

# Pupil premium strategy statement – Moorside High School

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

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

## School overview

Detail	Data
Number of pupils in school	775 in 2024/25 777 in 2025/26
Proportion (%) of pupil premium eligible pupils	24% in 2024/25 28% in 2025/26
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024/2025 Began last year
Date this statement was published	31 <sup>st</sup> December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	G Grant
Pupil premium lead	L Burke
Governor / Trustee lead	Adam Nash

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£163,675 2025/26
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	No longer exists
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£163,675</b>

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

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. The focus of our pupil premium strategy is to create equity where pupils currently have previously been disadvantaged previously.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our whole school approach:

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

- To achieve this we promote early intervention and adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. Our school has engaged in the RADY project, beginning with year 7 in 2023 and moving through a 5 year programme. We work from the central 'nervous system' to tackle the attainment gap by providing an uplift to ensure all disadvantaged pupils have the same educational expectations as for other children
- The change to systems such as target setting will help to raise expectations for disadvantaged pupils and then enable staff to identify specific needs
- We then focus resources into tackling the sources of this gap- reading comprehension, numeracy, emotional or pastoral support, working with families to ensure success.
- A specific focus on staff CPD, at all levels, to develop their skills to ensure high quality teaching and intervention
- We have introduced mixed attainment teaching to support high expectations for all in all aspects of schooling

- We want to build positive partnerships with families to create a support community around each pupils' individual needs. In doing this the aim is to tackle obstacles that become barriers to achievement.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attainment Gap</b></p> <p><b>Low prior attainment</b> In each year group there is a high proportion of students who are eligible for the Pupil Premium Grant (PPG) entering the school below the national expected standards for <b>Literacy and Numeracy</b></p> <p>This may prevent students from accessing the curriculum and making expected progress in line with non-disadvantaged students in school and nationally in all subjects. Thus, affecting outcomes.</p> <p><b>Reading Comprehension.</b> Pupils eligible for PP funding can have lower reading ages to non PP pupils</p> <p>Some <b>Disadvantaged High ability</b> students are judged in lessons to be more passive learners and consequently are not making the accelerated progress expected.</p>
2	<p><b>Attendance levels are lower</b></p> <p>(FSM Free school meals/LAC Looked After Children/ NFSM Non free school meals) – all groups have a lower attendance percentage than non-disadvantaged, although attendance has improved.</p>
3	<p><b>Behaviour</b></p> <p>Some disadvantaged students can demonstrate a lack the social skills to self-regulate their behaviour for learning, which has a detrimental impact on their progress and that of their peers.</p> <p>Data shows that disadvantaged pupils have a significantly higher proportion of behaviour incidents resulting in a higher amount of missed learning.</p>
4	<p><b>Need to increase parental engagement</b></p> <p>On average Parents of Disadvantaged pupils attend less parents evening/support planning evenings, and other events.</p>
5	<p><b>Challenge barriers to achievement</b></p> <p><b>SEMH</b> is an area that has shown significant growth since COVID 19 and our aim is to provide appropriate support for PP students.</p>

<b>SEND-</b> A high percentage of Disadvantaged students have identified challenges, with a significant proportion of SEND K and E.
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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
The attainment of disadvantaged pupils to be above national	<p>Progress 8 score to be positive and closing the gap to non- disadvantaged national.</p> <p>The school has an ethos of attainment for all.</p> <p>Target setting (MEGS) are aspirational and based on FFT20 with the RADY uplift applied in y7</p> <p>Observations show that there is an individualised approach to address barriers.</p> <p>A focus on QFT (Quality First Teaching), deploying the best staff for disadvantaged students, reviewing data frequently and acting swiftly. Teachers provide feedback on how to improve, considering unidentified gaps in skills and knowledge affecting pupil's ability to assimilate new concepts and develop learning.</p> <p>Retrieval practice is embedded in all lessons.</p> <p>Teacher questioning challenges all pupils</p> <p>Subject curriculum planning is challenging for all students.</p> <p>A wave- based approach to upskilling pupils in reading and numeracy skills is well considered and has significant impact in closing the gap in skill weakness.</p> <p>High ability disadvantaged pupils show resilience and high levels of engagement in lessons. They can identify their areas of strength and development areas and know how to improve. This is shown in improved levels of achievement</p>
Increased attendance of disadvantaged pupils and reduced persistent absence	<p>Attendance of groups and persistent poor attendance is above national in all year groups</p>

<p>The behaviour of our disadvantaged pupils is good (fewer Behaviour for learning (BFL) referrals % than non-disadvantaged).</p> <p>Improved social skills and self-regulation are shown through reduction in behaviour results but an increase in House Points ( supported by Kindness Points)</p>	<p>The Behaviour for Learning in lessons is good for PP students and is equal or better than non-PP pupils.</p> <p>Disadvantaged pupils have reduced referrals compared to non-disadvantaged %.</p> <p>Improved BFL is a result of improved social skills and emotional wellbeing which if left leads to unproductive attitudes to learning and low outcomes</p> <p>Support staff are trained to tackle behaviour triggers and provide PP pupils with support to amend their responses</p> <p>A member of the pastoral support team runs successful intervention programme for PP pupils that sees behaviour referrals drop</p> <p>Disadvantaged pupils have an equal number of House Points, including Kindness Points or better than non-PP pupils</p>
<p>Improved parental engagement</p>	<p>All parents evenings attended by 100% of PP parents</p> <p>Phone calls to update PP parents on progress made half termly to all PP pupils</p> <p>Home visits conducted to support parents in engaging with school where necessary and to challenge any barriers</p> <p>Parental views are positive</p>
<p>Barriers to attainment challenged</p>	<p>Provide appropriate support via the pastoral team/SEND</p> <p>To complete effective referrals to outside agencies by training school staff to high levels of expertise to support and develop PP pupils</p> <p>All disadvantaged pupils with SEND needs make accelerated progress in line with or above national benchmarks.</p> <p>Teaching Assistants are well trained and deployed effectively.</p> <p>School LAC mentor is trained to a high level, with a specific focus on trauma</p>

## 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: £ 163,675

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum planning in all departments is challenging and builds on mastery	Learning journeys for all subjects show pupils how their knowledge builds Learning journeys support pupils and parents in tracking their progress/ areas to develop	1
<i>Assessments are robust and provide accurate appraisal of strengths and areas to develop</i>	Showcases show that all subjects have these in place and that assessments are diagnostic and cumulative. Synoptic assessments. Moderation of assessments built into school calendar so faculties can plan interventions <a href="#">Diagnostic assessment   EEF</a>	1
<i>Y7 2025/26 are on the RADY programme with uplift applied to build in equity</i>	Targets have RADY uplift applied and subjects then use these to identify gaps and build in plans for intervention All staff are trained on RADY ethos Lead attends all RADY training sessions and disseminates this to all staff RADY assessor visits school to assess impact <a href="#">CBC - RADY Project Evaluation (challengingeducation.co.uk)</a>	1,2,3,4,5
<i>CPD for all staff on use of devices</i>	All y7 lessons taught using personal devices and PP pupils are supported in the cost of these <a href="#">Using Digital Technology to Improve Learning   EEF (educationendowmentfoundation.org.uk)</a>	1,4,5
<i>All teaching staff completed 2 year EFA programme</i>	All staff work in TLC's 9 times a year developing their formative assessment skills and sharing good practice	1,2,3,4,5

<i>based on work of Dylan Wiliam 3<sup>rd</sup> year is continued implementation</i>	Lessons see this being put into practice and developing challenge for pupils and building resilience <a href="#">Embedding Formative Assessment   EEF</a> ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	
<i>All teaching assistants in year EFA abridged programme based on work of Dylan Wiliam- designed by G Grant and EFA mentor</i>	All staff work in TLC's 9 times a year developing their formative assessment skills and sharing good practice Lessons see this being put into practice and developing challenge for pupils and building resilience	1,2,3,4,5
<i>Mixed attainment Teaching to promote equity of experience and raise aspirations</i>	2023/4- y7 and 9 2024/5 y7,8,9,10 2025/26 all	1,2,3,4,5
<i>3 waves of intervention for reading intervention</i>	<p>Pupils clearly identified as needing intervention though KS2 data/ reading tests Incremental waves tackles levels of need Reading test show sustained progress <a href="#">Improving Literacy in Secondary Schools</a></p> <p>Lowest 5% of weakest 5% of readers- IDL Reading intervention form for remaining weakest 5 % of readers- led by English teacher and TA Reading Comprehension lesson for all others is fortnightly focusing on developing this national weakness</p> <p>Reading age data is provided at the start of the year and the English and SEND department plan support- via curriculum, reading time, sparx and interventions</p> <p>24/25 RADY students Year 8 now 9 57% on or above expected reading age Year 9 now 10 39% Year 10 now year 11 65%</p> <p>Specific interventions using PP Grant 73% of students improved Reading Age.</p>	1,4,5



	September 2025 plan in place for continued support.	
<i>3 waves of intervention for maths intervention</i>	<p>Pupils clearly identified as needing intervention though KS2 data/ maths tests</p> <p>Incremental waves tackles levels of need</p> <p>Maths test show sustained progress</p> <p>Maths overstaffing to support with intervention</p> <p>Funded and use of SPARXS maths</p> <p>Staff provide intervention and target pp in P6</p> <p>Intervention forms 2024/25 and previous year, data for Maths and English support positive impact</p> <p>2025/26 year 11 all have intervention form time support</p> <p>Y7 to 11 SPARX Maths and English</p> <p><u>Teaching mathematics at key stage 3</u></p>	1,4,5
<i>Curriculum trips accessible</i>	<p>School provides 50% funding PP pupils</p> <p>Supported all PP students with trips 2024/25</p> <p>In place and continues into 2025/26</p>	1,5,2,4
<i>School provides access to individual music tuition for PP pupils</i>	<p>School covers costs of Peri teaching for PP pupils in music <a href="#">Arts participation   EEF (educationendowmentfoundation.org.uk)</a>In place and funding acquired for Drumming Workshop for PP and LAC pupils – over the last 2 years this has reduced to 50% cover of costs and this will end 2025/26.</p>	1,5
<i>Year 7 devices in 2023, Year 7 and 8 in Sept 2024, Year 7-9 in Sept 2025,</i>	<p>All pupils use devices to support learning effectively</p> <p>In place for y7 8 and 9 and with Digital literacy journey to support progress. Rolling programme.</p>	1,2,4,5

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

Budgeted cost: £ Part of 6000 additional provided via budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
SPARXs Maths in all year groups	<p>Weekly homeworks identify and support progress to close numeracy gaps Completion rates show gaps closing <a href="#">Homework   EEF (educationendowmentfoundation.org.uk)</a></p> <p>In place and staff amend weekly home works to target gaps- Results/outcomes improving- see outcome 24/25</p>	1,4,5
<i>SPARXs English in all Year groups</i>	<p>Weekly reading homework identify and support progress to close literacy gaps Completion rates show gaps closing <a href="#">Homework   EEF (educationendowmentfoundation.org.uk)</a></p> <p>In place and used weekly- Cost has increased to £4000 so reviewing cost effectiveness but new reading ages show improvements in y7 ( 73.76% on or above) and 8 ( 69.01% on or above)- concern over y11</p> <p>24/25 data shows year 9 57% improved on or above, 39% year 10 and 65% year 11 2025 data September for PP indicates the need for specific provision year 7 33% on or above, year 8 49% year 9 35% year 10 33% and year 11 37%</p> <p>Specific support planned- curriculum/SPARX/Intervention 25/26</p>	1,4,5
<i>SPARXs Science in all year groups</i>	<p>Weekly homework identify and support progress to close gaps in science Completion rates show gaps <a href="#">Homework   EEF (educationendowmentfoundation.org.uk)</a></p>	1,4,5

	Due to low impact on progress this has been removed	
<i>Weekly reading comprehension lesson in KS3 introduced</i>	<p>Moderation shows that PP pupils are making progress in their levels of reading comprehension</p> <p>SPARXS reading tests show progress and reading books increase in level of challenge</p> <p><a href="#">word-gap (Oxford University Press)</a></p>	1,5
<i>TAs work with specific SEND PP pupils to target areas of development</i>	<p>PP pupils have key worker who is their contact with home to support progress</p> <p>PP pupils work with trained TA on developing area of weakness such as dyslexia</p> <p><a href="#">Teaching Assistant Interventions   Teaching and Learning Toolkit   EEF</a></p> <p>TA are key workers and this is working well and latest parent voice identifies this as an area of improvement for SEN communication which had been an Ofsted issue</p> <p>IDL data shows impact of reading progress on previous data and this was seen and reported on by Ofsted</p> <p>24/25</p> <p>73% of pupils improved reading age with specific support</p>	1,3,5
<i>MyTutor- Y10 and y11 English and Maths</i>	<p>PP pupils tutored online by professional in groups of 3, out of school time with parental support</p> <p>My Tutor respond to feedback and lesson evaluation and pupils make progress</p> <p><a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a></p> <p>In 2023/4 cohort there were examples of great impact from My Tutor but there were others where issues had to be raised with quality provided. As such no longer in use but instead P6 timetable for Core</p> <p>2025/26- period 6 is for all subjects</p>	1,4,5

<i>Form time interventions- Maths and English</i>	<p>All Y11 PP pupils in intervention forms that target their aspirational level and area to develop</p> <p>Data tracking shows gaps closing</p> <p>Form time interventions in place for Maths and English in y11 each day</p> <p>In y7-10 in place for English</p> <p>2025- Intervention focus year 11 and specific interventions across year groups</p> <p>Positive impact indicated by results see the attached 24/25 impact data</p>	1,2,5
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: Part of £6000 provided from the budget

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide staffing for additional behaviour support staff where 50% of their time is spent on intervention	<p>Reduced referrals for PP/SEND</p> <p>Increased use of provision to change behaviour</p> <ul style="list-style-type: none"> <li>- Boxall</li> <li>- MOB</li> <li>- CPD</li> <li>- Emotion coaching</li> </ul> <p>Pupil views state a positive improvement of behaviour. <a href="#">Cognitive Behavioural Therapy (Youth Endowment Fund)</a></p> <p>Staffing in place and intervention workshops take place daily and referrals and suspensions have decreased since Easter 2024. September 2024- Therapy Dog in one day a week. 2023-4 2 staff now ELSA trained and delivering with additional member of staff adding to this in 2024/5</p> <p>2025 term 1 suspension data is positive, declining trend in suspensions.</p>	1,5

<i>Full time in house level 6 qualified careers advisor</i>	<p>No PP pupil NEET</p> <p>2 year on data shows PP pupils have maintained placements</p> <p>This is evidenced through twice yearly calls to PP pupils by administration team to ensure live progress data and offer any further support</p> <p>PP pupils have high aspirations and this engages them in the curriculum</p> <p>Clearly structured and ambitious Careers Curriculum exists</p> <p>Meaningful Employer experiences for all PP pupils <a href="https://www.educationendowmentfoundation.org.uk">Careers education   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Annual Work Experience completed in y11. All pupils complete weekly PSHE programme with Careers units. No PP NEET 2024 and all PP pupils have individual interviews, action plans and contact with home</p> <p>2024/25- NEET 3 pupils NEET who are PP (2%) Aware and contact made with parents</p>	1,2,4,5
<i>Amendment to attendance team to create a Home Liaison role</i>	<p>Increased engagement with parents</p> <p>Improved attendance of PP pupils</p> <p>Fewer numbers of proceedings for PA PP pupils</p> <p>Improved relationships between PP pupil support networks</p> <p><a href="#">working together to improve school attendance.</a></p> <p>Home liaison done by both staff and attendance has improved with the school being in top 10% of schools nationally for autumn 1 and y11 being in top 5%</p> <p>2024/25 attendance remains good for the whole cohort. Disadvantaged pupils 96% attendance 2024/25</p>	1,2,3,4,5
<i>Form tutors to be centrally informed person on barriers and achievements of PP pupils</i>	<p>All form tutor completed barrier form and action plan from this, referring for help where required</p> <p>All form tutors complete 'getting to know you' audit to support celebrating success and the use of House Points</p> <p>24/25 Completed and form tutor first point of contact and half termly makes calls to all PP parents in their form</p>	3,5

<i>Emotional Well- Being Worker- 3 days a week</i>	<p>Supports PP pupils at tier 1 to deal with issues that prevent engagement and lower aspirations <a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions</a></p> <p>24/25 Retirement of member of staff has changed delivery to Mental Health Nurse and 2x ELSA trained TAs</p>	5,2
<i>LAC mentor appointed and part funded by Stoke LEA</i>	<p>Works to challenge barriers to learning Works with virtual school and home to ensure equity of opportunity provided and academic success</p> <p>24/25 In place and successful for liaison and emotional/academic support- positive feedback from the virtual school</p> <p>25/26 - increased hours of LAC mentor and positive feedback from the virtual school remains in place</p>	5,2,1
<i>Form tutors in all years make half termly calls to all PP pupils</i>	<p>Calls build positive relationships, celebrate success, discuss areas to develop and how parents and school can work together to do this</p> <p>In place and parent voice is saying communication is better and they are clearer on how to help- maintained</p>	1,2,3,4,5
<i>Support for other issues</i>	<p>School would help fund transport, taxis, therapeutic provision for PP pupils where required</p> <p>Used for Taxis / buses to school, AP</p>	1,2,3,5

**Total budgeted cost: £ 163, 675**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. The data demonstrated the following progress towards meeting the aims of the 3 year Pupil Premium Strategy

#### **Progress 8**

No P8 for this cohort due to COVID there were not SATs

#### **Pupil Premium (RADY students Results 2024/25)**

All students 144

RADY 30

#### **Attainment 8**

Overall Attainment 8 has improved across the cohort over 3 years. Therefore, the gap has not closed completely due to the uplift in all results, but the data does show the gap narrowing in areas.

Over three years A8 has improved for all from 4.51 to 4.53 (National 4.63)

For RADY pupils A8 has improved from 3.31 to 3.77

The gap 1.2 in 2023 to 0.96 in 2025.

#### **9-7**

All students improved 9-7 including English and maths from 5.2 to 9% (National 12.4)

RADY did not show an improvement 1 student had this target and did not achieve it.

All students improved 9-7 English over 3 years from 15.6% to 17.4% (National 23.2)

RADY students overall from 2023 to 2025 improved from 0% to 6.7% but a decline on previous year.

All students improved in Maths 9-7 from 11% to 18.8% and above national. (16.7%)

RADY students improved over 3 years in Maths from 0% to 6.7% but a decline on the previous year 14.8%

RADY student 9-7 0% achieved this

100% of RADY students that were targeted to achieve 9-7 in English achieved it

67% of RADY students targeted 9-7 Maths Achieved it

#### **9-5**

All students improved 9-5 including English and maths from 42.9 to 45.1%

RADY students improved 9-5 including English and maths from 24 to 26.7%

All students improved 9-5 English over 3 years from 64.3% to 64.6%

RADY students overall from 2023 to 2025 improved from 34.5% to 46.7%

All students improved in Maths 9-5 from 45.5% to 50%

RADY students improved over 3 years in Maths from 27% to 33%

80% of RADY students targeted English and Maths achieved this outcome

100% of RADY students targeted to achieve 9-5 English achieved this.

100% of RADY students targeted to achieve 9-5 in Maths achieved this outcome.

#### **9-4**

All students improved 9-4 including English and maths from 63 to 69%

RADY students improved 9-4 including English and maths from 28 to 53%

All students improved 9-4 English over 3 years from 76.6 to 79.2%

RADY students overall from 2023 to 2025 improved from All students improved 9-5 including English and maths from 44.8 to 66.7%

All students improved in Maths 9-4 from 66.9 to 68.8%

RADY students improved over 3 years in Maths from 37.9% to 53.3%

80% of RADY student target 9-4 achieved this outcome for Maths and English

77% of RADY students with targets to achieve 9-4 English achieved.

76% of RADY students with targets 9-4 achieved maths.

Overview subjects

9-4 RADY have improved 38 to 39.1 (All 58.5 to 56.5) over 3 years

9-5 RADY 14 to 13 trend which is a slight decline



### Attendance Trends

Year	All	PP	Non PP	Disadvantaged	Non Disadvantaged	LAC	NON LAC
2023-24	94	89	95	89	95	96	93
2024-25	95	94	96	91	96	90	95

Attendance for all is improving, Pupil premium and disadvantaged students increased and the gap to non disadvantaged is closing.

LAC attendance had a decline but is improving in term 1 2025

Positive trends for progress and attendance overall.

## Externally provided programmes

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

Programme	Provider
OnLine Tutor	EdClass