

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	416 (Inf 177, Jnr 239)
Proportion (%) of pupil premium eligible pupils	17.3% (Inf 14.1%, Jnr 19.7%) 72 pupils
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 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Local Governing Body
Pupil premium lead	Liz Hebditch
Governor / Trustee lead	Matt Perrett - Governor Mike Robinson - Trustee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,720 (Inf £16,665, Jnr £56,055)
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	£72,720

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.

We will do this through:

- Supporting our disadvantaged pupils to be in the best place possible to access learning
- Supporting disadvantaged pupils to adjust socially and emotionally so they are better placed to access high quality teaching
- Supporting disadvantaged pupils to succeed academically
- Working hard to develop effective relationships with families and focus on those pupils who need us most
- Ongoing monitoring and evaluation of data to identify attainment gaps and barriers to achievement
- Using evidence based training, supported by reflective practice and coaching

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:

- 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.

- 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

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
All disadvantaged pupils at Moorlands leave as strong readers	<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>
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>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>

Improved maths attainment for disadvantaged pupils at the end of KS1 and KS2.	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>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 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>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>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>
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	Increased percentage of pupils from disadvantaged group taking up offer of a range of after school activities.

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: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Build an ambitious, context-driven curriculum for oracy which is embedded across different phases and subject disciplines.</p> <p>Use exploratory talk/oracy strategies to improve pupil engagement.</p> <p>Promote and improve vocabulary development across the school.</p> <p>Opportunities for oracy that are regular, purposeful, appropriately pitched and thoughtfully planned.</p> <p>Opportunities for students to reflect on and receive meaningful feedback around their oracy from teachers and peers.</p>	<p>The average impact of oral language interventions for pupils is 6 months' additional progress over the course of a year, according to the Education Endowment Foundation.</p> <p>EEF Maximising the impact of oral language approaches</p> <p>EEF Oral language interventions</p> <p>As a part of high-quality oracy education, students should learn both <i>to</i> talk and <i>through</i> talk, deepening their subject knowledge and understanding through classroom talk which has been planned, structured, and scaffolded to enable students to learn skills needed to talk effectively.</p> <p>Voice 21 - Oracy across the curriculum: The evidence</p> <p>Sutton Trust Oracy in Schools</p>	3, 1, 2, 4, 5
<p>Revisit and embed the maths non-negotiables from the previous year before teaching year group specific curriculum objectives.</p> <p>Identify key children who are just below expected standards in maths and ensure teaching is targeted to close gaps.</p>	<p>Manipulatives support mathematical thinking and encourage high-quality talk</p> <p>EEF - Manipulatives, the power tool in the classroom</p> <p>EEF Guidance report - Improving mathematics in Early Years and Key Stage 1</p>	4

Implement and embed 'Operations on a page' documents to ensure consistent and progressive use of manipulatives and methods across the school.	EEG Guidance report - improving mathematics in Key Stage 2 and 3	
Continue to embed RWI phonics across EYFS and KS1 Subscription to RWI Portal Ongoing training for Phonics Lead and EYFS/KS1 teaching team	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: EEF Improving Literacy in Key Stage 1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	2
Revisit and embed the writing non-negotiables from the previous year before teaching year group specific curriculum objectives. Identify key children who are just below expected standards in writing and ensure teaching is targeted to close gaps. Ensure accurate and consistent use of Trust Assessment criteria to strengthen consistency and accuracy of writing judgements.	Skills needed within the writing process (simple view of writing): text generation, transcription, executive functions. EEF Improving literacy in Key Stage 1 EEF Improving Literacy in Key Stage 2 DfE The Writing Framework	1

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
Identify key children in KS2 who are just below Age Related Expectations in Reading/Writing/Maths and	EEF SEN research recommendation 4: <i>Compliment high quality teaching with carefully selected small-group and one-to-one interventions.</i>	1, 2, 4

implement interventions to close gaps.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	
Additional phonics sessions for targeted pupils in KS1 through structured RWI interventions	EEF identifies that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 3

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

Budgeted cost: £25,220

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

	emotional-learning-strategies&utm_medium=search&utm_campaign=site_searchh&search_term	
<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>	5
<p>Create a supportive environment that promotes inclusion where pupils can thrive and build positive relationships.</p> <p>Complete the Autism Inclusion Award through the NAS.</p> <p>Autism training for staff.</p> <p>Establish an alternative area for playtimes for those children experiencing overwhelm and dysregulation.</p>	<p>There is extensive evidence demonstrating the importance of safety and regulation in enabling academic learning, progress and attendance.</p> <p>DfE Improving the educational outcomes of Children in Need of help and protection</p> <p>Children's wellbeing in schools</p>	5, 6
<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> 	<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</p>	6

<ul style="list-style-type: none"> – <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 weekly safeguarding meetings</i> 	<p>expected standard, compared to 40% of pupils who were persistently absent across the key stage.</p>	
<p>Extra-Curricular Activity, Trips and Visits/Developing Cultural Capital</p>	<p>Trips and visits enhance and enrich the curriculum, providing heightened learning experiences. They also help to develop cultural capital. 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>	<p>3, 5, 6</p>
<p>Contingency fund for acute issues</p>	<p>Resources set aside for needs not yet identified. Our experience tells us this is important to be able to be responsive.</p>	<p>All</p>

Total budgeted cost: £72,720

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.

Teaching staff engaged in CPD focused on the principles of Neuroscience, enabling the school to identify key areas of development aligned with our values and learning dispositions. Pupils were introduced to the concept of brain plasticity through assemblies and classroom learning. The School Council completed 'before and after' questionnaires, which showed that pupils could confidently articulate what supports brain growth (e.g., movement, fresh air).

Peer coaching continued in line with the Teaching and Learning Policy. Within *Quality of Education*, spacing and retrieval practice were key areas of focus within the MER cycle and linked closely to the Neuroscience training. FADE forms evidenced increased use of concrete resources and effective recall strategies across classrooms.

The Partnership for Inclusion of Neurodiversity in Schools (PINS) project provided targeted support during February and March. Training quality varied; however, the Autism Reality Experience was particularly impactful, with staff reporting meaningful changes to classroom practice. The PINS Environmental Audit recognised the school's strong commitment to Neurodiversity and Neuroscience-informed approaches. A key recommendation is to include explicit references to Neuro-affirmative Practice within school policies to strengthen daily implementation.

Working with the BANES Parent/Carer Forum as part of the PINS project, the school sought to improve family engagement through coffee mornings and questionnaires. Attendance was lower than anticipated, with around 10 families attending information sessions and 37 completing the questionnaire. Of these, 95% agreed that Moorlands is a welcoming environment, and 94% felt able to communicate with staff daily, weekly, or monthly.

All new staff received Read Write Inc. (RWI) training, ensuring all Infant staff could deliver daily, stage-appropriate phonics groups.

- **Year 1 Phonics Screening Check:** 86% of disadvantaged pupils met the expected standard (91% overall).
- **Year 2 Phonics Re-take:** 33% of disadvantaged pupils met the expected standard (50% overall).

Targeted KS2 pupils accessed daily phonics interventions and high-quality decodable books. Most pupils made good progress within RWI, with several successfully completing the programme.

Standardised assessments continued to be used alongside NFER assessments to track progress of interventions delivered in line with MITA training. Reading and spelling ages test were administered from Year 2 to Year 6 allowing us to measure smaller, more incremental steps of progress to be measured for disadvantaged pupils

working below Age-Related Expectations. Overall, the attainment gap between disadvantaged and non-disadvantaged pupils remained most pronounced in writing. When comparing combined attainment scores across Reading, Writing and Maths, the widest gaps were seen in Years 2, 5 and 6.

The school has joined Voice 21. Oracy and Writing Leads for Infants and Juniors have begun training, and Oracy is a key priority on next year's School Development Plan.

SEMH (Social, Emotional and Mental Health) was a major focus on last year's SDP, and a clear graduated approach is now embedded across the school. Ongoing monitoring of Thrive assessments shows positive impact on the social and emotional development of disadvantaged pupils. All staff received Thrive training, and trained practitioners delivered 1:1 and group sessions throughout the year. In total 32 children in receipt of Pupil Premium funding received 1:1 and/or group Thrive support during the year.

The whole school was assessed using the Thrive profiling system, with class action plans created accordingly. The school achieved the *Excellence in Relationship* award. Both Nurture provisions (KS1 and KS2) continued to run—one with an English/Maths focus, the other with a Wider Curriculum focus. In total 13 children in receipt of Pupil Premium funding were part of our nurture provision. Boxall Profiles were used consistently as an assessment tool for our pupils receiving nurture support. A member of the support staff is due to complete ELSA training next academic year.

Attendance for disadvantaged pupils was closely monitored by the Attendance Champion and Inclusion Lead. Regular review meetings were held with families and the Attendance and Welfare Support Officer, with support plans and referrals implemented where necessary.

- **Infant School:** Attendance improved from 93.1% (2023–24) to 95% (2024–25).
- **Junior School:** Attendance fell from 93.9% (2023–24) to 92.6% (2024–25), though this remains above similar schools (DfE Similar Schools Comparison Report).

Next year, there will be an increased focus on pupils with attendance between 90%–95%.

The school continues to participate in the BANES *Affordable School for All* project and promotes local support services to ensure families can access the help they need.

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
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