

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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
<i>School name</i>	<i>Moulton Chapel Primary School</i>
<i>Number of pupils in school</i>	<i>69</i>
<i>Proportion (%) of pupil premium eligible pupils</i>	<i>32 – 46%</i>
<i>Academic year/years that our current pupil premium strategy plan covers</i>	<i>2023-2024</i>
<i>Date this statement was published</i>	<i>September 2023</i>
<i>Date on which it will be reviewed</i>	<i>July 2024</i>
<i>Pupil premium lead</i>	<i>Lisa Sexton</i>
<i>Governor lead</i>	<i>Maxine Arnott</i>

Funding overview

Detail	Amount
<i>Pupil premium funding allocation this academic year</i>	<i>£49,470</i>
<i>Recovery premium funding allocation this academic year b/f</i>	<i>£ 2,581</i>
<i>Pupil premium funding carried forward from previous years (enter £0 if not applicable)</i>	<i>£37,410</i>
<i>Total budget for this academic year</i>	<i>£89,461</i>
<i>Spent in 2023/24</i>	<i>£15,558</i>
<i>c/f into 24/25</i>	<i>£73,873</i>

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 disadvantage children have the resources to access high quality learning alongside their peers.
- Disadvantaged pupils to have opportunity to 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.
2	Access to the world beyond Moulton Chapel / Spalding.
3	Early Language / Mathematical skills.
4	SEMH difficulties.

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	Gap between disadvantaged and non-disadvantaged to have narrowed to be more in line with each other.

2.	<i>Children experience all elements of the curriculum and the wider experiences.</i>	<i>All children have been in receipt of additional experiences beyond the classroom. No child has been unable to participate due to cost or circumstance.</i>
3.	<i>Improved communication and language and early mathematical skills</i>	<i>Improved outcomes in EYFS in these areas.</i>
4.	<i>Improved social and emotional well being</i>	<i>Children can manage their emotions better. Less incidents of children 'falling out' with each other reported.</i>
5.	<i>Support parents to better support their child at home with either managing their learning or their behaviours.</i>	<i>Parents will feel more confident and empowered in supporting their child at home, with less domestic 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)

Budgeted cost: £ 5,500

Spent: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed	Spent
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.	1	Paid through SBS to keep within 8% carryforward limit
Continuous provision in EYFS / KS1 classroom, purchase of resources to aid improvements, CPD for staff		3	As above

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

Budgeted cost: £ 16,000

Spent : £17,666

Activity	Evidence that supports this approach	Challenge number(s) addressed	Spent
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	£13,706
Resources to deliver the above interventions	High quality resources can support better progress.	1	£285
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. 72% of our SEND children are also PP	1	Not coded correctly Journaling across would have taken us further over the 8% c/f
Psychology service	Workshops for parents to manage behaviours for learning at home and anxiety in children.	5	£3,675 2 years, paid for 23/24 & 24/25

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

Approx Budgeted cost: £ 15,500

Spent: £9,562

Activity	Evidence that supports this approach	Challenge number(s) addressed	Spent
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	£526
Music	EEF: enriching education has intrinsic benefits. We believe that all children deserve a well-rounded, culturally rich education.	2	Not coded correctly Journaling across would have taken

			us further over the 8% c/f
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	£6,532
Additional resources for classrooms	To enhance the QFT all children receive, but especially those PP children.	2	£2,504
Small group work with targeted interventions for behaviour and well-being	Kapow well-being unit	4	Paid out of another grant that needed using
BOSS training for staff	Improved staff knowledge of how to de-escalate situations	2	Not able to get within the year
Broad range of clubs available free of charge to all pupils	Additional knowledge and expertise impacts on curriculum and standards	2	Paid through Sport funding
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	Not able to appoint

Total budgeted cost: £ 37,000

Actual spend: £15,558

PPG – £27,228 + RP c/f £2581 = £29,809 - £14,221 meals paid into PPG

Carry forward to 24/25 budget: £73,873

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 the 2023-2024 academic year.

<i>Improved outcomes for disadvantaged children</i>								
2024 cohort								
	SEND		Not SEND					
PPG	40%		60%					
	Reading		Writing		Maths		SPAG	
12 chn	Exp	GDS	Exp	GDS	Exp	GDS	Exp	GDS
PPG (6)	33%	0%	50%	0%	33%	0%	50%	0%
Non PPG	83%	50%	66%	33%	66%	16%	83%	66%
	PPG (5) 2 SEND		Non PPG (7) 2 SEND					
	Scaled score average		Scaled score average					
Reading	99		107					
Writing	92.8		103.6					
SPAG	97.8		105.6					
Maths	97		99.4					
<i>Children experience all elements of the curriculum and the wider experiences.</i>								
<i>All children attended the school trips provided through the year – whilst we didn't get the opportunity to go to the pantomime, we did enjoy a fill afternoon with popcorn etc. and Christmas films. They visited flatland Alpacas (WS), theatre to watch a play (KS1), VR experiences in all classrooms, Hilltop (UKS2). All 12 children eligible for PPG attended the Hilltop residential visit. In 2024.</i>								
<i>Improved communication and language and early mathematical skills</i>								
<i>Based on 3 children PPG in reception cohort - only 1 of those children was at the expected entry level, but the end 2 were at expected end level. 3rd child is being assessed for possible SEND.</i>								

Improved social and emotional well being

The nurture programme was able to support and help 17 children to manage their emotions. We saw a must 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.

Support parents to better support their child at home with either managing their learning or their behaviours.

Unfortunately, we were not able to appoint a Family liaison support worker but will preserve with this as without question the HT is being used to resolve home based issues.

We provided training for parents to manage behaviours at home through the EP service, but only 3 parents came.

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
<i>Wellbeing programme</i>	<i>Kapow</i>
<i>Wellbeing programme</i>	<i>1Decision</i>

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
<i>How did you spend your service pupil premium allocation last academic year?</i>	<i>Additional adult support in class supporting with work and with SEMH issues that arose over the academic year.</i>
<i>What was the impact of that spending on service pupil premium eligible pupils?</i>	<i>Child had a 'got to' regular adult that was able to support them both in and out of the class.</i>