

Pupil premium strategy statement. Mossy Lea 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	21
Proportion (%) of pupil premium eligible pupils	0%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024, 2025, 2026
Date this statement was published	1st November 2024
Date on which it will be reviewed	1st November 2025
Statement authorised by	Headteacher, Chair of Govs, PP Gov
Pupil premium lead	Headteacher,
Governor / Trustee lead	Vice Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£0
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£0

Part A: Pupil premium strategy plan

Statement of intent

As the Headteacher of this idyllic village Primary School, I am deeply committed to nurturing an environment where every pupil, irrespective of their background, is given the opportunity to thrive; thrive educationally, socially, faithfully and mindfully. My mission is to empower disadvantaged pupils to rise above any circumstances and embrace a bright future with confidence, compassion and ability. I'm minded of the Latin phrase, "*Ad astra per aspera*" – through hardships to the stars.

Our school believes in unlocking the potential within each child, giving them the tools, resources, and confidence to overcome challenges and succeed. We strive to provide an inclusive and holistic education, ensuring no child feels left behind.

Every pupil, regardless of their starting point, deserves a chance to aim for the stars. Together, as an educational community, we pledge to stand with our disadvantaged pupils, illuminating their path and ensuring they reach their highest potential. In line with our Mission Statement – the belief that underpins everything we do – we strive for everyone involved in the school to be "develop into a Oak" in every aspect of their life.

The school's curriculum, our promises, our safeguarding policies, our behaviour management strategy to name but four, allows for all children to flourish and prepare them for the next stages of education and beyond. When making decisions about using pupil premium funding we always consider the needs of our children and any particular challenges and barriers facing our families. **Research & development** supports decision making and the school uses the Education Endowment Foundation, and as a lead facilitator for Teach First, we have access to a wide range of current, relevant and impacting evidence. With 1 appraisal being research led, teaching staff read current educational materials to keep abreast of innovative practice. Consideration has been given to the three key areas of high-quality teaching, targeted academic support and wider strategies. High quality teaching is at the heart of our approach, with a focus on those areas in which disadvantaged pupils require the most support. Our strategy is also integral to wider plans for interventions through the recovery premium funding. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessments.

An analysis of the performance of our PP children in school for 2023 - 2024 shows us that;

- PP children continue to achieve as well as other children in school. In many cases their achievement is better than their peers nationally.
- PP children make exceptional progress; progress is significantly above that of all other children in reading, writing and maths
- PP children make excellent progress in school – there is no significant difference between their progress and the progress of non-PP children
- PP children attain just as well as other children in school. In all year groups there is no significant difference between the attainment of PP children and other children in school
- Attendance of PP children is rising year on year.
- PP children have equal access to a range of trips, sports clubs and music tuition with transport provided by school and trips and lesson subsidised.
- PP children are supported by school to pursue extracurricular interest both within school and outside of school

We choose to spend our Pupil Premium money with 3 clear objectives in mind:

1. All Pupil Premium children should achieve at least as well as the other children in school and at least as well as other pupils nationally in all subjects.
2. School should seek to widen the horizons for pupil premium children by providing a range of sporting, musical, art and cultural activities that they would not otherwise have the opportunity to take part in.

3. School will support families financially with pupil premium money to ensure that their children can take part in a wide range of extra-curricular activities and trips where the cost would be prohibitive.

Challenges

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

Challenge number	Detail of challenge
1	Poor communication, language and literacy skills of children create a barrier to learning.
2	A lack of reading fluency in KS2 means that children not only require more support, but their range of vocabulary remains limited as does their writing. Evidence Nfer reading assessment scores.
3	Lower self-esteem and lower aspirations can impact negatively on attendance and academic achievement
4	Cost of pursuing extracurricular activities such as music tuition and sports outside of school is often prohibitive
5	Cultural Capital; despite achieving well academically, some children's access to the very best of what has been thought, said or done is limited.

Intended outcomes which we still aim for.

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.

Outcome	Success Criteria
Improved communication, language, and literacy skills.	Pupils demonstrate improved vocabulary and comprehension skills, as evidenced by diagnostic assessments.
Enhanced reading fluency and broader vocabulary in KS2.	Reading fluency scores improve, and writing demonstrates more sophisticated vocabulary use.
Increased self-esteem and aspirations among pupils.	Attendance data improves, and pupil voice reflects greater confidence and ambition.
Equal access to extracurricular activities and cultural enrichment.	Participation rates in extracurricular activities increase, supported by external funding or partnerships.
Broadened cultural capital through exposure to enriching experiences.	Pupils access a range of cultural, artistic, and historical activities, fostering curiosity and engagement.

Activity in this academic year

Teaching

Budgeted cost: £

- **Activity:** Implement high-quality teaching strategies that support all learners, including differentiated instruction and targeted questioning.
- **Evidence Base:** Education Endowment Foundation research on high-quality teaching as the most effective way to improve outcomes.
- **Challenges Addressed:** 1, 2, 3.

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

Budgeted cost:

- **Activity:** Organise peer reading programs and community-supported literacy interventions.
- **Evidence Base:** Research showing structured peer support boosts fluency and comprehension.
- **Challenges Addressed:** 1, 2.

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

- **Activity:** Establish partnerships with local charities and cultural organisations to subsidise extracurricular activities and trips.
- **Evidence Base:** Evidence shows broadening cultural capital improves educational outcomes and self-esteem.
- **Challenges Addressed:** 3, 4, 5.

Total budgeted cost:

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for Disadvantaged Pupils

- Attendance of disadvantaged pupils improved year-on-year.
- No significant difference in attainment between disadvantaged pupils and their peers.
- Disadvantaged pupils participated in subsidised trips, sports clubs, and music tuition, enriching their experiences.

Further information (optional)

- *To ensure readiness for potential future disadvantaged pupils:*
- *Staff will continue professional development through research-led appraisals, focusing on addressing barriers to learning.*
- *We will explore grants and local business partnerships to sustain enrichment opportunities for all pupils.*
- *Ongoing reflection and collaboration with families and the community will ensure our strategy remains relevant and impactful.*