

Pupil premium strategy statement – Moorlands Primary School

This statement details our school's use of pupil premium (and recovery 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	623
Proportion (%) of pupil premium eligible pupils	11.1%
Academic year/years that our current pupil premium strategy plan covers	2024-2025,
Date this statement was published	22.12.24
Date on which it will be reviewed	22.12.25
Statement authorised by	Amanda Denney Gary Laird
Pupil premium lead	Samantha Tough
Governor / Trustee lead	Gemma Dolan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,700
Recovery premium funding allocation this academic year	N/A
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	N/A
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>	£113,700

Part A: Pupil premium strategy plan

Statement of intent

The purpose of pupil premium funding received from the Government is to help pupils reach their full potential, regardless of their background or financial situation.

Pupils include those who:

- Are registered for Free School Meals
- Have been registered for free school meals at any point in the past 6 years
- Are or have previously been in care
- Have parents in the armed forces

Our ultimate objective for those children, eligible to receive this funding is for them to be provided with opportunities that will enhance their learning, life experiences and well-being so that there is no apparent difference between the attainment of those children who are eligible and their peers.

Our current pupil premium strategy considers the guidance outlined by the Education Endowment Fund (EEF) and works towards achieving these objectives by ensuring that our school delivers high quality teaching, through the continued professional development and training of its staff. It provides targeted intervention through the employment of staff to deliver intervention when identified and provides opportunity for children to engage in activities that develop life-skills and nurture well-being.

The key principles of our strategy are:

- The school 'ring fences' the funding each academic year, ensuring that it is spent on initiatives that are proven to improve the outcomes of the identified group of pupils.
- The school recognises that eligibility for Pupil Premium does not imply low ability. Our focus is on supporting those eligible pupils in meeting their individual needs (academic/social and emotional) or interests to ensure they meet their full potential, aspiring to be their best self.
- All teachers know which pupils are eligible for Pupil Premium, so that they can take responsibility for their well-being and accelerating their progress.
- The school uses data and teacher assessment to analyse which pupils are underachieving and why this is occurring.
- The school frequently uses attainment data to assess the effectiveness of interventions. If necessary, adjustments are made throughout the intervention period to maximise effectiveness.

- The school draws upon evidence from reliable research, our own and others' experience to allocate the funding to the activities which were most likely to have an impact on improving achievement.
- School leaders make the key decisions and regularly evaluate the effectiveness of interventions for individual pupils.
- For some eligible pupils, funding is used to support social and emotional needs where necessary and appropriate.
- Pupil premium funding may be used to ensure that eligible pupils are able to take part in visits/residential or other which may otherwise be limited due to financial constraint.

Funding has been allocated to the employment and training of teachers and educational teaching assistants to ensure quality first teaching and effective deployment to support children in their learning and well-being.

Challenges

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

Challenge number	Detail of challenge
1	More Pupil Premium children need to be meeting expected levels of progress through greater language acquisition in the early years, regular retrieval of learning- committing learning to memory, high quality interaction and early intervention in the classroom to prevent gaps developing in knowledge and learning.
2	Increasing numbers of children exhibiting social and emotional difficulties across school. Low motivation and resilience noted particularly amongst Key Stage 2.
3	Pupil Premium children are not meeting expected levels of progress due to wider issues. Broken family structures including 17% of Pupil Premium Children receiving funding for being a Looked After Child (LAC) or Previously-LAC. Socio-economic disadvantage e.g. poverty. 81% of our Pupil Premium Children receive funding for qualifying for or previously having qualified for Free School Meals. 32% of our Pupil Premium Children are identified as having an additional need.

4	Low take up of Pupil Premium funding in KS1 due to universal free school meals therefore impacting on provision that can be made available for those eligible.
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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
The attainment of disadvantaged children will be in-line with non-disadvantaged children who have the same starting points – focus on reading.	Data will show an increase in the levels of Pupil Premium children achieving Year Group Expectations in reading.
Emotional well-being and self-esteem of Pupil Premium children will improve.	<p>Pupils' attitudes to self, learning and school will be positive – evidenced from pupil questionnaires.</p> <p>It will be evident that PP pupils' will have made at least the expected progress.</p> <p>The number of sanctions given in class will have decreased.</p> <p>LAC and children with SEND are making progress.</p>
School to have increased awareness amongst parents about the Pupil Premium leading to a rise in funding received for those children known to be eligible. This applies particularly to those families who have children in Key Stage 1 where Universal Free School Meals apply.	A noticeable increase in applications for Free School Meals particularly within KS1.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 47,754

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Talk boost sessions are being delivered to help develop language and communication development. Children are being immersed in early language both in and outdoors to run alongside the Floppy phonics, improving outcomes in reading and writing.</p> <p>To work closely with SENDCO to ensure early support is in place that supports children and staff in meeting need. Adoption of NELI.</p> <p>To ensure ETAs in class are having maximum impact on pupil's attainment through- Teachers and ETAs are given meeting time to discuss learning intentions, key vocabulary and understanding in the form of deployment</p>	<p>Early intervention to narrow gap!</p> <p>Recent EEF evaluation found that children eligible for free school meals made on average seven months' additional progress in their language ability, suggesting NELI could help close the language development gap between socio-economically disadvantaged children and their peers.</p> <p>The EEF's Making the best use of teaching assistants guidance report recommends that ETAs add value to what teachers do, not replace them and suggests that ETAs are more effective within the classroom, when better prepared. Therefore, both teachers and ETAs participate in weekly deployment meetings to discuss key learning planned for the week ahead.</p>	<p>1</p>

<p>meetings. (Embed phase)</p> <p>Training/staff meetings on effective interactions between ETA and pupils. Sharing of EEF Scaffolding model. (Embed phase -</p> <p>Teacher/ETA training on retrieval. Implementation of retrieval activities in every lesson. (Embed phase) Subject leaders to plan for retrieval ensuring progression across school.</p> <p>Teacher/ETA training on questioning to maximise effectiveness of teaching and learning. (Implement phase).</p>	<p>EEF identifies that teaching children how to learn and to become independent learners has also shown to maximise progress. The sharing of the model informs ETAs how best to approach a child when they are struggling without doing the learning for them.</p> <p>EEF recognises that retrieval strategies employed within the classroom can help commit learning to long term memory and therefore improve children's attainment.</p> <p>Both teachers and ETAs will receive training on how best to improve retrieval and encourage metacognitive behaviours.</p> <p>Rosenshine's principles of instruction suggests that effective questioning encourages children to be active learners, helps them deepen their understanding and develop their responses. Effective questioning can also assist a teacher to gauge them extent of learning within the classroom and inform them of where intervention needs to take place.</p>	
<p><i>Teacher/ETA training to include retrieval and metacognition to ensure pupil progress.</i></p>	<p>EEF recognises that retrieval strategies employed within the classroom can improve children's attainment. Teaching children how to learn and to become independent learners has also shown to maximise progress. Both teachers and ETAs will receive training on how best to improve retrieval and encourage metacognitive behaviours.</p>	<p>1</p>
<p>The employment of an Emotional Literacy Support Assistant.</p>	<p>It has been found that programmes that focus on enhancing emotional literacy improve academic performance and behaviour (Carnwell & Baker, 2007).</p>	<p>2</p>

Emotion training for staff in school, to ensure understanding of children that have experienced early trauma and to acquire strategies to support them.	A study conducted by Bath Spa University (Janet Rose, 2015) suggested that emotion coaching can be used to generate a broad, consistent approach to supporting young children's behaviour. It encourages empathetic and thoughtful responses, promoting a nurturing and supportive environment that can build resilience in young people.	2
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 54,576

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ETA's and teaching staff are to run targeted interventions (evidenced backed) when data suggests that children are not on track to meet expectations or are not fulfilling full potential. This also includes requirements to meet needs of SEND.</p> <p>The area of intervention is currently under review and is in the explore phase. Members of the Senior Leadership have attended training relating to effective interventions.</p>	The EEF tiered approach suggests that targeted intervention is one of the most effective ways of improving pupils' progress.	1, 3
To provide speech and language	The EEF states that "Overall, studies of communication and language	1,2,3

intervention for pupil premium children identified.	approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds".	
Use of the school's Emotional Literacy Support Assistant and Pastoral Teacher to deliver interventions with those children in need of social, emotional and behaviour support.	It has been found that programmes that focus on enhancing emotional literacy improve academic performance and behaviour (Carnwell & Baker, 2007).	2
Forest School leaders are to run sessions for Pupil Premium children identified as having social and emotional issues.	Research into the effectiveness of Forest School stated, "Children who may view themselves as failures in the classroom can discover new abilities and strengths at Forest School." Therefore, by running Forest Schools we can empower children, develop their confidence and belief in themselves.	2

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

Budgeted cost: £ £11,370

Activity	Evidence that supports this approach	Challenge number(s) addressed
To subsidise the cost of trips for Pupil Premium children.	Trips are proven to enrich the curriculum, engaging pupil's in their learning, therefore subsidies allow our disadvantaged children to take full part in all activities -visits,	1,2,3

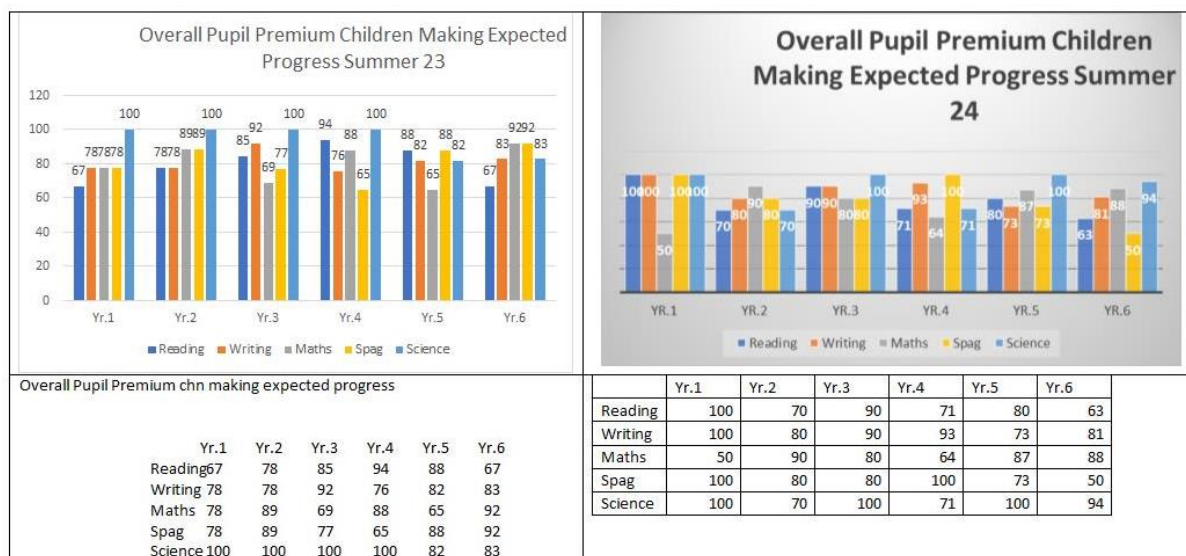
	visitors, special events, day trips, first aid training and residential.	
To offer every Pupil Premium child with opportunity to learn a musical instrument. <i>Whole year groups (4, 5 and 6) will receive and experience music lessons, delivered by a peripatetic music teacher.</i>	Pupil Premium children have the opportunity to play a musical instrument - academic studies of Opera North's instrument teaching programmes in the most deprived Leeds schools show an outstanding impact on attainment for those pupils involved.	1,2,3
To offer all pupil premium children free morning snack.	Free school meal evidence suggests that healthy food and snacks provided by school boosts attainment and improves diet quality contributing to the overall wellbeing of the individual.	1,2,3

Total budgeted cost: £ 113,700

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Some of the initiatives set out in the previous statement have remained the same whereas others have evolved and are entering a different phase of implementation following review by senior leaders and are to reflect priorities in the School Development Programme.



Summer progress data showed no trend. It is recognised that progress is determined by the nature of the cohort/year group and precedent should be placed on addressing the needs of individuals, supporting them in meeting their own personalised targets. Pupil progress meetings held between school leaders and class teachers have and continue to ensure that any child (PP included) not on track to meet expectations are quickly identified and provision is put in place.

A number of whole school initiatives designed to strengthen knowledge, skills and understanding of all children including our most disadvantaged have been implemented to improve areas of English and Maths and are reflected in our School Development Programme.

One way to analyse the data would be to scrutinise e.g. how well the children in Year 4 2023 performed a year later in Year 5 2024. This method of analysis, highlighted that for children eligible for PP in Key Stage 2, progress in reading slowed. As a result, reading has become a priority on the current School Development Programme and will continue to be monitored.

Activity	Review of approach	Challenge number(s) addressed
<p>To ensure additional ETAs in class are having maximum impact on pupil's attainment through in house training of both teachers and ETAs on how ETAs can be effectively deployed to support teachers in delivering quality first teaching.</p> <p>Teachers and ETAs are given meeting time to discuss learning intentions, key vocabulary and understanding in the form of deployment meetings.</p>	<p>MAINTAIN PHASE</p> <p>Weekly deployment meetings are timetabled and held to ensure that ETAs have a clear understanding of the learning to take place that week. Conversations relating to the methods of teaching, key questions to be asked and vocabulary to used are had to ensure that ETAs know how best to support the children.</p> <p>The EEF scaffolding model was shared with ETAs to demonstrate how to interact with children to help accelerate learning but also encourage greater independence.</p> <p>Deployment meetings and the EEF's ETA – pupil interaction scaffolding model are in the embed phase and will continue to be monitored through observation, staff and pupil voice.</p> <p>Staff have commented that the deployment meetings help them understand what is happening in lessons for that week and that the open discussion about how something is to be taught (methods of working particularly in Maths) really helpful.</p>	1
<p><i>Teacher/ETA training to include retrieval and metacognition to ensure pupil progress.</i></p>	<p>MAINTAIN PHASE</p> <p>Teachers and ETAs have received training on retrieval and its importance in learning. All lessons now begin with a connect (retrieval activity) and a consolidate task at the end. Subject leaders are now in this current academic year, planning for retrieval in their own subject areas to ensure that the opportunity for retrieval is planned, progressive bringing about greater achievement.</p> <p>Observation, staff and pupil voice have confirmed that this has been implemented and is being embedded for the current academic year.</p>	1

<p>The employment of an Emotional Literacy Support Assistant.</p>	<p>During the last academic year our ELSA has worked with 40 children of which 22.5% were pp. Of those children that have completed a programme with our ELSA all scored higher in the eight areas of social and emotional development compared to their starting points.</p> <p>Review of one pupil concluded that they could now show understanding in emotional literacy and recognises what will help them when they have 'big' emotions.</p>	<p>2</p>
<p>Emotion training for staff in school, to ensure understanding of children that have experienced early trauma and to acquire strategies to support them.</p>	<p>As a school we have adopted The Happy Mind programme – a progressive programme that teaches children about the brain, how it responds to different situations and teaches coping strategies. Zones of Regulation is to be used for intervention but not as a whole school teaching programme, having been superseded by Happy Mind.</p> <p>Some members of staff have received emotion training; however training is to be received by whole school.</p>	<p>2</p>

Targeted academic support

Activity	Review of approach	Challenge number(s) addressed
<p>ETA's and teaching staff are to run targeted interventions (evidenced backed) when data suggests that children are not on track to meet expectations or are not fulfilling full potential. This also includes</p>	<p>EXPLORE PHASE</p> <p>The area of intervention is currently under review and is in the explore phase. Members of the Senior Leadership Team have attended training regarding effective intervention and will share findings with teaching staff initially. An implementation plan has been drafted and a proposal for the trialling of an intervention, linked to</p>	<p>1, 3</p>

<p>requirements to meet needs of SEND.</p>	<p>one of the school's priorities, has been made.</p> <p>Intervention types are to be clearly defined with staff and the understanding of the impact immediate intervention in the classroom has on progress is to be shared.</p> <p>Where interventions in addition to classroom-based learning are to take place, it is proposed that these are to be evidence backed or planned in detail and run by employees that have received appropriate training.</p>	
<p>To provide speech and language intervention for pupil premium children identified.</p>	<p>The SENDCO team have worked collaboratively with class teachers to identify children in need of speech and language intervention. 15% of our current cohort of PP have been observed and assessed by Speech and Language specialists.</p>	<p>1,2,3</p>
<p>Use of the school's Emotional Literacy Support Assistant and Pastoral Teacher to deliver interventions with those children in need of social, emotional and behaviour support.</p>	<p>See previous reference to ELSA.</p>	<p>2</p>
<p>Forest School leaders are to run sessions for children (including those identified eligible for PP) identified as having social and emotional issues.</p>	<p>Forest school continues to run for children and provides opportunity to explore and learn in an outdoor environment. Comments from parents include: "Forest school has been a wonderful experience, my son didn't stop talking about it on the days he had it, he loved the activities outdoors and most of all playing at one with nature."</p> <p>"My daughter has really enjoyed her time at Forest school. Her favourite part was the mud kitchen. She looks</p>	<p>2</p>

	to have had fun in all the pictures in her journey book and I think it is a fantastic opportunity you give the children to learn in a different environment.”	
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Wider strategies

Activity	Review of approach	Challenge number(s) addressed
To subsidise the cost of trips for Pupil Premium children.	These will continue to be subsidised as we recognise that our children eligible for PP need opportunity and experience to continue to thrive.	1,2,3
To offer every Pupil Premium child with opportunity to learn a musical instrument. <i>Whole year groups (4 and 5) will receive and experience music lessons, delivered by a peripatetic music teacher.</i>	With use of funding the school has been able to provide the opportunity for children to learn a musical instrument and some individuals have received one to one or small group instruction, giving them the opportunity to experience the learning of music from a specialist. This will also continue into the next academic year. Pupil voice included: “I really enjoyed the keyboard lessons. I learnt how to place my hands properly on the keyboard and it was fun making my own music.” “I felt calm.” “I liked being in the music room and having the freedom to make my own music.” “I learnt about the keys on the keyboard and it was fun! I felt happy.”	1,2,3
To offer all pupil premium children free morning snack.	Some children eligible for PP have take the opportunity to have snack and or milk, an initiative that is to continue into 2025.	1,2,3