

Pupil premium strategy statement – Moseley Park

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	926
Proportion (%) of pupil premium eligible pupils	48.9% of students from Year 7 to 11 are eligible for pupil premium funding
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)	2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	Termly
Statement authorised by	Mrs G Holloway
Pupil premium lead	Mrs J Hollinshead
Governor / Trustee lead	Mr D Selkirk

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£486,975
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£486,975

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to improve the academic outcomes and close the achievement gap for disadvantaged students in order for their long- term opportunities and aspirations to be fulfilled.

With outcomes which compare favourably with all students nationally at this stage, we aim to close the in-school gap between disadvantaged and non-disadvantaged students.

It is important to consider the context of our school and the consequent challenges our families face when deciding how to allocate our pupil premium funding whilst also using the EEF research to inform our judgements. There are a range of barriers that prevent disadvantaged pupils from making similar progress and attainment to others. These include weak language skills, parental support and knowledge, attendance and punctuality and sometimes, a general lack of life experiences.

It is our aim to ensure that all of our pupils have access to a high-quality curriculum and that this allows them to become knowledgeable and confident learners.

Principals

- To ensure all pupils have access to high-quality teaching and learning opportunities that meet the needs of all pupils.
- To continuously develop a curriculum that is based on the National Curriculum for KS3 and KS4 and is subject based. The curriculum is developed by understanding how children learn and how that knowledge is committed to long term memory. Where appropriate, the curriculum takes account of the needs of our localised community and is underpinned by research.
- To develop the whole child: intellectually, physically, emotionally and socially. This is achieved both in the classroom and through a wide range of activities outside of the classroom.
- Not all pupils who are socially disadvantaged are registered or qualify for FSM's. We therefore may use PP funding to support any pupil or groups of pupils that we have identified as being socially disadvantaged.

Demography and School Context

Moseley Park is located in Bilston, in Wolverhampton and we serve a diverse population.

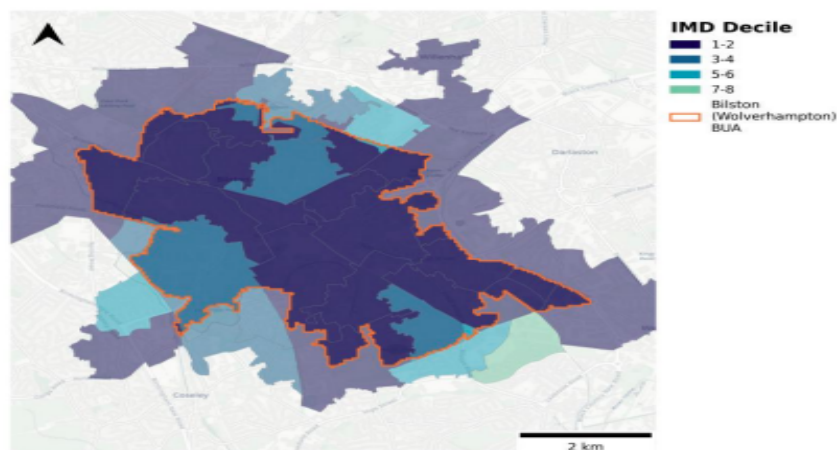
The map below displays the 'Lower Super Output Areas' (LSOAs). The LSOAs are colour coded according to which national decile they belong to. Decile 1 being the most deprived and decile 10 being the least deprived. The majority of Bilston and the areas nearest Moseley Park are in decile 1, meaning the most deprived.

On the second diagram, it is clear to see that over 70% of people living in Bilston are in the most deprived 10% of the country. This includes in terms of education and training, income and employment.

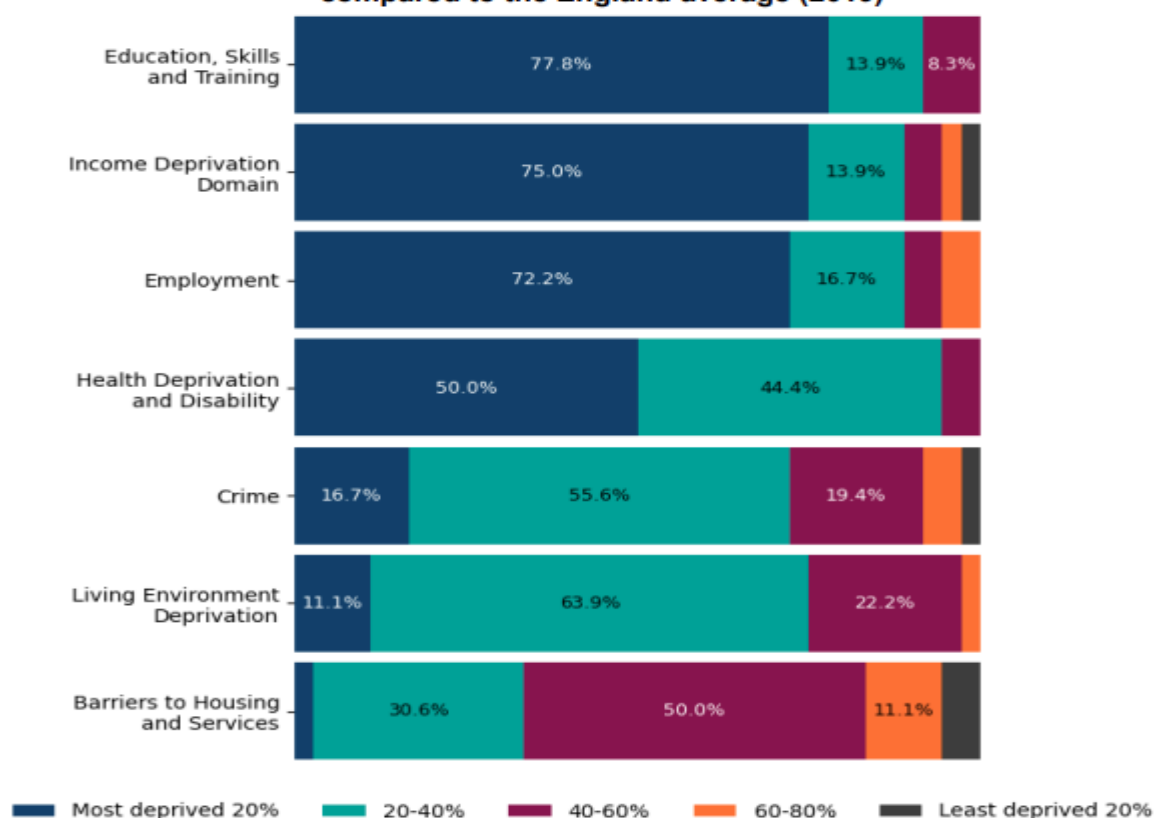
Headlines:

- In 2019, **over 70% of LSOAs in Bilston (Wolverhampton) were in the top 20% most deprived in England in terms of Education, Skills and Training, Income Deprivation Domain, and Employment.**
- **Education, Skills and Training (36.1%), Income Deprivation Domain (36.1%) and Employment (27.8%)** were the domains that had the largest proportion of Bilston (Wolverhampton)'s LSOAs in the **top 10% most deprived in England.**
- In 2022-23, **39.3%** of under-16s in Bilston (Wolverhampton) lived in **relative low income families**. This is higher than the England (21.3%) average.

Deprivation levels across LSOAs within Bilston (Wolverhampton) by decile (2019)
(Decile 1 = Top 10% most deprived in England)



Deprivation levels (%) across LSOAs within Bilston (Wolverhampton), compared to the England average (2019)



Source: [MHCLG IMD, 2019](#)

Note: Missing labels on the bars represent a percentage of less than 7%.

Note: All LSOAs that fall within the BUA boundary are included in the overall BUA calculations. This includes LSOAs that fall partly outside the boundary.

Challenges

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

Challenge number	Detail of challenge
1	Curriculum Engagement and Curiosity of Learning Disadvantaged students struggle to engage with the curriculum in the way that their peers may because of literacy (70.1% PP pupils in year 7 are below expected reading age with an average reading age of 8 years and 7 months on entry to year 7) and numeracy barriers; lack of cultural capital to contextualise their learning and lack of resources and access to wider support. SEND data shows that disadvantaged pupils are more likely to have identified additional needs than their non-disadvantaged peers. This highlights the importance of early intervention in the classroom and by the SENCO to ensure that the needs of every pupil are met. Differentiated and bespoke responses to these needs helps to allow each pupil to

	access the KS3 and KS4 curriculum and foster a curiosity of learning across the curriculum. Whole school literacy intervention is necessary as well as focused intervention with targeted groups of KS3 pupils to raise reading ages and the pupils' ability to access the curriculum.
2	Wellbeing The wellbeing of disadvantaged is a challenge which manifests itself as lower motivation, poor resilience and lack of confidence and self esteem. This is an ongoing issue that is supported with student mentoring, external workshops, a comprehensive and reactive PSHE curriculum, national school breakfast programme and ELSA counselling (Mental Health). This is all supported by an highly effective pastoral team. Pupil progress and attainment is directly linked to SEMH and this is particularly important to address at KS3 and KS4 transitions. It is also important to have strong links and relationships with parents/carers and external providers.
3	Low Aspirations, Cultural Capital Poverty Disadvantaged students are less aware of possible pathways than their peers which may include access to further and higher education, vocational routes and increased social mobility. Some disadvantaged pupils have more limited cultural capital, which impacts their ability to draw on prior experiences to support and deepen their learning. As a result, pupils may find it harder to make connections, apply knowledge across contexts and engage fully with the curriculum. Providing rich, purposeful experiences -both within and beyond the classroom -is therefore essential in broadening pupils' experiences, strengthening their background knowledge and enabling them to access learning with greater confidence and independence. Ensuring pupils are given meaningful opportunities to build cultural capital and apply new knowledge is a key priority in supporting improved engagement and learning outcomes.
4	Attendance and Punctuality The attendance of disadvantaged students is generally lower than that of their peers and as a result, progress and attainment are at risk because of missed learning experiences. However, in the period of 2024/25, whole school attendance was 92.3% compared to national of 91.9%. This is despite having 51% of the cohort being FSM. FSM pupils who are persistently absent (PA) are significantly better than national (26.3% compared to 36.7%). This data reflects the impact of strategies such as first-day calls and regular parental support, which have helped families engage more consistently with school. Consistent attendance is essential for pupils to access high-quality teaching, benefit from enrichment opportunities, and build the knowledge and skills needed to be successful learners. Continued focus on attendance remains a priority to ensure all pupils, particularly those who are disadvantaged, can fully engage with the curriculum and maximise their learning over time.

5	Financial Capital and Careers Education Many of our disadvantaged pupils have limited knowledge of careers and financial literacy, which can restrict their understanding of future opportunities and life choices. In response, we have prioritised activities and experiences that broaden pupils' knowledge of careers, personal finance and independent decision-making, helping them to develop essential skills for adulthood using the Gatsby Benchmarks and Unifrog. This has allowed each pupil to access careers information that can be tailored to their interests and skills. Pupils have also had the opportunity to attend regular careers talks from external providers (only those relevant to their interests and aspirations). By embedding financial literacy and career awareness across the curriculum, we aim to improve pupils' confidence, aspiration, and long-term life chances, ensuring they are better equipped to make informed choices as they progress through school and beyond.
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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
The outcomes for disadvantaged students continue to improve	To improve upon the following data: Progress 8 The 2024 disadvantaged cohort was 0.04 compared to -0.57 nationally. The value added outcomes for disadvantaged pupils are a significant strength. Progress 8 data strongly evidences a curriculum and teaching model that adds a significant value, especially for disadvantaged pupils. Attainment 8 In 2025 attainment 8 is 39.1 for disadvantaged pupils which is above national of 34.9. Figures of 5+ in English and maths are close to national (24.2% compared to 25.6%).
The Literacy Programme	To reduce the proportion of Pupil Premium students significantly below age related reading expectations. To reduce the proportion of Pupil premium students who have difficulty accessing the wider curriculum due to reading and comprehension barriers. To implement a SSP Phonics programme within our Year 7 curriculum to

	support pupil premium students with reading difficulties. Develop a wider love of reading within the school (use of the school library with regular new materials provided by the Rotary Club).
The quality of classroom provision continues to improve	The proportion of effective and highly effective learning experiences continues to improve. Teachers and all support staff are fully informed of the strategies to deliver effectively for disadvantaged students. CPD and strategies for improvement is strategically based on national and international research (EEF and Walkthru). Provision for disadvantaged students is explicitly evident in quality assurance feedback, raising attainment meetings and curriculum planning.
The wellbeing of students is fully supported	Pupil Premium students report high levels of wellbeing in school surveys. Students receive effective pastoral care which meets their needs throughout their school career. Pupil Premium students are exposed to other adults and experiences which support their resilience, motivation and long term aspirations and careers.
Destinations for disadvantaged students shows ambition	The curriculum choices at Year 9 and Year 12 for Pupil premium students are informed by ambitious destinations. The proportion of students applying to Russell Group universities and for Level 3 qualifications continues to increase. The proportion of students applying to higher level apprenticeships continues to rise.
The attendance of disadvantaged students continues to improve	Attendance is above the national average for disadvantaged students. The in-school gap in attendance has closed. In the period of 2024/25, whole school attendance was 92.3% compared to national of 91.9%. This is despite having 51% of the cohort being FSM. FSM pupils who are persistently absent (PA) are significantly better than national (26.3% compared to 36.7%).

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: £292,185

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of National College webinars to ensure all colleagues are receiving on going T&L CPD	Covering a wide range of the EEF strategies to raise attainment. https://www.wcpp.org.uk/publication/the-role-of-cpd-in-closing-the-attainment-gap/role-of-cpd-in-closing-the-attainment-gap/ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 2, 3 and 4
Wide use of additional teaching staff in all subject areas to support planning, delivery and assessment	Supports the EEF identified strategies of: - Individualised instruction - Feedback - Mentoring - Small group tuition - One to one tuition - Reducing class sizes Additional staff in core subjects: English, maths and science. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1 and 2
Wide use of learning support assistants across the curriculum and	Supports the EEF identified strategies of: - Small group tuition - Mentoring - Use of teaching assistant	1 and 2

ability group-ings	Additional LSA's appointed in support of PP progress – lesson support and mentoring. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	
Literacy Interventions	Supports the EEF identified strategies for 7 pillars of Literacy: Staff instruction and CPD Student Interventions Classroom strategies After school Interventions Phonics/Literacy delivery in year 7 /8 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2, 3 and 4
Excellence Academy provision	Supports the EEF identified strategies of Peer tutoring Metacognition Mastery learning Homework (learning beyond the classroom) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1, 2, 3 and 4
A consistent and researched based approach to high-quality interactions – language comprehension and oracy for talk throughout the curriculum.	This ensures all children across school are given deliberate opportunities for talk and develop comprehension skills throughout the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2 and 3

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

Budgeted cost: £73,046

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to laptops and internet access in school and at home	Supports the EEF identified strategies of: Digital technology Homework Any PP pupil requiring a laptop at home to access revision or homework will be provided with one. Using Digital Technology to Improve Learning EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1, 2 and 3
Post 16 tutoring of younger students in key areas	Supports the EEF identified strategies of: One to one tuition Peer tutoring Post 16 students support pupils in KS3 with literacy. Peer tutoring EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 2 and 3
Subsidies for all school visits and experiences to build cultural capital in the widest sense	Each PP pupil is not disadvantaged by finances and will be supported to attend any educational based visit, trip or experience. https://www.governmentevents.co.uk/wp-content/uploads/2021/02/Steve-moffitt.pdf https://www.sec-ed.co.uk/best-practice/pupil-premium-closing-the-vocabulary-gap/	1, 2, 3 and 4
Subsidised revision	Supports the EEF identified strategies of: Homework	1, 2 and 3

sion materials for students in Year 10 and 11	All KS4 pupils have access to Revise Online as well as other websites and are provided with extensive revision materials. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	
Targeted intervention beyond the school day to meet key needs	Supports the EEF identified strategies of: - Extended school time - Feedback - Collaborative learning This includes morning intervention in core subjects for small, targeted groups of pupils (year 11). On a larger scale, year 11 receive an extra session of maths, English and science each week beyond the school day. Extending school time EEF	1, 3 and 4

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

Budgeted cost: £121,744

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focused EWO support to ensure all attendance issues addressed quickly	Stable attendance of 92.3% with a national average of 91.9%. Persistent absence of 21.8% is in line with national average of 21.9% This indicates a strength in improving DA attendance (as well as whole school). Clear focus on involving parents in supporting this improvement. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Supporting school attendance EEF	2 and 4

Focused pastoral manager support and identified pastoral programmes to provide additional support	Supports the EEF identified strategy of: behaviour interventions mentoring social and emotional learning Social and emotional learning EEF Improving Behaviour in Schools EEF Mentoring EEF	2, 3 and 4
Priority CEIAG support including one to one consultations and readiness for work	Supports the EEF identified strategies of: aspirations intervention mentoring social emotional learning The use of Unifrog in every year to identify career aspirations and then a bespoke programme of external speakers and activities that are relevant for every pupil. Social and emotional learning EEF Mentoring EEF https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/early-career-support https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education?utm_source=/education-evidence/evidence-reviews/careers-education&utm_medium=search&utm_campaign=site_search&search_term=career	2, 3 and 5
School nurse to prioritise and address health and wellbeing concerns	Supports the EEF identified strategies of: social emotional learning. Social and emotional learning EEF	2 and 4
Wolverhampton Library Services and the Rotary Club	Supports the EEF identified strategies for 7 pillars of Literacy: Access to Literature Access to Online reading materials Increased access to book in school The library service allows every child to have access to libraries in Wolverhampton. It also provides	1, 2 and 3

	whole class sets of appropriate reading books to encourage collaborative reading and discussions. The Rotary Club provides regular additions of books to our library and the opportunity to provide DA pupils with books they can take home and keep. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Reading comprehension strategies EEF	
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Total budgeted cost: £486,975

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Overall Outcomes



Good Progress



Average Progress



Minimal Progress

Outcomes for disadvantaged pupils (51% of our cohort) continues to be positive in comparison with national averages. In terms of Progress 8, in 2024 our disadvantaged cohort was 0.04 compared to -0.57 nationally. Value added outcomes for disadvantaged pupils are a significant strength and data strongly evidences a curriculum and teaching model that adds a significant value, especially for disadvantaged pupils. In terms of Attainment 8, in 2025 Attainment 8 is 39.1 for disadvantaged pupils which is above the national figure of 34.9 and the 5+ in English and maths is close to national average (24.2% compared to 25.6%). This all reflects the sustained impact of high-quality teaching, targeted academic support and effective wider strategies.

Teaching



Good Progress



Average Progress



Minimal Progress

There has been good progress in the quality of teaching across the school. A structured and focused programme of professional development and CPD, grounded in evidence-informed approaches, has had a significant impact on classroom practice.

The deployment of additional teaching and support staff has allowed smaller teaching groups particularly in English, maths and science. This has provided the opportunity for more targeted work within the classroom.

Targeted Academic Support



Good Progress



Average Progress



Minimal Progress

There is strong evidence that targeted academic interventions are having a positive impact on disadvantaged pupils. Pupils accessing reading and comprehension interventions are making good progress and are increasingly able to apply these skills independently within the wider curriculum. Reading assessments show that pupils entering school with reading ages below their chronological age make accelerated progress over time. 70.1% pupil premium pupils in our current year 7 are below expected reading age with an average reading age of 8 years and 7 months on entry to year 7.

In year 11, every pupil has the opportunity to engage in extra support in English, maths and science each week (outside of the school timetable). Targeted groups of pupils also have small group intervention in these subjects each week.

Wider Strategies



Good Progress



Average Progress



Minimal Progress

Attendance is 92.3%, now slightly above the national average of 91.9%, supported by sustained work from the Safeguarding and Attendance Lead and strong parental engagement.

Persistent absence is 21.8% and this is slightly below the national average of 21.9%.

The school's careers curriculum has had a positive impact as a wider strategy by broadening pupils' understanding of future opportunities and pathways. Engagement with interest-appropriate careers activities, visits, and employer encounters has increased pupils' awareness of different roles and industries, helping to raise aspirations and inform decision-making. This approach supports disadvantaged pupils in particular to make informed choices, develop transferable skills, and build confidence in planning their next steps.

In terms of behaviour, our suspension numbers are at 2.41% compared to a national figure of 7.83% and our numbers for disadvantaged pupils are well below national averages.

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
Breakfast Provision	National Schools Breakfast Programme
Mental Health Support	Tough Enough to Care
Career Aspirations	Unifrog
Domestic Abuse/SEMH Support Programme	Haven
Mentoring - SEMH	BASE 25
My Tomorrow – Change Makers	West Midlands Violence Reduction Partnership
Revise Online	Pearson

Lexia	Lexia
X2Y and Be Like Us	LGBTQIA+ support

Service pupil premium funding (optional)

<i>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</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

N/A
