

Pupil Premium Strategy Statement

2025/26 to 2027/28

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.

School overview

Detail	Data
School name	Moston Fields Primary School
Number of pupils in school	395 – Dec.2025
Proportion of pupil premium eligible pupils	191 (Rec to Yr6) – 47% (Based on Oct. 2024 census)
Academic year/years that our current pupil premium strategy plan covers	2025 / 26 to 2027 / 28
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Ryan Thompson
Pupil Premium Lead	Stephen Shankland
Governor / Trustee lead	Alice Hall

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£289,365
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£289,365

Part A: Pupil premium strategy plan

Statement of intent

At Moston Fields Primary School our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve highly across all subject areas. Our school vision of '*Growing lifelong learners*' is embedded in the work we do for all children

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We ensure that the pupil premium grant is focused on providing the highest quality education for disadvantaged pupils.

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. We are fully aware that our pupil premium strategy must meet the needs of our pupils within our school context and we work alongside our pupils to understand their specific needs and critically evaluate and analyse school attainment, progress, pastoral and attendance data.

Our strategy is integral to wider school plans for education recovery. Links have also been made with our School Development Plan and the priorities outlined within this.

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 ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- use researched and evidence-based approaches
- provide a range of targeted support activities which have proven impact
- regularly review and reflect upon the impact of our approaches.

Challenges

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

Challenge number	Detail of challenge
1. School readiness and engagement	2025 Low baseline on entry to the Early Years Foundation Stage in all areas, especially of concern is the very low baseline for Speaking and Listening, Attention and Understanding which on entry to Reception 2025 was 28.6% (Speaking) and 17% (Listening, Attention and Understanding) at expected stage of development. The overall baseline figure in Reception is 6.7%.
2. Maths outcomes	Assessments, observations and discussions with pupils suggest poorer maths skills. In general, these issues are more prevalent among our disadvantaged pupils than their peers. Disadvantaged pupils had poorer outcomes than their peers in maths at the end of KS2 in 2024 and 2025.
3. Writing outcomes	Assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. There was a difference of 13% in the end of KS2 assessments in 2024. Despite disadvantaged pupils outperforming their peers in 2025 KS2 assessments, this is not a trend across the school (where disadvantaged pupils on-track for writing is 8% below non-disadvantaged).
4. Early Reading and Phonics	Reading levels are low for pupils entering Nursery and Reception (0% and 17% 'Securely At' ARE respectively). Phonics outcomes are also below Local and National levels of attaining with 44% of pupils passing the PSC at the end of Year 1 in 2025.
5. Attendance	At the end of academic year 2024-25, the percentage of absence for disadvantaged children was 7.45% (compared to 4.56% for non-disadvantaged) and Persistent Absence was 23.08% (compared with 9.7% for non-disadvantaged pupils)
6. Speaking, Listening and Understanding	Continued high level of speech, language and communication needs (SLCN). 68% of our pupils who receive SEN Support or have an EHCP have SLCN as their main area of difficulty. Nationally (2025) this is 35%. Observations and discussion also indicate a high level of SLCN across a wider range of pupils, including those not yet identified as having SEND, with higher prevalence among our disadvantaged pupils.
7. Children with complex and significant SEND.	17 children have an EHCP in place as of December 2025 (plus 15 pending). This is 4.3% of the school, which is higher than the National figure. All of these 17 children fall within the Disadvantaged category, with 65% in receipt of PPG funding.
8. Higher standards	Not enough pupils reach the higher standards at the end of KS2, including those who are academically able. The number of disadvantaged pupils reaching the higher standard is lower still.
9. Social, emotional and mental well-being.	Some of our children have had adverse childhood experiences and as a result, levels of mental and physical well-being of the children and their family members have a negative impact on their readiness to learn. As a reflection of this, 28% of the school's SEND need is SEMH.
10. Wider opportunities	62% of families are in the top 10% most deprived based on pupil postcode (IDS 2025). As a result, children's access to wider curriculum opportunities is often limited.

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
Maintain Good Level of Development (GLD) attainment for disadvantaged pupils at the end of EYFS	EYFS GLD for disadvantaged pupils to be at least in line with GLD for all and, over time, to narrow the gap to be broadly in line with Local and National levels of attainment.
Improved Phonics Screening Outcomes for disadvantaged pupils at the end of Year 1	The percentage of disadvantaged children passing the Phonics Screening Check at the end of Year 1 to be at least in line with outcomes for all children and, over time, to narrow the gap to be broadly in line with Local and National levels of attainment.
Improved maths attainment for disadvantaged pupils at the Year 4 MTC and end of KS2 assessments	KS2 outcomes for disadvantaged pupils to be at least in line with outcomes for all and, over time, to narrow the gap to be broadly in line with Local and National levels of attainment.
Improved writing attainment for disadvantaged pupils at the end of KS2	KS2 outcomes for disadvantaged pupils to be at least in line with outcomes for all and, over time, to narrow the gap to be broadly in line with Local and National levels of attainment.
Improved attainment at the higher standard at the end of KS2 for disadvantaged pupils	KS2 outcomes will show that disadvantaged pupils will at least be in line with non-disadvantaged pupils at the higher standard and that, over time, the gap will narrow to Local and National levels of attainment.
Improved oral language skills and vocabulary among disadvantaged pupils.	Wellcomm Screening will be used in EYFS and Year 1, alongside internal and external assessments and observations, to indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved attendance for all our pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> The overall attendance for disadvantaged pupils being at 96% The attendance gap to be below 1% compared to all pupils and below 2% compared to non – disadvantaged pupils. The percentage of all pupils who are persistently absent being below 10%
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> Qualitative data from pupil voice, pupil and family surveys and teacher observations (including pupil voice undertaken by the Family Support Worker)

Activity in this academic year

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

High Quality Teaching

Budgeted cost: £144,683 (50% of allocation)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of our writing curriculum, through whole staff CPD, subject leader monitoring and tracking of outcomes.	<p>The EEF guidance states that evidence from across the English school system shows that using your pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, you will inevitably benefit non-eligible pupils as well.</p> <p>Using your pupil premium funding effectively – Education Endowment Foundation</p>	1, 2, 3
Enhancement of our maths curriculum, through whole staff CPD, subject leader monitoring and tracking of outcomes.	<p>There is further EEF guidance on implementing change which will be used by subject leaders</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p> <p>The maths subject leader will be working as part of the NorthWest1 Maths Hub. The annual review sets out the impact of maths hubs and their role in supporting schools:</p> <p>https://www.ncetm.org.uk/media/t2sd3kep/maths-hubs-annual-report-2023.pdf</p>	
Maths and writing leads in school have additional leadership time to develop, monitor and evaluate.	<p>For both maths and English, subject leaders will be making use of the findings from the EEF on Improving Outcomes in Maths and Literacy:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/improving-outcomes-in-maths-and-literacy</p>	
We will continue to fund maths through White Rose Maths planning and assessment materials and Times Tables Rock Stars.	<p>There is evidence from EEF on the role of Teaching Assistants delivering highly structured interventions, such as the WRM intervention:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>UCL Institute of Education has research to suggest a CPA approach in Maths can significantly improve understanding:</p> <p>https://www.ucl.ac.uk/mathematics/research-0</p>	2

<p>Maths subject leader to have additional time to attend the NW1 Maths Hub</p>	<p>White Rose Maths is also based on theories of cognitive development and the science of learning</p> <p>https://www.structural-learning.com/post/vygotsky-theory</p>	
<p>Implementation and delivery of the Read, Write Inc phonics programme to secure stronger phonics teaching for all pupils</p> <p>Phonics Lead to have additional time to attend the English Hub training and to lead and monitor the teaching of phonics</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>3, 4</p>
<p>Quality Assurance (through the school's ongoing monitoring plan) that our high standards for high quality teaching, in line with our Teaching and Learning Policy, are embedded.</p> <p>Leaders have been appointed for each phase and have dedicated weekly leadership time.</p> <p>Subject leaders have CPD to support their role development</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>The EEF Guide to the Pupil Premium</p> <p>Using your pupil premium funding effectively – Education Endowment Foundation</p>	<p>1, 2, 3, 5, 6, 7, 9, 10</p>

<p>and dedicated release time.</p> <p>A specialist Art teacher is used to provide release time to subject leaders (as well as to provide high quality teaching in the arts and design technology)</p>		
<p>All teachers access high quality, relevant CPD.</p> <p>Ensure teachers have sufficient time to engage in CPD activities which are systematically planned in line with whole school priorities and reflect individual teacher's career stage development.</p> <p>CPD is prioritised and time is allocated for teachers to visit each other's lessons and have professional discussions following this. All teachers are engaged in research (through staff meetings) and implement evidence based pedagogical approaches.</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.</p> <p>Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development and the purposeful use of assessment.</p> <p><u>The EEF Toolkit: High Quality Teaching</u></p> <p>Managing workload and offering effective professional development are key to retaining great teachers, which, in turn, is crucial to maintaining a high standard of teaching and learning.</p> <p><u>EEF Effective Professional Development</u> guidance report</p>	1-10

<p>School to prioritise enough TA support across school to support teachers with admin related tasks and to provide short term class cover to support this area. <i>NB primary role of TAs remains working directly with children in class or interventions.</i></p>		
<p>Phase Leader for Early Years to have dedicated leadership time.</p> <p>EYFS Phase Leader to use dedicated time to impact positively on the Early Year's environment and pupil outcomes, through: coaching, modelling, monitoring, team development and quality assuring the work done</p> <p>EYFS Lead to implement admissions strategy and transition plan throughout the summer term, working with children and families to support them to be school ready.</p>	<p>Creating strong family engagement even before children have started school is key.</p> <p>Offering more transition visits supports children's confidence in the setting and helps staff to identify swiftly any additional support which might be needed. Children are more able to engage in learning when they start school.</p> <p>Wellcomm screening and Reception baseline support this.</p> <p><u>EEF Early Years Toolkit</u></p>	<p>1, 4, 6</p>

<p>2025-26 priority (to be included in SDP)</p> <p>An ambition to create a new subject leadership role to lead on speaking and listening development in school. (e.g., Voice 21 project) by 2027/28</p>	<p>Oracy programmes support schools to develop pupils' use of speech to express their thoughts and communicate effectively.</p> <p><u>EEF Oral language interventions</u></p>	<p>3, 4, 6, 8, 9, 10</p>
<p>A long-term plan in place to update and purchase new IT equipment and software on an ongoing cycle</p>	<p>Technology can be used to improve the quality of explanations and modelling, offers ways to improve the impact of pupil practice and plays a role in improving assessment and feedback.</p> <p><u>EEF Using Digital Technology to Improve Learning</u></p>	<p>2,3,5,7</p>

Targeted Academic Support

Budgeted Cost £72, 341

Activity	Evidence that supports this approach	Challenge number(s) addressed
Commission Speech and Language Therapists to deliver staff training, assessment of most complex children and write reports and recommendations.	<p>A wide evidence base was considered, alongside the school's own monitoring and tracking which indicates moderate to high impact from direct SalT delivered speech and language therapy.</p> <p><u>DfE – 'What Works': Interventions for children and young people with speech, language and communication needs.</u></p>	1, 6
<p>Effective deployment of staff including teachers and TAs to support key children and year groups.</p> <p>TAs across phases throughout school to deliver high quality small group interventions – (Maths and English subject leaders lead on identification of pupils).</p> <p>One TA4 trained in Read, Write Inc (and dyslexia screening) supporting pupils across Lower School with phonics and early reading.</p> <p>Carefully selected extra-curricular opportunities that add to the curriculum offer</p>	<p>Research on TAs delivering targeted support interventions in one-to-one or small group settings shows a consistent impact on attainment.</p> <p><u>EEF – Making best use of teaching assistants</u></p> <p>Evidence shows that small group tuition is effective (once group size increases above six or seven there is a noticeable reduction in effectiveness).</p> <p><u>Small group tuition</u></p> <p>A range of evidence and research informs all decisions about which intervention approaches are used.</p>	All
<p>Continue to operate (with refinements) the 'Walnut' Additional Resourced Class (ARC) and develop the EY/KS1 'Willows' ARC to continue to support identified children, but with greater flexibility and inclusion</p> <p>Classes provide a bespoke and personalised learning environment and curriculum for pupils with significant SEND and EHCPs in place.</p>	<p>ARC Class entry and exit criteria.</p> <p>Small group sizes enable environmental adaptations and personalised approaches.</p> <p>EEF evidence on supporting SEND pupils in mainstream schools</p> <p><u>SEND in Mainstream Schools</u></p>	7

<p>Phonics leader to have CPD in new phonics programme and daily release time to monitor the implementation of the new programme</p> <p>Phonics lead to assess children (and have oversight for the assessment of children) to monitor progress and adjust pupil groupings as necessary</p> <p>Phonics lead to deliver weekly 'Practice sessions' and coaching as part of all staff's CPD</p>	<p>Research on the impact of an SSP: <u>SSP Impact Evidence</u></p>	<p>3, 4</p>
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Wider Strategies

Budgeted Cost £72, 341

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly classroom release time for a Healthy Schools Lead to implement the Manchester Healthy Schools' Programme	<p>EEF Guidance about Wider strategies focusing on Social and Emotional learning, Well-being and Mental Health</p> <p><u>EEF – wider strategies</u></p>	9
Continue to fund an Attendance Officer to deliver the actions needed to meet our statutory duties and those laid out in our Attendance policy	<p>Attendance at school is everybody's concern and a cornerstone of improving pupil outcomes and progress.</p> <p><u>Working together to improve school attendance</u></p> <p><u>EEF – supporting attendance</u></p>	4
<p>An increasingly comprehensive visits and visitors programme to ensure all pupils have access to a wide range of experiences.</p> <p>Release time for a member of staff to take identified children to participate in Manchester Art Gallery's 'Art of Resilience' project</p>	<p>Wide range of evidence supports enrichment and first hand experiences having a positive impact on their school progress and attainment.</p> <p>Wide range of experiences enhance pupil's Cultural Capital which has been described in the Ofsted framework as - <i>"the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement."</i></p>	5, 9, 10
One TA4 to work with identified children to deliver a programme of in-class support (mornings) and out-of-class SEMH interventions (afternoons).	<p>Wide range of evidence, external and internal to school shows that children with unmet SEMH needs do less well in school.</p> <p>EEF research finds the impact of targeted interventions is typically a little higher than the typical social and emotional learning (SEL) approach.</p> <p><u>The EEF –social and emotional learning</u></p>	9

Contingency fund for acute issues	Based on our experiences and those of similar schools to ours we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	
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Total budgeted cost: £289,365

Part B: Review of outcomes in the previous academic year

We have analysed the performance of our school's disadvantaged pupils during the previous academic year (2024/25), drawing on national assessment data and our own internal summative and formative assessments.

The data (taken from the IDS) demonstrated that:

- At the end of EYFS, 40% of Disadvantaged children achieved GLD (compared to 55% for non-Disadvantaged children). This was also below LA Disadvantaged pupils (54%) and National levels of attainment.
- In the Year 1 Phonics Screening, Disadvantaged children achieved below non-Disadvantaged children (41% to 50%). This was also below Local and National results.
- At the end of Key Stage 2, in Reading 60% of Disadvantaged children achieved the expected standard (compared to 71% non-Disadvantaged). This was 4.7% below LA Disadvantaged. In Writing, 60% of Disadvantaged pupils achieved the expected standard, against 39% non-Disadvantaged. This was also above LA Disadvantaged. In Maths, 67% of Disadvantaged children achieved the expected standard – compared to 65% non-Disadvantaged and 64% LA Disadvantaged.
- For RWM Combined at the end of KS2, 43% of Disadvantaged pupils achieved this, compared to 32% of their non-Disadvantaged peers but below the 48% of LA Disadvantaged
- The outcomes for Disadvantaged pupils in all three subjects were at a 2-year high (comparing data from 2023 and 2024)
- The school's internal data shows that, whilst there are some year groups where Disadvantaged children's outcomes are as good or better than their non-Disadvantaged peers, overall, outcomes in Reading, Writing and Maths for Disadvantaged children are below non-Disadvantaged children

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at Local and National level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The above data and analysis demonstrate that in the earlier stages of our disadvantaged pupils' schooling, their outcomes are significantly below their non-disadvantaged peers. However, with quality first teaching and targeted support this gap can be narrowed and, in Writing and Maths in particular, disadvantaged pupils can achieve similarly to their non-disadvantaged peers. However, internal data (from Year 1-6) still shows between an 8-10% difference in disadvantaged pupils' outcomes in each of Reading, Writing and Maths, compared to non-disadvantaged pupils.

As well as drawing upon academic data, we have also used monitoring and assessment of wider issues impacting disadvantaged pupil's performance, including attendance, behaviour and well-being.

The attendance data, in particular, reveals a clear barrier to learning for our disadvantaged pupils. Data in the 2025 IDS shows that disadvantaged pupil's absence was at 7.45% compared to 4.56% for non-disadvantaged pupils. However, there was even greater disparity

in the percentages of Persistently Absent – with disadvantaged children's %PA at 23.08% compared to 9.7% for non-disadvantaged pupils.

Based on all of the information above, despite stronger outcomes for disadvantaged pupils at the end of Key Stage 2 in Writing and Maths (and, as a result, in the Combined figure), the Intended Outcomes have not been fully met and continue to be the school's focus over the next two years so that the Intended Outcomes can be met by 2027/28

Our evaluation of the approaches delivered last academic year indicates that the quality of teaching is increasing, with more focused CPD and monitoring, Phase leader time is being used effectively and this is having a positive impact on teaching and learning. The curriculum is also being effectively developed and enhanced, to support all pupils, through effective leadership. This is being further supported with the use of external organisations, such as the Maths and English Hubs.

It is clear from both the outcomes at EYFS and KS1 that an overhaul of the school's phonics scheme is needed and this has been factored into the plan from 2025.

The targeted support for identified children through small groups and interventions, and the dedicated work of both TA4s was less effective due to staff absence and budget constraints. This issue has been addressed in the 2025/26 strategy cycle.

The use of Additional Resource Classes has had a significant positive impact and these continued to be developed to meet the needs of the children, informed by the expertise in school as well as local and national developments and published research findings.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. This has particularly focused on the urgent need to implement a new phonics scheme and to release both TA4s from classrooms so that they can effectively deliver their respective interventions.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Times Tables Rockstars	TT Rockstars
Seesaw	Seesaw
Speech and Language Provider	Speech Bubble
Outdoor Adventurous Activities	NACRO
SEND Support and Tracking	Edukey
Pupil Monitoring and Tracking	Sonar
Visuals to support all learners (and specifically children with SEND)	Widgit
Additional Music Opportunities	One Education
Support to achieve end-of-key-stage expectations and higher standards	Testbase