

Moorland Primary School



Pupil Premium Strategy Statement 2025-2026

(Year 2 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	183
Proportion (%) of pupil premium eligible pupils	55.2%
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	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Angela Garner
Pupil premium lead	Angela Garner
Governor / Trustee lead	Karen Plested

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£153,015
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>	£153,015

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.

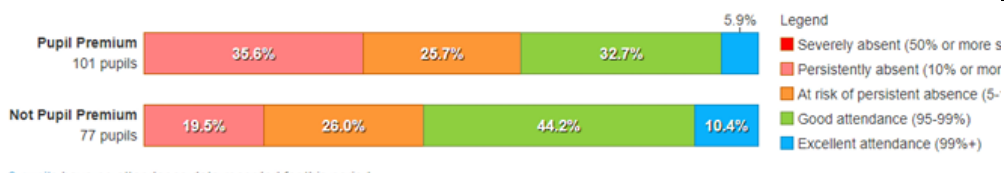
Implicit in the intended outcomes detailed below, is the intention that non disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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

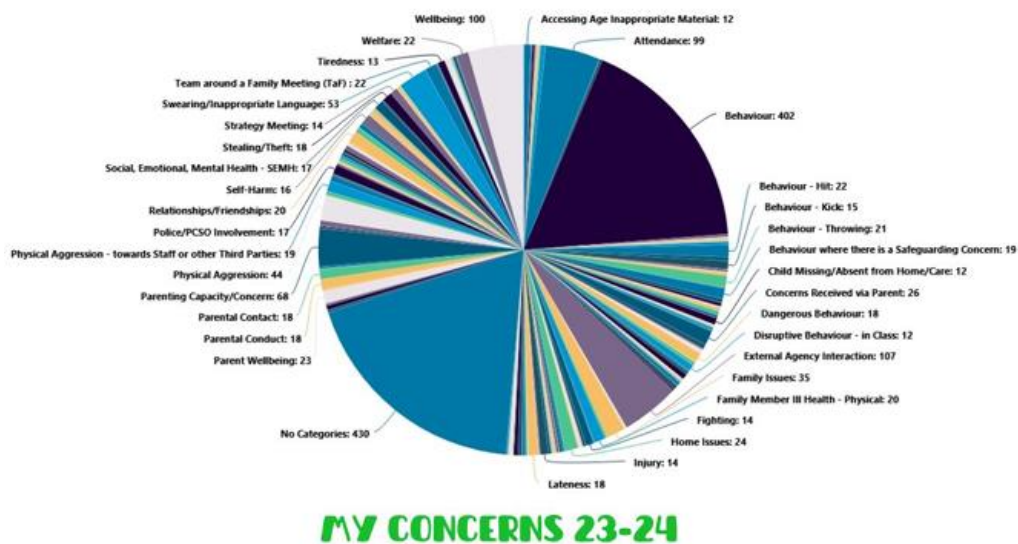
This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge																		
1	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.																		
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> <p>Attendance Ranges</p> <table border="1"> <caption>Attendance Ranges Data (2023-2024)</caption> <thead> <tr> <th>Attendance Range</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>6.6%</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>2022-2023</p>	Attendance Range	Pupil Premium (122 pupils)	Not Pupil Premium (92 pupils)	Severely absent (50% or more sessions missed)	1.6%	6.6%	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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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 Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.

	<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	<p>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.</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
Early years parents recognise and value the importance of talking, engaging and reading with their children.	Early years parents engage with school and take opportunities to participate in informal activities with their child to support these vital areas 100% of early years parents engage with at least 1 "Learning Cafe..." a year
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 the figure among disadvantaged pupils being no more than 14% lower than their peers.</p>
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

	<ul style="list-style-type: none"> • 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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Renew diagnostic assessment package (PiXL)</p> <p>Training for new staff to ensure assessments are interpreted and the DDT(diagnosetherapy-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>https://d2tic4wvo1iusb.cloudfront.net/production/documents/news/Diagnostic_Assessment_Tool.pdf?v=1697619973</p>	4, 5
<p>Purchase further 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. DfE: Factors influencing primary school pupils' educational outcomes</p> <p>https://assets.publishing.service.gov.uk/media/66e2cd5a61763848f429d58f/Factors_influencing_primary_school_pupils_educational_outcomes.pdf</p>	6
<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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	3
<p>PEP MK training (Annual membership for whole school). Focusing on our Rapid Improvement plan key priorities alongside a review of our monitoring and evaluation cycle, CPD will be identified to support all staff where needed.</p>	<p>EEF evidence details that supporting high quality teaching is pivotal in improving children's outcomes. PEP MK offers the 4 key mechanisms* evidenced to be very effective in developing high quality teaching. PEP MK gives staff access to a huge range of courses that allow them to build knowledge, generate motivation, develop teaching techniques.</p> <p>(*Building knowledge, Motivating teachers, Developing teaching techniques, embedding practice)</p>	All

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

Budgeted cost: £85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Opportunities to embed the reading curriculum further, providing opportunities to build fluency and comprehension skills in early reading.</p> <p>Quality First Teaching CPD during INSETs and staff meetings focusing on impactful 1:1 reading teaching strategies and AFL within each session.</p> <p>HLTA teaching reading 1:1 to the lowest 20% in Y2 & Y3 on 3 days per week.</p> <p>Additional phonics catch up sessions for lowest 20%.</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Continuing to focus on phonics from Reception to Y2 as a protected discrete lesson each day – teaching capacity across school maximised with additional trained support staff leading. The EEF findings show that the average impact of the adoption of phonics approaches is about an additional five months’ progress over the course of a year. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches).</p>	<p>5</p>

<p>School Led Tutoring Daily before and after-school booster group sessions run by Teaching Assistants/Teachers.</p> <p>This includes Breakfast Boosters and ASC Reading interventions for our disadvantaged pupils.</p> <p>Bookmark Reading Charity including volunteer reading champions online for 1:1 reading sessions.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>And in small groups: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p> <p>EEF Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p>	5
<p>Continue NELI sessions in EYFS for targeted pupils 3 x per week.</p> <p>Begin our membership with Voice 21 with specific CPD for all staff so that we continue to develop the explicit teaching of Oracy across the school.</p>	<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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	4

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

Budgeted cost: £43,015

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Specialist Support for SEND Pupils focusing primarily on SEMH</p> <p>Social and emotional support to be further embedded into routine educational practices and supported by professional</p>	<p>EEF notes that behaviour interventions can improve attainment by improving classroom management and pupils' self-regulation. Interventions are most effective when focused on teacher training in effective behaviour management strategies</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SE skills at all ages than their more affluent peers. These skills are</p>	3

<p>development and training for staff. Monitor and assess targeted pupils to help identify areas of concern and direct appropriate support. Range of support strategies implemented such as Lego therapy, transition groups and nurture groups.</p> <p>Zones of Regulation development to support positive behaviours. The PSHE curriculum has been developed to include explicit teaching of the Zones of Regulation in all year groups, enabling children to continually build self-regulation strategies that support their readiness to learn.</p>	<p>likely to influence a range of outcomes for pupils: lower SE skills are linked with poorer mental health and lower academic attainment. SE interventions in education are shown to improve SE skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>The EEF Toolkit shows that SEL programmes—like Zones of Regulation—have a moderate, positive impact on both academic outcomes and behaviour. These approaches are particularly effective when taught explicitly and integrated into the curriculum across all year groups. Key elements include helping pupils understand and manage emotions, develop self-awareness, and improve social interaction—core aims of the Zones of Regulation.</p>	
<p>Improved SEND provision in the school through an inclusive culture where pupils with additional needs are supported effectively.</p> <p>NPQ SENDCO qualifications and training for our new Inclusion lead and SENDCO.</p>	<p>Pupils with SEND have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. At the end of primary school, the attainment gap between pupils with identified SEND and their peers has been, on average, more than twice as wide as the gap between pupils eligible for FSM and their peers for several years. At the end of secondary school, the attainment gap between pupils with identified SEND and their peers has been, on average, approximately one and a half times as wide as the gap between pupils eligible for FSM and their peers for several years. Pupils with identified SEND are approximately twice as likely to be eligible for FSM as their peers without identified SEND.</p>	3,4,5,6
<p>Embedding the principles set out in the DfE’s https://www.gov.uk/government/publications/improving-the-home-learning-environment to enable pupils to build their communication and language skills</p>	<p>There is strong evidence to suggest a correlation between home learning support and pupil language development, especially in the Early Years. https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language?approach=teaching-modelling-language&utm_source=/early-years/evidence-store/communication-and-language&utm_medium=search&utm_campaign=site_search&search_term=Home%20language</p>	1

<p>Embedding principles of good practice set out in The DfE guidance</p> <p>https://www.gov.uk/government/publications/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>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>2</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: £153,015

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our three-year pupil premium activity had on pupils, using data from the 2023 to 2024 academic year. Pupils receiving early years pupil premium have not been included in the following data, to enable us to compare and analyse data to the previous years.

Progress and impact against intended outcome 1 – We are on track to achieve the strategic 3 year outcome.

Intended outcome 1	Success criteria	Impact
Early years parents recognise and value the importance of talking, engaging and reading with their children.	Early years parents engage with school and take opportunities to participate in informal activities with their child to support these vital areas 100% of early years parents engage with at least 1 “Learning Cafe...” a year	<ul style="list-style-type: none"> • 4 x Nursery stay and play sessions this year with between 34%-53% attendance at each session • 3 Reception Story Cafes this year with between 68%-85% attendance at each session • 100% attended “Stepping up sessions” • 72% of parents attended the welcome to reception session • 84% of parents attended the phonics and reading session

Strategic next step:

- Build on further ways to increase partnerships with parents, including “fun with maths”/“fun with phonics”, Weekly story times
- Collaborate with Family centre to plan joint parent workshops

Progress and impact against intended outcome 2- We are on track to achieve the strategic 3 year outcome and have demonstrated each year significant improvements.

Intended outcome 2	Success criteria	Impact
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 the figure among disadvantaged pupils being no more than 14% lower than their peers.</p>	<ul style="list-style-type: none"> Our attendance has improved by 1.3% and PA is down by 6.0% from 23-24. The gap between MPS and National has continued to reduce each year. Successful introduction of Insight attendance reporting to parents. Use of DFE data to analyse, report and plan next steps rather than SIM and own reporting tools Continued strong relationships with parents/carers have seen significant improvements in reducing lateness and improving attendance. Whole school accountability approach – praise, recognise and support at all levels

	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%
2024-2025	93.5%	94.8%	6.5%	5.2%	16.8%	13.5%

MPS vs. Local Authority Attendance

Attendance measure	Percentage	Ranking ⓘ
Overall attendance	93.5%	You are ranked 80th out of 90 schools
Overall absence	6.5%	You are ranked 80th out of 90 schools
Authorised absence	4.4%	You are ranked 71st out of 90 schools
Unauthorised absence	2.0%	You are ranked 85th out of 90 schools
Persistently absent	16.8%	You are ranked 77th out of 90 schools
Severely absent	0.0%	You are ranked 1st out of 90 schools

Strategic next step:

- ➡ Build on communication strategies – research shows text messages with specific information can impact positively on attendance (known as Active ingredients DFE -template text messages)
- ➡ Recruitment of an additional DSL from Sep 25 will provide further capacity for Early help and support. Attendance lead will also have more capacity to develop current systems and processes

Progress and impact against intended outcome 3- Our Inclusion strategy for 2025-2026 outlines SEMH and wellbeing as a major priority for MPS to develop. Therefore we are working further towards our intended outcome.

Intended outcome 3	Success criteria	Impact
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly, our disadvantaged pupils.</p>	<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. 	<ul style="list-style-type: none"> • Pupil voice is overwhelmingly positive, where children have low wellbeing they feel supported and listened too • Zones of regulation, Lego Therapy, Protective Behaviours and Pastoral support are provided in house • Referrals to mental health services, play therapy, Ride High and other agencies for pupils needing more specialist support • Buckinghamshire PRU and MK Primary Partnership have successfully supported pupils and staff across the year • Anti-Bullying week - The launch of the new behaviour policy during Anti Bullying week in November renewed the school focus on tolerance and new posters were introduced using the acronym "STOP". Pupil voice reflected that children were able to define what bullying is and how to play their part in dealing with it. Having clear definitions of what bullying is and isn't was important in ensuring pupils had clarity on what actions constitute bullying • Track-it lights demonstrate a consistent approach to behaviour across the school – where pupils repeatedly display yellow or red behaviours leaders and the wellbeing team work together to agree support for the individual children

Strategic next step:

- In addition to Nurture lunch; introduce a new lunchtime provision for indoor social play opportunities, including block play, board games and small world – in response to pupil voice during detentions where repeat visits have highlighted gaps in social skills and communication
- Develop an Inclusion Strategy with a focus on SEMH ordinarily available provision

Progress and impact against intended outcome 4 - We are on track to achieve the strategic 3 year outcome.

Intended outcome 4	Success criteria	Impact
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.	<ul style="list-style-type: none"> • NELI interventions in EYFS demonstrate significant progress in pupils language skills and vocabulary • Protecting time for oracy, drama and immersion in the progression of writing has allowed focus on language and vocabulary for all pupils • PiXL oracy resources and CPD has successfully impacted on T&L – DHT reviewed and updated oracy curriculum documents and will inform 2025 Voice 21 baseline.

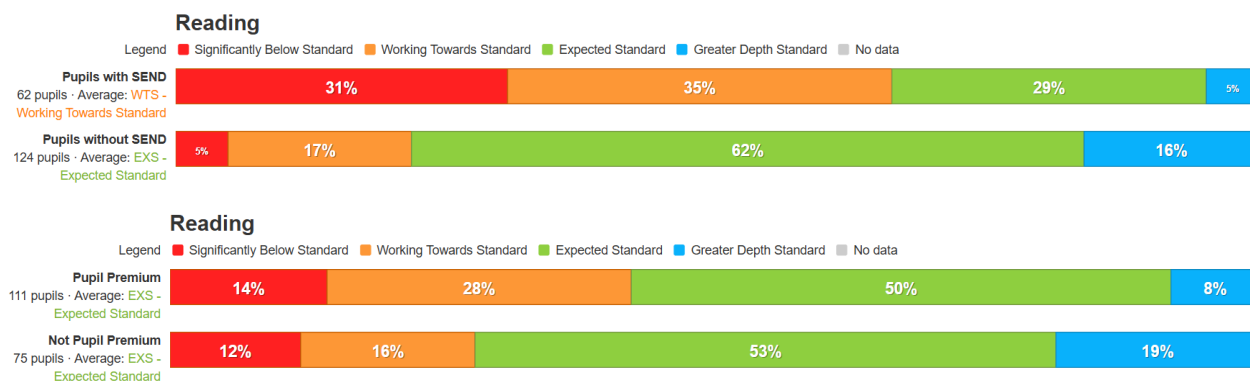
Strategic next step:

- ➡ Voice 21 Oracy membership to begin Sep 25 as part of our CET strategic plan

Progress and impact against intended outcome 5 – Despite year on year improvements in pupil outcomes the gap between disadvantaged and non-disadvantaged remains to high. Therefore, our RIP prioritises this as a key area.

Intended outcome 5	Success criteria	Impact
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.	<ul style="list-style-type: none"> • Daily reading in place for lowest 20% of readers in targeted year groups • DHT has introduced a new Year 2 reading curriculum – impact evident in recent assessments • DHT has developed reading assessments for the Rising stars reading scheme to align with the Rocket phonics- this has strengthened the accuracy of reading levels and book choices impacting upon the progress children are making in their reading

End of year outcomes in reading from Reception to Y6 demonstrates that the gap between SEND v.s Non-SEND is significantly greater than PP v.s Non-PP.



Strategic next step:

- ➔ Deployment of HLTA Sep 25 will focus on a “Reading Recovery” role within the Y2,Y3 and Y4 classes – developing fluency for lowest 20%

Progress and impact against intended outcome 6 - We are on track to achieve the strategic 3 year outcome.

Intended outcome 6	Success criteria	Impact
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.	<ul style="list-style-type: none"> • Pupils invited to a range of curriculum, active, creative and breakfast clubs • Additional opportunities this year have included “College in the Community day” where Y6 spent the day at MK college building bird boxes in the carpentry department with the Parks Trust. College students spent the day in school supporting a range of community projects • Visitors have included an original Oompa Loompa from Willy Wonka’s chocolate factory, Paralympian gold medal swimmer, Redbull and an Arctic explorer • Pupils have performed for members of community across the year at the Family centre • Pupils have continued to contribute to the Beanhill community garden and presented the Coffee Hall community garden with their bird boxes • Enterprise events across the year include Afternoon tea, pop up shops and gift sales

Strategic next step:

- Explore external funding streams to help further the opportunities and experiences we offer to our pupils