

Pupil premium strategy statement 2024-2027

This statement details Moorgate Primary Academy's use of pupil premium funding to help improve the attainment of our disadvantaged pupils for 2024-2025

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	Moorgate Primary Academy
Number of pupils in school	300
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 – 2027-2028
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mr. J. Williams Executive Headteacher
Pupil premium lead	Mrs. V. Eaglefield Head of School
Governor / Trustee lead	Mr. H. Griffiths, lead for pupil premium

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,980
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£139,980

Part A: Pupil premium strategy plan

Statement of intent

Moorgate Primary Academy is at the heart of the community where children will 'Achieve, Challenge & Enjoy'. We provide children with an enriched curriculum and extended opportunities to thrive and develop into lifelong learners. Moorgate is a place where we:

- Set high expectations for all children and support them to ensure they achieve their potential
- Create a challenging and vocabulary rich curriculum, which is accessible to all
- Provide a safe and secure environment where children achieve their best
- Ensure that children enjoy coming to school and develop compassion and tolerance for others
- Develop the spiritual, social, moral, cultural needs of all

The intent of the Pupil Premium Strategy spend at Moorgate Primary Academy is designed to address the potential barriers as set out in the Curriculum Intent statement. It will be underpinned by the school values above.

The school's strategy in respect of the Pupil Premium focusses clearly upon two co-dependent approaches.

1. **Structure:** Pupil Premium families require the social and emotional support to ensure that the children attend school frequently and have well established routines. This provokes a positive approach to both the school and education. It ensures that children enter the classroom exhibiting effective behaviour for learning.

2. **Interaction:** Children are exposed to a collaborative and cooperative pedagogy where they learn through experience, self-reflection and from their peers thus building learners that are resilient and who persevere. They shall receive focussed and proportionate high quality teaching from all adults in the classroom.

The way in which this money is spent on our learners reflects those barriers to educational achievement faced by Pupil Premium learners at Moorgate Primary Academy in the **21st Century**. These are:

1. Ensuring the most disadvantaged children receive quality support in lessons
2. Ensuring that a well trained workforce deliver high quality intervention programmes to ensure children make accelerated progress
3. Providing enrichment activities which the children might not otherwise get
4. Ensuring the attendance of these groups is above national average (97%+)

High quality first teaching is at the core of our approach. Our focus is to support pupils to make good progress in all areas of learning. This is proven to have the greatest impact on closing the disadvantage attainment gap, this in turn will impact on non pupil-premium pupils within our school.

Challenges

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

Challenge number	Detail of challenge
1	Early Reading Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Parental voice highlights the want to have further support with synthetic phonics and the teaching of reading at home, however reduced take up of phonics workshops impacts on families' confidence.

2	<p>Pupils rely on low tier vocabulary in both speaking and writing. They do not have a wide vocabulary resulting in barriers to comprehension; as a result many disadvantaged pupils attain below ARE within English.</p> <p>Observations, pupil voice and discussion with families suggests that pupils have limited experiences outside of school including visits and clubs. Last academic year fewer families that attract the pupil premium funding paid towards the extended enrichment offer than non-pupil premium, this highlights that there is overwhelmingly a need to support families. Limited experiences and enrichment/trips directly have an impact on pupil's oral language skills and higher-level vocabulary. It also affects their life long aspirations and mental health and wellbeing having an overall impact on their attainment. This is evident from Reception through to Key Stage 2 and in general, is more prevalent among our disadvantaged pupils than their peers. Communication and language is consistently the lowest achieving area on the Reception Baseline Assessment, this years on entry baseline identifies 43% of children on track currently for communication and language.</p>
3	<p>Reaching age-related expectations at the end of Key Stage 2</p> <p>Internal assessment indicates that progress within core subjects for disadvantaged pupils has been impacted by the partial school closures to a greater extent than for others. This has led to gaps within subjects meaning that pupils are at risk of falling further behind age-related expectations and thus making limited progress. This is especially noticeable in Math with 17% of pupil premium pupils within Key Stage 2 making limited progress last academic year.</p> <p>Reception baseline data shows that only 53% of pupils are on track in literacy and 60% of pupils are on track in mathematics.</p>
4	<p>Attendance:</p> <p>Our attendance data for last academic year (2023-2024) was 94% for disadvantaged pupils and 95% for whole school attendance. This is an increase on the year previously demonstrating how the current supportive measures are helping families to engage fully with children in school. The previous year, 2022-2023, attendance figures were 93.5%, for disadvantaged pupils and the whole school attendance was 94.4%.</p> <p>Attendance for school still sits slightly below national figures, contributing factors for recent attendance include separation anxiety and term time holidays. Many families are seeking help with morning routines, structure and struggling to get to school on time.</p>
5	<p>Emotional resilience and learning behaviour. – (Lack of self-regulation and understanding of metacognition)</p> <p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified behavioural, social and emotional issues for many pupils, notably due to a lack of routine and enrichment opportunities during school closures continuing to impact on family life now. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support to the Early Help Team have increase since the pandemic. 89 pupils currently require additional support with social and emotional needs such as separation anxiety and low mood through a range of different tiered levels of support. This is equal to 29% of our total school cohort.</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 reading attainment amount disadvantaged pupils	<ul style="list-style-type: none"> • Embedded consistent use of a phonics scheme (Floppy Phonics) within Early Years and Year 1 with pupils ready to move onto spelling in Year 2. • Reading outcome at the end of Key Stage 1 show that disadvantaged pupils met age-related expectations and make progress from their entry point in reception. • Increased percentage of pupils achieving a good level of development in Early Years each year, including reading. • Phonics screening at the end of Year 1 is in line with, or better, than National average. • Pupils that re-take the phonics screening in Year 2 make accelerated progress • Internal tracking of reading books and book bands show that children make good progress • Interventions such as precision teaching, delivered by a skilled LSA shows that pupils are making accelerated progress • Learning walks and lesson observations show that classrooms are rich with books relating to all topics • A well-trained workforce deliver high-quality reading lessons and intervention programmes to ensure children make accelerated progress • Consistent delivery of reading lessons ensures an increased percentage of children being able to fluently decode words • Embedding interventions for pupils that are working below age-related expectations to ensure they keep up and catch up within reading and phonics
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • Pupils consistently demonstrate high levels of positive learning behaviour and engage with a range of strategies within the classroom to support their emotional wellbeing. This will be evidenced through pupil voice, staff voice, learning walks and lesson observations • Increased participation in enrichment activities and after school clubs, particularly disadvantaged pupils. Both parent and pupil voice show impact and value that enrichment and wider opportunities has on pupils. • Commissioned support from outside agencies to support delivery of interventions such as 'Relax Kids' and 'Lego Therapy' • Increased levels of resilience and self-esteem displayed in pupils. Pupils are able to better regulate their emotions; using resources independently to support them • Workshops for parents and carers around anxieties and mental health, positively promoting strategies that will support wider life • Continue to develop strong links with outside agencies such as Malachi, local Mental Health Partnership and the Hope Project • A reduction of overall behaviour incidents at pinch points within the day e.g. lunch time/break time • Sustain wider initiatives for our pupil kindness ambassadors and wellbeing ambassadors
Improved maths attainment for	<ul style="list-style-type: none"> • Key Stage 2 outcomes show that pupils have made expected or better than expected progress from their starting point each year

<p>disadvantaged pupils at the end of KS2.</p>	<p>using internal data. Outcomes will be in line with the National average</p> <ul style="list-style-type: none"> • Formative assessments and observations indicate fluency skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence e.g. engagement in lessons, book looks • A well-trained workforce deliver high quality in class-support and intervention programmes and same day pre-teaching to ensure children make accelerated progress. • A greater number of pupils are achieving greater depth within Maths within internal and external assessments • Children achieve in-line with, or better, in the multiplication assessment at the end of Year 4 • Pupils leave school with the skills they need to be successful beyond primary school in maths
<p>Attendance of pupils will improve with persistent absence reducing resulting in less lost learning.</p>	<ul style="list-style-type: none"> • Reduction in pupils that are persistently absent or late evidenced through sustained high attendance by 2026/2027. • The attendance of disadvantaged pupils is in line with non-disadvantaged pupils and that any gap is being reduced. • Commissioned support from Educational Welfare Officer to show reduction in pupils that are absent • Early Help Team to continue to support families and strengthen links with the Educational Welfare Officer. • Parent and pupil voice to show that attendance has a high priority and that learning time in school is seen as valuable • All staff attend appropriate safeguarding updates and are secure in the knowledge of their role – including full engagement in new local initiatives such as ‘Attendance Heroes’
<p>Pupils are able to speak and communicate with confidence using appropriate language for the topic.</p> <p>They build on their bank of vocabulary and use it well when interacting with others as they move through each year group.</p>	<ul style="list-style-type: none"> • Children leave Moorgate able to communicate using a variety of communication tools e.g. writing, computing, speech. They are able to use ambitious subject specific vocabulary with accuracy and confidence • Develop a well trained workforce, upskilling identified staff within Early Years speech and language through local bespoke training in Early Communication Screening • Sustained use of ‘Welcomm’ to assess pupils language skills on entry in the Early Years and develop an appropriate intervention • Word of the month is an embedded part of school culture for all stakeholders and is evident in the ambitious vocabulary pupil’s use. Classrooms are a language rich environment, reflecting a wide range of progressive curriculum vocabulary and high quality books • Assessments and observations indicate improved oral language skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence e.g. engagement in lessons, book looks • At the end of KS2, disadvantaged pupils will have made at least expected progress (based on their starting point) within reading and writing • Pupils will attain age-related expectations or better in English at the end of KS2. Outcomes will be in line with or better than the national average • At the end of the Early Years Foundation Stage Curriculum, children will be able to speak in clear sentences to communicate their needs and understanding. Pupils achieving a good level of development will be in line with national average or better

	<ul style="list-style-type: none">• A well-trained workforce delivers high-quality intervention programmes to ensure children make accelerated progress
--	---

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: £74,474.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum with a specific focus in Early Years.</p> <p>These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>Speaking in July 2018, Damian Hinds expressed concerns about the number of children who finish their reception year still not able to talk in full sentences. Closing the word gap is the top priority in the UK government's social mobility action plan.</p> <p>Mind the word gap Oxford University Press: Word Gap Matters</p>	2
<p>Deliver and sustain progressive vocabulary for all pupils to close the vocabulary word gap within all subjects across the curriculum</p> <p>Staff CPD to address vocabulary within the foundation curriculum and develop rich vocabulary learning environments</p>	<p>This research has included a series of Oxford Language Reports focusing on the reported 'word gap' between the vocabulary that children have at their fingertips, and the vocabulary they need to access their education, including the foundation subjects. It comes as no surprise to see vocabulary highlighted in this guidance as a central component of the language skillset that unlocks a child's educational success.</p> <p>The Oxford Language Report 2023 - 2024 How schools are closing the word gap</p> <p>There is strong evidence on the impact of explicitly teaching new vocabulary within science and its meaning, creating opportunities for repeated engagement and use over time.</p> <p>EEF Improving Primary Science</p>	2
<p>Embedding of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils through a range of CPD activities lead by the English Lead.</p> <p>We will fund teacher release time to embed key elements of guidance and work with the English hub.</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>Phonics Toolkit Strand Education Endowment Foundation EEF Floppy's Phonics - A Case Study</p>	1
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. CPD to further embed the delivery of the curriculum, including maths, in small steps and using effective scaffolds to ensure</p>	<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>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	3

<p>children 'know more, remember more and do more'</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training and teaching of fluency).</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>The article below, relating to the 10 principles of Rosenshine, presents 10 research-based principles of instruction, along with suggestions for classroom practice, these principles come from three sources including cognitive science, research on master teachers and cognitive support. In a series of studies, a wide range of teachers were observed as they taught, and the investigators coded how they presented new material, how and whether they checked for student understanding, the types of support they provided to their students, and a number of other instructional activities.</p> <p>Principles of Instruction - Rosenshine</p>	
<p>Retention of additional LSA provision to ensure consistency and support daily in each class. LSAs implement quality, timely interventions relating to language, reading and maths and delivering high quality in-class support to ensure impact on pupils' progress.</p> <p>Creating a 'Reading Army' of staff that supports reading across the school, delivering daily small group reading sessions within each year group</p>	<p>Support the attainment of disadvantaged pupils.</p> <p>More successful schools identify the strengths of each member of staff and find the best ways to use them. They are quick to spot potential and 'grow their own staff'. They ensure that teaching assistants (TAs) are well trained in supporting pupils' learning as well as in specific learning interventions, so TAs can provide effective support to individual pupils or small groups. They also ensure strong teamwork between teachers and support staff.</p> <p>The EEF Guide to Pupil Premium states that 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.</p> <p>The EEF Making best use of teaching assistants</p> <p>Reading comprehension strategies</p>	1,2,3

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

Budgeted cost: £9,107.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>LSAs to deliver purposeful, effective morning interventions for identified pupils before the school day begins</p>	<p>Support the attainment of disadvantaged pupils.</p> <p>More successful schools identify the strengths of each member of staff and find the best ways to use them. They are quick to spot potential and 'grow their own staff'. They ensure that teaching assistants (TAs) are well trained in supporting pupils' learning as well as in specific learning</p>	1,2,3,4,5

	<p>interventions, so TAs can provide effective support to individual pupils or small groups. They also ensure strong teamwork between teachers and support staff.</p> <p>Learning Support Assistants can provide large positive impact on outcomes, however, how they are deployed is key. Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.</p>	
<p>LSAs and those working with the Early Years Foundation stage, to deliver effective language interventions including precision teaching</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>The EEF Making best use of teaching assistants</p>	1,2
<p>Deliver booster groups during the Spring & Summer term to support accelerated progress of Year 5 & 6 pupils.</p>	<p>Use of a qualified teacher to lead small group interventions targeted at specific areas or to support in class teaching of small groups of pupils to scaffold learning has moderate to good impact.</p> <p>Small Group Tuition & Individualised instruction</p>	3
<p>Continued embedding and strategic delivery of commissioned external specialist support and interventions in the form of relax kids, forest schools and specific interventions such as nurture groups and a wider partnership with the NHS Mental Health Team</p>	<p>The Public Health England report in 2014 found close links between improved mental health and wellbeing of pupils.</p> <p>Report: The link between health and wellbeing</p> <p>A strategically, well planned approach to Social and Emotional learning can add to the progress of pupils by up to +4 months. Edukit UK allows us to carefully monitor the wellbeing of pupils and act upon their needs. It opens a space for safe communication and further safeguards our pupils –providing them with links to support and encouraging a healthy mind. Our approach to SEL is guided by the EEF’s 6 recommendations for improving SEL in school.</p>	4,5

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

Budgeted cost: £56,398

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behavior management approaches with the aim of developing our school ethos and improving behavior across school.</p> <p>Strategically support and address pinch points for behaviour</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Outdoor Play & Learning</p>	5

<p>through wider support and CPD for a well trained work force, including lunch time supervisors through play based activities</p>		
<p>Retention of the Early Help Leader who has the responsibility for liaising with families whose attendance, behaviour or appearance is a cause for concern and therefore embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Commissioned support EWO.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Framework for securing full attendance Working together to improve school attendance</p> <p>Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as antisocial characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</p> <p>The attendance REA Report March 2022 states: "Positive impacts were found for both parental communication approaches and targeted parental engagement interventions. The average impact was larger for targeted parental approaches."</p>	<p>4</p>
<p>Retention of the Early Help Leader within school who has the responsibility of delivering and commissioning external specialist support and interventions in the form of relax kids, forest schools and specific interventions such as nurture groups.</p> <p>We will purchase resources to support the delivery of high quality interventions relating to pupils mental health and wellbeing, including ensuring each class has appropriate relax box materials</p>	<p>The Public Health England report in 2014 found close links between improved mental health and wellbeing of pupils. Report: The link between health and wellbeing</p> <p>A strategically, well planned approach to Social and Emotional learning can add to the progress of pupils by up to +4 months. Edukit UK allows us to carefully monitor the wellbeing of pupils and act upon their needs. It opens a space for safe communication and further safeguards our pupils –providing them with links to support and encouraging a healthy mind. Our approach to SEL is guided by the EEF's 6 recommendations to for improving SEL in school.</p>	<p>2, 3</p>
<p>Implementation of Moodly as a tool for instant, daily wellbeing check-in for pupils that allow adults to support the emotional wellbeing & safeguarding of pupils</p>		
<p>Year 6 Residential – reduce the cost of the Year 6 residential for all families to ensure everyone has the opportunity to engage in this experience that promotes resilience, perseverance and independence.</p>	<p>Whilst the EEF evidence is still unclear, there is evidence to suggest that outdoor learning increases pupils' self-confidence and resilience. EEF Outdoor learning report</p> <p>In addition, the Forestry Commission put together a report highlighting the importance of outdoor learning opportunities for pupil's health and wellbeing.</p>	<p>2,5</p>
<p>Enrichment activities and resources to ensure that pupils are given a range of activities to ensure that they engage fully with</p>	<p>The importance and impact of immersive experiences can be seen in improved outcomes in lessons where pupils have been given the opportunity to en-</p>	<p>2,3,5</p>

<p>both curriculum and school life that they may not otherwise get.</p> <p>To improve and promote pupils cultural capital through wider trips and real life experiences</p>	<p>engage with real world events and experiences. Evidence from pupil work and use of vocabulary supports the need and positive impact of this 1,2,3,4 12 approach. Our work is further guided and supported by the Cultural Learning Alliance whose work, guidance and approach can be found in the above link.</p> <p>As well as this, A New Direction has commissioned a series of case studies explore how schools providing disadvantaged pupils with opportunities to engage in arts and cultures.</p> <p>An Unequal Playing Field Excerpt: This report highlights extra-curricular activities boost young people's confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities. Above all, they offer an important space to have fun and relax away from the pressures of school work. These qualitative benefits must not be discounted, especially in the context of contemporary challenges around young people's mental health and wellbeing.</p>	
<p>Further develop opportunities to involve parents within school life and support the work that school does further workshops, home visits, coffee mornings and wider opportunities to engage in their child's school life.</p> <p>Regular opportunities to meet with parents to discuss their child's progress, wellbeing or attendance.</p>	<p>General approaches which encourage parents to be more involved in their child's education can have up to 4 months progress with a strong evidence base.</p> <p>Parent Involvement & Engagement</p>	1,2,3,4,5

Total budgeted cost: £139,980

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.

Please see below a review of last years (2023-2024) strategy:

Outlined below is our internal assessment during 2023-2024:

Internal Data Headlines:

- 18% of disadvantaged pupils across Key Stage 1 & 2 made accelerated progress in reading.
- 10% of disadvantaged pupils across Key Stage 1 & 2 made accelerated progress in writing.
- 19% of advantaged pupils across Key Stage 1 & 2 made accelerated progress in maths.

Expected Progress for pupils entitled to free school meals, across the core subjects, is broadly in line with their peers. 88% of disadvantaged pupils are making expected progress in reading with 80% in writing and 84% in maths. Termly pupil progress meetings have been conducted with teaching staff to review the support in place for pupils making limited progress across a year group or key stage. This includes carefully considered interventions, these take place before and during the school day. LSAs delivered morning interventions before the school day from 8:30-8:45am for each class. In addition, LSAs have been delivering precision teaching interventions during the school day.

Moderation both internally and externally have happened over the academic year. Careful consideration to attainment data and gaps analysis has taken place and used to identify areas for development for individual pupils.

A validated phonics program has become embedded within the Early Years and Key Stage 1. Additional dedicated time has been given up for CDP for all staff including those working within Key Stage 2 as well as Key Stage 1 & Early Years. A carefully considered approach to the teaching of phonics and stringent systems in place to focus on all pupils, including those who are disadvantaged, to ensure pupils are able to keep up and catch up. As a school, we have engaged with the English Hub and engaged in an Early Reading Audit. Regular learning walks have been conducted to ensure that there is consistency within the teaching of phonics. Careful consideration has been given to the reading book scheme to ensure it carefully matches the letters and sounds taught at each stage ensuring all reading books sent home are fully decodable whilst additional traditional tales and storybooks are included to encourage a wider love of reading. *Ofsted, 2023 highlighted ' Children practise phonics skills when reading books that match the sounds they are learning and that parents value reading workshops which help them support their child's reading at home.'* Pupils are carefully tracked through their reading book bands through teacher assessment and half-termly benchmarking to ensure that the reading books are appropriately pitched. Children who do not make the expected progress within phonics are supported through additional interventions within school using precision teaching. At the end of the academic year, 46% of pupils not passing the phonics screening at the end of Year 1 were disadvantaged. At the end of Year 2, 85% of disadvantaged passed the phonics screening.

To ensure that we have a well-trained work force, all adults received additional emotion coaching training, Relax Kids training, attachment and trauma training and all LSAs have been trained in precision teaching intervention to support early reading and phonics. Additional CPD including engaging with Rosenshine Principles to support 'knowing more, remembering more' through retrieval of long term memory, de-, SEND within maths, the teaching of fluency and also the vocabulary word gap using up to date research from the Oxford Word Press. *The CPD offered has ensured 'Teachers present new learning in a way that engages pupils and helps them to retain knowledge, so that pupils know and remember more. Teachers check how well pupils*

are learning the curriculum. Any gaps in learning are identified and revisited. Teachers address any misconceptions or errors quickly.' Ofsted, 2023.

We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required for pupils. For the academic year 2023-2024, Moorgate continued to employ an Early Help Leader to support pupils' wellbeing and mental Health. Through the strategic use of the Early Help Team, there were a range of nurture groups and programs in place that responded to the ever-changing needs of the children. In addition, the Early Help leader and SENDCo developed a supportive 'Coffee Morning' with parents to support families with the factors that influence engagement in school, behaviour and attendance. The following were internal or commissioned interventions delivered last year.

- Hope project (yearly via CAMHS)
- Midlands Mental Health Partnership with a linked practitioner on site weekly
- Draw and talk sessions
- Forest schools – working with 15 pupils
- Listening ear, weekly child/family check-ins
- Food & hygiene bank on school site
- Free School Uniform Bank in the community room & a school recycling link with local charity
- Half termly food hampers – including slow cookers
- Synergy Therapy – supporting pupils with emotional wellbeing
- Christmas presents to 30 families from Derek's Tree
- Relax Kids sessions for Early Years & Key Stage 1
- Resilience family workshops
- Drop in parent sessions lead by EHL & SENDCo

The Early Help Team meet weekly to triangulate individual needs of pupils to ensure their mental health and wellbeing is supported through placing pupils into tiers; ranging from universal support and the way we set up our curriculum to very personalised and specialist support for those experiencing emotions that create a barrier to their learning. Regular check ins with teachers through the academic year took place. Tier 1 – Universal support for all children. Tier 2 – Targeted bespoke support for children with a specific emotional need in addition to universal support. Tier 3 – Individual support for children who may need additional support from outside agencies.

Attendance is consistently monitored within the role of the Early Help leader. Whole school rewards are in place to encourage positive whole school attendance with the addition of individual attendance rewards as appropriate. Attendance is a consistent item on the whole school agenda, shared weekly with parents and when attendance becomes of concern families are invited in for attendance check-ins. We continued to maintain positive relationships with the local EWO gaining support as needed. At the end of the academic year, whole school attendance was 95%, with disadvantaged pupil's attendance at 94%. *Ofsted 2023, recognised the impact of interventions and early support by stating 'The school does all it can to make sure pupils attend regularly and on time. Pupils know that they can put their worries in the worry box. They know that staff listen to and act on any worries or concerns they have.'*

This has all been possible through a carefully considered enrichment offering that carefully mapped out this academic year, with children having an opportunity to go on a school trip such as visiting Packington Farm, Young Voices Concert, Year 6 Residential or Pizza Express or visitors in school to deliver specialist workshops. *Ofsted 2023, recognised 'Pupils are well prepared for life in Modern Britain... the work of the school council helps pupils to understand democracy and the right to a voice. Choir, art, sports club and working alongside artists and musicians help pupils to develop new talents and interests.'* To allow this to happen, we match funded out parental contribution of £10 per child for enrichment. To negate the ever increasing cost of school visits including transport costs, teachers carefully considered how to bring wider opportunities and enrichment into school with investment in resources such as Now>Press>Play, VR Headsets and

performing arts companies each term. In addition, a wide range of afterschool clubs were offered ranging from craft club, relax kids, choir and multi-skills.

Early Years, including our newly established nursery, continues to a strength. Staff work closely with parents to carefully plan to meet the learning and development needs of all children. Skilled adults engage in high-quality interactions with children.

Further information

Our pupil premium strategy will be supplemented by additional activities that are not being funded by pupil premium or recovery premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- All pupils from Key Stage 2 will have the opportunity to take part in swimming lessons on the school site by way of a hired swimming pool. This will equip pupils with much needed life skills. We know that pupils have missed out on swimming instruction due to the impact of school closures.
- In addition to the enrichment offer, teaching staff will offer a wide range of extracurricular activities to boost wellbeing and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- All staff will be trained with high quality strategies to ensure that children receive quality support in lessons through carefully considered CPD including the links within SUAT multi-academy trust and the use of National College materials. Additionally, coaching at all levels takes place systematically for all practitioners. Teachers and leaders all have the opportunity to take part in nationally recognised qualifications such as NPQSL, NPQH & NPQEL