

Moorland Primary School



Pupil Premium Strategy Statement 2023-2024

Year 3 of the 3-year strategy

Includes the review of Year 2 as of Sep 2023

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.	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. 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	1, 4, 5,7
Recruitment of an additional UKS2 teacher to Improve outcomes for Y6 pupils and secure readiness for secondary school. This will enable small group and individual tutoring to targeted pupils.	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. https://educationendowmentfoundation.org.uk/support-for-schools/making-a-difference-with-effective-tutoring	1, 4, 5,7
High quality delivery of interventions from specialist Y6 teacher to key marginal pupils.		
High quality CPD available to teachers to ensure quality first teaching and consistency across all subjects. *CLPE for reading, writing & spelling *Penpals for handwriting *Subject specific CPD via PEP MK & Learning Partnerships	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. EEF Guidance Reports: Effective Professional Development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	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 2022 -2023 academic year.

1. Improved oral language skills and vocabulary among disadvantaged pupils

During the academic year 22-23 we continued to prioritise the development of oracy across the curriculum with staff continuing to deepen their own knowledge and understanding of quality interactions and the impact on learning.

Dedicated daily oracy sessions continued across the school with “**Pobble**” sessions impacting on the pupils use of a wider and richer bank of vocabulary. Daily **VIPERS** sessions became embedded and as a result, pupils reading skills (vocabulary, inference, prediction, explain, retrieve and sequence) continue to improve. Pupils are now able to identify specific reading skills and discuss texts with deeper levels of understanding and knowledge.

Further investments were made to the texts and reading environments across the school, so that pupils are able to have access to high quality texts in all subjects and contexts.

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.

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%

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 attended sessions and meetings throughout the academic year. These include; Parent consultations, welcome meetings, Reading & phonics meetings, SATS meetings as well as more informal coffee mornings, charity days and fetes. Feedback is positive and sessions are well attended – on average 90% of each cohort.

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

We have not yet achieved our target for attendance in these first two years, however we are showing improvement in this area and closing the gap between Moorland and National (from 2.2% gap to 0.5%). Our target is for all pupils to be absent no more than 4.7%. Our persistent absence remains significantly higher than national, however there has been improvement between year 1 and 2 of our strategy (3.2% less). It remains double that of our target.

	Moorland Attendance	National Attendance	Moorland Absence	National Absence	Moorland Persistent Absence	National Persistent Absence
2017-2018	94.4%	95.2%	5.6%	4.8%	16.4%	11.2%
2018-2019	94.4%	95.3%	5.6%	4.7%	16.8%	10.9%
2019-2020 March-July school closures	88.6%	95.3%	11.4%	4.7%	36.9% 14 days SI covid	10.8%
2020-2021 Jan-March school closures	95.7%	95.4%	4.3%	4.6%	11.9% Authorised due to covid codes	12.1%
2021-2022	90.6%	92.8%	9.4%	7.2%	34.0%	22.5%
2022-2023	92.2%	92.7%	7.8%	7.3%	30.8%	22.3% (provisional)

Unfortunately, despite all efforts the attendance gap between Moorland disadvantaged and non-disadvantaged has not improved and remains around 2% lower.

Academic Year	Attendance National	Attendance Disadvantaged (FSM) National	Attendance Non-Disadvantaged National	Attendance of SEND EHCP National	Attendance of SEND SEN SUPPORT National	Attendance of Non-SEND National	MPS Persistent Absence National
Attendance Pre-Covid 2018-2019	94.4% 96.0% (-1.6%)	93.16% 94.0% (-0.84%)	95.13% 96.4% (-1.27%)	83.89% 93.0% (-9.11%)	94.52% 94.6% (-0.08%)	94.27% 96.3% (-2.03%)	17.06% 8.2% (+8.86%)
2021-2022	90.7% 92.8% (-2.1%)	89.64%	91.83%	89.42%	89.19%	90.85%	34.18%
2022-2023	92.2% 94.0% (-1.8%)	91.27% TBC	93.54% TBC	96.4% TBC	89.91% TBC	92.72% TBC	30.88% 17.2% (+13.68%)

Barriers	Successes
<ul style="list-style-type: none"> ☒ Some pupils are living well outside of catchment area and waiting for school places nearer to home. They often miss days from school due to the distance they walk. Temporary/Emergency housing has led to more pupils moving in and out of the area. ☒ New pupils/ parents are made aware of the high expectations for attendance 14% of PA from 22-23 were new to school and live out of catchment. ☒ 60% of the pupils who were PA in 22-23 were also PA in the previous year. They remain on our high alert list this year and prioritised by the safeguarding team. 	<ul style="list-style-type: none"> ✓ Attendance Heroes initiative ✓ Embedded policy, procedures and communication for attendance ✓ 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

Next steps: Continue to drive this as a school improvement priority in 23-24 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 2022-2023 investment of pupil premium expenditure was used effectively to support individuals and small groups of pupils. Our school improvement director with a specialism in SEND led training and staff meetings to ensure teachers were confident in identifying and meeting the needs of individual pupils.

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. The English leader has led regular staff training for support staff to ensure the SPP is taught with fidelity.

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.**

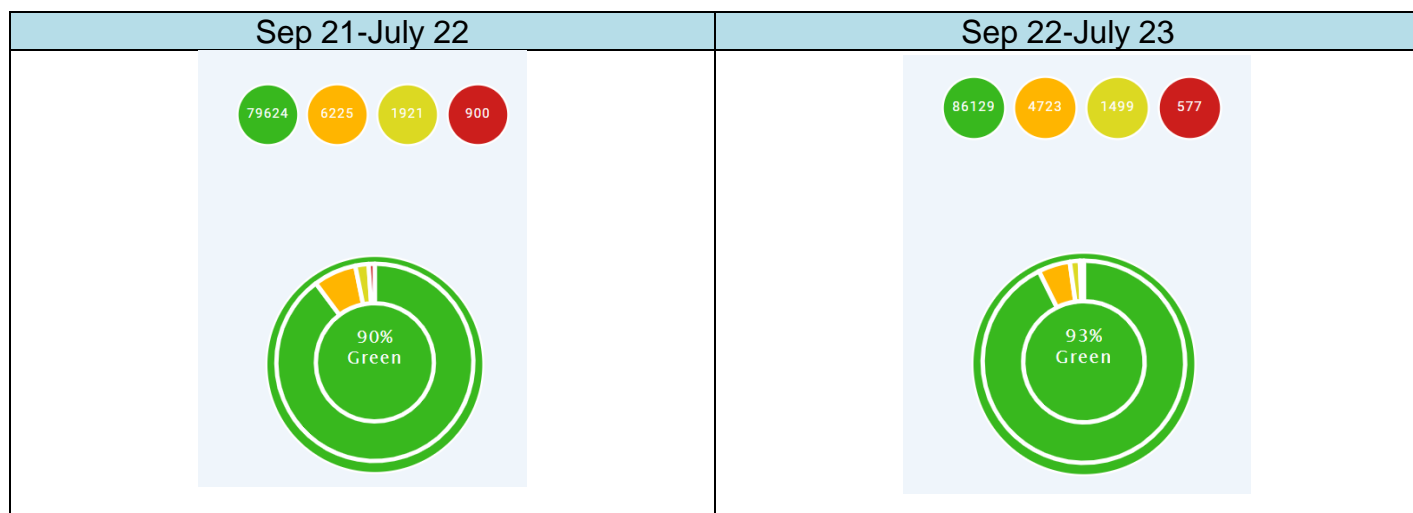
Pupil voice is positive and confirm that pupils feel well supported and can talk about their 5 trusted adults who they can ask for support if needed. Pupils enjoy the range of enrichment opportunities and have experienced a range of community events and visits; including developing a community garden 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 from 21-22 to 22-23. 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.



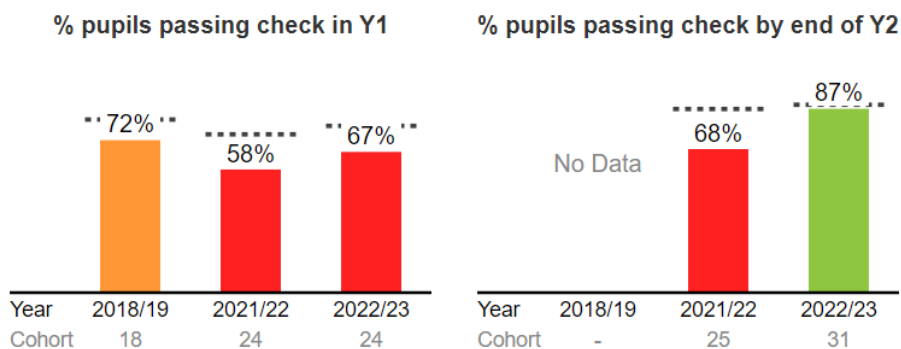
7. Improved teaching and learning of phonics and reading across the school.

We continue to embed our SSP and reading scheme (Rising Stars – Reading Planet and Rocket phonics). An improved % of phonic and reading outcomes support this.

Pupils are then moved onto Accelerated reader, which continues to be successful for pupils who read with independence. Ongoing training in 22-23 for support staff has been beneficial as most staff are now confident in the implementation of the phonics and reading.

Progress in phonics and reading have been measurable and outcomes from R-Y3 have all seen improvement, However, the % of pupils passing the phonics screening at the end of year one remains lower than national so we work hard further reduce this gap.

Phonics Screening Check



Moorland data 21-22 and 22-23

Year 1	Number of pupils	Passed 32+ words
All pupils	29	55.6% (15 pupils)
	27	68% (19 pupils)
Pupil Premium	20	50.0% (10 pupils)
	16	69% (11 pupils)
Non Pupil Premium	9	71.4% (5 pupils)
	11	64% (7 pupils)

Year 2	Number of pupils	Passed 32+ words
All pupils	26	69.2% (18 pupils)
	29	86% (25 pupils)
Pupil Premium	15	66.7% (10 pupils)
	22	82% (18 pupils)
Non Pupil Premium	11	72.7% (8 pupils)
	7	100% (7 pupils)

Nationally, attainment in the phonics screening check (21-22) decreased compared to 2019

75% of pupils met the expected standard in the phonics screening check in **year 1**, down from 82% in 2019
87% of pupils met the expected standard in the phonics screening check by the end of **year 2**, down from 91% in 2019

Nationally, attainment in the phonics screening check (22-23) increased compared to 2021-2022

79% of pupils met the expected standard in the phonics screening check in **year 1**, up from 75% in 2022
89% of pupils met the expected standard in the phonics screening check by the end of **year 2**, up from 87% in 2022

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 no- 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%
Pupil Premium	33%	25%	40%	71%	39%	73%	71%
Non-Pupil premium	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%
Pupil Premium	58%	47%	36%	44%	69%	61%	50%
Non-Pupil premium	41%	63%	50%	73%	100%	75%	50%

National data for July 23

EYFS July 23

These are not published until 30th November 2023

End of Ks1 July 23 (Year 2)

2023 Attainment at key stage 1 has increased in all subjects compared to 2022

68% of pupils met the expected standard in reading, up from 67% in 2022.

End of Ks2 July 23 (Year 6)

In individual subjects, attainment increased in maths, writing and science compared to 2022. Attainment remained the same in GPS and fell in reading.

In **reading**, 73% of pupils met the expected standard, down from 75% in 2022.

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.