# Pupil premium strategy statement – Moorside Primary Academy

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 | 363 |
| Proportion (%) of pupil premium eligible pupils | 34.2% |
| 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)** | 2026/27 (third year of 3-year plan)<br><br>Updated data: 2026/27 |
| Date this statement was published | December 2026 |
| Date on which it will be reviewed | December 2027 |
| Statement authorised by | Sam Ismail (Principal) |
| Pupil premium lead | Laura Kinder (Assistant Principal) |
| Governor / Trustee lead | Alison Semley |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £192,000.00 |
| Recovery premium funding allocation this academic year<br>*Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.* | £0 |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £0 |
| **Total budget for this academic year**<br>*If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £192,000.00 |

# Part A: Pupil premium strategy plan

## Statement of intent

In keeping with how we approach all areas of school funding, teaching practice and development, we feel that the best chance we have of improving pupils' outcomes and bettering life chances through Pupil Premium funding is to look at the research and evidence informed approaches as well as considering our own school context. Looking at the research by the EEF and knowing our school context, common barriers to learning for disadvantaged pupils can include the following:

- Reduced home support
- Lack of confidence and resilience
- Weak language and communications skills
- Behaviour difficulties
- Attendance issues
- Punctuality
- Attitude to learning
- Aspirations and ambitions

Whilst this list is by no means exhaustive, it does capture some of the complexities around some of our most disadvantaged pupils. These alongside some complex family situations can seriously inhibit pupils from achieving their full potential and affect future life chances. We fully acknowledge that no family or child is the same and we always do our utmost to ensure that even those pupils who are thriving are still given high quality support and offered provision that will improve their cultural capital.

Detailed staff discussions with and across cohorts take place regularly. These include data analysis discussion, where gaps in prior knowledge are highlighted. We ensure that pupils are identified and tracked and that all staff are aware of the strengths and weakness within and across cohorts.

Our guiding principles:

- Teaching and learning meets the needs of all our pupils through support, challenge and high expectations for all.

- Appropriate provision is put in place for our vulnerable groups, including those who are socially disadvantaged.
- A commitment to ensuring that pupils feel safe and happy, as this provides them with the very best foundations to be successful learners and respectful citizens of the future.
- Provide a wealth of enrichment and cultural capital opportunities, including opportunities to participate in sports, clubs and events, where pupils can excel and engage with a wide range of opportunities beyond the curriculum.
- High hopes and aspirations for our pupils, helping them to better themselves regardless of their starting points or backgrounds, encouraging them to aim high and become the best possible versions of themselves.
- The school provides pastoral support for those pupils who need it to ensure their emotional well-being.
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or group of pupils which the school has legitimately identified as socially disadvantaged.
- We understand that if you provide high-quality teaching that is effective for disadvantaged learners then you are providing effective teaching for all.

Objectives:

- Narrow the attainment and progress gap between the achievement of disadvantaged and non-disadvantaged pupils nationally and within internal school data.
- For disadvantaged pupils in school to exceed nationally expected rates of progress and reach age-related expectations at the end of KS2, giving them the best possible start in life as they approach high school, GCSEs and beyond.
- To develop and enhance pupils' character by providing them with a breadth of experiences and equipping them with the knowledge and cultural capital they need to succeed in life.

Achieving these objectives:

- Carefully matching teaching staff to the needs of the cohort to ensure learning is focused on overcoming barriers and gaps in learning.
- Regular Pupil progress meetings with a special focus on narrowing the gap for disadvantaged pupils and devising actions aimed at accelerating progress and

supporting learning. In depth timetables for interventions put in place for individuals and groups of pupils.

- In depth CPD for all teaching staff including teaching assistants which is whole school approach based. CPD is deeply rooted in evidence-informed approaches to supporting pupils who are most disadvantaged.
- Continue to embed retrieval practice to improve the quality of teaching and learning across school so that pupils strengthen their long-term memory, improve automaticity and make age related expectations.
- Careful transition arrangements both internally and externally through EYFS, Key Stage 1, Key Stage 2 and Key Stage 3.
- Additional teaching and learning opportunities provided through Trust support and external agencies, as well as external consultants, as and when required.
- As required, pay for or subsidise educational visits, enrichment and residentials helping pupils to experience new environments whilst consolidating learning and broadening their horizons and knowledge of the world
- SEND Collaborative support bought in from our Trust to support pupils with the most complex social and emotional needs.
- As required, Breakfast Club will be offered for free to support families who need to access it.
- Providing pupils with an opportunity to learn to play a brass instrument (including facilitation of extra tuition/club) and sing in a choir across Manchester.
- Pupils in Key Stage 2 to have modern foreign language tuition from a local high school specialist.
- A range of clubs offered to pupils after school including competitive sports. A range of competitions will be entered as part of the school's membership in the SSP (including one for pupils with SEND).
- Milk will be offered to all pupils in EYFS and beyond for all free school meal pupils and any additional pupils who are identified.
- Funding of specialist and whole school learning software to support learners.
- Mental health practitioner to support pupils and parents.
- Mission critical interventions to improve outcomes

- NFER question level analysis data tool to improve data comes for all pupils.
- Animal therapy to support wellbeing and emotions.
- Apps to support SEND needs such as Nessy, Clicker 10 and teach your monster to read.
- Sports coaches to deliver PE and dinner time activities.
- This list is not exhaustive and will evolve in response to the needs of our socially disadvantaged pupils.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | Attainment in reading, writing and maths on entry to all key stages (EYFS, KS1 and KS2) for disadvantaged pupils is lower than their peers. |
| 2 | Disadvantaged pupils in the academy have lower attendance rates than their peers. |
| 3 | Some disadvantaged pupils do not read often at home, which impacts their access to the wider curriculum in school and beyond. |
| 4 | Our disadvantaged pupils typically have poorer speech, language and communication skills than their peers and often have limited vocabulary on entry to school |
| 5 | Many of our disadvantaged pupils have complex family situations. They have often had involvement in social care, and many disadvantaged pupils require pastoral support in school. |

## 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 |
|---|---|
| Increase the percentage of disadvantaged pupils reaching age-related expectations in reading, writing and maths at the end of Key Stages 1 and 2. | Accelerate progress and attainment in reading and maths so that disadvantaged pupils are achieving at least in line with national.<br><br>Reading, writing and maths combined data at the end of KS2 will show there is no difference when compared to peers. |

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|---|---|
| Progress and attainment from entry to leaving EYFS is good and a least in line with their peers and national.<br><br>Ensure all pupils, whether pupil premium or SEN or both, make at least expected progress over the year | GLD for disadvantage pupils will be in line with national data or better.<br><br>In all year groups, data will show that progress for pupil premium pupils is at least the same as their peers, and in many cases accelerated.<br><br>Where there is a gap, this is diminishing<br><br>The quality of teaching in all cohorts is at least good in all lessons at all times, and often outstanding.<br><br>The quality of teaching and learning in every classroom is enhanced by the deployment of highly effective teaching assistants.<br>Interventions are targeted, timely and highly effective and are closely monitored to ensure maximum impact on pupil progress and achievement. |
| Improve the attendance of disadvantaged pupils. | Attendance for disadvantaged pupils to be in line with others in school and nationally.<br><br>Reduction in the percentage of Persistent Absentees across school |
| Improve parental engagement. | Improved communication between home and school. Parents are supported and understand how to support pupils at home. |
| Develop the speech, language and communication skills of disadvantaged pupils. | Targeted and bespoke interventions ensure that pupil's barriers to learning due to speech, language and communication needs are rapidly identified and reduced which will positively impact up their attainment and progress. |
| Ensure all pupils have the emotional resilience and readiness to learn that ensures academic achievement. | The Designated Safeguarding Lead, Pastoral Lead, SEND Lead, and Attendance Officer will work closely with families in need to ensure they are supported or directed to appropriate support.<br><br>Welfare, emotional and safeguarding barriers are minimised, enabling disadvantaged pupils to achieve in line with their peers.<br><br>Attitudes to learning for all pupils is positive and learning behaviours are exemplary.<br><br>Families are supported to reduce barriers to achievement. |

## 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: £119,175

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| CPD programme of support<br>£10,000 (including cover and travel expenses)<br><br>HLTAs to allow subject leaders release time (£18,000) | A high-quality offer of CPD both internally and externally through our Trust and other providers is essential to follow EEF principles, which recognise that quality first teaching has the greatest impact on disadvantaged pupils' outcomes.<br>School works closely with the Maths Hub and is involved in several projects which require substantial release time.<br>All subject leads are given regular out of class time to develop their subjects.<br>Maths and English subject leads are given time out of class fortnightly.<br>SEMH and SEND support strategies in place as high coincidence with SEND pupils and pupil premium. | 1, 3, 4 |
| SLT Speech and Language – Talk Boost programme – resources, implementation and training (£16,000)<br><br>Additional adult in Nursery/Reception to free up teacher and L3 TA to deliver bespoke and timely interventions including Talk Boost. (£8,500)<br><br>Additional EY CPD Release time and additional resources. (£5,000) | On entry to Nursery and Reception, most pupils have low language and communication skills –<br><br>Interventions in EYFS focus heavily on developing early language skills.<br><br>The SEND lead has completed the NCFE Cache Level 3 Award in Supporting Pupils and Young People's Speech, Language and Communication and has the NASENCO award.<br><br>Research based programme of intervention for EY and KS1 for language and communication lead by skilled speech and language specialists (SLT-Talk Boost). Bespoke in school training for Nursery, Reception and Key Stage 1 staff. Additional support to assess effectiveness across the year.<br><br>RWI training ensures consistency in approach of all staff. Release time for Phonics Lead to identify areas of strength and weakness. | 1, 4 |

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|---|---|---|
| On going Read Write Inc training and resources (£3000) | EY and Key stage 1 continue to work with the Maths Hub on mastering Number Project to support a consistent approach to the teaching of early mathematics. | |
| Specialist provision/CPD<br>Lower KS2 HLTA/Music Specialist<br>(£4,000)<br><br>Upper KS2 HLTA/ PE Specialist. (£8,000)<br>Sports Coaches for lunchtimes and subject leadership release time to support the effective implementation of the wider curriculum subjects.<br><br>Funded Clubs<br>(£3,000)<br><br>MFL teacher and additional resources<br>(£6,000) | The EEF highlights arts participation as having a positive impact (+3 months) on other areas of the curriculum, particularly English and maths. It is also a low-cost approach (especially as we have a specialist Music HLTA) which allows us to provide pupils with the opportunity to learn an instrument which they may not otherwise be able to access. Improve the quality of teaching and learning in the wider curriculum areas through specialist teaching and learning for pupils and CPD for teaching staff.<br>Pupils in year 4 to learn to play a brass instrument (class set and maintenance £3000) as well as an after-school club.<br><br>A range of after school sports clubs to be offered to support the well-being and development of pupils including fully funded STEM Science Club (£1,000) for selected disadvantaged pupils.<br><br>MFL to be taught by an external specialist in Y4, Y5 and Y6 and online resource bought for the teaching of MFL in Lower Key Stage 2. | 1, 3, |
| 2 SENCO/Assistant head out of class 4 days to deliver CPD to TA's and support with interventions.<br><br>(£36,000) | SENCO will lead on training, support and manage outside agency training and ensure intervention timetable is carefully managed.<br>Support for ECT/induction of new teaching staff to ensure continuity and strength of teaching.<br>Coaching and support for subject leads.<br>Develop, lead and evaluate a CPD program for teaching assistants. | 1, 3, 5 |

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| Free residential trip to Whitby for children in one year group<br><br>(£2,495) | Children will be given the opportunity to go to Whitby on a 2 night residential to support wellbeing, resilience and give them new opportunities.<br><br>Coach to Whitby funded by school | 5 |
| Speech and language therapist employed.<br><br>(£9,180) | Thrive community therapy employed for 21 days across the academic year to support speech, language and communication skills. | 4 |

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

Budgeted cost: £59,654

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Teaching Assistant intervention | The EEF highlights Teaching Assistant interventions as having a positive impact on pupil attainment (+4 months).<br><br>A responsive programme of interventions as directed by SENCO and teachers led by teaching assistants and HLTAs is in place. The timing of the interventions are such that minimal time in class lost. Through specific 'gaps analysis' during transition and pupil Progress Meetings, these interventions evolve and will be evaluated for impact across the year.<br>RWI interventions for pupils beyond KS1 and daily reading for pupils who are not regularly reading at home.<br><br>Mission-critical interventions are run to close gaps and target children who require extra support. | 1, 3, 4 |
| Pastoral Lead time to support Safeguarding lead to support families/pupils as identified as being in need.<br>(£25,584) | Increases in social care involvement with families means that it is even more important than ever to identify and support vulnerable pupils.<br><br>Pastoral Lead to support families with Early Help and signposting. | 5 |
| Maths provision (TTRS) in local high school. | 6 pupils attend maths sessions and competitions at Droylsden Academy as part of our | 1 |

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|---|---|---|
| Transport (£1,000) | school partnership. Transport is funded by school to collect the pupils. | |
| Reading Plus subscription (£10,000) | Data lead initiative with proven results in accelerating progress and outcomes in reading. Prior internal data evidences that it improves pupils's reading attainment. Accessible from home and used to engage parents in supporting with homework. Extended to include Year 3 pupils. | 1,3, 4 |
| Key Stage 2 banded reading books (£5,000) | Pupils's reading progression can be more closely monitored using KS2 banded books. | 1, 3, 4 |
| Time tables Rockstars/Numbots (£300) | Whole school initiative and effective at improving pupils's engagement and fluency in times tables. Can be accessed at home and set as homework to further increase parental engagement. | 1 |
| Nessie/IDL/Teach my Monster to Read/Squeebles, RWI online, Numberblocks, Voice 21 subscriptions (£3,500) | To support identified pupils by providing bespoke support. Monitored and evaluated by teachers and TAs.<br>The applications can also be easily accessed by pupils at home. | 1,3,4 |
| Clicker 10 including training for staff (3,270) | New Clicker 10 programme installed, and training given to staff to improve outcomes for children in reading and writing. | 1,3,4 |
| EY/Key Stage 1<br><br>Resources to meet the demands of the current level of need and the continued implementation of the new curriculum. (£10,000)<br><br>Love of Reading initiative (£1,000)<br><br>Additional staff member | Pupils's baseline upon entry are indicating that their starting points are low. National. EY audit and resourcing were undertaken to ensure that the demands of the new curriculum could be met.<br><br>Love of reading and increased parental engagement from the earliest opportunity initiative has been rolled out in EY and will be extended into KS1 this year.<br><br>Extended Nursery provision – now offering 30 hours. | 1, 3, 4, |

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

Budgeted cost: £45,850

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Release of Attendance Lead. Attendance rewards initiative.(£4,500)<br><br>Free Breakfast Club places and free milk for all disadvantaged pupils<br>(£5,000) | High coincidence with poor attendance and free school meals pupils.<br><br>There was a high need for food in our community which was/is reflected in the increased number of food bank referrals which came in to school from our families. | 2, 5 |
| Trust SEND Collaborative<br>(£2,500) | High coincidence with pupils with SEMH needs and free school meals.<br><br>The high coincidence of SEN and PP. | 1, 3, 4, 5 |
| Increase parental engagement<br>(£3,000) | Engagement with parents increase especially with EY will have a positive impact in pupils' outcomes.<br>Parents of pupils with SEND will be invited to coffee mornings in school with the SEND Lead and the Educational Psychologist in attendance to offer guidance and support.<br>Moorside Mingles, attendance breakfasts, workshops and other events throughout the year will be hosted in school to engage parents. Parent Voice Group has been set up. | 2, 3, 5 |
| Enrichment and character building<br>(£10,000)<br><br>Maths provision in local high school. Transport (£1,000)<br><br>Local performances<br><br>105 Moorside Memories links<br><br>(£3500) | Enrichment and character building of pupils to raise aspiration and increase cultural capital will include workshops with professionals ie; in performance.<br>Engagement in competitions in sports.<br>Educational and cultural visits.<br>Pupils attend deeper maths lessons at Droylsden Academy as part of our school partnership. Transport is funded by school to collect the pupils.<br>Close partnership with local high school provided opportunities for more able pupils to engage in maths workshops weekly and half termly, Masterchef style competitions, Careers Day, etc (transport will be required).<br>We also buy in workshops for<br>‘Stand up to Racism’ and<br>Mini Medics First Aid. | 1, 4, 5 |

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| | . | |
| Thrive Approach – Pastoral Lead and Level 3 TA to be trained as lead practitioners (£3,410)<br><br>Animal Therapy (£12,940) | Thrive offers a trauma-informed, whole school approach to improving the mental health and wellbeing of pupils and young people. Includes use of DfE-accredited training and a profiling and action planning tool, Thrive-Online (TOL). Thrive's training courses and TOL help to better understand the needs of your pupils, provide targeted support, and measure (then report on) your impact.<br><br>The animal assists an individual to engage in therapeutic activities that have specific goals in mind; it could be physiotherapy or psychotherapy. | 1, 5 |

## Total budgeted cost: 224, 679

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

Whole school outcomes 2026

The aim at Moorside is for all pupils, regardless of their backgrounds or starting points, to attain well and thrive in school. We are aware that many of our non-pupil premium pupils still need extra support, and we strive to ensure that provision improves each year and that the gap continues to close.

Our end of Key Stage statutory assessments 2026 indicate the performance of disadvantaged pupils remains higher than their counterparts nationally in Reading, Writing and Maths by 8%. Our overall performance data also improved significantly as we had an increase from 57% to 66% combined. In reading, our disadvantaged pupils have improved by 15%. In mathematics, our disadvantaged pupils performed above th their peers nationally by 14%.  In EYFS, our disadvantaged pupils are achieving GLD in line with the national picture.

This would suggest we are still seeing the negative impact of the pandemic on overall reading, writing and maths results for our PP pupils, however, the gap is starting to reduce in certain groups taking into account internal data. We will continue to work hard to accelerate progress for all our pupil premium pupils this year, ensuring consistent quality first teaching. Based on our Academy Improvement Plan, we are focussing on oracy and language acquisition in all its forms across the whole curriculum.

We have introduced ‘mission critical interventions’ to help narrow the gap between our children. Many PP children take part in these interventions and we are hoping to see a positive result in the coming years.

Attendance remains a key priority within our Pupil Premium Strategy, with clear evidence that targeted approaches are having a positive impact. In 2025/26, whole-school attendance was 94.9%, above the national figure of 94.7%, with persistent absence at 13.4%, below the national figure of 13.9%. Importantly, the attendance gap between Pupil Premium pupils (93.0%) and non-Pupil Premium pupils (95.9%) continues to narrow year on year, demonstrating sustained improvement.

We recognise that persistent absence remains a particular challenge for some disadvantaged pupils, with 19.8% of Pupil Premium pupils persistently absent compared with 9.3% of non-Pupil Premium pupils. Consequently, reducing this disparity remains a key priority. Through rigorous monitoring, early identification of emerging attendance concerns, targeted work with families and close collaboration with the school’s Attendance Officer, barriers to attendance are identified and addressed at

the earliest opportunity. Where wider family needs are contributing to absence, the school works proactively with Early Help and other external agencies to provide coordinated support.

The continued narrowing of the overall attendance gap indicates that these strategies are having a positive impact. Our next priority is to build on this progress by further reducing persistent absence amongst Pupil Premium pupils, ensuring that disadvantaged pupils are able to attend regularly and benefit fully from the high-quality education, enrichment and wider opportunities available to them.

At Moorside, we recognise that being in school is only part of the picture; pupils must also feel safe, supported and ready to learn. Our assessments and observations continue to identify self-regulation, wellbeing and mental health as significant barriers for some pupils, with disadvantaged pupils particularly vulnerable to these challenges. Our relational and trauma-informed approach therefore places strong pastoral support, positive relationships and early intervention at the heart of our provision. By understanding and addressing the wider barriers children and families face, we aim to ensure that disadvantage does not limit pupils' engagement, achievement or future opportunities.

## Externally provided programmes

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

| Programme | Provider |
|---|---|
| TTRS | Maths Circle |
| Numbots | Maths Circle |
| Reading Plus | Dream Box Learning |
| Read Write Inc | Read Write inc. |
| Squeebles | Key Stage Fun |
| IDL | IDL Group |
| Talk Boost | Speech and Language UK |
| Nessy | Bristol Dyslexia Centre |
| Widget | Widgit Symbols |
| Clicker 10 | Crick Software |
| White Rose Infinity | White Rose Education |
| Working memory<br>Narrative therapy<br>First next last<br>Why<br>Before and after<br>Blank levels<br>Pronouns | Black sheep press |
| QB check | QB Tech |

| | |
|---|---|
| Teach your monster to read | The Usborne Foundation |