

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	Moorlands Schools Federation
Number of pupils in school	417 (Inf 178, Jnr 239)
Proportion (%) of pupil premium eligible pupils	14.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/2025 to 2027/2028
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Local Governing Body
Pupil premium lead	Liz Hebditch
Governor / Trustee lead	Joanna Reeves

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,480 (Inf £17,760, Jnr £57,720)
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	£65,480

Part A: Pupil premium strategy plan

Statement of intent

Moorlands Schools Federation commits to working collaboratively and collectively with schools across the Partnership Trust, to eliminate the disadvantaged gap, sharing good practice between professionals.

We aim to provide all pupils, regardless of their background or personal circumstances, with opportunities to thrive academically, socially and emotionally.

We recognise that pupils eligible for Pupil Premium may face barriers to learning and it is our aim to use this funding to help us improve and sustain higher attainment for disadvantaged pupils at our school, support well-being and ensure that every child reaches their full potential.

During the period of this strategy plan we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well: oral language and vocabulary that drives writing; early reading skills; foundational maths knowledge, attendance and social and emotional resilience.

Our expectation at Moorlands is that all pupils, irrespective of background or the challenges they face, become strong readers and writers. This will broaden their horizons; enabling them to be good communicators, and be interested and interesting citizens.

Our strategy is underpinned by evidence-based approaches that target the specific needs of our pupils. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are supported and purposefully challenged in their learning
- act early to intervene at the point need is identified
- continually monitor and evaluate progress
- adopt a whole school 'deliberately bothered' approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments, discussions and observations show that the writing levels of most disadvantaged pupils are significantly below their non-disadvantaged peers and the gap is widening.</p> <p>Teacher assessment shows that 70% of our disadvantaged pupils across KS1 and KS2 are working at age-related expectations compared to 38% of all pupils.</p>
2	<p>Internal and external assessments show some disadvantaged pupils attain less well in the Y1 Phonics check, impacting on their development as readers. The percentage gap remains and sometime increases by the end of KS2.</p> <p>Our most recent end of KS2 reading data shows that 38% of our disadvantaged pupils did not achieve age-related expectations compared to 14% of others.</p>
3	<p>Our assessments, discussions and observations show underdeveloped oral language and vocabulary gaps for some disadvantaged pupils, from EYFS and through the school to KS2.</p> <p>Our baseline assessments on entry to Reception demonstrate that 100% of our disadvantaged pupils enter school below age-related expectations compared to 26% of others.</p>
4	<p>Our internal and external assessments show that many of our disadvantaged pupils have significant gaps in their basic number fact knowledge.</p> <p>Our most recent end of KS2 maths data shows that 77% of our disadvantaged pupils did not achieve age-related expectations compared to 23% of others.</p>
5	<p>Our assessments, discussion and observations have identified social and emotional / self-confidence issues for some disadvantaged pupils, which has an impact on their engagement in and enjoyment of learning. This limited resilience impacts their willingness to challenge themselves and independently take risks with their learning.</p> <p>Within our school, the SEND category social, emotional and mental health accounts for the largest percentage of child with additional needs.</p>
6	<p>Although greatly improved, our attendance data shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance.</p> <p>At present 16.6% of our PP children are in danger of falling into the 'persistent absenteeism' category.</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
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<p>All disadvantaged pupils at Moorlands leave as strong readers</p>	<p>Year 1 phonics screening check scores reflect our ambition to reduce the attainment gap between disadvantaged pupils and their peers from 24% to no more than 15%.</p> <p>Pupils are assessed against the national standard using the GL Assessment New Group Reading Test and this is used to inform next steps.</p> <p>End of Key Stage outcomes show disadvantaged pupils make progress towards their aspirational and challenging targets and they are on track to perform as well as non-disadvantaged pupils nationally.</p>
<p>To improve the quality of writing by explicitly focusing on oral rehearsal to support the writing of high-quality, correctly punctuated sentences and texts in all year groups.</p>	<p>All children will practise oral rehearsal of sentences as part of writing lessons;</p> <p>All children will be able to compose a short text orally;</p> <p>Increasingly, children will develop automaticity in orally rehearsing before and during writing tasks, in all areas of the curriculum;</p> <p>Children in Reception will be able to orally rehearse a simple sentence and, with support, begin to write it accurately with a capital letter and full stop;</p> <p>Children in Year 1 will be able to orally rehearse simple sentences and write them accurately and independently, with a capital letter and full stop. They will, increasingly, be able to orally rehearse and write sentences that include 'and';</p> <p>Children in Year 2 and 3 will be able to orally rehearse simple and compound sentences and then write them accurately and independently with correct punctuation. They will, increasingly, be able to orally rehearse and write sentences that include expanded noun phrases;</p> <p>Children in Year 4, 5 and 6 will be able to orally rehearse a range of sentence types, including complex sentences, and then write them with correct punctuation. They will, increasingly, be able to orally rehearse and write extended sentences that include a range of devices.</p>
<p>Improved maths attainment for disadvantaged pupils at the end of KS1 and KS2.</p>	<p>Pupils will make progress in their knowledge of basic number facts. This will be shown through improvement in regular assessments and application in lessons.</p>
<p>Improve the attendance of all pupils, specifically those who come from under resourced backgrounds, to be in line with their peers through close analysis of</p>	<p>Continue with improved attendance of the disadvantaged pupil group from 94.4% to 95.9% by the end of this current strategy plan.</p>

<p>attendance data, accurately identifying at risk pupils and providing support and challenge for parents and carers.</p> <p>Reduce persistent absence of this pupil group.</p>	<p>94.9% by the end of 2025 academic year; 95.4% by the end of 2026 academic year; 95.9% by the end of 2027 academic year;</p> <p>Decrease in number of disadvantaged pupil group with persistent absence. (July 2024 10 pupils)</p>
<p>All children are offered a range of experiences inside and outside of the school setting, ensuring children who are disadvantaged are given the highest level of consideration</p>	<p>Increased percentage of pupils from disadvantaged group taking up offer of a range of after school activities.</p>

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: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop staff's knowledge of principles of Neuroscience to support better pedagogical practice</p> <p>Whole school CPD in Neuroscience to secure high quality teaching for all children.</p> <p>Re-visit expectation within the Teaching and Learning policy/matrix on spacing/retrieval and assessment for learning.</p> <p>Monitoring and evaluating the use of agreed strategies through learning walks and lesson drop-ins.</p>	<p>Research carried out by Education Endowment Foundation (EEF) and Wellcome Trust identifies areas of neuroscience that have successfully informed education, as well as areas of neuroscience that could inform education in the future if further work were undertaken to translate them into classroom-based approaches or interventions.</p> <p>EEF Review Neuroscience and Education</p> <p>Moving forwards, making a difference: A planning guide for schools 2022–23 – EEF May 2022</p>	<p>1,2,3,4</p>
<p>Improve our support for the range of neurodiverse pupils through our participation in the Partnership for Inclusion of Neurodiversity in Schools (PINS) project</p> <p>School audit and parent questionnaire</p> <p>Work with BANES Parent/Carer Forum to increase parent participation and awareness</p>	<p>Department for Education, Department of Health and Social Care and NHS England project this is designed to enable approaches for earlier support for neurodiverse children in school that will help prevent distress and challenge which may require further intensive intervention across health, education and care.</p> <p>PINS project</p>	<p>All</p>

<p>Work with PINS facilitators to plan a bespoke training package</p>		
<p>Continue to embed RWI phonics across EYFS and KS1</p> <p>Subscription to RWI Portal</p> <p>Ongoing training for Phonics Lead and EYFS/KS1 teaching team</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>EEF Improving Literacy in Key Stage 1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	<p>2</p>
<p>Improve the quality of social and emotional learning through continuing to embed Thrive approaches within classroom practice.</p> <p>This will be supported by professional development and training for all staff</p> <p>Continuing to promote Thrive across the school through developing further areas of excellence in the Thrive Ambassador Schools award.</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 https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies?utm_source=/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies&utm_medium=search&utm_campaign=site_searchh&search_term https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219638/DFE-RR253.pdf</p>	<p>5</p>
<p>Develop skill of oral rehearsal of sentences and longer text as a key approach to developing children's writing skills and understanding of sentence structure and punctuation, and so improve their writing.</p> <p>Provide CPD for staff and monitor implementation at classroom level, as well as during interventions.</p>	<p>Ofsted English Subject Report: Telling the Story (March 2024) https://www.gov.uk/government/publications/subject-report-series-english/telling-the-story-the-english-education-subject-report</p> <p>Specifically:</p> <ul style="list-style-type: none"> • Schools (often) do not consider spoken language well in their English curriculum, although they understand that spoken language underpins pupils' reading and writing development. • The writing curriculum often introduces complex tasks too early, before many pupils are equipped with the necessary knowledge and skills that underpin these. • Schools teach grammar, sentence structure and punctuation explicitly. However, pupils do not always get enough practice to secure this 	<p>1, 3</p>

	<p>knowledge. For example, oral composition is rarely used to practise using grammatical conventions and different sentence structures. Pupils' books show that fundamental errors go unnoticed and persist over time.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions for targeted pupils in KS2 through implementing the RWI Fresh Start programme	<p>EEF SEN research recommendation 4: <i>Compliment high quality teaching with carefully selected small-group and one-to-one interventions.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	2
Additional phonics sessions for targeted pupils in KS1 through structured RWI interventions	<p>EEF identifies that some disadvantaged pupils may develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 2, 3

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

Budgeted cost: £20,980

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to provide Thrive group work and 1:1 support for those identified by the teaching staff and SEMH triage team.	<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>	5

<p>CPD for Thrive practitioners</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies?utm_source=/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies&utm_medium=search&utm_campaign=site_searchh&search_term</p>	
<p>Continue to provide Nurture Provision for those identified by the teaching staff and SEMH triage team.</p> <p>Boxhall Profile</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies?utm_source=/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies&utm_medium=search&utm_campaign=site_searchh&search_term</p>	<p>5</p>
<p>Work within the new Attendance Guidance (DfE) and the Trust Attendance Policy to reduce absence for all pupil groups, and specifically for those pupils with under resourced backgrounds.</p> <p>Actively promote good attendance with parents and carers through:</p> <ul style="list-style-type: none"> – <i>Monitoring attendance and punctuality data, responding to evidence as it emerges</i> – <i>Working supportively with parents and carers to promote good attendance, and provide additional support for those who have challenges in this area.</i> – <i>Maintaining the work of and interventions led by the attendance team</i> – <i>Holding regular meetings with parents/carers, Attendance and Welfare Support Officer (A&WSO) and School Nurse</i> – <i>Recording attendance concerns/actions in CPOMS and discussing these at</i> 	<p>Research and analysis: Securing good attendance and tackling persistent absence – Ofsted Feb 2022</p> <p>EEF Attendance interventions rapid evidence assessment – March 2022</p> <p>https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/</p> <p>Specifically:</p> <p>The data also shows that in 2019, primary school children in Key Stage 2 who didn't achieve the expected standard in reading, writing and maths missed on average four more days per school year than those whose performance exceeded the expected standard; Data from 2019 shows that 84% of Key Stage 2 pupils who had 100% attendance achieved the expected standard, compared to 40% of pupils who were persistently absent across the key stage.</p>	<p>6</p>

<i>weekly safeguarding meetings</i>		
Extra-Curricular Activity, Trips and Visits/Developing Cultural Capital	<p>Trips and visits enhance and enrich the curriculum, providing heightened learning experiences. They also help to develop cultural capital.</p> <p>They ensure that learning is contextualised in concrete experiences and language rich environments. Ofsted research (2019) that feeds into the Education Inspection Framework, places emphasis on improving cultural capital, particularly for disadvantaged children.</p> <p>Ofsted OVERVIEW of RESEARCH Education Inspection Framework Updated Feb 2021</p> <p>A research project undertaken by the DfE Social Mobility Commission at the University of Bath, “An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility” (Asset Publishing 2019) provides evidence that extra-curricular activities are important to young people and result in a range of positive outcomes. The research also identifies that employers in the UK labour market increasingly demand soft skills and these types of skills (which may be developed through extra-curricular activities) could be an important factor in driving intergenerational social mobility.</p> <p>An Unequal Playing Field report</p> <p>The Education Policy Institute (EPI) has produced a paper on the link between attending extracurricular clubs and outcomes in later life. This shows that attending sports clubs is associated with employment or education in young adulthood, and arts and music clubs is associated with progression to higher education. There is also a link between attending any kind of extracurricular club and engagement in sports in young adulthood.</p> <p>EPI 'Access to extra-curricular provision and the association with outcomes'</p>	3, 5, 6
Contingency fund for acute issues	Resources set aside for needs not yet identified. Our experience tells us this is important to be able to be responsive.	All

Total budgeted cost: £65,480

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 2023 to 2024 academic year.

The work on developing pupils' metacognitive skills and knowledge. Learning Dispositions were linked to the LEARN values and were celebrated across the school through assemblies. The pupils' understanding and use of these metacognitive skills were assessed through the Monitoring, Evaluation and Review (MER) cycle. Pupils were able to voice what metacognition means to them; strategies they use when they come up against challenges; what persistence and learning looks like in their classroom.

Peer coaching for teaching staff continued linked to the new teaching and learning policy. Within Quality of Education, questioning and scaffolding were foci for the MER cycle. FADE forms evidenced efficient and clear use of language, effective use of strategies and an increase in consistency of use of visuals to support learning.

Standardised assessments continued to be used, in addition to NFER assessment, to track progress of interventions in line with the MITA training. Reading and spelling ages test were administered from Year 2 to Year 6. This enabled smaller steps of progress to be measured for some of our disadvantaged pupils who are working below Age Related Expectations.

New staff received Read Write Inc training, enabling all Infant staff to run daily stage-appropriate groups. 70% of Year 1 disadvantaged pupils passed their Year 1 Phonics Screening Check compared to 90% overall. 100% of Year 2 disadvantaged pupils passed their Phonics Screening re-take compared to 66% overall. Identified KS2 pupils have had daily phonics interventions and have access to high-quality decodable books at their level. Most pupils made good progress across RWI with some coming off the programme. Some of the pupils was not at rapid as expected and therefore the RWI Fresh Start programme has been implemented for some children in KS2.

Staff attended training as part of the Early Writing Project and the 'prune back to grow' principle has seen an improvement in the basic skills of writing. This remains a focus for the whole school next year.

A member of staff was appointed Oracy Lead and along with the Executive Headteacher received training which was then disseminated to all staff through PDMs. Class Oracy charters and outdoor 'chalky talky' boards raised the profile of oracy

across the school. This will continue to be a focus in the coming year with writing and oracy being brought together under the same leadership.

Continued tracking of in-school Thrive assessments indicates good impact on social and emotional development for disadvantaged pupils. All staff have received Thrive training and Thrive practitioners in both schools have run 1:1 and group sessions throughout the year. The whole school has been assessed and reviewed on the Thrive profiling system and class Thrive action plans have been written. The school has achieved the 'Excellence in Environment' and 'Excellence in Reparative' Thrive awards. A member of staff received Nurture training and two Nurture provisions have been set up (KS1 and KS2), one with a basic English and Maths focus and one with a Wider Curriculum focus. Boxall Profile was introduced as an assessment tool for the children attending the nurture provision. SEMH provision will be a focus on the SDP next year.

Attendance of disadvantaged pupils was closely monitored by the school's Attendance Champion and the Inclusion Lead. Regular attendance review meetings were held with parents and Attendance and Welfare Support Officer. Attendance support plans were put in place where appropriate and referrals were made to the Attendance and Welfare Support Service. Attendance of disadvantaged pupils improved in both the Junior and Infant Schools with a further increase of 0.9% (21-22 91.8%, 22-23 93.5%, 23-24 94.4%) We intend to continue building upon these successes in the coming year.

We are participating in the BANES Affordable School For All project. Through a questionnaire we were able to collect the views of over 100 parents. These results have fed into changes in policy for uniform, clubs and trips. We continue to advertise how families can access local support.

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
Read Write Inc	Ruth Miskin
Thrive Approach	Thrive
RWI Fresh Start	Ruth Miskin
Boxhall Profile online	Boxhall Profile

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Thrive Motor skills support Social skills support
What was the impact of that spending on service pupil premium eligible pupils?	Improved engagement in group work Improved self-regulation in the classroom