outcomes in utilising funds
- Use of the EEF toolkit for evidence based practice
- Early Help guidance and support - Shropshire Council
- Advice and support from Shropshire Virtual Schools- CLA/PCLA
- Advice and support from EYFS Nutrition Guidance- 2025
- Advice and guidance form the state school inspection toolkit

Our Priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring class sizes and age group mixes are manageable and enable high quality learning experiences
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as mental health and well-being
- Ensuring that the PPG reaches the pupils who need it most

Challenges

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

Challenge number	Detail of challenge
	Academic barriers to attainment
1	Low levels of literacy and maths
2	Lack of real-life experiences to apply to writing and maths skills
3	SEND needs affecting progress
4	Poor language and communication skills
5	Lack of school readiness
	Non-academic barriers to attainment
6	Poor attendance
7	Lower self-esteem and reduced resilience observed in lessons.
8	Need for support at Early Help level
9	Lack of routine leading to tiredness in school and poor attention/behaviour
10	Behaviour impacting on focus during lessons, needing time out to calm down and missing parts of lessons
11	Child Protection Issues
12	Self Esteem – nurture and support.
13	Arriving at school unprepared e.g., without breakfast, poor equipment, uniform etc.
14	Healthy choices and diet impacting on wellbeing and readiness to learn.

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
Ensure high quality learning experiences engage and motivate pupils Disadvantaged pupils will have access to experiences which develop cultural capital (visits/visitors/adjusted lessons)	The attainment gap between disadvantaged pupils and their peers will be closing 'Cultural capital' for disadvantaged pupils will be more in line with their peers
Staff to have specialised skills in maths and English – good progress in English and Mathematics	Pupils' attainment to increase and be in line with ARE
New staff to be confident in the mastery methods – good progress in mathematics	Pupil outcomes to be in line with or above ARE Staff to evidence skills in mastery methods – teaching to be good/outstanding consistently
Pupils' self-esteem and confidence will improve Attitudes towards school and learning will be positive	Pupils will evidence self-confidence – parents/teachers and pupils will report improvements Attitudes to learning will be improved as reported by staff, parents and pupils
Self-esteem and focus during lessons will improve	Improved self-esteem will be evident in individual pupils Attainment and progress will improve with outcomes closer to national ARE

Food and social interactions to be provided for pupils at a reduced rate/free depending on need – pupils will not be hungry Pupils will be 'ready to learn'	Pupils will be ready to learn as reported by class teacher Barriers to learning will be reduced
A balanced and healthy diet of food and drink will be provided for all children and will be free for children eligible for PP.	Pupils will be ready to learn as reported by the class teacher. Pupils will have increased health and wellbeing.
Access to extra-curricular activities will be provided for pupils at a reduced cost.	Pupils will be actively taking part in clubs, music lessons and other extra-curricular activities. Pupils will show eagerness to be involved in all opportunities on offer and will develop wider interests

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2025-26)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ staff to allow smaller, more focused teaching groups	EEF toolkit Internal analysis	1,4,5,7,10,11
CPD – Pathways to Progress – Build in strong understanding of English Curriculum.	EEF toolkit Internal analysis	1,2,3,4,5
CPD- Mastering Number- Develop a strong understanding of the small steps for mastering number.	EEF toolkit Internal analysis	1,2,3,4,5

CPD- Oracy, retrieval,	EEF toolkit Internal analysis	1,2,3,4,5
Professional development: Coaching sessions to support teachers and teaching assistants, with a particular emphasis on core skills	EEF toolkit Internal analysis	1,4,5,7,10,11
Support for new in post teachers: Release time for subject co-ordinators to work with new in post teachers in supporting high quality delivery of the curriculum	EEF toolkit Internal analysis	1,4,5,10,11

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition for English and Phonics: Introducing targeted English teaching and interventions for pupils who are below age-related expectations: - Little Wandle- Keep and Rapid catch up sessions, Handwriting interventions, Talk boost- Communication intervention, 1:1 reading for lowest 20%, Toe by Toe- spelling/reading intervention, Dyslexia Gold- Reading and spelling intervention ELKLAN	EEF toolkit Internal analysis	1,3,4,5,9
Small group tuition for Maths: Introducing targeted English teaching and interventions for pupils who are below age-related expectations: - Power of 1 / 2 - Power timestables - Times Tables Rockstars - Number sense intervention	EEF toolkit Internal analysis	1,3
Accelerated reader to promote reading fluency and identify lowest 20% of pupils for additional support.	EEF toolkit Internal analysis	1,5,12
Pathways to progress session delivered daily to promote progress in writing	EEF toolkit Internal analysis	1,2,3,4,5
Mastering Number sessions delivered daily to promote progress and mastery in Maths	EEF toolkit Internal analysis	1,2,3,4,5
Cool kids and Cool characters- Gross and fine motor support	EEF toolkit Internal analysis	1,2,3,4,5

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

Budgeted cost: £ 7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support and intervention; staff training and release for Early Help work No Worries training and support provision	EEF Teaching assistants recommendations DFE recommendations	7,8,11,12
Mental health lead – release time for supporting staff and CPD - Sleep support, ELSA, mental health worker	EEF Teaching assistants recommendations DFE recommendations	7,10,11,12,13
Costs of providing and attending CPD for supporting pupils with attachment and trauma. Emotional coaching and Solihull approach CPD	EEF Teaching assistants recommendations DFE recommendations	7,10,11,12,13
Targeted pastoral work with pupils in relation to health and emotional well-being- Play therapist, worry worms, ELSA, No worries, Lego therapy	EEF improving behaviour in schools DFE mental health support and guidance School and regional evidence base	6,7,9,10,11,12
Whole school mental health programmes and workshops	Internal analysis DFE recommendations	5,8,9,12
Supporting costs of residential visits and other curriculum visits.	Internal analysis	1,7,12,14
Supporting pupils to access wider curriculum areas – raising pupil aspirations through engagement/aspiration programs such as funded visits, musical instrument tuition, live music concerts, free music club, free sports club, little samaritans.	EEF toolkit Internal analysis	2,6,8,9,10,12,14

Total budgeted cost: £27,500 *(supplemented from school budget where necessary)*

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 2024 to 2025 academic year.

Action	Impact
Small group tuition: Introducing targeted English and Maths teaching for pupils who are below age-related expectations. English and Maths interventions	**Reading Attainment Year end – Years 1,3,4 & 5** Pupil Premium children reaching the Expected standard or above in Reading = 89%- 9 Non-Pupil Premium children reaching the Expected standard or above in Reading = 90% - 50 **Writing Attainment Year end – Years 1,3,4 & 5** Pupil Premium children reaching the Expected standard or above in Writing = 67%- 9 Non-Pupil Premium children reaching the Expected standard or above in Writing = 90% 50 **Maths Attainment Year end – Years 1,3,4 & 5** Pupil Premium children reaching the Expected standard or above in Maths = 67%- 9 Non-Pupil Premium children reaching the Expected standard in Maths = 86%- 50 ***End of KS2 Assessment*** **Reading** Pupil Premium children reaching the Expected standard or above in Reading = 100%- 4 Non-Pupil Premium children reaching the Expected standard or above in Reading = 90%- 11 **Writing** Pupil Premium children reaching the Expected standard or above in Writing = 75%- 4 Non-Pupil Premium children reaching the Expected standard or above in Writing = 100%- 11 **Maths** % Of Pupil Premium children reaching the Expected standard or above in Maths = 75% - 4 Non-Pupil Premium children reaching the Expected standard in Maths = 90%- 11 **GPS** % Of Pupil Premium children reaching the Expected standard or above in GPS = 75%- 4 Non-Pupil Premium children reaching the Expected standard in GPS = 100%-11 ***End of KS1 Assessment*** **Reading** % Of Pupil Premium children reaching the Expected standard or

	above in Reading = 100%- 2 % Of Non-Pupil Premium children reaching the Expected standard or above in Reading = 100%- 7 **Writing** % Of Pupil Premium children reaching the Expected standard or above in Writing = 100%- 2 % of Non-Pupil Premium children reaching the Expected standard or above in Writing = 100%- 7 **Maths** % Of Pupil Premium children reaching the Expected standard or above in Maths = 100%- 2 % of Non-Pupil Premium children reaching the Expected standard in Maths = 100%- 7 **Phonics** Pupil Premium children reaching the Expected standard or above in Phonics = 100%- 3 Non-Pupil Premium children reaching the Expected standard in Phonics = 94%- 16
CPD – Pathways to Read and Write, Pathways to Progress, Mastering Number, Little Wandle	Staff have clearer understanding of progression, starting points and assessment in Reading, Writing and Maths and therefore now better equipped to support pupils to make progress. Phonics CPD has supported teachers across all age ranges to better understand early reading and the steps needed to become fluent in reading and spelling.
CPD- Attachment training, Solihull approach, emotional coaching and trauma	Pupils overall mental health and wellbeing is valued and supported equally as that of academic achievement. Teachers understanding of barriers to learning has improved and staff are now better equipped to support pupils readiness to learn.
CPD- Staff leadership release time	Subject leaders feel confident in their subject area and have regular, dedicated time to further develop their subject by attending regular updates and CPD. This has been disseminated to all staff through regular time to deliver update during staff meetings.
Interventions- Curriculum	Little Wandle interventions, 1:1 reading for lowest 20%, Talk boost, Toe by Toe, Power of 1/2, Times tables, Nessy, Times Tables Rockstars and Pathways to progress have been delivered to groups or individuals that have been identified as needing this support. This has supported children to make progress to close the gap in attainment.
Interventions- Pastoral	ELSA, No worries, Early Help and Targeted Mental Health support has been delivered to individuals and groups identified as needing support in this area. This has improved children's readiness to learn and has removed barriers to learning. This has also strengthened parental engagement and relationships.
Access to wider curriculum opportunities and extra-curricular activities	Trips, visits, visitors, workshops, residentials, music tuition, after school clubs and wrap around care have been offered to all children and support has been given to encourage children and families that need support to engage with these activities. This has supported children to explore wider interests.
Reducing and/or covering costs for parents	Financial support has been offered to parents of children needing support by either reducing the cost or covering the cost entirely. This has improved children's engagements in extracurricular activities and has also supported parents to access wrap around care when

	needed.
Provide a balanced and healthy diet.	Milk has been provided for children with entitled to Pupil Premium as has fruit. Milk and fruit are also available for children up to 5 for free. The school has adopted a healthy eating policy at snack time.

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
Pathways to Literacy	The Literacy Company
Pathways to Read	The Literacy Company
Pathways to Progress	The Literacy Company
Mastering Number	NCTEM
Number Sense	Number Sense Maths
TT Rockstars	TT Rockstars
Nessy	Nessy
Educational psychology services	Shropshire council
Mental health lead- Lucy	Bee U
Virtual Schools- CLA	Shropshire Council
Specialist advice for SEND	Woodlands Outreach Service
Speech and Language specialists	Shropshire council
No Worries – CBT	Supporting Pupils Mental Health And Wellbeing Shropshire Council
ELSA	Shropshire Educational Psychology Service
Musical instrument tuition/ music clubs/ musical trips and visitors	Shropshire Music Service Naomi Newman
Sports clubs and PE	As required

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	No Worries/ Staff CPD Targeted interventions (Pathways to Progress/ TT Rockstars) support for learning Funding clubs and wrap around care during challenging times for families Provided pastoral support for both pupils and families.

What was the impact of that spending on service pupil premium eligible pupils?	Support from school is available for families during most challenging times/ times of transition. Pupil Mental Health is supported. Targeted support ensures children of 'mobile' families maintain and are in line with age related expectations ensures

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