

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	382
Proportion (%) of pupil premium eligible pupils	35%
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)	2024/25 (first year of 3-year plan) Updated data: 2025/26
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
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	£224,220.00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
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>	£224,220.00

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. Reading, writing and maths combined data at the end of KS2 will show there is no difference when compared to peers.

Progress and attainment from entry to leaving EYFS is good and a least in line with their peers and national. 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. 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. Where there is a gap, this is diminishing The quality of teaching in all cohorts is at least good in all lessons at all times, and often outstanding. The quality of teaching and learning in every classroom is enhanced by the deployment of highly effective teaching assistants. 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. 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. Welfare, emotional and safeguarding barriers are minimised, enabling disadvantaged pupils to achieve in line with their peers. Attitudes to learning for all pupils is positive and learning behaviours are exemplary. 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: £121,175

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD programme of support £10,000 (including cover and travel expenses) 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. School works closely with the Maths Hub and is involved in several projects which require substantial release time. All subject leads are given regular out of class time to develop their subjects. Maths and English subject leads are given time out of class fortnightly. 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) Additional adult in Nursery/Reception to free up teacher and L3 TA to deliver bespoke and timely interventions including Talk Boost. (£8,500) Additional EY CPD Release time and additional resources. (£5,000)	On entry to Nursery and Reception, most pupils have low language and communication skills – Interventions in EYFS focus heavily on developing early language skills. 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. 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. RWI training ensures consistency in approach of all staff. Release time for Phonics Lead to identify areas of strength and weakness.	1, 4

On going Read Write Inc training and re-sources (£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 Lower KS2 HLTA/Music Specialist (£4,000) Upper KS2 HLTA/ PE Specialist. (£8,000) Sports Coaches for lunchtimes and subject leadership release time to support the effective implementation of the wider curriculum subjects. Funded Clubs (£3,000) MFL teacher and additional resources (£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. Pupils in year 4 to learn to play a brass instrument (class set and maintenance £3000) as well as an after-school club. 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. 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,
SENCO/Assistant head out of class 4 days to deliver CPD to TA's and support with interventions. (£36,000)	SENCO will lead on training, support and manage outside agency training and ensure intervention timetable is carefully managed. Support for ECT/induction of new teaching staff to ensure continuity and strength of teaching. Coaching and support for subject leads. Develop, lead and evaluate a CPD program for teaching assistants.	1, 3, 5

Free residential trip to Whitby for children in one year group (£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. Coach to Whitby funded by school	5
Speech and language therapist employed. (£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). 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. RWI interventions for pupils beyond KS1 and daily reading for pupils who are not regularly reading at home. 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. (£25,584)	Increases in social care involvement with families means that it is even more important than ever to identify and support vulnerable pupils. 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

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 Rock-stars/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. 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 Resources to meet the demands of the current level of need and the continued implementation of the new curriculum. (£10,000) Love of Reading initiative (£1,000) 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. 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. 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)	High coincidence with poor attendance and free school meals pupils.	2, 5
Free Breakfast Club places and free milk for all disadvantaged pupils (£5,000)	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.	
Trust SEND Collaborative (£2,500)	High coincidence with pupils with SEMH needs and free school meals. The high coincidence of SEN and PP.	1, 3, 4, 5
Increase parental engagement (£3,000)	Engagement with parents increase especially with EY will have a positive impact in pupils' outcomes. 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. 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 (£10,000) Maths provision in local high school. Transport (£1,000) Local performances 105 Moorside Memories links (£3500)	Enrichment and character building of pupils to raise aspiration and increase cultural capital will include workshops with professionals ie; in performance. Engagement in competitions in sports. Educational and cultural visits. Pupils attend deeper maths lessons at Droylsden Academy as part of our school partnership. Transport is funded by school to collect the pupils. 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). We also buy in workshops for 'Stand up to Racism' and Mini Medics First Aid.	1, 4, 5

Thrive Approach – Pastoral Lead and Level 3 TA to be trained as lead practitioners (£3,410) 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. 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: 226, 679

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Whole school outcomes 2025

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 2025 indicate the performance of disadvantaged pupils remains lower than their NPP counterparts in Reading, Writing and Maths. However, our overall performance data improved significantly as we had an increase from 45% to 57% combined. In reading, our disadvantaged pupils have improved by 15%. In mathematics, our disadvantaged pupils performed in line with their peers nationally. In RWM combined at KS2, our disadvantaged pupils were 15% behind their NPP counterparts. 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.

Our overall attendance in 2024/25 was 94.5% and was almost identical to National (94.8%). The gap between Pupil Premium attendance (92.7%) and Non-Pupil Premium attendance (96.2%) is closing and had reduced. However, there is still a gap between Pupil Premium Persistent Absentees (23.1%) and Non-Pupil Premium Persistent Absentees (6.9%). Overall Persistent Absentees stand at 15% and we are working closely with families and the Attendance Officer in school to close this gap. We continue to discuss persistent absenteeism with families and external agencies as well as discuss any issues at the early stage of Early Help support. We believe this gap is already closing due to the strategies in place.

Attendance and Punctuality is high on our agenda at Moorside as we know that pupils with the highest attendance throughout their time in school maximise learning

opportunities and are more likely to perform in exams and formal assessments. Attendance is central to any school improvement strategy for disadvantaged pupils because we know pupils experiencing success in the classroom is key to improving their life chances. Our assessments and observations continue to indicate that self-regulation, wellbeing and mental health were significantly impacted due to the pandemic, and we have moved towards a trauma informed relationships policy. The impact was particularly acute for disadvantaged pupils which is why this will remain a clear focus for us moving forward.

At Moorside, we always aim to provide exceptional pastoral support to pupils and families and all our staff are completely committed to enhancing the lives of our pupils and bettering our surrounding community. We all hold our families in very high regard, irrespective of background.

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 Narrative therapy First next last Why Before and after Blank levels Pronouns	Black sheep press
QB check	QB Tech
Teach your monster to read	The Usborne Foundation