Pupil Premium Strategy Statement 2025-2028
Moorside Primary School and Nursery

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 (2025-26) of pupil premium had at Moorside Primary School and Nursery.

School overview

Detail	Data
School name	Moorside Primary School and Nursery
Number of pupils in school	185 school 11 Nursery
Proportion (%) of pupil premium eligible pupils	34% FSM –44 LAC-2 Service-16
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	October 2026
Date on which it will be reviewed	February 2027
Statement authorised by	Claire Rowett *(Headteacher)*
Pupil premium lead	Claire Rowett *(Headteacher)*
Governor / Trustee lead	Matthew Kettlewell *(Governor Lead for Pupil Premium)*

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2026-2027)	£79,340

Part A: Pupil premium strategy plan

Moorside's Rationale and Intent

At Moorside, we use our pupil premium funding to support all children who are vulnerable at different stages in their lives through a range of approaches. Our intention is that all pupils, irrespective of their background or challenges, make good progress from their individual starting points across our curriculum. They will acknowledge their strengths, whilst developing positive learning behaviours to support them now and in the future.

Our pupil premium spending has been allocated based on research and evidence of impact from previous years, to meet the needs of our current children. As a school, we use a 'keep up, not catch up' approach, to ensure that children are accurately assessed from their individual starting points and targeted intervention is provided to meet their needs, both educationally as well as their well-being.

First and foremost, high-quality teaching and learning through an enriching curriculum is at the forefront of our approach to supporting our pupils, with specialist teaching staff to deliver the curriculum and interventions, extra-curricular clubs, trips and visitors. This will have a positive impact on not only disadvantaged pupils, but the wider vulnerable group of learners, by closing the attainment gap.

Our Pupil Premium Strategy is closely linked to our School Development Planning, which is monitored rigorously and reviewed termly, to ensure that the additional funding further enhances and supports personal development, behaviour, attendance and welfare for all our pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust assessment and observations, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point that need or catch-up support is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' well-being and academic outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. This has an impact on their formulation of sentences for writing and is reflected in our writing data.
2	Our termly Boxall assessments indicate required targets to support individual children and specific cohorts where there are a higher % disadvantaged pupils in improving their resilience and self-esteem to develop a positive mindset and behaviour for learning. Nurture UK strategies and resources will support all staff with a shared vision to improve the social and emotional well-being of children (self-regulation). The demographic of our disadvantaged group has altered since May 2022, when the school welcomed a number of pupils from warzones. The nurture approach and provision is supporting their transition and inclusion into school. We also have a number of pupils who are 'double disadvantaged' as are in receipt of pupil premium funding and also on the SEN register. This affects pupil well-being and additional nurture support is required through our provision and our nurturing ethos, following the principals outlined through Nurture UK.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	Internal assessments indicate that Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils in some year groups.
5	Assessments and data analysis evidences that children who do not read regularly at home require further support with keeping up in line with age related expectations in reading. Those who did not pass the phonics screening check first time or 'just' achieved the pass mark are at risk of falling behind if they are not targeted and tracked.
6	Our attendance data over the last 3 years had shown improving trajectory for most pupil groups and the gap was closing, however, this is cohort specific and not a se-cure trend for all disadvantaged and vulnerable pupils.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny of 'Talk 4 Writing' and other oracy approaches to teaching and learning as well as ongoing formative assessment to ensure that writing outcomes are improving.
Improved phonics screening and reading attainment among disadvantaged pupils.	KS2 reading outcomes are sustained so that they are at least in line with or exceeding national data and children are making at least expected progress from their individual starting points. Phonics data is sustained to be at least in line with or exceeding national data.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes by 2027/28 have been sustained and are at least in line with or exceeding national data and children are making at least expected progress from their individual starting points. The school performs in line with national or better for the multiplication check at the end of y4.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 27-28 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • an increase in participation in extra curricular and enrichment activities, particularly among disadvantaged pupils • reduced incidents that lead to internal or external suspension
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2026-27 demonstrated by: • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by at least 7%. • the percentage of all pupils who are persistently absent being below national data.

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: £35,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve oral language skills for PP children, starting with early intervention and identification of children with barriers to learning related to speech, language and communication Staff CPD on oracy and talk for learning strategies across the curriculum Forest school to improve communication and language skills as well as PSED. Talk 4 Writing Training and Implementation (whole school) – Whole school speaking and listening INTENT to be reviewed) NHS Speech and Language CPD – Whole school (Speaking and listening INTENT to be reviewed)	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language According to evidence in the EEF toolkit, **oral** language interventions (**Oracy**) have some similarity to approaches based on Meta-Cognition, which make talk about learning explicit in classrooms, and to Collaborative Learning approaches, which promote pupils' talk and interaction in groups. Overall, studies of adventure learning (**Forest school**) interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. 30 mins per day and 1 hour per week write up and planning – CB CB– 7 hours for assessments	1, 2, 3
Ensure that all pupils 'keep up; not catch up' in line with age related expectations to improve outcomes in KS1 and KS2, particularly in reading, and achieve expected phonics outcomes at the end of Year 1.	**Phonics** approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy	3, 5, 6

(Phonics – Little Wandle Catch up)	On average, reading comprehension approaches (we use **Reading Plus** and **Reading Eggs**) deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. We found both programmes to be successful in supporting children through the 2020 lockdown, particularly Reading Plus, which supported comprehension https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies as the teachers were able to give pupils feedback through the programme.	
White Rose Developing Reasoning project (DfE funded)	https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/EEF_Maths_Evidence_Review.pdf Page 19 Manipulatives and representations and Teaching Strategies	4

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

Budgeted cost: £ *7,145*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nuffield Early Language Intervention (small group) Improve oral language skills for PP children, starting with early intervention and identification of children with barriers to learning related to speech, language and communication – Nuffield Early Language Intervention	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention1 The Nuffield Early Language Intervention (NELI) programme is designed to improve the language skills of reception pupils (aged 4–5) and involves scripted individual and small-group language teaching sessions delivered by trained teaching assistants (TAs). NELI is published by Oxford University Press and was delivered in this trial by the University of Oxford in partnership with Elklan. The 20-week intervention consists of two 15-minute individual sessions and three 30-minute small group sessions each week, which focus on developing children's narrative, vocabulary and listening skills, in addition to their phonological awareness and letter sound knowledge. Staff will deliver the Nuffield Early Language Intervention, having been trained in this approach during the academic year 20-21	1
SHINE (Rising Stars) Maths and Reading Intervention KS2	Addressing gaps in learning to inform targeted teaching in Reading and Maths. This is tailored to support groups and individuals to boost progress and attainment.	2 and 3

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

Budgeted cost: £ 36,615

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding a nurture provision and nurturing classrooms to improve well-being and pupil attendance. Whole school Boxall Assessments to identify pupils who need targeted nurture and well being support	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2, 3,4,6
Children and Families Manager to support hard to reach families to improve attendance, punctuality, behaviour and well-being. Attendance, behaviour and wellbeing measures for vulnerable children will be in line with the National average and the gap is closed between disadvantaged (and vulnerable) and non-disadvantaged groups.	Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes: approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis. Attendance https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Attendance-REA-protocol-21092021.pdf Page 3 – 'Theory of Change' model	2,3,5,6

Total budgeted cost: £73,580

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around Talk for Writing (as mentioned above), which is whole- school CPD to support the development of vocabulary and writing)
- offering a wide range of high-quality extracurricular and enrichment activities to boost wellbeing, behaviour, attendance, and aspiration (Ambition 360). Activities such as lego club, arts participation (crafts), focus on building life skills such as confidence, resilience, and socialising (gym and games/multi-sports) and STEM club. Disadvantaged pupils are tracked and encouraged/supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activities undertaken previous years to ensure that our current pupils and cohorts are being targeted according to challenges identified.

We triangulated evidence from multiple sources of data including assessments, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils and looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils according to the varied challenges that they face at different stages on their educational journey.

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 2025-2026 academic year.

Improved oral language skills and vocabulary among disadvantaged pupils.

2 pupils were identified for the Nuffield Early Language Intervention – chn were also EAL – used whole school strategies such as snack time intervention, interactions and taught vocabulary in provision and text-based learning throughout provision and Forest School to support and both children achieved GLD.

Pupils who did not achieve GLD and had NELI in Reception who then moved into Y1 were referred for additional SALT intervention so that they could catch up with their peers and they will be reassessed for NELI in Autumn 2026.

Improved phonics screening and reading attainment among disadvantaged pupils.

Reception and Phonics Outcomes 2026			
GLD (29 children in cohort)	86.2% 25/29	SEND 20% (5) EHCP 50% (2)	50% (6)
Average no. ELGs			
WA EXS Y1 (25 children in cohort)	95%	SEND 75% (4) EHCP 100% (1)	80% (5)
WA EXS Y2 (3 children in cohort who did not pass in Year 1)	33.3%	SEND 0% (2) EHCP 0% (1)	0% (2)

The phonics pass mark has remained at 32/40. The Percentage of pupils Nationally meeting the expected standard in phonics in Y1 in 2023 was 80**% - Moorside was 95%** with only 2 pupils (1x SEN and 1x EAL) not achieving the pass mark

2 pupils did not achieve the pass mark in Y2 – both pupils with SEND and 1 with an EHCP

Improved maths attainment for disadvantaged pupils at the end of KS2.

Averages	Reading	Writing	Maths	SPaG	RWM
Overall % working at (GDS)	**95%** (36.3%)	**72.7%** (9%)	**81%** (27%)	**77.2%** (27%)	**68%** (9%)
Pupil Premium	100%	60%	60%	60%	40%
SEND (1)	100%	0	100%	0	
National Averages	75%	73% (13%)	75%	74%	63% (9%)

Our overall maths data exceeds National. The pupils in receipt of pupil premiu, funding who did not achieve the expected standard were targeted at WTS based on historic data,

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

Moorside again achieved the Flagship Status for the Inclusion Quality Mark in April 2026

This is achieved through our Nurturing Ethos and children's emotional well being is measured termly through BOXALL. The nurturing classrooms planning targets support required for individual cohorts of children and identifies specific pupil groups for targeted Nurture.

Our IQM report in April 2026 stated that

'Interventions (Keep up and Catch Up) are also in place with highly skilled staff leading on each of these with staff having received a range of specialist training in order to meet the needs of the children in Forest School, and Nurture. Staff articulated the impact of such training on personal growth and development alongside how each of these has supported and scaffolded learning and subsequently achievements of individual children. Again, the observation of the Nurture session during the visit was a highlight. So beautifully led, utilising the six principles of nurture, supporting children in meeting social and emotional developmental stages, building their confidence and self-esteem ensuring that they can engage effectively with their learning; recognition of emotions linked to facial expressions, ways to show respect, actions and consequences, How to be a good friend, What I want in a friend, recognising what I am good at and not so good at, stranger and safer stranger.'

Further information at Moorside-Primary-School-and-Nursery-April-Review.pdf

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Pupil Groups Attendance

Attendance has been sustained or improved for most groups. There are individual case studies to evidence reasons for authorised attendance for pupils with EHCPs.

	Whole School	Boys	Girls	FSM	PP	SEND	EHCP
2025-2026 up to 12.03.26	95.7%	96.5%	95.6%	94.6%	95.2%	93.1%	90.4%
2024-2025	95.78%	95.71%	95.86%	94.27%	94.47%	93.41%	92.31%

Externally provided programmes

Programme	Provider
Reading Plus *Reading efficiency is a critical component of reading proficiency. An efficient reading process is fluent and feels easy and comfortable. Efficient readers can read for extended periods of time with good comprehension because they expend little energy on the mechanics of reading. Mental resources are focused on making meaning from text.*	https://www.readingplus.co.uk/ Reading outcomes are above National for WA and GDS at the end of KS2 as a result.
Boxall Profile (Assessment) *The nurturing approach offers a range of opportunities for children and young people to engage with missing early nurturing experiences, giving them the social and emotional skills to do well at school and with peers, develop their resilience and their capacity to deal more confidently with the trials and tribulations of life, for life.*	https://www.nurtureuk.org/ There have been no exclusions for pupils in receipt of PP and 3 suspensions affecting 2 pupils across the year.

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year? £ 5760	Children and Families Manager allocation of time to support current and new service families by: • Providing a Military Kids Club with external links • Provided food parcels where required • Provided support with completing application for forms for additional funding with parents

	• Liaised with the Service Pupil Champion, Angela Campbell to arrange for pupils to attend the Local Authority Remembrance Service • Supported with attendance and punctuality for struggling parents with partners who have been deployed • Supported transition for in year service pupils and check-ins with parents. IMPACT All of the above actions have enabled our service children to be well integrated into the school community and attend school regularly and on time.