

Pupil Premium Strategy Statement

This statement details our school's use of Pupil 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.

School Overview

Detail	Data
School name	Moorlands Primary School
Number of pupils in school	390
Proportion (%) of pupil premium eligible pupils	41% (161 pupils)
Academic year/years that our current pupil premium strategy plan covers (<i>3 year plans are recommended</i>)	2024/2025 – 2027/2028
Date this statement was published	October 2024
Date it was last reviewed	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	David Parkin, Headteacher
Pupil Premium Lead	Peter Reed, Assistant Headteacher
Governor / Trustee lead	Alex Turner

Funding Overview

Detail	Amount
Pupil Premium funding allocation this Financial Year 25/26	£240885
Post LAC, LAC and Service Children	£13850
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this Financial Year 25/26 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£254735

Part A: Pupil Premium Strategy Plan

Statement of Intent

We believe that the primary years should be full of joy, laughter and inspirational learning in a safe and supportive school. Children thrive with supportive adults modelling the values and behaviours we wish for our children - everybody at Moorlands is a learner and every individual can learn something new every day. All members of our school are given the support and challenge they need across a broad, rich curriculum to discover and develop their unique attributes as learners and to embed our values in their lives. Children of all ages can be confident, independent learners, evaluating their learning, taking on board feedback to improve and wanting to do their best.

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 focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already higher achievers.

We consider the challenges faced by all vulnerable pupils and support all the needs of the children from a variety of diverse backgrounds. The support we have outlined in this statement is also intended to care for their needs, regardless of whether they are disadvantaged or not.

Quality first 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. This will in turn, ensure to close the gap between the disadvantaged pupils and the non-disadvantaged pupils.

Our strategy is also integral to wider school plans for education recovery, including use of the School-Led Tutoring Programme.

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 that 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.
- Pupil Progress meetings with teachers to discuss disadvantaged children and how we are supporting them.

Meeting individual learning needs

- There is a strong understanding of the barriers to learning and how these barriers present in school.
- Personalised profiles are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.
- Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.
- Transition processes for disadvantaged pupils are carefully planned and implemented in all year groups.

Data-driven

- The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase.
- Accelerated progress must lead to higher attainment within an academic year and key stages.
- Children are monitored for all of their data sets to ensure that the children are successful in all areas of the curriculum.

Clear, responsive leadership

- A Strategy Group, which includes the HT, Pupil Premium Lead and governors, review the effectiveness of strategies at the end of each assessment phase.
- Self-evaluation is rigorous and honest with next steps identified.
- The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.
- Leaders apply robust quality assurance processes and clear success criteria.

Our building blocks for tackling educational disadvantage:

Whole-school ethos of Every Learner Matters.

There is a culture of high expectations for all, amongst children and staff.

There is a belief that all disadvantaged pupils can overcome their personal barriers to succeed.

Disadvantaged pupils and their families are held in high regard and support provided for those that need it.

Leaders, teachers and other adults understand their role within the school's strategy.

Addressing behaviour and attendance

A strong emphasis is placed on developing positive behaviours for learning in all of the curriculum.

The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.

Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.

Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

High quality teaching for all

The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on- going formative assessment is essential to ensure disadvantaged pupils make strong progress.

Disadvantaged and vulnerable children are the first port of call for formative feedback within class.

Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners.

Professional development is focused on securing strong subject knowledge, questioning, feedback, 'talk for learning', metacognition and self-regulation of emotions.

Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement through monitoring cycles.

Deploying staff effectively

Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.

Resources are targeted at pupils at risk of underachievement in terms of low and high attainment with a close eye on the progress throughout their school life.

These aspects are monitored and reviewed by the strategy group.

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 indicate <u>underdeveloped oral language skills and vocabulary gaps</u> among many disadvantaged pupils.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have <u>greater difficulties with phonics</u> than their peers. This negatively impacts their <u>development as readers</u> .
3	Our records, observations and discussions with pupils indicate that many disadvantaged pupils are <u>not reading at home</u> , especially with an adult, as often as other pupils. This negatively impacts their <u>development as readers</u> .
4	Internal and external assessments indicate that attainment among disadvantaged pupils is <u>below</u> that of non-disadvantaged pupils in <u>Reading, Writing and Maths</u> .
5	Our observations and discussions with pupils and families have identified <u>social and emotional issues</u> for many pupils, notably due to a lack of enrichment opportunities These challenges particularly affect disadvantaged pupils, including their attainment. ELSA referrals for emotional support have markedly increased. 53 pupils currently require additional targeted support with social and emotional needs and are receiving individual or small group interventions. 23 of these pupils (43%) are disadvantaged.
7	Our <u>attendance</u> data indicates that attendance among disadvantaged pupils is lower than for other pupils. 29% of disadvantaged pupils have been 'persistently absent' in the past rolling year (September 2024 to September 2025) compared to 10% of Non disadvantaged pupils during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' <u>progress</u> .
8	Our observations and discussions indicate that maintaining positive links with parents, ensuring all parents are equipped with the skills to support home learning can be an issue in regard to the children's progress.
9	Internal and external data indicate a proportion of SEND/ disadvantaged children have lower prior attainment compared to their non-SEND peers.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	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, pupil conferencing and ongoing formative/summative assessment.
Improved Phonics and Reading attainment for all pupils, particularly our disadvantaged pupils.	- Phonics records demonstrate that disadvantaged pupils are making good progress with individual sounds and blending and are keeping up with their peers. - Y1 Phonics outcomes in 2025/26 show that more than 85% of all pupils meet the expected standard, including 80% of disadvantaged pupils. - KS2 Reading outcomes in 2025/26 show that 70% of all pupils meet the expected standard, including 60% disadvantaged.
Improved Writing attainment for all pupils, particularly our disadvantaged pupils.	KS2 Writing outcomes in 2025/26 show that more than 70% of all pupils meet the expected standard, including 65% disadvantaged.
Improved Maths attainment for all pupils, particularly our disadvantaged pupils.	KS2 Maths outcomes in 2025/26 show that more than 70% of all pupils meet the expected standard, including 65% disadvantaged.
All disadvantaged children make progress at least as good as non-disadvantaged peers in reading, writing and mathematics.	- Progress scores by the end of KS2 are at least in line with national and local data. - Targeted interventions are informed by timely, accurate assessments from teachers and support staff. - Evidence in children's books shows learning from interventions is being applied across subjects and clear progression is shown.
To achieve and sustain improved well-being for all pupils, particularly our disadvantaged pupils.	Sustained high levels of well-being demonstrated in 2025/26 by: - ELSA records demonstrate progress during targeted interventions - Qualitative data from pupil voice, pupil and parent surveys and teacher observations. - A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2025/26 demonstrated by: • Overall school attendance for all pupils is at least in line with the national average of 95%. • The percentage of all pupils who are persistently absent is below the national average of 13%. • The attendance gap between disadvantaged pupils and other pupils is closing. • Attendance champions established with members of staff taking ownership of attendance of these children. • Regular meetings to discuss the attendance and review vulnerable individuals lead to impact in improved attendance over time (measured term on term) • Early communication with parents/carers by the office team and attendance lead shows a positive improvement in attendance/punctuality. • Further interventions are used where attendance is not improving and lead to positive outcomes as assessed by individual attendance targets.
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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: £97,500

Activity	Evidence that supports this approach	Challenge Number(s) addressed
TA across every year group during core learning in the morning, enabling more opportunities for immediate feedback within lessons.	Providing feedback has a high impact on learning outcomes. Low attaining pupils particularly tend to benefit more from explicit feedback: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1, 2, 4, 5, 9
Coaching of teachers from leadership in regard to supporting their vulnerable children,	Coaching for Teachers: What school leaders need to consider.	1, 2, 3, 4, 9

developing quality first teaching and promoting positive relationships with those children.	https://blog.irisconnect.com/uk/coaching-for-teachers Coaching for schools https://www.teachertoolkit.co.uk/wp-content/uploads/woocommerce_uploads/2019/01/1.-Coaching-Manual-for-Schools-by-TeacherToolkit.pdf	
Pupil progress (including Pupil Premium within) meetings, half termly including assessment in maths and English to support forensic analysis of learning gaps and target setting. This will support and help to diminish the gaps as a result of the teachers fully understanding the children's barriers to learning.	Pupil Progress Meetings in Action https://boltonlearningtogether.org.uk/wp-content/uploads/2018/04/2018-Pupil-Progress-Meetings-in-Action.pdf EEF Leadership https://educationendowmentfoundation.org.uk/guidance-for-teachers/leadership EEF Assessment https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback	1, 2, 3, 4, 8, 9
Teachers champion the vulnerable children in their care, developing quality first teaching strategies that ensure those particular children are supported to achieve through modelling, scaffolding and guidance in lessons.	Championing the Disadvantaged https://www.centreforpublicimpact.org/insights/championing-the-disadvantaged Pupil Premium Strategies for cost effective impact in Primary Schools https://thirdspacelearning.com/blog/how-to-spend-pupil-premium-funding-primary/	1, 2, 3, 4, 9
Attendance of leaders to The PiXL conference that supports leaders understanding to empower learners from disadvantaged backgrounds. This expertise will be shared with staff.	https://www.pixl.org.uk/ Research shows that collaboration between leaders and improving leaders expertise can vastly impact on the schools that they work in.	

Improve the quality of personal, social and emotional learning. Personal, social and emotional approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood personal, social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Jigsaw PSHE/RSE scheme and DFE RSE documentation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://consult.education.gov.uk/rshe-team/review-of-the-rshe-statutory-guidance/supporting-documents/Review%20of%20the%20Relationships%20Education%20Relationships%20and%20Sex%20Education%20RSE%20and%20Health%20Education.pdf	5, 6, 9
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Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £118,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants carrying out small group and individual interventions for basic skills.	Teaching Assistants delivering targeted interventions to individual pupils or small groups shows positive benefits of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2, 4, 5
High quality CPD from SENco to support TA's in providing first quality support to these children. TA's,	Providing Teaching Assistants with first quality Continued Professional Development show evidence of Teaching Assistants feeling valued and provides the skills to support the most vulnerable children. https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course	1, 2, 3, 4, 9

will in turn, use this knowledge to support the vulnerable children in their classes.		
Increase children's opportunities to practice basic skills at home through both engaging the child and the parents	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Effective parental engagement can lead to learning gains of +3 months over the course of a year: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents Supporting the Home Learning Environment https://my.chartered.college/2020/03/supporting-the-home-learning-environment/ Supporting parental engagement through workshops https://www.estyn.gov.wales/effective-practice/supporting-parental-engagement-through-workshops	2, 3, 4, 5, 8
New curriculum bought in to support all pupils and provide an ambitious curriculum. This also provides cultural capital for disadvantaged children that may not have exposure to different elements of the curriculum.	The curriculum plays a vital element to children's understanding of the world – past and present. The new curriculum provides opportunities for disadvantaged children to be exposed to aspects that they may not have had experience of. As a result, the curriculum is a vital part of the children's education. https://lionpathways.net/	1, 2, 3, 4
Additional phonics sessions across the school targeted at disadvantaged and vulnerable pupils who require further	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2, 3, 4, 5

phonics support.		
Engaging with the school-led tutoring programme for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged. The focus will be early reading and Phonics for Y1 – Y5	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition And in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2, 4, 5
Development of the school library to support engagement of reading and ensure vulnerable children always have access to books for their level of reading.	School Libraries: The big picture https://www.sla.org.uk/article/alison-tarrant/school-libraries-the-big-picture-and-the-all-important-details	1, 2, 3, 4

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

Budgeted cost: £33,510

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training and coaching on behaviour management approaches with the aim	Both targeted interventions and universal approaches can have positive overall effects:	5, 6

of improving behaviour for individuals and identified cohorts.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions Coaching: What school leaders need to consider. https://blog.irisconnect.com/uk/coaching-for-teachers Coaching for schools https://www.teachertoolkit.co.uk/wp-content/uploads/woocommerce_uploads/2019/01/1.-Coaching-Manual-for-Schools-by-TeacherToolkit.pdf	
Personal, Social and Emotional interventions with ELSA	The average impact of successful social and emotional interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Interventions which focus on improving social interaction tend to be more successful (+6 months) than those focusing on personal and academic outcomes (+4 months) or those aimed at preventing problematic behaviour (+5 months): Social and Emotional Learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Metacognition and Self-Regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Behaviour Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	5, 6
Developing principles of good practice set out in the DfE's 'Working together to improve school attendance' advice.	Guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence: Improving school attendance https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	7

This will involve coaching and time for the attendance team to develop and implement procedures	How schools are managing attendance effectively https://teaching.blog.gov.uk/2021/12/10/how-schools-are-managing-attendance-effectively/	
Allocate two 'free' spaces (20%) in each after-school club to Pupil Premium children	1 Enriching education has intrinsic benefits. All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. 2 There is some research that enrichment approaches can directly improve pupils' attainment (EEF is particularly interested in exploring this further): 3 4 https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment 5	5, 6, 7
Allocating 'free' spaces for Rock Steady to Pupil Premium children	6 Enriching education has intrinsic benefits. All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. 7 Research suggests that music supports learners in other aspects of education.	5
Parenting support signposting for emotional, medical and education needs	8 Aspiration Interventions 9 10 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions 11	7, 8

Total budgeted cost: £249,010

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.

Intended Outcome	Actual Outcome
Improved oral language skills and vocabulary among disadvantaged pupils.	Observations indicate improved oral language among Pupil Premium pupils, especially in Year R, where training has supported implementation of strategies throughout teacher directed and child-initiated provision.
Improved Phonics and Reading attainment for all pupils, particularly our disadvantaged pupils.	Y1 Phonics: 73.9% of all children met the expected standard, which is above National. - This included 82.4% Pupil Premium - We still need to further close the gap between Pupil Premium and other pupils.
	Y2 Phonics: 30% of children retaking Phonics met the expected standard. This was below National at 50.5%. 16.7% of Pupil Premium children retaking phonics achieved the National standard.
	Year 6 Reading: 60% of all children achieved the expected standard 38.5% of Pupil Premium children achieved the expected attainment. 16.4% of all children achieved Greater Depth
	<u>Reading Assessment Programme</u> Reading Assessment Programme reports for YR – Y6 and individual case studies demonstrate that many children, especially Pupil Premium, have made progress in GPC accuracy, decoding and reading fluency.
	<u>Reading Tutoring Programme</u> Reading Tutoring Programme for Y1 – Y5 reports and individual case studies demonstrate that many children, especially Pupil Premium, have made excellent progress in developing their reading fluency.
Improved Writing attainment for all pupils, particularly our disadvantaged pupils.	<u>Year 6 Writing</u> 58.2% of all children achieved the expected standard in Writing. 5.5% of all children achieved Greater Depth in Writing 38.5% Pupil Premium pupils achieving expected 3.8% Pupil Premium pupils achieving Greater Depth 47% of all children achieved expected in the SPAG test 12.7% achieved Greater Depth Standard in SPAG

Improved Maths attainment for all pupils, particularly our disadvantaged pupils.	<u>Year 6 Maths</u> • 47% of all children achieved the expected standard in Maths, which was broadly in line with National. • 5.5% of all children achieved Greater Depth in Maths, • 26.9% of Pupil Premium children achieved the expected attainment in Maths.
To achieve and sustain improved well-being for all pupils, particularly our disadvantaged pupils.	• Increased accountability for teachers and TAs to support well-being before it is referred to our ELSA and ELSA team has ensured children have the daily support they need. • Looked After Children have improved their relationships with others as a result of targeted ELSA provision. • Identified children, including children with EHCPs, have improved their relationships and ability to collaborate with one another through ELSA provision and the Cocoon provision. • Identified children have benefitted from a free space in enrichment and mindfulness opportunities after school • Identified children have developed their sense of responsibility and belonging as a result of helping distribute 'Magic Breakfast'. • Magic Breakfast has enabled every child to have breakfast in the morning to support their emotional well-being and ability to learn. • Breakfast Club has supported children to come into school in a settled environment.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	• School attendance was below National for all pupils including Pupil Premium; this includes overall absence, persistent absence (over 10%) and severe absence (over 50%)