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Pupil premium strategy statement Moulsecoomb Primary

This statement details our school’s plan for the use of pupil premium (and recovery premium for the 2025 to 2026 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	207
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers	2025/2026 to 2026/2027
Date this statement was published	Oct 2025
Date on which it will be reviewed	Oct 2026
Statement authorised by	Amy Myers
Pupil premium lead	Karen Taylor
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£143,925
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£143,925

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	Vocabulary 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.

2	<p>Reading</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. This negatively impacts their development as readers.</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>
5	<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. These challenges particularly affect disadvantaged pupils, including their attainment. These findings are supported by national studies.</p>
6	<p>Attendance</p> <p>Attendance – particularly when additional SEN needs are present. Our disadvantaged pupils are often late, and their overall absence is higher than their peers. There is a lower desire / expectation to do well at school for any aspirational purpose in adulthood. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2027)**, 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 2025/26 show disadvantaged pupils achieving at least as well as their peers.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 Maths outcomes in 2025/26 show disadvantaged pupils achieving at least as well as their peers.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations

	<ul style="list-style-type: none"> • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • a reduction in the number of referrals for SEMH and pastoral support.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2025/26 demonstrated by:</p> <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: £15,601 (2025-2026)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of AI assessments and new assessment tracker. 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 Continued training, particularly for new staff and ECTs	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
Continue to upskill teachers and support staff across the school	Provide professional development for teachers using evidence-based approaches. Offer mentoring and coaching for teachers to support their professional growth and implementation of effective teaching strategies Support the recruitment and retention of teaching staff by providing cover time for professional development, such as National Professional Qualifications (NPQs). We have used evidence from the EEF on small group tuition for our PP children to help provide them with a more personalised and adapted curriculum offer.	1 2 3 4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Literacy support for individual children in KS2 - Teacher working in school to support children with severe literacy problems, including specific learning difficulties (SpLD) like dyslexia and EAL.</p>	<p>Delivery of 1-1 reading interventions to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. 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>	<p>1 5 6</p>
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</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>	<p>1,2,3</p>
<p>Targeted support for Word play oral language group</p>	<p>Small intervention groups (typically 2–5 pupils) provide a high-impact learning environment that can accelerate academic progress by an average of four additional months over one school year. This approach is particularly effective in primary schools, where it allows for targeted instruction that bridges specific learning gaps. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
<p>Additional phonics and early reading 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>	<p>2</p>
<p>Welfare lead autism intervention group</p>	<p>Support groups provide children with autism a structured environment to practice social interaction, build confidence, and reduce the isolation often felt in mainstream settings. These groups offer a safe space where differences are</p>	<p>5,6</p>

	<p>understood, allowing children to develop essential life skills alongside peers who share similar experiences. Evidence suggests navigating group dynamics helps children learn coping strategies for frustration or excitement in a supportive setting. The benefits of support groups for children with autism and their families are backed by a substantial body of clinical research, including systematic reviews and meta-analyses. Key findings highlight significant improvements in social knowledge, reduced parental stress, and enhanced quality of life for all family members.</p>	
<p>Support Teacher in Year 6 –Targeted support for Yr 6 SAT’s booster</p>	<p>Small booster groups (typically 2–5 pupils) provide a high-impact learning environment that can accelerate academic progress by an average of four additional months over one school year. This approach is particularly effective in primary schools, where it allows for targeted instruction that bridges specific learning gaps.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>2,3,4</p>
<p>Teacher to support SEND provision</p>	<p>Additional support for our SEND pupils’ social and emotional wellbeing is vital at Moulsecoomb. Internal data over the past eight years demonstrates the positive impact on pupils’ progress when they receive targeted SEND support within our specialist provision. This provision offers structured, personalised support tailored to pupils’ specific needs. Evidence indicates that this type of targeted support can have a positive impact on academic outcomes, though the impact of individual programmes may vary. Studies suggest that pupils from disadvantaged backgrounds can benefit particularly strongly, with positive effects also seen in non-academic outcomes such as attitudes to school, attendance, social skills and behaviour.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>2,3,4</p>
<p>Targeted support for EYFS GLD booster group</p>	<p>Small booster groups (typically 2–5 pupils) provide a high-impact learning environment that can accelerate academic progress by an average of four additional months over one school year. This approach is particularly effective in primary schools, where it allows for targeted instruction that bridges specific learning gaps.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>2,3,4</p>

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

Budgeted cost: £71429 (2025-2026)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding for a full-time Learning Mentor	Additional support for our pupils' social and emotional wellbeing is vital at Moulsecoomb. 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
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 welfare 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	5,6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	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
All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences. This will be achieved through funding for	Provision of a range of initiatives to extend children's experiences: Ofsted, The Pupil Premium: How schools are spending the funding successfully to maximise achievement Education Endowment Trust Toolkit.	

trips, after school club funding for pupil premium children, subsidised breakfast club, half price fee to the residential for year 6 PP children.		
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: £143925 (2025 –2026)

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 2023 to 2024 academic year.

In addition to the SATs scores as performance measures for 2024 to 2025, we use a number of other measures and assessments for teachers to carefully plan the next steps for any child, including tracking the national curriculum objectives directly, use of Renaissance Assessments and past SATs papers to provide a standardised score, plus a number of intervention assessments to measure smaller steps in progress if required.

In July 2025 all Pupil Premium Children at or still working just below age related expectations moved forward significantly and gained far more confidence in their ability to articulate their learning processes with their peers and their teachers. 60% of Pupil Premium, Children reached Age Related Expectations in the 3 subjects of Reading, Grammar and Mathematics at KS2.

A Reading Recovery/Phonics teacher and Year 6 intervention teacher was employed to support the children. The opportunity to receive 1:1 or small group support through additional staffing provides not only academic progress but provides self-confidence and resilience to attempt challenges knowing that support and encouragement is there. This was evident through observations and marking in pupil books.

Costs were subsidised for the year 6 residential trip to assist families. This academic each class returned to school trips to enrich the classroom curriculum experience accessed by all and Pupil Premium Children were supported with these costs.

Our SENCo and Welfare officer held coffee mornings to provide a platform for discussion on a variety of topics in order to support parents.

Absence data analysis continues to suggest 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.

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.
- A Table tennis coach who comes in twice weekly to take SEMH pupils for 1-1 and group sessions
- Local gardener who comes in weekly to take SEMH pupils for 1-1 and group sessions
- Release time for SEN leader and family support worker to support families with high need, SEN and Pupil Premium children. This will involve: -Family support worker and SENCo identifying and supporting families and children and work to alleviate barriers to learning. -Vulnerable children to be highlighted and supported through Nurture sessions, and Lego Therapy sessions. -Where needed PP children are provided free school uniform & PE Kit (potential barrier to children attending school & low self esteem). Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundation.org.uk)

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.