

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium) funding for the 2025-26 academic year 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	Mowden Infant and Junior Schools
Number of pupils in school	Infants 171 Juniors 294
Proportion (%) of pupil premium eligible pupils	
Juniors	FSM 16.3% LAC 1.4% Service 1.7%
Infants	FSM 12.9% LAC 1.8% Service 0%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	Autumn 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Mrs Lexi Wilkinson (Headteacher)
Pupil premium lead	Mrs Lexi Wilkinson (Headteacher)
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Infants £14,993 Juniors £57,318
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	£72,311

Part A: Pupil premium strategy plan

Statement of intent

At Mowden Schools we see the raising of attainment for disadvantaged children as part of our commitment to help all children achieve their full potential by:

- Promoting an ethos of attainment of all children rather than stereotyping disadvantaged children as a group with less potential to succeed.
- Having individualised approaches to address barriers to learning at an early stage through intervention.
- Focusing on high quality teaching and effective deployment of staff to support disadvantaged children.
- Making decisions based on detailed data analysis and responding to evidence.

Challenges

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

Challenge number	Detail of challenge
1	Attainment Some disadvantaged children in all year groups will struggle to meet age related expectations in all areas.
2	Personal Development Some of our children have low levels of emotional resilience and lack strategies to help them manage their emotions. Some children have chaotic home lives and this affects their behaviour and their ability to learn.
3	Attendance Low attendance rates for some Pupil Premium children impacts on their learning. This means they are constantly having to catch up to their peers.
4	Reduced social and cultural capital Some of our children have limited experiences outside of school. This means that they are at a disadvantage when compared to some of their peers. They may not have the wider opportunities of other pupils and therefore, not access as many extra curricular activities.

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
Provide all children with high quality teaching and support to ensure progress in lessons.	The percentage of pupil premium children in all year groups meeting the expected standard in Reading, Writing and Maths will increase.
Provide bespoke interventions tailored to the needs of each cohort.	The percentage of pupil premium children in all year groups meeting the expected standard in Reading, Writing and Maths will increase.
Provide children with high quality feedback to ensure progress in lessons.	The percentage of pupil premium children in all year groups meeting the expected standard in Reading, Writing and Maths will increase.
Improve the behaviour, emotional wellbeing and mental health for children through use of an emotional literacy support assistant and a counsellor.	Feedback will demonstrate children's positive attitudes to learning and good behaviours.
Increase attendance rates.	The attendance rates for pupil premium children will improve.
Provide increased opportunities outside of school for children to engage in high quality activities.	An increasing amount of children will have access to after school activities.

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. Evidence from the EEF's Teaching and Learning Toolkit has been used where possible (see graphics), supplemented by additional research evidence as required.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers to allocate time across the day to be used for feedback to children (written and verbal) and for children to act upon this feedback.	Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+ 7 months). Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors. Feedback has effects across all age groups. EEF toolkit: Feedback - additional 6 month progress.	1
All children in EY / KS1 to receive daily phonics. Children at risk of falling behind to be offered small group / individual teacher / teaching assistant support. Budgeted in Teaching Assistants section	Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. There is some evidence that approaches informed by synthetic phonics (where the emphasis is on sounding out letters and blending sounds to form words) may be more beneficial than analytic approaches (where the sound/symbol relationship is inferred from identifying patterns and similarities by comparing several words). ELS is a DfE accredited systematic synthetic phonics programme EEF toolkit: Phonics - additional 5 month progress.	1
All children in Year 6 to receive offer of additional intervention (3 x 45 min sessions per week) Children at risk of falling behind to be offered small group / individual teaching assistant support.	Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. EEF toolkit: Small group tuition - additional 4 month progress	1

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children at risk of falling behind to be offered small group / individual teaching assistant support.</p> <p>1 x session per week for 30mins. Small group tuition.</p>	<p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p> <p>EEF Toolkit: teaching assistants – additional 4 month progress</p>	<p>1</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
A counsellor to provide tailored interventions / nurture programmes, which support children who have complex social and emotional issues.	<p>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>EEF Teaching and Learning Toolkit: Behaviour and Interventions - additional 4 months progress</p>	2,3
Two teaching assistants trained to deliver programmes, dependent on children's needs (ELSA – Emotional Literacy Support)	<p>The average impact of successful SEL interventions is an additional three months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important.</p> <p>EEF Teaching and Learning Toolkit: Social and Emotional Learning – additional 3 month progress</p>	2
Facilitate attendance meetings with SLT, admin lead and parents / carers (6x per year).	<p>The evidence about <i>how</i> to improve attainment by increasing parental engagement is mixed and much less conclusive. There are examples where combining parental engagement strategies with other interventions, such as extended early years provision, has not been associated with any additional educational benefit. This suggests that developing effective parental engagement to improve their children's attainment is challenging and needs careful monitoring and evaluation.</p> <p>There is some evidence that supporting parents with their first child will have benefits for siblings. Parents' aspirations also appear to be important for pupil outcomes, although there is limited evidence to show that intervening to change parents' aspirations will raise their children's aspirations and achievement over the longer term.</p> <p>EEF teaching and learning toolkit: Parental engagement – additional 4 month progress.</p>	3

<p>School to fund sessions for children to attend after school / enrichment activities:</p> <ul style="list-style-type: none"> *Football sessions *Choir *Multi-skills club *STEM activities *Robotics competition *Theatre visit *School residential 	<p>Improved outcomes have been identified in English, mathematics and science. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>EEF Teaching and Learning Toolkit: Arts Participation – additional 3 months progress</p> <p>Participating in sports and physical activity is likely to have wider health and social benefits. There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</p> <p>EEF Teaching and Learning Toolkit: Physical activity– additional 2 month progress</p>	3,4
<p>Contribution to outdoor play and learning new resources.</p>	<p>Participating in sports and physical activity is likely to have wider health and social benefits. There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</p> <p>EEF Teaching and Learning Toolkit: Physical activity– additional 2 month progress</p>	3,4

Total budgeted cost: £ 72,311

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024-25 academic year.

- In Reception, 40% disadvantaged children both achieved the ‘good level of development’ (51% national)
- In Year 1, 100% of disadvantaged children achieved the expected standard in phonics.
- In Year 6, 55.6% of the disadvantaged children achieved the expected standard or higher in all subjects (47.5% national)

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Essential Spelling and Word Knowledge	Oxford Owl