

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Moorfield Primary School
Number of pupils in school	284
Proportion (%) of pupil premium eligible pupils	14% (39/284) Free School Meals – 33 pupils Service Children – 3 pupils Previously Looked After Children – 3 pupils
Academic year/years that our current pupil premium strategy plan covers	2025/2026 – 2028/2029
Date this statement was published	December 2026
Date on which it will be reviewed	July 2026
Statement authorised by	Ian Bussey Headteacher
Pupil Premium lead	Dawn Smith Assistant Headteacher
Governor / Trustee lead	Mike Tranter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,945
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£64,945

<p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	
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Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils at Moorfield reach their potential and 'learn to flourish.' We aim for each child, irrespective of their background, to meet or exceed the expected standard in all areas of the curriculum. Furthermore, we aim to ensure that all pupils can access opportunities and experiences that will enrich their life and well-being.

Our strategy is based on diagnostic reports, research, assessments and speaking to teachers, pupils, and families. We plan to achieve these objectives by supporting disadvantaged children with their learning through high quality teaching, extra interventions, boosters, free clubs and trips and regularly communicating with children and parents.

Embedding a new phonics scheme and using the corresponding resources will ensure all pupils have access to early high-quality teaching, ultimately closing the gap between disadvantaged and non-disadvantaged pupils in our school. Extra boosters, taught before and after school, will also help to raise attainment.

Offering a large range of funded extra-curricular activities within and after school, such as music lessons, sports clubs and residential, will ensure our disadvantaged pupils are able to have the same experiences and opportunities as others, whilst broadening their cultural capital.

Challenges

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

Challenge number	Detail of challenge
1	Pupils in receipt of PPG typically have lower attendance and poorer punctuality than those who are not receiving the extra funding.
2	PPG pupils' attainment doesn't match that of their non-disadvantaged peers
3	Our disadvantaged pupils are less likely to access extra-curricular activities , such as afterschool clubs, residential and music lessons because of the extra cost.
4	Pupils require more support with their personal, social and emotional skills .

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
Increased attendance and punctuality.	For disadvantaged children to be attending school 96% of the school timetable as a minimum.
Improved attainment	All children receiving PPG to achieve age-related expectations or greater depth in reading, writing and maths, and make good progress across all curriculum areas.
Increased access of extra-curricular activities	All disadvantaged pupils learn to play a musical instrument and attend extra-curricular afterschool clubs. Disadvantaged pupils will have access to experiences beyond their everyday life.
Improved emotional, personal and social skills	Sustain high levels of well-being demonstrated by: Teacher observations Student and parent voice report Improved mental health and welfare An increase in participation in enrichment activities

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: £31,683

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a full-time teaching assistant to deliver additional, consistent and daily support to disadvantaged pupils who require further support. The targeted interventions include Talk Boost, which supports language development; extra phonics sessions for pupils who aren't ARE; and delivering Number Sense to pupils in KS2 who require a deeper sense of number and number relationships	<p>EEF findings show that pupils eligible for free school meals benefit from phonic interventions and approaches. This is due to the explicit nature of the instruction and the intensive support provided.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF research shows that oral language interventions have a very high impact for low cost, based on extensive evidence.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time and the cost of the programme to embed key elements of 'Numbersense' in school.	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p>	2

Subscription to 'Century' – an online platform used for homework and diagnostic assessments	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	2
Teachers to receive literacy based CPD within the local cluster group	Investing in professional development, training and support is essential for the retention of teachers Pupil-Premium-2023.pdf (d2tic4wvo1iusb.cloudfront.net)	2

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

Budgeted cost: £18,854

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscriptions and training for structured, daily interventions, such as Spelling Shed Spelling, Numbersense, Talk Boost, RWI phonics	Investing in PD for TAs who can deliver structured interventions can be a cost-effective approach to improving learner outcomes. Targeted interventions that support language development, literacy and numeracy	2
Extending the school day with before and after school 'boosters' to reduce the attainment gap	The EEF states that 'Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.'	2 and 3
Monitored and identified pupils to receive private dyslexia screening	The NHS explains that 'The earlier a child with dyslexia is diagnosed the more effective educational interventions are likely to be.' Undiagnosed dyslexia can also result in significant loss of self-esteem and low self-confidence. Dyslexia - Diagnosis - NHS (www.nhs.uk)	2 and 4

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

Budgeted cost: £14,408

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on promoting, protecting and improving our children's mental health and wellbeing through 'Future in Mind'	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/414024/Childrens_Mental_Health.pdf	4
Engage with parents and children to build strong relationships and promote regular attendance. The administrative assistant to help reduce the number of absentees by regularly reviewing attendance data and share trends. Embed principles of good practice set out in the DfE's https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf Sharing attendance figures with staff and attend half termly meetings with the EWO	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1
Access to Early Intervention Worker	The emotional wellbeing of pupils working with the Early Intervention Worker has improved during periods of support. EEF guidance reports also suggest that effective social and emotional learning can lead to a gain of +4 months over the course of a year.	1 and 4
Access to EWO. Regular attendance is an important protective factor for our most vulnerable pupils and the best opportunity for	https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	1

needs to be identified and for additional support to be given.		
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff using the Outreach Services.</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>Improving Social and Emotional Learning in Primary Schools EEF</p>	4
Music lessons to be funded for disadvantaged pupils	EEF findings state that arts participation can be subject to financial barriers for PPG children. Research suggests a link between arts education with overall attainment and can have an impact on attainment (+3 months).	2, 3 and 4
After school, extracurricular clubs to be funded for eligible pupils	https://www.gov.uk/government/publications/pupil-premium/pupil-premium	2, 3 and 4
Residential and school trips to be funded for disadvantaged pupils	<p>https://www.gov.uk/government/publications/pupil-premium/pupil-premium</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/706830/Charging_for_school_activities.pdf</p> <p>EEF states that access to cultural experiences can have a positive impact of +3 months</p>	3 and 4

Total budgeted cost: £64,945

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.

Priority 1: Improved reading attainment among disadvantaged children

The validated systematic, synthetic phonics scheme (Read, Write Inc) that we previously purchased has been successfully embedded within KS1. Pupils in KS2, who did not pass the phonics screening in Year 1, also received daily extra interventions to ensure they keep up with their peers. KS1 and KS2 Teachers and TAs have received training, and new resources have been purchased to ensure there is a consistent approach throughout school. All children are encouraged to read a minimum of three times a week at home, and together with the daily 'shared read' and the weekly 'book club,' children have many opportunities to read, explore and discuss literature in depth and ultimately develop a love for reading which will continue past their primary years.

Attendance to the before and after school boosters, as well as daily lessons, have helped secure good progress over the year. 29/30 of Year 1 pupils passed the 2025 Phonics Screening test including the 2 pupils receiving the PPG. In the KS2 SATs, 83% of Year 6 pupils achieved the expected standard in reading. This was a significant drop from the previous year. Half of our pupils with SEN were in this year group and struggled to catch up on 'lost learning' from the pandemic. 3/7 PPG pupils met or exceeded the expected standard in reading

Priority 2: 'Catch up' on lost learning and improve attainment among our disadvantaged pupils.

In an effort to catch up on lost learning and improve attainment, we have continued to extend the school day by implementing 'boosters' before and after school. The boosters, which were held before and after-school by the child's teacher or teaching assistant, were received well. 73% of PPG pupils attended the sessions.

With the extra endeavours to ensure attainment was improved, the overall percentage of PPG pupils achieving the expected standard or greater in maths was 41%. 68% of PPG pupils achieved the expected standard or greater in reading, and 40% met the standard or higher in writing.

Priority 3: To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils

After buying into the support package with the Learning Communities Trust (LCT) and increasing attendance meetings to every 3 weeks, the attendance for PPG pupils was at 96%.

Priority 4: To ensure wider opportunities are available and accessible to our disadvantaged pupils.

After-school clubs have continued to be well attended. 56% of PPG pupils accessed the afterschool clubs without any cost, whilst 51% of pupils from Year 2 onwards have attended fully funded music lessons within school time.

From Year 2 – Year 6, all pupils were offered an overnight residential. In Year 2, pupils stayed over at Edmond Hall for two nights, in Year 3 children stayed over at Kingswood for two nights, pupils in Year 4 stayed for two nights in Arthog, Year 5 children stayed over in York for two nights and in Year 6 pupils also visited Arthog and stayed for four nights. 89% of PPG pupils attended their class residentials, whilst 100% of pupils experienced a fully funded school trip.

Priority 5: To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged children

More PP pupils are now participating in afterschool activities and a larger majority of children have attended an out-of-school experience - showing a willingness to join in other activities outside of the school day and conveying a more positive sense of wellbeing.

Wrap-around care, included breakfast club and afterschool clubs, are also fully funded for PPG pupils. 41% of PP pupils attend breakfast club, whilst 73% of pupils access free afterschool clubs. Collectively, 66% of our PP pupils access a form of our wrap-around care.

Teachers have reported that pupils are happy and calm within school, with good attitudes to learning. Staff are proactively forming strong relationships with pupils and their families to better understand their needs and difficulties they may have.

Externally provided programmes

Programme	Provider
Not applicable	

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Further information (optional)

We are fully committed to supporting our disadvantaged pupils and go the extra mile to ensure that they have the same opportunities, experiences and support as other pupils in the school.

Extra places for siblings at breakfast and afterschool club guarantee before/afterschool boosters are attended, whilst genuine, valuable relationships with pupils and parents have helped secure solid links and good lines of communication so that we are always well informed of pupils' circumstances.

The employment of a Family Help Support worker has helped improve well-being, regulation and emotional intelligence within our pupils. The purchase of the Jigsaw programme to enhance our RHE delivery has contributed to whole school topics and themes being discussed. This has helped to prepare our pupils for life: helping them know and value who they are, whilst aiding inclusion across the school.