Mablethorpe Primary Academy

Pupil premium strategy statement 2026 – 2027

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	Mablethorpe Primary Academy
Number of pupils in school	314
Proportion (%) of pupil premium eligible pupils	50.3%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-2026/ 2026-2027
Date this statement was published	December 2026
Date on which it will be reviewed	June 2027
Statement authorised by	S Hodgson Principal
Pupil premium lead	Shona Hodgson
Trustee lead	Vicci Godbold

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	**£ 258,922.02**
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0.00
Total budget for this academic year	**£ 258,922.02**

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals (FSM), those looked after (or previously looked after) by the local authority and children of armed service personnel.

At Mablethorpe Primary Academy, we are determined that every pupil, regardless of background, circumstance or starting point, will achieve their full potential and leave our school equipped with the knowledge, skills, resilience and aspirations needed for future success.

Our strategy is shaped by a detailed understanding of our unique rural-coastal context. The academy serves a community experiencing significant socio-economic disadvantage, with over half of pupils eligible for Free School Meals, significantly above the national average. Many families face challenges associated with deprivation, including poor mental health, social isolation, limited access to services, transport difficulties and restricted opportunities beyond the immediate local area. These factors can impact attendance, wellbeing, aspiration and readiness to learn.

The academy also experiences high levels of mobility, with a significant proportion of pupils joining throughout the academic year, for example in one year group, 41% of pupils have not progressed through the academy from Reception. This mobility presents additional challenges in securing continuity of learning, identifying needs quickly and ensuring that pupils make strong academic progress despite interruptions to their education.

Last year 91% of pupils enter Reception with communication, language and literacy skills that are substantially below age-related expectations. Vocabulary development, language acquisition and early literacy therefore remain key priorities. Alongside this, the proportion of pupils identified with SEND continues to increase, with needs becoming increasingly complex, this has increased by 8% over the last two years. A significant number of disadvantaged pupils also have additional SEND, medical, emotional or safeguarding needs that create further barriers to achievement.

Our strategy is built around three key principles:

High Quality Teaching

We believe that excellent teaching has the greatest impact on improving outcomes for disadvantaged pupils. We will continue to invest in professional development, coaching and quality assurance processes that ensure consistently high expectations, strong adaptive teaching and effective use of assessment across the curriculum. Staff will use assessment information precisely to identify gaps in knowledge, address misconceptions quickly and provide timely intervention where required.

Targeted Academic Support
Evidence-informed interventions will be used to support pupils who require additional help to catch up and keep up. Particular emphasis will be placed on communication and language development, reading, vocabulary acquisition, phonics, writing and mathematics. Support will be responsive to need and carefully monitored to ensure that disadvantaged pupils make sustained progress from their individual starting points.

Wider Strategies
Recognising the significant impact of attendance, wellbeing and life experiences on educational outcomes, we will continue to invest in pastoral support, safeguarding provision, family engagement and enrichment opportunities. Through a comprehensive programme of personal development, wider curriculum experiences and careers-related learning, we aim to broaden horizons, raise aspirations and develop pupils' cultural capital. We will work closely with families and external agencies to reduce barriers caused by poor attendance, anxiety, emotional wellbeing needs and social disadvantage.

Our strategy reflects the understanding that disadvantage in Mablethorpe is often compounded by geographical isolation, limited opportunities and increasing levels of complex need. Through a relentless focus on high-quality teaching, targeted support and wider personal development, we aim to ensure that disadvantaged pupils:

- Achieve well academically and make strong progress from their starting points.
- Develop secure communication, language and literacy skills.
- Attend school regularly and engage positively in learning.
- Build resilience, confidence and independence.
- Access a broad range of enrichment opportunities beyond the local area.
- Develop high aspirations for their future education, employment and life choices.
- Feel safe, valued and supported as members of our school community.

Our ultimate goal is that disadvantage does not determine destiny, and that every pupil at Mablethorpe Primary Academy leaves us with the knowledge, confidence and ambition to succeed in the next stage of their education and beyond.

Challenges

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

Challenge number	Detail of challenge
1	Entry baseline assessment data indicates that the majority of our Pupil premium pupils are significantly below age related expectations with limited vocabulary choices. This is also evidenced through the school with vocabulary gaps and underdeveloped oral language.

2	Poor literacy and Maths skills especially linked to limited vocabulary and poor levels of communication and language on entry to school. The gap between Pupil premium and non-pupil premium in writing remains high, although the gap has closed by 6% last year the gap is still 28% overall. Fundamentals in writing will be a key focus in Key stage 2.
3	Isolated nature of the community, this includes geographical isolation, access to transport, medical services, access to wider cultural and educational facilities, such as Museums, galleries, Local secondary school. The nearest Secondary school is over 10 miles away. National research on coastal communities by the Plymouth Marjon University demonstrates that educational isolation can negatively affect attainment, attendance, recruitment of specialist staff and long-term outcomes for disadvantaged pupils.
4	Below National Attendance figures with Persistence absences for Pupil Premium Children. Our Attendance data indicates that Pupil Premium pupils attend less than their peers. 35.6% of disadvantaged pupils have been Persistently absences compared with 14.7% of their peers.
5	Our assessments using Boxall profile and discussions with family and pupils have identified social and emotional issues for many pupils. Teacher and family requests for support remain high. Drawing and talking and small group pastoral support as well as behaviour support is growing. We have rising numbers on Personal Support plans, these have tripled in the last three years. Last year 28 pupils received Drawing and Talking weekly and ELSA and Lego therapy alongside 1-1 pastoral support have supported over 30% of the pupils in the school.
6	Low aspirations about what can be achieved, how to be successful and limited access to positive role-models. Discussions with families and pupils indicates that many of these pupils have limited life experiences and cannot verbalise what they would like to achieve in their future. Poor transport links make this a particularly isolated community which in turn leaves poor access to NHS Services, hospital and dental appointments and access to services for pupils with SEND.

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

Disadvantaged pupils develop secure phonics, reading fluency and writing skills through RWI programme and Fresh start as well as targeted literacy interventions, enabling them to make accelerated progress towards age-related expectations.	• At least 80% of pupils accessing Read Write Inc. or Fresh Start make expected or better progress from their starting points. • 70% of disadvantaged pupils receiving Fresh Start demonstrate accelerated progress in reading and writing assessments by the end of the programme. • Pupils accessing Toe by Toe make a minimum of 6 months reading-age progress within an academic year. • The attainment gap between disadvantaged pupils and their peers in reading narrows by at least 10%.
Early identification and targeted support ensure disadvantaged pupils with SEND receive the appropriate interventions needed to make strong progress from their starting points.	• Reception pupils are screened using WellComm within the first half term for all pupils with Language concerns. This will identify the pupils who need targeted interventions using the programme thus increasing GLD by 10% • All new pupils are assessed within four weeks of joining the school. • All disadvantaged pupils identified with additional needs have a provision plan reviewed three times a year • Referrals to external agencies are made within six weeks of concerns being identified.
Quality first teaching fundamentals and vocabulary-rich approaches improve writing outcomes and accelerate progress for disadvantaged pupils.	• Drawing Club is delivered daily in Reception and Curious Quests is delivered consistently in Year 1 and introduced into year 2. The impact of these programmes will ensure a 10% increase on Expected outcomes in writing. • All teaching staff receive training in programme delivery. • Ongoing writing assessments show disadvantaged pupils making at least expected progress.

	• The percentage of disadvantaged pupils achieving age-related expectations in writing increases year on year. • Vocabulary assessments and pupil voice demonstrate increased use of ambitious Tier 2 and Tier 3 vocabulary. • PIXL gap analysis is used termly to identify intervention priorities for all targeted pupils. • Basic fundamentals in grammar, punctuation and handwriting are addressed.
Improved oracy skills increase disadvantaged pupils' confidence, communication skills and vocabulary across the curriculum.	• Tongue Foo Talking is implemented in all classes. • Tier 2 and Tier 3 vocabulary is explicitly taught and displayed in every classroom. • Lesson observations show structured opportunities for pupil talk in all subjects. • Pupil voice demonstrates increased confidence in speaking and presenting ideas. • End-of-year assessments show improved vocabulary acquisition and oracy outcomes among disadvantaged pupils.
Disadvantaged pupils with the potential for greater depth are supported to achieve highly and develop aspirations for future education and careers.	• Participation in activities such as 11+ tutoring, workshops, theatre productions and careers events is tracked and monitored. • The percentage of disadvantaged pupils achieving Greater Depth increases year on year. • Pupil surveys demonstrate increased awareness of higher education and career pathways.

	• 100% of disadvantaged pupils in the greater depth cohort access enrichment opportunities.
Disadvantaged pupils access a broad range of enrichment opportunities that enhance cultural capital, personal development and engagement with learning.	• No disadvantaged pupil is prevented from attending educational visits or residentials due to financial barriers. • Participation rates for disadvantaged pupils in trips and visits are in line with non-disadvantaged pupils. • All enrichment opportunities are tracked and evaluated after each trip. • Pupil voice demonstrates increased confidence, engagement and knowledge of the wider world.
Disadvantaged pupils develop improved social, emotional and behavioural skills, leading to greater wellbeing and readiness to learn.	• Boxall assessments are completed and reviewed termly for identified pupils. • Identified pupils receive targeted support through ELSA, Lego Therapy, Drawing and Talking, Play Therapy or pastoral interventions. • At least 80% of pupils accessing SEMH interventions demonstrate measurable improvement against identified targets. • Behaviour incidents for supported pupils reduce compared to baseline data. • Pupil voice shows increased feelings of safety, belonging and confidence in school.
Improved attendance and family engagement ensure disadvantaged pupils attend regularly, engage positively in learning and achieve their potential.	• Overall attendance of disadvantaged pupils improves to at least 92%.

	• Persistent absence among disadvantaged pupils reduces compared with the previous academic year by 2% • All families identified as needing support engage with the Family Support Worker, Educational Welfare Officer or MHST where appropriate. • Attendance is monitored daily and weekly and targeted support is provided. • Breakfast club provision is available daily and attendance is monitored for example we can feed up to 100 pupils daily and breakfast or snacks are offered to any child who has not eaten. • Reduction in late arrivals among disadvantaged pupils compared to the previous year. • Attendance rewards, assemblies and parental engagement strategies contribute to improved attendance outcomes across targeted group

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £47,469.69

Activity	Evidence that supports this approach	Challenge number(s) addressed

Refresher training for RWI programme for all teaching and support staff who deliver the RWI programme	Read Write Inc. is a DfE-validated phonics programme that has successfully accelerated the phonics and literacy skills of pupils working below age-related expectations. The updated programme now incorporates reading fluency alongside decoding skills. The online Virtual Classroom also enables parents to access high-quality resources, improving their understanding of phonics and strengthening home-school support. RWI CPD will develop the expertise of teaching and support staff delivering both the RWI Phonics and Fresh Start programmes. Staff will receive on-site mentoring, coaching and monitoring from the RWI Lead and consultant, alongside access to the online portal. Phonics lessons and parental guidance materials will continue to be shared through the school website to further support families. Two development days delivered by an RWI consultant will take place during the Spring and Summer terms. EEF – Reading comprehension strategies +6 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2,3
RWI CPD to develop teaching and support staff who deliver the RWI programme skills and competencies and in Fresh Start from year 4 onwards.	RWI Phonics programme is a government approved programme we have used to successfully accelerate the phonics and literacy skills of pupils below ARE. The updated programme now also targets fluency as well as de-coding and the online virtual classroom allows parents greater support to aid understanding of the phonics process and how to support their children at home. Staff have now been trained in delivering the Story book part of the lessons. On-site mentoring, coaching and monitoring from RWI co-ordinator. Online Portal to be accessed by all staff and phonics lessons to be put on website to promote parental understanding and confidence. CPD 2 development days from RWI consultant to be delivered in Spring and Summer Terms EEF – Reading comprehension strategies +6	2,3,10

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
Teaching assistants to be deployed where there is need for Interventions	Teaching assistants will be strategically deployed to deliver structured reading and mathematics interventions for identified pupils. Pupils will be selected through rigorous attainment and progress tracking by the Senior Leadership Team and Pupil Premium Lead. Interventions will be closely linked to classroom learning and regularly reviewed for impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2,3
To introduce a new Oracy Programme (Tongue Foo Talking)	The school will introduce the Tongue Fu Talking programme to develop pupils' speaking, listening, vocabulary and communication skills. Strong oral language skills are fundamental to success across the curriculum and support improvements in reading comprehension, writing and pupil confidence. The revised English curriculum places increased emphasis on spoken language, making this a key priority for disadvantaged pupils**.** EEF Evidence Link**:** Oral Language Interventions (+6 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2,3,
Enhancements to maths teaching through the introduction of Power Maths	The Mastering number Programme will be delivered daily throughout Reception and Years 1,2, 3, 4,5. These programmes are designed to ensure that pupils develop fluency with, and understanding of, number which is needed for future success. Whole school approach to maths teaching, CPD carried out and staff supported in the delivery of new maths programme	1,2,3

	EEF Evidence Link: Mastery Learning (+5 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	
Additional people visiting school to deliver CPD.	We have experts visiting to deliver quality CPD in different areas: Jeannie Bulman – Literacy consultant Paige _ Read Write Inc consultant x three times yearly Mastering Number CPD to be delivered to Years 1,2,4,5,6 staff. High-quality professional development will ensure staff have the subject knowledge and pedagogical expertise needed to improve outcomes for disadvantaged pupils. . EEF Evidence Link: Feedback (+6 months) and effective professional development through improving classroom practice https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	2,3
To ensure high ratio of first quality teaching necessitated by demands of National Curriculum.	A high-quality teaching offer remains the most important driver of pupil outcomes. The school will continue to strengthen teaching through: • Robust monitoring and evaluation cycles across all subjects. • Termly pupil progress meetings. • Analysis of attainment and progress data. • Evaluation of intervention effectiveness. • Identification and tracking of vulnerable and disadvantaged pupils. • Bespoke coaching and support for staff. • National Professional Qualifications (NPQs) funded through the DfE.	1,3,4,5

	These systems ensure that pupils receive high-quality teaching, timely intervention and appropriate challenge across the curriculum. EEF Evidence Base**:** Access to high-quality teaching remains the most effective way of improving outcomes for disadvantaged pupils and underpins all strands of the EEF Pupil Premium guidance. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/pupil-premium .	

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

Budgeted cost: £ 118,214.81

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appropriate assessments and advice provided for bespoke targeted support based on specific educational needs. E.g dyslexia, autism, dyscalculia	Educational support and Assessments from Educational Psychologist TA SEND support provided to children with EHCPs and also through TA support in classrooms for children on the SEND register who don't have a 1:1 TA. STT Assessments to ensure TA intervention targets SEND needs appropriately to accelerate progress and support any further additional needs referrals and requests for EHCP support. Wider Strategies – Disadvantaged Strategy – EEF Appropriately trained Teaching Assistants delivering structured interventions can have a positive impact of approximately **+4 months' additional progress** when targeted effectively.	2,3,4

	EEF Evidence: • Teaching Assistant Interventions: • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions • [educatione...ion.org.uk] • SEND in Mainstream Schools: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send •	
Additional 1-1 intervention sessions for identified PP children	Monitoring and Evaluation cycle Targeted intervention to close the gaps in learning. 1-1 tutoring for phonics and Maths Gaps: Interventions: Toe by Toe, Speed reading, Precision phonic teaching, Handwriting and multiplication. New Reading Bookmark Charity working with 12 children to accelerate progress and support pupils who do not read at home. Targeted one-to-one tuition provides an average of +5 months' additional progress, particularly when linked closely to classroom learning and delivered regularly over a structured period EEF Evidence: • One-to-One Tuition (+5 months): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition • Effective Tutoring Guidance: https://educationendowmentfoundation.org.uk/education-evidence/effective-tutoring	2,3

To ensure RWI phonics programme is able to run with targeted group support focussing on individual phonics needs of highly differentiated groups	The school will continue to implement the **Read Write Inc** phonics programme with highly differentiated teaching groups to address individual gaps in phonological knowledge. Actions include: • Precision phonics tutoring in Years 3 and 4. • Targeted support identified through phonics gap analysis. • Intervention programmes for pupils working below age-related expectations. • Accelerated support to enable pupils to successfully exit the phonics programme. • Continued use of assessment systems to identify gaps in sound recognition and blending skills. Phonics approaches show an average impact of +5 months' additional progress, with particularly strong outcomes for disadvantaged pupils. EEF Evidence: • Phonics (+5 months): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3,4
To boost Maths and English in pupils who have been identified as being at risk of not achieving age related expectations.	Pupils identified through assessment, teacher judgement, and PiXL gap analysis will receive bespoke small group intervention in Reading, Writing and Mathematics. Interventions will: • Address specific misconceptions and gaps in knowledge. • Be regularly reviewed through the school monitoring cycle. • Focus on accelerating progress towards age-related expectations. • Be adjusted based on ongoing assessment information.	3,4

	Small group tuition has an average impact of +4 months' additional progress and is particularly effective when targeted to specific identified needs. EEF Evidence: • Small Group Tuition (+4 months): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
Continue with Accelerated reading for year 2 to year 6 to promote the love of reading as part of the school approach. This will provide detailed assessments to inform provision to ensure pupils have books matched to their reading level. Ninja comprehension is also being used to accelerate children's reading skills as well as high quality texts linked through curriculum.	The school will continue to invest in reading development through: • Partnership with the **Bookmark Reading Charity**, supporting identified disadvantaged pupils who do not read regularly at home. • Continued implementation of the **Accelerated Reader Programme** from Year 2 to Year 6. • Use of reading assessments to ensure texts are appropriately matched to pupils' reading ability. • Delivery of **Ninja Comprehension** and high-quality curriculum texts to develop reading fluency and comprehension. • Promotion of a strong reading culture across the school. Research indicates that additional reading support and structured reading interventions can significantly improve outcomes for disadvantaged pupils, particularly where reading opportunities at home are limited. https://**educationendowmentfoundation.org.uk**/education-evidence/teaching-learning-toolkit/phonics	1,3,4

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

Budgeted cost: £93,237.52

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve attendance in line with Government targets	Attendance remains a key priority for disadvantaged pupils. Attendance support is provided through the Educational Welfare Officer (EWO), attendance administration team and the Principal, who work together to identify barriers, hold attendance meetings with families, provide targeted support and implement formal actions where required. Whole-school attendance training is delivered to staff, while class teachers promote good attendance through sticker reward schemes. Weekly Attendance Champions are celebrated in assemblies, with termly rewards and certificates for pupils demonstrating excellent or improved attendance. This approach reflects the Education Endowment Foundation's recommendations to develop a holistic understanding of pupils and families, build a culture of belonging, communicate effectively with families and provide targeted interventions to improve attendance. EEF Link: https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance	9
To provide pastoral and safeguarding support to families and pupils through access to a Family Support Worker	The isolated nature of Mablethorpe can make it difficult for families to access wider support services. Our Family Support Worker provides direct support, guidance and signposting to external agencies, helping families overcome barriers affecting attendance, wellbeing and engagement with school. The role also provides a trusted point of contact for anxious or vulnerable families, strengthening home-school relationships and enabling early intervention. Evidence suggests that effective parental engagement and strong home-school relationships can have a positive impact on pupil outcomes, particularly for disadvantaged pupils. Parental engagement approaches demonstrate an average of four months' additional progress. EEF Link: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	8,9

To provide children with quality literature to develop a love of reading.	To promote reading for pleasure and ensure all pupils have access to high-quality texts: • Every child receives a reading book at Christmas. • Class libraries are enhanced with quality fiction and non-fiction texts. • Termly visits to the local library are organised. • Visiting authors work with pupils to inspire engagement in reading and writing. Developing reading engagement and increasing access to books supports language development, vocabulary acquisition and reading attainment, particularly for disadvantaged pupils. EEF literacy guidance highlights the importance of reading aloud, discussion of texts and wide exposure to high-quality literature EEF Link: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	3,10,11
To provide children with appropriate enrichment resources to facilitate communication, social, mental and physical well-being	Targeted pastoral interventions are delivered throughout the school day, including: • Pastoral intervention groups (NB) • Lego Therapy • Structured lunchtime clubs • ELSA support groups • Playtime resources promoting positive social interaction • 1:1 reflection and restorative work within the Reflection Room These interventions support pupils' social, emotional and behavioural development, helping them to develop resilience, self-regulation and positive relationships. Social and Emotional Learning (SEL) approaches are associated with an average of three additional months' progress alongside improvements in wellbeing and behaviour.	1,7.8,11

	EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Free breakfast club pastoral lunch clubs and after school provision for all pupils	All pupils have access to free breakfast provision from 8.20am each morning. This: • Improves punctuality and attendance. • Ensures pupils begin the day ready to learn. • Supports families experiencing financial pressures. • Provides opportunities for positive social interaction. A range of after-school clubs including sport, music and singing are also provided free of charge. These opportunities support personal development, wellbeing and social skills while broadening experiences for pupils living in a geographically isolated area. Research evaluating breakfast club provision found positive impacts on attendance, behaviour and attainment, including evidence of approximately two additional months' progress for younger pupils EEF Link: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast **EEF Impact:** +2 months	8.9

To ensure all pupils have access to enrichment activities throughout the year and free access to enrichment visits and trips	Financial barriers should not prevent disadvantaged pupils from accessing wider educational opportunities. Pupil Premium funding therefore supports full participation in curriculum enrichment, including:
	• Swimming provision:
	  ○ Years 5 and 6: three terms
	  ○ Years 3 and 4: three terms
	• Hampton Court Palace visit (Years 5 and 6)
		.5

	• History immersive workshops • Holocaust Education Days • Farm Visit (Year 4) • Places of Worship visits • Welcome to the Jungle Rainforest experience • Art Gallery Exhibition showcasing Mablethorpe Primary Academy artists • Visiting authors • Christmas Fayre • Camping experiences on the school field • Singing Club • Young Voices Choir (Years 4, 5 and 6) including performance at Utilita Arena, Sheffield • Funding of all educational visits and residential experiences for eligible pupils These activities broaden cultural capital, enhance curriculum engagement and provide experiences that many pupils would not otherwise access due to financial or geographical barriers. EEF research highlights the importance of enrichment, belonging and wider life experiences in supporting engagement and addressing disadvantage	
	A proportion of Pupil Premium funding is reserved to address emerging needs throughout the academic year, including: • Additional targeted interventions. • Specialist assessment and support. • Staff CPD linked to disadvantaged outcomes. • Attendance initiatives. • Social, emotional and mental health provision. • Safeguarding and family support. This ensures the school can respond quickly and effectively to the changing needs of disadvantaged pupils throughout the year.	

Total budgeted cost: £258,922.02

Part B: Review of outcomes in the previous academic year

This section evaluates the impact of pupil premium funded strategies on outcomes for disadvantaged pupils during the 2025-26 academic year.

Targeted teaching interventions enabled staff to provide timely support through small-group and one-to-one provision when assessments identified gaps in learning. Monitoring through PiXL assessments, teacher assessment and question-level analysis demonstrated that these interventions were effective in accelerating progress for many pupils, particularly in phonics and some areas of reading. The use of detailed gap analysis ensured that support was increasingly responsive to pupils' specific needs, maximising the impact of pupil premium funding.

The academy's use of PiXL assessment tools has strengthened our ability to identify barriers to learning and target intervention precisely. Analysis indicates that where interventions were closely matched to identified gaps, disadvantaged pupils made stronger progress and, in several year groups, the attainment gap narrowed. In 2026-27, the introduction of PiXL Securing Fundamentals will further enhance this approach by ensuring disadvantaged pupils consolidate essential knowledge and skills from previous year groups before accessing new learning.

Insight tracking has provided leaders with a robust mechanism for evaluating the effectiveness of interventions. Regular reviews have enabled resources to be redirected where impact was limited and has strengthened accountability for pupil progress. This has improved confidence that pupil premium funding is being used strategically and represents value for money.

Pupil Outcomes:

Early Years Foundation Stage

The proportion of pupil premium children achieving a Good Level of Development increased from 42% to 50%, demonstrating improving readiness for Key Stage 1. While a gap remains between pupil premium and non-pupil premium children, it reduced from 20 percentage points to 17 percentage points. This suggests that early intervention strategies are having a positive impact, although further work is required to ensure disadvantaged children achieve outcomes closer to their peers.

Year 1 Phonics

Pupil premium attainment in the Phonics Screening Check increased significantly from 57% to 71%, representing a 14 percentage-point improvement. During the same period, the attainment gap between pupil premium and non-pupil premium pupils reduced from 29 percentage points to 14 percentage points. This indicates that the academy's investment in Read Write Inc training, targeted interventions and parental engagement has had a substantial impact on closing gaps in early reading.

Notably, pupil premium outcomes are now broadly in line with all pupils nationally, demonstrating the effectiveness of the school's phonics provision.

Year 2 Outcomes

Year 2 outcomes were more variable. Reading outcomes declined for pupil premium pupils from 61% to 38%, leading to a widening attainment gap. Similarly, pupil premium attainment in maths remained significantly below non-pupil premium pupils despite a small reduction in the attainment gap. These outcomes suggest that existing intervention approaches have not been sufficiently effective for this cohort and that additional targeted support will be required.

Writing outcomes remained broadly stable but continue to reflect a substantial disadvantage gap. This reinforces the need for writing to remain a whole-school priority.

Year 6 Outcomes

Year 6 reading outcomes demonstrate the most significant success, with the attainment gap reducing from 29 percentage points to just 5 percentage points. This indicates that targeted interventions, reading support programmes and focused use of assessment information have been highly effective in supporting disadvantaged pupils to catch up with their peers.

However, outcomes in writing and mathematics remain lower for pupil premium pupils. Whilst some pupils made individual progress, this was not sufficient to overcome historic attainment gaps. Consequently, writing and mathematical fluency remain key priorities for 2026-27.

Year Groups	Subject	All Pupils				Non Pupil Premium				Pupil Premium				PP:Non PP gap	
		2024-25	NA	2025-26	NA	2024-25	NA	2025-26	NA	2024-25	NA	2025-26	NA	2024-25	2025-26
GLD		53%	69%	61%	72%	62%		67%		42%		50%		-20%	-17%
Year 1 Phonics		68%	80%	75%	82%	86%	84%	85%		57%	67%	71%		-29%	-14%
Year 2	Reading	65%	71%	55%	70%	73%		85%		61%		38%		-12%	-47%
	Writing	54%	64%	49%	63	67%		62%		43%		38%		-24%	-24%

	Maths	**65%**	73%	**60%**	71	93%		85%		52%		42%		-41%	-39%
	Combined	43%	59%	41%	58	60%		62%		35%		26%		-25%	-36%
Year 6	**Reading**	58%	75%	52%	75	79%	81%	55%		50%	63%	50%		-29%	-5%
	Writing	73%	72%	68%	73	86%	78%	82%		68%	59%	55%		-18%	-27%
	Maths	56%	74%	57%	75	79%	80%	73%		47%	61%	41%		-22%	-32%
	Combined	48%	62%	48%	63	79%	69%	55%		47%	47%	41%		-32%	-14%

The gap between pupil premium and non-pupil premium pupils narrowed from 30 percentage points to 19 percentage points. Although overall attainment remains below desired levels, the improvement suggests that Number Sense and multiplication fluency interventions are beginning to have a positive effect.

Year 4 MTC	21-24	25
All	61%	26%
PP	50%	21%
Non PP	80%	40%
Gap between PP and Non PP	-30%	_ 19%

Identified Strengths

The most significant impact can be seen in phonics, where pupil premium attainment increased by 14 percentage points and the attainment gap halved.
Early Years outcomes improved, with the GLD gap reducing by 3 percentage points, indicating increasing effectiveness of early intervention.
Reading outcomes in Year 6 improved substantially, demonstrating that targeted intervention programmes can close long-standing gaps when implemented consistently.
Maths outcomes show encouraging improvement in Years 1, 3 and 4, where attainment gaps narrowed considerably compared with the previous year.
The academy's assessment systems are increasingly effective in identifying need and targeting support precisely.

Key Priorities identified from the data

Writing

Writing remains the most consistent area of disadvantage across the school. Although there has been some improvement in individual cohorts, outcomes for pupil premium pupils remain significantly below their peers in several year groups. The introduction of Jeannie Bulman's writing training, together with the planned implementation of an oracy programme, provides a strong evidence-informed strategy for addressing underlying weaknesses in vocabulary, language development and composition.

Reading

The impact of reading initiatives has been mixed. Strong improvements in Year 1 and Year 6 demonstrate that interventions can be highly effective when implemented consistently. However, declining outcomes in Years 2 and 5 indicate inconsistency in impact across cohorts. Future monitoring should focus on evaluating intervention fidelity, reading engagement and pupil attendance to ensure intended benefits are realised.

Mathematics

Whilst progress has been made in reducing gaps in several year groups, disadvantaged pupils remain significantly behind their peers in Years 2, 5 and 6. The continued implementation of Power Maths, Number Sense and Mastering Number provides a secure foundation; however, greater emphasis is required on securing fluency and rapid intervention when gaps emerge.

Overall Evaluation

Pupil premium funding has had the greatest impact in phonics, early reading and Year 6 reading outcomes, where attainment gaps have narrowed significantly. However, outcomes remain inconsistent across year groups, particularly in writing, mathematics and attendance. The evidence suggests that targeted intervention strategies are most effective when delivered consistently, closely monitored and linked directly to assessment information. Consequently, the academy's priorities for 2026-27 should focus on strengthening writing provision, improving attendance for disadvantaged pupils, and ensuring that successful intervention models are replicated consistently across all year groups.

<table>
<tr><th>Activity</th><th colspan="3">Impact</th></tr>
<tr><td></td><td colspan="3">Phonics outcomes for year 1 PP children increased by 14% from 2024-25.</td></tr>
<tr><td>Experienced Phonics lead in place and Read Write Inc training for all new staff</td><td colspan="3">All of our staff are fully trained in Read Write Inc and we work closely with the consultant to ensure consistency through the programme</td></tr>
<tr><td>• To increase outcomes in reading and phonics through Ninja Comprehension, accelerated Reader and targeted interventions and precision</td><td colspan="3"><table><tr><th>Phonics</th><th>2024-25</th><th>2025-26</th></tr><tr><td>PP</td><td>57%</td><td>71%</td></tr><tr><td>Non PP</td><td>86%</td><td>85%</td></tr><tr><td>Gap between Pp and Non PP</td><td>-29%</td><td>-14%</td></tr></table></td></tr>
</table>

teaching: Accelerated Reader to be promoted in the next academic year and monitoring focus to be in years 2 and Year 6.

- Training for all staff carried out throughout the year. CPD with Jeannie Bullman and the RWInc consultant.
- Parent workshops to support Phonics and reading

Reading Outcomes for PP children

	24-25	Non PP	Gap between PP and Non PP	25-26	Non PP	Gap Between PP and Non PP
Y1	52%	78%	-26%	70%	75%	-5%
Y2	61%	74%	-13%	38%	85%	-47%
Y3	67%	84%	-17%	66%	77%	-11%
Y4	67%	83%	-16%	71%	80%	-9%
Y5	52%	85%	-33%	43%	87%	-44%
Y6	64%	78%	-14%	50%	73%	-23%

Y1 data has increased significantly from 2024-25 data.

Y2 and Y5 data has declined in PP children from previous year. These children will continue to be a focus for targeted intervention.

Year 3 PP outcomes has improved and the gap between PP and non PP is closing.

Y4 are closing the gap between PP and non PP by 7% since last year.

Focus areas for forthcoming year 2026-27 :

Years 3 and Y6 will continue with focussed intervention programme. Year 1 to embed Curious Quests initiative to increase reading fluency and writing.

- To increase the data in maths across the school: Maths Scheme Power Maths started in 2024, Number Sense and Mastery Number introduced last year. Monitor year groups where there is a significant gap between PP and Non PP.
- To use PIXL to close the gaps: Continue to use Pixl and identify where gaps are and be used for intervention.
- To embed Maths scheme and begin to make steps to move away from the scheme.

Maths EXS for PP	24-25	Non PP	Gap between non pp and PP	25-26	Non PP	Gap between PP and non PP
Y1	52%	71%	-19%	58%	70%	-12%
Y2	42%	93%	-51%	42%	92%	-50%
Y3	53%	72%	-19%	66%	83%	-17%
Y4	45%	76%	-31%	62%	80%	-18%
Y5	57%	65%	-8%	47%	80%	-33%
Y6	47%	79%	-30%	41%	68%	-27%

Gaps have closed in year 1, year 3 and year 4 and improved on data from 2024-25.

Next year: target year 6 and year 3 to close the gaps to non pp pupils.

Free breakfast for all children	We feed approximately 100 pupils of whom 70 are PP.
Families receive support from our pastoral support worker and our Educational Welfare officer. Children to receive specific pastoral support to identified pupils	Both of these roles are fundamental to the running of our Academy. Our EWO has worked with a number of families and these interventions have been successful in improving the children's attendance. Pastoral support delivered to 98 pupils.
Introduced Boxall profiles to be completed for all pupils.	Next steps: these will be reviewed early September and pastoral interventions will support these pupils.

Attendance for 2025-2026

	23-24	24-25	25-26
Att (all)	91.9%	92.1%	91.1%
PA (all)	19%	22.1%	27.5%
SA (all)	0.7%	1.5%	1.1%
Att (PP)	90%	90.1%	89.3%
Att Non PP	94.7%	94.3%	93.9%
Diff PP:Non PP	-4.7%	-4.2%	-4.6%
PA PP	24.7%	31.6%	35.6%
PA Non PP	11.5%	17.3%	14.7%
Diff PP: Non PP	-12.2%	-14.3%	-20.9%

Pastoral Support and Attendance

The academy continues to invest significantly in pastoral and attendance support through the Educational Welfare Officer and Pastoral Support Worker. These roles have been instrumental in supporting vulnerable families, improving engagement and reducing barriers to learning for many pupils.

Despite this investment, attendance remains a significant challenge. Overall attendance declined from 92.1% to 91.1%, while persistent absence increased substantially from 22.1% to 27.5%. Persistent absence among pupil premium pupils rose to 35.6%, and the gap between pupil premium and non-pupil premium persistent absence widened from 14.3 percentage points to 20.9 percentage points.

These figures indicate that, whilst individual casework has been successful for some families, broader attendance strategies have not yet secured sustained improvement across the disadvantaged cohort. Attendance must therefore remain a strategic priority over the next three years, with increased focus on persistent absence and the barriers experienced by disadvantaged families.

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**
Power Maths	Power Maths
Numberbots	Maths Circle
Mastery Number	DfE
Number Sense	Number Sense
Times Tables Rockstars	TT Rockstars
Charanga Music	Charanga
RWI Portal for phonics and reading	Read Write Inc
Tongue Foo Oracy	Chris Quigley
Accelerated Reader	Accelerated Reader
Grammarsaurus	Grammarsaurus
Hola Spanish to support Spanish teaching	JMB Education

Further information (optional)

MPA is working with the Lincolnshire Mental Health partnership to identify pupils who need additional mental health support but who would not necessarily qualify for referral to Healthy Minds. This work is also being supported by our Family Support worker undertaking a Mental Health support qualification.
