

# Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. The statement relates to 2024-25, the third year of the three year plan.

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
School name	Moortown Primary
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	7.6%
Academic year/years that our current pupil premium strategy plan covers	2022-23, 2023-24, 2024-25
Date this statement was published	first published 14.10.22 updated 27.11.23, 11.10.24
Date on which it will be reviewed	<b>Final review: November 2025</b>
Statement authorised by	David Roundtree
Pupil premium lead	Clare Weekes
Governor lead	Nolan Keep

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,220
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£30,220</b>

# Part A: Pupil premium strategy plan

## Statement of intent

**We want our school to be a happy and healthy place to learn for every child, including those who may be socially disadvantaged.**

'Happy and healthy' (including positive mental health) because we can't learn effectively without these basic needs being met. 'To learn' because we want our children to be confident in themselves so they can realise their potential.

We use pupil premium funding to help us meet this aim.

**In our approach to planning and executing this strategy, we follow key principles that we believe can maximise the impact of our pupil premium spending:**

### **High expectations**

We firmly believe in all children: no excuses are made for underperformance. We will strive to overcome barriers to learning for pupils and give every individual the best possible chance of success.

### **High quality provision**

Good quality teaching is key to good progress and attainment. We continue to ensure that all pupils receive good teaching. We ensure consistent application of key elements of teaching and learning such as planning, feedback and assessment. We provide high quality professional development for all staff.

### **Emphasis on basic skills**

High standards in English and mathematics can only be achieved if our children are confident and competent in basic skills and knowledge, such as reading age-appropriate texts fluently and having number fact fluency (a rapid recall of number facts, including times tables). Our emphasis on basic skills may be in the form of direct teaching and additional support, or may be indirect through improving attendance, behaviour or access to resources and support.

### **Broad and balanced curriculum**

Pupils access the very broadest opportunities across all subjects. This includes providing or subsidising rich cultural experiences and building up pupils' 'cultural capital'.

### **Knowing our children**

Pupils eligible for pupil premium funding are not always socially disadvantaged or at risk of underachievement. Some potentially higher attaining pupils need challenge to make sure they don't under-achieve. Likewise, there are pupils who may be vulnerable but who are not in receipt of pupil premium funding – we use the funding to support pupils with identified needs.

### **Collaboration**

We adopt a whole school approach: all relevant staff are involved in identifying pupils in need and the barriers to their learning. We work across Sphere Federation to share ideas and to challenge each other on the impact of strategies.

### **Early intervention**

High quality provision in the Early Years Foundation Stage with a strong emphasis on oracy and characteristics of effective learning builds a strong foundation for subsequent success in Key Stages 1 and 2.

### **There are key processes in place as we formulate and execute this strategy:**

#### **Evaluation**

We review how effective our previous strategy was. The last two years has seen disruption caused by the coronavirus, making it hard to reliably measure impact. Before the pandemic, however, we were increasingly confident that the strategies we had developed were successful. To support our evaluations, we seek the views of external consultants.

### **Identifying barriers to learning**

Pupils can experience many barriers to their learning. We identify these barriers and set out ways to overcome them as much as we can. Analysis has shown that typical barriers may be:

- attendance and punctuality issues
- lack of support at home
- weak language and communication skills
- behaviour and emotional difficulties
- low confidence and self-esteem
- lack of resources to support homework

### **Use of assessment**

We acknowledge the importance of assessment as a basis for planning provision including additional support and challenge. Assessment data is analysed each term in order to evaluate the performance of all pupils, including consideration of pupils selected for support using pupil premium funding where this can be evaluated in terms of quantitative outcomes.

### **Provision**

Children are individuals with varying needs and as such we employ a wide range of strategies aimed at ensuring that they achieve the highest standards of attainment. We take a flexible approach and therefore plans set out here may sometimes vary to meet an individual's need, if a specific or immediate one becomes more apparent.

### **Consideration of evidence**

We refer to research and evidence when considering the actions we take to address barriers to learning. The [Education Endowment Foundation's Teaching and Learning Toolkit](#) is central to this. (Reference to this is made below, using 'EEF' abbreviation.) For example, evidence from across the English school system shows that using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils – that's why we invest a significant amount in continuing professional development.

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Previous limited progress and current lower attainment, which has been exacerbated by Covid lockdowns.
2	Limited oral language skills, which slow down progress in reading and writing (and increasingly research indicates other subjects, too).
3	Limited opportunities and routines at home to fulfil our revised homework expectations, which include daily reading and daily practice for fluency.
4	From time to time, due to social and/or emotional circumstances, some individuals are at risk of disengaging at an early age from education, not being ready for secondary school and not fulfilling their long-term potential.
5	Limited life and cultural experiences, which for some of our pupils restricts understanding of some curriculum areas.

## 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
Excellent and/or additional provision for all through teaching and classroom-based support and challenge so that pupils eligible for PP make <b>accelerated progress</b> and increase attainment.	The majority of pupils make rapid progress in Reading, Writing and Maths. All pupils make at least expected progress in Reading, Writing and Maths.
<b>Improved oral language skills</b> for pupils identified as needing the support.	The progress made by children receiving speech and language support in Early Years Foundation Stage is rapid, particularly in Communication and Language.
More children meet our <b>homework expectations</b> , reading on a daily basis and practising number fact fluency and spellings.	All targeted individuals attend newly-established out-of-school club. Of those targeted, all make rapid progress in Reading and in number fact fluency.
Through greater social and emotional support, <b>selected children are more ready and able to learn</b> .	All children chosen for additional support make at least expected progress in Reading, Writing and Maths.
Even <b>greater engagement and enrichment</b> that stems from increased opportunities for cultural and curriculum visits / experiences.	Pupil feedback indicates enriched learning experiences. Teacher observation confirms positive attitude.

## 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: £14,203 (supplemented where necessary and appropriate)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Carry out individual and small-group interventions to support and challenge pupils appropriately.	Children who keep up or catch up on specific gaps in their learning are more able to at least reach age-related expectations. EEF evidence relates to various aspects: individualised instruction (4 months' extra progress impact); one-to-one tuition (5 months); small group tuition 4 months); reading comprehension strategies (6 months) teaching assistant interventions (4 months).	1
Subsidise leadership costs to free up senior leaders to support Early Career teachers in school.  2023-24 update: In 2023-24, we want to continue to support teachers, including those who were Early Career teachers.	<i>'Evidence from across the English school system shows that using your pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils.'</i> ( <a href="#">DfE, 2021</a> )	1, 2
Continue to embed systematic synthetic phonics programme and decodable reading books.	Our provision in phonics is effective and our outcomes have been very good; the new programme will help to ensure fidelity in our teaching for new staff and the new books will refresh our reading materials so that children remain engaged, developing a love of reading at an early age with the long-term view of ensuring children reach at least age-related expectations.  EEF evidence: 5 months' extra progress can be made through effective phonics provision.	1

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

Budgeted cost: £6,044 (supplemented where necessary and appropriate)

Activity	Evidence that supports this approach	Challenge number(s) addressed
After-school additional learning sessions.	Proven track record of positive impact in-house, with the majority of targeted pupils having reached age-related expectations. EEF evidence: 6 months' extra progress can be made by reading comprehension strategies; 4 months' extra progress can be made using small group tuition.	1
Speech and language therapy.	Our past experience indicates that this has a positive impact on selected children's communication skills. EEF evidence: 6 months' extra progress can be made through oral language interventions.	2
NumBots and Times Tables Rock Stars.	We have limited in-house evidence around the long-term impact of this because we began to invest just before the pandemic. EEF evidence: 5 months' extra progress can be made through effective homework.	1
Lexia, an online reading and spelling programme. 2023-24 update: In 2023-24, we have discontinued Lexia due to increasing costs. IDL has replaced this.	EEF evidence: 5 months' extra progress can be made through effective phonics.	1

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

Budgeted cost: £9,973 (supplemented where necessary and appropriate)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidise out-of-school club (wraparound care) for strictly targeted individuals.	We have limited in-house evidence around the impact of this because it is a new initiative. EEF evidence: those that engage in effective homework support can make 4 months' extra progress.	3
Invest in local extended services and inclusion partnerships.	Our past experience is that these partnerships have been instrumental in sustaining engagement or re-engaging individuals at risk of not fulfilling their potential. EEF evidence: those involved in social and emotional support can make 4 months' extra progress.	4
Children across school participate in a variety of funded experiences, which may include theatre visits, music lessons, after-school clubs, residential. This will include subsidised visits to art galleries / sculpture park as part of the curriculum this year.	Previous activity in this area evidences pupil enjoyment and engagement in learning: <i>'I've never been to the theatre before. I will be able to tell the story to my aunty when I get home. (Y1 pupil following a trip to the theatre)'</i> . EEF evidence: those who participate in the arts can make 3 months' extra progress.	5

**Total budgeted cost: £30,220** (supplemented where necessary and appropriate)

## Part B: Review of the previous academic year(s)

### Outcomes for disadvantaged pupils

For further evaluative notes for 2022-23 and 2023-24 actions, refer to the previous plans.

#### Attainment

Below is a review of outcomes for pupils across three years: 2022-23, 2023-24 and 2024-25.

There are two reasons why we present the data as a three-year review:

1. Numbers of pupils eligible for pupil premium are small. To ensure that pupils can't be identified, we have not included data for the very small numbers in any particular year group.
2. This is the third and final year of a three-year plan.

*Caution: pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently.*

#### Key Stage 2 SATs: Proportions reaching expected standard (%)

	school (disadvantaged)	school (all)	Leeds local authority (all pupils)	national (all)	national (disadvantaged)	school disadvantaged compared to local authority	school disadvantaged compared to national	school disadvantaged compared to national disadvantaged
	based on 8 pupils across three years	based on average of each year's proportions					comparisons	
<b>Reading</b>	63	89	72	74	62	-9	-11	+1
<b>Writing</b>	63	90	69	72	59	-6	-9	+4
<b>Maths</b>	75	93	73	74	60	+2	+1	+15
<b>RWM combined</b>	38	83	59	61	46	-21	-23	-8

Although the eight pupils performed better than other disadvantaged pupils nationally (especially in Maths), they did not perform as well as all pupils nationally (except Maths).

Over one half of the 8 pupils had special educational needs.

#### Year 4 Multiplication Tables Check: Average score

	school (disadvantaged)	school (all)	Leeds local authority (all pupils)	national (all)	national (disadvantaged)	school disadvantaged compared to local authority	school disadvantaged compared to national	school disadvantaged compared to national disadvantaged
	based on 5 pupils across three years	based on 51 pupils across three years		based on average of the 2023, 2024 and 2025 average scores			comparisons	
<b>average score (out of 25)</b>	20.2	23.3	(not available)	20.6	18.8	(not available)	=	+1.8

Outcomes for disadvantaged pupils match national outcomes for all pupils – a positive picture.  
Just under one half of the 5 pupils had special educational needs.

#### Year 1 Phonics Screening Check: Proportions reaching expected standard (32+ /40)

	school (disadvantaged)	school (all)	Leeds local authority (all pupils)	national (all)	national (disadvantaged)	school disadvantaged compared to local authority	school disadvantaged compared to national	school disadvantaged compared to national disadvantaged
	based on 7 pupils across three years	based on average of each year's proportions			comparisons			
<b>% achieving 32+ (out of 40)</b>	71	93	79	80	67	-8	-9	+4

Two of the disadvantaged pupils did not achieve 32 or greater in the assessment; both have special educational needs. This means the school figure of 71% is lower than the national figure.  
Overall, the average score for disadvantaged pupils is 26.4 out of 40 (37.0 out of 40 for those pupils who were able to access the assessment).  
Just under one half of the 7 pupils had special educational needs.

#### Early Years: Proportions reaching Good Level of Development (GLD)

	school (disadvantaged)	school (all)	Leeds local authority (all pupils)	national (all)	national (disadvantaged)	school disadvantaged compared to local authority	school disadvantaged compared to national	school disadvantaged compared to national disadvantaged
	based on 2 pupils across three years	based on average of each year's proportions			comparisons			
<b>% achieving 32+ (out of 40)</b>	0	78	64	68	52	Numbers too small to make any valid or reliable comparison.		

Numbers too small to make any valid or reliable conclusion, exacerbated by barriers relating to special educational needs.

## Internal assessments: Progress and attainment

Below is a review of progress for pupils in 2024-25.

This internal analysis measures progress from previous starting points:

- for children in Key Stage 1, we have compared attainment in July 2025 with attainment at the end of Reception year (or, if new to school, from attainment on joining school)
- for children in Key Stage 2, we have compared attainment in July 2025 with attainment at the end of Key Stage 1 (ie the end of Year 2) (and similarly, if new to school, from attainment on joining)

*Caution: pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently.*

In 2024-25, there were 13 pupils in this group.

Reading:

- 100% made at least expected progress, including 38% making more rapid progress
- 77% reached age-related standards or higher

Writing

- 85% made at least expected progress, including 31% making more rapid progress
- 62% reached age-related standards or higher

Maths

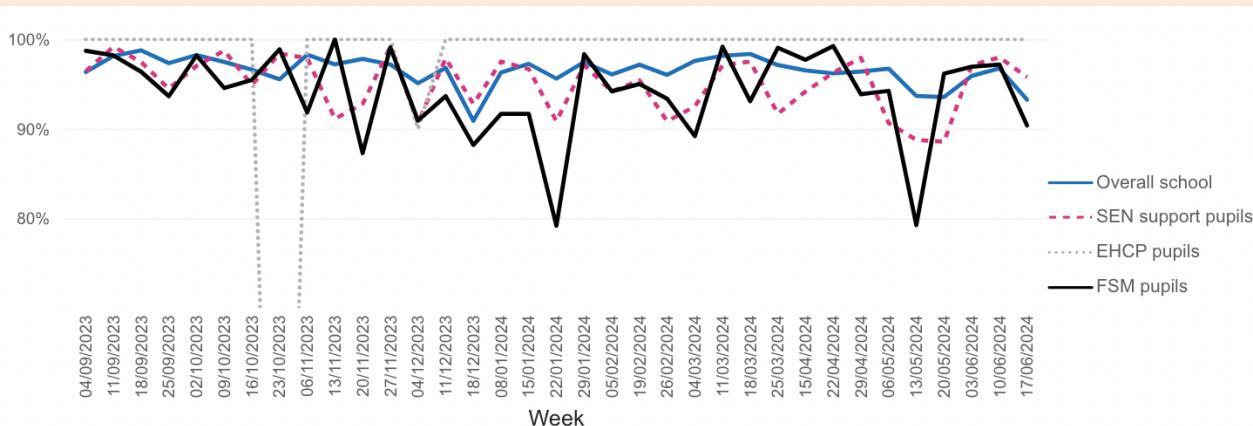
- 92% made at least expected progress, including 46% making more rapid progress
- 69% reached age-related standards or higher

It's encouraging to see high proportions making at least expected progress.

More will have to make rapid progress in order to reach age-related standards, especially in Reading and Writing.

## Attendance

The 2024 Pupil Premium Strategy review demonstrated that attendance of pupils on Free School Meals (solid black line) was slightly lower than overall school figure (solid blue line) in 2023-24. The difference was not great. We continued to monitor this closely as part of our regular attendance monitoring.



The picture was more positive for 2024-25 attendance for disadvantaged pupils:

	Moortown Primary	similar schools	comparison
all pupils	96.4%	96.6%	-0.2
pupils with free school meals	94.3%	93.9%	+0.4
pupils with no free school meals	96.5%	96.7%	-0.2

Attendance for everyone remains a priority.

## Behaviour and attitudes

Our monitoring of behaviour shows that behaviour is good: disadvantaged pupils' behaviour is in-line to that of non-disadvantaged peers.

*'Pupils behave exceptionally well... The school teaches children from the Early Years onwards to speak up, challenge inequality and show 'courageous activism'.'*  
- Ofsted, 2024

There is an increase in the number of children with lower thresholds for managing emotions leading to dysregulation. This is from a very low starting point so numbers are low, and there is a link to Special Educational Needs and Disabilities. However, we need to consider this in the 2025-28 strategy.

## Personal development

*'The schools' approach to nurturing pupils' personal development is exceptional. Because the school inspires and motivates pupils, they are ambitious for their futures.'*

- Ofsted, 2024

We enrich our curriculum with trips and visits. As well as provide valuable learning experiences, they help to develop our pupils' life experiences, supporting their personal development. Most of the trips and visits are mapped out across Reception, Key Stage 1 and Key Stage 2 – see our [Topic Curriculum Guide](#). Without voluntary contributions from parents/carers, supplemented by pupil premium funding when appropriate/available, these trips and visits would not take place.

Like all provision, we evaluate the effectiveness of the programme of trips and visits. In Summer 2025, after completing the first full cycle of school visits, teachers were invited to provide feedback. They were asked to give each trip a numerical rating and to explain the reasoning behind their score. Teachers also commented on the booking process, which is managed by administrative staff across the schools.

Analysis of the responses showed that most trips offered pupils a strong and valuable learning experience. The feedback also highlighted a small number of lower-rated trips, enabling us to either replace them or make targeted improvements.

*'Yorkshire Sculpture Park was amazing. I had never been before and I didn't expect the sculptures to be so big. My favourite was a really tall tower. I'd like to go again with my mum and dad because I think they would like it.'* - Year 6 pupil

*'I was really nervous going to Herd Farm because I'd never been away from home but I'm glad I went because it was really fun. It made me feel good because I tried loads of new things that I would have missed if I had stayed at home.'* - Year 4 pupil

We offer a range of after-school clubs to all children. These clubs are free of charge to children in receipt of pupil premium. We target these families by contacting them prior to each term to remind them of our offer. In 2024-25, 80% of pupil premium children attended at least one after-school club. This was a small increase from the previous year; pupil conversations throughout the year gave pupils the chance to tell us what clubs they would like which improved the uptake.

*'I love Arts and Crafts because you do something different every week; it might be sculpture one week and then drawing the next. I like designing things – I think I might like to be a designer.'* - Year 4 pupil

*'I do lots of sports but football club is my favourite. I think my football skills are getting better and I am fitter too.'* - Year 3 pupil

Children in Years 5 and 6 had the opportunity to apply for a 'job' around school. Children filled out an application form, had an interview and then received training and support to help them carry out their role and give back to the school community. Disadvantaged children were targeted and supported to do this in order to widen their life experiences. In 2024-25, all of the disadvantaged children in Years 5 and 6 held a job around school. The roles included librarians, Reception play leaders, lunchtime leaders, community ambassadors, and journalists. This was also extended to Year 4 in the summer term and all of these disadvantaged pupils were successful in getting a job.

*'I was chosen to be a Play Leader because I like to help the Reception children. It's good fun playing with them and helping them to make good choices. I think I'm friendly so they enjoy their lunchtimes.'* - Year 6 pupil

*'I am a Reading Buddy. I enjoy helping the younger children to get better at reading and to be more fluent. I like doing it because it's every day.'* - Year 5 pupil

*(All children's quotes here are from pupils eligible for pupil premium funding.)*