

Moorland Primary School



Pupil Premium Strategy Statement 2024-2025

(Year 1 of 3)

Pupil premium strategy statement – Moorland Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	53.3%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Angela Garner
Pupil premium lead	Angela Garner
Governor / Trustee lead	Janice Parker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£153,920
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£153,920

Part A: Pupil premium strategy plan

Statement of intent

At Moorland Primary School, we are determined to give our children every chance to realise their potential. We have high aspirations for our children and strongly believe that dedication and commitment to learning make all the difference. We aim to ensure that every child leaves Moorland Primary school excited about learning and determined to succeed. We want to equip them with the confidence, resilience and a passion for learning.

Our vision is to reduce all aspects of inequality. We know that inequality starts before a child is even born and continues to widen year on year. Tackling disadvantage in a meaningful way requires a system wide approach that begins at the earliest point. At Moorland; our approach is rooted in tackling systemic challenges within our school community...

- Development of speaking and listening skills on entry to the school
- Building on language development
- Enhancing parental engagement
- Improving attendance and lateness- a readiness for learning
- Raising expectations and aspirations
- Embedding a culture of wellbeing
- Developing core values and behaviours for learning

Our curriculum is designed to narrow the gaps for disadvantaged children. To ensure all our children are able to access the full curriculum, we place a strong focus on oracy, early reading and vocabulary development right from the start.

We aim for all of our disadvantaged children to reach at least national expectations in all areas;

- As a minimum, we aim for the attendance of our pupil premium funded children to improve and close the gap between pupil premium and non-pupil premium children
- Through high quality teaching, interventions, bespoke support for children and families, pupils gain confidence to engage fully in their learning
- Children are taught to read well through a systematic, synthetic phonics programme, they are fluent and confident in decoding and are able to develop secure comprehension skills through a love of reading
- Children's communication and language acquisition enables them to be successful in all areas of learning

When these strategies are implemented effectively they provide a comprehensive support system for our disadvantaged pupils.

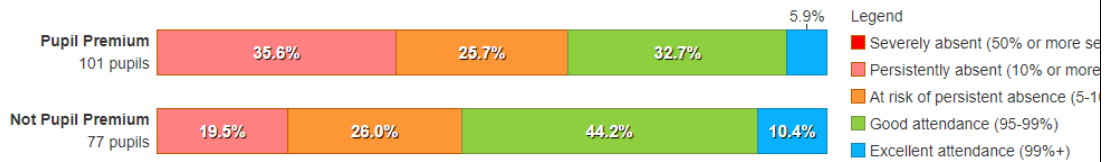
Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Ongoing formative assessment will enable us to identify and address gaps in learning and ensure all pupils make progress in their own learning journey. We understand that progress is never linear and learning is different for every child but through additional targeted interventions and strategies we aim to close the gaps in learning for all pupils.

Challenges

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

Challenge number	Detail of challenge																		
1	<p>Home learning environment – all parents want the best for their children, despite this, we need to do more. This should be in all areas of child's life and not just the time they spend in the early years setting. At Moorland, in 2024, 22% of children left reception without the communication and language skills they need to thrive in speaking and 33% in listening, attention & understanding.</p>																		
2	<p>Attendance – Our data over the last 2 years indicates that attendance among disadvantaged pupils has been 4% lower than for non-disadvantaged pupils. 27.8% of disadvantaged pupils have been 'persistently absent' compared to 9.8% of their peers during 2023-2024. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>2023 - 2024</p> <div data-bbox="304 1659 1366 1854"> <p>Attendance Ranges</p> <table border="1"> <caption>Attendance Ranges Data (2023-2024)</caption> <thead> <tr> <th>Category</th> <th>Pupil Premium (122 pupils)</th> <th>Not Pupil Premium (92 pupils)</th> </tr> </thead> <tbody> <tr> <td>Severely absent (50% or more sessions missed)</td> <td>1.6%</td> <td>0%</td> </tr> <tr> <td>Persistently absent (10% or more sessions missed)</td> <td>26.2%</td> <td>9.8%</td> </tr> <tr> <td>At risk of persistent absence (5-10% sessions missed)</td> <td>32.8%</td> <td>26.1%</td> </tr> <tr> <td>Good attendance (95-99%)</td> <td>32.8%</td> <td>41.3%</td> </tr> <tr> <td>Excellent attendance (99%+)</td> <td>6.6%</td> <td>22.8%</td> </tr> </tbody> </table> <p>Legend</p> <ul style="list-style-type: none"> Severely absent (50% or more sessions missed) Persistently absent (10% or more sessions missed) At risk of persistent absence (5-10% sessions missed) Good attendance (95-99%) Excellent attendance (99%+) </div> <p>2022-2023</p>	Category	Pupil Premium (122 pupils)	Not Pupil Premium (92 pupils)	Severely absent (50% or more sessions missed)	1.6%	0%	Persistently absent (10% or more sessions missed)	26.2%	9.8%	At risk of persistent absence (5-10% sessions missed)	32.8%	26.1%	Good attendance (95-99%)	32.8%	41.3%	Excellent attendance (99%+)	6.6%	22.8%
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8 pupils have no attendance data recorded for this period.

National overall absence 2021-2022: 6.3% Unauthorised: 1.5%

Moorland overall absence 9.1% with unauthorised at %

Moorland persistent absence: 32.9%

National Overall absence 2022 – 2023: 5.9% Unauthorised: 1.6%

Moorland overall absence 7.7% with unauthorised at 2.4%

Moorland persistent absence: 31.1%

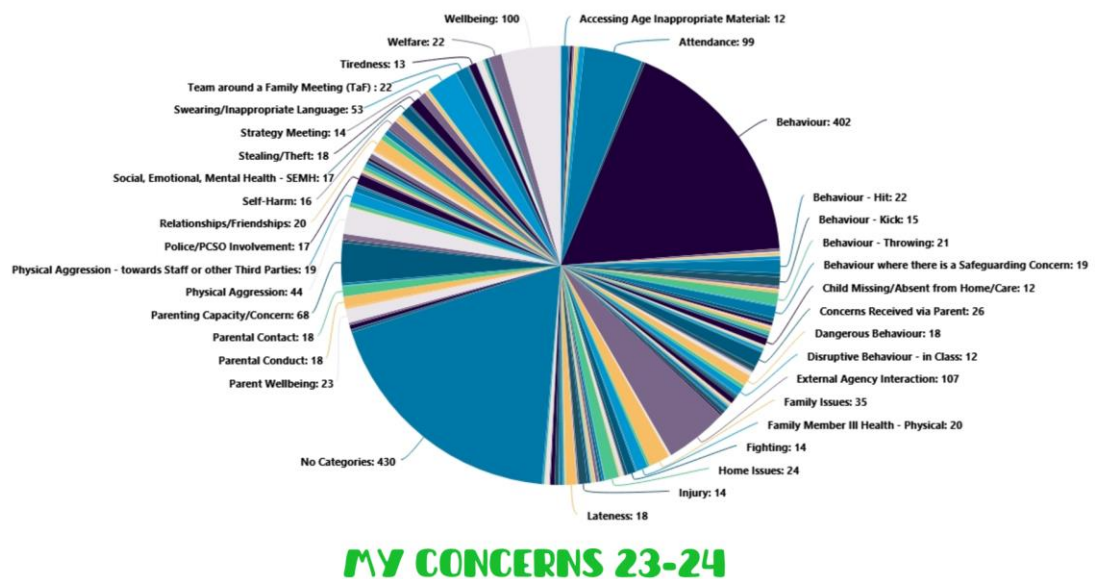
National overall absence 2023 – 2024: 94.6% Unauthorised: 2.2%

Moorland overall absence 8.2% with unauthorised at %

Moorland persistent absence: 25.3%

3

Fostering positive behaviours for learning to enhance academic achievement and personal development: Our pupils require targeted support to promote self-regulation, motivation and engagement in learning. There are 9.6% (19 children) of pupils on the SEN register with SEMH needs that often impact on pupil progress, outcomes and behaviour. Parents often report to us that they struggle to maintain regulation at home and this can impact on learning behaviours at school. Creating a supportive environment where pupils can thrive is crucial to overcoming this barrier. Our safeguarding analysis identifies that 662 concerns were reported as wellbeing, behaviour, SEMH and relationships linked.



4	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
5	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.</p> <p>On entry to Reception class in 2023, 83% of disadvantaged pupils were well below age-related expectations, which reduced to 42% by July 2024. Compared to 65% of non-disadvantaged children in September, which reduced to 24% by July 2024.</p> <p>This gap narrows but remains significant to the end of KS1: 42% of disadvantaged pupils did not achieve ARE (Age related expectations), compared to 25% non-disadvantaged who did not achieve ARE. These pupils are a different cohort to the Reception class.</p> <p>By the end of KS2 34% of disadvantaged are working below or towards, as compared to 18% of non-disadvantaged pupils working below/towards.</p>
6	Many of our disadvantaged pupils tell us that they do not participate in rich, broad, positive life experiences. Without access to enrichment opportunities, that include social and emotional components, disadvantaged pupils are at risk from not having the crucial skills needed for developing communication, cultural capital and resilience and ultimately, succeeding academically.

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
Early years parents recognise and value the importance of talking, engaging and reading with their children.	<p>Early years parents engage with school and take opportunities to participate in informal activities with their child to support these vital areas</p> <p>100% of early years parents engage with at least 1 “Learning Cafe...” a year</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 4%. <p>The percentage of all pupils who are persistently absent being below 10% and</p>

	the figure among disadvantaged pupils being no more than 14% lower than their peers.
To achieve and sustain improved wellbeing for all pupils in our school, particularly, our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2026-2027 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data by pupil voice, pupil and parent survey teacher observations, Trackit Lights and My Concern. • a significant reduction in bullying • a significant increase in participation in learning sessions and enrichment activities, particularly amongst disadvantaged pupils.
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 and ongoing formative assessment, teacher observations and interventions evaluations.
Improved reading attainment among disadvantaged pupils.	Year group reading outcomes in 2026/27 show continued improvement in attainments in reading for disadvantaged pupils who reach the expected standard. The gap between disadvantaged and non disadvantaged continues to reduce each year.
Pupils are exposed to a variety of experiences that enhance social skills and confidence, broaden horizons, improve academic achievement and promote future success.	Enrichment opportunities are integrated into the curriculum and extra-curricular activities are offered to our disadvantaged pupils. Our "Moorland Experience Map" is developed to include educational visits, cultural celebrations and a range of visitors who share their experience and knowledge with pupils in order to build individual cultural capital. Success will be measured through attendance and participation, pupil voice and teacher observation and academic performance.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £82,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of diagnostic assessment package.</p> <p>Training for staff to ensure assessments are interpreted and the DDT (diagnose-therapy-test) process administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	<p>4, 5</p>
<p>Purchase of resources to enhance the curriculum experiences of disadvantaged pupils</p>	<p>There is strong evidence to suggest that pupil outcomes are highly impacted by the enrichment opportunities offered within the curriculum. An inclusive and engaging curriculum and access to a range of extra-curricular activities is key to supporting this.</p> <p>DfE: Factors influencing primary school pupils' educational outcomes</p>	<p>6</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<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>Improving Social and Emotional Learning in Primary Schools EEF</p>	<p>3</p>

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

Budgeted cost: £12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Resources to embed the reading curriculum further, providing opportunities to build fluency and comprehension skills in early reading. Reading interventions for our disadvantaged pupils.	There is clear evidence to suggest that using the reading domains as teaching points to build reading skills through targeted interventions and other comprehension strategies have a high impact on individual pupils. Effective diagnosis of reading difficulties is crucial in ensuring pupil progress in reading. Reading comprehension strategies EEF	5
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions Teaching and Learning Toolkit EEF	4

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

Budgeted cost: £56,000 (plus £3420 contingency)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding the principles set out in the DfE's Improving the home learning environment - GOV.UK to enable pupils to build their communication and language skills	There is strong evidence to suggest a correlation between home learning support and pupil language development, especially in the Early Years. EEF Communication and Language	1
Embedding principles of good practice set	The DfE guidance has been informed by engagement with schools that	2

<p>out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>have significantly reduced levels of absence and persistent absence.</p>	
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £153,920

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This is reviewed in the year 3 strategy (2021 – 2024).