

Pupil premium strategy statement - Moor Park Primary School 2023-2026

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
Name of School	Moor Park Primary School
Number of pupils in school	329
Proportion (%) of pupil premium eligible pupils	39.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Faye Haslam
Pupil premium lead	Faye Haslam
Governor / Trustee lead	Kath Pope

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 207,635
Recovery premium funding allocation this academic year (25-26)	£ 0
Total budget for this academic year	£ 207,635

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 good outcomes which are as good as or better than our non-disadvantaged pupils. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve good outcomes, including progress for those who are already high attainers. Our school is committed to supporting all pupils. Our disadvantaged group make up 35.93% of our pupils (28% in KS1 and 72% in KS2) which is higher than the national figures for disadvantaged groups.

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

Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. High quality teaching is proven to have the greatest impact on closing the disadvantage attainment gap and will also benefit the non-disadvantaged pupils in our school at the same time.

High quality teaching is at the heart of our approach with a focus on the areas in which disadvantaged pupils require the most support. We have a whole school approach where all staff take responsibility for the outcomes of disadvantaged pupils and ensure disadvantaged pupils are challenged in the learning that they are set. We will target this funding towards areas of disadvantage so that all pupils can achieve.

Challenges

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

Challenge number	Detail of challenge
1	EYFS internal and statutory assessments show that many of our pupils enter with a low baseline in oral communication, language and literacy. This impacts on ELG and the overall GLD at the end of the Reception year. The impact of poor communication, speech and language impacts on longer term writing progress to achieve the expected standard at the end of both KS1 and KS2.
2	Writing outcomes for pupils are below National Standards at the end of KS1 and KS2. 58% of pupils at KS2 achieved EXS in Writing which is 14% below National figures. KS2 Writing outcomes for disadvantaged pupils' gap to national is 9%

3	Observations by teachers and discussions with pupils evidence that the majority of our pupils have limited experiences beyond their immediate environment and have little access to cultural capital experiences. This impacts on pupils understanding of elements of the curriculum and further on language and communication. These challenges particularly affect disadvantaged pupils.
4	The mental health and well-being of many of our disadvantaged pupils have been impacted by increased safeguarding agency involvement and involvement with a social worker which accounts for 10% of our school population. 34% of pupil are previously known to social care. This has resulted in more significant wellbeing / pastoral and mental health needs which have impacted on disadvantaged pupils' progress.
5	Attendance data at the start of academic year 2025-26 indicates that overall absence for disadvantaged pupils is improving towards national figures. Unauthorised absence and persistent absence for disadvantaged pupils is identified and targeted as part of a whole school approach to improving attendance and outcomes for disadvantaged children.

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
1. To improve oral language and communication skills	Assessments (WellComm, teacher assessments) and observations indicate significantly improved communication and oral language skills among all pupils, particularly disadvantaged pupils.
2. To achieve and sustain improved % of children working at age related expectations in Writing for all pupils in our school, particularly our disadvantaged pupils.	<p>KS1 Writing outcomes 2025/26 show that more than 57% of disadvantaged pupils met the expected standard.</p> <p>KS2 Writing outcomes 2025/26 show that more than 58 % of disadvantaged pupils met the expected standard.</p> <p>In school tracking data and end of Key Stage (GLD, KS1 and KS2) assessments will show an increase in the number of children working at age related expectations year on year and an increase in the</p>

	number of disadvantaged pupils achieving the higher standard at the end of KS2.
3. Improve cultural and childhood experience for all pupils across school.	<p>Cultural capital experiences (visits and visitors included) are planned and embedded in our curriculum.</p> <p>A wide range of free (or very low cost) extra-curricular activities are available to all pupils.</p>
4. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	<p>Increased levels of wellbeing / mental health from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • Observations of children's engagement in learning • Qualitative data from pupil voice, pupil and parent questionnaires and teacher observations • Access to EP, Counsellor, Family Worker, School Home Support worker, Primary Mental Health Worker, targeted or specialist pastoral provision
5. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained attendance demonstrated by:</p> <ul style="list-style-type: none"> • The overall unauthorised absence for all pupils being no more than 2% • The overall unauthorised absence for disadvantaged pupils being no more than 3% • The percentage of disadvantaged pupils who are persistently absent is below the National Average

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: £103,817

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Communication and Language</p> <p>WellComm intervention used to improve communication / language / vocabulary in EYFS / KS1/KS2</p>	<p>EEF EY Toolkit Evidence: Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills.</p> <p>On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year (EEF).</p> <p>The EEF toolkit states that Oral Language impact development (Average impact +5 months), and phonics approaches have a moderate impact (+4 months) for a very low cost.</p>	1
<p>Whole School participation in Voice 21 Oracy Project</p> <p>SALT</p>	<p>Voice 21 Insights and impact report found Oracy boosts attainment in reading. These preliminary findings are consistent with an EEF meta-analysis which found oral language interventions had a positive impact on attainment, particularly in reading. Oracy education increases students confidence and oracy improves outcomes across the curriculum</p>	1
<p>Quality Teaching for all</p> <p>CPL for teachers weekly – recruitment and retention</p> <p>TLR posts for phase leaders</p> <p>CPL for LSAs using EEF “Making best use</p>	<p>CPL for phase leaders/ teachers and TAs in the Teacher Toolkit / ‘Making best use of Teaching Assistants’ EEF guidance report to maximise impact of TAs.</p> <p>EEF Toolkit and evidence of best practice - Reading Comprehension Strategies (Average impact +6</p>	2

<p>of teaching Assistants”</p> <p>2 non class based teachers to provide capacity for CPD release.</p> <p>Specialist school support</p> <p>Best Practice Networks</p> <p>National Qualification for SEND</p> <p>National Professional Qualification in Leading Teaching NPQLT.</p>	<p>months), Small Group Work (Average impact +4 months), Feedback (high impact for very low cost +8 months)</p> <p>EEF Effective Professional Guidance Report: Ensuring that teachers are provided with high quality PD is therefore crucial in improving pupil outcomes.</p> <p>National Professional Qualifications (NPQs) are a suite of training programmes accessible to teachers looking to further their expertise in school leadership or specialist areas of practice. NPQ programmes are built on the contents of frameworks underpinned by a body of trusted sources of research.</p>	<p>2</p> <p>2</p>
<p>Pupil Progress meetings ½ termly to track and monitor progress</p> <p>New Assessment Teacher monitoring/assessment tool</p> <p>Subject Leader release time and CPL Release time for Early reading leader</p> <p>Marking/Feedback - Phase Leader Release time to monitor quality teaching and learning.</p>	<p>EEF Toolkit : Mastery learning creates high impact for low cost (+8months)</p> <p>EEF toolkit : Collaborative learning approaches deliver high impact for low cost (+5 months)</p> <p>EEF Toolkit : Feedback delivers very high impact for low cost (+6) months</p>	<p>1 & 2</p> <p>1 & 2</p> <p>1 & 2</p>

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

Budgeted cost: £51,909

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI Interventions - Phonics lead in school (Trained by English Hub) to model phonics sessions, support new to school teachers to enable consistency and monitor teaching and assessment of phonics across EYFS and KS1	The EEF toolkit states that phonics approaches has a moderate impact (+4 months) for a very low cost.	1
Language Interventions	EEF toolkit : Small Group Work (Average impact +4 months), Feed-back (high impact for very low cost +8 months)	1 & 2
Precision Teach		
Active Spelling		
Welcomm		
HLTA Y6 to deliver same day and targeted interventions		1 & 2
Additional Teacher Y6 to provide small group teaching opportunities and same day or targeted interventions		4
SENCO non class based		
Acorn Educational Psychology Sessions		
Fresh Start Counselling		
SALT		4
Hub and Haven Provision for pupils		

with EHCP or at risk of Perm Ex.		
----------------------------------	--	--

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

Budgeted cost: £51,909

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring – policy, home visits, absence reporting. HT to work alongside PWO to identify pupils at risk of PA/low attendance and provide support through external agencies/home-school support	Extensive research demonstrates improved attendance equals improved outcomes for children. Working Together to Improve School Attendance.	5
Hub and Haven Provision including Pastoral Team and SEMH additional provision	EEF Toolkit states behaviour Interventions provide moderate impact for low cost (+4 months)	4 & 5
Learning Mentor Family Worker DSL School Home Support Mental Health First Aiders Family Drop in sessions to access Food bank/preloved uniform provided by Family Worker	EEF toolkit identifies that in addition to behaviour interventions, the following all have a positive impact. Social and emotional learning (+ 4 months) Metacognition and Self regulation strategies (+ 7 months)	4 & 5
Parental Engagement Sessions (Family Learning)	EEF Toolkit: Parental Engagement delivers moderate impact for low cost (+4 months)	4 & 5

<p>Supporting Parents and Carers – Curriculum newsletters, how to help at home, Home Learning projects Together Time Information session for parents (SATs, reading, phonics) Transition meetings Parents evenings APDR meetings</p> <p>Curriculum focus on growth mind set, resilience and mental health of pupils. Provide a wide-range of visitors/activities to enhance the curriculum that are new/out of reach experiences for many of our PP children</p> <p>Extra curricular Activities which are free or low cost</p>		<p>1, 2, 3, 4, 5</p> <p>3 & 4</p> <p>3</p>
--	--	--

Total budgeted cost: £ 207,635

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We analysed the outcomes of our disadvantaged pupils during the 24-25 academic year using EYFS, KS1 and KS2 performance data and phonics screening check results. Pupil Premium funding was spent in line with EEF recommendations – Whole class approaches, targeted academic support and non-academic barriers.

The performance of our disadvantaged pupils was compared to non-disadvantaged pupils. The data from end of key stage tests and assessments shows that the progress and attainment of disadvantaged pupils had increased from previous years. We identified that some of the approaches across school, for disadvantaged pupils were effective.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils remains in some areas.

	Moor Park All Pupils % EXS and above	Moor Park Disadvantaged % EXS and above	National All Pupils % EXs and above
GLD	50%	36%	69%
Phonics Y1	81%	86%	80%
KS1 Reading	63%	N/A	N/A
KS1 Writing	34%	N/A	N/A
KS1 Maths	51%	N/A	N/A
KS2 Reading	66%	62%	75%
KS2 Writing	59%	48%	72%
KS2 Maths	61%	43%	74%

Outcomes for disadvantaged and FSM eligible pupils have significantly improved since 2024.

There is a correlation between multiple disadvantages – many of our disadvantaged and FSM eligible pupils who did not achieve EXS are also SEN.

32% of this cohort were SEN

6 children had EHCPs

2024/2025		No. of pupils	2024 % No of pupils achieving EXS	2025 % No of pupils achieving EXS	2023/2024 difference
Disadvantaged pupils	Reading EXS	13/21	42%	62%	+ 20%
	Writing EXS	10/21	8%	48%	+ 40%
	Maths EXS	9/21	46%	43%	- 3%
	Combined EXS	8/21	8%	38%	+ 30%
FSM eligible pupils	Reading EXS	13/20	46%	65%	+ 19%
	Writing EXS	10/20	8%	50%	+42%
	Maths EXS	9/20	42%	45%	+ 3%
	Combined EXS	8/20	8%	40%	+32%

These results suggest that some of the approaches we used to boost outcomes for disadvantaged pupils were effective. This has been addressed in the activity planned for this academic year.

Unauthorised absence and persistent absence for our disadvantaged pupils was more than the National average and negatively impacted on the performance of some disadvantaged pupils.

Our observations demonstrated that pupil behaviour improved last year, however challenges with behaviour, complex SEND, SEMH and mental health and well being remain significant for all our children. The impact on disadvantaged pupils has also been significant. 35.6% of our disadvantaged pupils also have SEN.

Our allocated funding for 2024-25 has supported professional CPL to ensure high quality teaching in all classrooms, targeted academic support and interventions with teaching assistants and development of the pastoral team (mentor, family support worker, School Home Support worker) to support disadvantaged pupils with difficulties in attendance, behaviour and emotional well being. In line with EEF's recommended approach, school has prioritised high quality teaching for all pupils including disadvantaged pupils. There were strong gains in the % of disadvantaged children's attainment at the end of KS2 and in phonics. In 2023/2024, 71% of PP pupils passed the PSC, rising significantly to 89% in 2024/2025