

Moorland Primary School



Pupil Premium Strategy Statement

Final Review of the 3-year strategy

July 2024

A new 3-year strategy begins September 2024

Moorland Primary School - Pupil premium strategy statement

This statement details our school's use of pupil premium funding (and recovery premium for the 2023 to 2024 academic year) to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Moorland Primary
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	53.2% (101 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 , 2022/2023 and 2023/2024
Date this statement (3 rd year) was published	October 2023
Date on which it will be reviewed	July 2024
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 (23-24)	£146,955
Recovery premium funding allocation this academic year	£16,385
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	£163,340

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

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
- Our main aims are that the children are taught to read well through a systematic, synthetic phonics programme, they have good comprehension skills and a love of reading and books
- Children's oral language development and vocabulary acquisition improves and they have the confidence and ability to articulate their learning to a range of audiences

High-quality 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.

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>Low levels of oracy and language comprehension upon entry to the school have not been addressed effectively:</p> <p>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.</p> <p>36% of pupils across the school were identified as having communication and Interaction difficulties in Dec 21 which included 13 pupils in Ks1 & Ks2 (8 of whom are disadvantaged) requiring significant & additional SALT support and small group or 1:1 intervention.</p> <p><i>*Updates from each academic year are shown in part B – outcomes section</i></p>
2	<p>Parent disengagement with education:</p> <p>Discussions with parents indicate that many of them have not had positive experiences of the education system themselves; a high proportion believe that they are unable to support their child's learning due to their own low academic achievement.</p>
3	<p>Poor attendance and lateness:</p> <p>Poor attendance and lateness is often due to parents not fully understanding the value of education and their role in their child's success.</p> <p>Attendance data since Sep 2020 indicates that attendance among disadvantaged pupils has been between 0.21% - 4.24%% lower than for non-disadvantaged pupils. (2.27% in 22-23)</p> <p>67.8% of disadvantaged pupils have been 'persistently absent' compared to 32.2% of their peers during Autumn term 2021. Our assessments and observations indicate that absenteeism is significantly impacting disadvantaged pupils' progress.</p> <p><i>*Updates from each academic year are shown in part B – outcomes section</i></p>
4	<p>Higher than national % of Pupils across the school have special educational needs</p> <p>38% of pupils are identified as having SEN (76 pupils) -36 pupils on Sen support receive significant additional support in their learning; 2 pupils have EHCP's and an additional 38 pupils are monitored closely on alert (Dec 2021). A high proportion of staff are deployed across the school to support pupils with additional needs and additional teachers have been employed to ensure quality first teaching for all pupils. 58% of SEN pupils are also PP</p> <p><i>*Updates from each academic year are shown in part B – outcomes section</i></p>
5	<p>Low levels of emotional wellbeing:</p> <p>Assessments (including wellbeing surveys), observations and discussions indicate that a significant % of pupils have low self-esteem, SEMH and wellbeing issues. These challenges particularly affect disadvantaged pupils, including their attainment. A significant number of families are supported by outside agencies and there has been an increase in social care involvement over the last 12 months for vulnerable pupils. Teacher referrals for support have markedly increased during the pandemic.</p> <p><i>*Updates from each academic year are shown in part B – outcomes section</i></p>

6	<p>Teaching of Phonics and reading has been inconsistent over time:</p> <p>Changes in leadership and staff over many years has resulted in inconsistencies and gaps in teaching of phonics and reading in early years and KS1. Pupils have moved into KS2 significantly lower than ARE. The situation has been further exacerbated by the covid pandemic and lockdowns.</p> <p><i>*Updates from each academic year are shown in part B – outcomes section</i></p>
7	<p>Quality of teaching has been inconsistent over time and therefore end of Key stage outcomes have been poor- too few pupils achieve ARE and combined.</p> <p>Changes in leadership, teachers and support staff over time has result in educational disfluency (gaps in learning). The curriculum has undergone many changes with each leadership team. The Covid pandemic and high levels of poor attendance has exasperated this further.</p>

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.	<p>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.</p> <ul style="list-style-type: none"> • Pupils identified as needing speech and language support in EYFS and Y1 will successfully participate in the Nuffield Early language programme. • Pupils with more severe speech and language difficulties will be referred to SALT in a timely manner and make good progress in their interventions & targets.
Improved parental engagement in their child's learning.	<p>Parents are more involved and confident in supporting their child's learning.</p> <ul style="list-style-type: none"> • Attendance and engagement in our collaborative learning events with their children increase. • The % of parents who support their children to read and complete homework will increase from baseline data each cohort.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than 4.7%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3.0% • The percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils and non-disadvantaged to be closed by 50%.
Improved progress and outcomes for pupils who have special educational needs.	<p>With the support and expertise of the SENCO:</p> <ul style="list-style-type: none"> • Teachers are more confident in identifying and meeting the needs of SEN pupils • Parents will be more involved in their child's journey • Plan-do-review cycles will be more impactful and outside professionals involved much earlier in a child's journey

	<ul style="list-style-type: none"> • Quality first teaching within inclusive classrooms will impact all pupils • Well planned interventions will support pupils in meeting targets and individual steps.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged and most vulnerable pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations. • A significant reduction in behavioural incidents and an increase in green behaviours across the school (Trackit light data is analysed weekly). • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • Pupils will have access to a range of interventions before, during and after school to support specific needs.
<p>Pupils are self-regulated learners who are motivated and engaged in learning.</p> <p>Improved pupil progress and attainment due to higher expectations by all stakeholders.</p>	<ul style="list-style-type: none"> • Pupils are able to identify their own strengths and weaknesses and can motivate themselves to engage and improve. • Pupils will be able to talk with confidence about how they learn. <p>Quality first teaching and targeted interventions impact on pupil attainment throughout the school:</p> <ul style="list-style-type: none"> • Pupils make at least expected progress through the academic year in reading, writing and maths. • More rigorous monitoring of PP progress and attainment by leaders will ensure swift action is taken to support individual pupils. <p>Termly pupil progress meetings will hold all stakeholders to account for every child's outcomes.</p>
Improved teaching and learning of phonics and reading across the school.	<ul style="list-style-type: none"> • Phonics teaching will be highly effective and consistently taught by all staff. We will follow the "Rising stars Rocket phonics" programme and pupils will be taught to read using the complimentary book scheme. • At least 71% of pupils will achieve a good level of development by the end of reception by July 2024 and transition into year one at ARE in reading. • At least 82% of pupils in year one will pass the phonics screening tests by July 2024. • At least 75% of pupils in year two will meet the expected standard in reading by July 2024.
<p>Improved progress and outcomes for pupils at the end of each key stage in R,W,M</p> <p>NB: This outcome has been added for Sep 2023</p>	<ul style="list-style-type: none"> • Quality First Teaching will be consistent across all year groups. • All teachers will follow the non-negotiables for planning and teaching each subject to ensure progress within all lessons. • At least 71% of pupils will achieve a good level of development by the end of reception by July 2024 and transition into year one at ARE in reading. (Target set in Dec 21) • At least 55% of pupils in year two will achieve Combined by July 2024. • At least 55% of pupils in year six will achieve Combined by July 2024.

Activity in this academic year (Sep 23-July 24)

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: £85,000

To ensure access to high quality teaching, we plan to:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of a full time SEND inclusion leader to ensure that pupils with SEND are given every opportunity to achieve their potential at Moorland.	<p>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send?utm_source=/education-evidence/guidance-reports/send&utm_medium=search&utm_campaign=site-search&search_term=special%20needs</p>	1, 4, 5,7
<p>Recruitment of an additional UKS2 teacher to Improve outcomes for Y6 pupils and secure readiness for secondary school.</p> <p>This will enable small group and individual tutoring to targeted pupils.</p>	<p>Our Teaching and Learning Toolkit indicates that if tuition is high-quality and aligned to classroom teaching, pupils can make up to five months additional progress with one to one tuition and up to four months additional progress with small group tuition. For small group tuition, the smaller the group the better.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/making-a-difference-with-effective-tutoring</p>	1, 4, 5,7
High quality delivery of interventions from specialist Y6 teacher to key marginal pupils.		
<p>High quality CPD available to teachers to ensure quality first teaching and consistency across all subjects.</p> <p>*CLPE for reading, writing & spelling</p> <p>*Penpals for handwriting</p> <p>*Subject specific CPD via PEP MK & Learning Partnerships</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>EEF Guidance Reports:</p> <p>Effective Professional Development</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1, 2, 4, 6,

<p>Training teaching assistants in 1:1 and group work.</p>	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit 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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teachingassistant-interventions</p>	<p>1, 4, 6</p>
<p>High quality and aspirational reading for KS2 pupils – renew accelerated reader subscription</p>	<p>At Key Stage 2, pupils are consolidating their literacy skills, building their vocabulary and developing their fluency and confidence as speakers, writers and readers of language. Pupils will be using strategies with increasing independence and sophistication, and will increasingly be able to combine them.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>1, 4, 5, 6, 7</p>
<p>Further embed dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 7</p>
<p>Continue to develop communication and language approaches across Early Years.</p>	<p>On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	<p>1, 7</p>
<p>Further embed the teaching of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Ensure all staff across the school are trained in the approved phonics programme.</p> <p>Rising stars Rocket Phonics and reading scheme</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>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</p>	<p>4, 6, 7</p>

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered using the rocket phonics scheme.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	4, 6, 7
Private Speech and language therapist to support the development of language within the school. Embed the NELI programme and black sheep S&L resources to support pupils with very low levels of S&L.	Language comprehension skills are key to success for all pupils in school. Identifying and addressing Speech and language needs with a view to early intervention will ensure oracy is a successfully embedded skill. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 4
Play therapist to offer 1:1 sessions to targeted pupils with low levels of wellbeing and SEMH problems; including pupils who have suffered trauma, attachment or bereavement.	Between 74% and 83% of children receiving play therapy, delivered to PTUK/PTI standards, show a positive change. https://playtherapy.org.uk/our-background/#:~:text=Between%2074%25%20and%2083%25%20of,standards%2C%20show%20a%20positive%20change.	5
Targeted interventions/therapies based on PiXL diagnostic tools and resources for Ks1 and KS2 (PiXL membership to be renewed)	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support	4, 7

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

Budgeted cost: £58,460 & Contingency £4,880

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and new appointment of a child and family worker to support current attendance lead.</p> <p>Include Breakfast club and activity clubs to combat hunger, promote healthy food & exercise, improve lateness & attendance</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=Attendance</p>	2, 3
<p>Parental engagement</p> <p>Child and family worker to support class based staff in engaging and running sessions with parents.</p> <p>Include the free loan of laptops to families to support learning at home.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	2
<p>After school activity clubs to ensure equity and opportunities for all pupils.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	2, 5
<p>Improve the quality of social and emotional (SEL) learning. 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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5, 6
<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>	All

Total budgeted cost: £163,340

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 2023 -2024 academic year.

1. Improved oral language skills and vocabulary among disadvantaged pupils

During the academic year 23-24 we continued to prioritise the development of oracy across the curriculum. We have introduced progression documents for all year groups for oracy which has ensured a well sequenced and rigorous oracy curriculum.

Vocabulary and oracy work are embedded within all subjects within the core and wider curriculum. A stronger emphasis on reading and discussion in all year groups in 1:1, small groups and whole class has ensured all children have had exposure to a wide and varied vocabulary.

Further investments were made to the texts and reading environments across the school, so that pupils continued to have access to high quality texts in all subjects and contexts, with the opportunity to use a range of technology to enhance this further.

Where pupils needed targeted support; we ensured that accurate assessments (Inc FACT, FACT+, NELI screening tools) gave a baseline of need and toolkits to support the next steps. Referrals continue to be made to SALT and the SEN team and targets identified and worked on. Access to training which is available for staff and parents through the local SEN offer has also been beneficial. We are now moving forward by developing a dedicated space within the school for language interventions.

Communication and Language data for Reception:

Communication and Language	ARE			Below Expected		
	All	PP	Non-PP	All	PP	Non-PP
July 22 - End of year (28 pupils)	70%	75%	64%	30%	25%	36%
July 23 - End of year (29 pupils)	72%	92%	59%	28%	8%	41%
July 24 – End of year (27 pupils)	70% (50%=SEN)	83%	60%	30%	17%	40%

SEND – Communication and Interaction % figures across the school:

Academic Year	Communication and Interaction difficulties – identified on SEN register
21-22	36% of SEN Register are identified as having SLCN - Dec 21
22-23	44% of SEN Register are identified as having SLCN – Dec 23
23-24	62% of SEN Register are identified as having SLCN – Sep 23

Impact of quality first teaching and interventions can be demonstrated in increased use of and understanding of vocabulary by pupils with SEN. IPM targets are set each term bespoke to each pupil and interventions and support are timetabled to enable pupils to make progress and achieve these.

2. Improved parental engagement in their child's learning.

Parents/carers have continued to attend sessions and meetings throughout the academic year. These include; Parent consultations (98% in Autumn term and 97% in Spring term), welcome meetings, Reading & phonics meetings, SATS meetings as well as more informal coffee mornings, charity days. A newly introduced initiative in the early years, which allowed staff to model to parents a love of books and how to enjoy and share stories with a discussion focus was extremely successful and will continue into next year. Story cafes were enjoyed by 72% of parents who fed back positively on each of the 6 half termly events.

3. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Attendance across the school has improved over the last three years from 90.9% to 92.2%.

However, we remain well below national and continue to prioritise attendance both strategically and operationally.

The overall absence rate for all pupils has reduced by 1.3% in three years from 9.1% to 7.8%:

- However, our aspirational goal of 4.7% has not yet been achieved.
- The attendance gap between disadvantaged pupils and their non-disadvantaged peers has increased over the three year period from a gap of 2.2% to a gap of 4.6%. Therefore, attendance must remain an ongoing priority for our next PP strategy and remain on our improvement plan.

	Moorland Attendance	National Attendance Primary	Moorland Absence	National Absence Primary	Moorland Persistent Absence	National Persistent Absence Primary
2021-2022	90.9%	93.7%	9.1%	6.3%	32.9%	17.7%
2022-2023	92.3%	94.1%	7.7%	5.9%	31.1%	16.2%
2023-2024	92.2%	94.5%	7.8%	5.5%	22.8%	15.2%

We have reduced persistent absence for disadvantaged pupils by 12.0% throughout the 3 year strategy.

- The percentage of pupils who were persistently absent overall **reduced 10.1%** from 32.9% to 22.8%. However, our aspirational goal of PA dropping below 15% has not yet been achieved.
- PA for disadvantaged has reduced from 39.4% to 27.4% which is a **reduction of 12.0%**.
- PA for non-disadvantaged reduced from 28.8% to 10.0%.which is a **reduction of 18.8%**.
- The gap between PA for disadvantaged and non- disadvantaged children was 10.6% however it has increased to 17.4% which highlights an ongoing concern for these pupils.

	MPS Attendance Disadvantaged (FSM) National Primary (PA)	MPS Attendance Non- Disadvantaged National Primary
2021-2022	89.6% (39.4% PA) 89.2% (37.2% PA)	91.8% (28.8% PA) 93.5% (17.5% PA)
2022-2023	91.2% (34.6% PA) 88.9% (36.5% PA)	93.5% (18.3% PA) 93.9% (15.6% PA)
2023-2024	90.7% (27.4% PA) 88.9% (35.7% PA)	95.3% (10.0% PA) 94.2% (15.3% PA)

We have reduced persistent absence for all SEN pupils by 18.8% from 46.2% to 27.4% throughout the 3 year strategy.

- Attendance has improved overall for all SEN pupils by 2.8%. However, it remains below our Non-SEN.

	MPS Attendance of EHCP (PA) National (PA)	MPS Attendance of SEN SUPPORT (PA) National (PA)	MPS ALL SEN Pupils	MPS Attendance of Non-SEN (PA) National (PA)
2021-2022	89.4% (0% PA – 1 pupil) 87.9% (36.9% PA)	89.2% (48.0 %PA) 90.0% (32.0% PA)	88.0% (46.2% PA)	90.8% (31.7% PA) 93.1% (20.0% PA)
2022-2023	96.4% (0% PA-1 pupil) 87.7% (36.0% PA)	89.9% (34.3% PA) 89.8% (31.1% PA)	89.4% (32.4% PA)	92.7% (26.2% PA) 93.4% (18.4%)
2023-2024	89.1% (25.0% PA – 4 pupils) 86.7% (37.6% PA)	90.9% (27.5% PA) 89.1% (32.0% PA)	90.8% (27.4% PA)	93.5% (16.3% PA) 93.5% (18.6% PA)

Barriers	Successes
<ul style="list-style-type: none"> ☒ New pupils/ parents are made aware of the high expectations for attendance, however 20% of pupils who were PA in 23-24 were new to our school. ☒ 47.5% of pupils who were PA in 23-24 had not previously dropped below 90% attendance previously. However, 22.5% were PA in 22-23 and 30% of the pupils had been PA for three consecutive years. ☒ 45% of the pupils who were PA in 23-24 were on the SEN register. This highlights the need to review and support this group of children and their families further. ☒ Part-time timetables used to support pupils with SEN and/or challenging behaviour result in lower attendance. ☒ Temporary/Emergency housing continues to result in more pupils moving in and out of the area. Once pupils have moved it can often take 3 weeks + to be placed in another school and therefore have to remain on roll with us despite not being able to attend. This has impacted our attendance significantly. 32% of those children who were PA in 23-24 are no longer on roll at MPS. 	<ul style="list-style-type: none"> ✓ Embedded policy, procedures and communication for attendance further developed ✓ A more robust tracking system of attendance bandings was introduced in Sep 2023 and led to a more targeted approach to supporting families amongst the whole school team ✓ 47% of pupils who were PA in 22-23 had improved their attendance in 23-24 and stayed above 91% for this academic year. ✓ Attendance Heroes initiative continues to impact ✓ Outside agencies involved in supporting most vulnerable families; including school nursing, CSC, CFP, and when no progress made EWO, Pace & Court ✓ 3 members of staff in the wellbeing team, + SLT & office to drive attendance expectations further forward ✓ Some pupils who were living well outside of catchment area were waiting for school places nearer to home in 23-24 and often missed days due to the distance they walked/travelled were supported in making applications to catchment schools. They have successfully started new schools and attending more regularly.

Next steps: Continue to drive this as a school improvement priority in 24-25 and build on successes and continue to challenge poor attendance and Persistent absence. Review group of pupils who are persistently absent, especially SEN and ensure children and families are supported to improve and make changes where needed.

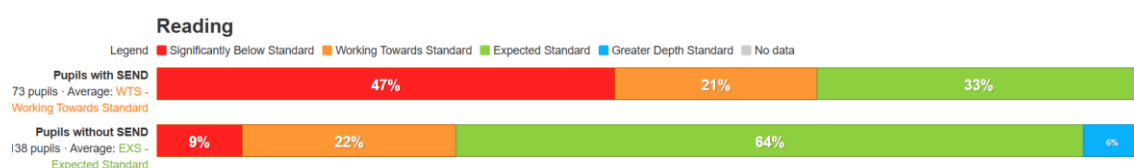
4. Improved progress and outcomes for pupils who have special educational needs.

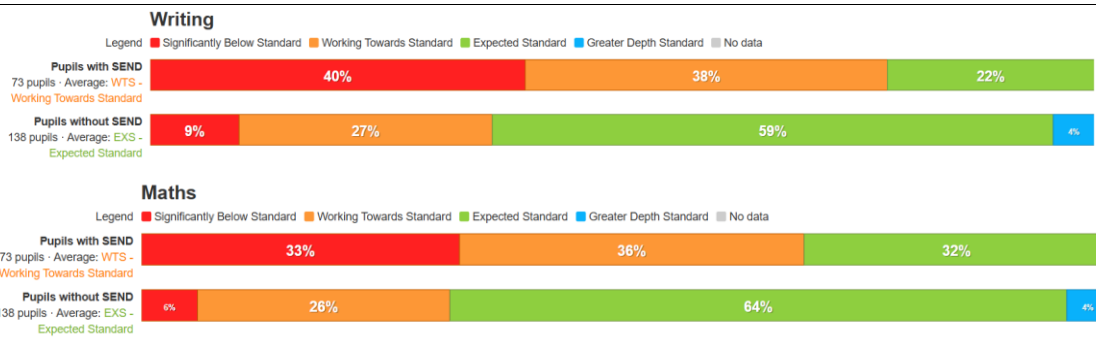
In the academic year from 2023-2024 investment of pupil premium expenditure was used effectively to support individuals and small groups of pupils. We have recruited a specialist SENCO inclusion leader with full time non-class based time to lead this area.

IPMs were produced to support pupils' small steps and interventions were planned and delivered regularly. Lesson observations have shown improvements in the teaching of reading, phonics, writing and maths. Parents were regularly informed of their children's learning journey and how to support their progress. Additional phonics sessions and smaller teaching groups in phonics ensured targeted teaching for pupils. Our phonics scheme "Rocket phonics" and aligned reading scheme has impacted positively on outcomes.

In our recent Ofsted inspection (Dec 23) it was recognised that "Pupils value diversity. There is a strong commitment to inclusion and equality throughout the school. In lessons, pupils are motivated and have positive attitudes to their learning. This starts well in Nursery and Reception. Pupils take turns and respond well to adults' instructions. Pupils with special educational needs and/or disabilities (SEND) are supported well."

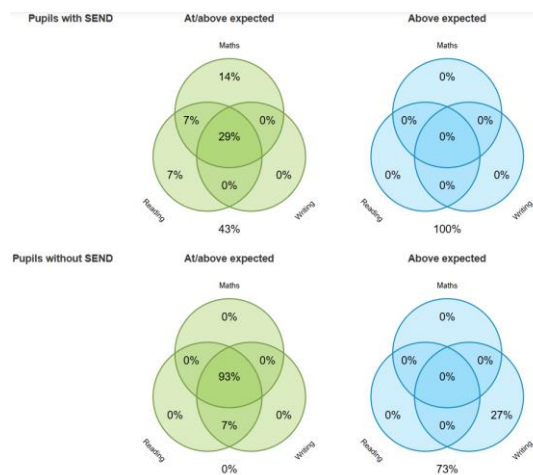
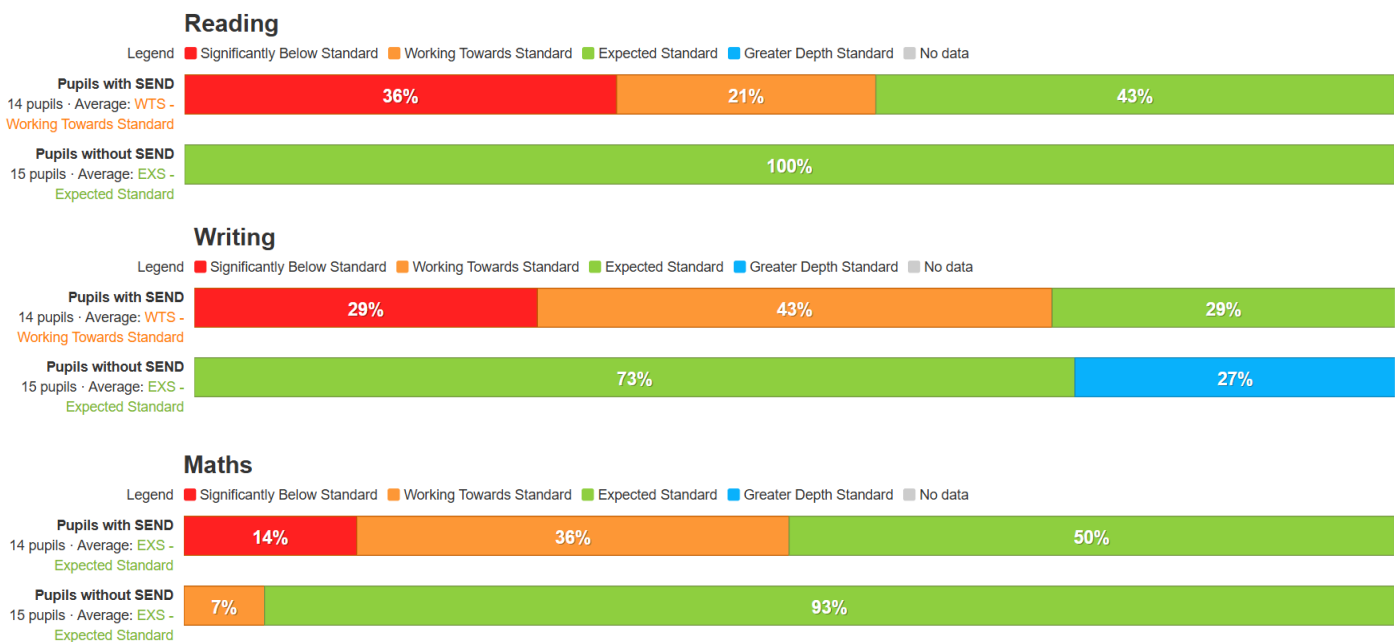
Across the school 33% of SEN pupils achieved ARE in reading, 22% in writing and 32% in maths compared to 70% in reading, 63% in writing and 68% in maths for non-SEN pupils.





End of Key stage 2 outcomes for Y6 pupils show that the % of SEN pupils reaching age related by the time they leave MPS higher than across the school.

43% of SEN pupils achieved ARE in reading, 29% in writing, 50% in maths and 29% combined compared to 100% in reading, 100% in writing, 93% in maths and 93% combined for non-SEN pupils.



Although there is a significant gap between pupils SEN and non-SEN pupils, these outcomes show that staff are ambitious for all pupils and have high expectations for all learners. We will continue to focus on the quality of teaching and learning and impactful interventions in 24-25 for SEN pupils, with a focus on TA deployment.

5. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged and most vulnerable pupils.

We have continued to develop our Moorland curriculum where safeguarding and wellbeing remains central to pupils learning. We dedicate time within our “Wellbeing Wednesday” assemblies and safeguarding curriculum to focus on the holistic child through 5 strands; **Communication, Community, Creativity, Cultural Capital & Complete Wellbeing.**

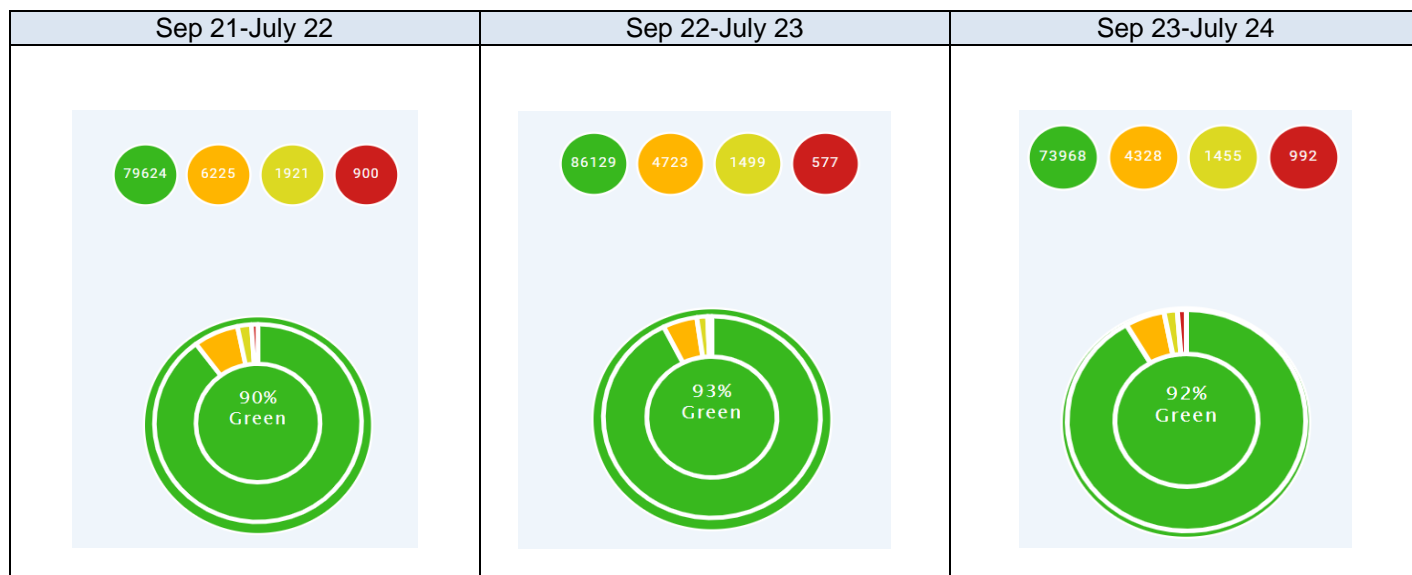
Pupil voice is positive and confirm that pupils feel well supported and can talk about their 5 trusted adults who they can ask for support if needed. Pupils enjoy the range of enrichment opportunities and have experienced a range of community events and visits; including developing a community garden with the local Woughton council (where we won a local award for voluntary community work), litter picking and remembrance parades. Pupils have welcomed a range of visitors into school including local councillors, businesses and a polar explorer!

Breakfast Boosters were well attended by pupils who attended a range of sessions including communication, Wellbeing, fine motor, brick therapy and academic interventions. Behaviour across the school continues to be positive overall and this is tracked and analysed on Trackit lights (see below).

Next steps: We continue to focus heavily on pupil’s personal development and have a team to prioritise this area. They continue to focus heavily on attendance, lateness and high safeguarding needs in families so that the class-based teams can develop holistic and academic outcomes within the curriculum. As a whole school we are developing pupils understanding of British Values and the importance of these on their own wellbeing and contribution to society.

6. Pupils are self-regulated learners who are motivated and engaged in learning. Improved pupil progress and attainment due to higher expectations by all stakeholders.

We use positive behaviour tracking across the whole school called Trackit lights. The Trackit light pie charts demonstrate an improved % of positive behaviour points over the 3 year strategy. These are used by all year groups across the school. Our positive behaviour approach has led to better outcomes for pupils both academically and non-academically. There is a sense of self-worth and belief and pupils are now better equipped to regulate their emotions and understand that they are accountable for their choices and success. Pupil voice has been recorded throughout the school year and demonstrates a positive picture of MPS. Where pupils have difficulty in managing their behaviour and have identified SEMH needs we work hard to meet their needs so that they remain educated in mainstream. Ofsted Dec 23 wrote that “Pupils’ have very positive attitudes to their learning. If pupils need support with managing their behaviour, they receive this thoughtfully and effectively. Staff have high expectations. They apply the behaviour policy consistently and fairly. Suspensions are used rarely but appropriately. The school works with one alternative provider to help pupils be increasingly successful in their school lives. Over time, this has supported improvements to behaviour well overall. Pupils feel safe and are very happy.”



7. Improved teaching and learning of phonics and reading across the school.

We continue to embed our SSP and reading scheme (Rising Stars – Reading Planet and Rocket phonics). Pupils then move up through banded Rising stars reading scheme books until they become independent and fluent readers and move onto a broad range of fiction and non-fiction books. Ongoing training with a focus on timely and impactful assessments in phonics and reading continued in 23-24 for all staff. The DHT monitors and supports this area as a key priority. Progress in phonics have been measurable, However, the % of pupils passing the phonics screening at the end of year 1 and 2 remains lower than national so we work hard further reduce this gap. Results are cohort specific with SEN and high mobility impacting upon outcomes.

Moorland Phonics Data (National)

Year 1	July 2022	July 2023	July 2024
All pupils	58% (14/24) (75%)	68% (17/25) (79%)	63% (17/27) (80%)
Pupil Premium	53% (9/17) (62%)	67% (10/15) (66%)	50% (6/12) (68%)
Non-Pupil Premium	71% (5/7) (80%)	70% (7/10) (83%)	73% (11/15) (84%)

By the end of Year 2	July 2022	July 2023	July 2024
All pupils	59% (18/26) (87%)	87% (26/30) (89%)	70% (19/27)
Pupil Premium	67% (10/15)	83% (19/23)	68% (13/19)
Non-Pupil Premium	73% (8/11)	100% (7/7)	75% (6/8)

Summary of next steps: Target pupils not on track to achieve ARE with additional Phonics teaching in Y1 and Y2.

Reading attainment– % of pupils achieving ARE

July 2022	Rec (23 pupils) 12 PP 11 non-PP	Y1 (28 pupils) 20 PP 8 non-PP	Y2 (28 pupils) 15 PP 11 non-PP	Y3 (21 pupils) 14 PP 7 non-PP	Y4 (28 pupils) 18 PP 10 non-PP	Y5 (23 pupils) 15 PP 8 non-PP	Y6 (30 pupils) 17 pp 13 non-PP
All pupils	30%	29%	43%	71%	43%	78%	63%
PP	33%	25%	40%	71%	39%	73%	71%
Non-PP	27%	38%	55%	71%	50%	88%	54%

July 2023	Rec (29 pupils) 12 PP 17 Non-PP	Y1 (27 pupils) 16 PP 11 Non-PP	Y2 (29 pupils) 22 PP 7 Non-PP	Y3 (29 pupils) 15 PP 14 Non-PP	Y4 (24 pupils) 13 PP 11 Non-PP	Y5 (26 pupils) 14 PP 12 Non-PP	Y6 (29 pupils) 16 PP 13 Non-PP
All pupils	48 %	53%	41%	55%	79%	65%	55%
PP	58%	47%	36%	44%	69%	61%	50%
Non-PP	41%	63%	50%	73%	100%	75%	50%

July 2024	Rec (27 pupils) 12 PP 15 Non-PP	Y1 (27 pupils) 12 PP 15 Non-PP	Y2 (27 pupils) 19 PP 8 Non-PP	Y3 (30 pupils) 23 PP 7 Non-PP	Y4 (29 pupils) 20 PP 9 Non-PP	Y5 (29 pupils) 20 PP 9 Non-PP	Y6 (29 pupils) 18 PP 11 Non-PP
All pupils	67%	48% (4% GD)	63%	40% (10% GD)	66% (14% GD)	52%	67% (7%)
PP	58%	42%	58%	34% (4% GD)	55% (5% GD)	40%	62% (6%)
Non-PP	73%	54% (7% GD)	75%	58% (29% GD)	89% (33%)	78%	73% (9%)

Green highlighted boxes highlight where PP children have achieved higher than all pupils and Non-PP

Green bold text demonstrates where a year group cohorts % has improved from the previous year (value added) remained stable/ reduced

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
NELI (Nuffield Early Language Programme)	Nuffield
PiXL therapies	PiXL

Service pupil premium funding (NA)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

This strategy is constantly reviewed and adapted, taking into account changes in our cohort, national, trust and local strategies and of course the diverse make-up of our school. Our intention is that ALL pupils achieve, regardless of their background.