Pupil premium strategy statement – Moulsham High School

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	1639
Proportion (%) of pupil premium eligible pupils	12%
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)**	We have a 3-year plan but have reviewed this for 2026-7.
Date this statement was published	November 19th 2026
Date on which it will be reviewed	July 2027
Statement authorised by	LGC/Bridge Academy Trust
Pupil premium lead	Lauren Peach
Governor / Trustee lead	Tracey Price

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£192,492
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*	£192,492

Part A: Pupil premium strategy plan

Statement of intent

We strive to ensure that Pupil Premium eligible students can access all the benefits of attending Moulsham High School, a high performing school. Our Pupil Premium Strategy aligns closely with our Inclusion Strategy and the Inclusion Golden Thread that runs through everything we do. We believe that Pupil Premium Eligible students, like every other learner, should feel safe, valued, respected and able to achieve their full potential, both academically and personally. Therefore, we do not simply offer Pupil Premium Eligible students the same opportunities as all other students; we ensure that their barriers are removed so that they can also achieve, thrive and feel a sense of belonging.

Pupil Premium Eligible students have a high profile within the school. This is reflected in the Pupil Premium Lead being a member of the School Leadership Team. Our inclusive approach has reaped great rewards. These include sustained, high levels of achievement, with both Attainment 8 and Progress 8 being consistently above Essex and National Averages. Our strategy plan for 2026-7 continues to focus on areas of high impact: outcomes; securing foundational knowledge; persistent absence and raising aspirations for any Pupil Premium Eligible students at risk of being NEET. These areas align very closely with our School Improvement Priorities 2026-7.

Our Strategy Plan will be further enhanced by an even more sustained and coherent professional learning programme for staff which is of high quality and evidence informed. Our Strategy Plan continues to be underpinned by rigorous monitoring and evaluation (learning walks/book checks/student voice/subject reviews) and is a standing item on all SLT, Golden Thread and SLT/Heads of Faculty meetings.

Challenges

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

Challenge number	Detail of challenge
1 (SDP Priority 1)	Closing the gap between the attainment and progress of Pupil Premium eligible students and their peers even further, particularly when some Pupil Premium eligible students have significant external barriers to their learning.

2 (SDP Priorities 3/6)	Increasing the momentum of an even more coherent programme of professional learning opportunities for staff so that whole school practice in implementing research informed Pupil Premium Eligible teaching and learning strategies at KS3 and KS4 is even more consistent.
3 (SDP Priorities 1/3)	Securing even stronger foundations in language and vocabulary (both spoken and written), reading competency, accurate spelling, legible and fluent handwriting and mathematical knowledge for those Pupil Premium Eligible students in KS3 and KS4 who face exceptional challenges in accessing the curriculum.
4 (SDP Priority 4)	Reducing the overall persistent absence of Pupil Premium Eligible students even further so that the gap with that of non-Pupil Premium Eligible students continues to narrow.
5 (SDP Priority 5)	Using the Enrichment benchmarks, further increasing the cultural capital of Pupil Premium Eligible students by gaining their participation in an even wider range of experiences, enrichment activities and leadership opportunities.

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
Pupil Premium Eligible students' attainment and progress remain positive and 2025-6's gap with non-PP students narrows. (SDP priority 1)	Attainment 8 is above Essex and national averages. Progress 8 is positive. The gap between the A8 scores of PPG and non- PPG students is smaller than 14.0 The gap between the P8 scores of PPG and non-PPG students is smaller than -0.21.
All training events in the school's Professional Learning programme have a PPG lens, even if this is not the training's focus and this supports all staff in implementing Pupil Premium eligible teaching and learning strategies even more consistently. (SDP Priorities 3/6)	Professional Learning programme resources show that each training event has had a PPG lens. Staff voice agrees that the Professional Leaning programme has supported their implementation of Pupil Premium Eligible teaching and learning strategies. Progress Teaching data shows that Pupil Premium Eligible teaching and learning strategies are effective across the school.
A higher % of KS3 and KS4 Pupil Premium Eligible students have secured even stronger foundations in reading competency, accurate spelling, legible and	A higher % of KS3 and KS4 Pupil Premium eligible students have a standardised reading score of 90+ than in September 2026.

fluent handwriting and mathematical knowledge than was the case in September 2026. (SDP Priorities 1/3)	A higher % of KS3 and KS4 Pupil Premium eligible students have a standardised spelling score of 90+ than in September 2026. All Pupil Premium eligible students identified for handwriting intervention have completed this successfully. End of year current grades in Years 7-10 and G.C.S.E. results in maths show that all KS3 and KS4 Pupil Premium Eligible students who had maths intervention have made good progress from their September 2026 starting points.
Reduction in the overall persistent absence of Pupil Premium Eligible students from 2025-6 so that the gap has narrowed even further with that of non-Pupil Premium Eligible students. (SDP Priority 4)	The overall persistent absence of Pupil Premium Eligible students is lower than in 2025-6 and the gap with the overall Persistent Absence of non-Pupil Premium Eligible students has narrowed.
Using the Enrichment Benchmarks, further development of the cultural capital of Pupil Premium Eligible students by further increasing their participation in an even wider range of experiences, enrichment activities and leadership opportunities. (SDP Priority 5).	Participation data shows that an even higher % Pupil Premium Eligible students have participated in cultural capital experiences, enrichment activities and leadership opportunities. The enrichment programme shows that some activities/opportunities are new, adding to the school's offer within the Enrichment Benchmarks.

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: £ 70, 386

Activity	Evidence that supports this approach	Challenge number(s) addressed
The school's professional learning programme and staff briefings contain even more regular opportunities for staff	**EEF Pupil Premium Guide**: 'Do ensure that professional development is an ongoing process…Don't treat professional development as a 'one-off event' such as one PD Day in September.'	1,2.

to further develop their practice in implementing research informed Pupil Premium Eligible teaching and learning strategies at KS3 and KS4.	**EEF Effective Professional Development Guidance Report.** **EEF Teaching and Learning Toolkit**.	
Case sampling is a more firmly embedded means of quality assuring the learning experience of Pupil Premium Eligible students and accurately identifies what is working well and areas for further development.	**EEF Pupil Premium Guide.**	1,2,3.
Teachers will have an even greater awareness that they are responsible for the outcomes of PPG students. The progress and attainment of PPG students will continue to be tracked and monitored through microscopic data analysis by Heads of Faculty, PPG Lead and SLT. Analysis will inform timely and appropriate interventions. The PPG Lead will continue to attend 'Progress 8', Year 11 and Head of Faculty meetings to ensure that timely, appropriate interventions are implemented for individuals and/or groups of students and	**EEF Pupil Premium Guide: High Quality Teaching.'** 'The foundation of a successful school is having an effective teacher in every classroom. This ensures teachers can promote significant progress of all students, including Pupil Premium students.'	1

communicate key messages/information.		
Students will continue to be regularly assessed in their reading, with their starting points identified in Year 7, intervention put in place for 'red' and 'orange' readers and its impact evaluated.	'Disadvantaged students generally have lower literacy levels than their peers on entry to Year 7. This is evident through KS2 data, NGRT assessments and through discussion with students. This impacts their progress across the curriculum.' **EEF 'Reading Comprehension Strategies'.**	1,3
The Reading Strategy will continue to provide intervention for Pupil Premium Eligible students across Years 7-11 who need support in improving their reading scaled scores. Progress will be monitored and evaluated to inform further intervention. The reading strategy will also continue to promote and create opportunities for students to develop an enthusiasm for reading for pleasure.	'Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject'. **'EEF Improving Literacy in Secondary Schools.'**	1, 3.
The Spelling Strategy will continue to provide intervention for Pupil Premium Eligible students across Years 7-11 who need support in improving their scaled spelling scores. Progress will be monitored and evaluated to inform further intervention.	'Spelling is not a bolt-on … the language of each subject needs to be taught explicitly, not assumed, including teaching word meanings and supporting pupils to understand how words are constructed. This is where spelling becomes particularly important.' **Essex Research School: 'Spell It Like It Is' (2026).** **EEF: 'Improving Literacy in Schools.'**	1, 3.
The Handwriting Strategy will continue to provide intervention for Pupil Premium Eligible students across Years 7-11 who	'Handwriting is a crucial component of literacy.' **National Handwriting Association.**	1, 3.

need support in improving their legibility. Progress will be monitored and evaluated to inform further intervention.		
KS3 numeracy lessons will continue to provide intervention for Pupil Premium Eligible students across Years 7-9 who need support in improving their mathematical knowledge and skills. Progress will be monitored and evaluated to inform further intervention.	**'Improving Maths at KS2 And KS3.' EEF Guidance Report.**	3

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

Budgeted cost: £29, 380

Activity	Evidence that supports this approach	Challenge number(s) addressed
School led, tutor academic intervention – 1:1 or small group in English and/or Maths PetXi/Impress the Examiner revision sessions (October half-term, February half-term, Easter and May half term) in addition to those offered by school staff. 1:1 online tuition in English and/or Maths – MyTutor	'Intervention and tuition targeted at specific needs and knowledge gaps. Effective method to support low attaining students or those from a disadvantage background. ' **EEF One to one tuition/ EEF Small group tuition.**	1, 3.
To monitor and maintain uptake of Pupil Premium Eligible	'Attending revision sessions gives students more time with their subject	1,3.

students who attend 'Period 6' after-school and holiday revision sessions and provide them with any support required to allow them to participate.	teachers, to overcome knowledge and skills gaps'. **EEF Extending School Time.**	
KS3 Breakfast Book Club and Reading Intervention Mentors will continue to support KS3 students in increasing their reading competency.	'Mentoring will help to build confidence and relationships, to develop resilience and character, or raise aspirations. Specially trained reading mentors will also support with reading progress.' **EEF Mentoring.**	3
Sixth Form academic mentoring programme will continue supporting KS4 students in making progress across the curriculum.	Mentoring will help support: academic progress; build confidence and relationships; develop resilience and character and raise aspirations.' **EEF Mentoring**	1, 4, 5
Years 8-9: Brilliant Club. PhD researchers support students to access the most competitive universities, succeed in those settings, and raise aspirations.	'Only 1 in 50 of the most disadvantaged pupils progress to higher education, compared to 1 in 4 of the most advantaged.' **UCAS Equality and Entry Rates**	5

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

Budgeted cost: £ 92,726

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to promote participation in enrichment activities to	Experience shows that individual conversations with students are the best way to overcome barriers to	5

ensure that an even higher number of Pupil Premium Eligible students are represented in all activities, trips and student leadership roles. To continue to make funds available to support trips, D of E, music lessons etc.	enrichment activities. These conversations take place during form mentoring sessions and PPG Lead mentoring sessions with selected Pupil Premium Eligible students. **EEF Teaching and Learning Toolkit: Arts participation. EEF Teaching and Learning Toolkit: Physical activity.**	
Host events which allow parents/carers to meet in school to discuss their child's attainment and progress, and strategies that can improve these: 'Revise with Your Child' at KS4, Parents' evenings, Mini Progress meetings, Key to Success evenings.	'Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.' **EEF Parental Engagement.**	1, 2, 4.
Direct financial support: poverty proofing.	Uniform. Subject specific resources and revision materials. Transport.	1,3,4,5.
Pupil Premium Lead fortnightly meetings with the Attendance Officer to monitor attendance and address individual attendance concerns. Work alongside the relevant Standards and Progress Leader, pastoral teams and attendance team to plan and deliver appropriate interventions that will support in improving attendance (e.g. parental engagement, transport support, academic support).	To have high expectations for attendance which are clearly communicated to and understood by staff, pupils, and parents/carers. **DfE Improving School Attendance July 2026**	1,4.

Praise and reward Pupil Premium Eligible students to celebrate good and/or improved attendance.		
Pupil Premium Lead small group/1:1 interviews with Pupil Premium Eligible students to determine if they feel supported academically and pastorally and identify any further barriers to well-being/learning. Raise aspirations for Pupil Premium Eligible students through having 1:1 interviews with those in Years 11 and 9 to discuss and plan for next steps (destinations and options). Pupil Premium Lead directly contacts most vulnerable families in advance of an event (parents evening, etc.) to ensure they attend.	'Disadvantaged pupils often achieve less academically, but aspirations are similar across groups. Attainment gaps stem from achievement, not ambition, so schools should avoid generalisations. Raising aspirations alone is ineffective; teacher expectations and academic support are key'. **EEF Aspiration Interventions**	1, 3, 4, 5.
Monitor Pupil Premium Eligible students' participation in enrichment activities and trips/visits. Pupil Premium Lead works closely with students and their families to remove barriers that may be stopping them attending extra-curricular and other enrichment activities. Continue weekly 'enrichment' advertisements to students and parents	'Enrichment offers motivate some pupils to attend school and are often used by schools to encourage or reward attendance. They provide valuable opportunities that disadvantaged pupils may otherwise lack, helping to reduce inequalities while supporting engagement, wellbeing, and participation in school life.' **Centre for Young Lives: 'Beyond the Classroom.'**	4,5.

to help increase uptake. Celebration/ acknowledgement of student success across all areas of school life through letters of commendation, incentives/rewards.		
Provide all KS3 Pupil Premium Eligible students with new sports leadership activities as they become local Sports Leaders.	'Student leadership boosts engagement, builds key skills, strengthens school community ties, improves school culture, and empow ers student voice to tackle inequality.' **SSAT Championing Student Leadership**	5
All Year 10 and 11 Pupil Premium Eligible students receive independent careers interviews, raising aspirations if applicable. Pupil Premium Eligible students have 1:1 guidance as priority learners. Pupil Premium Eligible students encouraged to participate in careers 'Lunch and Learn' which runs every 3 weeks and provides more meaningful encounters with employers, including from our Alumni. Explore new opportunities for Pupil Premium Eligible students to have even more meaningful encounters about careers.	'High-quality careers education can make a real difference to academic, social and economic outcomes.' **EEF Blog**	5.

Total budgeted cost: £ 192, 492.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged students during the 2025-6 academic year using provisional KS4 performance data and our internal data. For 2025-6 our internal Proxy Progress 8 score for our disadvantaged students was +0.27. Our provisional Attainment 8 score was 42.51 (Essex average: 34.0). Our disadvantaged students achieved 53% 4 + English and maths (Essex average: 40.4). They also achieved 31.4% 5+ English and maths (Essex average 23.3%). See DfE guidance for more information about performance measures.

Key Stage 4 data and our internal assessments suggest that the progress and attainment of the school's disadvantaged students in 2025-6 was in line with expectation. All disadvantaged students achieved 8 or more G.C.S.E.s or their equivalents.

However, after four years of narrowing the gap between the Attainment 8 scores of our disadvantaged and non-disadvantaged students (2022: -8.36, 2023: -5.87, 2024: -5.8, 2025: - 4.19), this widened to -15.69 in 2026. We would note that the number of disadvantaged students in 2026 (34) was lower than in 2025 (43). Therefore in 2026, each disadvantaged student had a greater statistical significance than in 2025. Our analysis of 2026's data also shows that another reason contributing to the wider gap were the greater % of disadvantaged students who were low prior attainers as identified by our Year 7 baseline assessments. 32.4% of all Year 11 Pupil Premium Eligible students were low prior attainers in 2026 compared to 2.3% in 2025. The 2026 Year 11 cohort also included a higher percentage of disadvantaged students with significant external barriers to their well-being (29.4%) than in 2025 (16.3%).

KS3 Maths/English

Pupil Premium Eligible pupils are making positive progress towards their academic targets. Based on Summer 2025 internal working at grades, the percentage in Year 7 working at or above expectation from their starting points was 95.3% in English and 93% in maths. Year 8: 96% in English, 81% in maths. Year 9: 92% in English, 76% in maths. Year 10: 88% in English, 90% in maths.

Whole School Awareness

Consistent and effective use of the 'PP123 456' whole-school teaching and learning strategy is firmly embedded across the school. This is evidenced through learning walks, subject reviews and student and staff voice. 100% of staff surveyed agreed or strongly agreed that they understand the school's Pupil Premium Strategy along with 100% of students feeling supported in school, demonstrating a consistent whole-school approach to supporting disadvantaged pupils. Learning Walk data shows that over three quarters of lessons observed were either effective or highly effective in using the whole school strategy.

Reading

Reading outcomes for disadvantaged pupils continue to improve. In 2025/26, we moved from reporting reading ages to using standardised scores, providing a more consistent and evidence-informed approach to measuring reading attainment and progress. At the end of 2025/26, 88.2% of PPG pupils who completed the assessment achieved a standardised score of 90 or above, compared with 81.3% at the start of the academic year. This represents a positive increase of 6.9 percentage points across the year. The average standardised score for Pupil Premium Eligible pupils was 103.2, demonstrating that, on average, disadvantaged pupils are performing securely within the expected range. This positive performance sits alongside an average score of 111 for non-Pupil Premium Eligible pupils and reflects the continued impact of the school's strategic focus on reading and targeted support for disadvantaged pupils.

Attendance

Attendance continues to be a key focus for Pupil Premium Eligible pupils, supported through the school's attendance strategies and targeted support. Our ISDR shows that the attendance of FSM eligible students was above national average for the first 5 half-terms of 2025-6.

Personal Development

Pupil Premium Eligible participation in enrichment has strengthened significantly, with 77.2% of Pupil Premium Eligible students attending an extracurricular club during the Summer Term of 2025-6, compared with 60.6% in the previous term and 53.7% in the Autumn. This improvement reflects the positive impact of increased promotion through form time, targeted conversations with students and communication with parents. Engagement with the Moulsham Award also demonstrates Pupil Premium Eligible participation in wider character development, with 65 students achieving Bronze, 24 achieving Silver and 8 achieving Gold. Year 8 shows particularly strong engagement, with 53.7% of Pupil Premium Eligible students achieving Bronze, 31.7% Silver and 14.6% Gold.

A total of 14 whole-school careers events were delivered in 2025-6 (an increase from 11 in 2024/25). These included mock interviews, careers fairs, CV workshops, employer-led sessions (e.g. BAE), and DWP workshops for Years 7–9. Therefore, the number of opportunities that our Pupil Premium Eligible students could participate in rose. Targeted support has ensured full compliance with statutory guidance for vulnerable learners: 100% of Year 11 SEND and 100% of Year 11 Pupil Premium students received 1:1 career guidance. A total of 25 Lunch and Learn sessions were delivered (up from 15 in 2024/25), with 392 students attending. Participation reflects the diversity of the school population, indicating equitable access. Impact data from the sample of 67 Pupil Premium Eligible students who attended at least one session shows:

92% improved their understanding of career pathways; 88% felt sessions supported their career thinking and 97% found sessions relevant and engaging.

A total of 751 students completed the Future Skills questionnaire, 83 of whom were Pupil Premium Eligible:

Key findings from KS3 (495 students – 62 PP) include:
- 94% reported learning about careers beyond their family experience
- 91% gained ideas about future careers

Key findings from KS4 (152 students - 21PP) include:
- 98% reported learning about different careers
- 89% understood the impact of education on careers
- 84% felt supported in making career decisions
- 82% understood the skills employers require

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
MyTutor: Online Tutoring	MyTutor
Impress the Examiner	Impress Education
PET-Xi	PET-Xi Training Ltd
Dee Bleakley: Speaker/Mindset Coach	Dee Bleakley
The Brillant Club	The Brilliant Club Programme
Mr Beezy: Motivational Speaker	Mr Beezy Ltd

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.