Pupil premium strategy statement 2025-2026

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 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	*71*
Proportion (%) of pupil premium eligible pupils	*29 children – 41%*
Academic year/years that our current pupil premium strategy plan covers	*2025-2026*
Date this statement was published	*October 2025*
Date on which it will be reviewed	*July 2026*
Pupil premium lead	*Lisa Sexton*
Governor lead	*Hayley Twigger*

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	*£49,545*
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	*£56,584*
Total budget for this academic year	*£106,129*

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.*
It is the implementation of the Pupil Premium strategy to support those disadvantaged pupils to achieve their goals. When making decisions about using Pupil Premium funding it is important to consider the context of the school, and the subsequent challenges faced. This is done alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be, but not always –

- *Less support at home*
- *Weak language and communication skills lack of confidence*
- *More frequent behaviour difficulties*
- *Attendance and punctuality issues.*

There may also be complex family situations that prevent the child from flourishing. The challenges are varied and there is no 'one size fits all'.
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.*

Quality First 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 non-disadvantaged pupils at our school.

Our aims for the Pupil Premium funding are;

- *It will help to remove barriers to learning that are created by poverty, family circumstances and background.*
- *It will support narrowing 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	*Challenging family lives and social services involvement.* *These remain challenging times for families and there has been in marked increase in families asking for support from school with challenges at home.*
2	*Gaps in learning* *Although the number of pupils is not significant in each year group, our assessments show that attainment for disadvantaged pupils is still below that of non-disadvantaged pupils.*
3	*Poor early language and social communication skills on entry.* *Our observations and discussions with pupils indicate that there is an under-developed oral language skills and vocabulary gaps that impedes on their communication skills.*
4	*Access to the world beyond Moulton Chapel / Spalding.* *The rurality of our village and limited public services coupled with financial challenges families face limit the children's wider experiences.*
5	*SEMH difficulties, with limited access to services.* *The wellbeing of a significant number of our disadvantaged pupils continues to be a concern and continues to be something we need to continue to invest in, in order to raise their attainment.*
6	*Attendance and punctuality of some disadvantaged pupils is lower than non-disadvantaged pupils.* *Our attendance data shows that attendance and punctuality among disadvantaged pupils has improved for some, it remains lower than non-disadvantaged pupils.*

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.	*Improved outcomes for disadvantaged children both within the curriculum and out of the curriculum*	*Gaps and opportunities between disadvantaged and non-disadvantaged to have narrowed to be more in line with each other.*
2.	*Improved social and emotional well-being throughout the school.*	*Children can manage their emotions better.* *Less incidents of children 'falling out' with each other reported.* *Less referrals for Early help / social care intervention.*
3.	*The attendance and punctuality of disadvantaged children will improve*	*Aim to ensure that more disadvantaged children have ≥95%.* *(July 2025 – 40.6%)*
4.	*Upskill and signpost parents to support for their child at home with either managing their learning and or their behaviours.*	*Parents will feel more confident and empowered in supporting their child at home, with less incidents being brought to the school to manage.*

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Approx budget cost: £ 31,786

Activity	Evidence that supports this approach	Challenge number(s) addressed	Approx spend £
Additional support in classes to facilitate lower pupil/teacher ratios for longer periods of day. Mixed aged planning/teaching and additional support for interventions.	*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.*	2	10,043 11,700

Quality First Teaching in specific year groups for Mathematics. *A % of TA salary to be apportioned to the PPG grant funding.*			
Continuous provision in EYFS / KS1 classroom, purchase of specific resources to aid improvements and additional adult support.	*Children have resources to support improvements in identified targeted areas within EYFS areas.*	3	10,043

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

Budgeted cost: £ 18, 698

Activity	Evidence that supports this approach	Challenge number(s) addressed	Approx spend £
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.*	2	11,198
Resources to deliver the above interventions	*High quality resources can support better progress.*	2	500
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.* *56% of our SEND children are also PP*	2 & 3	7,000

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

Approx budgeted cost: £ 23,853

Activity	Evidence that supports this approach	Challenge number(s) addressed	Approx spend £
School uniform including free 'preloved' uniform	*Pupils from lower socio-economic households are less likely to be able to afford the cost of uniform.*	1	700
Music	*EEF: enriching education has intrinsic benefits. We believe that all children deserve a well-rounded, culturally rich education.*	4	1,567 1,000
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.*	4	4,000
Additional resources for classrooms	*To enhance the QFT all children receive, but especially those PP children.*	2 & 5	1, 000
Small group work with targeted interventions for behaviour and well-being	*Kapow well-being unit*	5	4, 000
Broad range of clubs available free of charge to all pupils	*Additional knowledge and expertise impacts on curriculum and standards*	4	1, 630
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.*	1, 5 & 6	9,956

Total approx. budget cost: £ 74,337

Projected c/f to 26/27 budget - £ 31, 792