Pupil premium strategy statement – Molescroft Primary School

October 2026 Review

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	422
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2024/25 2025/26 2026/27
Date this statement was published	December 2024
Date on which it will be reviewed	November 2027
Statement authorised by	
Pupil premium lead	Matthew Britton
Governor / Trustee lead	Gary Hughes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,980
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*	£72,980

Part A: Pupil premium strategy plan

Statement of intent

We aim to ensure that disadvantaged pupils at Molescroft Primary School receive as close to the same opportunities and start in life as those who are classified as without disadvantage. We acknowledge that the label of disadvantaged and its link with pupil premium eligibility is not exclusive and we ensure that all children, no matter what their status, are supported in the most appropriate way for the individual child. Every intervention and strategy used is tailored specifically to the individual and their impact is assessed based on value to the child.

Challenges

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

Challenge number	Detail of challenge
1	Pupils not school ready upon entry
2	Social and emotional challenges linked to attachment, trauma and stability
3	Structure, routines, organisation and resources at home.
4	Exposure to quality conversation and book talk.
5	Reading skills below the expected standard.
6	Children not exposed to wider opportunities including arts and sports

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
PP children identified ASAP on entry and supported fully in early language skills. Phonics success for all PP pupils.	Parents receive communication to ensure identification of PP children. Thorough transition discussion to identify specific needs on move from nursery to FS. Targeted support for PP children whose language skills are below the expected standard during FS. PP children pass phonics screener
PP children are fully supported with emotional, social and relationship challenges and given strategies to develop with strong emotional literacy.	Targeted and effective ELSA support groups / 1:1 programs to support children as needed. Lego Build to Express used by class TAs to support with low level relationship / emotional issues. Teachers and TAs trained in attachment and trauma and how to support children in these situations.
PP children improve their independent organisational skills both in and out of school	PP children have been offered breakfast club and tea club places where they can be supported with organisational skills. PP children have received targeted support with organisational skills including teaching of skills and techniques and provision of resources.
PP children have access to all appropriate resources and / or opportunities for ‘out of class’ learning.	PP children are provided with any resources necessary to improve learning at home or given alternative opportunities to access out of class time learning (eg: breakfast and tea club)
PP children demonstrating oracy skills at the expected standard.	PP children communicate with improved confidence using a wide range of appropriate vocabulary.
Narrowing the gap in reading ability between PP and non-PP children.	Lexia is being used for the recommended 3 x 20 minute sessions per week. Extra 1:1 focussed reading opportunities are being given to PP pupils as appropriate.
Children have maximised opportunities to engage in extra curricular arts and sport activity	PP children are receiving peripatetic music lessons, attending sports clubs and extra arts opportunities

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 60*,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school trauma informed behaviour policy embedding.		2
Whole school focus on TA training and management.	EEF evidence on effective use of teaching assistants.	4 and 5
TA support in every classroom enabling teacher to focus on those with most need.	*EEF evidence on quality first teaching.*	*1,4 and 5*

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

Budgeted cost: £11700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexia reading intervention *£1500*	EEF evidence on use of Lexia Core 5.	5
1:1 reading support sessions. FS / Y1 / Y2 and Y3 *£1800*	EEF evidence on 1:1 tuition.	1,4 and 5
Small group phonics FS / Y1 and Y2 *£1800*	EEF evidence on Small Group Tuition	1
Small group booster sessions in Y3/4/5 and 6 *£3600*	EEF evidence on Small Group Tuition.	4 and 5.
Introduction of Little Wandle Phonics scheme *£3000*	EEF evidence on high quality systematic phonics instruction	5

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

Budgeted cost: £ *8000*

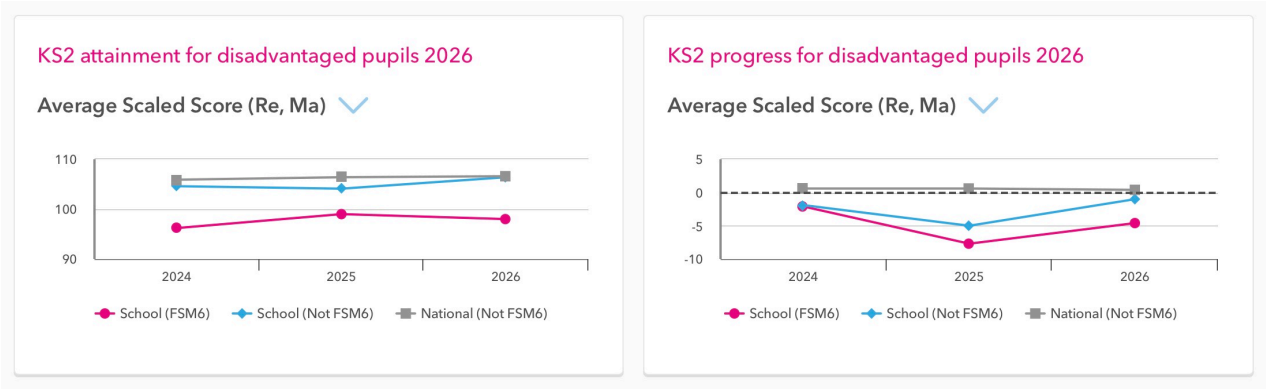
Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued development and targeted use of nurture spaces (The Pod and Nurture Room)	EEF evidence on Social and Emotional learning.	2
Provision of organisational resources for PP children who struggle with organising themselves.	EEF Evidence on parental engagement.	3
Breakfast and tea club places made available to PP children.		3
ELSA trained TAs to support with emotional and social needs	EEF evidence on Social and Emotional learning.	2
Payment of music lessons and sports clubs attendance for PP children		6

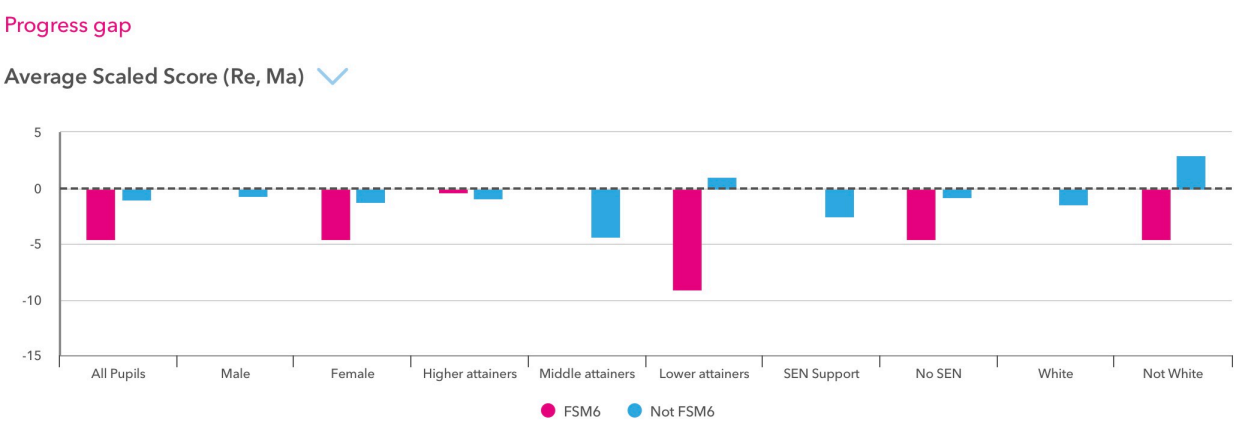
Total budgeted cost: £ 79,700

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The data below shows the performance of FSM6 compared to Not FSM6 children. The relatively small number of children make the accuracy and usefulness of this kind of data analysis very uncertain.





Attainment & progress

	Pupils			Attainment			Progress		
				Average Scaled Score (Re, Ma)			Average Scaled Score (Re, Ma)		
		FSM6	Not FSM6	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap
Summary	All Pupils	2	59	98	106.4 ↑	-8.4	-4.6	-1	-3.6
Gender	Male	-	30	-	106.3	-	-	-0.7	-
	Female	2	29	98	106.5	-8.5	-4.6	-1.2	-3.4
DFE Prior Attainment	Higher attainers	1	47	107	108.3	-1.3	-0.2	-0.9	0.7
	Middle attainers	-	5	-	98.8	-	-	-4.4	-
	Lower attainers	1	7	89	99.1	-10.1	-9.1	1	-10.1
SEN Group	SEN Support	-	6	-	101.8	-	-	-2.5	-
	No SEN	2	53	98	107	-9	-4.6	-0.8	-3.8
Ethnic Group	White	-	53	-	105.9	-	-	-1.4	-
	Not White	2	6	98	111	-13	-4.6	3	-7.6

We note by analysing our CPOMs data that the incidents of social and emotional concern continue to be high, which is the reason for one of our focus areas for this PP strategy.

We note from internal data that FSM and PLAC / LAC children achieve well in subjects other than the M/R/W, particularly in more creative subjects where the gap is greatly reduced.

Continued work is needed to improve the achievement of disadvantaged children; as a group their achievement is still lower than the non-pupil premium children. However, as we track achievement across the school we see the PP children as a group become more and more secure (or greater depth) from their starting points which demonstrates they are making good progress.

Externally provided programmes

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

Programme	Provider
Lexia Core 5 Reading	Lexia
Little Wandle Letters and Sounds	Little Wandle