

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 2025-2026

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 |
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| School name | Moorgate Primary Academy |
| Number of pupils in school | 305 |
| Proportion (%) of pupil premium eligible pupils | 29% |
| 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 | November 2025 |
| Date on which it will be reviewed | July 2026 |
| 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 | £121,150 |
| 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 | £121,150 |
| If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | |

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 are committed to providing children with an enriched curriculum and a wide range of opportunities that enable all pupils to thrive and develop into lifelong learners. At Moorgate we:

- Set high expectations for every child and provide the support they need to achieve their potential
- Deliver a challenging, vocabulary-rich curriculum that is accessible to all
- Provide a safe and secure environment where children achieve their best
- Foster a culture where children enjoy coming to school and show compassion and tolerance towards others
- Develop the spiritual, social, moral, cultural needs of all

The intent of our Pupil Premium Strategy is to address the potential barriers identified within our Curriculum Intent statement, and it is underpinned by the values outlined above. Our approach is built around two interconnected strands:

1. **Structure:** Pupil Premium families may require strengthened social and emotional support to promote regular attendance and positive routines. By providing this, pupils are more able to arrive in school ready to learn and to demonstrate effective behaviour for learning.
2. **Interaction:** Pupils experience a collaborative and cooperative pedagogy in which they learn through experience, self-reflection and from one another. They receive focused, proportionate and high-quality teaching from all adults in the classroom, helping them develop resilience and perseverance.

Our Pupil Premium funding is allocated in direct response to the barriers to achievement faced by disadvantaged learners at Moorgate Primary Academy in the **21st Century**. These include:

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. Offering enrichment opportunities that pupils may otherwise be unable to access
4. Ensuring attendance for disadvantaged pupils remains above national averages

High-quality first teaching is at the core of our strategy. Our priority is to ensure that all pupils make strong progress across the curriculum. This approach is proven to have the greatest impact on closing the attainment gap for disadvantaged pupils, while also benefitting non-Pupil Premium pupils across the school.

Challenges

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

| Challenge number | Detail of challenge |
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| 1 | Early Reading Assessments, observations and pupil discussions indicate that disadvantaged pupils generally experience greater difficulties with phonics than their peers, which negatively affects the development of early reading skills. Parental feedback highlights a desire for further support with synthetic phonics and reading at home; however, reduced attendance at phonics workshops impacts family confidence and engagement. |

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| 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>Disadvantaged pupils often rely on low-tier vocabulary in both speech and writing, creating barriers to comprehension and contributing to lower attainment in English. Observations, pupil voice and family discussions suggest that many pupils have limited experiences outside school, including trips, visits and clubs.</p> <p>Over recent academic years, fewer Pupil Premium families have contributed to the extended enrichment offer compared with non-Pupil Premium families, indicating a significant need for additional support. Limited enrichment experiences directly affect pupils' oral language skills, exposure to higher-level vocabulary, aspirations and wellbeing, which in turn impacts attainment.</p> <p>Communication and language has been the lowest-achieving area on the Reception Baseline Assessment for several years, with only 48% of pupils currently on track in this area.</p> |
| 3 | <p>Reaching age-related expectations at the end of Key Stage 2</p> <p>Pupils at the end of the Key Stage 2 achieving the expected standard combined (across reading, writing & maths) has been below nationally for the last 3 years. Last academic year, 59% of children reached the expected standard in all 3 subjects. Overall, reading and writing attainment for all pupils is slightly above national, with maths hovering at just in line with the national picture.</p> <p>For disadvantaged pupils, last academic year 78% of pupils achieved age-related or better in reading, 89% in writing and 63% within maths. Maths continue to be a focus area for end of Key Stage 2 attainment.</p> <p>Reception baseline data shows that only 35% of pupils are on track in literacy and 45% of pupils are on track in mathematics.</p> |
| 4 | <p>Attendance:</p> <p>Attendance for disadvantaged pupils in 2024-2025 was 93% compared with 95% for whole school attendance. The previous year, 2023-2024, attendance figures were 94%, for disadvantaged pupils and the whole school attendance was 95%.</p> <p>20% of disadvantaged pupils were considered persistently absent. 24 disadvantaged pupils have previously met the DfE penalty notice threshold. In addition, there were 92 incidents of disadvantaged pupils being late after the register closed.</p> <p>Attendance for school still at 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>Assessments, wellbeing surveys, observations and discussions with pupils and families have identified a range of behavioural, social and emotional challenges, many of which stem from disrupted routine and reduced enrichment opportunities during school closures continuing to impact on family life, particularly disadvantaged pupils, impacting their wellbeing and attainment.</p> <p>33 pupils currently require specific tailored additional support with social and emotional needs such as separation anxiety and low mood through a range of different tiered levels of support.</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 |
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| Improved reading attainment for disadvantaged pupils | <ul style="list-style-type: none"> • Sustained, consistent implementation of a phonics scheme (Floppy Phonics) within Early Years and Year 1 with pupils well prepared 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, including disadvantaged, achieving a good level of development in Early Years each year, particularly reading. • Phonics screening at the end of Year 1 continue to be in line with, or better, than National average. • Pupils that re-take the phonics screening in Year 2 make accelerated progress and meet the expected standard. • Internal tracking of reading books and book band progression show that children make good progress. • Specific targeted interventions such as precision teaching, delivered by a skilled LSA shows that pupils are making accelerated progress in reading and phonics. • 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. • Effective, embedding interventions for pupils that are working below age-related expectations to ensure they keep up and catch up within reading and phonics. • Improved pupil engagement and confidence in reading, shown through pupil voice, increased participation in reading activities, and higher levels of home-reading engagement. • Positive parental involvement, demonstrated through increased engagement with phonics and reading workshops, home-reading routines, and parent feedback. |
| 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 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 among disadvantaged pupils. Both parent and pupil voice evidence positive impact and value that enrichment and value of wider opportunities has on pupils. • Commissioned support from outside agencies to support delivery of interventions such as 'Relax Kids' and 'Lego Therapy' • Pupils show increased resilience and self-esteem, and demonstrate improved emotional regulation, using available resources independently to support themselves. • Workshops for parents and carers around anxieties and mental health, positively promoting strategies that will support wider life and family wellbeing. |

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| | <ul style="list-style-type: none"> Continued development of strong partnership[s with outside agencies such as Malachi, local Mental Health Partnership and the Hope Project to enhance provision for pupils and families. A reduction in overall behaviour incidents at pinch points within the day e.g. lunch time/break time. Sustained implementation of wider initiatives for our pupil kindness ambassadors and wellbeing ambassadors. |
| Improved maths attainment for disadvantaged pupils at the end of KS2. | <ul style="list-style-type: none"> Key Stage 2 outcomes demonstrate that pupils have made expected or better than expected progress from their starting point each year using internal data. Outcomes will be in line with the National average Formative assessments and observations indicate fluency skills among disadvantaged pupils are improving. This is evident when triangulated with other sources of evidence e.g. engagement in lessons, book looks and standardised assessments. A well-trained workforce deliver high quality in class-support and targeted intervention programmes and same day pre-teaching to ensure children make accelerated progress. A greater number of pupils are achieving greater depth within Maths, as evidenced through both internal and external assessments Children achieve in-line with, or better, in the multiplication assessment at the end of Year 4 Pupils leave primary school equipped with the mathematics skills and knowledge they need to be successful in their next stage of education. |
| Attendance of pupils will improve with persistent absence resulting in less lost learning. | <ul style="list-style-type: none"> Reduction in pupils that are persistently absent or late evidenced through sustained high attendance by 2026/2027. Fewer missed learning opportunities due to improved punctuality and reduced term-time absences. The attendance of disadvantaged pupils is in line with non-disadvantaged pupils and that any gap is being reduced. Persistent absence (PA) rates for disadvantaged pupils reduce year on year, as measured through termly monitoring and official reporting. Early identification of attendance concerns through internal monitoring and tracking enables timely interventions for pupils and families. Targeted support strategies are implemented effectively and show measurable impact on attendance and engagement. Parent and pupil engagement improves, evidenced through participation in meetings, workshops, and communication regarding the importance of regular attendance. Early Help Team to continue to support families and strengthen links with the Educational Welfare Officer. Support from Educational Welfare Officer to show reduction in pupils that are absent 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 local initiatives such as 'Attendance Heroes' |
| Pupils are able to speak and communicate with confidence using | <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 |

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| <p>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> | <p>confidence. Pupils demonstrate increased confidence in speaking, using clear and appropriate language for the topic in both structured and informal contexts.</p> <ul style="list-style-type: none"> • 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 'Stoke Speaks Out' to assess pupils language skills on entry in the Early Years and develop an appropriate intervention moving into 'Welcomm' as they move into Key Stage 1. • Pupils progressively build and apply a broad vocabulary, showing improved word choice and accuracy as they move through each year group. 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 • Pupils use newly acquired vocabulary effectively in discussions, presentations, and collaborative work, demonstrating comprehension and application. • 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 • A well-trained workforce delivers high-quality intervention programmes to ensure children make accelerated progress • Observation, learning walks, and pupil voice indicate that pupils engage confidently in classroom talk, showing understanding and active participation. • Written work reflects the integration of spoken vocabulary, with pupils using topic-specific language appropriately across subjects. |
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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: £58,772.72

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Embedding dialogic activities across the school curriculum with a specific focus in Early Years. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. | 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. Mind the word gap Oxford University Press: Word Gap Matters | 2 |
| Deliver and sustain progressive vocabulary for all pupils to close the vocabulary word gap within all subjects across the curriculum Staff CPD to address vocabulary within the foundation curriculum and develop rich vocabulary learning environments | 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. The Oxford Language Report 2023 - 2024 How schools are closing the word gap 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. EEF Improving Primary Science | 2 |
| 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. We will fund teacher release time to embed key elements of guidance and work with the English hub. | 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: Phonics Toolkit Strand Education Endowment Foundation EEF Floppy's Phonics - A Case Study | 1 |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. A specific focus on the teaching of fluency and arithmetic lessons. CPD to further embed the delivery of the curriculum with a deeper focus on stand along arithmetic | 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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) EEF Improving Mathematics in Key Stage 2 & 3 | 3 |

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| <p>lessons, in small steps and using effective scaffolds to ensure 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 and arithmetic).</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. 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 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 |
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| LSAs to deliver purposeful, effective morning interventions for identified pupils before the school day begins | <p>Support the attainment of disadvantaged pupils. 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</p> | 1,2,3,4,5 |

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| | <p>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> | |
| LSAs and those working with the Early Years Foundation stage, to deliver effective language interventions including precision teaching | <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 |
| Deliver booster groups during the Spring & Summer term to support accelerated progress of Year 5 & 6 pupils. | <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 |
| 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>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: £53,269.88

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <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 |

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| through wider support and CPD for a well trained work force, including lunch time supervisors through play based activities | | |
| 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. Commissioned support EWO. | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Framework for securing full attendance</p> <p>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> | 4 |
| 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. 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>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 to for improving SEL in school.</p> | 2, 3 |
| 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 | | |
| 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>Whilst the EEF evidence is still unclear, there is evidence to suggest that outdoor learning increases pupils' self-confidence and resilience.</p> <p>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> | 2,5 |
| Enrichment activities and resources to ensure that pupils are given a range of activities to ensure that they engage fully with | <p>The importance and impact of immersive experiences can be seen in improved outcomes in lessons where pupils have been given the opportunity to engage with real world events and</p> | 2,3,5 |

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| <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>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> | <p>1,2,3,4,5</p> |

Total budgeted cost: £121,150

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.

Please see below a review of last years (2024-2025) strategy:

Outlined below is our internal assessment during 2024-2025

Internal Data Headlines:

- 21% of disadvantaged pupils across Key Stage 1 & 2 made accelerated progress in reading.
- 20% of disadvantaged pupils across Key Stage 1 & 2 made accelerated progress in writing.
- 25% 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. 95% of disadvantaged pupils are making expected progress in reading with 93% in writing and 89% 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, has taken place over the academic year. Careful consideration of attainment data and gap analysis has been 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. *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.'* Regular learning walks have been conducted to ensure that there is consistency within the teaching of phonics. 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, 84% of pupils passed their phonics screening. At the end of Year 2, 97% of passed the phonics screening.

Within school, there is a relentless focus to further develop a culture of reading. As a school, we have engaged with the English Hub and engaged in an Early Reading Audit. 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. Carefully tailored staff CPD is ensuring staff are developing their expertise to implement the curriculum well. Children receive the additional fluency practice they need because monitoring ensures no child is left behind. "At Moorgate, pupils value reading and are proud of their achievements" (SUAT T&L Impact Review, March 2025) noted "The Reading curriculum (The ERIC curriculum) has been refined to strengthen comprehension and inference which has been a barrier to GD. The 5 step ERIC programme includes a clear time frame ("Focus Fridays") for independent application of understanding."

In Summer 2025, a Maths Hub monitoring visit highlighted that the implementation of the Power Maths scheme is strong across both mixed-age and single-age classes. Teachers adapt the curriculum effectively to

meet the needs of their pupils, ensuring access and progress for all. Pupil engagement in maths is high, with children demonstrating positive attitudes, resilience, and a clear sense of achievement.

To ensure that we have a well-trained work force, all adults received additional emotion coaching training, Adverse Childhood Experiences, Relax Kids training, attachment and trauma training and all LSAs have been trained in precision teaching intervention to support early reading and phonics. The most recent Teaching and Learning review (March 2025) highlighted that “CPD has effectively secured a shared understanding of the component parts of the codified model for writing... Staff CPD has secured confidence and competence in delivering interventions. All strategies are based on best practice.” Ongoing CPD has enhanced staff knowledge of the component parts of writing, from transcription and sentence construction to extended composition. As a result, teacher confidence has grown, and progression in pupils’ writing outcomes has been strengthened. Intervention processes in writing are timely and responsive, providing pupils with immediate opportunities for consolidation and additional practice.

We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required for pupils. For the academic year 2024-2025, Moorgate continued to employ an Early Help Leader to support pupils’ wellbeing and mental Health. We have established effective systems to support pupils’ personal development while safeguarding their welfare and that of their families. The Early Help Leader (EHL), who has received national training, enhances this provision, supported by the school’s investment in high-quality, recommended resources. Through the strategic work of the Early Help Leader, the school offers a wide range of nurture groups and targeted programmes, complemented by external provision that adapts to the evolving needs of pupils.

- Hope project (yearly via CAMHS)
- Midlands Mental Health Partnership
- Draw and talk sessions
- Forest schools
- 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
- 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

School does all it can to ensure children attend school regularly and on time (Ofsted Nov. 2023). We have a robust Monitoring of School Absence Document, which is implemented, consistently across the school. As part of this, attendance awards are handed out on a weekly, termly and yearly basis. Furthermore, attendance is analysed on a half-termly basis and presented to the Local Academy Council. This ensures that school leaders can immediately react to growing trends and provide challenge and support, where needed. Weekly attendance certificates have been handed out as part of celebration assemblies with classes being given appropriate rewards for consistently achieving attendance that is more than 97%.

Leaders, teachers and learners at Moorgate create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. The school does a lot of work on this: through assembly themes, PSHE curriculum, work provided by, through the Early Help Leader, and through having focus days/weeks including supporting the Anti-Bullying National week every year. Through this work, the whole school community has a better understanding of the types of bullying that occur and how to most effectively deal with it. If bullying does occur, staff deal with issues quickly and effectively, and do not allow them to spread. This is evident through our annual questionnaire where in Autumn 2024, 96% of parents either agree or strongly agree that their children feel safe whilst at school.

Ofsted (2023) recognised that "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." This academic year, Moorgate has significantly enhanced its enrichment offer, ensuring wider access and greater participation to enhance cultural capital. Every child in the school has had the opportunity to go on significant school trip. Early Years visited Packington Farm, with Reception also attending a pantomime and taking part in a visit to Pizza Express. Key Stage 1 visited the seaside, Years 3 and 4 visited the ThinkTank Museum, and Years 5 and 6 took a trip to the theatre. A diverse range of after-school clubs and enrichment opportunities has been provided, including close work with STEM partners, with a visit to Birmingham University. Children have also had the opportunity to take part in Young Voices, performing at the NEC with thousands of other pupils. Analysis of parent voice shows that 95% were very satisfied with the variety of opportunities provided, and 95% agreed that enrichment and trips have supported their child's personal, social and academic development. 95% of families also agreed that they found the cost of trips reasonable and manageable.

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](#) EEF evidence demonstrates that high-quality feedback has significant benefits for pupils, particularly those who are disadvantaged.
- 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 essential life skills. We recognise that many pupils have missed out on swimming instruction due to the impact of school closures.
- Offering a wide range of extracurricular activities led by teaching staff to boost wellbeing and aspiration. Activities will focus on building key life skills such as confidence, resilience, and social interaction. Disadvantaged pupils will be encouraged and supported to take part.
- 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