Pupil premium strategy statement: Mosspits Lane Primary School

This Pupil Premium plan has been written in line with the Education Endowment Foundation's guide to the pupil premium and DfE's pupil premium guidance for school leaders, which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	392
Proportion (%) of pupil premium eligible pupils	14% (56)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Full Governing Body
Pupil premium lead	Vicky Corbett/Headteacher and Kate McGing (Assistant Headteacher)
Governor / Trustee lead	Erini Cheliotis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,970
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*	£71,970

Part A: Pupil premium strategy plan

Statement of intent

At Mosspits Lane Primary School, our intention is to ensure that all pupils, regardless of background or need, achieve highly and flourish socially, emotionally and academically. We recognise that pupils entitled to Pupil Premium funding currently attain less well than their non-eligible peers in reading, writing and mathematics, and that overall attainment in our school is below national levels. In addition, attendance for our disadvantaged pupils is lower than that of other pupils, creating further barriers to their progress and long-term outcomes.

Because our proportion of Pupil Premium pupils is relatively small (14%), each pupil represents a significant percentage of the cohort. This increases the importance of a highly targeted, individualised approach. Our strategy therefore prioritises precision, early intervention, and removal of barriers, ensuring that every pupil entitled to Pupil Premium receives the support required to make strong progress from their starting points.

Our aims are to:

- Narrow the attainment gap between disadvantaged pupils and their peers by strengthening teaching, providing targeted academic support, and ensuring access to high-quality interventions.
- Raise whole-school outcomes, ensuring that improvements for disadvantaged pupils positively influence overall attainment in reading, writing and maths.
- Improve attendance and reduce persistent absence for pupils eligible for Pupil Premium, enabling them to benefit fully from the curriculum and wider school experience.
- Support pupils' wider development, wellbeing, confidence and readiness to learn, so that they can engage positively in school life and achieve their potential.

Our strategy is underpinned by evidence-informed approaches, close monitoring of impact, and a commitment to addressing the individual needs of every disadvantaged pupil. By focusing on high-quality teaching, targeted academic support and wider strategies to improve attendance and engagement, we aim to ensure that all pupils - particularly those from disadvantaged backgrounds - have the best possible chance of success.

Challenges

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

Challenge number	Detail of challenge
1	Lower attainment for disadvantaged pupils Pupils eligible for PP currently attain below their peers in reading, writing and maths. This includes weaker outcomes in statutory assessments and internal tracking.
2	Inconsistent progress, especially in reading and writing Some PP pupils do not make sustained progress across KS1 and KS2, often linked to weaker early reading, limited fluency, and gaps in vocabulary.
3	Attendance and persistent absence PP pupils have lower attendance than their peers and are over-represented in persistent absence. Reduced attendance limits access to high-quality teaching.
4	Barriers to learning linked to social/emotional needs A number of PP pupils have additional SEMH needs, confidence barriers or limited resilience, which impact engagement and readiness to learn.
5	Limited access to enrichment / cultural capital Some disadvantaged pupils have fewer opportunities outside school for enrichment, clubs, trips and experiences that support language development, background knowledge and aspiration.
6	Small cohort size magnifies individual variation Each pupil represents a large percentage proportion; changes in one pupil's profile can significantly impact data, requiring highly individualised planning and assessment.

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
Increased exposure to learning opportunities resulting in improved early academic outcomes.	A greater number of children achieve age related expectations and/or make excellent progress from starting points.
Improved attendance rates through removal of physical and socio-economic barriers.	Pupil Premium and Non-Pupil Premium attendance rates improve and compare favourably with each other.
Enhanced access to and participation in a wide range of learning experiences outside the classroom.	All children to be able to access extra curricular activities and visits to enrich their learning experiences.
Improved outcomes for pupils eligible for the Pupil Premium	The attainment gap between pupil premium eligible and non decreases and pupils make good progress.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific support for selected for staff in the graduated approach.	EEF	1,2,4, 6
Specific support for selected staff to enhance the offer for reading to develop pupils' reading fluency and comprehension	EEF	1,2,4, 6
CPD and Coaching for staff teaching Read, Write Inc Phonics	EEF	1,2, 4, 6
CPD for specific staff in effective teaching and learning in mathematics to enhance mathematical fluency	EEF	1,2, 4, 6
CPD for all staff in developing a strategy for Oracy across the school and time for subject leaders to implement this in each subject.	EEF	1,2,4, 6
CPD for staff working with children with complex needs and pre-Key Stage. A programme that specifically supports pupils with significant SEMH needs and training to implement this effectively.	EEF	1,2,4, 6
Forest School sessions across the school, led by L3 Forest School Practitioner.	EEF	4,5,6

Challenge	Tier 1: High-quality Teaching	Tier 2: Targeted Academic Support	Tier 3: Wider Strategies	Cost
Pupils eligible for PP currently attain below their peers in reading, writing and maths. This includes weaker outcomes in statutory assessments and internal tracking.	**High Quality Teaching for All** -Development of new Curriculum Leader and release time for this member of staff to support teachers to develop teaching approaches that are broken down into small, sequential steps to allow all pupils to keep up. -TLR time for English, mathematics and phonics leads and key stage leads to coach and support staff in developing and fine-tuning practice. - Staff CPD to continue to enhance teaching and learning approaches, particularly with mathematics, writing, reading and oracy.	**Small group interventions**: -Develop Thrive Practitioners and understanding of the Thrive Approach to impact on pupils that have SEMH as a barrier to learning. - Precision teaching for pupils to enable gaps to be reduced and closed over time.	**Improving attendance and reducing persistent absence.** - Targeted attendance mentoring for PP pupils. -Reward systems or recognition for improved attendance. -Regular parent meetings for families at risk of poor attendance. Provide breakfast club access or morning check-ins to improve punctuality. **Improving wellbeing, readiness to learn and emotional regulation.** **-** SEMH support through pastoral staff or ELSA-style provision. -Develop Thrive Practitioners and interventions for pupils. -Support for staff through coaching from AHT/SENCO and senior staff. -Use of forest school to support pupils into school, for intervention and regulation. **Increasing access to enrichment.** Fund support for clubs, trips, music lessons, residentials. Use of forest school provision	**Professional development and release time for staff in all phases for all subjects £15,000** **1-2-1 support for children to catch up in phonics 2x hours per day x1 TA over 38 weeks £5,700** **Century AI £100** **Forest School planning and teaching release time £4,000** **Thrive practitioner training and materials plus release time for CPD £10,000** **RWI Subscription and support - £6,000** **As above**
Pupils entitled to Pupil Premium do not achieve in line with peers not entitled to Pupil Premium in Phonics	**Systematic synthetic phonics programme – Read Write Inc**: Utilise funds to access RWI, which emphasises systematic approaches, providing extensive training for staff to ensure effective implementation through	**One-to-one phonics tuition**: Specifically target disadvantaged pupils with one-to-one tutoring sessions using resources aligned with the National Tutoring Programme to bolster phonics skills, which are crucial for reading.	**Communicating with parents**: Invest in regular workshops and materials for parents on how to support phonics learning at home, enabling better home-school collaboration and reinforcement of skills.	

	development days, coaching from the phonics lead and training events.			**CPD costs already accounted for.** **Pastoral support - £10,000 towards wages for the team to provide support for families and interventions for children.** **Subsidy of up to £3000** **Booster sessions - £2,000** **TA support across the year £10,000** **Devices for children £10,000**
Pupils entitled to Pupil Premium do not achieve in line with peers not entitled to Pupil Premium in Reading, Writing and Mathematics	**Recruitment and retention of staff**: Attract and retain highly skilled teachers who have specific skill in leading literacy and numeracy. Support their ongoing professional development with specific workshops on effective strategies for disadvantaged learners. Purchase of devices to allow Upper KS2 pupils to access computer programmes that tailor learning and support pupils to catch up in class, during booster sessions (plus home access).	**Structured literacy and numeracy interventions**: Deploy teaching assistants to conduct evidence-based interventions (e.g., precision teaching, Are You Really Reading based interventions and support and booster groups).	**Breakfast clubs**: Implement breakfast clubs that provide not only meal provision but also informal learning and reading sessions, which can improve concentration and performance throughout the school day.	
Pupils entitled to Pupil Premium are absent more frequently than those not entitled to Pupil Premium	**Mentoring for teachers on engagement strategies**: Train teachers on strategies to engage with and support the families of disadvantaged pupils, understanding the barriers to regular attendance.	**Targeted absence intervention programmes**: Work with experts or specialists to create customised interventions for pupils with high absence rates, which may include social and emotional support. CPD for pastoral staff to run 'Growing Stronger' sessions for parents and 'Nurture' sessions for parents.	**Supporting attendance**: Develop programmes that directly address barriers to attendance, such as family support from the pastoral team and providing essentials such as uniforms, reducing one of the practical barriers to regular school attendance.	

Pupils entitled to Pupil Premium are less likely to participate in extra-curricular activities and residential visits/educational trips	**Broad and balanced curriculum**: Enrich the curriculum by integrating cultural, athletic, and STEM activities during school hours to ensure equal access for all pupils, including those disadvantaged.	**Targeted invitations for enrichment activities**: Ensure that disadvantaged pupils receive direct invitations and support to participate in clubs, sports, and trips, possibly including subsidies or provision of necessary equipment. Provide time for the pastoral lead to apply for grants to support pupils to access these activities. Provide lunchtime sports clubs for all children	**Extra-curricular access funds**: Establish a fund to specifically subsidise costs associated with extra-curricular activities and trips for disadvantaged pupils, ensuring equitable access to all opportunities provided by the school.	
Pupils entitled to Pupil Premium are more likely to require pastoral care and support to help them access learning and stay regulated.	The daily use of resources within the classroom for the development of resilience and emotional literacy of all children, in addition to peer-massage and sensory-informed activities that promote readiness for learning for all children.	SEMH Intervention for pupils provided by pastoral staff and TAs.	Small Group Support for Lego Therapy/Art Therapy	

Total budgeted cost: £ 75,800

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

There are relatively small numbers of pupils within each year group that are entitled to Pupil Premium, however, in line with the DfE guidance for senior leaders on best practice, the strategies we employ aim to benefit the attainment and progress of all pupils. Many of our pupils fall just below the criteria for them to benefit from Pupil Premium funding, however, there are huge demands on pastoral and additional support intervention for many more pupils than qualify for the funds.

Internal data shows:

EYFS (pupils)

2.4% of pupils (1 child) were entitled to PP. 100% (1 child) of our pupils entitled to PP in EYFS achieved a Good Level of Development

Phonics (Y1)

4 children were entitled to PP in Y1. 25% of these pupils passed their phonics screening check. 1 child scored between 24 and 31 and the other two children scored between 0 and 15. The pass mark was 32.

READING

Y1: 4 pupils: 25% of disadvantaged pupils reached expected standard in the Summer term

Y2: **11** pupils - 37% of disadvantaged pupils reached expected standard in the Summer term

Y3: 12 pupils - 75% of disadvantaged pupils reached expected standard in the Summer term

Y4: 10 pupils - 40% of disadvantaged pupils reached expected standard in the Summer term

Y5: 9 Pupils - 44% of disadvantaged pupils reached expected standard in the Summer term

Y6: 3 pupils: 33% of disadvantaged pupils reached expected standard in the Summer term

WRITING

Y1: 4 pupils: 25% of disadvantaged pupils reached expected standard in the Summer term

Y2: 11 pupils - 18% more disadvantaged pupils reached the expected standard in Summer than Autumn term

Y3: 12 pupils - 75% of disadvantaged pupils reached expected standard in the Summer term

Y4: 10 pupils - 40% of disadvantaged pupils reached expected standard in the Summer term

Y5: 9 Pupils - 44% of disadvantaged pupils reached expected standard in the Summer term

Y6: 3 pupils: 100% of disadvantaged pupils reached expected standard in the Summer term (33% also passed GPS)

MATHEMATICS

Y1: 4 pupils - 25% of disadvantaged pupils reached expected standard in the Summer term

Y2 11 pupils - 27% of disadvantaged pupils reached expected standard in the Summer term

Y3: 12 pupils - 75% of disadvantaged pupils reached expected standard in the Summer term

Y4: 10 pupils - 30% of disadvantaged pupils reached expected standard in the Summer term

Y5: 9 Pupils - 44% of disadvantaged pupils reached expected standard in the Summer term

Y6: 3 pupils: 33% of disadvantaged pupils reached expected standard in the Summer term

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
TT Rockstars	ttrockstars.com
Welby	Welby Education
Read, Write, Inc	Ruth Miskin
Century AI	Century