

Moor Nook School Pupil Premium Strategy Statement



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

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

Commented [a1]: Updated to include guidance from the 2023-2024 Pupil Premium Strategy template.

School Overview

Detail	Data
School name	Moor Nook CP School
Number of pupils in school	196 (including nursery)
Proportion (%) of pupil premium eligible pupils	58.5%
Academic year/years that our current pupil premium strategy plan covers	2022-2024 (2 years)
Date this statement was published	October 2022
Date on which it will be reviewed	July 2024
Statement authorised by	Suzanne Clough, Headteacher
Pupil Premium lead	Andrea Jaeger, Assistant Headteacher
Governor / Trustee lead	Steve Belbin, Curriculum Governor

Commented [a2]: Updated November 2023

Commented [WU3]: Next interim review April 2024

Commented [WU4]: Updated following the resignation of previous PPF Governor: Peter Gerrish.

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£146,955
Recovery premium funding allocation this academic year	£14,210
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 161,165

Commented [a5]: Updated for 2023-2024 8.3.24 – Confirmed funding received in school.

Commented [a6]: Previous academic year (2022-2023) the funding received was £14,500.

Commented [a7]: Updated for 2023-2024

Part A: Pupil Premium Strategy Plan

Statement of Intent:

During the academic years 2022-2024, Moor Nook Community Primary School will be using the Pupil Premium Funding and additional Recovery Premium Funding to focus on the following areas:

- Developing pupil use of writing skills, effective punctuation and grammar to improve progress and attainment in Writing. This is also a SIP priority area for 2022-2023 & 2023-2024.
- Improving the quality of teaching, learning and progress for disadvantaged pupils within Mathematics. This is also a SIP priority area for 2022-2023 & 2023-2024.
- Improving the attendance and punctuality of disadvantaged families. This is also a SIP priority area for 2022-2023 & 2023-2024.
- Enriching the curriculum to widen pupil experiences and develop their cultural capital.

We will continue to use the funding to support the EEF's Guide to the Pupil Premium 'Menu of approaches' e.g. develop and implement high-quality teaching for all pupils, targeted academic support for smaller groups of children or individuals and finally offering wider strategies and support, which may not have a main educational focus, but will benefit the pupils' attendance, social, emotional, physical, spiritual and mental well-being.

Commented [a8]: Updated to include guidance from 'The EEF Guide to the Pupil Premium – Menu of Approaches'.

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

- raise attainment and progress in Writing and across the wider curriculum; closing the gap between the school and the local authority and national expected standards
- raise attainment and progress in Mathematics by developing a 'Mastery Approach' across the school
- 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
- widen pupils understanding of the wider world, outside of their local area
- develop their cultural capital; enabling skill development and creative learning via a wider array of cultural experiences and extracurricular activities

Challenges:

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

Challenge number:	Detail of Challenge:
1	<p>2021-2022 End of Key Stage Assessments from the EYFS, Key Stage 1 and Key Stage 2, along with internal data, from all year groups, demonstrate that Writing should continue to be a priority area for development.</p> <p>The closure of schools in 2019-2020 and 2020-2021 affected all areas of the school curriculum; however, they impacted most on pupils' writing skills as these were the most complex to teach through a remote platform. The development of their letter formation, handwriting, punctuation and grammar skills were also negatively impacted during this time.</p> <p>Some recovery has been made during the academic years of 2020-2021 and 2021-2022, but this has been at a noticeably slower rate than that of Reading and Mathematics, with fewer children working at age related expectations in this subject area. This will also be a SIP priority for 2022-2023.</p> <p>This continues to be a focus area for 2023-2024.</p>
2	<p>At the last full Ofsted Inspection (May 2019) it stated that the school needed to: Improve the quality of teaching, learning and progress, particularly in mathematics, by ensuring that teachers have high expectations for all pupils, work is appropriately challenging for all pupils, particularly the disadvantaged and most-able, recent initiatives to improve pupils' recall and reasoning skills are built on so that differences are diminished in pupils' learning in key stage 2.</p> <p>The HMI Visit (March 2021) acknowledged that throughout the period of remote learning pupils were able to access the school's curriculum for Mathematics using teaching videos and additional resources to support the children's learning and understanding.</p> <p>The HMI Visit (June 2021) recognised the Mathematics curriculum was clearly designed and delivered well, with pupils making links between new learning and what they have learned previously, which helps them to know and remember more.</p> <p>The End of Key Stage Assessments in Key Stage 2 measured favourably with 87% achieving the National Standard, however in Key Stage 1 and the EYFS this was lower.</p> <p>Internal data demonstrates that although the majority of classes (5/7) made accelerated progress e.g. more than three terms progress across the year, not all children are working within age related expectations at this time. This will also be a SIP priority for 2022-2023.</p>

	<p>In December 2022, the school received a Good Rating by Ofsted. Mathematics was a focus area and the Ofsted team appreciated the changes to teaching and learning and fostering of a Mastery Approach, with use of the NCETM Curriculum Prioritisation materials.</p> <p>This continues to be a focus area for 2023-2024.</p>
3	<p>Following the end of a temporary contract, two teachers moving on to become Key Stage Leaders in other schools and a teacher joining the Police Force in a change of career at the end of 2021-2022, four new members of teaching staff were appointed for 2022-2023.</p> <p>These new staff will bring their energy, enthusiasm and dedication to the pupils at Moor Nook and will be teaching in the Years 3, 4 & 5, plus a PPA Cover teacher for 2022-2023.</p> <p>This substantial change to staff means that there have been significant changes to year group teachers and subject leaders however, through careful and considered transition at the end of 2021-2022, it is believed that pupils and staff will settle quickly and subject development will continue to have a high level of focus within the school.</p> <p>In 2023-2024, following the retirement of a member of the Senior Leadership Team, a new member of staff will begin in Year 4 from the Spring Term. They will receive a TLR for their English Subject Leader responsibility (Early Reading, Phonics, Spelling, Grammar, Reading and Writing).</p>
4	<p>An unfortunate side effect of COVID-19, which remains with the school, is the effect on attendance. 2021-2022 saw the greatest number of positive cases within school, with parents sensibly testing their children and choosing to keep them at home.</p> <p>Unfortunately for some families, additional cautiousness has presented in pupils remaining at home when they do not have COVID-19 and could be in school.</p> <p>Some of our parents became more accustomed to their children being at home, during the lockdowns, and have therefore put less importance on their children being in school. This has affected the attendance and punctuality for these pupils.</p> <p>Internal attendance data and the Pupil Premium Tracking for 2021-2022 have shown that the majority of disadvantaged pupils' attendance is below the expected 96%. Because of this, these children receive less high quality teaching and planned intervention. This is widening the gap between them and their well-attending peers. This was a SIP priority for 2022-2023 and will continue to be for 2023-2024.</p>
5	<p>With the majority of pupils coming from disadvantaged backgrounds (56% for the academic year 2021-2022 & 58.5% for 2023-2024), their parents have less surplus money to use for leisure time such as holidays, visits and experiences. In the current climate of a predicted cost of living crisis, where</p>

	<p>fuel bills and food costs continue to soar, this will only be greater effected.</p> <p>Consequently, pupils have a limited understanding of life beyond the local estate. They do not have the same cultural capital as their peers from different backgrounds. This disadvantage is demonstrated in their understanding of the wider world, especially when reading and writing; where they struggle to understand what is happening, empathise with a character's experience or infer what might happen next or when learning about the wider curriculum e.g. developing their understanding of geographical locations or religious practise and events.</p>
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Intended Outcomes:

This explains the outcomes we are aiming for **by the end of our current strategy plan (2022-2024)**, and how we will measure whether they have been achieved.

Intended Outcome:	Success Criteria:
<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>	<ul style="list-style-type: none"> • PP pupils' writing across the school demonstrates improvement. • Evidence of age related skills being included in their writing, alongside greater fluency and style. • The percentage of PP pupils working at ARE shows an improving picture. • The gap between the July/September baseline and ARE has improved in all year groups. • PP Pupils apply the grammar skills taught in class within their independent writing. • PP pupils are including 'Must, Should, Could' skills within their independent writing (when appropriate). • PP pupils are aware of their writing target card and how this can be used to improve the standard of their writing. • Marking and feedback allows PP pupils to reflect on their learning and demonstrate improvement. • With an improved speed rate, an increasing number of PP pupils can form letters correctly, use the correct strokes to join letters and write in an effective joined style. • PP Pupils are provided with the time and techniques to edit their writing. They are engaged in the editing

	<p>process and are taking greater responsibility to improve their writing.</p>
<p>Improving the quality of teaching, learning and progress for disadvantaged pupils within Mathematics.</p>	<ul style="list-style-type: none"> • PP Maths Assessments across the school demonstrate expected/ accelerated progress. • Increased % of disadvantaged & all pupils working at ARE. • Increased % of disadvantage & all pupils working at Greater Depth. • Additional NCETM Mastering Number Intervention taught across the EYFS, Year 1 and Year 2. • Pupils demonstrating increased number sense; fluency in calculation and a confidence and flexibility with number. • NCETM Mastery Readiness practise established across the school (Year 2: Embedding and Year 3: Sustaining). • High quality teaching and learning established across all Key Stages with Curriculum Prioritisation, Pupil Mindset, Arithmetic Proficiency, Stem Sentences & Vocabulary, Maths Talks and Reasoning/ Problem Solving engrained within the Maths Curriculum.
<p>Improving the attendance and punctuality of disadvantaged families.</p>	<ul style="list-style-type: none"> • The attendance for disadvantaged & all pupils improves, with an increasing number of pupils at 96% attendance and above. • The punctuality for disadvantages & all pupils improves, with a lower number of persistently late pupils. • Classes achieving 'Perfect Punctuality' and deciding on class rewards; raising the pupil and parents' understanding of why punctuality is important. • Pupils with weekly 100% attendance praised and celebrated; with half-termly prize winning pupils and parents. • Disadvantaged & all pupils are able to access daily high quality teaching and interventions, without gaps in their learning and loss of understanding and knowledge. • Pupil attendance and punctuality is

	<p>monitored by the SLT regularly.</p> <ul style="list-style-type: none"> • Initiatives and strategies for improving both attendance and punctuality are reviewed and adapted to increase their effectiveness. • The Learning Mentor supports PP families who are struggling, including an in-school time breakfast club to encourage PP pupils to be in on time. • Attendance and Punctuality to have a high profile within school e.g. school assemblies, display, rewards etc. • Regular monitoring of attendance enables support to be quickly implemented.
<p>Enriching the curriculum to widen pupil experiences and develop their cultural capital.</p>	<ul style="list-style-type: none"> • Subject Leaders consider how their subject areas can be further enriched to enhance and support the wider curriculum. This is demonstrated in Subject Action Plans for the academic year, Appraisal & Pupil engagement and enjoyment. • All pupils have the opportunity to participate in a residential visit, in a contrasting locality (Lake District), during their time in Key Stage 2. • Forest school provision is available for the EYFS (Pre-School and Reception classes). • The pupils have opportunities to improve their wellbeing by trying different activities, experiences and workshops e.g. Yoga, Lego Therapy, Drama etc. • Pupils drawing on their wider experiences so it has a positive impact on their curriculum learning and enables them to have a greater ability to find links and themes within subjects and across the curriculum.

Activity in this academic year*

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2023-2024)** to address the challenges listed above.

* Please note additional Teaching, Targeted Interventions and Wider Experiences may be added throughout the year. This list is not finite and is a working document.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £6,931

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school staff training: Talk for Writing (Lancashire CPD Training – Teachers and Teaching Assistants)	<p>EEF: Guidance Report ‘Effective Professional Development.’ (November 2021).</p> <p>Point 2: Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</p> <p>Point 3: Implement professional development programmes with care, taking into consideration the context and needs of the school.</p> <p>EEF: Guidance Report ‘Improving Literacy in Key Stage 1.’ (October 2021).</p> <p>Point 5: Teach pupils to use strategies for planning and monitoring their writing.</p> <p>Point 6: Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling.</p> <p>EEF: Guidance Report ‘Improving Literacy in Key Stage 2.’ (November 2021).</p> <p>Point 4: Teach writing composition strategies through modelling and supported practise.</p> <p>Point 5: Develop pupils’ transcription and sentence construction skills through extensive practise.</p>	1,3
Whole school staff training: Developing Sentence Structure	<p>EEF: Guidance Report ‘Improving Literacy in Key Stage 1.’ (October 2021).</p> <p>Point 6: Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling.</p>	1,3

Commented [WU9]: September 2022 – July 2023: All teachers & teaching staff from Year 1 to Year 6 trained and completed full CPD. Not in Y3: change of staff in January 2023 or Y4: changes in staff in April 2023 and January 2024.

4.11.22 – EYFS Writing Course (EYFS Leader/ Teacher)

Commented [a10]: 19.10.22 English CPD with Steph Johnson (Lancashire Consultant) re: editing writing.

Staff are trialling the following editing approaches:

- ✓ Must, could, should
- ✓ Squiggly line for spellings
- ✓ Editing stations
- ✓ Strips of paper
- ✓ Talk-partner editing

	<p>EEF: Guidance Report ‘Improving Literacy in Key Stage 2.’ (November 2021).</p> <p>Point 5: Develop pupils’ transcription and sentence construction skills through extensive practise.</p>	
<p>Whole school staff training: Curriculum Prioritisation in Mathematics</p>	<p>EEF: Guidance Report ‘Effective Professional Development.’ (November 2021).</p> <p>Point 2: Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</p> <p>Point 3: Implement professional development programmes with care, taking into consideration the context and needs of the school.</p> <p>EEF: Guidance Report ‘Improving Mathematics in Key Stage 1.’ (October 2021).</p> <p>Point 4: Ensure that teaching builds on what children already know.</p> <p>EEF: Guidance Report ‘Improving Mathematics in Key Stage 2 and 3.’ (October 2021).</p> <p>Point 1: Use assessment to build on pupils’ existing knowledge and understanding.</p>	2/3
<p>Whole school staff training: Arithmetical Proficiency in Mathematics.</p>	<p>EEF: Guidance Report ‘Effective Professional Development.’ (November 2021).</p> <p>Point 2: Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</p> <p>Point 3: Implement professional development programmes with care, taking into consideration the context and needs of the school.</p> <p>EEF: Guidance Report ‘Improving Mathematics in Key Stage 1.’ (October 2021).</p> <p>Point 4: Ensure that teaching builds on what children already know.</p> <p>EEF: Guidance Report ‘Improving Mathematics in Key Stage 2 and 3.’ (October 2021).</p>	2/3

Commented [a12]: 22.11.23 EYFS Lead Teacher (Charlotte Caunce) started NCETM Mastery Approach Training. Joined by new Nursery teacher from March 2024.

Commented [WU11]: Whole School Curriculum Professional Development led by A. Jaeger (Maths Subject Leader) 15.9.22, 2.11.22 & 22.2.23.

Curriculum Prioritisation Curriculum implemented across the school from 14.11.22.

Commented [A13]: 9.11.22 Teachers & Teaching Assistants visited a school which has established the Curriculum Prioritisation scheme to observe a lesson in action. (Years 1, 2, 4 & 6)

5.12.22 – Years 3, 5, 6 & PPA Teacher visited.

20.2.24 – Year 4 teacher (new) & Year 1 Teaching Assistant (absent during initial training).

Commented [a14]: 22.2.23 – CPD related to Pre-Assessment & using this to guide teaching and learning within the classroom.

Commented [a15]: 13.09.23 Whole School CPD led by SL Andrea Jaeger ‘Mathematical Thinking’

Commented [a16]: Whole School Curriculum Professional Development led by A. Jaeger (Maths Subject Leader) 15.9.22

Commented [a17]: 01.11.23 Whole School CPD led by SL Andrea Jaeger ‘Conceptual & Procedural Variation’

	Point 1: Use assessment to build on pupils' existing knowledge and understanding.	
Whole school staff training: Arithmetic Lesson Adaptation of current practice for new style Arithmetic Lesson in 4 parts: <ul style="list-style-type: none"> - Maths Talk - Pre-teach or Test - Metacognition - Maths Game 	EEF: Guidance Report 'Improving Mathematics in Key Stage 1.' (October 2021). Point 2: Dedicate time for children to learn mathematics and integrate mathematics throughout the day. EEF: Guidance Report 'Improving Mathematics in Key Stage 2 and 3.' (October 2021). Point 4: Enable pupils to develop a rich network of mathematical knowledge.	2/3
Whole school staff training: Getting more from your learners without giving more of yourself! Mark Creasey https://www.independentthinking.co.uk/associates/mark-creasey/	EEF: Teaching and Learning Toolkit: Meta-Cognition and Self-Regulation There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future. (Impact: +7 months)	
Whole school staff training: Writing 1	EEF: Guidance Report 'Effective Professional Development.' (November 2021). Point 2: Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. Point 3: Implement professional development programmes with care, taking into consideration the context and needs of the school. EEF: Guidance Report 'Improving Literacy in Key Stage 1.' (October 2021). Point 5: Teach pupils to use strategies for planning and monitoring their writing. Point 6: Promote fluent written transcription skills by encouraging extensive and purposeful	1,3

Commented [WU18]: Staff CPD training 15.9.22.

Commented [A19]: 15.9.22 Staff CPD re: Arithmetic lessons (Pre-teach, teach or test alongside Maths Talk, Game & Metacognition questioning).

Commented [WU21]: 27.2.24 Staff CPD: Persistent Disruptive behaviour Training (Y3 & Y4).

Commented [A20]: 10.10.22 (Twilight) CPD for all teachers. Making the most of school time; developing independence; allowing for flexibility; improving behaviour for learning.

Commented [A22]: 19.10.22 English CPD with Steph Johnson (Lancashire Consultant) re: editing writing.

- Staff are trialling the following editing approaches:
- Must, could, should
 - Squiggly line for spellings
 - Editing stations
 - Strips of paper
 - Talk-partner editing

	<p>practice and explicitly teaching spelling.</p> <p>EEF: Guidance Report ‘Improving Literacy in Key Stage 2.’ (November 2021). Point 4: Teach writing composition strategies through modelling and supported practise. Point 5: Develop pupils’ transcription and sentence construction skills through extensive practise.</p>	
<p>Whole school staff training: Writing 2</p>	<p>EEF: Guidance Report ‘Effective Professional Development.’ (November 2021). Point 2: Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. Point 3: Implement professional development programmes with care, taking into consideration the context and needs of the school.</p> <p>EEF: Guidance Report ‘Improving Literacy in Key Stage 1.’ (October 2021). Point 5: Teach pupils to use strategies for planning and monitoring their writing. Point 6: Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling.</p> <p>EEF: Guidance Report ‘Improving Literacy in Key Stage 2.’ (November 2021). Point 4: Teach writing composition strategies through modelling and supported practise. Point 5: Develop pupils’ transcription and sentence construction skills through extensive practise.</p>	<p>1,3</p>

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

Budgeted cost: £205,188

Activity	Evidence that supports this approach	Challenge number(s) addressed
Y5 Writing Tuition (1:6 pupils)	EEF: Teaching and Learning Toolkit: Small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. (Impact: +4 months)	1
Y6 Writing Tuition (1:6 pupils x 2)		
Y6 Writing Tuition (1:9 pupils)		
Y5 & Y6 Maths Tutoring (Third Space Learning) https://thirdspacelearning.com/	EEF: Teaching and Learning Toolkit: One to One tuition. One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil's understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum. (Impact: +5 months)	2

Commented [WU23]: June/ July 2023: 6 pupils for 4 weeks. 50% of pupils receive PPF funding. Time span too short to see significant effect on Writing progress and attainment. Extend length of booster in the next academic year.

Commented [WU24]: September-November 2024
 11/12 pupils receive PPG (92%)
 50% made expected progress (1 term's progress) in writing, with 50% making accelerated progress (2 terms progress in writing).

Commented [WU25]: November 2024 – December 2024 (4 weeks).
 3/9 pupils receive PPG (33%)
 100% made expected progress (1 term's progress) in writing, with 67% makes accelerated progress (2/3 terms progress) in writing.

Commented [A26]: 12 pupils from Years 5 & 6 completing weekly Maths Tuition (1 Hour) – 66% of the pupils receive Pupil Premium Grant Funding.

Spring Term: 12 pupils from Years 5 & 6 – 75% of the pupils receive PPG Funding.

Summer Term: 12 pupils from Years 5 & 6 – 75% of the pupils receive PPG Funding.

80% of Year 6 pupils reach ARE at end of Key Stage 2 in SAT tests.

Commented [WU27]: 2 Y6 pupils starting tuition from January 2024.

<p>Y6 Mathematics Booster Tuition (1:4 pupils)</p> <p><u>January 2024:</u> 21 pupils across 5 groups.</p>	<p>EEF: Teaching and Learning Toolkit: Small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. (Impact: +4 months)</p>	2
<p>More-Able Workshops (Across the school)</p> <p>Aileen Hoare - North-West Gifted & Talented</p>	<p>EEF: Guidance Report 'Improving Mathematics in Key Stage 2 and 3.' (October 2021). Point 7: Use tasks and resources to challenge and support pupils' <u>mathematics</u>.</p> <p>EEF: Guidance Report 'Improving Literacy in Key Stage 1.' (October 2021). Point 5: Teach pupils to use strategies for planning and monitoring their writing. Point 6: Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling.</p> <p>EEF: Guidance Report 'Improving Literacy in Key Stage 2.' (November 2021). Point 4: Teach writing composition strategies through modelling and supported practise. Point 5: Develop pupils' transcription and sentence construction skills through extensive practise.</p>	1/2/3/5
<p>Music Tuition: Singing/ Drumming Lessons (Year 1 & 2) (Year 5 & 6)</p> <p>Lancashire Music Service</p>	<p>EEF: Teaching and Learning Toolkit – Arts Appreciation. There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds. (Impact: +3 months)</p>	5

Commented [WU28]: Started week commencing 20.2.23 – 87% of PPG pupils included within the cohort.
43% of all pupils reach ARE at end of KS2 SAT tests.
45% of tutored pupils reach ARE at the end of KS2 SAT tests.

Commented [A29]: September – December 2022 Two pupils from Years 5 & 6 taking part in Zoom More-Able Workshops, alongside peers from other schools. Pupils accessing workshops from home with parental support. The school has provided one pupil with a Laptop so he can access the additional teaching.
19.5.23 – More-Able Workshop for pupils in Years 5 & 6 at Ashbridge Independent School (Aileen Hoare - North West Gifted & Talented)
75% of pupils achieve Greater Depth in Year 5 and Year 6.

Commented [A30]: Year 1 & 2 completed tuition in Autumn 1 (2022-2023). Pupils were very enthusiastic and engaged with the lessons.
Years 5 & 6 completed tuition in Autumn 2 – again enjoyment and engagement were high.
Years 2 & 6 – Drumming Tuition in Spring 2, Summer 1 & Summer 2. The pupils have enjoyed the opportunity to explore a different instrument in more detail.

<p>Specialist SEND Teacher support (Teaching & Learning) (Social, Emotional & Mental Health)</p> <p>Penny Hunter Lancashire Inclusion Service</p> <p>Joanna Porter Jeanette Allen Inclusion & Engagement Support Team</p>	<p>EEF: Teaching and Learning Toolkit – Individualised Instruction.</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>(Impact: +4 months)</p>	<p>1/2/3</p>
<p>PE Gross Motor/ Fine Motor Interventions (EYFS, Year 1 & Year 2)</p>	<p>EEF: Teaching and Learning Toolkit: Physical Activity.</p> <p>Physical activity has important benefits in terms of health, wellbeing and physical development. Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p>(Impact: + 1 month)</p>	<p>1/5</p>

Commented [WU31]: Autumn/ Spring Term: Zara Wharton EYFS Specialist teacher supporting pupil in Nursery.

Commented [WU32]: February 2023 - Geraldine Bennett (ASC/ SEMH teacher) supporting pupil in Y2 for Sensory Assessment.

Commented [A33]: From September 2022, Penny Hunter is working with 10 pupils across the school. 80% of these receive PPG funding.

Commented [WU35]: Lynne Harrison (Lancashire Specialist SEND HLTA) supporting pupils in Reception (Autumn 2024) and Year 2 (Autumn/ Spring Term 2023).

Commented [a34]: Joanna Porter & Jeanette Allen working with a PP pupil in Y2 from April 2023.

Commented [A36]: From September 2022, 14 pupils are receiving additional Gross Motor support. 64% of these pupils receive PPG funding.

Commented [WU37]: 20.2.23 All pupils had a Yoga Session with a Yoga teacher (Charlotte Gibson) to celebrate Yoga Day.

Commented [WU38]: Spring 2023: PE support widened to include KS2 pupils with fine motor difficulties. 66% of these pupils receive PPG funding. Continuing in Summer 2.

Commented [WU39]: More Able Pupils receiving additional training and skill building (Summer 2). 75% of these receive PPF funding.

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

Budgeted cost: £48,921

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Lego Therapy (Learning Mentor 1:1 & small group support)</p> <p>Play Therapy (S. Mederos)</p>	<p>EEF: Teaching and Learning Toolkit: Social and Emotional Learning (October 2021)</p> <p>Point 1: Self-awareness: expand children's emotional vocabulary and support them to express emotions.</p> <p>(Impact: +4 months)</p>	<p>5</p>

Commented [WU40]: Full programme of pupils across the academic year. Continuing from September 2023.

<p>'50 experiences' before the end of EYFS!</p>	<p>EEF: Teaching and Learning Toolkit: Outdoor and Adventure Learning. 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. (Impact: Unknown)</p> <p>EEF: Guidance Report 'Working with parents to support children's learning.' (October 2021). Point 2: Provide practical strategies to support learning at home. (EEF Toolkit Impact: +4 months)</p>	<p>1/2/5</p>
<p>Forest School (EYFS)</p>	<p>Forest Schools: impact on young children in England and Wales (2003-2005) https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p> <p>Research shows that children have improved:</p> <ul style="list-style-type: none"> - confidence and ability to demonstrate independence - communication; language development was improved by the children's sensory experiences - motivation; increasing their ability to concentrate over longer periods of time - physical skills; improved stamina, gross and motor skills - knowledge and understanding of their natural surroundings and environment 	<p>5</p>
<p>Whole School Pantomime Visit to the Dukes Theatre, Lancaster December 2022 December 2023</p>	<p>EEF: Teaching and Learning Toolkit – Arts Appreciation.</p> <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds. (Impact: +3 months)</p>	<p>1/5</p>
<p>Annual Whole School 'Well-Being' Day</p>	<p>HM Government: Promoting children and young people's mental health and wellbeing - A whole school or college approach (September 2021).</p>	<p>1/2/5</p>

Commented [WU41]: 8.12.22 All pupils had visited the Dukes Theatre in Lancaster for a live pantomime.

Commented [WU42]: 8.12.23 All pupils visited the Dukes Theatre, Lancaster to watch 'A Christmas Carol'.

Commented [WU43]: February 2023 – My Happy Mind programme introduced for all pupils from the EYFs to Year 6 – promoting mental health & wellbeing.

Bee Values Day – July 2023.

July 2023	It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood.	
Bike Ability (EYFS, Years 5 & 6) May 2023	EEF: Teaching and Learning Toolkit: Physical Activity. Physical activity has important benefits in terms of health, wellbeing and physical development. Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. (Impact: + 1 month)	5
UCLAN Sports Competition Y5 24.11.23		
Promoting readiness & ability to learn: Breakfast Club In-school Breakfast Club (Learning Mentor) KS2 Fruit & Toast Water Coolers	EEF News (November 2016) Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF) today. EEF Projects 'Magic Breakfast' & 'National Schools Breakfast Programme' (Updated 2019): A summary of their findings demonstrated: <ul style="list-style-type: none"> Year 2 children in breakfast club schools made the equivalent of two months' additional progress compared to Year 2 children in the business as usual control group. This result has a low to moderate security rating. These results are similar to the original results, although they are now less secure. There is no evidence that breakfast clubs had an impact on Year 6 pupil outcomes. This result has moderate to high security. Compared to the original results, the effect size for Year 6 pupils is lower and less secure. The findings suggest that, where improvements are seen, it is not just eating breakfast that delivers improvements but attending a breakfast club. This could be due to the content of the breakfast itself or to other social or educational benefits of the club. Pupil behaviour, as measured by a teacher 	1/2

Commented [a44]: May 2023: 12 pupils from Year 6 took part in Bike Ability Training. 66% of the pupils receive PPG funding. The trainers commented on their focus and excellent listening skills. They completed the course in two days.

Commented [a45]: 24.11.23
Year 5 participated in UCLAN's Sports Primary Competition for Year 5 pupils. (20 pupils – 90% PP)

Commented [a46]: From October 2023, the school have introduced free toast rather than free milk as the milk was frequently being wasted.

Commented [WU47]: Continuing from September 2023.

	<p>survey, improved in breakfast club schools. This is interesting because it shows that breakfast clubs may improve outcomes for children who do not even attend breakfast club by improving classroom environments. This key conclusion is unchanged from the original report.</p> <p>EEF: Teaching and Learning Toolkit: Extending School Time.</p> <p>Additional non-academic activities may also provide free or low-cost alternatives to sport, music, and other enrichment activities that more advantaged families are more likely to be able to pay for outside of school. (Impact: +3 months)</p>	
<p>Dr Diane Davies Maya Archaeologist Year 5 January 2023</p>	<p>EEF: Teaching and Learning Toolkit – Arts Appreciation.</p> <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds. (Impact: +3 months)</p> <p>EEF: Guidance Report ‘Improving Literacy in Key Stage 2.’ (November 2021).</p> <p>Point 4: Giving pupils a reason to write—and someone to write for—can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes.</p>	1/3/5
<p>Author Visits: Bring books and narrative to life Year 3,4,5 & 6 September 2022 January 2023</p> <p>Dan Worsley http://danworsley.com/</p>	<p>EEF: Guidance Report ‘Improving Literacy in Key Stage 2.’ (November 2021).</p> <p>Point 4: Giving pupils a reason to write—and someone to write for—can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes.</p>	1/3
<p>History Museum Loan Boxes</p>	<p>EEF: Teaching and Learning Toolkit – Arts Appreciation.</p> <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring</p>	1/3/5

Commented [WU48]: 12.1.23 – Year 5 took part in the Maya Workshop with Dr Diane Davies. (48% of the pupils receive PPG funding).

Commented [A49]: September 2022: Visits have taken place for all year groups. Teachers report that pupils were enthusiastic and engaged. The teachers have been able to use writing ‘advice’ from the authors within their teaching of writing e.g. effective openings, creating characters etc.

	<p>disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>(Impact: +3 months)</p> <p>EEF: Guidance Report 'Improving Literacy in Key Stage 2.' (November 2021).</p> <p>Point 4: Giving pupils a reason to write—and someone to write for—can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes.</p>	
<p>Water Park Residential Trip (Coniston, Lake District) Year 6 January 2023 January 2024</p>	<p>EEF: Guidance Report 'Improving Literacy in Key Stage 2.' (November 2021).</p> <p>Point 4: Giving pupils a reason to write—and someone to write for—can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes.</p>	1/5
<p>Brockholes Visit (Lake District) Year 3 May 2023</p>	<p>EEF: Teaching and Learning Toolkit: Outdoor and Adventure Learning. 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> <p>(Impact: Unknown)</p>	
<p>Museum Visits Slavery Museum, Liverpool Year 6 November 2022</p> <p>Manchester Museum, Ancient Egyptian Take-Over Day Year 4 May 2023</p> <p>Rails, Sails &</p>	<p>EEF: Teaching and Learning Toolkit – Arts Appreciation.</p> <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>(Impact: +3 months)</p> <p>EEF: Guidance Report 'Improving Literacy in Key Stage 2.' (November 2021).</p>	1/3/5

Commented [WU50]: 27/29 Year 6 pupils took part in the residential and enjoyed the different outdoor and adventurous activities throughout the week. 56% of the pupils receive PPG funding and 100% of PPG funding pupils in Year 6 went on the visit.

Commented [WU51]: 26/29 Y6 pupils took part in the residential and enjoyed the different outdoor and adventurous activities throughout the week. 59% of the pupils receive PPG funding and 100% of PPG funding pupils in Year 6 went on the visit.

Commented [WU52]: 15.3.23 Year 3 pupils took part and enjoyed the different outdoor and adventurous activities throughout the day. The majority had never been to this area of the country before or taken part in Outdoor Pursuits. 62% of the pupils receive PPG funding.

Commented [WU53]: 30.11.22 28/29 pupils attended the visit. 50% of the pupils received PPG funding.

Commented [a54]: 22.5.23 - 87% of pupils attending visit receive PPG Funding.

Trails Visit (Lake District) Years 1 & 2 May 2023	Point 4: Giving pupils a reason to write—and someone to write for—can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes.	
Jewish Museum & Synagogue Year 5 June 2023		
Farm Visits 13.3.23 – Laund Farm (Nursery) 23.3.23 – Smithills Farm (Reception) 26.3.24 – Cobble Hey Farm (Nursery)	EEF: Thinking, Doing, Talking Science EEF Trial (Impact: +3 months)	5
UCLAN Visit, Science ‘Policing & Forensics’ Workshop Year 6 March 2023	EEF: Teaching and Learning Toolkit – Aspirations Interventions. Impact currently unknown.	5
Science ‘Veterinary Medicine’ February 2024		

Commented [a55]: 23.5.23 - 65% of pupils attending the visit receive PPG Funding.

Commented [WU56]: June 2023: 45% of pupils attending receive PPG funding.

Commented [a57]: The visits allowed the children to meet and interact with animals they had been studying in class. They were able to talk about life-cycles and observe their young.
Reception – 52% receive PPF funding.
Nursery – 54% receive PPF funding.

Commented [a58]: Visit commenced on 29.03.23 – the 25 pupils (44% PP) had the opportunity to complete a Police & Forensics Workshop and have a guided tour of the campus and the wide range of studies they could be involved with. The pupils were very enthusiastic about the visit and were able to discuss what interested them with the nominated student ambassadors. The engineering & computing department and Sports Facilities were very popular.

Total budgeted cost: £261,040

Part B: Review of the previous academic year

Outcomes for Disadvantaged Pupils (2022-2023)

This details the impact that our pupil premium activity had on pupils in the **2022 to 2023** academic year.

Intended Outcome:	Review:
<p><u>Outcome 1:</u></p> <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 2023):</u> EYFS – 58% Good Level of Development for Writing Y1 Phonics = 63% KS1 – 54% working at age related expectations KS2 – 60% working at age related expectations (KS2 Writing Moderated @ Talk 6 Writing Moderation – Nicola Martin (Lancashire Consultant) & other Year 6 teachers)</p> <p>1 pupil (3%) was judged to be working at greater depth at the end of Key Stage 2.</p> <p><u>Internal Data:</u> Internal data shows accelerated progress in writing in Years 1 (12%), 2 (15%) and 6 (80%) though many still not working at ARE. Progress within the EYFS continues to be good.</p> <p><u>Teaching & Learning Audits/ Internal Moderation:</u> Where target cards are being used effectively pupil progress is good.</p> <p><u>Moving Forward:</u> Writing will remain a focus for the Pupil Premium Strategy and the School Improvement Plan for 2023-2024. Priority areas for the development of Writing in school 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 on track. • Adaptation of Writing Target Cards to match KS1 and KS2 Teacher Assessment Frame (TAF). • Continuing to develop handwriting across the school. • Develop I-model sequence and structure for teaching grammar. • Develop writer’s toolkits for the different genres to ensure correct features and skills are modelled to pupils. • Editing.

Intended Outcome:	Review:
<p>Outcome 2:</p> <p>Improving the quality of teaching, learning and progress for disadvantaged pupils within Mathematics.</p>	<p><u>Internal data:</u> End of Key Stage information for all pupils (July 2023): EYFS – 69% Good Level of Development for Maths (mirroring progress from previous year). KS1 – 62% working at age related expectations (3% increase from previous year). KS2 – 43% working at age related expectations (lower than previous year but expected from this cohort).</p> <p>Pupils receiving PPF funding outperformed non-PPF funding pupils in the EYFS, Year 5 and Year 6.</p> <p><u>PP Maths Assessments across the school demonstrate expected/accelerated progress:</u> Year 2 – 43% of PPF pupils made expected progress. Year 4 – 10% of PPF pupils made expected progress & 5% accelerated progress. Year 5 – 9% of PPF pupils made expected progress. Year 6 - 50% of PPF pupils made expected progress & 50% of pupils made accelerated progress in.</p> <p><u>Increased % of disadvantaged & all pupils working at ARE:</u> July 2022 – 28% of pupils working at ARE or above in Maths (all pupils) July 2022 – 25% of pupils working at ARE or above in Maths (PPF Pupils) July 2023 - 21% of pupils working at ARE or above in Maths. July 2023 - 18% of pupils working at ARE or above in Maths (PPF Pupils)</p> <p><u>Increased % of disadvantage & all pupils working at Greater Depth:</u> July 2023 – 7 pupils working at Greater Depth (43% PPF pupils) September 2023 – 4 pupils working at Greater Depth (No PPF pupils at this time)</p> <p><u>Additional NCETM Mastering Number Intervention taught across the EYFS, Year 1 and Year 2:</u> <u>Pupils demonstrating increased number sense; fluency in calculation and a confidence and flexibility with number:</u> Mastering Number used in the EYFS, Year 1 and Year 2 daily.</p>

	<p><u>NCETM Mastery Readiness practise established across the school (Year 2: Embedding and Year 3: Sustaining):</u> Year 2 Embedding year completed successfully with Susie Barton (NCETM Lead Professional)</p> <p><u>High quality teaching and learning established across all Key Stages with Curriculum Prioritisation, Pupil Mindset, Arithmetic Proficiency, Stem Sentences & Vocabulary, Maths Talks and Reasoning/ Problem Solving engrained within the Maths Curriculum:</u> Curriculum Prioritisation materials introduced in November 2022.</p> <p><u>Moving Forward:</u> Maths continues to be priority for school development and a focus area for the Senior Leadership Team in 2023-2024.</p> <p><u>2023 – 2024 areas for development include:</u></p> <ul style="list-style-type: none"> ➤ MTC in Year 4 – Additional focus in Year 5 to support current Y4 pupils and immediate MTC expectations from new Y4 teacher. Improving MTC results. ➤ Resources and Manipulatives Audit - to support mastery teaching style. ➤ Focus on interventions to support pupils who are struggling & prevent pupils from falling behind/ gaps ➤ CP Materials embedded across the school (including new staff). ➤ Monitoring of teaching and learning. ➤ Focus on Talk Partners within lessons to develop vocabulary & use of stem sentences to support pupils' understanding. ➤ Improving SAT Results at the end of Key Stage 1 and Key Stage 2.
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Intended outcome:	Review:														
Outcome 3: Improving the attendance and punctuality of disadvantaged families.	Attendance Data:														
	<table border="1" style="width: 100%;"> <thead> <tr> <th></th> <th>Attendance</th> <th>Authorised Absence</th> <th>Unauthorised Absence</th> </tr> </thead> <tbody> <tr> <td>2021 - 2022</td> <td>93.1%</td> <td>5.4%</td> <td>1.4%</td> </tr> <tr> <td>1.9.22 – 6.7.23</td> <td>93.2%</td> <td>4.4%</td> <td>2.4%</td> </tr> </tbody> </table>		Attendance	Authorised Absence	Unauthorised Absence	2021 - 2022	93.1%	5.4%	1.4%	1.9.22 – 6.7.23	93.2%	4.4%	2.4%		
		Attendance	Authorised Absence	Unauthorised Absence											
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Headline Facts and Figures – Pupil Attendance:															
<table border="1" style="width: 100%;"> <thead> <tr> <th></th> <th colspan="2">Week beginning 12.6.23</th> <th colspan="2">Academic year to date</th> </tr> <tr> <th></th> <th>National</th> <th>Moor Nook</th> <th>National</th> <th>Moor Nook</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Week beginning 12.6.23		Academic year to date			National	Moor Nook	National	Moor Nook					
	Week beginning 12.6.23		Academic year to date												
	National	Moor Nook	National	Moor Nook											

Overall absence rate	6.8%	7.3%	7.4%	6.8%
Authorised absence rate	3.9%	2.6%	5.1%	4.4%
Unauthorised absence rate	2.9%	4.5%	2.4%	2.3%

Moor Nook's absence rate for the academic year was below national figures for overall absence, authorised absence and unauthorised absence. The school's persistent absence rate (16.2%) was also lower than the national rate (21.8%).

The approach of contacting parents as soon as their child falls below the 96% target, to raise awareness and discuss the situation, began in the Autumn term and continued throughout the year. This had an impact for all but the hardest to reach families, although it increased workload for those involved in its implementation (Head and Learning Mentor).

In the Summer term, the focus changed to those children who were below 90% but could rise above it by the end of the school year, if they had no further absences.

Parents are regularly invited to attend attendance meetings in school. However, PAST (Pupil Attendance Support Team) only work with families whose children have unauthorised absences.

Punctuality:

2021 – 2022: late 0.3%, late after close of register 0.2 %
1.9.22 – 6.7.23: late 0.6%, late after close of register 0.4%

	Number of children late	Number of minutes late
2021 - 2022	80	8297 (approx. 138 hours)
1.9.22 - 6.7.23	74	13064 (approx. 218 hours) of these, 10173 minutes (170 hours) from 11 families (20 pupils)

Compared to 2021-2022, there are fewer pupils who have been late during the year. However, there are some key families who are causing particular concern with both the number of times their children are late and the total number of minutes that they have accumulated.

These parents have been regularly contacted by school informing them of our concerns and possible further actions, including PAST (Pupil Attendance Support Team) involvement – the Learning Mentor works closely with this agency. She also makes regular home visits when pupils who are known to have attendance and punctuality issues haven't arrived in school. Procedures, advised by the LA attendance officer, have been implemented.

The new initiative called 'Perfect Punctuality', introduced in the Au-

	<p>turn term is proving successful for the majority of pupils. Some classes have achieved their 'Perfect Punctuality' repeatedly throughout the year.</p> <p>At the end of the year all children with 100% punctuality were rewarded (approx. 130 pupils).</p> <p><u>Moving Forward:</u> Attendance and Punctuality continue to be a priority area for school improvement; although there has been a slight improvement in attendance since 2021-2022 and the school is below national figures of absence, this does not match the school's target of 96% or above.</p>
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Intended outcome:	Review:
<p><u>Outcome 4:</u></p> <p>Enriching the curriculum to widen pupil experiences and develop their cultural capital.</p>	<p><u>Educational Visits:</u> Year 6 pupils participated in a residential visit to the Lake District in January. This was a great success and every child took part. The cost of the trip was subsidised for all pupils, with additional discounts for PP pupils.</p> <p>Pupils across the school (Nursery to Year 6) have been on an assortment of visits to experience varied enrichment, including the theatre, farms, zoos and museums. All trips have been subsidised for all pupils.</p> <p><u>Enriching the Wider Curriculum</u> Educational Visits, fieldwork and experts have been employed to engage the children's interest and passion for different subject areas. Some examples include Nursery visiting the library to establish a love of books and reading, Reception visiting Smithills Farm to learn about animal life cycles and their young, Year 1 and Year 2 taking part in the Lake District Rails, Sails and Trails Geography adventure, Year 3 visiting Brockholes in the Lake District for a day of Outdoor Adventurous Activities, Year 4 taking part in an Ancient Egypt take over day at the Manchester Museum, Year 5 visiting a Jewish Synagogue and Museum in Manchester and Year 6 visiting the University of Central Lancashire for a Crime and Forensics workshop.</p> <p>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.</p> <p>All of the school celebrated the King's Coronation in June 2023.</p>

	<p>The children enjoyed dressing up, a special assembly, a Maths Scavenger Hunt and many other fun activities.</p> <p><u>Well-Being</u> 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.</p> <p>In July 2023, the Bee Value points allowed the children to participate in a variety of different experiences including afternoon tea, DJ Karaoke and additional play times.</p> <p><u>Moving Forward:</u> To continue to develop the pupils' experiences and continue to develop their cultural capital enrichments, 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 the wider curriculum.</p>
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Externally Provided Programmes (2022-2023)

Programme	Provider
Online Maths Tuition for Years 5 and 6	Third Space Learning

Outcomes for Disadvantaged Pupils (2021- 2022)

This details the impact that our pupil premium activity had on pupils in the **2021 to 2022** academic year.

Intended Outcome:	Review:
<p>Outcome 1:</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:</u> EYFS – 62% Good Level of Development for Writing KS1 – 50% working at age related expectations KS2 – 63% working at age related expectations (KS2 Writing Moderated by Iain Richardson, Lancashire Adviser)</p> <p>No pupils were judged to be working at greater depth at the end of Key Stage 1 or 2.</p> <p><u>Internal Data:</u> Internal data shows that the majority of year groups (5/7) made</p>

	<p>more than expected progress (e.g. more than 3 terms) in writing, but attainment is still a concern due to the long term effects of the COVID-19 impact and disruption to education.</p> <p><u>Teaching & Learning Audits/ Internal Moderation:</u> Teaching & Learning Audits alongside internal Subject Leader and SLT moderation demonstrates that the use of writing skills is improving and is evident in the children's independent writing however coherence, creativity and oracy need to develop further.</p> <p><u>Moving Forward:</u> Internal data shows that although there has been an improvement in writing and an increased evidence of pupils using age related skills within their writing, this remains a key priority area for 2022-2023. The school has therefore enrolled Key Stage 1 and 2 teachers and teaching assistants (Year 1 to Year 6) on the Lancashire Professional Development Service CPD training: Talk for Writing. This programme includes a deep and sustained approach to CPD for each identified year group across the year. It is ideal for ensuring children are offered the best possible teaching and learning approaches in English and will provide the essential approaches for schools to implement quality first teaching for all.</p> <p>Writing will remain a focus for the Pupil Premium Strategy and the School Improvement Plan for 2022-2023.</p>
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Intended Outcome:	Review:
<p><u>Outcome 2:</u></p> <p>Embed the development of Speech and Language (vocabulary, expression and understanding) throughout the curriculum.</p>	<p><u>Internal data:</u> Internal data, following a Wellcomm Primary Screening Assessment from July 2021 and again in July 2022 conducted by Hannah Clark (Bridge Speech and Language Therapist), demonstrates pupils have made good progress with age related speech and language skills.</p> <p>EYFS & Year 2: To be screened in September 2022.</p> <p>Year 1: Pupils moved from 64% at ARE to 80% (pupils with SEND and/or an EHCP were in the lower 20%).</p> <p>Year 3: Pupils continued to work at 93% ARE (pupils working below have SEND or attendance support).</p> <p>Year 4: Three pupils identified from July 2021 screening. 66% of these now working at ARE. Other pupil has SEND.</p>

	<p>Year 5: 100% of pupils working at ARE, from 96% previously.</p> <p><u>Language and the Curriculum:</u> All subject leaders have worked co-operatively to identify age related vocabulary expectations for their curriculum area. These have been collated by the curriculum lead teacher, S. Paterson and shared with all staff.</p> <p><u>Teaching & Learning Audits/ Internal Moderation:</u> Alongside the vocabulary used in the wider curriculum and core subjects, the VIPERS Reading System has supported the children in their strategies to use when they encounter unknown words. Pupils, across the school and the curriculum, are being exposed to a wider range of vocabulary and using this in their speech and writing.</p> <p><u>Moving Forward:</u> This outcome has been successfully implemented at Moor Nook School and no longer needs to be a focus area on the Pupil Premium Strategy. It is however important to note that this is not a 'quick-fix' outcome and it is therefore paramount that it remains a priority in school so it becomes both established and embedded within the school's good practise.</p>
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Intended outcome:	Review:
<p><u>Outcome 3:</u></p> <p>Enriching the curriculum to widen pupil experiences and develop their cultural capital.</p>	<p><u>Educational Visits:</u> Year 6 pupils participated in a residential visit to the Lake District in January. This was a great success and every child took part. The cost of the trip was subsidised for all pupils, with additional discounts for PP pupils.</p> <p>Pupils across the school (Nursery to Year 6) have been on an assortment of visits to experience varied enrichment, including pantomimes, the Van Gogh Alive Exhibition, Zoos and the Houses of Parliament. All trips have been subsidised for all pupils.</p> <p><u>Enriching the Wider Curriculum</u> Educational Visits, fieldwork and experts have been employed to engage the children's interest and passion for different subject areas. Examples include Nursery and Reception having forest school provision, Year 2 visiting a local church during a RE topic, Year 4 and 6 visiting Ribchester for river studies and looking at land-use, Year 1 and 2 becoming Science Detectives with Aileen Hoare (North West Gifted & Talented) and Year 5 working with Dr</p>

	<p>Diane Davies, an archaeologist specialising on the Maya, a culture from Central America.</p> <p>All of the school celebrated the Platinum Jubilee Celebration in May/ June 2022. The children enjoyed dressing up, a special assembly, dancing across the decades, a street party style lunch, a Maths Scavenger Hunt and many other fun activities.</p> <p><u>Well-Being</u> All pupils have had opportunities to improve their wellbeing by trying different activities, experiences and workshops e.g. Yoga, Lego Therapy, Dance, Drama etc. This culminated in a Well-Being Day once again in July 2022. The children and staff enjoyed every minute of this wonderful day.</p> <p><u>Moving Forward:</u> To further develop the pupils' experiences and continue to develop their cultural capital enrichments, 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 the wider curriculum.</p> <p>Sports Premium Funding has been used to further enhance the development of gross motor skills in the EYFS and Key Stage 1.</p>
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Externally Provided Programmes (2021-2022)

Programme	Provider
Online Maths Tuition for Years 4, 5 and 6	Third Space Learning