



Moorside  
High School  
*Enriching Lives, Inspiring Ambitions*

# Moorside High School

## Pupil Premium Strategy 2025-2026



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Academies

## Moorside High School Pupil premium strategy statement

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Moorside High School
Number of pupils in school	1138
Proportion (%) of pupil premium eligible pupils	29.61%
Academic year/years that our current pupil premium strategy plan covers	25/26, 26/27, 27/28
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Mrs H Ryles Dean
Pupil premium lead	Mr J. Pinches
Governor / Trustee lead	Mr J. Sly

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£356,318.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£356,318.00</b>

## Executive Summary

Our mission is to ensure disadvantaged pupils at Moorside High School achieve ambitious academic outcomes, flourish personally, and leave fully prepared for the next stage of their lives. Rooted in our values of Consideration, Aspiration, Resilience, and Equality, our Pupil Premium strategy is evidence-informed, aligned with national research, and embedded within our school improvement priorities. We place no limits on what our Pupil Premium students can achieve and are passionate about ensuring that all barriers are removed, ensuring that they perform at least in-line with, or ideally above, non-Pupil Premium peers nationally.

This strategy aligns with the school's SEF , specifically:

- Quality of Education, pp. 3–6
- Behaviour and Attitudes, pp. 7–9
- Personal Development, pp. 10–13
- Leadership and Management, pp. 14–17

These sections identify disadvantaged pupils as a key priority group.

National Context: Research from the Education Endowment Foundation (EEF) shows that disadvantaged pupils are, on average, 19 months behind their peers by GCSE. Attendance and persistent absence remain key national challenges, with disadvantaged pupils disproportionately affected. At Moorside, our strategy addresses these systemic barriers while tailoring support to our school community.

### Strategic Priorities 2025–26:

1. **Raise attainment:** Narrow the gap in English and Maths outcomes so disadvantaged pupils achieve in line with non-disadvantaged peers.
2. **Attendance & engagement:** Reduce persistent absence and raise disadvantaged attendance to 95% or higher.
3. **Literacy:** Accelerate progress in reading to close the literacy gap by at least 12 months in one academic year.
4. **Behaviour & wellbeing:** Reduce suspensions and removals; strengthen resilience and self-regulation for disadvantaged pupils.
5. **Wider opportunities:** Increase participation in enrichment, leadership, and CEIAG, ensuring no pupil is disadvantaged by lack of access to experiences.
6. **Staff expertise:** Embed high-quality teaching through professional development, ensuring disadvantaged and SEND pupils benefit most.

# Part A: Pupil premium strategy plan

## Statement of intent

At Moorside High School, our core purpose is to ensure every student leaves us fully prepared for the next stage of their journey—whether that is university, an apprenticeship, or a fulfilling career. We are committed to nurturing young people who are not only academically successful but also socially responsible, confident, and equipped to make informed choices throughout their lives.

Our school values of Consideration, Aspiration, Resilience, and Equality are at the heart of everything we do. They guide our decisions each day and underpin the culture we strive to create for all members of our community.

We believe that curriculum excellence and high-quality teaching are the foundations of student success. Alongside this, we aim to provide our pupils with rich experiences and diverse opportunities that broaden their knowledge, strengthen their character, and develop the skills they need to thrive in an ever-changing world.

Our Pupil Premium strategy is evidence-informed and designed to:

- **Strengthen staff expertise and professional development** so that disadvantaged students benefit from the very best teaching.
- **Continue to develop and deliver a high-quality curriculum**, ensuring consistently effective implementation.
- Provide targeted **academic support and intervention** where it is most needed.
- Offer strong **pastoral care** that enables all students to access every aspect of school life, with particular focus on attendance, behaviour, and participation in the wider curriculum to support personal growth.

While our strategy is rooted in whole-school improvement - benefiting every student - evidence from the Education Endowment Foundation (EEF) shows that improving teaching and learning has the greatest positive impact on disadvantaged pupils. It is this principle that drives our approach and commitment to narrowing the attainment gap.

This strategy is aligned to Moorside's 'Academy Development Plan 2025–26' and directly supports the Moorside Model of Learning by ensuring curriculum sequencing, high-quality feedback, and targeted catch-up are prioritised for disadvantaged learners.

## Challenges

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

### 1. **Attainment gap**

- What: PP pupils achieve lower English & Maths outcomes than non-PP.
- Why: Lower KS2 starting points; curriculum gaps; inconsistent home learning support; reduced access to cultural and academic capital.

### 2. **Literacy.**

- What: Many PP pupils enter school below chronological reading age.
- Why: Limited early reading exposure; reduced access to books; weaker disciplinary literacy in some subjects.

### 3. **Attendance / Persistent Absence**

- What: PP attendance 87.4% vs non-PP 92% in 2024/25.
- Why: Social care issues, health needs, housing instability, and reduced parental engagement.

### 4. **Behaviour / Self-Regulation**

- What: PP pupils over-represented in suspensions and removals.
- Why: SEMH needs, trauma, and inconsistent routines in some classrooms.

### 5. **Engagement**

- What: PP pupils participate less in leadership, clubs, trips, and extra curricular activities.
- Why: Financial barriers, transport issues, confidence levels, and limited parental awareness.

### 6. **Wellbeing & resilience:**

- What: Increased anxiety and low mood among identified PP pupils.
- Why: Social and family pressures, delayed access to external services, and unmet SEMH needs.

## 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	Staff Lead	Challenge and Review
Improvement in the attainment of disadvantaged students in Maths and English	<p>Success will be measured through assessment data showing disadvantaged pupils meeting their projected target; book looks demonstrating that work matches curriculum expectations; triangulated QA evidence (learning walks, student voice, work scrutiny) confirming curriculum access and progression; and KS4 outcomes showing a year-on-year improvement in PP Progress 8 and Attainment 8</p> <p>Basics 4+, 5+ above the national average for all students and in line with non-disadvantaged peers at Moorside High School.</p>	<p>AP – Quality of Education                      AP – Quality of Education                      AP - SENCO</p>	VP - Quality of Education
Further improve the quality of teaching and learning.	<p>Consistent High-quality teaching and learning across Moorside High School. High-quality teaching is defined as teaching that enables disadvantaged pupils to know more, remember more and do more over time. Effectiveness will be measured through: Assessment data demonstrating the PP attainment gap is closing.                      PP Progress 8 improving year-on-year.                      Book looks showing that PP pupils are accessing the full curriculum and producing work in line with school expectations. Teaching and learning walks evidencing consistent use of the Moorside Model.                      PP pupils reporting increased confidence, understanding and engagement through student voice.</p>	<p>AP – Quality of Education                      AP – Quality of Education                      AP - SENCO</p>	VP - Quality of Education
Improvement in the attendance of disadvantaged students	Attendance of disadvantaged students to be in line with those who are not disadvantaged and in line	<p>AP – Behaviour and Attitudes                      AP – Personal Development</p>	<p>Principal                      VP - Behaviour and Attitudes</p>

	<p>with whole school attendance target of 96% and national averages.</p> <p>Improvement in attendance of PP pupils year on year.</p>		
Improved student behaviour and engagement in lesson	<p>PP students receive more positive behaviour points when comparing against previous academic year.</p> <p>Reduction in fixed term suspensions, negative behaviour points and lesson removals for PP students compared with previous academic years and inline with non-disadvantaged peers.</p>	<p>AP – Behaviour and Attitudes</p> <p>AP – Personal Development</p>	<p>Principal</p> <p>VP - Behaviour and Attitudes</p>
Improvement in the reading ages of disadvantaged students	Data from reading testing improves reading ages - narrowing the gap against age related expectations.	<p>AP – Quality of Education</p> <p>Whole School Literacy Lead</p>	VP - Quality of Education
Improvement in the engagement of students in personal development	<p>Increased engagement with the Consilium Passport when compared with previous academic years and non-disadvantaged peers.</p> <p>An increase in engagement in Extra Curricular activities when compared with previous academic year with the proportion of disadvantaged students participating in house events at least mirrors the proportion of disadvantaged students in the whole cohort.</p>	AP – Personal Development	Principal
Continued successful transition of Year 11 Pupil Premium students to post 16 education or training.	PP NEET students are prioritised and supported with CEIAG. The percentage of Pupil Premium students becoming NEET to be in-line with or outperform the national average.	AP – Personal Development	Principal

## 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

Budgeted cost: £ 175,499

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensuring the curriculum is well planned, well sequenced, coherent, and ambitious. The curriculum is implemented and delivered with high quality teaching</p> <p>Review curriculum plans remodelled by Middle Leaders taking account of</p> <p>Cross-curricular planning so that students can make links and connections between subjects and further learning experiences</p> <p>Forward planning from KS2</p> <p>How assessment is embedded in curriculum planning quality assuring assessments in curriculum plans.</p> <p>What students will be able to know and do at clearly defined and challenging end points Ensuring curriculum goals are met across the curriculum. Curriculum goals have been planned.</p> <p>How the intended curriculum tackles social disadvantage by addressing gaps in students' knowledge and skills Readdress gaps in students' knowledge and skills through the curriculum intent.</p>	<p>Sutton Trust, 2011 - Improving the impact of teachers on pupil achievement in the UK – interim findings</p> <p>“The difference between a very effective teacher and a poorly performing teacher is large. For example, during one year with a very effective maths teacher, pupils gain 40% more in their learning than they would with a poorly performing maths teacher. The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school (1 year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning.”</p>	<p>1,2,4,</p>

<p>How the curriculum is sequenced to enable students to build their knowledge and skills. The curriculum has been sequenced to enable students to build their knowledge and skills. Continue to embed the new curriculum throughout KS3 and KS4.</p> <p>How the subject curriculum contains content that has been identified as most useful and ensured that this content is taught in a logical progression, systematically and explicitly enough for all students to acquire the intended knowledge and curriculum.</p> <p>Embed the aligned curriculum across all subjects.</p>		
<p>Wider development of teachers, leaders, and support staff in school.</p> <p>Retention of Good Teachers</p> <p>Ensure CPD for the Moorside Model to ensure consistency in the learning environment for all students particularly those that are disadvantaged.</p> <p>Re-visit the Moorside 4 Key Principles of teaching and learning based on Rosenshine’s Principles</p> <p>CPD sessions focusing on delivering high-quality lessons with a particular focus on disadvantaged students.</p> <p>Purchase CPD literature for all staff.</p>	<p>EEF – Teacher professional development</p> <p>Meta-analyses find that teacher PD programmes tend to improve pupil academic achievement (Fletcher-Wood &amp; Zuccollo, 2019; Lynch et al., 2019).</p> <p>EEF – Effective Professional Development</p> <p>“Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.”</p>	<p>1,2, 3, 4, 5, 6</p>

<p>CPD to ensure effective teaching and meeting individual pupils needs – particular focus on disadvantaged SEND pupils.</p> <p>Use of seating plans to identify PP and SEND pupils.</p> <p>SEN in class support</p> <p>Bespoke Coaching and mentoring of teachers that require support.</p> <p>TLR for ECT lead</p>	<p>High quality teaching (HQT) is the starting point for meeting the needs of pupils with SEND and is based on strategies that should be in the repertoire of every mainstream teacher. These strategies should be used for all pupils and then applied flexibly in response to individual needs. Weaving inclusive approaches into every day, high-quality classroom teaching supports SEND to become part of the fabric of the whole school.</p> <p>The EEF guidance suggests the following strategies can be particularly useful for pupils with SEND:</p> <ul style="list-style-type: none"> <li>flexible grouping</li> <li>cognitive and metacognitive strategies</li> <li>explicit instruction</li> <li>using technology</li> <li>scaffolding.</li> </ul>	<p>1,2, 3, 4, 5, 6.</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF: <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <p>TLR for Literacy Lead</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p>	<p>1, 2, 3, 4.</p>

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

Budgeted cost: £ 93,069.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE's guide:  <a href="#">Tutoring: guidance for education settings</a></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p><a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a></p> <p><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p>	<p>1,2, 3, 5,</p>
<p>Delivering teaching assistant interventions for pupils that require additional support.</p>	<p>In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching:</p> <p><a href="#">Teaching Assistant Interventions   Teaching and Learning Toolkit   EEF</a></p>	<p>1, 2, 3, 4,</p>
<p>Saturday School; Targeted small group tuition</p> <p>Used to target students identified in data capture analysis and weekly RAG meetings. All pupil premium students will be invited and urged to attend each session for each subject that they study.</p> <p>February and Easter Half Term School</p> <p>Exam prep sessions</p> <p>Year 11 revision residential focusing on English and Maths – PGL</p> <p>After School intervention sessions</p> <p>PP focussed 5</p> <p>Rise and Revise PP focus</p>	<p>EEF – Teaching and Learning toolkit</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <p>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.</p> <p>+4 months.</p>	<p>1,2, 3, 4, 5.</p>

<p>Reading Strategy including, group reading, guided reading, 1:1 phonics and vocabulary enrichment.</p>	<p>Small group reading fosters peer discussion, comprehension monitoring, and engagement. Evidence shows that structured group reading activities improve fluency and comprehension when combined with teacher modelling and feedback.</p> <p>EEF Guidance - Targeted small-group interventions are more effective than whole-class approaches for disadvantaged pupils, especially when focused on comprehension strategies like reciprocal reading.</p> <p>Impact: +3–5 months progress for disadvantaged pupils when implemented well.</p> <p>Guided reading is widely recognised as an effective early literacy practice. Studies show significant gains in fluency and comprehension when teachers provide differentiated texts and scaffolded support. EEF guidance states that Guided reading aligns with the tiered approach for Pupil Premium—high-quality teaching plus targeted support.</p>	<p>1, 2, 3, 5, 6.</p>
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 87,749.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding good practice set out in DfE’s guidance on <a href="#">working together to improve school attendance</a>.</p> <p>Staff training and release time to develop and implement procedures. Attendance/support officers will be appointed to improve attendance.</p> <p>Proportion of salary for Family Help Practitioner</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>1, 2, 3, 4, 5, 6.</p>
<p>Intervention Curriculum Offer: specifically designed at preventative work with students tailored to their identified needs/behaviours:</p> <ul style="list-style-type: none"> <li>• School Community Project</li> <li>• Escape from Exclusion</li> <li>• Trauma Informed Practice</li> <li>• SNAP behaviour intervention</li> <li>• Learning Through Landscape</li> <li>• Wellbeing and Resilience</li> <li>• Emotional Based School Avoidance programme, with assigned lead.</li> <li>• Soft landing area “the Hive” to ensure students have safe space to prepare them for the day and key adult always present.</li> </ul> <p>A proportion of the salary for the Assistant Principal who leads on PD</p>	<p>EEF – Teaching and Learning toolkit</p> <p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p> <p>The average impact of behaviour interventions is four additional months’ progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across programmes.</p> <p>+ 4 months</p>	<p>1, 2, 3, 4, 5, 6.</p>
<p>Behaviour Strategy: Continue to embed the Behaviour Policy and support staff in embedding this across the school, ensuring low level disruption and off task behaviour in classrooms shows a</p>	<p>· EEF Improving behaviour in schools – recommendations) +4 months “Classroom management strategies to support good classroom behaviour Use simple approaches as part of</p>	<p>1, 2, 3, 4, 5, 6.</p>

<p>marked improvement. Support Middle Leaders to drive the strategy across the classrooms.</p> <p>Behaviour for learning training to be provided to all new staff and long-term cover.</p> <p>Ensure through close monitoring via Class Charts consequences are implemented and consistent by all staff at Moorside High School.</p> <p>Student data is reviewed by the Pastoral and Senior Leadership Team, at least every three weeks to determine interventions, via the Attendance Behaviour and Concern meetings.</p> <p>Focus on rewarding the positives via monitoring the class charts data</p> <p>“Moorside Way” to be embedded throughout the school to ensure students are taught how to behave in a socially responsible manner.</p> <p>A proportion of the salary for the Intervention Lead to ensure that they are overseeing and tracking the impact of the interventions.</p>	<p>your regular routine Use targeted approaches to meet the needs of individuals in your school”</p>	
<p>Further Development of the Class Charts app to engage parents with school life. Weekly parent bulletin</p> <p>Increased parental engagements through face to face events e.g. Coffee morning.</p> <p>Whole school communication letters being sent via the app.</p>	<p>(EEF – Parental Engagement)</p> <p>“Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support</p>	<p>1, 3, 4, 5, 6.</p>

	<p>parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading.”</p> <p>+4 months</p>	
<p>School Counsellor in place to ensure students are given time to speak to someone when they are in need and able to access relevant professionals.</p> <p>A proportion of the salary for a school counsellor.</p>	<p>Although this strategy will be mental health specific, the benefits of mentoring are noted in the EEF Teaching and Learning toolkit.</p> <p>EEF Teaching and Learning toolkit – Mentoring</p> <p>“Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.”</p> <p>+2 months</p>	<p>1, 3, 4, 5, 6.</p>
<p>Increased engagement in extracurricular clubs, trips and experiences. Tracker introduced to identify students not attending clubs and accessing Leadership Pathway.</p> <p>All clubs and interventions to be logged on SIMS activities</p> <p>All students invited to enrichment fair at the start of each term and given EC timetable.</p> <p>“What’s On” slides shown on screens around school to show what clubs are available that day.</p> <p>Student Voice to gauge why disadvantaged students who aren’t engaging don’t.</p>	<p>The Benefits of Participating in Extracurricular Activities – Claudette Christison, 2013</p> <p>“Adolescents who participate in extracurricular activities demonstrate <b>higher levels of academic achievement</b>, greater character development, greater social development, and a greater sense of the importance of community involvement.”</p> <p>As well as being valuable in itself, arts participation can have a positive impact on wellbeing and education outcomes, including English and maths, when interventions are linked to academic targets.</p> <p><a href="#">Arts participation   Teaching and Learning Toolkit   EEF</a></p>	<p>1, 3, 4, 5, 6.</p>

<p>Enhanced personal development offer including careers and student leadership opportunities at every level across the school:</p> <p>Student Leadership team opportunities such as prefects, peer mentors, school council, trust council and head students.</p> <p>All KS4 students will receive 1-1 guidance by the school's careers advisor. PP students are seen as a priority.</p> <p>Staff to receive CPD on delivery of RSE and Peer on Peer abuse to help with delivery of PSHE/RSE curriculum from Life Lessons.</p>	<p>'Against the odds', Wolverhampton University and Social Mobility Commission, 2020</p> <p>"Opportunities for student leadership, accompanied by other compensatory initiatives, can be effective in building students' confidence and skills. Student leaders can function as positive role models for peers and be integrated into larger strategies for expanding their horizons. However, care must be taken to link the leadership activities with students' interests."</p>	<p>3, 4, 5, 6.</p>
<p>Revision Room</p> <p>4-6pm 4 nights and week (with all equipment and refreshments available to students)</p> <p>Paper Society Session</p> <p>This is a supervised area where there are lots of papers pre-printed for students to complete and then use the mark scheme to look at how well they have done and areas to continue to work on.</p> <p>Students will build confidence in answering exam papers and will be able to identify areas to continue to work on and gaps within their knowledge.</p> <p>Revision guides provided to all KS4 students for all courses studied.</p>	<p>EEF – Teaching and Learning toolkit</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <p>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.</p> <p>+4 months.</p>	<p>1, 2, 3, 5.</p>

<p>Year 11 PP students assigned a mentor to meet with twice each half term.</p> <p>Mentoring programme to ensure that all students have everything they need for them to be fully prepared for the upcoming year, academically and pastorally.</p>	<p>Success will be measured through improvements in attendance, engagement and academic progress of mentored PP pupils. Evidence from EEF demonstrates that Individualised Instruction has a positive impact (+4 months) when it targets specific learning needs and is closely aligned with classroom instruction.</p>	<p>1, 3, 4, 5, 6.</p>
<p>Compassionate Resources (uniform, PE kit, transport, support for Trips, cooking ingredients, Revision Resources, meals)</p>	<p>Success will be measured through improved attendance, engagement and academic readiness of disadvantaged pupils whose families access Compassionate Resources.</p> <p>Evidence from the EEF shows that high-quality Parental Engagement approaches can lead to a positive impact of +4 months' progress when communication is proactive, consistent and supportive. Providing essential resources removes practical barriers that often prevent parents from fully engaging with school and supporting learning at home.</p>	<p>1, 2, 3, 4, 5, 6.</p>
<p>University and College Visits</p>	<p>Success will be measured through increased aspiration, informed decision-making and improved post-16 outcomes for disadvantaged pupils who take part in university and college visits.</p> <p>The EEF identifies that aspiration-raising alone has limited impact unless it is linked to academic content, high-quality information, and structured follow-up. Therefore, visits will include subject taster sessions, academic workshops, and explicit links to curriculum pathways to ensure pupils can connect the experience with their learning</p>	<p>1, 3, 4, 5, 6.</p>

## Part B: Review of the previous academic year

### Summary of Pupil Premium spend 2024–2025

In 2024–25, Moorside High School received £345,402 in Pupil Premium funding. The spending was aligned to the EEF's tiered model and the school's strategic priorities.

### Breakdown of spending by strand:

- Teaching: £172,701
- Targeted Academic Support: £86,350.50
- Wider Strategies: £86,350.50

### Impact of Pupil Premium funding 2024–2025

#### 1. Academic outcomes

Measure	2023-2024	2024-2025	Change
<b>Progress 8</b>	-1.44	-0.75	+0.69
<b>Attainment 8</b>	32.22	27.22	+5
<b>English &amp; Maths Grade 5+ (PP):</b>	28.57%	14.55%	+14.02%
<b>English &amp; Maths Grade 4+ (PP):</b>	44.64%	30.91%	+13.73%

### Evaluation:

These represent substantial year-on-year improvements for disadvantaged pupils. The Progress 8 improvement of +0.69 is particularly significant. Nationally, disadvantaged Progress 8 typically sits around -0.46, meaning Moorside's 2024–25 PP P8 (-0.75) remains below the national PP benchmark but is rapidly closing the gap. The strong improvements in Basics 4+ (+13.73 pp) and Basics 5+ (+14.02 pp) far exceed typical year-on-year gains seen nationally

Analysis shows that disadvantaged pupils with 95% attendance and above, made significantly stronger progress than those with lower attendance, demonstrating a clear link between attendance and academic outcomes. These pupils engaged more regularly with teaching, accessed interventions reliably, and benefited fully from curriculum continuity — all of which contributed to improved Progress 8 and Basics outcomes.

## 2. Attendance

- PP attendance 2024–25: 87.4%. **(Increase of attendance vs previous year: 2.7%).**
- Non-PP attendance: 92.0%
- Persistent absence: 37.4%. **(Decrease of persistent absence vs previous year by 8.97%)**

### Evaluation:

Attendance for disadvantaged students improved by 2.7%, with PA remaining a key barrier. Increased capacity in the attendance team and improved parental contact contributed positively, but further consistency is required. Attendance remains a priority in 2025–26.

## 3. Behaviour, engagement & wellbeing

- Fixed-term suspensions for PP: 130 **(34.6% Decrease)**

### Evaluation:

Implementation of the Behaviour Strategy and “Moorside Way” resulted in a significant decrease in suspensions. Engagement with the Hive, Link, Academic Intervention Centre, Enhanced Resource Provision and wellbeing programmes supported key students effectively. However, PP pupils remain overrepresented in removals and suspensions, requiring continued targeted work next year.

## 4. Literacy & reading

- Average Year 7/8 PP reading age Sept 2024 to Sept 2025 (in months): 138 – 151. (33 months progress)
- Average Year 8/9 PP reading age Sept 2024 to Sept 2025 (in months): 120 – 157. (37 months progress)

### Evaluation:

Disadvantaged students who accessed targeted intervention typically made stronger progress ( $\geq 12$  months). This evidence supports scaling up reading interventions for 2025–26.

Based on the evidence above, the performance of our disadvantaged pupils met expectations overall, with reading interventions demonstrating accelerated progress. The substantial gains in reading age (33–37 months across Year 7–9 cohorts) show that targeted literacy support is highly effective for pupils who engage consistently.

While outcomes are improving, further work is required to ensure these gains are sustained across all subjects and all disadvantaged learners, particularly those with lower attendance. We remain on course to achieve the longer-term outcomes set out for 2027/28, if literacy interventions are scaled up and attendance continues to be a strategic priority

## 5. Enrichment, cultural capital & CEIAG

- Number of unique students attending a club/activity/trip/event PP
  - Term 1 - 317
  - Term 2 – 308
  - Term 3 - 325
- PP NEET figure: 4 students (1.9%).

### Evaluation:

Participation increased in enrichment activities, especially where staff directly invited and supported PP pupils. However, students who are persistently absent or Identified SEMH needs requiring targeted intervention under-represented.

### Changes for 2025–2026

Based on the evaluation of 2024–25, the following refinements have been made to ensure full alignment with the priorities and activities outlined in the 2025–26 Pupil Premium Strategy Statement:

- **Attendance strategy strengthened:** daily first-contact systems, improved escalation routes, and closer integration with pastoral teams reflect the increased focus on attendance improvement outlined in the strategy.
- **Enhanced reading strategy:** termly reading-age benchmarks, targeted interventions, and scaled-up literacy support directly align with the strategy's expanded Tier 2 focus on reading and disciplinary literacy.
- **Data-driven RAG meetings:** now embedded as a core monitoring process to support the strategy's commitment to precise targeting, early identification, and intensified support for specific PP subgroups.
- **Parental engagement investment:** links directly to the strategy's Tier 3 emphasis on removing barriers (compassionate resources, communication systems, and family support), ensuring improved readiness and engagement.
- **Monitoring of teaching consistency:** strengthened QA systems now explicitly reference PP learners and are aligned with the Moorside Model, supporting the strategy's Tier 1 focus on high-quality teaching.
- **PP-focused seating plans:** implemented to ensure teachers can plan more deliberately for disadvantaged learners, supporting the strategy's priority on adaptive teaching and equitable classroom access