Pupil Premium Strategy Statement (2026-27)

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	Moseley CofE Primary School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	18% (36)
Academic year/years that our current pupil premium strategy plan covers	2026/27
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Karen Young Headteacher
Pupil premium lead	Karen Young Headteacher
Governor / Trustee lead	Fran Rowley Pupil Premium Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54, 250
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£54, 250

Part A: Pupil Premium Strategy Plan

Our Vision

'You are the light of the world. A city on a hill cannot be hidden.'
Matthew 5:14

At Moseley Church of England Primary School, our Christian vision underpins our commitment to **ensuring that every child is valued, nurtured and given the opportunity to flourish.** We believe that every pupil should have the opportunity to shine, regardless of their background, circumstances or the barriers they may face.

Our moral purpose is rooted in **equity, inclusion and ambition.** We recognise that equality of opportunity does not always mean providing the same support for every child. Instead, we are committed to **understanding individual needs, removing barriers to learning and providing the targeted support and opportunities** necessary for every pupil to achieve their full potential.

We have consistently high expectations for all pupils. All staff and governors share responsibility for improving the outcomes of disadvantaged pupils, ensuring that **disadvantage is never a barrier to academic achievement, personal development, wellbeing or future success**.

Statement of Intent

Our Pupil Premium strategy is driven by our commitment to improving educational outcomes for disadvantaged pupils and ensuring that every child has the knowledge, skills, confidence and experiences needed to thrive.

Through a carefully planned, evidence-informed and needs-led approach, we aim to:

- **Raise attainment and accelerate progress:** Ensure that disadvantaged pupils achieve well across the curriculum, particularly in reading, writing and mathematics. We aim to increase the proportion of disadvantaged pupils meeting or exceeding age-related expectations, while ensuring that pupils working below these expectations make strong and sustained progress from their individual starting points.
- **Close attainment gaps:** Identify and address differences in attainment and progress between disadvantaged pupils and their peers, both within school and nationally, with the ambition of reducing and ultimately eliminating these gaps wherever possible.
- **Provide consistently high-quality teaching:** Ensure that disadvantaged pupils benefit from excellent classroom practice, appropriate challenge, effective assessment, timely feedback and teaching that is responsive to their individual needs.
- **Identify barriers and intervene early:** Use assessment information, professional knowledge and an understanding of each child's circumstances to identify barriers to learning promptly. We will implement targeted, evidence-informed interventions and regularly evaluate their impact.
- **Promote positive attendance, wellbeing and engagement:** Address the wider barriers that may affect pupils' readiness to learn, including attendance, emotional wellbeing, confidence, relationships and engagement with school.
- **Provide an enriched and inclusive curriculum:** Ensure that disadvantaged pupils have equitable access to a broad, ambitious curriculum and opportunities for enrichment, cultural experiences, personal development and wider participation.
- **Challenge and extend all learners:** Recognise that disadvantaged pupils are not a homogeneous group. We will provide appropriate support for pupils who are underachieving while ensuring that those who are attaining well are challenged to achieve greater depth and fulfil their potential.
- **Strengthen partnership with families:** Work collaboratively with parents, carers and external professionals to understand pupils' needs, overcome barriers and support sustained improvements in outcomes.

Our Approach to Pupil Premium Funding

We recognise that improving outcomes for disadvantaged pupils requires a **whole-school approach,** underpinned by consistently high-quality teaching, targeted academic support and strategies to address wider barriers to learning.

Our approach is informed by the best available evidence, including guidance from the Education Endowment Foundation (EEF), alongside our own assessment information, knowledge of pupils and ongoing evaluation of the effectiveness of provision.

We will prioritise:

1. **High-quality teaching:** Investing in effective teaching, professional development and inclusive classroom practice as the foundation for improving outcomes for disadvantaged pupils.
2. **Targeted academic support:** Providing timely, structured and evidence-informed additional support for pupils who require intervention to secure essential knowledge and skills, address gaps in learning or accelerate progress.
3. **Wider strategies:** Addressing non-academic barriers to learning, including attendance, wellbeing, access to enrichment and engagement with families, to ensure that pupils are ready and able to learn.

We will act early when needs are identified and regularly review the impact of our provision to ensure that resources are being used effectively and that disadvantaged pupils are making sustained progress.

Identifying and Supporting Disadvantaged Pupils

We recognise that disadvantage is complex and can arise from a range of social, economic, emotional and family circumstances. Not all pupils who experience disadvantage meet the Government's eligibility criteria for Pupil Premium funding, and not all pupils eligible for Pupil Premium will experience the same barriers to learning.

Pupil Premium funding will be allocated and used in accordance with the Department for Education's eligibility criteria and conditions of grant, with a clear focus on improving educational outcomes for disadvantaged pupils.

However, where appropriate and consistent with the intended outcomes of our strategy, we will adopt an inclusive, needs-led approach that allows other vulnerable or disadvantaged pupils to benefit from whole-school approaches, targeted interventions and enrichment opportunities.

Our ultimate ambition is that every pupil, regardless of disadvantage or individual circumstance, is supported and challenged to flourish academically, socially, emotionally and spiritually, reflecting our Christian vision that every child has the potential to be a light in the world.

Challenges

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

Challenge number	Detail of challenge
1	A proportion of disadvantaged pupils have additional attainment needs, particularly in reading, writing and mathematics, which may affect their progress and achievement.
2	A significant proportion of disadvantaged pupils have Special Educational Needs and Disabilities (SEND), creating additional barriers to learning.
3	Attendance and persistent absence are concerns for some disadvantaged pupils, resulting in missed learning opportunities and interventions.
4	A number of disadvantaged pupils experience difficult home circumstances, family mental health concerns or social care involvement, which may affect their wellbeing and readiness to learn.
5.	A significant proportion of disadvantaged pupils have multiple vulnerabilities, with some experiencing three or more additional risk factors that may affect their educational outcomes.

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 attainment and progress for disadvantaged pupils in reading, writing and mathematics.	• An increased proportion of disadvantaged pupils achieve age-related expectations in reading, writing and mathematics. • Disadvantaged pupils make at least expected progress from their individual starting points, with gaps between disadvantaged and non-disadvantaged pupils narrowing. • Disadvantaged pupils achieve well in statutory assessments, including the phonics screening check, multiplication tables check and KS2 assessments.
2. Disadvantaged pupils with SEND make sustained progress and are supported to achieve their full potential.	• Disadvantaged pupils with SEND demonstrate measurable progress against individual learning targets and SEND Support Plans • Targeted interventions demonstrate a positive impact on pupils' learning and development. • Monitoring shows that pupils with SEND are accessing the curriculum through effective adaptive teaching and appropriate support.
3. Improved and sustained attendance for disadvantaged pupils.	• Attendance for disadvantaged pupils improves and the gap between disadvantaged and non-disadvantaged pupils narrows. • The proportion of disadvantaged pupils who are persistently absent reduces. • Pupils identified as having attendance concerns demonstrate improved attendance and engagement following targeted support.
4. Disadvantaged pupils experiencing additional vulnerabilities receive effective support to improve their wellbeing and readiness to learn.	• Pupils identified as requiring pastoral or emotional support demonstrate improvements in wellbeing, confidence, emotional regulation and engagement. • Families experiencing difficulties are offered timely support, advice and signposting to appropriate services. • Pupil voice, parental feedback and pastoral monitoring demonstrate a positive impact from support provided.
5. Disadvantaged pupils with multiple vulnerabilities receive coordinated support and have equal access to wider opportunities.	• Pupils with multiple vulnerabilities have clearly identified needs and appropriate support plans, reviewed regularly. • Monitoring demonstrates that targeted support is improving pupils' engagement, progress and participation. • All disadvantaged pupils have opportunities to participate in educational visits, extracurricular clubs and enrichment activities, with financial or other barriers addressed wherever possible.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching - Budgeted cost: £26, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
• **Instructional coaching and professional development – £9,000.** Develop consistent high-quality teaching through coaching, mentoring, live modelling, scaffolding, explicit instruction and adaptive teaching. Fund staff release, CPD and monitoring.	• EEF: Effective Professional Development; Metacognition and Self-Regulation. Sustained professional development and effective teaching approaches can improve outcomes for disadvantaged pupils.	1,2, 5
• **Subject leadership and curriculum development – £6,000.** Release time for subject leaders to coach teachers, review curriculum implementation and strengthen teaching in English, maths and the wider curriculum.	• EEF: Implementation guidance and Effective Professional Development. Focused professional development supports improvements in teaching and curriculum delivery.	1,2
• **Subject-specific CPD and teaching resources – £7,000**. Continue White Rose Maths, White Rose Science, Kapow Primary, Plazoom and other evidence-informed teaching resources, alongside CPD in phonics, reading, writing and mathematics.	• EEF: Phonics, Reading Comprehension Strategies and Mastery Learning. Systematic teaching and effective assessment help pupils secure essential knowledge and skills.	1,2
• **Assessment, feedback and SEND-inclusive teaching – £4,000**. Embed effective formative assessment and feedback. Develop staff expertise in SEND, communication and language, identifying misconceptions and adapting teaching. Include release time for monitoring and pupil progress reviews.	• EEF: Teacher Feedback to Improve Pupil Learning; Special Education Needs in Mainstream Schools. Effective assessment and responsive teaching help address individual barriers.	1, 2, 5

Targeted academic support - Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
• **Targeted 1:1 and small-group tuition – £8,000.** Teacher- and teaching assistant-led sessions in reading, writing and mathematics, based on identified gaps. Additional teaching will be closely linked to classroom learning and assessed regularly.	• EEF: One-to-One Tuition and Small Group Tuition. Structured additional teaching can improve outcomes when targeted to pupils' specific learning needs.	1,2, 5
• **Structured literacy and numeracy interventions – £5,000.** Continue appropriate interventions such as Precision Teaching, Cued Spelling and Word Wasp, alongside targeted phonics, reading fluency, writing and arithmetic support. Fund resources, training and delivery time.	• EEF: Phonics, Reading Comprehension and Small Group Tuition. Diagnostic assessment and systematic intervention can address specific gaps in learning.	1,2
SEND-focused academic interventions – £3,000. Targeted support for disadvantaged pupils with SEND, including speech, language and communication, vocabulary development, memory, attention and foundational learning skills.	EEF: Oral Language Interventions and SEND in Mainstream Schools. Targeted interventions that complement classroom teaching can improve access and progress.	1, 2, 3
Assessment and evaluation of interventions – £2,000. Allocate staff time for diagnostic assessments, intervention planning, monitoring and termly reviews to ensure interventions demonstrate measurable impact.	EEF: Implementation guidance. Effective implementation requires clear identification of need, monitoring and evaluation of impact.	1, 2, 5

Wider strategies - Budgeted cost: £10, 250

Activity	Evidence that supports this approach	Challenge number(s) addressed
• **Targeted attendance support – £3,000.** Fund additional staff time for attendance monitoring, early intervention, meetings with families and individual attendance support plans. Work with the school's attendance support provider to address barriers.	• DfE: Working Together to Improve School Attendance; EEF: Supporting School Attendance. Early identification, positive relationships and targeted family support can help improve attendance.	3, 4, 5
• **Pastoral support and emotional wellbeing – £2,500**. Provide targeted emotional literacy, emotional regulation and SEMH interventions. Develop staff expertise in emotion coaching and trauma-informed approaches.	• EEF: Social and Emotional Learning. Explicit teaching of social and emotional skills can improve pupils' engagement and educational outcomes.	2, 4, 5
• **Family support and Early Help – £2,500**. Invest in Family Support services to provide Early Help assessments, referrals, parental workshops and liaison with external agencies, including appropriate mental health services.	. EEF: Working with Parents to Support Children's Learning. Positive home-school relationships and sustained, personalised support can help overcome barriers to learning.	3, 4, 5
• **Enrichment and equal access to opportunities – £2,250**. Subsidise educational visits, extracurricular clubs, residential experiences and wider enrichment activities for disadvantaged pupils where cost or other barriers would prevent participation.	• DfE Pupil Premium guidance recognises the importance of addressing wider barriers to learning. Activities will be selected according to identified needs, with participation and impact monitored.	4, 5

Total budgeted cost: £54,250

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2025-26

This details the impact that our pupil premium activity had on pupils in the 2025-26 academic year.

Aim	Outcome
All disadvantaged children are able to decode to an age-appropriate standard by the end of Key Stage 1 so that they can read age-appropriate books in Year 3 and above. This will enable children to engender a love of literature and access the curriculum in Key Stage 2.	○ **Achieved:** 100% of disadvantaged pupils met the expected standard in the Year 1 phonics screening check.
All disadvantaged children acquire the knowledge and skills required for the next stage in their education, by the end of Key Stage 2.	○ Reading – Partially achieved: Disadvantaged pupils made strong progress in Reading (+3.28), although not all pupils achieved national average progress. ○ Writing – Partially achieved: Disadvantaged pupils made very strong progress in Writing (+6.19), with 80% (4/5) reaching the expected standard. ○ Maths – Not fully achieved: Disadvantaged progress was below national average (-1.04), with 20% (1/5) reaching the expected standard.
Disadvantaged children do not face barriers to their learning linked to socio-economic factors or linked issues (such as parent's poor mental health).	○ **Socio-economic barriers – Achieved:** Socio-economic factors did not present a significant barrier to pupils' participation or achievement during 2025–26.
Disadvantaged families will know that school can offer them support and advice To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	○ **Attendance – Partially achieved:** FSM attendance was **95.1%**, above the national figure of **92.3%**, although below the school's 97% target.