



Pupil premium strategy statement – Moulton CEVC Primary School

This statement outlines how Moulton CEVC Primary School uses Pupil Premium funding to improve the educational outcomes, wellbeing and life chances of our disadvantaged pupils.

Our strategy is rooted in our Christian vision that every child is uniquely valued and deserves the opportunity to flourish. We recognise that disadvantage can present barriers to learning, participation and aspiration, and we are committed to ensuring that these barriers do not limit any child's potential.

The statement explains how we intend to use this year's Pupil Premium funding, the evidence that underpins our approach and the impact of our spending during the previous academic year. It demonstrates our commitment to providing high-quality teaching, targeted academic support and wider opportunities that enable all pupils to achieve, belong and thrive within our inclusive school community.

School overview

Detail	Data
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	25/206 =12%
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)	2026 - 2027
Date this statement was published	3 rd September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Debs Shipp
Pupil premium lead	Debs Shipp
Governor / Trustee lead	Reverend Chris Childs

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35180
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£35180
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Part A: Pupil premium strategy plan

Statement of intent

Statement of Intent

At Moulton CEVC Primary School, we are committed to ensuring that every child, regardless of their background or circumstances, has the opportunity to flourish academically, socially and emotionally. Our Pupil Premium strategy is driven by the belief that disadvantage should never be a barrier to success and that every pupil deserves access to an ambitious, high-quality education.

Our approach is informed by robust evidence, including guidance from the Education Endowment Foundation (EEF), alongside a detailed understanding of the individual needs of our pupils and families. We recognise that disadvantage is complex and that effective support extends beyond academic intervention alone. As such, our strategy combines high-quality teaching, targeted support and wider provision to remove barriers to learning, improve attendance, strengthen wellbeing and ensure that every child can participate fully in school life.

We have high expectations for all pupils and carefully evaluate the impact of our provision to ensure that funding is used effectively and delivers meaningful outcomes. Through close collaboration with families, governors and external agencies where appropriate, we strive to provide the support, opportunities and experiences that enable our disadvantaged pupils to achieve well, develop confidence and resilience, and leave Moulton ready for the next stage of their education.

This strategy reflects our commitment to careful stewardship of public funding, ensuring that every decision is made in the best interests of our pupils and is focused on achieving sustainable improvements in outcomes.

Challenges

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

Challenge number	Detail of challenge
1	Although our school serves a largely affluent rural community, some families experience significant financial hardship. In this context, disadvantage can be hidden, resulting in pupils having reduced access to wider enrichment opportunities, educational resources and experiences that support learning and personal development. Some families may also be less likely to seek support due to the perceived stigma associated with financial hardship.

2	Some disadvantaged pupils are affected by parental or family mental health needs, which can impact attendance, punctuality, routines, emotional wellbeing and the level of support available for learning at home. These circumstances can reduce pupils' readiness to learn and their confidence, resilience and independence.
3	Some disadvantaged pupils have fewer opportunities to reinforce learning beyond the classroom due to a range of factors, including parents' work commitments, confidence with the curriculum, literacy or numeracy skills, or wider family circumstances. This can affect reading frequency, fluency of key mathematical facts, completion of home learning and preparation for future learning.
4	Some disadvantaged pupils have fewer opportunities to access clubs, educational visits, music, sport and other enriching experiences beyond school. We recognise the importance of these opportunities in broadening aspirations, developing confidence and supporting pupils' personal development.
5	Some disadvantaged pupils are not yet working at age-related expectations. For some, this is associated with SEND or other additional needs; for others, there are a range of contributing factors, including gaps in prior learning, attendance, emotional wellbeing and family circumstances. These pupils may require targeted support and additional opportunities to practise and consolidate key knowledge and skills to accelerate progress and reduce gaps over time.

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
Disadvantaged pupils achieve well across the curriculum and make progress in line with, or better than, their peers from their individual starting points.	Assessment data demonstrates that disadvantaged pupils make strong progress in reading, writing and mathematics. Gaps between disadvantaged pupils and their peers are reduced where they exist, and an increasing proportion achieve age-related expectations and greater depth where appropriate.
Disadvantaged pupils receive timely support to overcome barriers caused by social, emotional or family circumstances.	Pupils demonstrate improved wellbeing, confidence and engagement with learning. Teachers report improved readiness to learn, and pastoral records show successful intervention and appropriate support for families.

Parents and carers are supported to engage positively with their child's education.	Strong parental engagement with reading, home learning, meetings and school events. Parents feel confident accessing support where needed, and strong home-school relationships contribute to improved outcomes for pupils.
Disadvantaged pupils continue to attend school regularly, enabling them to access high-quality teaching, intervention and enrichment opportunities. Attendance for disadvantaged pupils remains at least in line with their non-disadvantaged peers and above national averages for disadvantaged pupils. Persistent absence remains low, ensuring pupils benefit fully from the curriculum and wider opportunities provided by the school.	Attendance for disadvantaged pupils is at least in line with national figures for disadvantaged pupils, with a reduction in persistent absence. Pupils attend school regularly and benefit from consistently high-quality teaching and wider opportunities.
Disadvantaged pupils develop strong language, communication and vocabulary skills to access the full curriculum.	Pupils demonstrate improved speaking, listening, reading comprehension and written communication. Assessment and classroom observations show increased confidence in using subject-specific vocabulary across the curriculum.
Financial barriers do not prevent disadvantaged pupils from accessing the full life of the school.	All disadvantaged pupils are able to participate fully in educational visits, residential visits, curriculum enrichment and extracurricular activities. No pupil is excluded from opportunities because of financial circumstances.
Disadvantaged pupils have equal access to wider enrichment opportunities that develop confidence, aspiration and cultural capital.	Eligible pupils participate in music tuition, clubs, sporting activities, performances, leadership opportunities and educational visits at rates comparable to their peers. Pupil voice demonstrates that they feel included, valued and able to take part in all aspects of school life.
Disadvantaged pupils develop confidence, resilience and aspiration, enabling them to flourish both academically and personally.	Pupils demonstrate positive attitudes to learning, increasing independence and high aspirations. They leave Moulton well prepared for the next stage of their education, having benefited from a broad, ambitious and inclusive curriculum.

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: £ 14000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted 1:1 support and coaching for teachers from leaders with subject expertise in English and mathematics. Subject leaders and senior leaders provide individualised support, including planning conversations, lesson observation and feedback, modelling and coaching, with a particular focus on supporting disadvantaged pupils to make strong progress.	The EEF identifies effective professional development and high-quality teaching as important approaches for improving pupil outcomes. Evidence suggests that professional development is most effective when it is sustained, focused on classroom practice and supported through coaching and feedback.	2, 3 and 5
Subject leaders and senior leaders model high-quality teaching through demonstration lessons in English and mathematics. Teachers are able to observe effective practice, discuss the teaching approaches used and subsequently apply and refine these approaches in their own classrooms.	The EEF evidence base supports high-quality teaching as the most powerful way schools can support disadvantaged pupils. Professional development approaches which include modelling, practice, feedback and opportunities to apply learning are particularly well supported.	2, 3 and 5
Consistent whole-school approaches to teaching reading,	The EEF recommends a focus on high-quality teaching, effective assessment and addressing gaps in	2, 3 and 5

writing and mathematics. Staff receive regular professional development and support to ensure that agreed approaches are understood and implemented consistently, with particular attention to identifying and addressing gaps in disadvantaged pupils' knowledge and understanding.	learning. Consistency in evidence-informed approaches enables staff to build on pupils' prior learning and identify misconceptions and gaps at an early stage	
Staff wellbeing, workload and retention. We prioritise staff wellbeing and seek to maintain a stable, experienced staff team. Where needed, teachers are provided with additional PPA time to support planning, assessment, adaptation and preparation for pupils requiring additional support. We recognise that retaining experienced staff and supporting their wellbeing helps to maintain consistency in teaching, strong relationships with pupils and the sustained implementation of school approaches.	The EEF identifies effective implementation, professional development and organisational conditions as important factors in sustaining improvements in teaching and pupil outcomes. A stable workforce can support consistency in teaching approaches and relationships, while appropriate workload support enables teachers to focus on high-quality planning, assessment and responsive teaching.	2, 3 and 5
High expectations and ambitious outcomes for disadvantaged pupils. Staff maintain high expectations for all disadvantaged pupils, while	The EEF emphasises the importance of high-quality teaching, high expectations and a whole-school approach to improving outcomes for disadvantaged pupils. Using assessment and wider information to understand individual barriers supports responsive teaching and	2, 3 and 5

recognising individual starting points and additional needs. Termly Pupil Premium overview meetings are held to consider the progress, attainment, attendance, wellbeing and individual barriers affecting pupils in receipt of Pupil Premium. This enables leaders and teachers to identify emerging barriers, agree appropriate actions and ensure that provision is responsive to individual needs. This is supported by weekly pupil updates, which allow staff to share changes in circumstances, concerns, successes and emerging needs promptly, ensuring that pupils are not overlooked between formal review points.	targeted support. Regular review and communication help ensure that provision is adapted when pupils' circumstances or needs change	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £39936

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusive deployment of teaching assistants. We employ teaching assistants to support the learning of all pupils, rather than only individual TAs to pupils with EHCPs. TAs are deployed flexibly	The EEF's Making Best Use of Teaching Assistants guidance recommends that TAs are deployed strategically and that their support should complement, rather than replace, high-quality teaching. Evidence indicates that TAs can have greater impact when they provide structured, targeted support linked closely to classroom teaching. A	2, 3 and 5

according to identified need and work alongside teachers to support pupils who require additional scaffolding, targeted intervention or additional practice, including disadvantaged pupils. This approach increases the adult-to-pupil ratio within classrooms, enabling teachers and TAs to provide more responsive support, feedback and opportunities for pupils to practise and consolidate their learning. It also allows support to be directed towards pupils according to their current needs, rather than being attached to individual pupils	flexible model allows additional adults to increase opportunities for interaction, feedback and targeted support while maintaining pupils' access to their teacher and high-quality classroom teaching.	
Targeted support in mathematics, including fluency and mathematical understanding. Pupils who have gaps in mathematical knowledge receive additional opportunities to practise key facts and concepts, while ensuring that intervention complements rather than replaces high-quality classroom teaching. This includes overlearning of Maths Targets in school.	The EEF's Improving Mathematics in Key Stages 2 and 3 guidance recommends securing mathematical fluency, using representations and structures, and providing targeted support for pupils who need additional help	2, 3 and 5
Targeted support in phonics, including phoneme-grapheme correspondence,	The EEF's Improving Literacy in Key Stage 1 guidance recommends systematic and explicit teaching of phonics, with additional support for	2, 3 and 5

blending and reading fluency. Pupils who have not yet secured the expected phonics knowledge receive additional targeted opportunities to revisit and practise key phonics knowledge and skills. This includes regular catch-up sessions, additional opportunities for overlearning and individual or small-group support where appropriate. Provision is closely linked to pupils' gaps and complements high-quality daily phonics teaching.	pupils who are struggling to keep up. Evidence supports targeted phonics approaches that are closely matched to pupils' identified gaps and provide regular opportunities for practice and consolidation.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 10931

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Literacy Support Assistant (ELSA) provision. We employ two trained ELSAs, with one teacher and one teaching assistant providing ELSA support for two afternoons each week. Pupils receive individual or small-group support to develop emotional literacy, self-regulation, resilience, social skills and positive relationships. ELSA provision is informed	The EEF's evidence on social and emotional learning indicates that approaches which explicitly develop pupils' social and emotional skills can support positive attitudes to learning, relationships and behaviour, as well as academic outcomes. Targeted support can help pupils develop self-regulation and emotional skills where these are identified as barriers to learning	1, 2 and 4

by identified needs and is reviewed regularly. We also provide supervision for ELSAs and allocate funding for appropriate resources to ensure that provision remains high quality and responsive to pupils' needs.		
Support with school uniform and essential resources. We provide financial support with school uniform, clothing and essential school resources where cost may otherwise present a barrier for disadvantaged families. This ensures that pupils can attend school appropriately equipped, participate fully in school life and feel a strong sense of belonging without financial circumstances becoming a visible barrier. Support is provided sensitively and on an individual basis to reduce any stigma associated with financial hardship.	The EEF identifies removing barriers to learning and participation as an important part of a whole-school approach to supporting disadvantaged pupils. Ensuring pupils have the equipment, clothing and resources they need can support attendance, participation, wellbeing and engagement with learning.	1, 2, and 4
Financial support for enrichment and wider opportunities. We use Pupil Premium funding to support disadvantaged pupils to access music tuition, educational visits and residential experiences, and sports and other extra-curricular clubs where cost would otherwise	The EEF's Teaching and Learning Toolkit identifies approaches which develop pupils' social and emotional skills and engagement as having a positive impact on learning. Wider enrichment opportunities can contribute to pupils' personal development, confidence, relationships and engagement with school. Removing financial barriers also supports disadvantaged pupils to access the same breadth of experiences as their peers.	1, 2 and 4

be a barrier. This enables pupils to participate alongside their peers and benefit from opportunities that develop confidence, teamwork, creativity, independence, physical wellbeing and wider interests. Support is provided sensitively to minimise any stigma associated with financial hardship.		
Additional staffing capacity and Therapeutic Thinking approaches to support behaviour and emotional regulation. We deploy additional teaching assistant capacity where needed to support pupils with behavioural, emotional and regulation needs, enabling staff to respond promptly and reducing disruption to learning for the wider class. All staff are receiving Therapeutic Thinking training, providing a consistent whole-school approach to understanding behaviour, identifying underlying needs, de-escalating situations and supporting pupils to regulate and return successfully to learning.	The EEF identifies behaviour and social and emotional learning as important components of supporting pupils' engagement and attainment. Evidence supports consistent, whole-school approaches to behaviour, alongside targeted support for pupils who experience difficulties with self-regulation. Additional adult capacity can enable staff to respond to individual needs while maintaining a positive learning environment for other pupils.	2

Total budgeted cost: £ 64867

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFS GLD: 2025-2026		
Percentage of pupils in receipt of the pupil premium fund who achieved GLD	Percentage of pupils in receipt of the pupil premium fund who are on the school's SEND register	Percentage of pupils in receipt of the pupil premium fund who have an EHCP
0%	100%	100%

Year 1 Phonics: 2025-2026		
Percentage of pupils in receipt of the pupil premium fund who achieved GLD	Percentage of pupils in receipt of the pupil premium fund who are on the school's SEND register	Percentage of pupils in receipt of the pupil premium fund who have an EHCP
100%	100%	0%

Year 6: 2025-2026		
Percentage of pupils in receipt of the pupil premium who achieved EXS for R, W and M	Percentage of pupils in receipt of the pupil premium fund who are on the school's SEND register	Percentage of pupils in receipt of the pupil premium fund who have an EHCP
60%	40%	20%

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.

A pro-rata percentage is used as below:

Programme	Provider
ELSA	SCC and LA Network
Little Wandle	Little Wandle
Clicker	Crick Software
Widgit	Widgit Online

