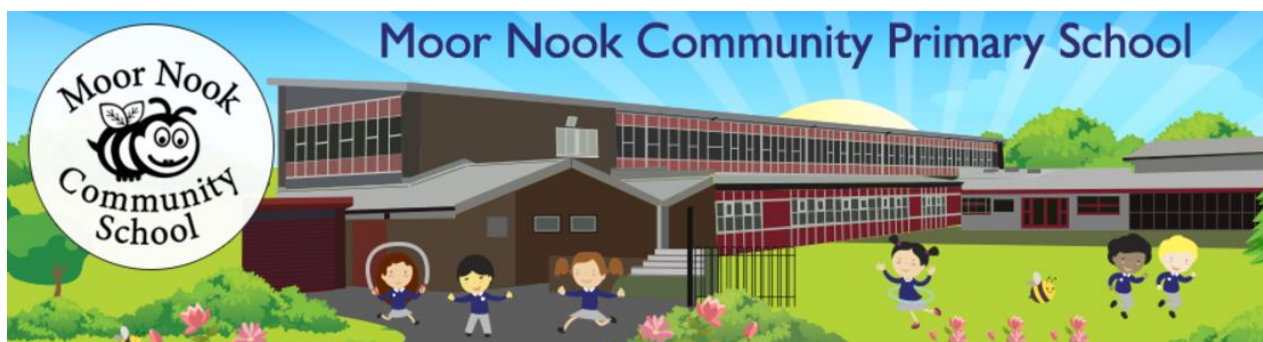


Pupil premium Strategy Statement Moor Nook Community Primary School



This statement details our school’s use of Pupil 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 reviewed outcomes for disadvantaged pupils last academic year.

School Overview

Detail	Data
Number of pupils in school	192 (including Nursery)
Proportion (%) of pupil premium eligible pupils	64%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	Rolling programme (every 3 months) Final review July 2027
Statement authorised by	Suzanne Clough
Pupil Premium Lead	Andrea Jaeger
Governor / Trustee lead	Steve Belbin

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£171,680 (24/25 Budget) £175,114 (25/26 Budget)
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£171,680

Part A: Pupil Premium Strategy Plan

Statement of Intent

Moor Nook Community Primary School is a vibrant and cheerful one-form entry school with a hard-working, dedicated and enthusiastic staff team and a well-established and experienced senior leadership team. The educational and pastoral team support the parents/ carers and pupils to ensure they are happy in school and ready to learn.

The school is located in Ribbleton, Preston. Preston has consistently ranked in the top 20% 'most deprived' areas in the UK since 2000 and Ribbleton sits within the most deprived decile and 2nd most deprived decile of the Index of Multiple Deprivation (Consumer Data Research Centre). Consequently, the school has a very high percentage of pupils receiving PP Funding (64%) compared with the national average (Primary: 37.4% - GOV.UK).

At Moor Nook, when we talk about our disadvantaged pupils, this is the majority of our pupils and therefore there is a collective understanding of the impact of disadvantage on pupils' learning. We speak with one voice about our ambition for all our pupils and all staff are aware of the part they play in addressing educational disadvantage.

We believe that early intervention is key, and we are focus on language development in all its forms with a clear emphasis on vocabulary, oracy, communication, speaking, listening and reading. We are constantly looking to refine and improve practice in this area, whilst also providing targeted interventions to struggling pupils on entry (routine and non-routine admissions) to school.

We strongly believe our curriculum is our children's opportunity and we aim to provide the knowledge, skills, and creativity to enable a level playing field and improve the life chances for all our disadvantaged pupils.

We also have a strong ethos of inclusion and crucially a compassionate approach towards engaging and supporting our children and parents/ carers. We work with a wide range of professionals to support the staff, parents/carers and pupils, with the ambition to support our pupils for them to achieve their full potential.

During the academic years 2024-2027, Moor Nook Community Primary School will be using the Pupil Premium Funding to align with the School Improvement Plan and Appraisal process. The strategy will focus on the following objectives:

- To improve attendance and punctuality so that all children, including those from disadvantaged families, are in school on time every day and attendance is in line with national data.
- To improve standards in the teaching and learning of English across school for disadvantaged pupils.

- To improve standards in the teaching and learning of Maths across school for disadvantaged pupils.
- To develop and enrich the wider curriculum and high-quality subject leadership so that the essential knowledge that all pupils, including the disadvantaged, must learn is embedded, taught well and assessed effectively.

The Pupil Premium Strategy Statement aims to achieve these objectives by following the Education Endowment Foundation's Guide to the Pupil Premium 'Tiered Approach' and the Department for Education's 'Menu of Approaches':

- ✓ High Quality Teaching: Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils (EEF Guide to the Pupil Premium, September 2024).
- ✓ Tiered Academic Support: Evidence proves that targeted academic support can have a positive impact on learning, particularly for those pupils who are not making good progress. (EEF Guide to the Pupil Premium, September 2024).
- ✓ Wider Strategies: Significant non-academic challenges—such as attendance, behaviour, and social and emotional learning—can have a negative impact on academic outcomes. (EEF Guide to the Pupil Premium, September 2024).

We believe that by focusing on these four key principles it will enable the school to:

- raise attainment and progress in Language, Communication, Reading and Writing for disadvantaged pupils
- raise attainment and progress in Mathematics for disadvantaged pupils
- support pupils and parents with punctuality and attendance so that disadvantaged pupils are able to access the teaching, academic support and wider support offered by the school
- cultivate pupils' understanding of the wider curriculum and the world outside of their local area, whilst enabling skill development and creative learning via an effective and purposeful wider curriculum

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Attendance and Punctuality</u></p> <p>Government statistics on pupil attendance in schools continue to demonstrate the persistent problem of absence. The September 2023 report into persistent school absence by the Education Select Committee identified barriers linked to poverty as a key driver in post-pandemic attendance issues. As pupils miss out on learning content during their absences, academic progress is often a major concern. Falling behind on learning can present an insurmountable challenge to the anxious learner, who must simultaneously ‘catch-up’ and engage with the current curriculum.</p> <p>Since the National Lockdowns in 2020 and 2021, the school’s attendance and punctuality has been a concern. For the past three years, the attendance percentage has been 93% which is below the national target of 95% (Actual: 92.9%) and well below the school’s own target of 96%.</p> <p>Attendance for all our pupils needs to improve which is why whole school attendance and punctuality remains a focus of this current plan. External and Internal assessment data and monitoring indicates absenteeism/ poor punctuality is negatively impacting disadvantaged pupils’ progress. We are aware that high quality teaching has the greatest impact for a disadvantaged pupil and put simply if they are not in the classroom they miss out on the curriculum, so we strive for excellent attendance for all.</p>
2	<p><u>Communication and Language</u></p> <p>Evidence from ‘The Office for National Statistics’ (2022-2023) demonstrates that pupils in Preston (76.8%) enter school with lower than average (80.5%) communication and language skills.</p> <p>On entry to Reception, the WellComm Speech & Language Screening Assessments demonstrated that 47% of pupils of children within Reception are not working within expected levels for their speech and language skills. Of these pupils, 21 % have significantly delayed language skills.</p> <p>Speech and Language continues to be a concern throughout the school with a high percentage of pupils (23%), from Nursery to Year 6, working directly with the Speech and Language Therapist or with a trained Speech and Language Teaching Assistant, who delivers the therapy under the guidance of the Speech and Language Therapist employed by school.</p>

3	<p><u>English</u></p> <p>Evidence from 'The Office for National Statistics' (2022-2023) demonstrates that pupils in Preston (65.6%) leave the EYFS with lower than average (70.4%) Literacy skills.</p> <p>External and Internal assessment data shows that pupils make good progress within the EYFS and Key Stage 1, but this is not maintained and built upon in Key Stage 2.</p> <p>In addition to this, the school have recently started to have a high number of non-routine admissions throughout the academic year. Therefore, the end of key stage outcomes demonstrates a distinct gap between school, local and national averages.</p>
4	<p><u>Maths</u></p> <p>Evidence from 'The Office for National Statistics' (2022-2023) demonstrates that pupils in Preston (72%) leave the EYFS with lower than average (78.4%) Maths skills.</p> <p>External and Internal assessment data shows that pupils make good progress within the EYFS and Key Stage 1, but this is not maintained and built upon in Key Stage 2.</p> <p>In addition to this, the school have recently started to have a high number of non-routine admissions throughout the academic year. Therefore, the end of key stage outcomes demonstrates a distinct gap between school, local and national averages.</p>
5	<p><u>Wider Curriculum</u></p> <p>The 2019 Ofsted Framework placed the school's curriculum at the heart of the inspection. They consider the school's aims (Intent), teaching practice (Implementation) and pupil progress, which they define in the Framework as pupils knowing more, remembering more and being able to do more (Impact).</p> <p>From 2024, the updated Ofsted Framework focuses on the inclusion and the experiences and outcomes of disadvantaged or 'vulnerable' children, including those with SEND.</p> <p>At Moor Nook we plan to <u>further</u> develop and enrich the wider curriculum, with the following aims:</p> <ul style="list-style-type: none"> - To ensure the school's curriculum equips pupils with the skills and knowledge they need for success in the future, helping them overcome any barriers caused by social disadvantage. - To certify the curriculum is coherently planned and sequenced to ensure that pupils are working towards defined 'end points', so that they are able to move on to the next stage of their learning.

	<ul style="list-style-type: none"> - To plan a curriculum which allows pupils to build a deep web of knowledge that they can recall and draw on to make connections. - To have high ambitions for all pupils, irrespective of their starting points, and particularly when it comes to reading as a vital tool for accessing the rest of the curriculum. - Regular monitoring, evaluation and review with a plan to continue, change or adapt practise as and when required.
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Intended Outcomes

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

Intended outcome	Success criteria
To achieve and sustain improved punctuality and attendance for all pupils, particularly our disadvantaged pupils.	<p>Attendance data should be in line with the national average. The number of persistent absences of disadvantaged students should decrease, to be in line with their peers.</p> <p>Identification of a school ‘attendance champion.’</p> <p>Engagement with EDS (Educational Digital Services)/SIMS attendance statistical analysis tool (training provided for relevant staff).</p> <p>Following DFE Guidance ‘Working together to improve school attendance’ to increase the use of penalty notices for unauthorised absence.</p>
Improved Oracy and Vocabulary for disadvantaged pupils.	<p>SALT/ Wellcomm Assessments, engagement in lessons, book scrutiny, subject monitoring, pupil interviews and on-going formative assessment demonstrates significantly improved language and vocabulary for disadvantaged pupils.</p> <p>Routine/ non-routine pupils’ admissions assessed on entry and interventions initiated in a timely manner.</p> <p>Bridge Speech & Language Therapy purchased and used for staff CPD, immediate therapy and the over-seeing</p>

	<p>over Teaching Assistants delivering the therapy plans.</p> <p>Vocabulary/ Oracy focus throughout the curriculum; both core and foundation subjects with evidence triangulated from various sources (see above).</p>
<p>Improved reading and writing attainment for disadvantaged pupils at the end of the EYFS, KS1 & KS2.</p>	<p>Attainment in the EYFS and Key Stage 1 has been maintained and built upon. Whilst there is a significant improvement in attainment for KS2, with the school narrowing the gap between the school and national averages.</p> <p>Improved fluency in Year 3, with the revisiting of guided reading training and further developing consistency and effectiveness of VIPERS in Years 4,5 and 6.</p> <p>Increase fluency and stamina across KS2 for longer texts and/or class novels.</p> <p>Developing the assessment of writing with an evaluation of current system and revised approach introduced with further CPD.</p> <p>To develop spelling, punctuation and grammar across school through implementation of consistent programmes and consistency of marking and feedback.</p>
<p>Improved maths attainment for disadvantaged pupils at the end of the EYFS, KS1 & KS2.</p>	<p>Attainment in the EYFS and Key Stage 1 has been maintained and built upon. Whilst there is a significant improvement in attainment for KS2, with the school narrowing the gap between the school and national averages.</p> <p>The Multiplication Times Table Check demonstrates an improving picture, with disadvantaged pupils achieving higher scores which are significantly closer to the national average.</p>

	<p>NCETM Mastering Number (EYFS/ KS1) programme implemented in Reception, Year 1, Year 2 and Year 3 (re-visit of core skills).</p> <p>Introduction of Mastering Number Year 4/5 in Years 4, 5 and 6 to support pupils' understanding of the core multiplication facts and their use throughout the Maths curriculum (CPD offered to all staff involved).</p> <p>NCETM Curriculum Prioritisation materials continue to be used effectively across KS1/KS2 with the school's expectations and non-negotiables evident across all year groups e.g. small-step learning, Maths Talk, Mathematical Thinking, live marking etc.</p>
<p>The school's wider curriculum offer cultivates pupils' understanding of the foundation subjects and the world outside of their local area, whilst enabling knowledge, understanding, skill development and creative learning via an effective and purposeful curriculum where pupils are able to link their learning.</p>	<p>The wider curriculum is restructured to ensure sequence and progression in all subject areas.</p> <p>The CUSP curriculum is introduced and established for Art, History, Geography and MFL (French). CUSP has a coherent curriculum design and instructional teaching which has been guided by evidence-led curriculum structures, such as retrieval, spaced retrieval practice and interleaving. In addition, the curriculum is underpinned by explicit vocabulary instruction and research-focused pedagogy.</p> <p>The Wider Curriculum is restructured and presented more effectively on the school website for all stakeholders.</p> <p>Regular school monitoring (Subject Leader Learning walks, Book Study and Curriculum Meetings etc.) ensures the curriculum is moulded around the school's personal strengths, challenges, and standards to ensure all pupils are engaged and making substantial progress.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £9,778

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Talk Programme taught across Key Stage 1 and 2.</p> <p>All children in Year 2 to access the spelling programme by Spring 2025.</p> <p>Grammar 'I Models' embedded across KS1 & KS2.</p> <p>Developing assessment for writing to ensure it supports pupil progress and attainment.</p> <p>Daily phonics teaching.</p>	<p>The EEF's Improving Literacy in Key Stage 1 research shows that the following recommendations support improved outcomes for disadvantaged pupils:</p> <ol style="list-style-type: none"> 1. Develop pupils' speaking and listening skills and wider understanding of language. 2. Use a balanced and engaging approach to developing reading, teaching both decoding and comprehension skills. 3. Effectively implement a systematic phonics programme. 4. Teach pupils to use strategies for developing and monitoring their reading comprehension. 5. Teach pupils to use strategies for planning and monitoring their writing. 6. Promote fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling. 7. Use high quality information about pupils' current capabilities to select the best next steps for teaching. 8. Use high quality structured interventions to help pupils who are struggling with their literacy. <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1734271934</p>	<p>2 & 3</p>
<p>Talk Programme taught across Key Stage 1 and 2.</p> <p>Staff new to school or year group to undertake Talk training with the Lancashire LPDS.</p>	<p>The EEF's Improving Literacy in Key Stage 2 research shows that the following recommendations support improved outcomes for disadvantaged pupils:</p> <ol style="list-style-type: none"> 1. Developing language capabilities 2. Support pupils to develop fluent reading capabilities 3. Teach reading comprehension strategies through modelling and supporting practise 	<p>2 & 3</p>

<p>Spelling Programme established: All children in Year 3-6 to have explicit spelling teaching that has a direct impact on writing.</p> <p>Grammar 'I Models' embedded across KS1 & KS2.</p> <p>Developing assessment for writing to ensure it supports pupil progress and attainment.</p> <p>Further CPD linked to quality guided reading sessions using VIPERS.</p> <p>Increasing pupil confidence when sharing ideas with their peers e.g. ABC grids.</p>	<ol style="list-style-type: none"> 4. Teach writing composition strategies through modelling and supported practice 5. Develop pupils' transcription and sentence construction skills through extensive practice 6. Target teaching and support by accurately assessing pupil needs 7. Use high quality structured interventions to help pupils who are struggling with their literacy <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1734276098</p> <p>The Lancashire Talk Curriculum incorporates these recommendations and ensures: Speaking and listening are at the heart of all language development. They are foundational for reading and writing, whilst proving essential for thinking and communication.</p> <p>Research: Higgins, S., Katsipataki, M., Coleman, R., Henderson, P., Major, L. E., Coe, R. and Mason, D. (2021) 'The Sutton Trust Education Endowment Foundation Teaching and Learning Toolkit' (September 2021), London: Education Endowment Foundation</p>	
<p>CPD from NCETM Mastery Readiness Sustaining project.</p> <p>Maths incorporated into continuous provision.</p> <p>EYFS/ KS1 Mastering Number whole class programme.</p> <p>Keep up/ Not Catch-Up Intervention.</p> <p>Curriculum Prioritisation</p>	<p>The EEF Improving Mathematics in the Early Years and Key Stage 1 recommends the following to improve outcomes for disadvantaged pupils:</p> <ol style="list-style-type: none"> 1. Develop practitioners' understanding of how children learn mathematics. 2. Dedicate time for children to learn mathematics and integrate mathematics throughout the day. 3. Use manipulatives and representations to develop understanding. 4. Ensure that teaching builds on what children already know. 5. Use high quality targeted support to help all children learn mathematics. <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Guidance_Report.pdf?v=1734279791</p>	<p>2 & 4</p>

<p>curriculum with active ingredients:</p> <p>Pre-assessments</p> <p>Small step teaching to obtain the overall learning objective</p> <p>Teach-task, teach task approach throughout the lesson</p> <p>Questioning, Stem Sentences, Maths Talk & Mathematical Thinking added to slides</p> <p>Live Marking and immediate support or planned intervention before the next lesson</p> <p>Focus on procedural and conceptual variation</p> <p>Use of manipulatives</p>		
<p>CPD from NCETM Mastery Readiness Sustaining project.</p> <p>Year 4/5 Mastering Number whole class programme introduction and implementation (with staff CPD).</p> <p>MTC Training for Y4 class teacher.</p> <p>Keep up/ Not Catch-Up Intervention.</p> <p>Curriculum Prioritisation curriculum with active ingredients:</p>	<p>The EEF Improving Mathematics in Key Stages 2 and 3 recommends the following to improve outcomes for disadvantaged pupils:</p> <ol style="list-style-type: none"> 1. Use assessment to build upon pupils' existing knowledge and understanding. 2. Use manipulatives and representations. 3. Teach strategies for solving problems. 4. Enable pupils to develop a rich network of mathematical knowledge. 5. Develop pupils' independence and motivation. 6. Use tasks and resources to challenge and support pupils' mathematics. 7. Use structured interventions to provide additional support. 8. Support pupils to make a successful transition between primary and secondary school. <p>The recommendations are the building blocks of the NCETM's Curriculum Prioritisation, which is the curriculum adapted and used at Moor Nook: https://www.ncetm.org.uk/classroom-</p>	<p>2 & 4</p>

<p>Pre-assessments</p> <p>Small step teaching to obtain the overall learning objective</p> <p>Teach-task, teach task approach throughout the lesson</p> <p>Questioning, Stem Sentences, Maths Talk & Mathematical Thinking added to slides</p> <p>Live Marking and immediate support or planned intervention before the next lesson</p> <p>Focus on procedural and conceptual variation</p> <p>Use of manipulatives</p>	<p>resources/cp-curriculum-prioritisation-in-primary-maths/</p>	
<p>Purchase of CUSP curriculum for Art, History, Geography and MFL (French).</p> <p>Dedicated time to undertake CUSP CPD materials and discuss personalisation to school setting.</p> <p>Regular SLT Learning Walks to establish fidelity and evaluate impact of the wider curriculum (including CUSP).</p> <p>Termly Subject Leader and Action Plan updates by all subject leaders.</p>	<p>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, especially for socio-economically disadvantaged pupils.</p> <p>Research: Great Teaching Toolkit - Evidence Review (June 2020) https://assets.website-files.com/5e92872973d45fa9b9af2e35e9950701911ae35a6c6dd_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2F</p> <p>The Teaching Toolkit identifies four priority areas for high-quality first teaching:</p> <ol style="list-style-type: none"> 1. Teachers should understand the content they are teaching and how it is learnt 2. Teachers should create a supportive environment for learning 3. Teachers should manage the classroom to maximise the opportunity to learn 4. Teachers should present content, activities and interactions that activate their students' thinking. <p>John Dunlosky's Strengthening The Student Toolbox also discusses the importance of an effective curriculum design. Their research rated regular practise testing and an interleaved practise as these helped students regardless of their age. They also enhances pupils' learning and</p>	<p>2 & 5</p>

<p>Book Study CPD revisited and implemented in school alongside new curriculum.</p> <p>Website reflects changes to curriculum and gives accurate information to parents/ carers and other stakeholders.</p>	<p>comprehension of a range of materials and boosted student achievement.</p> <p>EEF: Anchoring Curriculum Knowledge Using Metacognitive Strategies demonstrates that engaging with evidence to inform curriculum design helped to develop the following active ingredients:</p> <p>Schema building - Careful thought is given to how schema build, with the right amount of essential knowledge identified, prioritised, and sequenced systematically, deliberately building upon prior learning.</p> <p>Spacing content - Opportunities in the short, medium, and long term for retrieval to strengthen memory.</p> <p>Organising key concepts with repetition in mind - Developed through planned repeated encounters of key concepts and 'big ideas'.</p> <p>These are at the fore-front of the CUSP curriculum are in alignment with recommendation 2 of the EEF's Metacognition & Self-Regulated Learning: https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/metacognition/EEF_Metacognition_and_self-regulated_learning.pdf?v=1734272040</p>	
<p>Subscribing to Subject Professional bodies and associations to ensure staff are aware of current effective practice within their subject areas and Key Stages:</p> <p>White Rose TT Rockstars ASE Science Picture News Little Wandle Access Art Time for Phonics Literacy Trust Library PE Passport Primary PE (Yoga) 1 Decision</p>	<p>Research tells us that one of the most important things we can do to improve pupil outcomes is to continuously develop the quality of teaching and learning (Higgins et al., 2014).</p> <p>The EEF's Effective Professional Development Guidance Report highlights essential building blocks – or mechanisms – which can help to bring about changes in teacher behaviours and improve pupil outcomes e.g. Build Knowledge, Motivate teachers, Develop teacher techniques & Embed practice.</p>	<p>2,3,4 & 5</p>

My Happy Mind PSHE Association DATA (DT Association) Grammarsaurus		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £131,895

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rapid Catch-Up Programme used for phonics (Little Wandle) for pupils at phase 3, 4 and 5.	<p>EEF Teaching and Learning Toolkit – Phonics research demonstrates that Phonics has a positive impact overall (+5 months) and is a key component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Most studies of phonics are of intensive support in small groups and one to one with the aim to supporting pupils to catch up with their peers. The effects of one to one tends to be a little higher (+5 months) compared with small group interventions (+4 months), but this needs to be offset by the number of pupils who can receive support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2 & 3
<p>Y6 Writing Tuition (1:6 pupils)</p> <p>Y6 Maths Tuition (1:4 pupils)</p> <p>Third Space Maths Tuition (1:1 x 3 pupils)</p> <p>Mastering Number Y1 (Intervention within Y5)</p>	<p>EEF: Teaching and Learning Toolkit - Small group tuition.</p> <p>Research demonstrates that the average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p>	2,3 & 4

	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>EEF Improving Literacy in Key Stage 2 - Point 5: Develop pupils' transcription and sentence construction skills through extensive practise.</p> <p>EEF Improving Mathematics in Key Stages 2 and 3 Point 7: Use structured interventions to provide additional support.</p>	
Education Improvement - Equality & Diversity Team (Supporting EAL Pupils)	<p>EEF Teaching and Learning Toolkit – Individualised Instruction</p> <p>Research demonstrates that on average, individualised instruction approaches have an impact of 4 months' additional progress.</p> <p>Disadvantaged pupils may be more likely to be affected by higher school absence rates and lower attainment, on average, when compared to their more advantaged peers. This means disadvantaged pupils may be more likely to progress through school with gaps in their understanding, which will affect how quickly and easily they can acquire and connect new learning.</p> <p>For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment. Provided they have the skills to manage their learning independently, this can support pupils to consolidate their learning and practice skills or develop mastery before progressing to the next stage of the curriculum. More targeted assessment and feedback may also support pupils to address misconceptions or overcome specific barriers to learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	1,2,3 & 4
Educational Psychologist	EEF Special Educational Needs in Mainstream Schools Report -	

<p>(Individual Assessment)</p> <p>Play Therapist (1:1)</p> <p>Lancashire Specialist SEND Teacher (1:1)</p> <p>Golden Hill Intervention (GHIST) (1:1)</p> <p>Inclusion Engagement Support Team (IEST) (1:1)</p>	<p>Recommendation2: Build an ongoing, holistic understanding of your pupils and their needs.</p> <p>Recommendation 4: Complement high quality teaching with carefully selected small-group and one-to-one interventions.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1734267869</p>	
<p>Speech and Language Therapist employed by school (1 day per week). Bridge Speech & Language Therapy for direct and indirect work.</p> <p>Speech & Language Interventions (across the EYFS, KS1 & KS2) which are directed by the SALT.</p> <p>Staff training by SALT.</p>	<p>EEF Early Years Teaching & Learning Toolkit - Communication and Language Approaches</p> <p>Communication and language approaches involve intentionally acting to develop young children’s understanding of language and their ability and confidence to use language, and other strategies, to communicate effectively.</p> <p>Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who participate in communication and language approaches make seven months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>Communication and language approaches are a crucial part of provision in the early years. However, even with the promising average impact, implementation is important. In particular:</p> <ul style="list-style-type: none"> Carefully matching approaches with the needs of children – for example diagnosing 	<p>2, 3 & 4</p>

	<p>whether a child is struggling with vocabulary or with social communication</p> <ul style="list-style-type: none"> • Linking children’s spoken language to the development of their reading and writing skills • Ensuring children are exposed to a range of strategies by combining different communication and language approaches, as this is likely to be more effective than using a single approach • Ensuring staff are trained and supported in delivering different approaches. <p>https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £48,448

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Identification of a school ‘attendance champion.’</p> <p>Daily phone call checks to absent pupils if no contact from parent/carer.</p> <p>Regular meetings with School Attendance Support Worker.</p> <p>Engagement with EDS (Educational Digital Services)/SIMS attendance statistical analysis tool (training provided for relevant staff).</p> <p>Following DFE Guidance ‘Working</p>	<p>DFE’s Working Together to Improve School Attendance (August 2024):</p> <p>https://assets.publishing.service.gov.uk/media/66bf300da441c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf</p> <p>Good attendance is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances. The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment. At KS2, pupils not meeting the expected standard in reading, writing and maths had an overall absence rate of 4.7%, compared to 3.5% among those meeting the expected standard. Moreover, the overall absence rate of pupils not meeting the expected standard was higher than among those meeting the higher standard (4.7% compared to 2.7%). Research evidence: https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4/2018-19</p> <p>For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided. Research has shown</p>	1

<p>together to improve school attendance' to increase the use of penalty notices for unauthorised absence.</p> <p>Perfect punctuality awards within class.</p> <p>Half-termly Attendance Raffles & Prizes for EYFS/KS1 and KS2.</p>	<p>associations between regular absence from school and a number of extrafamilial harms, including crime (the proportion of children that had been cautioned or sentenced for any offence that had ever been persistently absent was 81% and for serious violence offence was 85%). Research evidence: https://explore-education-statistics.service.gov.uk/find-statistics/education-children-s-social-care-and-offending-local-authority-level-dashboard/2019-20</p>	
<p>Wider Curriculum enrichment activities (events, visits, visitors, experiences) to fill gaps in learning experiences and complement learning objectives.</p> <p>Year 6 Residential Visit to Water Park, Coniston (Outdoor Adventure Learning).</p>	<p>EEF – Teaching and Learning Toolkit – Outdoor Adventure Learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>At this time, the research evidence base is weak, but Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence, and motivation.</p>	5

Total budgeted cost: £190,121

Part B: Review of the previous academic year

Outcomes for Disadvantaged pupils:

Intended Outcome:	Review:
<p>Pupil writing across school demonstrates creativity and fluency.</p> <p>Developing pupil use of writing skills, effective punctuation, and grammar to improve progress and attainment in Writing.</p>	<p><u>End of Key Stage Results (July 2024):</u></p> <p>EYFS – 68% Good Level of Development for Writing EYFS – 67% Good Level of Development for Writing (Disadvantaged Pupils)</p> <p>Y1 Phonics = 70% (21/20 pupils) Y2 Phonics = 67% (8/12 pupils)</p> <p>KS1 - 54% working at age related expectations KS1 – 61% working at age related expectations (Disadvantaged Pupils)</p> <p>KS2 - 53% working at age related expectations (National = 72%) KS2 – 37% working at age related expectations (Disadvantaged Pupils)</p> <p>(EYFS Moderation Meeting + KS1 & KS2 Writing Moderated with Catherine Pilkington (Lancashire Primary English & Literacy Consultant))</p> <p>3 pupils (10%) were judged to be working at greater depth at the end of Key Stage 2 (2 of the 3 pupils were Disadvantaged Pupils).</p> <p><u>Internal Data:</u></p> <p>Internal data shows accelerated progress in writing for Disadvantaged Pupils in Years 2 (12%), 4 (23%), 5 (17%) and 6 (100%), though many are still not working at ARE.</p> <p><u>Teaching & Learning Audits/ Internal Moderation:</u></p> <ul style="list-style-type: none"> • Progress within the EYFS continues to be good from their baseline starting point. • Increasing number of pupils working creativity and with increasing fluency due to the use of the Talk for Writing Programme from Years 1 to 6 (all current staff trained). • Where target cards are being used effectively, pupil progress is good. • Audience and Purpose, a strength in KS1. • Handwriting has been a priority in Year 2 – with focus on transcription and dictation. <p><u>Moving Forward:</u></p> <p>Writing will remain a focus for the Pupil Premium Strategy for 2024-2027.</p>

	<p>Priority areas for the development of Writing in school to include:</p> <ul style="list-style-type: none"> ➤ KS2 need accelerated progress in writing in Year 3, 4, 5 and 6: Subject Leader & Class Teachers to target pupils not currently on track. ➤ Possible adaptation of Writing Target Cards to match Lancashire KLIPS. ➤ Continuing to develop Talk approaches through school and extension of vocabulary. ➤ Implementation of dictated sentences in every year to help with transcription (handwriting) and spelling of statutory words. ➤ Further development of the I-model sequence and structure for teaching grammar for writing (with at least one written outcome in English books). ➤ Further develop writer's toolkits for the different genres to ensure correct features and skills are modelled to pupils and a focus on audience and purpose. ➤ New staff or new to year groups Staff to have Talk for Writing CPD. <p>The above list is not exhaustive; additional areas for development may be added to the Pupil Premium Strategy for 2024-2027.</p> <p>A new English Subject Lead was appointed in July 2024 with a TLR responsibility. The English SL is accountable to the Head, SLT and Governors.</p>
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Intended Outcome:	Review:
<p>Improving the quality of teaching, learning and progress for disadvantaged pupils within Mathematics.</p>	<p><u>End of Key Stage Results (July 2024):</u> EYFS – 68% Good Level of Development for Number & Numerical Patterns (Maths)* EYFS – 67% Good Level of Development for Number & Numerical Patterns (Maths) (Disadvantaged Pupils)* KS1 - 63% working at age related expectations KS1 – 78% working at age related expectations (Disadvantaged Pupils) Year 4 – 44% achieved 18+ on the MTC (8% full-marks) KS2 - 43% working at age related expectations (National = 73%) KS2 – 37% working at age related expectations (Disadvantaged Pupils)</p>

*EYFS Moderation Meeting

2 pupils (7%) were judged to be working at greater depth at the end of Key Stage 2 (1 of the 2 pupils was a Disadvantaged Pupil). Both pupils accessed the external provider: Third Space Learning in addition to inhouse booster/ tuition.

Internal data:

Pupils receiving PPF funding made better progress than non-PP funding pupils in Year 1 and Year 6.

Maths Assessment across the school demonstrate expected/ accelerated progress for the majority of PPF Funded pupils in:

Year 1 - 53% of PPF made expected progress, with 27% making accelerated progress.

Year 2 – 47% of PPF pupils made expected progress, with 29% making accelerated progress.

Year 6 - 29% of PPF pupils made expected progress & 71% of pupils made accelerated progress.

Increased % of Disadvantaged Pupils working at ARE:

July 2023 – 46% (average) of pupils working at ARE or above in Maths (PPF Pupils)

July 2024 – 55% (average) of pupils working at ARE in Maths (PPF Pupils)

Teaching & Learning Audits/ Internal Moderation:

- Pupils demonstrating increased number sense; fluency in calculation and flexibility with number in the EYFS, Year 1 and Year 2 following the use of the NCETM Mastering Number intervention.
- NCETM Mastery Readiness Sustaining Year (Year 3) completed with Susie Barton (NCETM Lead Professional).
- The Mastery Approach adopted across all Key Stages and year groups.
- The Subject Leader had highlighted good practice within school and outside of school for all teachers and teaching assistants to observe.
- Additional support offered to

Moving Forward:

Mathematics will remain a focus for the Pupil Premium Strategy for 2024-2027.

	<p>Priority areas for the development of Maths in school to include:</p> <ul style="list-style-type: none"> ➤ Embedding the Mastery Approach across all year groups and ensuring consistent high-quality teaching and learning within all year groups. SL to support staff CPD with this; including a focus on the 'Science of Learning.' Additional support for Years 3, 4 and 5 throughout the year. ➤ Introducing Mastering Number intervention in Years 4 & 5 (+ Year 6) with additional 15-to-20 minute session of Maths five times per week. The intervention supports automaticity with multiplication facts and awareness of patterns and relationships, using gestures, representations and manipulatives. Plus, regular use of TTR (within Maths Lesson time) to support speed and dexterity of the screen for the MTC check. ➤ Improving MTC Results (closer to National Expectations), improving SAT Results at the end of Key Stage 1 and Key Stage 2 and attainment/ progress across the school as pupils have an improving understanding and fluency with number. ➤ Improving/ Maintaining attainment at the end of the EYFS, Key Stage 1 and Key Stage 2. <p>The above list is not exhaustive; additional areas for development may be added to the Pupil Premium Strategy for 2024-2027.</p>
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Intended Outcome:	Review:
<p>Improving the attendance and punctuality of disadvantaged families.</p>	<p><u>Attendance Data:</u></p> <p>Moor Nook continues to implement a range of approaches towards improving pupil attendance:</p> <ul style="list-style-type: none"> • The approach of contacting parents as soon as their child falls below the 96% target, to raise awareness and discuss the situation, begun in 2022-2023 has continued. This had an impact for most families, in the short term, but contact can need regular repetition to ensure good attendance is maintained resulting in an increased workload for those involved in its implementation (Headteacher, Learning Mentor & Office Staff). • In the final half-term, the focus changed to those children who were below 92% to raise awareness with parents about how much impact this is having on their children's learning and improve attendance for the current and hopefully next academic year. • Parents were regularly invited to attend attendance meetings in school. However, School Attendance Support Workers could only work with families whose children have unauthorised absences.

- Pupils with 100% attendance by the end of the academic year continued to receive recognition (prize and certificate) for this achievement.

The comparison to national persistent absence data shows that the school's persistent absence (28.6%) is above the national picture (20%) for the academic year.

The HT has identified two significant reasons for this:

- the continuing downturn in attitude to the importance of education and attending school every day following the school lockdowns in 2020 and 202
- the number of parents taking their children on holidays during term time compared to previous years (see table below):

Year Group	Number of pupils	No of sessions (2 sessions = 1 day)
2022 - 2023		
Rec	3	24
1	3	22
2	7	80
3	3	35
4	3	18
5	7	58
6	6	54
Total	32	291
2023 - 2024		
Rec	3	20
1	5	109
2	8	107
3	5	34
4	7	34
5	8	107
6	7	104
Total	43	515

Parents have openly stated that, even if fined, the cost of a holiday in term time is significantly cheaper than in the school holidays and this is why they are choosing to take their children out of school. Currently no holidays are authorised and at the end of the Summer Term (July 2024) all new Government Attendance Guidance was shared with parents/carers and will be implemented from September 2024.

PPG funded pupils continue to have higher levels of persistent absence than those without PPG funding, but five pupils with PPG are working from a part-time timetable and have significant SEND needs.

	<p><u>Punctuality Data:</u></p> <p>Punctuality data shows that the number of pupils with lates has declined over the last three academic years, but not the number of minutes late:</p> <table border="1" data-bbox="523 315 1409 501"> <thead> <tr> <th></th> <th>Number of pupils late</th> <th>Number of minutes late</th> </tr> </thead> <tbody> <tr> <td>2021 - 2022</td> <td>80</td> <td>8297 (approx. 138 hours)</td> </tr> <tr> <td>2022 - 2023</td> <td>74</td> <td>13064 (approx. 218 hours)</td> </tr> <tr> <td>2023 - 2024</td> <td>69</td> <td>9691 (approx. 161 hours)</td> </tr> </tbody> </table> <p>The 69 families are split across the school and of these 18 had only been late on one occasion. 24 pupils (19 families) had a concerning number of lates, and their parents were regularly contacted by school informing them of the school's concerns and possible further actions, including School Attendance Support Worker involvement (the Learning Mentor works closely with this agency). The LM made regular home visits, when pupils who are known to have attendance and punctuality issues, hadn't arrived in school. Procedures, advised by the LA attendance officer, continue to be implemented.</p> <p>The initiative called 'Perfect Punctuality', introduced in 2022-2023, continued to be successful for most pupils with some classes regularly achieving their 'Perfect Punctuality' reward throughout the year.</p> <p>Punctuality improved from February Half-Term and at the end of the academic year all children with 100% punctuality were rewarded with a gift and certificate.</p> <p><u>Moving Forward:</u></p> <p>Attendance and Punctuality may remain a focus for the Pupil Premium Strategy for 2024-2027.</p>		Number of pupils late	Number of minutes late	2021 - 2022	80	8297 (approx. 138 hours)	2022 - 2023	74	13064 (approx. 218 hours)	2023 - 2024	69	9691 (approx. 161 hours)
	Number of pupils late	Number of minutes late											
2021 - 2022	80	8297 (approx. 138 hours)											
2022 - 2023	74	13064 (approx. 218 hours)											
2023 - 2024	69	9691 (approx. 161 hours)											

Intended Outcome:	Review:
<p>Enriching the curriculum to widen pupil experiences and develop their cultural capital.</p>	<p><u>Educational Visits:</u></p> <p>Year 6 pupils participated in a residential visit to the Lake District in January. This was a great success, and 26/29 pupils took part. 95% of PPG funded pupils attended the residential visit. The cost of the trip was subsidised for all pupils, with additional discounts for disadvantaged pupils.</p> <p>Pupils across the school (Nursery to Year 6) were involved in an assortment of visits to experience varied enrichment, including the theatre, Houses of Parliament, farms, zoos and museums. All trips/ educational visits were subsidised for all pupils.</p>

Enriching the Wider Curriculum

Educational Visits, fieldwork and experts have been employed to engage the children's interest and passion for the wider curriculum. Some examples include Nursery visiting Cobble Hey Farm to experience a real-life working farm, Reception visiting Imagine That to develop their scientific and creative skills, Year 1 taking part in the Lake District Rails, Sails and Trails Geography adventure, Year 2 visiting BeWILDerwood to focus on the school's values (teamwork, resilience etc.), Year 3 visiting the Manchester Science Museum to learn about developments and inventions that changed the world, Year 5 being involved in Magic Fest II (using Magic to develop their English and Maths skills) and Year 6 visiting the University of Central Lancashire for a Veterinary Medicine workshop.

Sports Premium Funding has been used to further enhance the development of gross motor skills in the EYFS, Key Stage 1 and 2. In addition, pupils who have been noted to be More Able in Physical Education have received additional training and skill development.

Well-Being

All pupils have had opportunities to improve their wellbeing by taking an active part in the My Happy Minds programme, developing an awareness of positive mental health.

In July 2024, the Bee Points Values Celebration allowed the children to participate in a variety of different experiences including a DJ & Karaoke Disco, Ice-Creams, Additional Sports Activities and additional play times.

In July 2024, the Olympics were celebrated with a week focusing on sports – including an assembly to meet the athlete Rebekah Green

<https://sportsforchampions.com/athletes/rebekah-green/>

Moving Forward:

To continue to develop the pupils' experiences and enrich the curriculum, hands-on practical work, expert guides and educational visits need to continue being a focus area for Subject Leaders. They need to further consider how their subject areas can be enriched and how these are developed throughout the Key Stages to enhance and support engagement and enjoyment within wider curriculum.

Externally Provided Programmes:

Programme	Provider
Mathematics Tuition for Year 6 pupils - 1:1 teaching to close the Maths attainment gap	Third Space Learning https://thirdspacelearning.com/

Service Pupil Premium Funding:

Not applicable – The school were not in receipt of Service Pupil Premium Funding in 2023-2024.