

# Moorland Primary School



## Pupil premium strategy statement

December 2021

Reviewed Autumn 1 2022



## Moorland Primary School - Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Moorland Primary
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils	<b>49.5% (97 pupils)</b>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Angela Garner
Pupil premium lead	Angela Garner
Governor / Trustee lead	Sholeh Pouraman

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (21-22)	£130,465
Recovery premium funding allocation this academic year	£14,065
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 £15,520 carry forward from catch up funding
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£160,050

# 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><b>Low levels of oracy and language comprehension upon entry to the school have not been addressed effectively:</b></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. 36% of pupils across the school have been identified as having SLCN (Dec 21) <a href="#">13 pupils in Ks1 &amp; Ks2 (8 of whom are disadvantaged) currently require significant &amp; additional SALT support and all receive small group or 1:1 interventions.</a></p>
2	<p><b>Parent disengagement with education:</b></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><b>Poor attendance and lateness:</b></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><a href="#">Attendance data since Sep 2020 indicates that attendance among disadvantaged pupils has been between 0.21% - 4.24%% lower than for non-disadvantaged pupils.</a></p> <p><a href="#">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.</a></p>
4	<p><b>38% of Pupils across the school have special educational needs (76 pupils are on the SEN register)</b></p> <p>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.</p> <p><a href="#">58% of SEN pupils are also PP</a></p>
5	<p><b>Low levels of emotional wellbeing:</b></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.</p> <p><a href="#">Teacher referrals for support have markedly increased during the pandemic. 40 pupils (80% of whom are disadvantaged) currently require additional support with social and emotional needs.</a></p>

6	<p><b>Poor metacognition and self-regulation from pupils prevents independence in learning:</b></p> <p>Observations and discussions indicate that pupils are often unaware of their strengths and weaknesses in learning and how they can be successful. Building resilience and self-awareness are core values at Moorland and have been prioritised since Sep 2020.</p> <p><b>Low levels of expectations of learners:</b></p> <p>Observations and discussions with pupils, staff and parents indicate that expectations are often too low for our pupils.</p>
7	<p><b>Teaching of Phonics and reading has been inconsistent over time:</b></p> <p>Changes in leadership and staff over many year 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>

## 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"> <li>• Pupils identified as needing speech and language support in EYFS and Y1 will successfully participate in the Nuffield Early language programme.</li> <li>• Pupils with more severe speech and language difficulties will be referred to SALT in a timely manner and make good progress in their interventions &amp; targets.</li> </ul>
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"> <li>• Attendance and engagement in our collaborative learning events with their children increase.</li> <li>• The % of parents who support their children to read and complete homework will increase from baseline data each cohort.</li> </ul>
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"> <li>• 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%</li> <li>• 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%.</li> </ul>

<p>Improved progress and outcomes for pupils who have special educational needs.</p>	<p>With the support and expertise of the SENco:</p> <ul style="list-style-type: none"> <li>• Teachers are more confident in identifying and meeting the needs of SEN pupils</li> <li>• Parents will be more involved in their child’s journey</li> <li>• Plan-do-review cycles will be more impactful and outside professionals involved much earlier in a child’s journey</li> <li>• Quality first teaching within inclusive classrooms will impact all pupils</li> <li>• Well planned interventions will support pupils in meeting targets and individual steps.</li> </ul>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged and most vulnerable pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• A significant reduction in behavioural incidents and an increase in green behaviours across the school (Trackit light data is analysed weekly).</li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> <li>• Pupils will have access to a range of interventions before, during and after school to support specific needs.</li> </ul>
<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"> <li>• Pupils are able to identify their own strengths and weaknesses and can motivate themselves to engage and improve.</li> <li>• Pupils will be able to talk with confidence about how they learn.</li> </ul> <p><b>Quality first teaching and targeted interventions impact on pupil attainment throughout the school:</b></p> <ul style="list-style-type: none"> <li>• Pupils make at least expected progress through the academic year in reading, writing and maths.</li> <li>• More rigorous monitoring of PP progress and attainment by leaders will ensure swift action is taken to support individual pupils.</li> </ul> <p>Termly pupil progress meetings will hold all stakeholders to account for every child’s outcomes.</p>
<p>Improved teaching and learning of phonics and reading across the school</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• At least 82% of pupils in year one will pass the phonics screening tests by July 2024.</li> <li>• At least 75% of pupils in year two will meet the expected standard in reading by July 2024.</li> </ul>

## 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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding 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><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 7
<p>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><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p>	1, 7
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p><i>Rising stars Rocket Phonics and reading scheme £12,500</i></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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	7
<p>CPD- Metacognition and effective feedback, including targeted 1:1 feedback sessions</p>	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p><a href="https://educationendowmentfoundation.org">https://educationendowmentfoundation.org</a></p>	6

	<a href="https://educationevidence.org.uk/education-evidence/guidance-reports/metacognition">g.uk/education-evidence/guidance-reports/metacognition</a>	
<p>High quality CPD for teachers to develop a broad and engaging curriculum</p> <p>Fully embed “Curriculum Maestro” from reception to year 6: Design a progressive, engaging and challenging curriculum that engages every child and leads to good outcomes for all</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><b>EEF Guidance Reports:</b> Effective Professional Development <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	1, 4, 6, 7
<p>High quality and aspirational reading for KS2 pupils – Purchase accelerated reader <b>£5,500 for 3 years</b></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><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	<p>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:</p> <p><a href="https://educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1,7
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered using the rocket phonics scheme.	<p>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</p>	4, 6, 7

	regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Embed a structured whole school early reading approach linked to phonics; identify gaps early and plan in targeted support. Delivered by teachers and teaching assistants. All staff will have received high-quality CPD for delivering the phonics programme. The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.	Delivered by teachers and teaching assistants. All staff will have received high-quality CPD for delivering the phonics programme. The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	4, 6, 7
Private Speech and language therapist to support the development of language within the school.	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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a>	1
Embed the NELI programme and black sheep S&L resources to support pupils with very low levels of S&L.		
Targeted interventions including Precision teaching strategies across the whole school reading, phonics & maths (Inc. Power of two, Toe by Toe, Plus One)	<a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a>	

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

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  This will involve training and release time for staff to develop and implement new procedures	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-</a>	2, 3

<p>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 &amp; exercise, improve lateness &amp; attendance</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=Attendance">evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=Attendance</a></p>	
<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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a></p>	2
<p>After school activity clubs to ensure equity and opportunities for all pupils.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></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><b>Trauma and attachment training £2500 – whole staff team</b></p> <p>Interventions including Brick therapy to run as after school clubs</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><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></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: £ 115,000 (+ contingency fund of £45,050)**

## 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 2021 -2022 academic year.

### 1. Improved oral language skills and vocabulary among disadvantaged pupils

During the academic year 21-22 we spent time researching and prioritising oracy across the curriculum. Our staff team have been supported in deepening their own knowledge and understanding of quality interactions and the impact on learning.

We introduced dedicated daily oracy sessions across the school from Jan 22. **Pobble** sessions use high quality and inspirational pictures to prompt discussion and introduce new and rich vocabulary to the pupils. Daily **VIPERS** sessions were introduced to develop pupils reading skills (vocabulary, inference, prediction, explain, retrieve and sequence). Pupils are now able to identify specific reading skills and discuss texts with deeper levels of understanding and knowledge.

Investments were made to the texts and reading environments across the school; including in the school hall where pupils are encouraged to enjoy subject specific books.

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 have been 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.

Reception - Communication and Language data Sep & July 21-22 and Sep 22:

Communication and Language	ARE	Below Expected
Sep Baseline (24 pupils)	58% (14)	42% (10)
July End of year (23 pupils)	70% (16)	30% (7)
Sep Baseline (29 pupils)	68% (20)	32% (9)

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

Parents/carers have been welcomed in to school for a range of events this year. We have been working hard to break down barriers and build positive partnerships; this have included sports days, Jubilee picnics, coffee mornings, reading meetings, stepping up sessions and weekly wellbeing cafes. Parents meetings to share progress and learning have been attended by the majority of parents; with and phone meetings offered as an additional step to engage harder to reach parents. We continue to link with agencies in the community including the two nearest family centres to support our families and encourage engagement in practical learning sessions.

During the academic year we introduced a range of initiatives to involve parents in their learning; including reading challenges, practical/ hands on homework tasks and free access to laptops for home learning. Pupils have access to their own seesaw learning accounts at home and are also able to practice TT Rockstars & Sir Linkalot independently or with parents. The parents are able to learn with their children in a low risk fun way.

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

We did not achieve our targets for attendance in year one of our three year strategy.

Our target is for the overall absence rate for all pupils being no more than 4.7%. Our absence rate was 2.2% higher than other primary schools nationally and double that of our target.

	Moorland Attendance	National Attendance	Moorland Absence	National Absence	Moorland Persistent Absence	National Persistent Absence
2021-2022	90.6%	92.8%	9.4%	7.2%	34.0%	March 2023

68/198 pupils were identified as being persistently absent across the academic year – this was 34% of our cohort (our target was below 15%). Of the 68 pupils; 66% were PP.

Barriers	Successes
<ul style="list-style-type: none"> <li>☒ High numbers of pupils &amp; staff tested positive for covid in A2 which led to weeks of school being missed</li> <li>☒ 50% of children did not attend school in the weeks before Christmas due to parents not wanting them to catch covid and jeopardise Christmas</li> <li>☒ The 2 day extreme heat wave in July resulted in only 53% pupils attending school (69.1% vs, 84.9% nationally)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Introduction of Attendance Heroes initiative</li> <li>✓ Improved policy, procedures and communication for attendance</li> <li>✓ Outside agencies involved in supporting most vulnerable families; including school nursing, CSC, CFP, and when no progress made EWO, Pace &amp; Court</li> <li>✓ Recruitment of a 3<sup>rd</sup> staff member to the wellbeing team</li> </ul>

**Next steps:** Continue to drive this as a school improvement priority in 22-23 and build on successes and continue to challenge poor attendance and Persistent absence.

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

In the academic year from 2021-2022 investment of pupil premium expenditure was used effectively to support individuals and small groups of pupils. The SENCO led INSET training and staff meetings to ensure teachers were confident in identifying and meeting the needs of individual pupils. IPMs were produced to support them and interventions were well planned and delivered. Lesson observations ensured that high quality reading, phonics, writing and maths was being delivered on a daily basis in all classrooms. 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. The introduction of a new phonics and reading scheme, implemented alongside teacher and support staff training, ensured all pupils were accessing high quality materials and using effective assessment tools to reflect on knowledge and skills.

Analysis of SEN pupils and the progress they made as a result of the interventions, support and investment reflects that many SEN pupils made expected or accelerated progress last year.

	% of SEN pupils who made expected or accelerated progress (6+ steps)		
	Reading	Writing	Maths
Year 2	80%	40%	60%
Year 3	14%	0%	100%
Year 4	14%	29%	71%
Year 5	50%	10%	20%
Year 6	67%	78%	22%

**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 and embed our Moorland curriculum where safeguarding and wellbeing remains central to pupils learning. We dedicate 20% of our teaching and learning to “Wellbeing Wednesday’s”. A day where we 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, 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 introduced in Spring term and well attended by pupils who attended a range of sessions including communication, Wellbeing, fine motor, brick therapy and academic interventions. Behaviour across the school has improved over the academic year and can be tracked and analysed on Trackit lights (see below).

**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. Data from the Autumn 1 (22) so far compared with the same period in 2021 demonstrates how much self-regulation has improved.

There has been a significant increase in the number of green points given and a large reduction in the number of ‘red’ behaviour issues for our pupil premium children, and indeed all pupils. This would suggest engagement in learning has improved across the school.

The number of violent incidents has reduced by 28% (from 72 to 52) and the number of reds given for having a negative attitude has reduced from 27 to 10 – a reduction of 37%.

The impact of this on pupil engagement, and consequently pupil progress, is highlighted in the percentage of pupils across the school who made expected or accelerated progress.

Pupil voice, undertaken by deputy head and school performance director, confirmed that pupils were increasingly more able to confidently talk about their learning and are beginning to make connections between their prior and current learning. This was most evident in the older pupils.

**Whole school progress 2021-2022**

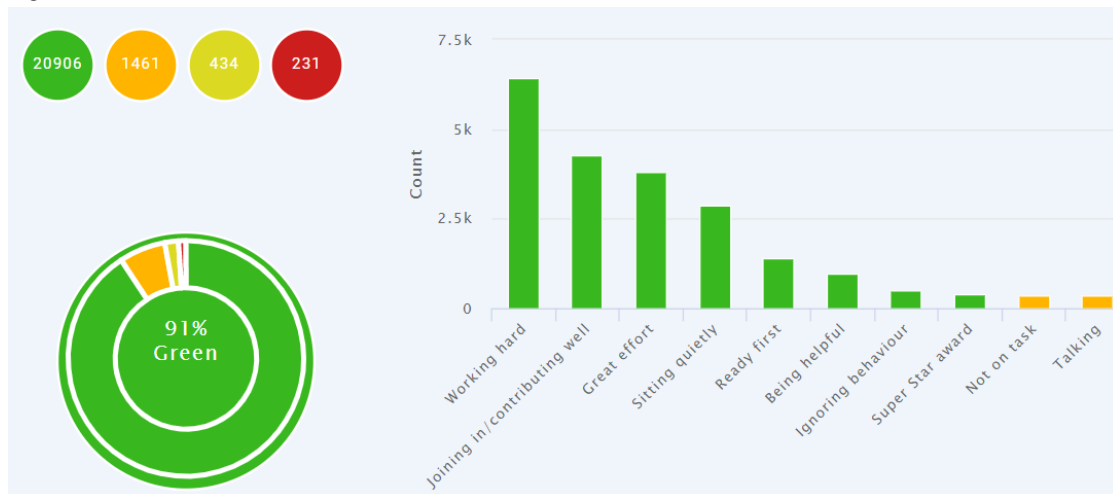
*The number of pupils who have made expected or accelerated amount of progress this year (From year 1 -6)*

Reading	52%
Writing	39%
Maths	53%

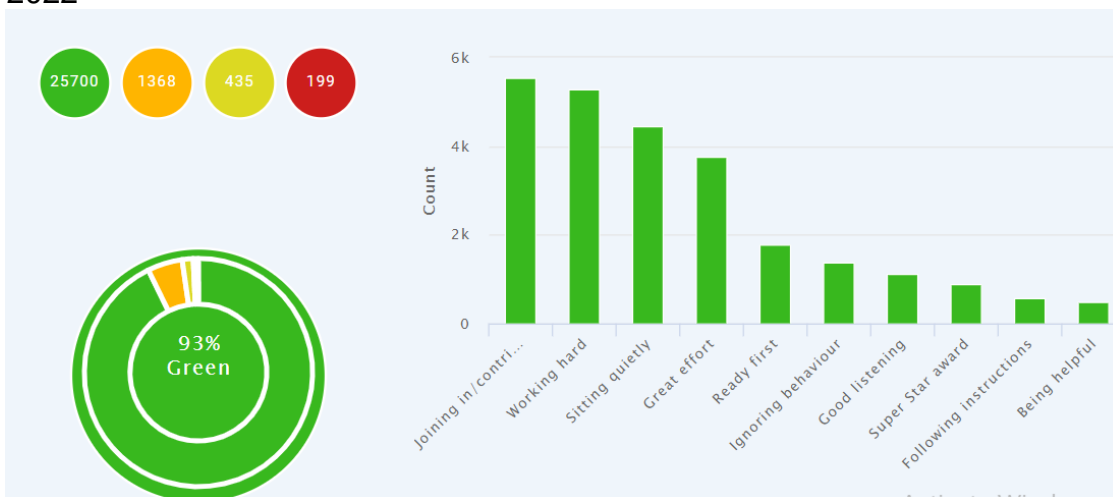
*(There are 165 pupils in total. But this data excludes the 3 pupils educated at The PRU and the pupil who only arrived last week)*

## Trackit lights analysis comparison of pupil premium children

Autumn 1 2021

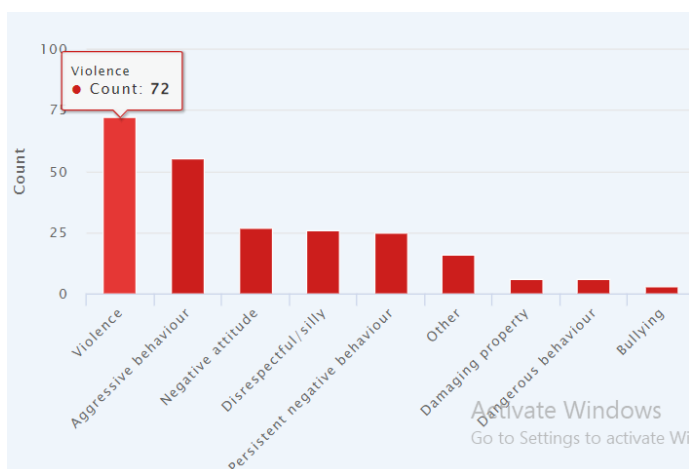


Autumn 1 2022

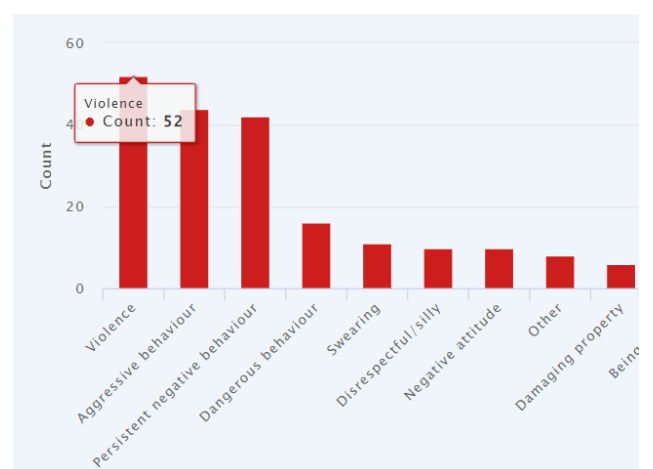


## Analysis of red trackit lights given in the Autumn term

2021



2022



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

Up until January 2022, we followed Letters and sounds to teach phonics and had a vast range of reading schemes across the school. To ensure that we responded to the Reading Framework 2021 requirements we researched a wide range of DFE approved systematic synthetic phonics (SSP) schemes. We invested a significant amount on purchasing a new phonics and reading scheme called Rising Stars – Reading Planet and Rocket phonics. We introduced Accelerated reader for pupils who were able to read with independence.

Training and implementation of the new schemes began in January 2022. Progress in phonics and reading over Spring and Summer term was evident. However, the % of pupils passing the phonics screening at the end of year one and two was significantly lower than national. We recognise that this was partially due to only using the scheme for 18 weeks before the screening tests. In both year one and two, pupil premium pupils achieved less well than their peers.

### Nationally, attainment in the phonics screening check has decreased compared to 2019

75% of pupils met the expected standard in the phonics screening check in year 1, down from 82% in 2019

Year 1 21-22	Number of pupils	Average Score	Working Towards	Working At
All pupils	29	29.0	12 (44.4%)	15 (55.6%)
Pupil Premium	20	27.2	10 (50.0%)	10 (50.0%)
Non Pupil Premium	9	34.3	2 (28.6%)	5 (71.4%)

### Nationally, attainment in the phonics screening check has decreased compared to 2019

87% of pupils met the expected standard in the phonics screening check by the end of year 2, down from 91% in 2019

Year 2 21-22	Number of pupils	Average Score	Working Towards	Working At
All pupils	26	29.6	8 (30.8%)	18 (69.2%)
Pupil Premium	15	28.2	5 (33.3%)	10 (66.7%)
Non Pupil Premium	11	31.5	3 (27.3%)	8 (72.7%)

### Reading attainment July 2022 – % of pupils achieving ARE

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

## Data from 2021-2022 for Moorland Primary School

### 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*

<b>Programme</b>	<b>Provider</b>
NELI (Nuffield Early Language Programme)	Nuffield

### Service pupil premium funding (NA)

<b>Measure</b>	<b>Details</b>
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.**