

Pupil premium strategy statement 2026-2027

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	*70*
Proportion (%) of pupil premium eligible pupils	*25 children – 35.7%*
Academic year/years that our current pupil premium strategy plan covers	*2026-2027*
Date this statement was published	*September 2026*
Date on which it will be reviewed	*July 2027*
Pupil premium lead	*Lisa Sexton*
Governor lead	*Hayley Twigger*

Funding overview

Detail	Amount
Pupil premium grants funding allocation this academic year	*£44,850*
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	*£29,961* *adjusted*
Total budget for this academic year	*£74, 811*

Pupil premium strategy plan

Statement of intent

We want **all** *children to achieve their potential regardless of background and we provide all pupils with the same experiences and opportunities so that they can all flourish academically, socially and emotionally.*

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

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.*
- *Access to high-quality pre-schooling resulting in low starting baseline.*
- *Lack of parental understanding of expectations of the curriculum.*

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 strategy will be responsive to common challenges and children's individual needs, based on robust teacher assessments, not assumptions about the impact of disadvantaged.

The aims for our Pupil Premium funding will;

- *help towards removing barriers to learning that are created by poverty, family circumstances and background.*
- *support narrowing the gap between disadvantaged and non-disadvantaged children.*
- *support children's improvement in reading fluently and having a good understanding of what they read.*
- *support disadvantaged children to have the resources to access high-quality learning alongside their peers.*
- *develop children's cultural capital to enable them to experience life to its full.*
- *support families, beyond the classroom.*

We will:

- *Ensure disadvantaged pupils are challenged in the work that they're set*
- *Act early to intervene at the point need is identified*
- *Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve*

- *Support children's mental and emotional wellbeing in order for them to have full access to the National Curriculum*

Challenges

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

Challenge number	Detail of challenge
1	*Family lives challenging and external agencies involvement.* *These remain very challenging times for our families with the cost-of-living crisis, and there has been in marked increase in families asking for support from school with challenges at home.*
2	*Narrowing the attainment gap across all subjects, in particular children achieving the exceeding standard in writing* *Although the number of pupils is not significant in each year group, our assessments show that attainment for disadvantaged pupils are still below that of non-disadvantaged pupils. Local deprivation IDACI rating highlights that South Holland is in the top 20% of the most deprived neighbourhoods in the country.*
3	*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. School will continue to subsidise these experiences to ensure access for all.*
4	*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.* *Low confidence, resilience and self-esteem.* *Difficulties with friendships, relationships and social interactions.*
5	*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
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.*
Improve attainment at end of Yr6	*% of disadvantaged pupils to achieve at least expected standard improves.*

Improved social and emotional well-being throughout the school.	*Children can manage and regulate their emotions better.* *Less incidents of children 'falling out' with each other reported.* *Less referrals for Early help / social care intervention.*
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.*
Improve children's access to after school clubs and outside experiences.	*For disadvantaged pupils to attend at least one after school club per week or trip per term.*

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: £ 29, 725

Actual spend: £

Activity	Evidence that supports this approach	Challenge number(s) addressed	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. *Quality First Teaching in specific year groups for Mathematics.*	*High adult: pupil staffing model – We maintain staffing levels above national averages to enable adaptive teaching, immediate intervention, precision support and relational practice.* *EEF Deployment of teaching Assistant Guidance (+4)*	2	£14,728 (t) £7962 (m)
High level of staffing in EYFS to support learning and continuous provision in a mixed aged EYFS / KS1 classroom.	*High adult: pupil staffing model – We maintain staffing levels above national averages to enable adaptive teaching, immediate intervention, precision support and relational practice.* *EEF Deployment of teaching Assistant Guidance (+4)* *Play based learning (+4)*	2	£7035

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

Budgeted cost: £ 21, 320

Actual Spend: £

Activity	Evidence that supports this approach	Challenge number(s) addressed	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.* *EEF TA intervention instruction (+4)* *Small group tuition (+4)* *1 :1 tuition (+5)*	2 & 4	£13,500
Specialist Teaching Team hours to meet high need and liaise with external agencies to ensure targeted support is given specific to need.	*Seeking external support for specific strengths and weaknesses of each pupil to help ensure they receive additional support through interventions.* *STT supply the formal assessments and reports for the school to action.* *56% of our SEND children are also PP* *SEND code of Practice*	2	7,820.00

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

Approx budgeted cost: £ 20,011

Actual spend: £

Activity	Evidence that supports this approach	Challenge number(s) addressed	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.* *National Children's Bureau – Understanding and Enhancing school belonging*	1	£350 (based on 14 chn)
Music	*We believe that all children deserve a well-rounded, culturally rich education.* *EEF: Arts participation +3months*	3	£1,523
Residential support & enrichment activities to enhance curriculum, including access to clubs.	*Many of our disadvantaged children have limited life experiences due to their socio-economic position. Visits to museums, galleries or other culturally important places are not always part of their family lives. Furthermore, many of the most vulnerable are unable to afford the additional costs of school trips which would allow them to experience what their peers often do. The EEF shows clear evidence that there is an impact upon life skills and therefore upon academic aspiration and attainment. Furthermore, many of our most vulnerable families socio-economic position is worsening. In many households the cost-of-living crisis is likely to raise unemployment,*	3	£2,500

	reducing further any spare money for non-essentials. *EEF extending school time (+3)* *EEF outdoor learning physical activity (+2)*		
Additional resources for classrooms	*To enhance the QFT all children receive, but especially those PP children.*	2	1,400
Small group work with targeted interventions for behaviour and well-being	*Staff delivering targeted emotional wellbeing interventions, complementing our nurture pathways and supporting our pupils to develop emotional literacy, resilience and confidence.* *EEF toolkit behaviour interventions (+4)* *EEF toolkit social and emotional (+4)*	4	£6, 585
Employ a family support worker to support parents in supporting their children and managing behaviours	*EEF guidance shows that by creating effective parent engagement can support improved progress for a child.* *EEF: parental engagement (+4)* *EEF: behaviour interventions (+3)*	1 & 5	£7,653

Total approx. budget cost: £ 71, 056
Approx. c/f to 27/28 budget: £3, 755