

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	Moorland Primary School
Number of pupils in school	198 pupils
Proportion (%) of pupil premium eligible pupils	56.0% (114 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026/2027 – 2028/2029
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Sarah Jones Executive Head
Pupil premium lead	Lindsay Harper Leadership Support
Governor / Trustee lead	Janice Parker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Pupil Premium £167,400 Post LAC/LAC £16,140
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	Total £183,540

Part A: Pupil premium strategy plan

Statement of intent

At Spring Lane Primary School, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background. Improve outcomes for disadvantaged pupils both within school, locally and nationally
- Ensure ALL pupils are able to read and write fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data.

Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly.

Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge (September 2026)
1	Significant gaps in attainment A significant attainment gap exists between disadvantaged and non-disadvantaged pupils. Analysis of current outcomes suggests that, although the curriculum is securing positive progress for all pupils, the rate of improvement is greater for non-pupil premium pupils in reading, writing and mathematics. As a result, disadvantaged pupils are not yet benefiting from the curriculum to the same extent as their peers, and the attainment gap is widening.
2	Special Education Needs 30.7% of our PP cohort have additional needs which gives a further barrier to learning (Compared to 15.4% nationally). 6.1% of these pupils have an EHCP (compared to 4.1% nationally). The needs are predominately social and emotional difficulties and speech, language and communication.
3	Behaviour Many of our disadvantaged pupils face social, emotional and environmental challenges outside school, which can affect their ability to self-regulate and engage consistently with learning. Behaviour data indicates that these pupils are more likely to require significant levels of support to successfully access the school's calm, orderly and ambitious learning environment.
4	Enrichment Opportunities Many disadvantaged pupils face significant barriers to personal development as a result of financial hardship, limited access to enrichment opportunities and lower levels of exposure to experiences beyond their immediate community. These factors can impact pupils' aspirations, confidence, cultural capital and understanding of the opportunities available to them in the future.
5	Attendance Disadvantaged pupils' attendance is significantly below the national average with PA 15.2%(PP) This is just over double the rate for non PP (7.3%)

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 reading attainment among disadvantaged pupils.	By July 2029: - In the Year 1 Phonics screening test, Pupil Premium children attain in line with national. - Reading outcomes in KS2, consistently show that 70% of disadvantaged pupils meet the expected standard.
Improved SEND provision in the school through an inclusive culture where pupils with additional needs are supported effectively.	Improvements in provision will be evidenced by: - Qualitative data from pupil voice, parent surveys and teacher observations. - Appropriate SEND learning plans are consistently implemented in classrooms (evidenced through learning walks), and SEND assessment data demonstrates that pupils are making progress towards their individual targets. - Observations and behaviour monitoring show identified pupils demonstrating improved self-regulation and independently using taught strategies to manage emotions and behaviour. - Increased engagement, participation and independence within lessons, evidenced through classroom observations and learning walks. - Positive parental feedback indicates that pupils' needs are understood, supported and communicated effectively. - Reduction in behaviour incidents, internal exclusions or suspensions for identified SEND pupils requiring targeted support. - Pupils with SEND can articulate the support they receive and how it helps them to learn, participate and achieve success.
Improved standard of behaviour, particularly with our disadvantaged pupils	- All pupils understand and demonstrate the school values through their behaviour and interactions with others (evidenced through learning walks, pupil, parent and staff surveys). - A consistent, trauma-informed approach to behaviour is evident across the school, with staff responding to pupils' needs in a calm, predictable and supportive manner (evidenced through observations, learning walks and behaviour monitoring). - Data analysis shows that negative behaviour incidents reduce over time, particularly for pupils receiving targeted support. - Staff consistently implement individual behaviour plans and strategies, enabling pupils to make progress towards their personalised behaviour and self-regulation targets. - Pupils demonstrate improved self-regulation, resilience and ability to use taught strategies independently to manage emotions and behaviour.
Improved and sustained expected attendance for all, particularly our disadvantaged pupils.	Sustained expected attendance by the end of the academic year demonstrated by: - the overall absence attendance rate for all pupils being at least 95% - Reduce the persistent absentees with disadvantaged pupils from 15.2% to national average.
Disadvantaged pupils demonstrate increased confidence, resilience and aspiration through equitable access to high-quality personal development opportunities.	- Qualitative data from pupil voice, parent surveys and staff observations demonstrating increased confidence, aspiration, wellbeing and engagement in school life. - An increase in the proportion of disadvantaged pupils participating in extra-curricular clubs, leadership opportunities, educational visits, residential experiences and enrichment activities. - Increased representation of disadvantaged pupils in leadership roles, performances, sporting events, competitions and wider school activities. - Parental feedback indicating that financial barriers have been reduced and that pupils are able to access opportunities they may otherwise have missed. - Case studies demonstrating improved confidence, resilience, aspiration and participation among disadvantaged pupils

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £55,062

Activity	Evidence that supports this approach	Challenge number addressed
Quality First Teaching CPD and Teaching Assistant CPD 2 x INSETs linked to Reading for Pleasure and Reading Curriculum. Weekly staff meetings focusing on QFT. Teaching Assistants CPD linked to SEND and Behaviour support	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. EEF suggests Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.	1
Rocket Phonics Training CPD provided by Rocket Phonics consultant (1 full training day) supporting with teaching and learning in phonics. This will be supplemented by ongoing weekly CPD for all staff delivering phonics to pupils.	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).	1
Reading Resources Investment in high-quality Key Stage 2 reading resources such as independent readers and book clubs materials will ensure pupils have access to a diverse, ambitious and engaging range of texts that promote reading for pleasure and develop reading comprehension.	This approach is informed by the Improving Literacy in Key Stage 2 guidance report from the Education Endowment Foundation (EEF), which highlights the importance of developing pupils' reading comprehension through high-quality discussion, explicit teaching of reading strategies and engagement with rich literature. It also reflects the EEF's evidence on reading comprehension strategies, which show an average impact of +6 months' additional progress, particularly when pupils are taught to actively engage with and think deeply about texts. Furthermore, fostering reading engagement and motivation is associated with improved attainment and wider educational outcomes.	1
Specialist Support for SEND Pupils linked to SEMH Behaviour Support CPD linked to SEMH and de-escalation strategies and trauma Informed approach to support behaviour ethos of the school.	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. Consistency and clarity in how behaviour is managed across the school is key — supported by whole-school CPD. “Teacher training in behaviour management can have a moderate positive impact on attainment, especially when combined with a consistent whole-school approach.” — <i>EEF Teaching and Learning Toolkit</i>	2, 3

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

Budgeted cost: £36,708

Activity	Evidence that supports this approach	Challenge number addressed
Additional Phonics Support Additional phonics sessions (daily) targeted at disadvantaged pupils who require further phonics support.	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	1
School Led Tutoring Daily before and after-school booster group sessions run by Teaching Assistants/Teachers.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation 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.	1
Extra-curricular activities Targeted financial support is provided to remove financial hardship as a barrier to participation in school life. Funding contributes towards educational visits, residential experiences, music tuition, swimming lessons and extracurricular clubs, ensuring that all pupils can access the same opportunities, regardless of their family's financial circumstances.	Disadvantaged children have less access to extra-curricular activities and cultural experiences. Children with access to these opportunities often have higher motivation, confidence and the skill to work in a team. (EEF) We want to give all our disadvantaged children the opportunity to have access to all our extra-curricular clubs and experiences provided by the school and our local community to close the gap between the experiences our advantage children have compared to our disadvantaged children	2, 5

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

Budgeted cost: £91,770

Activity	Evidence that supports this approach	Challenge number addressed
Social and Emotional Support Social and emotional support to be further embedded into routine educational practices and supported by professional development and training for staff. SDQs are used to monitor and assess targeted pupils to help identify areas of concern and direct appropriate support. Range of support strategies implemented such as Lego therapy, Zones of Regulation, transition groups, protective behaviours and nurture groups.	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SE skills at all ages than their more affluent peers. These skills are 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. 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.	2, 3
Recruitment of Behaviour and Engagement Lead To ensure a consistent therapeutic and trauma-informed approach to behaviour, the school has identified the need for a dedicated lead. This role will enhance leadership capacity, strengthen practice across the school and support improved outcomes for pupils through the effective implementation of behaviour, wellbeing and inclusion strategies.	The EEF highlights that social and emotional learning approaches can improve pupils' self-management of emotions, behaviour and academic outcomes, with evidence suggesting an average of three months' additional progress.	2,3
Attendance Strategies Daily Walking Bus: Removes barriers to attendance by providing a structured and supportive route to school, promoting punctuality, improving attendance rates and encouraging positive relationships with families. Attendance Rewards: Recognises and celebrates good attendance, helping to foster a positive culture where pupils understand the importance of regular school attendance and feel motivated to attend consistently. A Star Attendance: Provides robust attendance monitoring, supports administrative processes, enables timely intervention and communication with families, and facilitates detailed analysis of attendance trends and the impact of strategies. Reach More Parents App: Strengthens communication with families through accessible, timely and targeted messaging,	Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). Attendance for our disadvantaged children is lower than our non-disadvantaged children and below national average. SLT to liaise with families and external professionals to improve attendance 1, 3, 5 Parental engagement approaches have an average impact of +4 months' progress. The EEF identifies effective communication with families as key to improving attendance and engagement. "Communicating with parents about attendance, punctuality and routines can help develop shared expectations and	4

improving parental engagement and ensuring attendance expectations and support are clearly communicated.	tackle persistent absenteeism.” — <i>EEF Guidance: Working with Parents</i> (2018) Successful implementation requires clear roles, responsibilities, and adequate time and resources.” — EEF Implementation Guidance Report (2019) “Effective practice involves a dedicated attendance champion, with the authority to lead change and maintain a culture of high expectations.” — EEF Review on Attendance, 2022	
Personal Development: Enrichment The school is committed to ensuring that all pupils, particularly those who are disadvantaged, develop the confidence, character and aspirations to become the very best version of themselves. A broad personal development offer, supported by a seconded Trust Personal Development Lead, provides opportunities for pupils to discover and develop their talents, broaden their horizons, raise their aspirations and build the knowledge, skills and experiences needed for future success.	This approach is informed by the Improving Social and Emotional Learning in Primary Schools guidance report and the Teaching and Learning Toolkit: Social and Emotional Learning from the Education Endowment Foundation (EEF), which highlights the positive impact of social and emotional learning on pupils' self-awareness, self-regulation, relationships and long-term outcomes, particularly for disadvantaged pupils. Through carefully planned personal development experiences, pupils build the knowledge, confidence and cultural capital needed to succeed in education, employment and later life	5

Total budgeted cost: 173,655

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

