

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Moulsecoomb Primary School
Number of pupils in school	176
Proportion (%) of pupil premium eligible pupils	53.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	Dec 2021 Dec 2022 Dec 2023
Date on which it will be reviewed	Dec 2022 Dec 2023 Dec 2024
Statement authorised by	Adam Sutton
Pupil premium lead	Karen Taylor
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£158,865 £166,200 2022 – 2023) £133,369 2023 - 2024
Recovery premium funding allocation this academic year	£6,630 £11.664 2022 – 2023) £14,355 2023 - 2024
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£165,495 £177,864(2022 – 2023) £147,724 2023 --2024

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 good or better 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 National Tutoring Programme 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:

1. ensure disadvantaged pupils are challenged in the work that they're set
2. act early to intervene at the point need is identified
3. 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	<p>Vocabulary</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery and Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Our entry data highlights very low levels of spoken language attainment. This is particularly true of "tier 2 words" (Beck et al, 2013) that are robust, academic vocabulary words that pupils will encounter across the curriculum.</p>
2	<p>Phonics</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. On entry to Reception class in the last 2 years, 0% of our disadvantaged pupils arrive at age-related expectations in reading compared to 10 - 20% of other pupils.</p>
3	<p>Knowledge retention</p> <p>Assessments, observations, and discussions with pupils indicate poor recall of key curriculum knowledge among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
4	<p>Maths Attainment</p> <p>Internal assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last 2 years, between 0 – 15% of our disadvantaged pupils arrive at age-related expectations in Number compared to 20 - 40% of other pupils.</p>
5	<p>Wellbeing & Attainment</p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths and writing.</p>
6	<p>Wellbeing</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to socio-economic pressures at home caused by COVID-19 restrictions and lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 31 pupils (23 of whom are disadvantaged) currently require additional support with social and emotional needs, with 19 (15 of whom are disadvantaged) receiving small group interventions.</p>
7	<p>Attendance</p> <p>Our attendance data over the last 3 years indicates that absence among disadvantaged pupils has been between 2% and 3% higher than for non-disadvantaged pupils. 40% of disadvantaged pupils have been 'persistently absent'</p>

	compared to 33% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
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Intended outcomes

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

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations 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.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils meet the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 75% 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 from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • a reduction in the number of referrals for anxiety and trauma
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"> • The overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged 4 pupils and their non-disadvantaged peers being reduced by 1%.

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: £7,518 (2023 – 24)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/	1 2 3 4
CPD IPC training on delivery of new curriculum units and of Brainwave units	Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1 2 3 4
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. I can statements Maths Mastery Stem sentences	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/	1 3
Purchase of a DfE validated Systematic Synthetic Phonics programme (Little Wandles) https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme to secure stronger phonics teaching for all pupils.	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: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/	2

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance through the Mathematics Improvement Project.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf</p> <p>The EEF guidance is based on a range of the best available evidence: https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf</p>	4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £98,533 (2023 - 2024)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. ('Word Play' in EYFS).</p>	<p>Overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low-income families.'</p> <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1,2,3
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support</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: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</p>	2
<p>Additional mathematics sessions targeted at disadvantaged pupils who require further number</p>	<p>The evidence for ECC programmes comes from the schools that use its interventions and record data on the children taking part. 45% of the pupils taking part in Every Child Counts interventions are disadvantaged. They make an average of 13.5 months progress in just 4 months of support – over 3 times the normal rate of progress. https://everychildcounts.edgehill.ac.uk/tackling-disadvantage</p>	4

sense and calculation support.		
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition (educationendowmentfoundation.org.uk) And in small groups: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	4

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

Budgeted cost: £41,473 (2023 – 2024)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding for two full-time Learning Mentors	Additional support for our pupils' social and emotional wellbeing is vital at Moulsecomb. Internal data over the past eight years has demonstrated the positive impact on progress for pupils receiving Learning Mentor support. On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged 5, 6, 7 8 backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5,6,7
Funding for a Pupil Welfare Officer	Internal case studies demonstrate that meetings to discuss and address issues can make a significant difference as can securing external agency support for them. EEF - 'increasing parental involvement in primary and secondary schools had on average 2-3 months positive impact.' Having a dedicated person for attendance ensures that good communication and relationships are developed quickly - particularly for the most vulnerable. Early support can be given asap. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	

Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve appointing an attendance/support officer to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	7
Funding for Play Therapist	Additional support for our pupils' social and emotional wellbeing is vital at Moulsecoomb. Therefore, we have a Play therapist who works 1-1 with a small group of disadvantaged pupils on a weekly basis.	5
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.	All

Total budgeted cost £147,724 (2023 - 2024)

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.

Internal observations, monitoring and assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by our dedicated staff going above and beyond what was expected of them in extremely challenging circumstances. We utilised a range of online resources such as Google Classroom, the Oak Academy, Purple Mash and Epic. Although overall absence had reduced in 2018/19 and disadvantaged absence and persistence absence had reduced there were still unacceptable gaps between the absence of disadvantaged and non-disadvantaged pupils.

Absence data for 2019/20 and 2020/21 is unique but analysis suggests increased gaps between absence rates for disadvantaged and non-disadvantaged pupils, and in particular, for persistence absentees. This is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

The impact of the strategy and approach to interventions and tutoring, linked with funding made available via the National Tutoring Program has led to strong progress being made across the majority of the school for children in the Pupil Premium Group. During the academic year 2021 – 2022, we were pleased that children still made around expected progress or more. When comparing Pupil Premium and Non- Pupil Premium Progress in the Core areas, it was evident that the difference between them was narrowed, eradicated or in some cases Pupil Premium children made greater progress. Where this was not the case, additional interventions and tutoring have been put in place for this coming academic year.

Attendance and Punctuality continue to be a focus for 2021 – 2022, and ongoing in to 2023 - 2024.

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Use of Catch-Up funding to employ an additional teacher for mathematics lessons in Upper KS2.
- We are participating in the joint EEF, Brighton & Hove and Durrington Research School's "From Mitigation to Success: Tackling Educational Disadvantage" programme, working collaboratively to secure effective change through effective teacher informed development.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.