

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Moorlands Schools Federation
Number of pupils in school	410 (Inf 179, Jnr 231)
Proportion (%) of pupil premium eligible pupils	15.6%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Local Governing Body
Pupil premium lead	Liz Hebditch
Governor / Trustee lead	Victoria Harding

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,755 (Inf £26,190, Jnr £62,565)
Recovery premium funding allocation this academic year	£9,280 (Inf £3,045, Jnr £6,235)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£98,035

Part A: Pupil premium strategy plan

Statement of intent

Moorlands Schools Federation commits to working collaboratively and collectively with schools across the Partnership Trust, to eliminate the disadvantaged gap.

Our aim is to use pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school so that this is at least comparable with that of non-disadvantaged pupils nationally.

We aim to support disadvantaged pupils to adjust socially and emotionally so that they are better placed to access high quality teaching and to succeed academically.

During the period of this strategy plan we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well: oral language and vocabulary; writing stamina and composition; early reading skills and social and emotional resilience.

Our expectation at Moorlands is that all pupils, irrespective of background or the challenges they face, become strong readers and writers. This will broaden their horizons; enabling them to be good communicators, and be interested and interesting citizens.

The approaches we have adopted complement each other to help pupils to excel. To ensure they are effective we will:

- ensure disadvantaged pupils are supported and purposefully challenged in their learning
- act early to intervene at the point need is identified
- adopt a whole school 'deliberately bothered' approach in which all staff take responsibility for disadvantaged pupils' 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	<p>Our assessments, discussions and observations show that the writing levels of most disadvantaged pupils are significantly below their non-disadvantaged peers and the gap is widening.</p> <p>Teacher assessment shows that 33% of our disadvantaged pupils are working at age-related expectations compared to 72% of others.</p>
2	<p>Internal and external assessments show some disadvantaged pupils attain less well in the Y1 Phonics check, impacting on their development as readers.</p> <p>The most recent phonics check showed that 37.5% of our disadvantaged pupils achieve the pass mark compared to 84% of non-disadvantaged.</p>
3	<p>Our assessments, discussions and observations show underdeveloped oral language and vocabulary gaps for some disadvantaged pupils, from EYFS and through the school to KS2.</p> <p>Our baseline assessments on entry to Reception demonstrate that 33% of our disadvantaged pupils enter school below age-related expectations compared to 22% of others.</p>
4	<p>Our assessments, discussion and observations have identified social and emotional / self-confidence issues for some disadvantaged pupils, which has an impact on their engagement in and enjoyment of learning. This limited resilience impacts their willingness to challenge themselves and independently take risks with their learning.</p> <p>Within our school, 75 pupils are identified as needing additional support with social emotional needs. Since the pandemic, referrals from teachers and parents for support have increased.</p>
5	<p>Our attendance data shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance.</p> <p>At present 31% of our PP children are in danger of falling into the 'persistent absenteeism' category.</p>

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 writing stamina and spelling accuracy for disadvantaged pupils	Teacher assessment of pupils' writing demonstrates a reduction in the attainment gap between disadvantaged pupils and their peers in school from 39% to no more than 10%. This is within a context of high attainment for all.

	Pupils are assessed against the Youngs Parallel Spelling Test and this is used to inform next steps.
All disadvantaged pupils at Moorlands leave as strong readers	<p>KS1 phonics assessment scores reflect our ambition to reduce the attainment gap between disadvantaged pupils and their peers from 46.5% to no more than 10%.</p> <p>Pupils are assessed against the national standard using the GL Assessment New Group Reading Test and this is used to inform next steps.</p> <p>End of Key Stage outcomes show disadvantaged pupils make progress towards their aspirational and challenging targets and they are on track to perform as well as non-disadvantaged pupils nationally.</p>
Improved oral language for disadvantaged pupils	Teacher assessment of pupils' oral language at the end of EYFS demonstrates a reduction in the attainment gap between disadvantaged pupils and their peers in school from 11% to no more than 5%.
Improved attendance for disadvantaged pupils	Attendance for disadvantaged pupils improves in line with personalised targets so that disadvantaged pupils are on track to meet at least 95% each half term with no unauthorised absence.

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: £48,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Strengthen the ability of teachers and teaching assistants to develop pupils' metacognitive skills and knowledge</p> <p>Whole school CPD to secure high quality teaching for all children.</p> <p>Training to include:</p> <ul style="list-style-type: none"> • Moorlands teaching and learning policy • Effective questioning and modelling • ECT training <p>Monitoring the use of agreed strategies through learning walks and lesson drop-ins.</p> <p>Provide opportunities for teachers to observe each other using a 'lesson study model' to provide feedback on the impact of teaching approaches used to develop pupils' metacognitive knowledge and skills across a range of subjects.</p> <p>Coaching and Mentoring programme</p>	<p>Evidence gathered through research conducted by the EEF suggests the use of metacognitive strategies that get pupils to think about their own learning can be worth the equivalent of an additional +7 months' progress when these are effectively applied in the classroom. Additionally, the research indicates that the impact of these approaches is particularly high for disadvantaged pupils.</p> <p>Metacognition and Self-Regulated Learning – EEF Guidance Report Oct 2021</p> <p>Metacognition and Self-Regulation Recommendations – EEF Oct 2021</p> <p>Moving forwards, making a difference: A planning guide for schools 2022–23 – EEF May 2022</p>	<p>1,2,3</p>

<p>Continue to embed RWI phonics across EYFS and KS1</p> <p>Subscription to RWI Portal</p> <p>Ongoing training for Phonics Lead and EYFS/KS1 teaching team</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>EEF Improving Literacy in Key Stage 1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	<p>2</p>
<p>Strengthening the teaching of writing</p> <p>Build pupils' confidence to write by increasing the ease with which they can record in the written form, commonly occurring words that are used to structure spoken as well as written language.</p> <p>Further embed a progressive, well-sequenced writing curriculum.</p> <p>Professional development for staff for writing:</p> <ul style="list-style-type: none"> • Early writing programme (RK, MP, LS) • Modelling, handwriting and spelling 	<p>At KS1 as well as KS2, recommendations arising from EEF research reference the importance of developing pupils' transcription and sentence construction skills through extensive practice. This includes the specific teaching of spelling and the use of diagnostic assessment to focus effort on spellings that pupils are finding difficult to master and are inhibiting the flow of their writing.</p> <p>EEF Improving Literacy in Key Stage 1 and 2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>1</p>
<p>Improve the quality of social and emotional learning through continuing to embed Thrive approaches within classroom practice.</p> <p>This will be supported by professional development and training for all staff</p> <p>Promoting Thrive across the school through applying to be a Thrive Ambassador school</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies?utm_source=/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies&utm_medium=search&utm_campaign=site_searchh&search_term</p>	<p>4</p>

	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219638/DFE-RR253.pdf	
<p>Develop a shared expectation and understanding for the high quality teaching of oracy to build staff confidence and ability to teach it</p> <p>Training for Oracy Lead</p> <p>Staff CPD</p>	<p>EEF 'Teaching and Learning Toolkit' identifies Oral language interventions as an effective approach to accelerating academic progress (+6 months). Evidence suggests that children from disadvantaged backgrounds are more likely to be behind in developing early language and speech skills. They are also more likely to make accelerated progress in Oracy development.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p>	3

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

Budgeted cost: £12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions for targeted pupils in KS2 through implementing the RWI Fresh Start programme	<p>EEF SEN research recommendation 4: <i>Compliment high quality teaching with carefully selected small-group and one-to-one interventions.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	1, 2
Additional phonics sessions for targeted pupils in KS1 through structured RWI interventions	EEF identifies that some disadvantaged pupils may develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly	1, 2, 3

	for pupils who have experienced these barriers to learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £36,785

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive group work and 1:1 support CPD for Thrive practitioners	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies?utm_source=/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies&utm_medium=search&utm_campaign=site_searchh&search_term	4
Nurture Provision Nurture training for key teacher Boxhall Profile	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies?utm_source=/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies&utm_medium=search&utm_campaign=site_searchh&search_term	4
Embedding the Relational Policy across the whole school. CPD on attachment and relationship.	EEF Special Educational Needs in Mainstream schools recommendation 1: <i>Create a positive and supportive environment for all pupils, without exception.</i> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	4, 5

	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219638/DFE-RR253.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Supporting Teachers in Relational Pedagogy and Social Emotional Education</p> <p>https://files.eric.ed.gov/fulltext/EJ1137978.pdf</p>	
<p>Continue to improve attendance and punctuality of disadvantaged learners by a further 1.3% through:</p> <ul style="list-style-type: none"> – <i>Nominating a School Attendance Champion</i> – <i>Monitoring attendance and punctuality data, responding to evidence as it emerges</i> – <i>Maintaining the work of and interventions led by the attendance team</i> – <i>Holding regular meetings with parents/carers, Attendance and Welfare Support Officer (A&WSO) and School Nurse</i> – <i>Recording attendance concerns/actions in CPOMS and discussing these at weekly safeguarding meetings</i> – <i>Referrals to Parent Support Advisor</i> 	<p>Poor attendance impacts on pupils' ability to access high quality teaching and creates gaps in knowledge and understanding that grow exponentially over time. Research and analysis published by Ofsted in February 2022 identifies approaches that secure good attendance and reduce persistent absence. The research also takes account of school attendance challenges that arose in autumn 2021.</p> <p>Research and analysis: Securing good attendance and tackling persistent absence – Ofsted Feb 2022</p>	5
Contingency fund for acute issues	Resources set aside for needs not yet identified. Our experience tells us this is important to be able to be responsive.	All

Total budgeted cost: £98,035

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 2022 to 2023 academic year.

All staff received training in developing pupils' metacognitive skills and knowledge. Learning Dispositions were linked to the LEARN values and were introduced across the school through assemblies. The pupils' understanding and use of these metacognitive skills were assessed through the Monitoring, Evaluation and Review (MER) cycle. Pupils were able to voice what metacognition means to them; strategies they use when they come up against challenges; what persistence and learning looks like in their classroom. These skills will continue to be promoted in the coming year.

Standardised assessments continued to be used, in addition to NFER assessment, to track progress of interventions in line with the MITA training. Reading and spelling ages test were administered from Year 2 to Year 6. This enabled smaller steps of progress to be measured for some of our disadvantaged pupils who are working below Age Related Expectations.

New staff received Read Write Inc training, enabling all Infant staff to run daily stage-appropriate groups. 83.3% of Year 1 disadvantaged pupils passed their Year 1 Phonics Screening Check compared to 66.7% overall. 33% of Year 2 disadvantaged pupils (1/3) passed their Phonics Screening re-take compared to 66% overall. Of the two pupils who did not pass, one was absent. Identified KS2 pupils have had daily phonics interventions and have access to high-quality decodable books at their level. Most pupils made good progress across RWI with some coming off the programme however the progress made by some of the pupils was not as rapid as expected and therefore the RWI Fresh Start programme will be implemented in KS2 in the coming year.

RWI Spelling groups were established across Years 2 to 6. The pupils were grouped according to stage not age. However due to staff absence, these groups were frequently disrupted. In the coming year, spelling will be taught within class groupings with scaffolded learning. The spelling of Common Exception Words was tracked across the year with good progress made by pupils in Year 1. In the coming year, spelling progress in Years 1 and 2 will be measured against the National Curriculum word lists. This will be consistent across schools in The Partnership Trust.

Continued tracking of in-school Thrive assessments indicates good impact on social and emotional development for disadvantaged pupils. All staff have received Thrive training and Thrive practitioners in both schools have run 1:1 and group sessions

throughout the year. The school has achieved the 'We have embraced Thrive in our setting' status and we will build on this in the coming year as we look to become a Thrive ambassador school. The school's Relational Behaviour Policy was praised during the two Ofsted inspections and the Inclusion Lead was invited to speak about the school's relational journey at the Bath Behaviour and Attendance Panel Thrive conference.

A total of 63 disadvantaged pupils received support through the National Tutoring Programme. School Led Tutoring was led by two of our teachers who were able to build on work from the previous tutoring cycle. The tutoring focused on Reading and Writing and although the entry and exit data showed some progress in these areas it was not felt sufficient enough to continue with school led tutoring next year.

Attendance of disadvantaged pupils was closely monitored by the school's Attendance Champion and the Inclusion Lead. Regular attendance review meetings were held with parents and Attendance and Welfare Support Officer. Attendance support plans were put in place where appropriate and referrals were made to the Attendance and Welfare Support Service. Attendance of disadvantaged pupils improved in both the Junior and Infant Schools with an overall increase of 1.7% (21-22 91.8%, 22-23 93.5%) Three members of staff completed additional training on Emotional Based School Avoidance (EBSA) and there has been ongoing support from the Bath Primary Behaviour and Attendance panel and the school's Parent Support Advisor. We intend to build upon these successes in the coming year.

The focus on Oracy was put on hold for this year but will be a focus on the SDP next year. An Oracy Lead has been identified and they, plus members of SLT, have received training which will be disseminated across the school.

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
Read Write Inc	Ruth Miskin
Thrive Approach	Thrive
RWI Fresh Start	Ruth Miskin
Boxhall Profile online	Boxhall Profile

Service pupil premium funding (optional)

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?	Thrive Motor skills support Social skills support
What was the impact of that spending on service pupil premium eligible pupils?	Improved engagement in group work Improved self-regulation in the classroom