

## Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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 of pupil premium had within our school.

### School overview

Detail	Data
School name	Moor First School
Number of pupils in school	69 Y1-4 = 55 Reception = 6 +2 age retained from Y1 (8) Nursery = 6
Proportion (%) of pupil premium eligible pupils	Oct 2024: 10% (R-Y4) Ever 6/FSM (6 pupils)  2% (R-Y4) in receipt of service child funds (1 child)  3% x LAC (2 pupils)  (14% in Total)  <i>89% of FSM/Ever 6 children also have SEND – APDR plans</i>
Academic year/years that our current pupil premium strategy plan covers	2024-25
Date this statement was published	11 <sup>th</sup> December 2024

Date on which it will be reviewed	July 2025
Statement authorised by	V. Atherton
Pupil premium lead	V. Atherton
Governor	Mark Sutcliffe

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<p>Funding based on Oct 2023 census:</p> <p>£ 680 forces (2 pupils)</p> <p>LAC £3000 (2 pupils)</p> <p>£2960 EVER 6/FSM (2 children)</p> <p>Oct 2024 census using pupil data above to be paid in 2025/2026 budget</p>
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>Total: £6640</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Moor First School prides itself on a highly inclusive and personalised approach to learning for all where **together** we unlock **potential** and **learn** for life...in line with our ethos and Equal opportunities Policy. Governors, staff and professional partners are committed to promoting an aspirational learning culture where all individuals are valued equally, respected and provided with high quality daily learning experiences. Strong relationships and pastoral support and guidance helps underpin the school's positive ethos and helps drive the high expectations for all members of the school's learning community. Our intention is that all pupils irrespective of background, need or challenge, aspire to achieve to their very best, making good progress both academically, socially and emotionally. By knowing our learners and learning community well, we will consider the challenges faced by our vulnerable pupils and focus on what we can influence most, regardless of whether learners are disadvantaged or not. High quality teaching is at the heart of our approach delivered through highly inclusive practice, built upon a bedrock of positive relationships and pastoral care. This is proven to have the greatest impact upon closing the disadvantaged gap, whilst at the same time benefitting all learners regardless of need. Our strategy is also integral to wider school plans for education recovery, notably through targeted support for learners whose education has been worst affected. This is regardless of background or disadvantage. Our personalised approach to learning is responsive to both commonly shared challenges and individual need and is rooted in robust and accurate diagnostic assessment rather than assumptions about the impact of disadvantage. Building an ongoing, holistic understanding of all learners and their needs ensures timely, targeted support and curriculum equity and access for all. **We are the Moor First Family.**

This strategy supports the school's priorities for all ensuring:

- All children, regardless of need are challenged/supported in their learning.
- Intervention is timely, appropriate and delivered by skilled practitioners.
- All staff take responsibility for raising expectations and aspiring learners.
- Pupil voice is listened to and helps to shape our school future.
  - All children have access to develop a character education through the six school values.
  - All children have equal access to the full curriculum, experiences and wider school life...**we are all unique and together we help each other to grow.**

This statement details Moor First School's use of Pupil Premium funding (and Recovery Premium for 2024-25 academic year) to improve the outcomes of our disadvantaged pupils.

Our ultimate objective is that the additional challenges faced by our pupils are overcome through effective use of the funding alongside excellent daily practice based on our Champion Learning Pedagogy for teaching and learning founded on the Rosenshine principles. Following our recent Ofsted inspection (Dec 2022) our priority for this academic year is to increase the percentage of pupils reaching age related/GD outcomes, especially with phonics and reading fluency/comprehension and also maths times tables fluency. Our focus is to ensure consistency in teaching and learning practices and to continue to embed assessment in foundation subjects so that children gain a broader knowledge and master a range of progressive skills, knowledge and vocabulary across the whole curriculum.

## Challenges

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

*89% of FSM/Ever 6 children also have SEND – APDR plans*

Challenge number	Detail of challenge
1	Closing existing gaps in communication and language, phonics, reading fluency, writing and maths times tables fluency.
2	Social, emotional, mental health and behavioural challenges negatively impacting upon learning and/or social interaction. Low self-esteem, poor self-regulation and lack of emotional literacy can sometimes impact upon their ability make sustained progress.
3	Some learners come from hard to reach homes (out of the immediate area) where parental engagement with school and home learning is low, due to low expectations and financial hardship. Limited home learning support linked to learning spellings and some parents needing support with own educational learning.
4	Additional financial pressures faced due to austerity and parental engagement. Lack of equipment and resources for school and home learning negatively impacts upon self-esteem and learner engagement to reach full potential. Access to wider opportunities and curriculum

	enhancements with the necessary support and resources to be ready to learn.
5	Ensuring that attendance rates for pupil premium eligible pupils are in line with other groups and the national average.

## 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
Reading, Writing and Times tables attainment increase and children are challenged to achieve GD 1,2,3,4,5	<ul style="list-style-type: none"> <li>Children close gaps rapidly to ensure their attainments are in-line with, or above, age related expectations by the end of year 4 (KS2.)</li> <li>Gaps in learning have been identified quickly and progress is ensured by teacher led quality first teaching and appropriate intervention.</li> <li>Pupils make rapid progress and their levels of reading fluency greatly improve from their baseline assessments. Fluency interventions in place for Y2-4 and assessments updated every 5 weeks.</li> <li>Whole class reading texts embedded as part of the writing journey to develop comprehension.</li> <li>Volunteer adults who listen to readers, all complete training and workshops for parents also support consistency.</li> <li>Teachers consistently teach using the whole school pedagogies such as Rosenshine's principles.</li> <li>Stretch and challenge interventions move learning forward and help children to become independent learners.</li> <li>100% of FSM/Ever 6 children in Y4 achieve at least 20/25 on the MTC test summer 2025.</li> <li>Dingley's Promise SEND training modules attended by staff.</li> </ul>

<p>Ensure sustained Phonic outcomes linked to Little Wandle. 1,2,3</p>	<ul style="list-style-type: none"> <li>• 100% of PP pupils show measurable progress towards being able to complete/pass the Y1 phonics screening check in 2025 and if do not achieve this, complete it in 2026 when in year 2.</li> <li>• Reception children make sustained progress ready for year 1 transition.</li> <li>• Systematic Little Wandle Phonic Assessments ensure early identification and target intervention for daily keep up and rapid catch up.</li> <li>• 100% of staff deliver the phonics non-negotiables for teaching and learning - audited via The Dfe English Hub.</li> <li>• Peer mentoring/coaching CPD sessions take place fortnightly.</li> <li>• Little Wandle external audits show rapid progress against teacher expectations and whole school consistency in delivery in line with the school improvement plan.</li> <li>• 100% of PP parent attendance at phonics workshops/APDR meetings – 7 weekly.</li> </ul>
<p>Provide meaningful support to pupils who need Social Emotional and wellbeing provision. 1,2,4</p>	<ul style="list-style-type: none"> <li>• MHST interventions show impact through engagement in learning – Colour emotion workshops and lego therapy.</li> <li>• Wellbeing questionnaires/surveys demonstrate positive outcomes.</li> <li>• School mental health lead provides support/referral to MHST for identified pupils.</li> <li>• Pupils report positive influence of wellbeing support.</li> <li>• Wellbeing warriors receive training to support peers.</li> <li>• Yoga/mindfulness lunchtime clubs.</li> <li>• Nurture/social interaction interventions</li> <li>• AIT package support.</li> </ul>

	<ul style="list-style-type: none"> <li>Increased outdoor learning through forest school and cross curricular orienteering.</li> </ul>
Provide meaningful support to parents who need Social Emotional and wellbeing provision  2	<ul style="list-style-type: none"> <li>School leaders provide support for identified parents and can refer parents to appropriate services.</li> <li>Parents report positive influence of wellbeing support – MHST drop in sessions/school nurse.</li> <li>Early Help referrals</li> </ul>

<p>Pupils who are both identified as Pupil Premium and <b>as</b> having SEND Needs have opportunities to reach their potential.</p> <p>1, 2,3, 4</p>	<ul style="list-style-type: none"> <li>• All leaders are leaders of SEND</li> <li>• All teachers are teacher of SEND</li> <li>• Pupils have consistent timetabled access to QFT, meaningful and measurable interventions and specific SEND support to facilitate their progress towards achieving their potential overtime.</li> <li>• SENDco and mental health lead provides support for identified pupils.</li> <li>• Robust systems of Assess, Plan, Do &amp; Review (APDR) are in place in accordance with the SEND Code of Practice to support pupils to ensure pupils achieve exceptionally well. Updated every 7 weeks.</li> <li>• External agency support i.e. AIT package</li> <li>• Staff CPD – Early years autism and primary autism</li> <li>• Termly governor reports highlight attainment, intervention progress and clear next steps.</li> <li>• Adapted termly intervention timetables help all children to achieve – scaffolding learning.</li> </ul>
<p>Pupils access wider opportunities and curriculum enhancements with the necessary support and resources to be ready to learn.</p> <p>3, 4</p>	<ul style="list-style-type: none"> <li>• Effective systems are in place to ensure pupils access to wider opportunities and curriculum enhancement. This includes a subsidy towards trips and extra-curricular provision. Increase the number of available trips on a 2-year progressive school cycle. Residential for Year 1/2 to be added as well as Y3/4.</li> <li>• A culture of support and solution focused practice is embedded.</li> <li>• School club data shows high % of PP children in attendance as there is a daily lunchtime option.</li> <li>• Sensory resources/additional reading/phonics texts/technology</li> </ul>

**Commented [JG1]:** Corrected from "has"



<p>Increase parental engagement and home-school learning/partnership opportunities.</p> <p>3</p>	<ul style="list-style-type: none"> <li>• School workshops are targeted to support PP families and home learning is personalised to support families and speed up progress.</li> </ul>
<p>Pupils attendance is in line or above national expectations -</p> <p>1,2,3,4,5,</p>	<ul style="list-style-type: none"> <li>• There is no gap between pupil premium and non-pupil premium pupils in school attendance.</li> <li>• There is a relentless focus on improving attendance with robust systems in place to support this.</li> <li>• Attendance awards occur weekly, termly and annually.</li> <li>• New attendance policy in place (Dec 2024)</li> <li>• EWO annual audit and support.</li> </ul>

## 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: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop whole school strategies for supporting PP children and children with SEND in mainstream school	EEF Toolkit -SEND in mainstream school – high impact	1, 2
Teacher led first quality teaching to teach reading comprehension and fluency skills using a variety of whole class texts, Little Wandle intervention fluency texts and the Reading Vipers strategies.	EEF toolkit- Reading comprehension strategies are high impact on average (+6 months).	1, 3, 4
Embedding of a new synthetic phonic approach alongside phonics books. (Little Wandle) Resources and Training	EEF toolkit- Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills. Little Sutton English hub support and monitor the school on delivery and outcomes which show consistency	1,3
Teacher led first quality teaching in Maths and Writing using the Rosenshine principles. Specific focus on improving writing	EEF toolkit – Mastery learning has a high impact on average (+5 months)  Recruitment and training for new teachers	1,3

outcomes including high quality CPD.		
Curriculum enhancements, and extracurricular activities are subsidised to ensure pupils have access to them.	EEF Evidence Brief – Arts participation increases engagement	2,4
ITT students are provided with additional CPD and mentoring to ensure pupils needs are met.	DfE, Early Career CPD Ongoing CPD enables Early Career Teachers/ITT students to continue to develop their ability to meet the needs of all pupil groups effectively and provides them with the support to do so.	1,2,3
Teaching Assistant support provides targeted high-quality feedback and learning dialogue along with feedback given from teachers.	Providing high-quality feedback to learners is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons. Deployment of Teaching Assistants within each classroom enables the Teacher to adjust planning/next steps to provide timely targeted feedback. <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback">https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</a>	1,2,3,4,5
The curriculum is a Box Set – knowledge rich and progressive to support learning	Neil Almond 2020 Alex Bedford book study monitoring completed by subject leaders to ensure that the curriculum is being delivered in line with conceptions of Quality.	1,4
Adaptive teaching methods help all children to access the curriculum and support children to become independent learners.	<a href="https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching">https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching</a> .  CPD Spring 2025	1,2,4

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

Budgeted £3,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
The school uses specialised programmes to target children with particular social/emotional/health needs through Staffordshire MHST	EEF guidance report on social and emotional learning (+4 months) Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions	2,3,4,5
Trained staff members to provide additional phonics and reading intervention via Little Wandle for KS1 and lower KS2. (Rapid catch up. Keep up, Fluency) Link to SEN APDR intervention SMART targets.	EEF Toolkit- an average impact of four months' additional progress over the course of a year.	1
TA/teacher led targeted intervention - Focus on reading, SPAG and maths fundamentals. Link to SEN APDR intervention SMART targets.	EEF Toolkit- an average impact of four months' additional progress over the course of a year.	1

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bee Active/Little Athletes provision offer afterschool/before school– HAF funding	EEF guidance on social and emotional learning (+4 months)	2,4

<p>All PP children have paid for access to one Bee Active/Little Athletes Sport Club block per term in order to boost healthy active lifestyles.</p> <p>Residentials/trips paid for by school.</p> <p>Schools Games Mark criteria – 2025 – to achieve Gold for the third year running.</p>	<p>60 Active Minutes</p> <p>The government have stated that, of the 60 minutes required for 5-18-year olds, schools are responsible for 30 minutes, in addition to the 2 hours of PE the children complete each week.</p> <p>30 Active Minutes at School</p> <p>As a school, we are making a conscious effort to ensure every child participates in 30 extra active minutes. Activities include:</p> <ul style="list-style-type: none"> <li>- Wake up, shake up routines</li> <li>- Active Maths starters</li> <li>- Active English starters</li> <li>- Active counting</li> <li>- Active phonics</li> <li>- Active spelling</li> <li>- Daily Mile.</li> <li>-Lunchtime events</li> </ul>	
<p>Uniform provided if needed – see shop 2<sup>nd</sup> hand goods/ PTFA swaps</p>	<p>EEF guidance on social and emotional learning (+4 months)</p>	<p>2</p>
<p>Where appropriate children to continue to be provided with additional learning resources so that they can access the pre-learning, the curriculum and homework. Learners and their parents are supported in accessing 'Seesaw' thus increasing engagement in home-school partnership and home learning.</p>	<p>EEF education evidence/guidance reports/digital.</p>	<p>2,3,4</p>
<p>Parent workshops – curriculum, SEND and attendance</p>	<p>EEF- communicating with parents regarding supporting their child with their learning</p>	<p>1,2,3,4,5</p>

Maintain wellbeing warriors – pupil wellbeing champions.	EEF -Social-and-Emotional Learning	1,2,3,4,5
Purchase a wider range of rewards to motivate and promote school values/hold more celebration events	<p>Mentally Healthy Schools and Anna Freud Centre for Children and Families recognises that relationships in a child's life is very important for their well-being. Schools should ensure that the learners feel they belong to and are a valued part of the school's community.</p> <p><a href="https://www.mentallyhealthyschools.org.uk/risks-and-protective-factors/schoolbased-risk-factors/relationships-andbelonging/">https://www.mentallyhealthyschools.org.uk/risks-and-protective-factors/schoolbased-risk-factors/relationships-andbelonging/</a></p>	1,2,5

**Total budgeted cost: £4586**

## 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 2023 to 2024 academic year.

#### Review: last year's aims and outcomes (2023-24)

(2023-24)

Measure	Score
	2 x Ever 6 pupils 4% 2 x forces 4% 2x LAC 4% (6 pupils: 12%)  Data below accounts for the 2 Ever 6 FSM children (one of which has SEND)  4/6 with SEND
Reading	100% made expected progress. 16% of which made more than expected progress. 67% are working at ARE+, 16% of which are GD. Those working below, both have SEND.
Writing	100% made expected progress. 50% are working at ARE+. 0% of which are GD. Those working below ARE have SEND.
Maths	83% made expected progress. 67% are working at ARE+ 16% of which are GD. One pupil working below expectation does not have SEND.

## Disadvantaged pupil performance overview for last academic year (2022-23)

Measure	Score
Meeting expected standard at KS1/ Achieving high standard at KS1 (SATS/Phonics)	<p><b>SATS 2024 (optional):</b>            – no PP children in Y2.            - 2 LAC children completed SATs in year 3. One of them passed Reading.</p> <p><b>End of KS1 Teacher assessment:</b>            N.A – no PP children in Y2.</p> <p><b>Y1 Phonics:</b>            100% passed phonics screening 2024</p>

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

- Termly SEND/PP reports sent to governors show the positive impact of targeted interventions/ Assess, plan, do, review systems for learners. Ofsted Dec 2022 – inspected the school and positively reviewed PP strategy and SEND provision.
- Deep Dive via CLPT on SEND provision – positive outcomes.
- CLPT PP CPD sessions x 3 – compliance and effective use of funding
- PP progress and attainment data is in line with non-PP children for reading, writing and maths.
- 33% of parents received a free half-termly sports club for their child per term. (Bee Active)
- PP attendance:  
 FSM only: 89% average  
 forces only 100%  
 LAC only 100%  
 Combined: 96%  
 67% of all combined were above the schools target of 96.5%. An increase of 27%. One FSM attendance to be monitored in 2024-25 and one to be discussed as part of middle school transition.
- Targeted interventions were delivered by teachers and teaching assistants used to close gaps and support recovery. Analysis of intervention data shows that interventions were effective in narrowing the gap.
- 100% of FSM families were supported with the payment of school trips and 16% accessed uniform costed support.
- 50% of the Y4 PP children spent an extra day of transition at Middle school.



- 12 x Pupils received wellbeing warrior training by the mental health support team – teacher assistant also trained. Reduction in playground fallouts with the wellbeing warriors working alongside playtime pals.
- 83% of PP children attended an extra-curricular club over the year – most did so each term. 100% of PP children completed competitive sports festivals/competitions across Biddulph Cluster.
- Learning walks, book scrutinies and pupil voice show that children are challenged to develop reasoning skills and to build on knowledge recall through the use of retrieval quizzes.
- Little Wandle Phonics training and delivery supported 67% of PP children with phonics and reading targets – through timetabled interventions.
- 2 Pupil premium LAC children received additional PP FUNDING £500 per term to purchase resources and interventions to work on SMART targets.
- TA delivery of nurture groups/lego therapy reduced behavioural incidents recorded at low level.
- 1 PP Child elected as school council member – helped to stretch and challenge
- School librarians trained up – boosted reading culture for one Y4 pupil
- 50% have increase scores on Nessy App reading, spelling and writing games for dyslexic tendencies

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Twinkl Y3/4 Spelling	Twinkl
Sept 2023 – Little Wandle phonics, reading and spelling N-Y2	Letters and Sound
Squiggle Whilst you wiggle	Shonette Bason
Neli Communication	Nuffield
TT Rockstars	Maths Circle
EP Literacy Approach	Staffordshire SEND
Nessy – full dyslexia package	Nessy Learning

## Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	Stretch and Challenge Interventions for phonics and reading x 2
What was the impact of that spending on service pupil premium eligible pupils?	100% of Y1 passed the phonics screening check with high scores and achieved ARE. 100% of Y4 achieved GD