

Pupil premium strategy statement – Moulsham Infant School

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	267
Proportion (%) of pupil premium eligible pupils	At census-13.6% (36 pupils) Current (December 2025) 14.6% (39 pupils)
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)	2025-2026 2026-2027 2027-2028 First of three year cycle
Date this statement was published	This plan forms the first of our 3 year plan. 2025/26 2026/27 <u>2027/28</u>
Date on which it will be reviewed	Progress in school reviewed termly in pupil progress meetings. Full review of this plan July 2026.
Statement authorised by	Jane Landa-Arrese (HT)
Pupil premium lead	Lindsey Patterson (SENCo)
Governor / Trustee lead	Liz Boyle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,770
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£56,770

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve to the best of their abilities across all subject areas. This includes those disadvantaged pupils who have the potential to be high attainers.

At the end of their time at Moulsham Infant School, we aspire for all our children fulfil the school's vision:

- To have a sense of belonging and feel safe and secure
- To be curious and creative, asking questions and investigating
- To have lifelong learning behaviours shared through our school values-Independence, Curiosity, Ambition, Resilience and Empathy (I CARE)

High-quality teaching is at the heart of our approach, with a focus in particular on speaking, phonics and maths. As reflected in our school vision, there is a significant focus on meeting the social and emotional needs of disadvantaged pupils, in order to ensure that all of these children are ready for learning. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set
- Act early to identify children's individual barriers to learning and plan appropriate intervention
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	A small identified cohort of EYFS children need to secure their skills in the Prime Areas of Learning
2	Baseline assessments show disadvantaged pupils have lower levels of attainment in word reading, writing and number in our EYFS cohort. Word reading 30.3% lower attainment than peers Writing 16.7% lower attainment than peers Number 21.5% lower attainment than peers
3	In Year 1 & 2 disadvantaged children who are also SEN have social and emotional skills, below that of their peers (Boxall assessments)
4	Year 1 disadvantaged children are attaining below their peers in reading, writing and maths
5	Year 2 disadvantaged children are attaining below their peers in reading, writing and maths

6	Family, economic and housing needs after the education of disadvantaged children across all year groups
7	Ensure all disadvantaged pupils have a good level of attendance

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
All Disadvantaged pupils in EYFS to be secure in the foundations of learning	All Disadvantaged pupils achieve the Early Learning Goal for all Prime Areas of learning
Disadvantaged pupils in EYFS attain in line with their peers in Word Reading, Writing & Number	Disadvantaged pupils to achieve Good Level of Development in line with their peers
Improved Social & Emotional skills of Disadvantaged pupils	Improved Boxall assessment
Improved Reading attainment among disadvantaged pupils in Year 1 & 2	End of year Reading outcomes for disadvantaged pupils in Year 1 & 2 in line with their peers
Improved Writing attainment among disadvantaged pupils in Year 1 & 2	End of year Writing outcomes for disadvantaged pupils in Year 1 & 2 in line with their peers
Improved Maths attainment among disadvantaged pupils in Year 1 & 2	End of year Maths outcomes for disadvantaged pupils in Year 1 & 2 in line with their peers
Improved wellbeing seen for disadvantaged pupils	Family, economic and housing needs for disadvantaged children reduced. Children develop the coping skills to focus on their learning.
All disadvantaged children to have good levels of attendance	Attendance levels between 95-100%

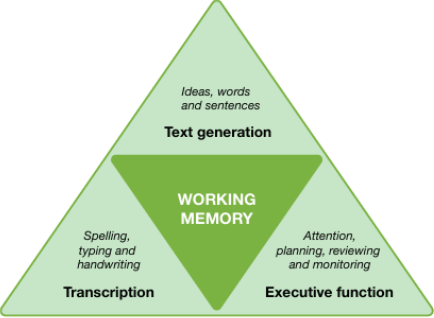
Activity in this academic year

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: £1100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion Lead & Senior Leader attend Metacognition training and disseminate to staff (Spring Term 2026) Project style CPD delivered to trial and embed practice in classrooms	There is a strong body of research demonstrating the importance of metacognition and self regulation for effective learning, therefore improving the attainment of pupils including those who are disadvantaged. Metacognition and self-regulation approaches support pupils to think about their learning more explicitly, teaching them specific strategies for planning, monitoring, and evaluating their learning.	1, 2, 3, 4, 5

<p>Teachers explicitly teach metacognition strategies</p> <p>£600 training and release costs</p>	<p>EEF Self-Regulation and Executive Function</p> <p>Metacognition and Self-Regulated Learning - Guidance report Education Endowment Foundation</p>	
<p>SLT share the latest research with staff</p> <p>EYFS & KS1 teams create a menu of effective marking that can be used in their key stages</p> <p>The Marking and Feedback policy to be amended in light of this review</p>	<p>Marking and feedback is only effective if children have the opportunity to respond to it.</p> <p>Teacher Feedback to Improve Pupil Learning.pdf</p>	2, 4, 5
<p>Embed the Simple View of Writing across EYFS & KS1</p> <p>Transcription skills to be taught to develop fluency</p> <p>Scaffolds used to support elements of the triangle to support working memory</p>	<p>Simple view of writing demonstrates that the complex process of writing and the impact of children's working memory</p> <p>Figure 6: Based on 'The Simple View of Writing' developed by Berninger et al.⁴⁰</p>  <p>Literacy KS1 Guidance Report 2020.pdf</p> <p>Preparing Literacy Guidance 2018.pdf</p> <p>The writing framework</p>	2, 4, 5
<p>Year 1 & Year 2 Lead to review Maths Assessment recording document</p> <p>Embed the assessment tool across the school, responds to gaps in learning highlighted</p> <p>£500-release time</p>	<p>Research demonstrates greater attainment in maths when what pupils do and do not know is assessed in order to extend learning.</p> <p>EEF Maths EY KS1 Guidance Report.pdf</p>	2, 4, 5
<p>Develop high quality adult-child interactions with a focus to rapidly improve the attainment of disadvantaged/identified pupils. SHrec approach used to support.</p> <p>Children's vocabulary explicitly extended.</p> <p>External advisor to support develop this approach alongside DH & EYFS Lead.</p> <p>£Cost for adviser already allocated</p>	<p>There is a strong evidence base to support language providing the foundation of thinking and learning. Therefore, developing language skills should be prioritised.</p> <p>Preparing Literacy Guidance 2018.pdf</p> <p>High quality interactions in the Early Years – The 'ShREC' approach.pdf</p>	1, 2

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

Budgeted cost: £12,794.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Menu of interventions (from universal to targeted to specialist) to be created specifically for the pupil's in the school and shared with all staff to use.</p> <p>Support embedded across the school as recorded in the Provision Overview</p> <p>£19127</p>	<p>Research shows that for interventions to be most effective they should increase with the pupil's presenting need, be carefully targeted through identification and assessment of need and follow the principles of effective implementation.</p> <p>Special Education Needs in Mainstream Schools guidance report Education Endowment Foundation</p> <p>The EEF Guide to the Pupil Premium EEF</p>	1, 2, 3, 4, 5
<p>Numberstacks intervention to be purchased, key staff trained and for it to be imbedded across the school. Assessment and tracking documents to be completed.</p> <p>£532.40</p>	<p>Research shows that high quality target support improves pupil's maths attainment. This is most effective when children with the greatest needs are supported by the most experienced staff; training, support and resources are provided; sessions are brief and regular; approach is evidence-based.</p> <p>EEF Maths EY KS1 Guidance Report.pdf</p> <p>Number-Stacks-Essex-Year-of-Numbers-Project-Report.pdf</p>	2, 4, 5
<p>School to explore and embed technology based approached such as Lexia</p> <p>£4000</p> <p>Little Wandle phonic interventions</p> <p>£2262</p> <p>Sessions with school's Speech & Language Therapist</p> <p>£6000</p>	<p>School should deliver only a small number of carefully planned, well-structured interventions. If you are considering purchasing a programme, check if it has been rigorously evaluated.</p> <p>Literacy KS1 Guidance Report 2020.pdf</p>	4, 5

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

Budgeted cost: £23,748.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family Support Worker supporting families at our school 2 days a week</p> <p>£11132</p>	<p>Parental engagement in children's learning and the quality of the home learning environment are associated with improved academic outcomes.</p> <p>Working with Parents to Support Children's Learning EEF</p>	6

Attendance officer to analyse and act upon data showing any attendance fluctuations for different pupils and action taken to support families as needed. £1350	Research is clear that children most benefit academically from the high-quality teaching of their class teacher, attendance affects this.	7
School based Learning Mentor to deliver 1:1 sessions and small group interventions, overseen by the inclusion lead £10266.60	SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3
Forest Schools with a Nurture approach.	Children who employ appropriate problem-solving strategies play more constructively, have better relationships with peers and are more cooperative at home and school. Children can be taught to use appropriate problem-solving strategies that improve their decision-making processes. EEF Social and Emotional Learning.pdf	3
Supporting financial payment for extracurricular activities and enrichment including school clubs, education visits and visit subsidies £600	Research supports the importance of talking to parents so that any support is informed by an understanding of families' lives and what facilitates or impedes their support for their children's learning. Working with Parents to Support Children's Learning EEF	6, 7
Provide school resources as needed (eg. Uniform, PE kits, book bags) £400	Providing Moulsham Infant School uniform enables all our children to feel fully part of our school community.	6, 7

Total budgeted cost: £56,770

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 1 performance data, phonics check results and our own internal assessments.

All disadvantaged children to develop strategies for self-regulation and have an increased sense of value and belonging

This evidence is mainly based on behaviour logs. Other than EYFS data these social and emotional skills are not effectively tracked. Boxall assessments to be used next academic year to improve this. In the EYFS cohort the disadvantage pupil's PSED scores were significantly below their peers. This will become a key focus of the next strategy.

Improved attainment in Writing for all disadvantaged Year 2 children

Disadvantaged children in Year 2 did not achieve in line with their peers. 50% of disadvantaged pupils reached the standard for writing compared with 71.9% of their peers.

All disadvantaged pupils come to school with positive well-being, living in happy safe homes with parents who also have positive well-being

School's contact with external agencies shows an improved number of families with external agency support. Where families do need support this is in place; families, school, agencies working positivity together.

Improved attainment in Reading, Writing and Maths for all disadvantaged Year 1 children

The disadvantaged children in Year 1 achieved broadly inline with their peers for reading, writing and maths.

A greater number of disadvantaged Year 2 children reaching a greater depth standard in Reading

Disadvantaged children reaching a greater depth standard in line with their peers remains a focus for the school. 10% of the disadvantaged pupils reached a greater depth standard in reading (2 pupils). This will be tracked for individual pupils next academic year 2025/2026.

For all disadvantaged children to attend school regularly and on time to access their full educational offer

Attendance data for disadvantaged children across the school is 94% compared to 96% for the whole school.

Year 2 2024-2025			
	Reading	Writing	Maths
At Expected	81.0%	71.9%	79.3%
At Greater Depth	23.1%	8.3%	15.7%
PP data at Expected	65%	50%	65%
PP data at Greater Depth	10%	5%	10%