

Pupil premium strategy statement 2025-26

Moldgreen Primary School



This statement details our school's use of pupil premium (and recovery 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	341 (Exc. Nursery and preschool) 388 in total
Proportion (%) of pupil premium eligible pupils	105/341 (30.8%) +1.6% more than NA
Academic year/years that our current pupil premium strategy plan covers: Year 2 of a 3-year strategy	2024-25 2025-26 2026-27
Date this statement was published	December 2025
Review date	December 2026
Review team	SLo, AHx
Review period	End of year 2
Statement authorised by	Helen Pearson
Pupil premium lead	Stephen Lonsdale
Governor / Trustee lead	Anthony Briggs

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year ¹	£ 145,440.00 ²
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ Nil
Total budget for this academic year	£ 145,440.00

¹ 2024-25 academic year: £1,480 for each primary aged pupil per year
<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

² 7/12 of academic year

Part A: Pupil premium strategy plan

Statement of intent

At Moldgreen Primary School, we are guided by the following principles:

- we relentlessly focus on securing high standards and outcomes by providing teaching and learning opportunities that meet the needs of **all** pupils;
- we provide appropriate provision for pupils who belong to vulnerable groups, ensuring that the needs of pupils are accurately assessed, and their needs addressed;
- we recognise that not all pupils eligible or in receipt of Free School Meals are socially disadvantaged;
- we recognise that not all pupils who are socially disadvantaged are eligible for Free School Meals.

As a school, we provide opportunities to break through barriers to learning through a well-developed, rich curriculum, giving our pupils a broad, balanced education, ready for their next stage of education. We work closely with our **local community** to meet local needs, using local intelligence. We are proud of our strong links with **Dalton Together** and the **local church**, enabling us to reach out to our families.

We focus our Pupil Premium spending on delivering high quality teaching in language rich environments, effective and targeted interventions, enhancing the cultural capital of our disadvantaged children and supporting children to develop their independence and resilience and promoting positive mental health. We will:

- work with families to improve attendance by gaining support through Early Support, TAF meetings and offering rewards;
- 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 and therefore life chances.

Context

Up to Key stage 2 basic characteristics trends						
Breakdown	2023		2024		2025	
	School	National ?	School	National ?	School	National ?
Number on roll	391	277	342	275	349	272
Male % ?	51.4	50.9	49.4	50.9	49.6	50.9
Female % ?	48.6	49.1	50.6	49.1	50.4	49.1
Young Carers % ?					N/A	0.5
Ever 6 FSM % ?	33.8	25.9	30.5	25.9	28.7	26.3
Minority ethnic groups % ?	53.1	36.6	54.3	37.9	57.2	38.9
SEN EHCP % ?	2.6	2.5	1.8	3.0	2.6	3.5
SEN support % ?	13.3	13.5	15.5	14.1	15.5	14.8
English additional language % ?	19.4	22.1	19.6	22.8	14.9	23.5
Stability % ?	85.6	84.9	86.6	84.4	86.2	84.3
School deprivation indicator ?	0.21	0.18	0.22	0.18	0.21	0.18

Numbers on roll

Year	Sept 25	End of Autumn 1	Leavers	Joiners
PS	13	14	1	2
N	33	34		1
R	39	37	3	1
1	58	60		2
2	53	52	1	
3	51	53	1	3
4	48	48	1	1
5	47	46	2	1
6	46	46		
	388	390	9	11

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils from the analysis of a wide range of internal school data and information including attendance and persistent absence levels, information on wellbeing and mental health, and on safeguarding.

Challenge	Detail of challenge
1	Attendance and punctuality (including persistent absence and lateness) levels can vary across the year comprising: <ul style="list-style-type: none"> seasonal childhood illnesses; holidays during term time; low priority given to good attendance and punctuality.
2	Pupil mobility is an increasingly prevalent issue at Moldgreen. Increasing numbers of children arrive at any other time than in Reception than in previous years, many of whom are new to the country and/or have significant additional needs. <ul style="list-style-type: none"> 20 EAL and disadvantaged children are currently on roll Children arriving from overseas and from English-speaking countries find it challenging to adjust to different demands of education systems.
3	Parental engagement for some disadvantaged children – particularly linked to attendance where there is low priority given to good attendance and punctuality. <ul style="list-style-type: none"> Poor parent mental health and wellbeing; Parent experiences of their own education; Lack of experiences within the earlier years of development owing to the Covid-19 pandemic.
4	Underdeveloped vocabulary knowledge and language gaps are more prevalent amongst disadvantaged children, particularly as a result of a lack of equality of opportunity to experience things outside of their immediate environment.
5	The proportion of disadvantaged children achieving combined 'Expected Standard' and the 'Higher Standard' across school and at the end of Key Stage 2. <ul style="list-style-type: none"> Disadvantaged children are particularly affected by their ability to recall number facts and multiplication facts effectively to support wider learning. Disadvantaged children do not have the same level of opportunity and/or support to develop reading beyond the school gate.
6	Disadvantaged children are negatively affected by challenges associated with a lack of appropriate technology to support learning at home, including Wi-Fi.
7	An increasing proportion of pupils with identified and diagnosed mental health conditions and social emotional difficulties across all year groups including: <ul style="list-style-type: none"> trauma; domestic violence; bereavement; mental health of parents/carers.
8	The number of eligible Pupil Premium pupils with SEND and SEMH needs has increased since 2019 (9 children) versus 25 in 2024.

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.

KPI 1: outcomes for children

Intended outcomes	Success criteria
<p>(A) The proportion of disadvantaged children achieving at least the expected standard (combined) increases so that it is at least in-line with non-disadvantaged pupils nationally.</p> <p>(B) The proportion of disadvantaged children making better than expected progress increases, so that 'on-entry' attainment gaps are closed.</p>	<ul style="list-style-type: none"> By the end of Key Stage 2, the attainment gap between disadvantaged pupils and non-disadvantaged pupils nationally closes. Internal attainment and progress data is used effectively to close gaps in learning with a demonstrable flight path evidenced. Combined reading, writing and maths outcomes for disadvantaged children is at least in-line with national non-disadvantaged children performance.

KPI 2: attendance and persistent absence

Intended outcomes	Success criteria
<p>(A) Attendance improves for disadvantaged pupils so that it is at least in-line with the national perspective.</p> <p>(B) Persistent absence decreases for disadvantaged pupils so that it is at least in-line with the national perspective.</p>	<ul style="list-style-type: none"> Effective action is taken to improve attendance using the full extent of resources available to school. Parents and carers actively engage with school to support their child's learning and development. Demonstrable steps to support families to improve attendance and punctuality are evidenced prior to more formal routes. DfE statute is followed to tackle attendance and punctuality in-line with Kirklees policy and procedure.

KPI 3: equality of opportunity, SEND, mental health and wellbeing

Intended outcomes	Success criteria
<p>(A) Effective support is provided to ensure that all pupils receive their full curriculum entitlement.</p> <p>(B) All pupils receive a broad, balanced curriculum entitlement to improve life chances and aspirations.</p> <p>(C) Targeted support is provided to encourage emotionally healthy, strong, and positive behaviours in all pupils.</p> <p>(D) All pupils leave Moldgreen as responsible, resilient, and respectful citizens ready for the next stage of education.</p>	<ul style="list-style-type: none"> Specific interventions to address emotional literacy and overall wellbeing support children to access the curriculum. External agency support is used effectively and in a timely manner to provide specialist assistance in order to meet need. The school's iFLY programme provides a wide range of meaningful learning experiences, including those beyond the school gate. Children can use strategies to be resilient in all situations resulting in fewer instances of negative behaviour incidents. Children use zones of regulation to develop resilience to regulate more quickly and independently so that they maximise their learning time.

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.

Activity refined following review of pupil premium to align key actions to key performance indicators.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 6,430.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading training and resources Equip staff to teach phonics, vocabulary, fluency, reading and comprehension explicitly and systematically. <ul style="list-style-type: none"> Little Wandle systematic synthetic phonics programme – including in Key Stage 2 Resourcing the reading/phonics curriculum. Book replenishment. <p style="text-align: right;">£1,030</p>	EEF Teaching and Learning toolkit: phonics +5 months: high impact for very low cost. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).	2, 4, 5
School-wide CPD and leadership development opportunities <ul style="list-style-type: none"> National College staff wide CPD subscription, providing quality, targeted professional development related to pedagogy and practice. <p style="text-align: right;">£1,470</p>	EEF Guidance report: professional development Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.	3, 4, 5, 7, 8
Supporting all learners Ensure that planning provides explicit support and challenge to ensure that all children access the national curriculum for their chronological age. <ul style="list-style-type: none"> Rosenshine principles Release time for good practice visits Coaching model IQM flagship status <p style="text-align: right;">£3,930</p>	EEF Guidance report: special educational needs in mainstream schools The five specific approaches—indicated in below—are particularly well-evidenced as having a positive impact. Harnessing these evidence-informed strategies will positively support all learners, including those with SEND. <ol style="list-style-type: none"> Explicit instruction Cognitive and metacognitive strategies Scaffolding Flexible grouping Using technology 	2, 5, 7

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

Budgeted cost: £ 79,430.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality use of support staff <ul style="list-style-type: none"> Skilled and targeted support staff aligned to promoting positive outcomes for pupils Emotional coaching – ELSA <p>£72,650</p>	EEF Making best use of teaching assistants Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.	4, 5, 7
Interventions <ul style="list-style-type: none"> Reading Eggs Arithmetic – TT Rockstars and Numbots Purple Mash <p>£2,100</p>	EEF Guidance report: using digital technology to improve learning Systematic programmes that exploit the use of technology <ol style="list-style-type: none"> Technology can be used to improve the quality of explanations and modelling Technology offers ways to improve the impact of pupil practice Technology can play a role in improving assessment and feedback 	4
Tutoring <ul style="list-style-type: none"> Year 6 SATS boosters to ensure that children access additional targeted intervention work to close gaps in learning. <p>£4,680</p>	Making a Difference with Effective Tutoring EEF	5, 6

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

Budgeted cost: £ 59,590.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving attendance Deputy Headteacher, office staff and support staff and attendance support aligned to attendance lead role targeting: <ol style="list-style-type: none"> Persistent absence At risk of persistent absence Parental engagement to improve attendance Liaison with the LA and pursuit of legal action. 	Gov Working together to improve school attendance For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided. Research has shown associations between regular absence from school and a number of extra-familial harms. This includes crime (90% of young offenders had been persistently absent) and serious violence (83% of knife possession offenders had been persistently absent in at least 1 of the 5 years of study).	1, 2

Support member of staff aligned to day-to-day monitoring and absence tracking. £32,740		
Vulnerable learners <ul style="list-style-type: none"> CPOMS safeguarding software for schools SENDCo remit linked to assessment and provision for vulnerable learners. Pastoral and guidance support Parental engagement Opportunities to further improve parental engagement through the annual cycle of events, links with the Friends of Moldgreen, and development over the course of the year of hybrid information and upskilling events, including: <ul style="list-style-type: none"> hybrid meetings to support working families and to facilitate attendance Improving attendance Liaison with external agencies new-starter meetings Headteacher supporting parents through community hubs £19,830	EEF Teaching and Learning toolkit: social and emotional learning +4 months moderate impact for very low cost Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. EEF Teaching and Learning toolkit: parental engagement +4 months: moderate impact for very low cost. Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes: <ul style="list-style-type: none"> approaches and programmes which aim to develop parental skills such as literacy or IT skills; general approaches which encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis. 	2, 5, 6
Educational visits and extra-curricular clubs <ul style="list-style-type: none"> Subsidised trips and visits to ensure equality of opportunity linked to the school's iFly development programme. £6,550	Internal intelligence and data show a net deficit in wider experiences available to children identified as disadvantaged at school, including understanding the world around us beyond the immediate locality. There is an added requirement to improve resilience, aspirations and life changes to equip all children with the necessary tools to be able to live in modern day Britain.	3, 5
Hardship interventions Support available to provide targeted, emergency aid. £470	Internal data and intelligence highlights specific needs within the school community. Fund available to provide emergency support, on a case-by-case basis.	3

Total budgeted cost: £ 145,450.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

KPI 1: outcomes for children

Intended outcomes	Success criteria																																																			
<p>(A) The proportion of disadvantaged children achieving at least the expected standard (combined) increases so that it is at least in-line with non-disadvantaged pupils nationally.</p> <p>(B) The proportion of disadvantaged children making better than expected progress increases, so that 'on-entry' attainment gaps are closed.</p>	<ul style="list-style-type: none">By the end of Key Stage 2, the attainment gap between disadvantaged pupils and non-disadvantaged pupils nationally closes. <table><tr><th rowspan="2">Year</th><th rowspan="2">Cohort</th><th colspan="3">School disadvantaged compared to national disadvantaged</th><th colspan="3">School disadvantaged compared to national non-disadvantaged</th><th rowspan="2">Year group context</th></tr><tr><th>School</th><th>National</th><th>National distribution banding</th><th>National (non dis)</th><th>Gap</th><th>Gap Trend</th></tr><tr><td>3-year</td><td>52</td><td>44%</td><td>46%</td><td>Close to average (non-sig)</td><td>68%</td><td>-23</td><td>Not applicable</td><td>Not applicable</td></tr><tr><td>2025</td><td>15</td><td>47%</td><td>47%</td><td>Close to average (non-sig)</td><td>69%</td><td>-22</td><td>Widening</td><td>-</td></tr><tr><td>2024</td><td>17</td><td>59%</td><td>46%</td><td>Above (non-sig)</td><td>67%</td><td>-9</td><td>Narrowing</td><td>-</td></tr><tr><td>2023</td><td>20</td><td>30%</td><td>44%</td><td>Below (non-sig)</td><td>66%</td><td>-36</td><td>Not available</td><td>-</td></tr></table> <ul style="list-style-type: none">Internal attainment and progress data is used effectively to close gaps in learning with a demonstrable flight path evidenced.<ul style="list-style-type: none">RAG meetings inform strategic action planning to close gaps.Combined reading, writing and maths outcomes for disadvantaged children is at least in-line with national non-disadvantaged children performance.<ul style="list-style-type: none">Gap evidence but in-line with national (disadvantaged). Non-sig	Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context	School	National	National distribution banding	National (non dis)	Gap	Gap Trend	3-year	52	44%	46%	Close to average (non-sig)	68%	-23	Not applicable	Not applicable	2025	15	47%	47%	Close to average (non-sig)	69%	-22	Widening	-	2024	17	59%	46%	Above (non-sig)	67%	-9	Narrowing	-	2023	20	30%	44%	Below (non-sig)	66%	-36	Not available	-
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KPI 2: attendance and persistent absence

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Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25	89	21.3%	24.4%	Close to average (non-sig)	No sig change	-
2023/24	97	19.6%	27.1%	Below (non-sig)	No sig change	-
2022/23	113	30.1%	29.3%	Close to average (non-sig)	Sig increase	-

2018/19	89	12.4%	16.1%	Close to average (non-sig)	Not available	-
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- Effective action is taken to improve attendance using the full extent of resources available to school.
- Parents and carers actively engage with school to support their child's learning and development.
- Demonstrable steps to support families to improve attendance and punctuality are evidenced prior to more formal routes.
- DfE statute is followed to tackle attendance and punctuality in-line with Kirklees policy and procedure.

KPI 3: equality of opportunity, SEND, mental health and wellbeing

Intended outcomes	Success criteria																																			
<p>(E) Effective support is provided to ensure that all pupils receive their full curriculum entitlement.</p> <p>(F) All pupils receive a broad, balanced curriculum entitlement to improve life chances and aspirations.</p> <p>(G) Targeted support is provided to encourage emotionally healthy, strong, and positive behaviours in all pupils.</p> <p>(H) All pupils leave Moldgreen as responsible, resilient, and respectful citizens ready for the next stage of education.</p>	<table><tr><th>Year</th><th>Cohort</th><th>School</th><th>National</th><th>National distribution banding</th><th>Sch trend vs Nat trend</th><th>School context</th></tr><tr><td>2024/25</td><td>55</td><td>92.1%</td><td>92.5%</td><td>Close to average</td><td>Relative decline</td><td>-</td></tr><tr><td>2023/24</td><td>55</td><td>92.7%</td><td>92.1%</td><td>Close to average</td><td>Relative improvement</td><td>-</td></tr><tr><td>2022/23</td><td>56</td><td>90.9%</td><td>91.9%</td><td>Close to average</td><td>Relative decline</td><td>-</td></tr></table> <table><tr><td>2018/19</td><td>45</td><td>96.2%</td><td>94.4%</td><td>Above</td><td>Not available</td><td>-</td></tr></table> <ul style="list-style-type: none">• Specific interventions to address emotional literacy and overall wellbeing support children to access the curriculum.• External agency support is used effectively and in a timely manner to provide specialist assistance in order to meet need.<ul style="list-style-type: none">○ Increase in external support utilised to ensure rapid assessments or to support current assessments through outreach work.• The school's iFLY programme provides a wide range of meaningful learning experiences, including those beyond the school gate.• Children can use strategies to be resilient in all situations resulting in fewer instances of negative behaviour incidents.<ul style="list-style-type: none">○ Zones of regulation in use, supportive mechanisms, including scaffolding, personalised, adaptive teaching take place and are specifically planned for.• Children use zones of regulation to develop resilience to regulate more quickly and independently so that they maximise their learning time.	Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context	2024/25	55	92.1%	92.5%	Close to average	Relative decline	-	2023/24	55	92.7%	92.1%	Close to average	Relative improvement	-	2022/23	56	90.9%	91.9%	Close to average	Relative decline	-	2018/19	45	96.2%	94.4%	Above	Not available	-
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Reading Eggs	3P Learning
CPOMS	Raptor technologies
Purple Mash	2Simple
Numbots	Maths Circle Ltd
TT Rockstars	Maths Circle Ltd

Service pupil premium funding

How our service pupil premium allocation was spent last academic year
Mental health support strategies linked to specific individual education plans.
The impact of that spending on service pupil premium eligible pupils
Ongoing assessment taking place.

Further information

At Moldgreen Primary School, we use Sonar, (an online assessment tool), alongside our bespoke pupil progress tool and other regular teacher assessments for individual classes to review progress and achievement of **all** children.

As part of our review of the Pupil Premium Strategy we use internal data and information to analyse the impact our actions are having on our disadvantaged pupils.

Where necessary, we will change or alter provision that we have in place to maximise the impact of our interventions.

The Governing Body plays a key role in ensuring the pupil premium is well spent on improving educational outcomes for disadvantaged children. This is achieved through rigorous reporting mechanisms where Governors can feel assured funds are allocated proportionately and that measures are having the desired outcome.