



Pupil premium strategy statement 2025-2026

This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 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 | Moorlands Primary School |
| Number of pupils in school | 205 |
| Proportion (%) of pupil premium eligible pupils | 38% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2025-2026 to 2027-2028 |
| Date this statement was published | September 2025 |
| Date on which it will be reviewed | September 2026 |
| Statement authorised by | Kate Roberts Head Teacher |
| Pupil premium lead | Kate Roberts Head Teacher |
| Governor / Trustee lead | Kerry Gorton Chair of Governors |

Funding overview

| Detail | Amount |
|---|-----------|
| Pupil premium funding allocation this academic year | £113,960 |
| 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 | £113, 960 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, Looked After Children and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

We recognise that there has been an increase in social and emotional needs particularly faced by vulnerable pupils; this can create a barrier to learning which can impact on pupil attainment and progress. We also have identified that Speech Language and Communication Needs (SLCN) have increased which impacts on the whole curriculum and development of vocabulary and oracy.

We strongly believe that if our curriculum is based around language and questioning this will result in better communication which will foster a love of reading and improve pupils' writing, reading and mathematical understanding. By targeting these areas, we are confident that we can further improve outcomes for our pupils at the end of Key Stage 2 and improve attainment in phonics.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. The school uses the Rosenshine principles of teaching small steps, revisiting learning and providing scaffolding, prompts and sentence stems. 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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set across the curriculum
- act early to intervene at the point need is identified
- to provide social and emotional support to ensure that disadvantaged pupils build up

resilience and have positive behaviour attitudes to learning

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- develop a curriculum and environment which focuses on developing social and critical thinking skills with the aim of providing pupils with the skills for the work place
- To support families and put in place interventions to support attendance.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>These impacts on pupils' ability to articulate explain and reason.</p> |
| 2 | <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than other pupils. This negatively impacts their development as readers.</p> <p>Year 1, phonic screening check 2023-2024 – 83%, 2024-2025 – 65% Reception, Language and Communication 2023-2024 – 54%, 2024-2025 – 64%</p> |
| 3 | <p>Internal and external (where available) assessments indicate that Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. For all pupils in Maths to reach expected standard. School has been below the National average for the last three years.</p> <p>Disadvantaged pupils expected and above 55% Non-disadvantaged pupils expected and above 72% 2024-2025 – gap is 17% (2024-2025, cohort 34% Disadvantages)</p> <p>Internal data shows there is still a gap between disadvantaged and non-disadvantaged pupils (2023-2025), this is reducing in Key Stage 2 based on data from last academic year.</p> |
| 4 | <p>Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in maths and reading. This has also impacted on pupils' ability to be resilient learners and have positive behaviour attitudes.</p> <p>Teacher referrals for support have markedly increased over the two years. An ELSA in school provides social and emotional support to pupils and their families and has worked with – 43 pupils (2023-2024), 23 pupils (2024-2025) as a focused block of 1-1 work, this does not include pupils that the ELSA supported through informal check-ins and additional enrichment groups over the year. School has also provided parenting programmes over the year and is increasing the</p> |

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| | parenting offer 2025-2026. |
| 5 | <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 5-7% lower than for non-disadvantaged pupils.</p> <p>2024-2025 46% of disadvantaged pupils have been 'persistently absent' compared to 15% of other pupils during the same period, this has slightly reduced from the 2023-2024 data. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. It is also impacting on disadvantaged pupils' social and emotional needs. Parents have been referred to Attendance and Prosecution resulting in fines. School is supported by an Attendance Officer and the ELSA offers supports for families.</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> <p>Pupils are able to articulate, explain and reason confidently to across the curriculum subjects.</p> <p>SLA for Speech and Language external consultant to support needs.</p> <p>Development of oracy: scaffolds, prompts and sentence stems.</p> |
| Improved reading attainment among disadvantaged pupils. | <p>Year 1 phonic screening check shows that pupils had been below national average over the last 3 years 2023-2025.</p> <p>2023-2024 phonic results 81% this is 3% below national average. Gap between disadvantaged and non-disadvantaged pupils is 31%. 2024-2025 – phonic results 64%. Gap between disadvantaged and non-disadvantaged pupils is 33%.</p> <p>2026-2029 to achieve national 3 years running and reducing the gap between disadvantaged and non-disadvantaged by 10%.</p> <p>KS2 reading outcomes in 2025/26 for 70% of disadvantaged pupils to achieve expected</p> |

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| | <p>standard.</p> <p>2024-2025 showed that 67% of disadvantaged pupils met the expected standard or above. This has increased by 23% based on 2023-2024 results. The gap between disadvantaged and non-disadvantaged pupils has reduced to 3%</p> <p>38% of the cohort are disadvantaged, this is reflected in the whole school data being 38%</p> |
| Improved maths attainment for disadvantaged pupils at the end of KS2. | <p>KS2 maths outcomes in 2025/26 to show that 70% of disadvantaged pupils meet the expected standard. To sustain this for 2 years</p> <p>2024-2025 55% achieved expected. (this has increased by 12% 2023-2024)</p> <p>KS2 outcomes in 2024-2025 55% of disadvantaged pupils achieved expected and above. The gap between disadvantaged and non-disadvantaged has reduced from 28%-18%</p> <p>KS2 outcomes in 2025/2027 to achieve National Average.</p> |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | <p>Sustained high levels of wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • Values Based Education renew 2026 • ELSA role impacts on pupils' resilience leading to a reduction in pupil number referred • Health for Life project to work with families on lifestyle / cooking / diets and exercise • School to offer parenting courses and exercise sessions working alongside public health |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | <p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than 7%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 30%. • The percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 10% lower than their peers. |

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| | <ul style="list-style-type: none"> • Attendance Officer impacts on family engagement. • ELSA to engage and support families. • Breakfast club and magic breakfast. |
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Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£66,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Purchase of an assessment diagnostic tool which collates all data in one place (including attendance)</p> | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>https://www.nfer.ac.uk/for-schools/products-services/nfer-tests/</p> <p>https://www.insighttracking.com/</p> | 1, 2, 3, 4 |
| <p>Purchase of additional resources to deliver the Read Write Inc. programme DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. (including consultant development days)</p> <p>Phonic sessions taught daily by class teachers and TAs</p> <p>Staff to access up-to-date CPD to enhance practice</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>https://www.ruthmiskin.com/</p> <p>https://www.oxfordowl.co.uk/please-log-in</p> | 1,2 |
| <p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Read Write Inc. Comprehension to support pupils in secur-</p> | <p>Reading fluency impacts on pupils' comprehension and understanding.</p> <p>2 class teachers in Year 6 to target.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | 1,2 |

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| <p>ing a strong start to comprehension and language</p> <p>Staff to access up-to-date CPD to enhance practice</p> | <p>https://www.ruthmiskin.com/</p> <p>https://www.oxfordowl.co.uk/please-log-in</p> | |
| <p>Embed the use of the Reciprocal reading programme 2025-2026</p> <p>Access Reading volunteers to hear targeted pupils to increase fluency</p> <p>Purchase of a comprehension programme to develop comprehension skills in Key Stage 2</p> | <p>16 pupils in Years 5 and 6 to be targeted</p> <p>Baseline line and end of the programme assessments to be completed.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Year 5 and 6 pupils targeted 16 children 2025-2026. Baseline taken from the PM benchmarking data and NFER assessments</p> | 4 |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>White Rose whole school package</p> <p>Development of:</p> <ul style="list-style-type: none"> • Concrete, pictorial & abstract methods • Bar modelling • Mathematical talk & questioning • Reasoning & problem solving • Thinking through • Medium term plans / lessons and sentence stems | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>Daily smaller targeted groups for pupils in Key Stage 2.</p> <p>Focus: number skills and fluency</p> <p>Multiplication knowledge.</p> | 1, 3 |
| <p>Assess and develop the quality of social and emotional (SEL) learning.</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> | 4, 5 |

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

Budgeted cost: **£30,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Development of oracy – language, vocabulary, scaffolds and prompts | Development of oracy – reference and support from: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://voice21.org/ | 1,2 |
| Development of language and vocabulary ladders – Tiers 1, 2 and 3 for each subject. | Oral language interventions can have a positive impact on pupils’ language skills. Use of NELI and WELLCOMM interventions. Use of Widgets. https://www.teachneli.org/ Oral language interventions EEF (educationendowmentfoundation.org.uk) | 1, 2 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support Reception – Year 4 | 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 https://www.ruthmiskin.com/ https://www.oxfordowl.co.uk/please-log-in | 1, 2 |
| Additional phonic sessions targeted at disadvantaged pupils who require further support Year 5 and 6 | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Use of Fresh Start in Years 5 and 6 Phonics Toolkit Strand Education Endowment Foundation EEF https://www.ruthmiskin.com/ https://www.oxfordowl.co.uk/please-log-in | 1,2 |

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| <p>Additional maths sessions targeted at disadvantaged pupils who require further support – focus on fluency and basic maths skills</p> | <p>White Rose scheme alongside DFE small steps. Evidence that this impacts on fluency and reasoning skills</p> <p>Year 6 2 class teachers to target pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p> | <p>1,3</p> |
|---|---|------------|

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

Budgeted cost: **£19,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Attendance consultant SLA for next 3 years to target attendance and engage parents and pupils, through home visits, support and interviews.</p> | <p>Increase in attendance for disadvantaged pupils from SIMs data</p> <p>The DFE guidance from September 2024 to support expectations</p> <p>https://www.gov.uk/government/publications/school-attendance</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p> | <p>5</p> |
| <p>ELSA employed to support pupils and families with social and emotional needs.</p> <p>To refresh deputy DSL training to provided targeted support for families.</p> | <p>The findings suggest the ELSA programme has a perceived positive impact on multiple components of pupil wellbeing. These components include positive emotions, negative feelings, engagement, resilience, optimism,</p> | <p>4 , 5</p> |

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| | <p>accomplishment and relationships</p> <p>https://psychologyfirst.co.uk/our-services/elsa-training-and-supervision/</p> <p>https://www.elsanetwork.org/elsa-network/other-research/</p> | |
| <p>Opportunities and experiences which disadvantaged pupils may not have access to/ links to cultural capital:</p> <p>Learning a musical instrument</p> <p>Health for Life programme / project</p> | <p>Providing pupils with opportunities they would not normally have access to increase engagement in learning, impacting on attendance, behaviour.</p> <p>http://www.pupilpremiumawards.co.uk/ppawards2015/2013</p> <p>https://www.trueeducationpartnerships.com/schools/what-is-ofsted-cultural-capital/</p> <p>https://www.servicesforeducation.co.uk/health-for-life/</p> | All |
| <p>Ensuring that disadvantaged pupils have access to breakfast. (no cost)</p> <p>Magic breakfast programme - engagement and paying 25% of total cost</p> | <p>Importance of pupils being ready to learn. Impact on attendance.</p> <p>Access to the Breakfast club to ensure readiness for school and impact on regular attendance.</p> <p>All pupils have access to bagels in a morning</p> <p>https://www.magicbreakfast.com/</p> | All |

Total budgeted cost: £115,000

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 2024 to 2025 academic year.

The purchase and support of the Read Write Inc. programme, alongside engagement with the 'World of Stories' has resulted in pupils making greater progress in phonics in Reception – 66% of pupils are at green / purple level. Pupils have mastered more sounds when compared 2023-2024. 60% of pupils in Year 2 accessed the comprehension programme, this is the greater amount of pupils the school has had since introducing the Read Write Inc. programme in 2021.

Reading fluency has resulted in a greater amount of pupils being heard read regularly by an LSP or a reading volunteer this has impacted on pupils' engagement in reading for pleasure and pupils making greater progress in PM benchmarking assessments. Reciprocal reading has impacted on pupils internal show that the pupils who accessed this made the most progress in Year 5. Pupils in Years 5 and 6 have accessed Fresh Start and this has resulted in their fluency improving. PM Benching data shows 78% of Year 6 pupils are at or above expected, Year 5 59%, Year 4 63%, Year 3 81%. Impact Year 1 Phonics Data 83% - 3% above national. The introduction of a reading volunteer that has targeted pupils has impacted on pupils' fluency rates and enjoyment of reading.

The small target pupil group in Year 5 have made greater progress when compared to the larger class, this has reduced the gap, so that they are closer to the expected standard at the end of Year 5. As they move into Year 6, this will continue for core subjects.

Key Stage 2 reading results increased to 66% which is 9% below the National average. The gap between disadvantaged and non-disadvantaged pupil reduced to 3% at expected and 7% at GD. The gap for both has reduced based on the 2023-2024 results.

Writing results 76% which is 4% above the National average. The gap between disadvantaged and non-disadvantaged pupils has reduced slightly to 34% which is a reduction of 3%

Maths results 66% which is 8% below the National average, this is closer to National than 2023-2024 results. The gap however between disadvantaged and non-disadvantaged pupil is 18% at expected -this has reduced by 10% (2023-2024 it was 28%).

Combined percentage 55% which is 7% below the National average.

Maths uses White Rose and a focus has been on fluency and reasoning. Staff engaged with NCETM programmes and the White Rose Jigsaw CPD. Internal data evidenced that disadvan-

tagged pupils made at least 4.6 APS over the year in maths. Gap is still about 1.0 APS.

Key stage 2 2025

Attainment

| | Average scaled score |
|-----------------------------------|----------------------|
| Reading | 102 |
| Spelling, Punctuation and Grammar | 103 |
| Maths | 101 |

The social and emotional well-being and resilience of all our pupils is very important to us at Moorlands. The School continues to fund a nurture group to ensure pupils who require nurture readily have access. A LSP supports the development of social skills at lunch times in the KS2 playground through organising structured games. The school's ELSA this has had a massive impact on pupils and their families to support school attendance and social and emotional concerns. The school achieved the Gold National Well-being Award in December 2024 and the Well-being Charter Mark in April 2025. This quality assures and recognises that the school does prioritise staff, pupils and parents well-being. The ELSA as well as additional staff who support the well-being of the families at Moorlands. The school introduced the Permission to Feel and Well-being tool kits to help support pupils and families.

Overall attendance in 2023/24 was lower than the previous year (91%), 2023/24 attendance was 92%. There is a link between the persistent absences and safeguarding – families were and continue to be supported through the ELSA, external professionals and additional support in school. Attendance contracts were drawn up and reviewed. This did result in referrals to Attendance and Prosecution.

Attendance data shows that absence among disadvantaged pupils was 7% higher than their peers and persistent absence 31% higher. These gaps are larger than National which is why attendance is a focus of our current plan and why the school has an Attendance Officer SLA (3 years). This has resulted in referral to Attendance and Prosecution and fines being issued. The school this also has a high number of parents who take their child on holiday during term-time.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health are still significantly increased over the last 3 years. The impact seems to have increased in particularly for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We built on this approach

through the role of our ELSA, the whole school CPD on Raising Attainment by Wellbeing. The school introduced 'Permission to Feel' emotions in all classes and also worked with Barnados to provide parenting programmes for parents. The school provides daily bagels for all pupils and the breakfast club has seen an increase in the amount of disadvantaged pupils that are using this.

Further information (optional)

Additional activity

The school provided CPD from a behavioural consultant to provide additional training.

The RAW CPD provided staff with a wealth of knowledge and CPD to help provide strategies to support pupils with their social and mental health.

The Deputy Head has completed the NPQBLC.