

## Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	66 including EYFS  Y1-4 = 47 Reception = 11 Nursery = 8
Proportion (%) of pupil premium eligible pupils	15.5% (R-Y4) Ever 6/FSM (9 pupils)  2% (R-Y4) in receipt of service child funds (1 child)  0% x LAC  <b>Total 17% PP</b>  <i>100% of FSM/Ever 6 children also have SEND – APDR plans (2 x EHC)</i>
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	11 <sup>th</sup> December 2025

Date on which it will be reviewed	July 2026
Statement authorised by	V. Atherton
Pupil premium lead	V. Atherton
Governor	Mark Sutcliffe

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7575 FSM £350 Service Pupil
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: £7925</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 2025-26 academic year) to improve the outcomes of our disadvantaged pupils.

Our ultimate objective is to ensure that the additional challenges faced by our pupils are addressed through the effective use of funding, combined with excellent daily practice grounded in our Learning Pedagogy for teaching and learning, which is founded on Rosenshine's principles.

**Following our recent Ofsted inspection (July 2025), our priorities for this academic year are:**

- **Develop consistency and quality of handwriting across the curriculum**
  - Implement curriculum developments in line with the DfE Writing Curriculum (July 2025).
  - Provide increased access to *Motor Skills United* interventions.

**Based on our IDSR 2025 and baseline assessments, we also need to:**

- **Raise standards in the Year 4 Multiplication Tables Check** to meet or exceed national expectations.
  - Adopt a whole-school approach to times tables practice from Year 1 to Year 4.
- **Deliver targeted interventions in EYFS** for children working below expectations:
  - *Little Wandle Phonics* interventions.
  - *Stoke Speaks Out* interventions to close gaps before transition to Year 1.
- **Monitor SEN and FSM pupils**, particularly persistent absence rates, which have fluctuated (e.g., FSM6 persistent absence was 100% in 2023/24 for a very small cohort).

**Additional SDP focus:**

- **Develop interventions for FSM children with SEND**, including:
  - CPAT interventions.
  - *Access to Zones of Regulation*.
- **Support children to achieve the EYFS GLD**, as current baseline is below national expectations.
- **Increase access to SEND support packages as 100% of FSM children have SEND APDR's**, including AIT and other specialist resources.
- **Provide financial support for families**, in terms of trips/uniform and access to one half term block of Bee Active afterschool provision per year.
- **Provide blocks of MHST/Nurse support**, in line with our whole school Mental Health action plan for pupils with low self-esteem/poor sleep hygiene etc.
- **Improving SPAG standardised scores**

## Challenges

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

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 (Y4 MTC national average) 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</li> </ul>

	<p>teaching and appropriate intervention.</p> <ul style="list-style-type: none"> <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>• Volunteer adults who listen to readers, all complete training and workshops for parents also support consistency. Pupils access the library more.</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>• 50% of FSM/Ever 6 children in Y4 achieve at least 20/25 on the MTC test summer 2025. (Potential 1/2)</li> <li>• Learning walks and book scrutiny show high expectations in terms of handwriting formation, quality and consistency.</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> </ul>

	<ul style="list-style-type: none"> <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> <li>• Stoke speaks Out interventions take place for 2 children in EYFS who require Speech and language intervention.</li> </ul>
<p>Provide meaningful support to pupils who need Social Emotional and wellbeing provision.</p> <p>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> <li>• Increased outdoor learning through forest school and cross curricular orienteering.</li> </ul>
<p>Provide meaningful support to parents who need Social Emotional and wellbeing provision</p> <p>2</p>	<ul style="list-style-type: none"> <li>• School leaders provide support for identified parents and can refer parents to appropriate services i.e. Sleep therapy/anxiety workshops</li> <li>• Parents report positive influence of wellbeing support – MHST drop-in sessions/school nurse/ Access to Biddulph Family Hub</li> <li>• Early Help referrals</li> </ul>

<p>Pupils who are both identified as Pupil Premium and as 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> <li>• Access to the school sensory room and zones of regulation in each classroom.</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 on a 2-year progressive school cycle.</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> <li>• 100% of PP children access a block of costed Bee Active club if requested.</li> </ul>

Commented [JG1]: Corrected from "has"

<p>Increase parental engagement and home-school learning/partnership opportunities. 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> <li>• Costed uniform support - PTFA</li> </ul>
<p>Pupils attendance is in line or above national expectations - 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>• EWO annual audit and support for any PA children.</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)

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
Teacher led first quality teaching in Maths and Writing using the Rosenshine principles. Specific focus on improving writing outcomes including high quality CPD.	EEF toolkit – Mastery learning has a high impact on average (+5 months)  Recruitment and training for new teachers plus attendance to the 2-year Maths Mastery Programme  Cost of New Handwriting scheme	1,3
Curriculum enhancements, and extracurricular activities are	EEF Evidence Brief – Arts participation increases engagement	2,4

subsidised to ensure pupils have access to them.		
Teaching Assistant support provides targeted high-quality feedback and learning dialogue along with feedback given from teachers.	<p><i>Teaching and Learning Toolkit</i></p> <ul style="list-style-type: none"> <li>• One-to-one/small-group TA-led support yields 3–5 months of progress when structured and feedback-rich</li> </ul> <p><a href="#">EEF Toolkit: TA</a></p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback">https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</a></p>	1,2,3,4,5
Adaptive teaching methods help all children to access the curriculum and support children to become independent learners.	<p><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>.</p> <p>CPD</p>	1,2,4

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

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 speech and language /phonics and reading intervention via Little Wandle	EEF Toolkit- an average impact of four months' additional progress over the course of a year.	1

(Rapid catch up. Keep up, Fluency) Link to SEN APDR intervention SMART targets.		
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)**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Bee Active/ provision offer afterschool/before school– HAF funding All PP children have paid for access to one Bee Active/Little Athletes Sport Club in order to boost healthy active lifestyles.</p> <p>Residential/trips paid for by school.</p> <p>Schools Games Mark criteria – 2026</p>	<p>EEF guidance on social and emotional learning (+4 months)</p> <p>60 Active Minutes 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 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>	2,4
Uniform provided if needed – see shop 2 <sup>nd</sup>	EEF guidance on social and emotional learning (+4 months)	2

hand goods/ PTFA swaps		
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.	EEF education evidence/guidance reports/digital.	2,3,4
Parent workshops – curriculum, SEND, Sleep and attendance	EEF- communicating with parents regarding supporting their child with their learning	1,2,3,4,5
Maintain wellbeing warriors – pupil wellbeing champions.	EEF -Social-and-Emotional Learning	1,2,3,4,5

**Total budgeted cost: £7930**

## 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 2024 to 2025 academic year.

#### Review: last year's aims and outcomes (2024-25)

Measure	Score
Reading	<p>13% (R-Y4) Ever 6/FSM (8 pupils)</p> <p>2% (R-Y4) in receipt of service child funds (1 child)</p> <p>5% x LAC (3 pupils)</p> <p>75% of FSM/Ever 6 children also have SEND – APDR plans</p>
Writing	<p>50% now working at age related expectations. (75% have SEND)</p> <p>25% of children have moved from pre year group expectations to in year emerging expectations.</p> <p>100% of children have made progress (even SEND) within the Little Wandle phonics/fluency programme.</p>
Maths	<p>50% Pre year group.</p> <p>25% Emerging (12.5% of which made progress from PYG to emerging)</p> <p>12.5% Expected</p> <p>Gaps test scores show 100% of SPAG ages have improved.</p>
	37.5% PYG

	<p>Emerging 25%</p> <p>Expected 37.5</p> <p>All children have made progress via maths age NTS</p>
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### Disadvantaged pupil performance overview for last academic year (2024-25)

Measure	Score
<p>Meeting expected standard at KS1/ Achieving high standard at KS1 (SATS/Phonics)</p> <p>Meeting expected standard in MTC Y4</p>	<p><u>SATS 2025 (optional):</u> – 2 PP children in Y2. 100% SEND Read 50% Spag 50% Maths 50%</p> <p>One child only just missed out on all.</p> <p>-1 forces Reading 100% Spag 0% - only 2 marks off Maths 100%</p> <p><u>End of KS1 Teacher assessment: Moderation of NTS/White Rose and class work</u></p> <p>2 PP children in Y2. 100% SEND Read 50% Spag 50% Maths 50%</p> <p>One child only just missed out on all. -1 forces Reading 100% expected Writing 0% emerging Maths 100% expected</p>

	<p><u>Y1 Phonics:</u> 0% passed phonics screening 2025 – exempt due to SEND</p> <p><u>Y2 phonics:</u> 1 PP child took a resit and passed phonics screening.</p> <p><u>Y4 MTC:</u> 50% PP GD – 50% did not pass (50% SEND) LAC: 33% GD – full marks and 67% did not pass.</p>
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This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

- *Link governor visits each half term, evidence the impact of targeted interventions and use of funds for PP/SEND.*
- *Ofsted July 2025 – inspected the school and positively reviewed PP strategy and SEND provision.*
- *Deep Dive via CLPT Sept 2024 on SEND.PP provision – positive outcomes.*
- *CLPT PP CPD sessions x 3 – compliance and effective use of funding*
- *72.7% of PP/LAC/forces children attended an extra-curricular club over the year*
- *100% of PP children completed competitive sports festivals/competitions across Biddulph Cluster.*
- *55% of PP/LAC/forces families took up a half-termly sports club for their child paid for by school. (Bee Active/Little Athletes)*
- *PP attendance: School target of 96.5%*  
*FSM only: % 93.8% ( non-FSM – 96.4) Note 1 high level of Persistent Absence but improved over time after intervention*  
*forces only % 100%*  
*LAC only % 100%*  
*% of all combined were above the school's target of 96.5%. An increase of %.*  
*One FSM attendance to be monitored in 2025-26 and one to be discussed as part of middle school transition.*
- *Targeted interventions were delivered by teachers, teaching assistants and inclusion assistants 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 25% accessed uniform costed support.*
- *100% of the Y4 PP children spent an extra day of transition at Middle school.*
- *1 LAC child accessed piano lessons.*

- All KS2 PP/LAC children took part in a day of sports leader training, Bikeability and scooter workshops – via Sports premium too.
- 5 x KS2 children received Mental Health interventions – emotion therapy via MHST – Improvement in SDQ scores
- 4 x KS2 children received targeted social skills/communication interventions – reduction in behaviour incidents.
- 2 children received weekly building/craft sessions to help build confidence and motor skills – Children more engaged with learning.
- 6 children receive motor skills united interventions and handwriting has improved.
- Learning walks, pupil book studies and pupil voice show that children are challenged to develop reasoning skills and to build on knowledge recall through the use of spaced retrieval quizzes.
- Little Wandle Phonics training and delivery supported 62.5% of PP and 33.3% LAC children to catch up with regard to phonics and reading targets – through timetabled interventions. Progress monitored via DFE English Hub half termly audits.
- 3 Pupil premium LAC children received additional PP FUNDING £500 per term to purchase resources and interventions to work on SMART targets. Half termly meetings took place due to being an RI school.
- 1 PP Child elected as school council member for 2025-26 via pupil vote – improvement in confidence and speech and language.
- KS2 leadership rota embedded with all PP children monitored in a range of roles to prepare them for life.
- 100% of those who access Nessy have increase scores on Nessy App reading, spelling and writing games for dyslexic tendencies.
- CPAT app – All pupil premium children targeted with this app 3 times weekly – children are progressing through the levels – showing increasing attention span.
- Spelling Intervention SENIS in place – 5 minutes daily. Children learning high frequency spellings faster.
- AIT package paid for traded hours – utilised with 37.5% of PP children – meetings with staff, families following observations and cycles of review. – Targeted APDR actions/EHC support
- Staff AIT training – children can now identify what sensory regulation children need and can signpost intervention.
- Home learning review – Only 45.5% of these children read 3 x weekly at home.
- All PP children therefore read at least 3xweekly with an adult in school but most daily – fluency level increased via Little Wandle fluency assessments.
- Parental engagement – of the 11 children (PP/Forces/LAC) – 81.8% of families attended at least one teacher or external partner workshop regarding learning. 100% attendance at parents evening x 2 and SEND APDR reviews every 6/7 weeks if they have them.
- 3 families attended the MHST parenting behaviour workshop following parental survey requests.

## 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 Little Wandle phonics, reading and spelling N-Y2 – Rapid catch up programme and SEND programme Squiggle Whilst you wiggle Dough Disco TT Rockstars Nessy – full dyslexia package CPAT – attention app Teaching for Mastery Time to Talk	Twinkl Little Wandle Shonette Bason  Spread the Happiness Maths Circle Nessy Learning Birmingham University North Mids Maths Hub Stoke Speaks Out

## Service pupil premium funding

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Stretch and Challenge Interventions for phonics, reading and motor skills.  Daily spelling interventions x 5 minutes – SENIS approach
What was the impact of that spending on service pupil premium eligible pupils?	Y2: Reading 100% expected Writing 0% emerging (SPAG data improved but still below age related) Maths 100% expected