



Pupil Premium Strategy Statement - Moat Farm Junior School

This statement details our school's use of Pupil Premium (and recovery premium) 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.

Disadvantaged pupils are ordinarily defined as: those who were registered as eligible for free school meals at any point in the last six years, children looked after by a local authority or have left local authority care in England and Wales through adoption, a special guardianship order, a residence order or a child arrangement order.

School overview

Detail	Data
School name	Moat Farm Junior School
Number of pupils in school	478
Proportion (%) of pupil premium eligible pupils	38% (181 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Aline Scotney
Pupil Premium Lead	Elizabeth Shaw
Governor	Deborah Walker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£251,130
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£251,130

Part A: Pupil Premium Strategy Plan

Statement of intent

The effective use of the Pupil Premium Grant is at the heart of our school's vision and values. We are committed to providing a tailored education for every pupil, regardless of their background or ability. Driven by our belief in the transformative power of education, we aim to eliminate barriers to learning and ensure all pupils can achieve their full potential. A central goal of our Pupil Premium Grant strategy is to narrow attainment gaps and promote fair and equitable outcomes for all learners.

High quality teaching is fundamental to our approach as this is proven to have the greatest impact on closing disadvantaged attainment gaps, and at the same time this will also benefit the non-disadvantaged pupils at our school. Based on multiple sources of evidence, we know that the core skills in English and maths underpin all aspects of learning. With this secure knowledge, pupils will be able to unlock the whole curriculum and will have the necessary skills to become lifelong learners. We want our Pupil Premium children to leave us with excellent skills in English and maths and achieve at the end of Key Stage 2 in line with non - Pupil Premium pupils nationally.

We also want our Pupil Premium children to leave us with a wide body of knowledge that supports excellent achievement in all curriculum areas and also have the opportunity to benefit from cultural enrichment. Excellent curriculum delivery through consistently good teaching is the basis of our Pupil Premium strategy. Strong teaching in all curriculum areas ensures that children have the specific subject knowledge that enables new knowledge to be retained, helping them commit the new information to long term memory. Our curriculum will tackle the 'Matthew Effect' (Hirst) of those pupils with more prior knowledge learning more than those with limited prior knowledge. We aim to develop specific subject knowledge for every Pupil Premium pupil so that this gap closes by implementing a knowledge rich curriculum that looks to embed communal knowledge for all pupils.

To do all the above, we need our Pupil Premium pupils in school every day, on time, feeling good about themselves and able to persevere with learning because they have the positive attitudes to enable them to succeed, so our strategy also prioritises attendance and the development of positive learning behaviours and attitudes to learning.

Objectives:

- To diminish differences between our Pupil Premium pupils and their peers.
- To ensure that Pupil Premium pupils achieve in line with non-Pupil Premium pupils nationally.
- To provide pupils with high quality teaching and learning opportunities.
- To provide effective social and emotional support so they are safe, happy and attend every day.
- Ensure Pupil Premium pupils have priority access to high quality intervention.
- Ensure Pupil Premium children have access to cultural enrichment, in order to uncover a world of possibilities.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and reading than their peers. This negatively impacts their development as readers.
2	Our assessments and observations suggest that Pupil Premium pupils may have more limited experiences outside of school and as a result they may start some curriculum areas with less knowledge than peers. Ongoing assessments and observations in school show that some Pupil Premium pupils have a less developed and extensive vocabulary as a result. This lack of language and knowledge impacts on all curriculum areas but also limits comprehension in reading.
3	Our experience and observations suggest that some parents from Pupil Premium families have had negative experiences of school and as a result lack confidence to engage with school and are unsure as to how to support their child learn. From our work with families, we know that attendance is an area that many parents value support with.
4	Our discussions and internal tracking show that disadvantaged pupils are less likely to attend extra-curricular clubs and experience a range of cultural experiences. We want all our learners to experience a range of opportunities to enrich their curriculum and develop their cultural capital.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils.

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
1. Children develop effective skills in reading that enable them to read fluently with comprehension. Pupil Premium pupils achieve in line with national averages at the end of Year 6.	<p>All children on a phonics plan make at least 2 years progress in their reading age in the academic year that they are on a phonics intervention.</p> <p>All Pupil Premium pupils make good progress in reading from their starting points.</p> <p>Forensic teaching in lessons to ensure individual needs of all PP pupils are being met.</p> <p>Live marking will be used effectively in lessons and verbal feedback given to PP pupils.</p> <p>Quality first teaching strategies are used for all children by their teachers and TAs.</p> <p>Intervention is used successfully to close the attainment gap.</p> <p>All Pupil Premium children read regularly at home with fluency and enjoyment.</p> <p>Pupil Premium pupils achieve broadly in line with national averages at the end of Key Stage 2</p>

<p>2. As a result of high quality CPD for all teaching staff, there is highly effective quality teaching and learning throughout the whole curriculum, Pupil Premium pupils develop a deep knowledge base and as a result learn more, do more and know more.</p>	<p>Pupil Premium pupils achieve well in all curriculum areas.</p> <p>Leaders in school know the gaps of Pupil Premium pupils in their subject and are working with staff to catch pupils up in all areas.</p> <p>The vocabulary of Pupil Premium pupils is developed so that they use technical vocabulary effectively in context.</p> <p>Pupil Premium pupils use reading to develop their own understanding. They have access to a range of quality texts to support learning in all curriculum areas.</p> <p>All Pupil Premium pupils can show how they are working to acquire, retain and retrieve knowledge. The effective subject knowledge of staff ensures that retrieval tasks embed central knowledge and match the abilities of individual pupils.</p> <p>Higher attaining Pupil Premium pupils are able to access subject enrichment opportunities through Moat Farm University.</p> <p>SEND Pupil Premium pupils make excellent progress in all curriculum areas.</p> <p>Pupil Premium pupils achieve at least in line with national averages for all pupils.</p>
<p>3. Parents support their child's learning by engaging fully with the school.</p>	<p>Parents of Pupil Premium pupils feel confident to support their child's learning. They know what their child is learning during each term because of effective communication and support.</p> <p>Pupil Premium pupils read regularly at home.</p> <p>Parents of Pupil Premium pupils attend parents' evenings, workshops and school events in line with parents of non - Pupil Premium pupils.</p> <p>Questionnaires show that parents find the school welcoming and friendly.</p> <p>Attendance of Pupil Premium pupils is in line with all pupils nationally and levels of persistent absence across vulnerable groups in school decrease even further.</p>
<p>4. Pupils will have increased access to extra-curricular clubs and a broader range of cultural experiences, ensuring they have equal opportunities to enrich their curriculum and develop their cultural capital.</p>	<p>A wide range of extra-curricular activities will be offered to tap into our children's passions. Increased participation of disadvantaged pupils in extra-curricular clubs and activities.</p> <p>Greater representation of disadvantaged pupils in cultural trips and events.</p> <p>Positive feedback from pupils and parents regarding access to enrichment opportunities.</p> <p>Improved engagement and confidence in learning, as evidenced through pupil feedback and tracking.</p> <p>Evidence of personal development in disadvantaged pupils, such as increased social skills, leadership, or team-building abilities.</p> <p>A measurable improvement in cultural awareness and understanding, as shown through pupil reflections and assessments.</p>
<p>5. All pupils have access to high quality mental health and well-being support. SEMH support is available in order to aid the progression in the classroom.</p>	<p>The Mental Health Lead ensures staff are equipped with the skills to support and manage pupils with mental health needs in their learning and can be supported in the school environment.</p> <p>High quality CPD for all staff so they are able to identify and support vulnerable pupils.</p> <p>Children with SEMH needs are identified early to provide appropriate and timely support.</p> <p>Adapted pastoral systems meet the needs of all children.</p> <p>The impact of support of children on behaviour support can clearly be seen – behaviour incidents reduce.</p> <p>Outcomes of pupils' questionnaires and pupil voice are positive.</p> <p>Parental feedback via questionnaires is positive indicating they feel well supported by the school.</p>

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: £53,831

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing CPD opportunities to develop quality teaching across the curriculum. We will pay to release staff so that they can observe models of outstanding practice in school and receive planning support.	<p>https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning</p> <p>Pupil Premium guidance from the EEF: “Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split should not create an artificial separation from whole class teaching”</p> <p>Research by the Education policy institute and Ambition institute found positive correlations between effective staff CPD and increased pupil progress. From 42 studies, professional development interventions were found to have a “positive effect on student learning”. Again, this points towards the positive impact of quality first teaching.</p>	2

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

Budgeted cost: £100,639

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide daily phonics and reading teaching for children who lack fluency and comprehension in reading. Resource Little Wandle as necessary.	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>https://www.littlewandlelettersandsounds.org.uk/about-us/our-pedagogy/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1
To provide intervention in the core subjects to address gaps and ensure the gap between Pupil Premium and their peers closes, in relation to both age related expectations and greater depth.	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-reports/teaching-assistants/TA-Recommendations-Summary.pdf</p> <p>EEF report on effective teaching of primary literacy states that reading comprehension can be improved by teaching specific strategies that pupils can apply to overcome barriers to comprehension.</p>	1 and 2

	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2#nav-download-the-guidance-report-and-poster</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. EEF small group – tuition.</p> <p>For children that enter this intervention, we will work with the class teacher to make a precise diagnosis of children's needs.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost £96,666

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training to revisit our behaviour strategy for all staff.	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	5
<p>Employment of an Attendance Officer to work with pupils and parents to establish good routines around attendance.</p> <p>Training for all staff around attendance.</p>	<p>https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4</p> <p>EEF toolkit– Parental engagement – A dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.</p>	3,5
Training and ongoing CPD for staff to deliver Social and Emotional Learning.	<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>https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p> <p>https://assets.publishing.service.gov.uk/media/5a7ede2ded915d74e33f2eba/HT_briefing_layoutvFINALvii.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	5
Employment of parents' support worker to increase parental engagement with school, with a particular focus on reading.	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>EEF toolkit– Parental engagement - A dedicated person in the role, who builds a relationship where the parents trust them and feels they will listen to them and provides them with the support they require, leads to improved relationships with school and home lives for the whole family.</p>	1,3,5

<p>Curriculum Enrichment - school trips, visits and visitors to the school enable pupils access to high quality curriculum enhancements which enrich learning and give expose to a variety of real-world activities / environments.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://www.gov.uk/government/publications/approaches-to-supporting-disadvantaged-pupils https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills</p>	<p>2,4</p>
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Total budgeted cost: £251,136

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes

Children across the school are making good progress and outcomes for End of Key Stage 2 Assessments continue to be above the national trend in terms of ARE and GDS for Pupil Premium pupils. Importantly, teacher assessment data, which was supported by summative assessments and rigorous moderation indicated that accelerated progress for Pupil Premium pupils is closing the gap between their attainment and their non-Pupil Premium peers.

This details the impact that our Pupil Premium activity had on pupils in the 2023 to 2024 academic year.

Outcomes in the academic year 2023 - 2024:

2024 end of Key Stage 2 statutory assessments and the Year 4 Multiplication Tables Check 2024 have shown that the Pupil Premium Strategy has had a positive impact on the educational outcomes for disadvantaged pupils.

Phonics

Phonics progress and attainment remain a strength within school with pupils making excellent progress from starting points on entry. The Phonics Lead was relentless in driving the continued standards in phonics and was confident of achieving these outcomes. The average progress made with pupils across school was 2 years and 10 months.

Multiplication Tables Check 2024:

Average attainment of **all** pupils nationally: 20.6

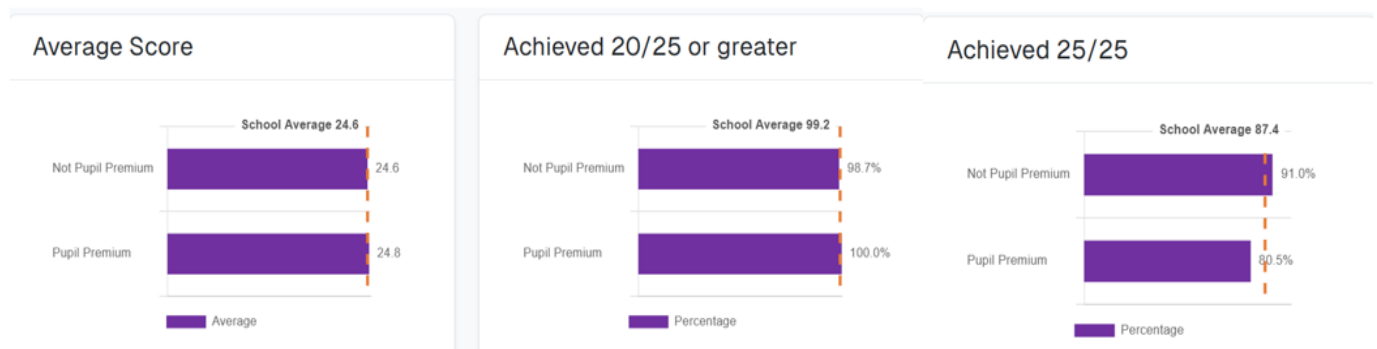
Average attainment for disadvantaged pupils nationally: 18.9

Percentage of **all** pupils scoring 25 marks nationally: 34%

Percentage of disadvantaged pupils scoring 25 marks nationally: 25%

MFJS MTC Results:

Pupil Premium



MFJS Key Stage Two SATs results:

Year 6 End of Key Stage 2 SATs Results - pupils who are in receipt of Pupil Premium									
	RWM combined	Reading EXP	Reading GDS	Writing EXP	Writing GDS	Maths EXP	Maths GDS	GPS EXP	GPS GDS
MFJS PP 40 pupils	73% EXP 5% GDS	75%	15%	80%	5%	88%	8%	80%	30%
PP Nationally	46% EXP 3% GDS	63%	18%	59%	6%	59%	13%	59%	20%
All pupils Nationally	61% EXP 8%GDS	74%	28%	72%	12%	73%	24%	72%	32%

Writing moderation

Overall attainment was well above national and local authority percentages. As a school, moderation occurred with other Stour Vale Academy Trust schools and with schools within the Local Authority. All four teachers moderated within school too (with two of the teachers being LA writing moderators). At all moderation meetings sampled work included writing demonstrating both age expectations and greater depth criteria. Feedback was extremely complimentary about the standard of writing our pupils had produced and their stamina for writing. Through the process of moderating our school's writing, our English Lead has now supported the planning, teaching and assessment of writing within other schools.

Intervention

In all the core subjects, pupil progress meetings identified focus pupils. These meetings had a particular focus on disadvantaged and diminishing differences with their peers. Meetings were held termly to revisit targets and update data and identify the next steps and interventions. Interventions were organised and well targeted, with children receiving the specific targeted support that they needed.

Our assessments and observations showed that pupil wellbeing and mental health still needs to remain a focus to ensure that all of our disadvantaged pupils can access their learning positively and develop important social skills and relationships. The support that was provided had a significant impact on these focus pupils in both their ability to access learning and their wellbeing and social interactions. We used the Pupil Premium funding to run a range of targeted interventions, 1:1 sessions with a member of our pastoral team and additional club places. Our pastoral team have closely supported several families where the children were struggling with anxiety and social worries both at home and at school.

Enrichment opportunities

The school believes that opportunities to learn outside the classroom are vital to enhancing the curriculum, these include after school clubs, forest school, Moat Farm University, trips to enhance the curriculum topics and visitors into school. Moat Farm Junior's University ran across the three terms of the academic year. Subject leaders delivered the university for the period of half a term, incorporating a wide variety of activities, subjects included history, drama, geography, science, PE and DT. Pupil premium children were given priority for attendance at these university sessions. After school clubs also provided additional activities to run alongside the university offer included football, netball, boccia, art, music, French, Lego, chess, darts and cookery.

Attendance

Pupil Premium attendance has improved by 0.82% in the academic year 2023 - 2024.

	MFJ Attendance 23/24	FFT National attendance 23/24	Sandwell attendance Comparison	MFJ Attendance 22/23
Eligible for PP	95.22% (165 pupils)	91.8%	92.29%	94.4% (161 pupils)

Impact on attendance of pupils in receipt of Pupil Premium Autumn 2023- Summer 2024		
	Moat Farm Junior School	Local Authority
Attendance	95.22%	92.29%
Absence	4.78%	7.72%
Authorised	3.4%	4.46%
Unauthorised	1.38%	3.26%
PA rate	10.91%	25.18%

We believe attendance is everyone's responsibility in our school. Our EWO, Head Teachers, DHT, SENCO, AHT and pastoral team all work relentlessly on improving attendance as we recognise there is a strong correlation between good attendance and high achievement. We believe that good attendance levels maximise opportunities for each pupil to realise their full potential.

The team identified families that needed to overcome barriers to non-regular attendance and poor punctuality and supported parents and mentored pupils. Various strategies were deployed over the academic year including incentives, rewards, home visits and well-being meetings, to name just a few, all were undertaken in order to improve attendance and make it the best it can possibly be.

Behaviour

The school is proud of its pupils' behaviour and their attitudes in school, which are both consistently good. In the academic year 2023-2024, intervention support for key identified pupils further supported this process and was invaluable in ensuring this level was maintained at all times. The pastoral support and intervention focus on findings from the Boxall Profile detailed reports outlined the specific levels of support each child required. When required, our pastoral team swiftly and effectively involved other agencies for their expertise too. We strived to find the root cause of any barriers to disadvantaged children's learning this year and will continue to do so moving forward.

Behaviour for all pupils at Moat Farm is consistently good. Throughout the academic year, this was referenced by our Executive Lead, other visiting Headteachers/teachers and visitors. 'Throughout the visit to school, pupils' behaviour was exceptional. All pupils are polite and respectful. Learning behaviours are excellent.' 'Pupils' behaviour is very positive; they behave well during all times of the school day.' 'Behaviour in all lessons was excellent.'

Parent view 2023-2024

Question:	Percentage that strongly agreed or agreed:
My child enjoys being at Moat Farm	99%
The school has a happy atmosphere	99%
The school provides a safe environment for my child	99%
Behaviour in the school is good	97%
I would recommend the school	99%

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
Teach Computing	National Centre for Computing Education
Language Angels	
Access Art	Paul Briggs and Shelia Ceccarelli
Times Tables Rock Stars	Maths Circle Ltd
Little Wandle	Wandle Learning Trust
Jigsaw	Jigsaw Education Group

