

Pupil Premium Strategy Statement



THANKFULNESS COMPASSION PERSEVERANCE RESPONSIBILITY
Moorfield Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	366
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023/24 – 2025/26
Date this statement was published	16 th October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Paul Anderson Headteacher
Pupil premium lead	
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 41,620
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
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>	£41,620

Part A: Pupil premium strategy plan

Statement of intent

The school's ultimate objective is to close the attainment gap for disadvantaged pupils, ensuring they have the academic skills, resilience, and confidence to succeed. The goal is for these pupils to achieve at least in line with their peers, while also fostering their wider development and raising their aspirations.

The current strategy focuses on Quality First teaching with a curriculum that is ambitious and responsive to individual needs. This is supported by targeted academic support, such as small group and evidence-informed interventions as well as addressing non-academic barriers to learning through pastoral care, subsidising activities, and supporting families.

Our Pupil Premium strategy has the pupil at the centre of our decision-making using research to guide and support our decisions. It is embedded in our school for long-term impact and is built upon a belief of high expectations for all, regardless of their background.

Challenges

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

Challenge number	Detail of challenge
1	A number of our pupils face specific challenges with foundational literacy skills. Through ongoing assessment and observations, it has become clear that many have greater difficulties with phonics and oral language.
2	A number of our pupils face specific challenges with basic reading and language skills. This negatively impacts their development as readers, creating a significant barrier to accessing the wider curriculum and making academic progress.
3	A number of our pupils face challenges related to specific learning behaviours. They often demonstrate low perseverance for overcoming problems, as well as limited aspiration and concentration to fulfil their potential. Many struggle with the interpersonal and collaborative skills necessary for building positive relationships.
4	Some of our pupils face barriers to learning that stem from financial constraints. They often lack access to enriching activities and wider opportunities outside of the school day, which can hinder the development of their cultural capital and interests. Some families face difficulties in securing essential school resources such as a school uniform
5	A number of our disadvantaged pupils face a significant barrier to learning due to attendance below 95%. This negatively impacts their ability to access the full curriculum and build a strong sense of belonging within the school community

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
To ensure all pupils develop strong foundational literacy skills, particularly in phonics and oral language, enabling them to become confident and fluent readers.	<p>An increase in the percentage of disadvantaged pupils achieving the expected standard in the Phonics Screening Check.</p> <p>School data shows a significant improvement in reading ages and fluency scores.</p> <p>Observations confirm that pupils are able to apply their phonics knowledge to decode unfamiliar words.</p>
To close the gap in basic reading and language skills, ensuring all pupils can fully access the wider curriculum and make sustained academic progress.	<p>An increase in the percentage of disadvantaged pupils who meet or exceed age-related expectations in reading.</p> <p>Reading comprehension assessments show that pupils can understand and respond to a range of texts.</p> <p>Pupils are able to use a wider vocabulary and more complex sentence structures in their own writing and speech</p>
To foster positive learning behaviours by developing pupils' perseverance, aspiration, focus, and interpersonal skills, enabling them to overcome challenges and build positive relationships.	<p>Behaviour logs and classroom observations shows an increase in positive behaviours and engagement/improvement in academic work</p> <p>Staff feedback confirm an improvement in pupils' social skills and their ability to work collaboratively.</p> <p>Pre and post SDQs for social and emotional interventions identify positive impact</p>
To remove financial barriers and ensure all pupils have equal access to enriching activities, wider opportunities, and essential resources like school uniform.	<p>100% participation of disadvantaged pupils in school trips and residentials and a significant increase in their involvement in after-school clubs.</p> <p>An increase in the number of families successfully accessing school uniform and other essential items through our second-hand uniform shop</p>
To improve attendance and punctuality for our disadvantaged pupils, ensuring they can consistently access the full curriculum and feel a strong sense of belonging within the school community.	<p>The average attendance rate for disadvantaged pupils increases to above 95%.</p> <p>A significant reduction in the number of persistently absent pupils.</p> <p>Feedback from pupils and families indicates that they feel more connected to the school and are better supported in ensuring regular attendance.</p>

Activity in this academic year – 2025/26

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £6381

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics, Reading, and Language Skills</p> <p>Literacy-Focused Training Provide comprehensive training to those delivering our ELS phonics and spelling programme as well as speech link and language link. This includes sessions on teaching oral language skills and explicitly teaching new vocabulary across the curriculum, helping to close the word gap.</p> <p>Adaptive Teaching through Reading Pathways Train staff on how to use our reading pathways programme to adapt their teaching in real time. This ensures that interventions and scaffolding are provided precisely when and where they are needed, based on live pupil assessment and observation.</p>	<p>The Education Endowment Foundation (EEF) Teaching and Learning Toolkit confirms that both high-quality phonics instruction and reading comprehension strategies are highly effective tools for improving literacy outcomes, particularly for disadvantaged pupils. Our approach is underpinned by this strong evidence base and previous impact of these interventions.</p> <p>The (EEF) defines adaptive teaching as a responsive, in-the-moment approach that enables all pupils to succeed. It's an effective alternative to traditional differentiation, using ongoing assessment to provide targeted support while maintaining high expectations for the entire class</p>	1,2
<p>Learning Behaviours and Attendance</p> <p>Resilience and Social Skills Provide professional development on fostering a growth mindset, teaching pupils to persevere through difficulties and build their emotional resilience. This is combined with training on how to teach interpersonal and collaborative skills through effective classroom strategies.</p> <p>Attendance and Partnership Building Train staff on the importance of strong attendance for pupil progress. This includes developing skills for proactive and positive communication with families to build strong, supportive partnerships that prioritise a pupil's presence at school.</p>	<p>Research from the EEF and educational psychology demonstrates a clear link between a pupil's social-emotional wellbeing, perseverance, and academic attainment.</p> <p>Our CPD equips staff to address both the academic and non-academic barriers to learning.</p> <p>Our team approach indicates an increase in confidence when dealing with challenging pupil behaviours. We have also seen a reduction in the number of recorded behaviour incidents, suggesting that our whole-school approach is having a positive impact.</p>	3,5
<p>Financial and Cultural Barriers</p> <p>Cultural Capital Provide training on the importance of cultural capital and how to embed rich, diverse, and engaging content into curriculum planning. This includes the development of a Character and Experience Charter to ensure all pupils have access to key experiences that enrich their learning. Staff are trained to actively promote and utilise our second-hand uniform shop as a way of supporting families and removing a potential barrier to learning.</p>	<p>Educational theory supports the idea that a broad and ambitious curriculum and access to enriching experiences can help to compensate for a lack of experiences outside of school. By training staff to be conscious of this, we ensure that every pupil has access to a rich learning environment that builds their interests and knowledge base</p>	4

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

Budgeted cost: £2706

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics, Reading, and Language Skills</p> <p>Structured Interventions Pupils identified with specific gaps in phonics or oral language are placed in small, time-limited intervention groups.</p>	<p>The (EEF) confirms that small-group interventions, when structured and delivered with fidelity, can have a significant positive impact on pupil attainment. This is particularly true for pupils who require additional support to master foundational skills.</p> <p>Our in-school assessments of previous cohorts who have received this support show success for disadvantaged pupils in Year 1 Phonics check and KS2 reading SATs</p>	1,2
<p>Subscriptions</p> <p>We have subscriptions to Language Link and Speech Link to accurately assess pupil needs and inform these interventions.</p> <p>We also use a subscription to Lexia alongside our Reading Pathways programme to provide a personalised and adaptive learning experience for pupils.</p>	<p>Educational technology, when used as a supplementary tool for personalised learning, can be highly effective. The use of these platforms provides a consistent, progressive, and data-driven approach to targeting specific gaps in a pupil's knowledge.</p> <p>School Evidence: Data from these platforms over the past year has enabled us to track the individual progress of pupils. For example, our data from Lexia shows that pupils who engage with the programme for at least 30 minutes a week demonstrate a marked improvement in their comprehension/reading fluency?</p>	
<p>One-to-One and Small Group Tuition</p> <p>For pupils who are significantly behind, intensive one-to-one or small group tutoring is provided.</p>	<p>The EEF's Teaching and Learning Toolkit ranks one-to-one and small-group tuition as one of the most effective strategies for improving academic outcomes</p> <p>Teaching staff highlights the positive impact of this support on pupils' confidence and attitude towards reading. Our classroom observations confirm that pupils who receive this type of tuition are more willing to participate in reading activities and attempt more challenging texts</p>	

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

Budgeted cost: £32,209

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning Behaviours</p> <p>Social Skills and Emotional Resilience Groups A dedicated TA member runs small, targeted groups and 1-1 focused on developing pupils' emotional literacy, perseverance, and interpersonal skills.</p> <p>Play Therapy We have a qualified play therapist who works with individual pupils to help them process their emotions and build resilience.</p>	<p>The Education Endowment Foundation (EEF) confirms that social and emotional learning interventions can significantly improve pupils' academic outcomes and mental well-being. Furthermore, research on mentoring highlights its effectiveness in providing a consistent, supportive relationship that is particularly beneficial for pupils who lack aspiration or a strong role model.</p> <p>Our behaviour logs show a reduction in low-level disruption in classrooms for pupils who have taken part in these groups.</p>	3
<p>Financial, Cultural, and Attendance Barriers</p> <p>Attendance and Partnership Building Our attendance team works proactively with families to address the root causes of poor attendance. This includes providing practical support and open communication to help remove barriers and improve attendance</p> <p>Financial Support for Enrichment The school provides a discretionary fund to subsidise or fully cover the costs of enriching trips, after-school clubs. Families have access to second hand school uniform and essential items like a school uniform. This ensures that every pupil has equal access to the opportunities that help to build their cultural capital.</p>	<p>Multiple studies from the Department for Education confirm the strong link between consistent attendance and a pupil's academic progress.</p> <p>Our attendance approach focuses on partnership rather than sanctions.</p> <p>The direct provision of financial support is a well-established method for addressing the cultural capital gap, a concept supported by educational theory and research on socio-economic disadvantage.</p> <p>Families accessing and using our second-hand uniform shop demonstrates the successful uptake of this initiative.</p>	4,5

Total budgeted cost: £41,296

Part B: Review of the previous academic year 2024/25

Outcomes for disadvantaged pupils

Priority Action	Impact – Disadvantaged pupils
Basic literacy skill support (including spoken language) using Lexia, Language Link and Speech Link Programmes	<p>KS2 – Reading – 8 pupils 84% achieved EXS v National Non Disadvantaged (NNDA) 80% 2 pupils 25% GD v NNDA 41% YR1 Phonics - 2 pupils working at – 100% v NNDA 84% YR2 Phonics – 1 pupil working at</p> <p>Internal Data (progress) summer 23/24 - summer 24/25 Reading Ex and Above 69% Writing Ex and Above 81% Maths Ex and Above 63%</p>
Targeted social and emotional interventions including pastoral support/care for families – Pastoral TA 4 days per week ELSA 2 days per week Play Therapy Teacher 2 day a week	<p>The social and emotional programmes in school, along with a teaching assistant across each class continues to support pupils with a social and emotional need across the school.</p> <p>Internal data - R summer 2 2024 – 32% on track or higher v summer 2 2025 – 36% on track or higher W summer 2 2024 – 32% on track or higher v summer 2 2025 – 36% on track or higher M summer 2 2024 – 36% on track or higher v summer 2 2025 – 36% on track or higher</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme
Lexia
Language Link
Speech Link
SNIP Spelling
Reading Pathways
White Rose Mathematics