



Moorcroft Wood Pupil Premium Strategy Statement



This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School Overview

Detail	Data
Name of School	Moorcroft Wood Primary
Number of pupils in school	267
Proportion (%) of pupil premium eligible pupils	56%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026 2026-2027 2027-2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs A. Adair (Executive Head Teacher)
Pupil premium lead	Mrs D. Roper (Head of School)
Governor / Trustee lead	Mr. S. Hughes

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£193,920
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£180,560



Part A: Pupil Premium Strategy Plan



Statement of intent:

Our mission statement for Moorcroft Wood Primary School follows 4 key principles:

NURTURE: We aim to nurture the children's curiosities and love of learning, enabling them to be fully prepared for the next steps of their educational journey and, ultimately, fulfil their dreams.

FEED: We promote self-belief for all pupils, regardless of ability, or need.

GROW: We help our children to grow into tolerant, resilient young individuals, who never give up regardless of the challenges that they are, or may, face.

SUCCEED: We support our learners in becoming passionate, respectful, happy children, who love to learn.

All members of staff and the Governing Board at Moorcroft Wood Primary School accept responsibility for 'disadvantaged' pupils and are committed to meeting their academic, pastoral and social needs within a caring and nurturing environment.

What is the Pupil Premium?

Pupil Premium Funding is a Government initiative designed to provide additional funding to address the potential underachievement of our most disadvantaged children, nominally those who are (or have been) eligible for free school meals (FSM), are looked after by the Local Authority or are adopted, or are from families with parents serving (or having served) in His Majesty's forces. Schools are required to publish online information about how the premium has been used and evaluate the impact of any actions or initiatives funded by the grant.

"It is for the schools to decide how best the Pupil Premium allocation should be used, as they are best placed to assess what additional provision should be made for individual pupils"

Source: Department for Education (DfE) Website

The DfE advises using research from the Education Endowment Foundation (EEF), Moorcroft Wood Primary School has adopted a tiered approach to the Pupil Premium spending, and support.

"Considering a tiered approach to Pupil Premium spending can help schools balance approaches to improving teaching, targeted academic support and wider strategies:

Teaching – spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending

Targeted Academic Support – evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

Wider Strategies – wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers

may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.”



Source: The EEF Guide to the Pupil Premium

The EEF Guide also addresses common myths with regards to the use of the PPG, which are important to note:

MYTH: “Only eligible children can benefit from Pupil Premium”

The Pupil Premium is designed to support schools to raise the attainment of disadvantaged children; however, many of the most effective ways to do this – including improving the quality of teaching – will also benefit other groups. *Likewise, some forms of targeted academic support or wider strategies will benefit other children, including children with Special Educational Needs and Children In Need.”*

MYTH: “All data is good data”

“The measurement and comparison of internal class or school gaps is less likely to provide useful information and isn’t required by the Department for Education or Ofsted.”

Source: The EEF Guide to the Pupil Premium

Moorcroft Wood Primary School measures progress and attainment by having our main comparison of our disadvantaged cohort against National statistics for those pupils deemed to be ‘non-disadvantaged’.

MYTH: “The Pupil Premium has to be spent on interventions”

There is strong evidence base showing the impact that high-quality interventions can have on the outcomes of struggling students; however, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour.”

MYTH: Pupil Premium strategy can be separated from whole school strategy –

The Pupil Premium provides an important focus for prioritising the achievement of children from disadvantaged backgrounds in our education system. When it is most effective, the Pupil Premium will sit at the heart of a whole school effort, with all staff understanding the strategy and their role within it.



Source: The EEF Guide to the Pupil Premium



Moorcroft Wood Primary School's Pupil Premium strategy is embedded within whole-school improvements and forms part of all Improvement Plan objectives. Moorcroft Wood Primary School continuously reviews and adapts its spending of any, and all, Pupil Premium funding following analysis of our outcomes for disadvantaged students, coupled with research completed by the Education Endowment Fund and wider sources, as deemed relevant or pertinent.

This document outlines Moorcroft Wood Primary School's holistic approach to closing any achievement gap, focusing on all educational impact of disadvantage, and outlines how the school plans to utilise the Pupil Premium Grant (PPG) to effectively raise standards of attainment and achievement for all students, particularly those deemed to be disadvantaged. At Moorcroft Wood Primary School, the importance of ensuring all students, whatever their background or circumstance, are provided with a relevant education of the highest quality are paramount. This will ensure that all our pupils are equipped with the knowledge, skills and cultural capital they will need to succeed whilst attending the school, and in the subsequent stages of their educational journey.

Challenges:

The key challenges to achievement among our disadvantaged pupils have been identified as follows:

Challenge Number	Detail of Challenge
1	Children demonstrating a secure understanding of Grapheme Phoneme Correspondence (GPC) retention, decoding and blending abilities.
2	Children demonstrating a secure understanding of the skills and knowledge associated with the expected age related standard in reading at the end of all key stages.
3	Children demonstrating a secure understanding the skills and knowledge associated with the expected age related standard in writing at the end of all key stages.
4	Children demonstrating a secure understanding the skills and knowledge associated with the expected age related standard in mathematics at the end of all key stages.
5	The attendance gap for disadvantaged pupils vs all pupils, resulting in the potential creation of learning gaps.
6	Timely support systems for disadvantaged pupils (academic and non-academic) to ensure equitable access to the curriculum. (Personal to individual circumstances)
7	Children's language development and vocabulary retention (Oracy skills).

8	Access to curriculum enrichment opportunities / cultural capital development.
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Intended Outcomes:

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Increase the proportion of disadvantaged learners who achieve the age related expectations at the end of the Early Years Foundation Stage.	- Acceleration of progress and attainment for disadvantaged pupils via effective implementation of quality first teaching strategies and enhanced provision. This can include but is not limited to: - structured interventions - curriculum enrichment opportunities - the implementation of the school SEND Early Response strategy - Formalised education / pastoral based target plans - Effective CPD schedule for new to EYFS staff, focusing on the school's pedagogy pertaining to the EYFS curriculum and associated assessment processes.
Increase the proportion of disadvantaged learners who achieve the age related expectations at the end of Key Stage 1	- Disadvantaged attainment for KS1 pupils for 2024-2025 falls at least in line with national comparative figures*(Non-statutory assessments and returns will be completed by Year 2). - Clear closing of data gaps for disadvantaged pupils. - Book looks demonstrate effective language development and use across the curriculum. - Progressive learning sequences evident. - Review of curriculum to ensure that effective working memory principles are evident. - Robust assessment system identifies pupils at risk of lower progress. - Pupil Progress meetings ensure effective identification of pupils at risk, and senior leaders support staff in both monitoring and improving the progress and attainment of disadvantaged learners. - Monitoring of teaching provision within school to ensure that pedagogy aligns with agreed principles.

Increase the proportion of disadvantaged learners who achieve the age related expectations at the end of Key Stage 2	- Disadvantaged attainment for KS2 pupils for 2024-2025 falls in line with national comparative figures. - Clear closing of data gaps for disadvantaged pupils from previous key stage and in year starting points. - Book looks demonstrate effective language use across the curriculum. - Progressive learning sequences evident. - Review of curriculum to ensure that effective working memory principles are evident. - Robust assessment system identifies pupils at risk of lower progress. - Monitoring of teaching provision within school to ensure that pedagogy aligns with agreed principles. - Pupil Progress meetings ensure effective identification of pupils at risk, and senior leaders support staff in monitoring the progress of disadvantaged learners.
Disadvantaged pupils are given access to specific academic and pastoral support systems to enable equitable access to the curriculum offer.	- Boxall profile assessments provide staff with a means of identifying non-academic support requirements and measuring progress following the implementation of required provision enhancement. - Effective use of pastoral support systems (including learning mentor work, outdoor learning, nurture based provision, group, 1:1 targeted and outsourced support) enables pupils' needs to be met. - All staff use 'right help right time systems' to identify pupils who are vulnerable. Specific outside agencies engaged with to provide specific support to pupils and families where necessary (including Level 2 Early Help Support such as Nurture Provision).
Development of language and Oracy skills	- Children identified as having low communication and language skills receive targeted support via enhanced provision modelling. - Focus on language development within and across the curriculum. - Personalised and enhanced provision implemented for pupils, focusing on the development and acquisition of language (Well-comm Assessment, Early Talk Boost and Talk Boost).

- Effective identification of pupils deemed at risk of lower attainment.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£121,836**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provide ongoing CPD for all staff to ensure Quality of Education promotes positive outcomes for all pupils.</i> - <i>I am a Clever Writer</i> - <i>Appointment of two further assistant Head Teachers/ Phase Leaders to ensure robust monitoring.</i> £111,494	The EEF state that quality first teaching is one of the most effective ways of ensuring positive pupil outcomes. The member of staff in question has a secure knowledge of the relevant curriculum stages that they will be teaching; therefore, they can provide targeted support as required based on the needs of the pupils. A reduced number of pupils in each class provides an opportunity for greater adult pupil interaction within each session. Research based principles, e.g. working memory modelling and Rosenshine's Principles of effective instruction promote effective acquisition and retention of knowledge. Consistent implementation of these support the promoting of effective outcomes.	1+ 6
<i>Robust CPD schedule with Dr Bogusia Matusiak-Varley to support the development of Quality of Education and Subject Leadership.</i> £2,000		
<i>Ensure equitable access to curriculum provision offer, including wider curriculum offers, such as residential trips etc.</i> £6,613	Supporting the attainment of disadvantaged pupils Briefing for school leaders November (2015) Caroline Sharp, Shona Macleod and Daniele Bernardinelli, National Foundation for Educational Research Amy Skipp, Ask Research	6
<i>Promote cultural capital development opportunities to support the pupils in developing their understanding of the world in which they live, and prepare them for their future journeys.</i>	Pierre Bourdieu, a French sociologist, developed the idea of cultural capital as a way to explain how power in society was transferred and social classes maintained. Karl Marx believed economic capital (money and assets) dictated your position in a social order.	8



<i>Diversity Workshops £1729</i>	Bourdieu believed that cultural capital played an important, and subtle role. For both Marx and Bourdieu the more capital you have the more powerful you are. Bourdieu defined cultural capital as ‘familiarity with the legitimate culture within a society’; what we might call ‘<u>high culture</u>’. He saw families passing on cultural capital to their children by introducing them to dance and music, taking them to theatres, galleries and historic sites, and by talking about literature and art over the dinner table.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: **£57,543.83**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Ensure effective analysis of disadvantaged learners, and provide specific support to teachers based on assessment of disadvantaged learners</i> <i>Assessment System: £4665</i>	A robust assessment system enables schools to effectively identify pupils at risk of underachievement. By providing additional resources to the monitoring and implementation of this, disadvantaged pupils deemed at risk of falling behind their non-disadvantaged peers will be identified earlier, will receive targeted support and learning gaps will close.	6
<i>Learning Support Assistants provide structured intervention support for disadvantaged pupils based on identified support need.</i> <i>£47,878.83</i>	Consolidation of learning, supported by overlearning information in small ‘bite sized’ chunks aligns with working memory principles and promotes effective transfer of information to the Long Term Memory. This enables the children to Know more and remember more (Ofsted)	1, 2, 3, 4
<i>Ensure timely access to pastoral support systems, including intervention and resources, to promote positive well-being</i> <i>£5,000</i>	Well-being support for all learners is stated as a requirement for schools under the remit of ‘Keeping Children Safe in Education’ (2024). Providing well-being support enables pupils to regulate emotions and support wider access to the curriculum.	6

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

Budgeted cost: **£25,469.41**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>Targeted mentoring and wellbeing support for disadvantaged pupils via the school's learning mentor.</i> <i>£13,189</i>	Use of Boxall profile identifies non-academic requirements of pupils and enables pastoral support staff to deliver specific interventions / curriculum enrichment to close pastoral gaps, in order to access curriculum based academia.	6
<i>Increase the attendance of disadvantaged pupils through the consistent application of robust systems</i> <i>£12,307.41</i>	EEF identifies that the tiered approach to Pupil Premium Grant spending includes wider aspects such as attendance.	5

Total budgeted cost: £204,849.24



Part B: Review of the previous academic year



The following information analyses the outcomes for our disadvantaged pupils in the 2024–2025 academic year using EYFS, KS1 and KS2 assessment data, as well as phonics screening performance data.

To help us gauge the performance of our disadvantaged pupils, we have compared our results for those who are disadvantaged with national and local outcomes.

Early Years Foundation Stage – Pupils Achieving a Good Level of Development			
GLD	2023	2024	2025
All pupils	50%	65%	62%
Disadvantaged	50%	57%	58%
Gap	0%	-8%	-4%

Year 1 Phonics Screening Check			
	2023	2024	2025
All	76%	77%	76%
Disadvantaged	75%	71%	75%
Gap	-1%	-6%	-1%

End of Key Stage 1 (Year 2)									
	2023			2024			2025		
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
All	50%	43%	50%	72%	64%	79%	68%	61%	71%
Disadvantaged	44%	44%	50%	67%	56%	78%	69%	63%	69%
Gap	-6%	+1%	0%	-5%	-8%	-1%	+1%	+2%	-2%



End of Key Stage 2 (Year 6)												
	2023				2024				2025			
	Reading	SPAG	Writing	Maths	Reading	SPAG	Writing	Maths	Reading	SPAG	Writing	Maths
All	81%	71%	68%	77%	81%	81%	75%	94%	81%	77%	81%	77%
Disadvantaged	89%	72%	72%	83%	86%	81%	71%	90%	81%	76%	81%	71%
Gap	+8%	+1%	+4%	+6%	+5%	0%	-4%	-4%	0%	-1%	0%	-6%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider