

# Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 academic year) 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	Moulton Primary School
Number of pupils in school	609 approx
Proportion (%) of pupil premium eligible pupils	69 chn (11%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021- 2024
Date this statement was published	October 2022
Date on which it will be reviewed	June 2023
Statement authorised by	G. Some
Pupil premium lead	B. Ludlow
Governor / Trustee lead	R. Hales

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,785
Recovery premium funding allocation this academic year	£8410
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£105,195.00 £9072 DfE Tutoring (not included in total spend)

	£6048 from PPG 40% Tutoring in total £15120 £96785 PPG £8410 Recovery not used for School Led Tutoring
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# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. 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 will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School-Led Tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 are 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.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with children indicate underdeveloped spoken language skills and vocabulary gaps among many disadvantaged children. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged children than their peers.
2	Assessments, observations, and discussions with children suggest disadvantaged children generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers
3	Assessments, observations, and discussions with children suggest disadvantaged children generally have greater difficulties with writing and spelling than their peers in KS2. This negatively impacts their development as writers in the next stage of education.
4	Internal and external assessments indicate that maths attainment among disadvantaged children is below that of non-disadvantaged pupils.
5	Our assessments, observations and discussions with children and families have identified social and emotional issues and early childhood trauma for many children, notably due to a lack of enrichment opportunities during school closure and beyond. These challenges particularly affect disadvantaged children, including their attainment and limits the development of their cultural capital.  Teacher referrals for support have markedly increased during the past year. 56 children (32 of whom are disadvantaged) currently require additional support with social and emotional needs.
7	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 0.5 – 1.5% lower than for non-disadvantaged pupils. 20 - 25% of disadvantaged pupils have been 'persistently absent' compared to 8 - 12% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged children's' progress.

## 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
Improved and maintained spoken	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident

language skills and vocabulary among disadvantaged pupils.	when triangulated with other sources of evidence, including engagement in lessons, book looks and ongoing formative assessment.
Improved and maintained reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved and maintained writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard
Improved and maintained maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing in 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• overall absence rate for all pupils being no more than 3.6%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%.</li> <li>• percentage of all pupils who are persistently absent being below 6% and the figure among disadvantaged pupils being no more than 0.5% lower than their peers.</li> </ul>

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £43,285.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CUSP curriculum purchased, implemented, monitored and evaluated with all teaching staff supported through high quality resources and CPD £6250 (Recovery Premium)</p>	<p>Skilling teachers to support all children achieve well across all curriculum subjects has a strong evidence base and is essential to ensure that all children receive an ambitious, full and enriched curriculum. Every teacher is supported to keep improving and this is a top priority for our PPG children to receive excellent teaching. Support for ECTs is also a high priority, and this activity also aids our approach and drive to recruitment and retention.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf</a></p>	<p>1</p>
<p>All relevant staff to receive ongoing CPD with Little Wandle to ensure strong outcomes for all EYFS and KS1 children in phonics.</p> <p>£1125.00</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>2</p>
<p>Secure support from HfL for the development of the maths curriculum ensuring it is closing the gap.</p>	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher 4 6 Purchase recourses for PPG</p>	<p>4</p>

<p>CPD – From HfL: Enabling parents to support primary Mathematics.</p> <p>Purchase resources for PPG children to use at home to help practice their Maths learning.</p> <p>CPD – From HfL: Achieving Maths at ARE Y6.</p> <p>£5000 HfL Consultant (part) £1200 ARE Y6 and resources (part)</p>	<p>children to use at home to help practice their Maths learning</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	
<p>Improve the quality of social and emotional learning (SEL) and all staff to access CPD to upskill their ability to plan, resource and deliver lessons which are accessible to all children but especially those who are PPG with additional SEND to ensure they make progress in-line with their peers.</p> <p>£9240.00 Trinity Education £19100 Target Autism £4760 (£2160 Recovery Curriculum)</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p>	5
<p>Secure support from HfL for the development of the reading and writing curriculum ensuring it is closing the gap</p> <p>CPD: HfL Y4/Y5 writing intervention for ARE to ensure all PPG children meet national target in writing. Purchase HfL</p>	<p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	3

<p>Essential Spelling intervention to support PPG children to meet their outcomes in writing.</p> <p>£5000 HfL Consultant (part)</p> <p>£850 HfL Essential spelling and Y4/5 Writing Intervention</p>		
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10481

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Organise and run school-led tutoring to support PPG children who are not on track to meet targets.</p> <p>£9072 – School Led Tutoring + £6048 from PPG)</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>And in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	2 and 4
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>£see below and Little Wandle CPD above</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	2



Well resourced interventions to support children with SEMH, SEND to ensure academic and social success £4433.		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £51429.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use Ready to Learn Team to continue to improve and support children and their families, improving the attendance, behaviour for learning and outcomes of those children eligible for PPG.  £14933 ½ x 2 salaries	The average impact of the parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	5 and 8
Secure the schools place on 'The Scholars Programme' to increase aspirations and ambition beyond GCSE.  £3000.00	To further guide their aspirations about careers, university, and further education <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a>  <a href="https://thebrilliantclub.org/the-scholars-programme/for-schools/partner-with-us/thank-you-for-your-enquiry/">https://thebrilliantclub.org/the-scholars-programme/for-schools/partner-with-us/thank-you-for-your-enquiry/</a>	5 and 7
All children eligible for PPG funding to attend all curriculum enrichment activities to develop their cultural capital. Offer a wide range of extra-curricular activities that engage PPG children and broaden their experiences, cultural capital and increase their levels of ambition and aspirations.	Evidence suggests that taking part in extra-curricular activities including; residential trips and music lessons has many benefits; better social, behavioural and academic outcomes as well as improved social inclusion outcomes. Evidence also shows that disadvantaged and vulnerable children face increased barriers in accessing extra-curricular activities. (European Commission (EPIC) June 2021)	7

<p>£3876 Y6 Residential (£323)  £2178 Y4 Residential (£242)  £7810 3 x trips a year  (incl.cost of coach for  swimming) (£110)  £9102 instrument (KS2 41 Ch)   (£222)  £6900 clubs (£100.00)</p>		
<p>Improve the quality of social and emotional (SEL) learning through the use of the Ready to Learn Team.</p> <p>£ see above point 1</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	5
<p>Ensuring that all PPG children across the school have access to free milk as part of our Healthy Schools initiatives.</p> <p>£53.20 per child  £1500</p>	<p>As per the DfE School Milk Scheme Strategy, we believe that nutrition and diet education are an integral part of our curriculum. This includes: understanding and applying the principles of a healthy and varied diet; the origin of food; understanding seasonality; knowing where and how ingredients are grown; reared, caught and processed; recognising the impact of diet on the body; and, the importance of nutrition.</p>	7
<p>Raising the self-esteem, self-worth and mental wellbeing of PPG children and their families by ensuring that they are able to afford good quality school uniform and equipment.</p> <p>£2130 (£30 per child)</p>	<p>To be in-line with a school ethos and continue the improvement of behaviour and discipline. To support families that may not be able to afford uniform</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</a></p>	5

**Total budgeted cost: £105,195.00**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

A number of our planned strategies were not fully implemented due to Covid 19 restrictions and partial school closures. Our resources were diverted to support acute and unplanned need arising from the pandemic.

Although national assessments were cancelled in 2020/21, our school assessments demonstrated that the disadvantaged pupil performance in reading improved in the last academic year, in line with our strategy goals.

Performance in phonics was similar to previous years. Although, writing and maths was slightly lower than previous years due to partial school closures. Core subjects were prioritised at the beginning of 2020 academic year to ensure that children recovered and caught up missed content from the previous year group. Writing, in particular was identified as a weakness and our writing curriculum was enhanced to ensure all pupils write for a sense of purpose, increasing motivation and engagement in tasks.

### 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
HfL Maths and English Consultants	

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*