

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 Chapel Primary School
Number of pupils in school	69
Proportion (%) of pupil premium eligible pupils	30 children – 43%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Pupil premium lead	Lisa Sexton
Governor lead	Maxine Arnott

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,400
Recovery premium funding allocation this academic year b/f	£ 2,538
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£73,873
Total budget for this academic year	£120,811

Pupil premium strategy plan

Statement of intent

We want **all** children to achieve their potential regardless of background and we provide all pupils the same experiences and opportunities.

The common barriers that our disadvantaged children face are;

- Rural location – no public transport runs regularly through the village.
- Lack of parental understanding of expectations of the curriculum.
- Access to high quality pre-schooling resulting in low starting baseline.

Our aims are;

- To remove barriers to learning that are created by poverty, family circumstances and background.
- To narrow the gap between disadvantaged and non-disadvantaged children.
- That children can read fluently and have a good understanding of what they read.
- That disadvantaged children have the resources to access high quality learning alongside their peers.
- All children, but particularly our disadvantaged children develop their Cultural Capital to enable them to experience life to its full.
- To support families, beyond the classroom.

Challenges

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

Challenge number	Detail of challenge
1	Parental support in understanding how to help their child, particularly in Mathematics.
2	Access to the world beyond Moulton Chapel / Spalding.
3	Poor early language, mathematical skills and social communication skills.
4	SEMH difficulties, with limited access to services.
5	Improving attendance for persistent absentee and persistent late children.

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
1.	<i>Improved outcomes for disadvantaged children</i>	<i>Gap between disadvantaged and non-disadvantaged to have narrowed to be more in line with each other.</i>
2.	<i>All children have access to a broad range of experiences within and beyond the taught curriculum.</i>	<i>All children have been in receipt of additional experiences beyond the classroom.</i> <i>Improvement in knowledge and expertise that impacts on their curriculum progression.</i> <i>No child has been unable to participate due to cost or their family circumstance.</i>
3.	<i>Improved progress in early language acquisition, early mathematical and social skills.</i>	<i>Improved outcomes in EYFS in these areas – higher percentage of children achieving GLD.</i>
4.	<i>Improved social and emotional well-being throughout the school.</i>	<i>Children can manage their emotions better.</i> <i>Less incidents of children ‘falling out’ with each other reported.</i> <i>Less referrals for Early help / social care intervention.</i>
5.	<i>Upskilling and signposting parents to better support their child at home with either managing their learning and or their behaviours.</i>	<i>Parents will feel more confident and empowered in supporting their child at home, with less incidents being brought to the school to manage.</i>

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)

Approx Budget cost: £ 20,700

Actual budget spend:£19,315

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support in classes to facilitate lower pupil/teacher ratios for longer periods of day. Mixed aged planning/teaching and additional support for interventions A % of TA salary to be apportioned to the PPG grant funding.	QFT has a high impact on pupil progress and where you can decrease the pupil / adult ratio this allows for more accelerated and bespoke support to be delivered.	1
Continuous provision in EYFS / KS1 classroom, purchase of specific resources to aid improvements.	Children have resources to support improvements in identified targeted areas within EYFS areas.	3

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

Approx Budget cost: £ 24,450

Actual budget spend:£34,918

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke interventions	Where you can make the interventions bespoke, they are individually then tailored for the child in question and can lead to more accelerated progress.	1
Resources to deliver the above interventions	High quality resources can support better progress.	1

Specialist Teaching Team	Historically many of our children enter the Early Years with poor CLL and poor early Mathematics skills – exasperated by COVID. STT supply the formal assessments and reports for the school to action. 68% of our SEND children are also PP	1
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Approx Budgeted cost: £ 21,500

Actual budget spend: £9994

Activity	Evidence that supports this approach	Challenge number(s) addressed
School uniform including free 'preloved' uniform	Pupils from lower socio-economic households are less likely to be able to afford the cost of uniform.	4
Music	EEF: enriching education has intrinsic benefits. We believe that all children deserve a well-rounded, culturally rich education.	2
Residential support & enrichment activities to enhance curriculum.	There are many positive impacts of residential trips and enrichment activities for children, developments of relationships, engagement with learning, growing independence. Lots of these skills are then seen back in school.	2
Additional resources for classrooms	To enhance the QFT all children receive, but especially those PP children.	2
Small group work with targeted interventions for behaviour and well-being	Kapow well-being unit	4
Trauma training for staff	Improved staff knowledge of how to de-escalate situations	4
Broad range of clubs available free of charge to all pupils	Additional knowledge and expertise impacts on curriculum and standards	2

Employ a family support worker to support parents in supporting their children and managing	EEF guidance shows that by creating effective parent engagement can support improved progress for a child. EEF: Working with parents to support children's learning.	5
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Total approx. budgeted cost: £ 66,650

Actual budget spend: £64,227

c/f to 25/26 budget - £56,584

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 2024-25 academic year.

	Intended outcome																																																											
1.	Improved outcomes for disadvantaged children	2025 cohort Progress measure taken from EYFS data due to no KS1 data (COVID) <table><tr><td></td><td>PPG (8) 7 SEND incl 2 EHCP</td><td>Non PPG (4) 0 SEND</td></tr><tr><td>Reading</td><td>+4.1</td><td>+1</td></tr><tr><td>Writing</td><td>+0.5</td><td>+2.5</td></tr><tr><td>Maths</td><td>+3.3</td><td>-0.3</td></tr></table> 1 PPG child was disapplied from SATS tests due to working below expected level. 17% of cohort were children with EHCP <table><tr><td></td><td colspan="2">SEND</td><td colspan="2">Not SEND</td></tr><tr><td>PPG</td><td colspan="2">66.5%</td><td colspan="2">33.5%</td></tr><tr><td></td><td colspan="2">Rdg</td><td colspan="2">Wtg</td><td colspan="2">Mat</td><td colspan="2">SPAG</td></tr><tr><td>12 chn</td><td>EX</td><td>GD</td><td>EX</td><td>GD</td><td>EX</td><td>GD</td><td>EX</td><td>GD</td></tr><tr><td>PPG (8)</td><td>2</td><td>0</td><td>2</td><td>0</td><td>2</td><td>0</td><td>1</td><td>0</td></tr><tr><td>Non PPG (4)</td><td>3</td><td>1</td><td>4</td><td>0</td><td>4</td><td>0</td><td>4</td><td>1</td></tr></table>		PPG (8) 7 SEND incl 2 EHCP	Non PPG (4) 0 SEND	Reading	+4.1	+1	Writing	+0.5	+2.5	Maths	+3.3	-0.3		SEND		Not SEND		PPG	66.5%		33.5%			Rdg		Wtg		Mat		SPAG		12 chn	EX	GD	EX	GD	EX	GD	EX	GD	PPG (8)	2	0	2	0	2	0	1	0	Non PPG (4)	3	1	4	0	4	0	4	1
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			PPG (8) 7 SEND incl 2 EHCP	Non PPG (4) 0 SEND	
			Scaled score average	Scaled score average	
		Reading	93	108	
		Writing	88	106	
		Maths	93	109	
		SPAG	93	104	
2.	<i>All children have access to a broad range of experiences within and beyond the taught curriculum.</i>	<i>All children attended the school trips provided through the year. They visited the theatre to watch a pantomime, trip to Hunstanton, Chinese Dance experience, Animals UK visited the school, Hilltop residential visit (UKS2). Children eligible for PPG attended the Hilltop residential visit.</i>			
3.	<i>Improved progress in early language acquisition, early mathematical and social skills.</i>	<i>Based on 3 children PPG in reception cohort – all were below entry level expectations. 2 of the children were identified as SEND, one with complex needs in C&L which resulted in an EHCP. Significant improvement was made with their speech and communication. All 3 made improvements over the year, 2 of those were smaller steps than the 3rd.</i>			
4.	<i>Improved social and emotional well-being throughout the school.</i>	<i>The nurture programme was able to support and help 21 children to manage their emotions. We saw a much more positive attitude from these children and all of them feedback that they felt it was beneficial. All Year 6's had sessions in supporting transition.</i>			
5.	<i>Upskilling and signposting parents to better support their child at home with either managing their learning and or their behaviours.</i>	<i>The appointment of a Family Liaison Support worker has helped incredibly with this. She has supported 7 different families through the school and is a visible presence at drop off and pick up times.</i>			

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
Spelling support	Nessy
Well-being support	Kapow