

Motcombe School



## **Pupil Premium Strategy Statement**

**2026-2027**

## 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	Motcombe Infant School
Number of pupils in school	224
Proportion (%) of pupil premium eligible pupils	24.55%
Academic year/years that our current pupil premium strategy plan covers	2026-2027
Date this statement was published	April 2026
Date on which it will be reviewed	April 2027
Statement authorised by	Tracy Robinson Headteacher
Pupil Premium lead	Jo Ansell Inclusion Leader
Governor lead	Jo Ansell

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,210
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£73,210

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to ensure that our pupils are not disadvantaged as a result of their socioeconomic context. We could also consider the challenges faced by vulnerable children such as those who have a social worker or pupils who are young carers. We believe that with the correct support, the attainment gaps between disadvantaged and/or vulnerable pupils and their non-disadvantaged peers nationally will be significantly reduced.

Our ultimate objectives are for **all** pupils to

- achieve academic confidence
- maintain physical health
- develop mental strength through resilience
- make safe and sensible choices
- show kindness

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged and vulnerable pupils require the most support.

Being an infant school the focus is on speech and language, communication and reading as these are integral skills that enable access to the wider curriculum for all.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.
2	Our assessments and observations indicate that the education and wellbeing of some of our disadvantaged pupils have been impacted by poor mental health.

## 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 outcomes from the SDP	Success criteria
Improved oral language and extended vocabulary at the end of FS (and Y1 for this year)	
Improved phonics attainment for disadvantaged pupils in Y2 and Y1	
Improved reading attainment at the end of KS1	
Improved maths attainment at the end of KS1	
Improved writing attainment at the end of KS1	
Improved GLD at the end of FS	
To achieve and sustain improved wellbeing for all pupils in our school, particularly disadvantaged pupils	

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Flexible Teaching Assistant support deployed where needed	Children enter school with a broader range of needs than in previous years so bespoke support is more successful than class based Teaching Assistants	1 & 2
Emotional Wellbeing Practitioner supporting individual children and small groups	Children are emotionally better able to access learning	2
Play Therapy support for individual children	Children are emotionally better able to access learning	2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Speedy' interventions (including NELI) 4 sessions per week in KS1	Targeted intervention that is regular and repetitive suits the age and disposition of our young children	1 & 2

**Total budgeted cost: £ 79,701**