

Pupil premium strategy statement

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 Primary School
Number of pupils in school	568 (495 YR-Y6)
Proportion (%) of pupil premium eligible pupils	139 28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Nikki Evans, Headteacher
Pupil premium lead	Sally Casemore, Deputy Headteacher
Governor / Trustee lead	James Kelly, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£186,345.00
Early Years Pupil Premium Funding	£10,125.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£196,470.00

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the governing body at Moseley Primary School accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We are aspirational for all our pupils and encourage each child to develop a love for learning and acquire the skills and abilities needed to fulfil their potential and as an adult finding employment.

Overcoming identified barriers to learning is central to our Pupil Premium use. We identify barriers that need to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly. We provide high-quality teaching, targeted academic support for pupils who are not making expected progress, as well as addressing non-academic barriers to attainment such as attendance, behaviour and social and emotional wellbeing.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background. Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read and write fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Focus on attendance to ensure children are in school to access the learning
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom

- Work together with families to ensure parents feel able to support their child/children with their education.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
3	Our assessments and observations indicate that disadvantaged children are significantly behind their peers in Reception – Year 2 in writing and reading.
4	Persistent absence data remains a concern for disadvantaged children with a gap of 11.8%. Concerns are predominantly around emotional regulation and school anxiety with girls.
5	Our disadvantaged children have limited life experiences which impacts on their understanding of the curriculum and wellbeing.

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
Improved oral language skills and vocabulary among disadvantaged pupils, particularly in Early Years.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. To identify pupils who may require Speech & Language support and provide one to one and small group sessions and these children reach a GLD through targeted intervention.
To narrow the attainment gap between disadvantaged and	Disadvantaged pupils achieve in line with non-disadvantaged pupils and are at least in line or better than disadvantaged children nationally in KS1.

<p>non-disadvantaged pupils in KS1.</p>	
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils and reduce the amount of persistent absence, particularly in girls.</p>	<p>Sustained high attendance from 2024-25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5% the percentage of all pupils who are persistently absent being below 10%
<p>Children have engaged with a wide range of curriculum and extra-curricular opportunities that support their academic and social development and help them to contextualise their learning.</p>	<p>High uptake of extracurricular activities by disadvantaged pupils.</p> <p>Disadvantaged pupils take part in Year 4 & 6 residential.</p> <p>Children can articulate how their emotional wellbeing is supported.</p> <p>Disadvantaged children are able to engage in home learning.</p>

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: £88,157.74

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>New assessment tracking (Sonar) to be introduced and used throughout the academic year. The focus will be on PITA (Point in Time Assessment).</p> <p>£8,673.74</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3,</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> <p>£17,263.00</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>Continue to use the DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>£5230</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>£4969</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>3</p>
<p>Delivery of high-quality foundation subjects, including music tuition for all pupils.</p> <p>Support for parents of disadvantaged pupils for trips including the Y4 & 6 residential.</p> <p>£52,022.00</p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments.</p> <p>Kindermusik, Orff and Kodaly methods of learning music have been shown to be effective on the cognitive development of young children.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Arts_Education_Review.pdf?v=1668002142</p>	<p>5</p>

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

Budgeted cost: £46,174.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more</p>	<p>2</p>

£11,775.20	effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	
Catch Up Programmes run by LSAs to support both academic progress and mental well being. £34,399.00	Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. Supporting resources: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	4

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

Budgeted cost: £44,321.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor to support children and families with a range of social and emotional issues. This will be through direct support but also through signposting to the correct agencies. £17,728.40	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year...Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. EEF Social and Emotional Learning.pdf (d2tic4wvo1iusb.cloudfront.net)	4 & 5
Rigorous monitoring of attendance, linked to external support ensures that attendance levels are high. Embedding principles of good practice set out in the DfE's https://www.gov.uk/government/publications/school-	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4

attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities advice. £26,592.60		
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Total budgeted cost: £178,652.94

Part B: Review of outcomes in the previous academic year (2024/25)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Improved oral language skills and vocabulary among disadvantaged pupils, particularly in Early Years.

In 2025 91.7% (10/12) of Pupil Premium children achieved a Good Level of Development (GLD) in Listening, Attention and Understanding (LAU). This is a rise of 35.4% from the previous year. In comparison 79.3% on non PP children achieved GLD in LAU. Little Wandle and Ready, Steady Write have had a meaningful impact on children.

Narrow the attainment gap between disadvantaged children and non-disadvantaged children in Years 2 & 6

Year 1	Pupil Premium (% in brackets indicates 2024 results)	Not Pupil Premium
Phonics	77% (71.2%)	94.7% (93.3%)
Year 2		
Phonics retakes	100% (100%)	85.7% (100%)
Reading	57.1% (50%)	56.3% (74.1%)
Writing	42.9% (40%)	43.8% (65.5%)
Maths	52.4% (40%)	45.3% (74.1%)
Combined R,W,M	42.9% (35%)	56.3% (63.3%)
Year 6		
Reading	(81.2%)	(84.1%)
Writing	(78.6%)	(79.5%)
SPAG	(75%)	(88.6%)
Maths	(81.2%)	(81.8%)
Combined R,W,M	(78.6%)	(72.7%)

Actions that need to be taken:

- a change in our phonics scheme to ensure greater consistency across R & Y1 and ensuring there is a greater link with matching reading books
- writing scheme that provides greater challenge for all pupils but with a focus on sentence accuracy

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

	Pupil Premium			Not Pupil Premium		
	2022-23	2023-24	2024-25	2022-23	2023-24	2024-25
Attendance	91.7%	93.9%	94.2%	93.2%	95%	95.7%
Persistent absence	29.8%	23.5%	15%	20.3%	11.8%	9.3%

There is a positive trend in the increase in overall attendance and a decrease in persistent absence making us broadly in line with national figures. We will continue to work with families that show a trend of poor attendance habits and will particularly focus on those children with poor attendance habits that are moving through to Year 1.

Children have engaged with a wide range of curriculum and extra-curricular opportunities that support their academic and social development and help them to contextualise their learning.

The school ensures that pupils are well prepared for life in modern Britain. They do this through a very well-developed curriculum. This curriculum is underpinned effectively by extensive opportunities for pupils to take part in clubs, trips and visits. Pupils value these opportunities and speak passionately about them.

In 2024/25 we trialled offering non-curriculum trips with a limited number of places eg watching Matilda in the West End. This proved popular with parents saying it gave children the opportunity to go to something that they could not afford to do as a whole family.

With trips becoming more expensive our offer in 2025/26 will change. Children will be offered:

- an educational visit in Coventry and one that is further afield
- a range of non-curriculum trips that parents can opt into for their children if they wish e.g. trip to London to see a musical, visit to see a pantomime

In 2024/25 we trialled Year 4 going on a residential. Over half of the children who participated in the residential had never been away from home. The trip was successful, with many children proud that they conquered some fears! This will continue to part of

our offer in 2025/26 and we will extend our offer to Year 3 with an overnight stay in the school.