

# Mablethorpe Primary Academy

## Pupil premium strategy statement 2025 - 2026

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	316
Proportion (%) of pupil premium eligible pupils	55.06 %
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2025/2026
Date this statement was published	25 <sup>th</sup> September 2025
Date on which it will be reviewed	April 25, July 26
Statement authorised by	S Hodgson Principal
Pupil premium lead	Karen Sanghvi
Trustee lead	Darren Price

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£ 271,999.75</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0.00
<b>Total budget for this academic year</b>	<b>£ 271,999.75</b>

## 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.

Ultimately, the intended impact of this funding is to accelerate progress, raise attainment and improve both academic and non-academic outcomes for disadvantaged pupils at Mablethorpe Primary Academy.

Common barriers to learning for disadvantaged children can be less support at home, poor language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and have good attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including improving or maintaining progress for those who are already high attainers.

The challenges are varied, and we recognise there is no 'one size fits all.' We will be mindful of this whilst at the same time recognising that the number of pupils who are identified as Disadvantaged are in the majority in our academy - this means that sometimes a strategy identified as a priority for this group will become a 'whole school' approach as we might have identified common challenges. This strategy is an integral part of our wider school improvement planning. Benefits and effective strategy for this group of pupils is also, almost always, good practice for all other pupils too. We also seek to meet individual and personal need where necessary.

Our approach will be rooted in systematic diagnostic assessment and a thoroughly rounded review of the pupils needs in order to avoid working to 'assumptions' of what disadvantage means. High-quality teaching is at the heart of our approach, ensuring a focus on areas in which disadvantaged pupils require the most support. The EEF amongst other research organisations recognise that it is proven to have the greatest impact on closing the disadvantage attainment gap.

The key aims behind our Pupil premium strategy mirror our overall curriculum intent which is for our pupils to:

- be independent and resilient; displaying a thirst for learning
- be able to use a wide variety of challenging vocabulary in their everyday lives
- aspire for the future and know that these can be reached through hard work and determination
- be able to participate in a wide variety of culturally enriching opportunities
- acquire the skills and confidence to enable them to be independent thinkers and learners and ultimately secondary school ready.
- to adhere to our school values which will equip pupils to learn.  
These are : Be aspirational Be Honest, Be Kind, Be Positive, Be Resilient and Be Respectful.

## 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.
2	There are a significant proportion of pupils not on track at their point of entry to the academy in literacy and maths skills, especially with their level of communication and language.

3	Ensuring bespoke curriculum provides a range of experiences to counteract isolated nature of community.
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
5	Parental support is not at the level the academy strives for. Parents are supportive of join-ins and audience-based engagement but parents' evenings and homework support are not as well supported
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
To continue to deploy Read Write Inc. as a learning tool throughout KS1 and lower KS2	Pupils make accelerated progress towards age-related expectations. Children who are falling behind will be targeted through tutor-led intervention.
Toe by Toe to continue to be used in Upper KS2 to develop accelerated reading progress	Pupils make accelerated progress towards age related expectations Pupils with SEND will be supported through small steps within the programmes. Pupils who are significantly below their peers will be supported to make accelerated progress to close the gap.
To ensure appropriate assessments and advice provide bespoke targeted support based on specific educational need. E.g. dyslexia, autism, dyscalculia	Use of external assessment for SEND (Karen Ashdown). Pupils make accelerated progress towards age related expectations

<p>To ensure targeted work provided for specific interventions to accelerate progress towards age related expectations, in conjunction with staff identifying pupils' gaps in knowledge by identifying Pixl Reds and use to inform intervention strategies. To continue with Drawing club in Reception and SEND pupils.</p>	<p>Targeted support in all classrooms for intervention using Securing Fundamentals and Pixl gap analysis.</p> <p>Pupils make accelerated progress towards age related expectations This will improve outcomes for writing in Reception and improve vocabulary choices and close the Gaps to National. All staff trained to run drawing club daily</p>
<p>Introduce Curious Quest into KS1</p>	<p>This will improve outcomes for writing in KS1 and improve vocabulary choices and sentence construction to close the gaps to National targets.</p>
<p>Greater Depth PP pupils have access to aspirational activities to develop knowledge, skills and confidence to progress to University. Liaise with local universities and 'Into University' charity to support pupils and their parents to raise aspirations.</p>	<p>Greater depth pupils have access to aspirational activities Y5 11+ tutoring Y6 club linked to aspirations for children with GD Visiting speakers Rhubarb Theatre Company visit – production and workshops. Holocaust days – visiting immersive experience. Royal Shakespeare production and workshop of King Lear History immersive days focusing on current History topics for all year groups (Jed) Careers week Educational visits- explore careers within the visit. Links with local businesses and guest speakers</p>
<p>To ensure Pupil Premium pupils who are on track for age related expectations have opportunities for enrichment and extension activities</p>	<p>Residential experience in KS2. Y6s residential to Caythorpe. Trips and visits throughout the year. Cost of experiences not a barrier to pupil premium access to activities</p>
<p>To provide additional social opportunities through clubs to enhance social and emotional development. Free breakfast provision for pupils every morning from 8:30 onwards</p>	<p>Cost of clubs not a barrier to pupil premium access to activities JB Sports Coaching for PE, Young Voices Choir, after school childcare from JB Sports to start in the New Year. Children provided with appropriate breakfast to start the day.</p>

	<p>Pastoral support for pupils who need reassurance.  Drawing and Talking Club; Lego Therapy; ELSA; Pastoral needs; anger management; Play therapy. Weekly visit from Cooper the Therapy Dog.</p>
<p>To continue to improve pupil attendance, pupil attention and facilitate family support to facilitate engagement in learning and combat pupil and family mental health issues.</p>	<p>Appropriate support and guidance provided and signposted to families to facilitate outcomes. To support engagement and positive start to the school day to facilitate “learning readiness” and attendance.  Family Support worker  Educational Welfare Officer  Mental Health Workshops with MHST and inhouse.  Pastoral Care: A member of staff supports with settling pupils so they are ready to learn, 5 X 30 mins  Pastoral support – 5 X 2 hours with Lego therapy, ELSA and anger management weekly  Year group assemblies for attendance; stickers for good attendance; class reward for best attendance; certificates for improving attendance. Pupils who are persistently absent are monitored and attendance tracked to ensure closer to national targets.</p>

### **Activity in this academic year**

This details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above.

In order to supplement our tutor-led funding, we will fund the other half of the money needed from our Pupil Premium budget.

### **Teaching (for example, CPD, recruitment and retention)**

Budgeted cost: £40,547.24

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Refresher training for RWI programme for all teaching and support staff who deliver the RWI programme</i>	<p>RWI 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 decoding and the online virtual classroom allows parents greater support to aid understanding of the phonics process and how to support their children at home.</p> <p>EEF – Reading comprehension strategies +6</p>	2,3
<i>RWI CPD to develop teaching and support staff who deliver the RWI programme skills and competencies</i>	<p>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.</p> <p>On-site mentoring, coaching and monitoring from RWI co-ordinator.</p> <p>Online Portal to be accessed by all staff and phonics lessons to be put on website to promote parental understanding and confidence.</p> <p>CPD 2 development days from RWI consultant to be delivered after Christmas.</p> <p>EEF – Reading comprehension strategies +6</p>	2,3,10
<i>Teaching assistants to be deployed where there is need.</i>	<p>Teaching assistants to be deploys to year groups to provide specific intervention for reading and maths.</p> <p>Pupils identified through rigorous tracking by SLT and PP Lead.</p>	2,3
<i>Enhancements to maths teaching through</i>	<p>The Mastering number Programme will be delivered daily throughout Reception and Years 1,2,4,5.</p> <p>Number Sense in year 3.</p>	1,2,3

<i>the introduction of Power Maths</i>	<p>These programmes are designed to ensure that pupils develop fluency with, and understanding of, number which is needed for future success.</p> <p>Whole school approach to maths teaching, CPD carried out and staff supported in the delivery of new maths programme</p> <p>+ 7 months progress</p>	
<i>Learning Alliance staff CPD</i>	<p>We have signed up to the Learning Alliance which offers a range of CPD for staff to access and as a result, this supports quality first teaching.</p>	2,3
<i>Additional people visiting school to deliver CPD.</i>	<p>We have experts visiting to deliver quality CPD in different areas:</p> <p>Jeannie Bulman – Literacy consultant</p> <p>Mastering Number CPD to be delivered to Years 1,2,4,5,6 staff.</p>	2,3
<i>To ensure high ratio of first quality teaching necessitated by demands of National Curriculum.</i>	<p>CPD organised as required for staff on an individual basis both ‘in house’ and through the Learning Alliance (see box above).</p> <p>New Monitoring &amp; Evaluation cycle in each subject using new proforma to identify pupils use of disciplinary skills and new writing and maths priorities.</p> <p>Regular and robust Pupil Progress Meetings each term with staff and professional discussions on pupils attainment and progress.</p> <p>Identifying key children and tracking their progress, as well as looking with extra support/interventions need to be put in place.</p> <p>Allocation of support given to staff where needed to move children learning forward.</p> <p>National Professional Qualifications funded by the DFE. Three members of staff have currently taken up this offer and are working on National Professional Qualifications for Senior Leadership, Teaching and Learning, Leading Teacher Development and Special Educational Needs and Disabilities.</p>	1,3,4,5

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

**Budgeted cost: £ 128,214.81**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appropriate assessments and advice provided for bespoke targeted support based on specific educational needs. E.g dyslexia, autism, dyscalculia</p>	<p>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</p>	<p>2,3,4</p>
<p>Additional 1-1 and small group intervention sessions for identified PP children</p>	<p>Monitoring and Evaluation cycle termly            Targeted intervention to close the gaps in learning using Pixl gap analysis.            1-1 tutoring for phonics and Maths Gaps            Securing Fundamentals for PP children who are at Intervention to ensure main gaps in knowledge are filled from previous year groups.            EEF +5 months- high impact/ moderate cost</p>	<p>2,3</p>
<p>To ensure RWI phonics programme is able to run with targeted group support focussing on individual phonics needs of highly differentiated groups</p>	<p>New package/gap analysis is already identifying sound gaps and focus children who are being targeted through tutoring              EEF – Small group tuition – moderate impact/low cost +4</p>	<p>3,4</p>

<p>To boost Maths and English in pupils who have been identified as being at risk of not achieving age related expectations.</p>	<p>Pixl gap analysis for Reading and Maths Groups of children receive bespoke intervention in English and Maths.</p> <p>Securing Fundamentals for PP children who are at Intervention to ensure main gaps in knowledge are filled from previous year groups.</p> <p>Children identified through Pixl Gap Analysis Power Maths – to continue across whole academy The Mastering number Programme will be delivered daily throughout Reception and Years 1,2,4,5. Number Sense in year 3. Y4 – Multiplication; Y5 – continue with Multiplication for those that did not achieve average scores in the Multiplication Tables Check. EEF – Small group tuition – moderate impact/low cost +4</p>	<p>3,4</p>
<p>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.</p>	<p>Prior intervention programmes showed impact on statutory results when last undertaken. EEF – Small group tuition – moderate impact/low cost +4</p> <p>Accelerated Reading Programme to continue to accelerate reading and close gaps to meet National Targets.</p>	<p>1,3,4</p>

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

Budgeted cost: £103,237.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve attendance in line with Government targets	EWO support and attendance administration support to monitor and feedback information to Principal and EWO for attendance meetings, support and any actions required to improve attendance. Whole school training delivered and class teachers rewarding PA children for attending on sticker cards. Weekly attendance class champions identified and termly rewards and certificates for improving and good attendance Wider Strategies – Disadvantaged Strategy – EEF	9
To provide pastoral and safeguarding support to families and pupils through access to a Family Support Worker	Isolated nature of Mablethorpe as a community often means it is difficult for families to access additional support. Family Support worker contact can signpost families to additional help but more often provide single agency support and guidance and also provide a positive link to other agencies for anxious families. Pastoral intervention in the afternoons (NB) Wider Strategies – Disadvantaged Strategy – EEF	8,9
To provide children with quality literature to develop a love of reading.	Provide every child with a reading book for Christmas and enhance class libraries to support home reading. Termly visits to the library.	3,10,11
To provide children with appropriate enrichment resources to facilitate	Lego therapy, club and playtime resources Providing lunchtime clubs ELSA groups	1,7,8,11

communication, social, mental and physical well-being	Workshops for Mental Health inhouse and with Lincolnshire Mental Health Support Team 1:1 support using the reflection room	
Free breakfast club pastoral lunch clubs and after school provision for all pupils	Free breakfast provision from 8:30 every morning supports attendance, ensures pupils are receiving an appropriate breakfast and supports child-care for low earning families. Our after school clubs provide a range of sport and singing activities which would not otherwise be available in the area as well as developing social and emotional provision. New JB afterschool care to start in the new year. EEF +2	8.9
To ensure all pupils have access to enrichment activities throughout the year and free access to enrichment visits and trips	The cost of all trips including residential trips for Y6 pupils and additional transport costs for swimming provision paid for all PP pupils. Year 6 and 5 – Swimming for 3 terms Year 3 and 4 – swimming for 3 terms History immersive workshops run by a historian Historians – Holocaust days Camping on the school field Trips for pupils with PP funded with the PP money Visiting authors Y5 and 6 Farm visit – Y4 Places of worship Art Gallery Exhibition by Mablethorpe Primary Academy artists Christmas Fayre Rainforest Visit – Welcome to the Jungle Singing Club Young Voices Club – Years 4,5,6 with performance at Utilita Arena, Sheffield	.5
	Contingency for in year interventions/ CPD/ support	

**Total budgeted cost: £ 271,999.75**

## Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

The teaching interventions enabled us to follow up learning with individuals and small groups when a need had been identified. This was through the use of targeted groups and individual programmes throughout the day and was complemented by the additional support provided by recovery premium funding last year.

Mablethorpe Primary Academy uses Pixl assessments and teacher assessments to gauge progress. The question level analysis tool associated with Pixl enabled us to focus specifically on gap filling based on outcomes and this continues to be a focus for our use of pupil premium funds. Moving forwards, we will be implementing the Pixl Securing Fundamentals resources during term 1 in order to ensure that PP children have secured the previous year group's targets. Alongside the Pixl gap analysis, this will provide a bespoke intervention for these groups of children.

Our Insight Assessment tool allows for effective monitoring and evaluation of intervention programmes to ensure value for money and acceleration of progress.

### Pupil Outcomes:

GLD PP gap has widened somewhat between the years. Continue to monitor effectiveness of intervention and Curious Quest provision for Year 1 termly to ensure that the gap narrows between PP and Non-PP.

Although the gap has narrowed in Writing in some year groups, Writing is a whole school target. Monitor Y2 termly to ensure PP and Non -PP gap is narrowing.

In Maths, the gap has widened in Y2. Continue to monitor intervention for PP pupils in Y3 termly so that the gap between PP and Non-PP narrows. Continue with Power Maths for a second year and Number Sense to embed and gap analysis from Pixls will continue to be a focus. \*Y2 NA are estimates from Insight

Year Groups	Subject	All Pupils				Non Pupil Premium				Pupil Premium				PP:Non PP gap		National PP: Non PP gap 2023-24	National PP: Non-PP gap 2024-25
		2023 -24	NA	2024 -25	NA	2023 -24	NA	2024 -25	NA	2023 -24	NA	2024 -25	NA	2023 -24	2024 -25		
GLD		54%	68%	53%	69%	64%	72%	62%		48%	51.5%	42%		-16%	-20%	-20.5%	
Year 1 Phonics		80%	80%	68%	80%	88%	84%	86%	84%	76%	68%	57%	67%	-12%	-29%	-18%	-17%
Year 2	Reading	62%	71%	65%	71%	80%		73%		50%		61%		-30%	-12%		
	Writing	40%	63%	54%	64%	60%		67%		28%		43%		-32%	-24%		
	Maths	60%	72%	65%	73%	70%		93%		53%		52%		-17%	-41%		
	Combined	37%	58%	43%	59%	55%		60%		25%		35%		-30%	-25%		
	Reading	61%	74%	58%	75%	79%	80%	79%	81%	51%	62%	50%	63%	-28%	-29%	-18%	-18%

Year 6	Writing	63%	72%	73%	72%	79%	78%	86%	78%	54%	58%	68%	59%	-25%	-18%	-20%	-19%
	Maths	59%	73%	56%	74%	74%	79%	79%	80%	51%	59%	47%	61%	-23%	-22%	-19%	-19%
	Combined	45%	61%	48%	62%	63%	67%	79%	69%	35%	46%	47%	47%	-28%	-32%	-21%	-22%

Year 4 MTC	21+				National All:	25/25			
	All	PP	Non PP	Gap PP : Non PP		All	PP	Non PP	Gap PP : Non PP
2023-24	67%	64%	70%	-6%	34%	43%	36%	50%	-14%
2024-25	69%	62%	80%	-18%	37%	57%	48%	71%	-23%
	Average Attainment Academy			Gap PP : Non PP	NA attainment			Gap PP : Non PP	
	All	PP	Non PP			All	PP		Non PP
2024-25	22.0	21.1	23.4	-2.3		21.0	19.3	21.7	-2.4
2023-24	20.8	21.6	20.0	+1.6		20.6	18.9	21.3	-2.4

### Identified Strengths

- The gap between PP and Non PP for GLD is 20%. This is in line with NA 23/24 gaps of 20.5%. However attainment in GLD is slightly below that of National and therefore a focus next year will be monitor termly the progress of PP pupils, ensuring that intervention provisions are meeting the need for PP pupils.
- PP children have additional needs and are supported pastorally for attendance and behaviour.
- Breakfast club to ensure PP children are school ready.
- Dedicated member of staff works pastorally with pupils during transition times ( start of the morning/afternoon) to ensure that children are ready to learn in class.
- Family support worker works with PP pupils on well-being very closely with Lincolnshire MHST.
- MTC - More PP pupils gained 25/25 than previous year.
- Greater Depth PP pupils for Writing and Maths has remained the same at attainment of 4% of cohort and Reading has improved by 3%.

### Key Priorities from the data

- Writing will be a whole school focus to improve outcomes for both PP and Non PP: Staff have had whole school CPD with Chris Whitney and Jeannie Bulman. This will continue into the following year.
- Drawing Club was introduced in Reception to improve vocabulary and writing: This programme had a positive impact upon our pupils spelling, pencil control and simple sentence construction. Moving into Year 1, pupils will build on these strengths using The Curious Quest programme in KS1.

Activity	Impact					
	Phonics outcomes for year 1 PP children increased by 28% from 2022-23.					
Experienced Phonics lead in place and Read Write Inc training for all new staff	All of our staff are fully trained in Read Write Inc and we work closely with the consultant to ensure consistency through the programme					
<ul style="list-style-type: none"> <li>• To increase outcomes in reading and phonics through the introduction of Ninja Comprehension and accelerated Reader: Accelerated Reader to be relaunched in the academic year and monitoring focus to be in years 2 and Year 6.</li> <li>• Training for all staff carried out throughout the year. CPD with Chris Whitney and Jeannie Bullman and the RWInc consultant.</li> <li>• Parent workshops to support Phonics and reading</li> </ul>	Phonics	23-24	24-25			
	PP	76%	57%			
	Non PP	88%	86%			
	Gap PP: Non PP	-12%	-31%			
	PP children have reduced due to low baseline in EY and changes of staff in Early Years and Year 1. This will continue to be a focus for the next coming year with PP children targeted support in Y1 and 2.					
	Reading Outcomes for PP children					
	2023-24			2024-25		
	PP	Non PP	Gap PP : Non PP	PP	Non PP	Gap PP : Non PP
Y2	50%	80%	-30%	61%	73%	-12%
Y6	51%	79%	-28%	50%	79%	-29%

	Gap between PP and Non PP has improved significantly over the year in Y2 and has almost remained the same in Y6. Targeted reading intervention is in place across the school to continue to close the gap between PP and Non-PP.						
<ul style="list-style-type: none"> <li>To increase the data in maths across the school: New Maths Scheme Power Maths started, Number Sense and Mastery Number introduced last year. Monitor year groups where there is a significant gap between PP and Non PP.</li> <li>To use PIXL to close the gaps: Continue to use Pixl and identify where gaps are and be used for intervention.</li> <li>To embed new Maths scheme. All staff to be trained in Power Maths and Mastery Number programme.</li> </ul>		23-24			24-25		
	Maths EXS	PP	Non PP	Gap PP : Non PP	PP	Non PP	Gap PP : Non PP
	Y1	56%	81%	-25%	52%	71%	-19%
	Y3	54%	87%	-33%	58%	72%	-24%
	Y4	60%	80%	-20%	56%	76%	-20%
	Y5	47%	79%	-32%	43%	65%	-22%
Y6	51%	74%	-23%	47%	79%	-32%	
	<p>Gap between PP and non PP has improved significantly over the year in Years 1,3 and 5. Gap has stayed the same in Y4.</p> <p>Targeted reading intervention will continue across the school to narrow the gap for PP pupils. Focussed monitoring across the school for PP termly by PP lead to ensure gap continues to narrow and support staff. Y3 will be a focus to ensure gap narrows to ensure pupils make rapid progress towards expected.</p>						
Free breakfast for all children	We feed approximately 100 pupils of whom 70 are PP.						
<p>Families receive support from our pastoral support worker and our Educational Welfare officer.</p> <p>Children to receive specific pastoral support to identified pupils</p>	<p>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.</p> <p>Pastoral support delivered to 44 pupils by Family Support worker and 35 with Pastoral Support TA.</p>						

### Attendance for 2024-2025

Attendance	23-24	NA	24-25	NA	PA	23-24	NA	24-25	NA
All	91.5%	94.%	91.8%		All	27.6%	14.6%	26.5%	13.4%
PP	89.6%	91.6%	90.1%	92%	PP	32.9%	26.5%	32.2%	27.1%

Non PP	93.9%	95.1%	94.3%	95.4%	Non PP	20.9%	10.9%	17.5%	9.4%
Gap PP: Non PP	-4.3%	-3.5%	-4.2%	-3.4%	Gap PP: Non PP	+12%	+15.4%	-14.7%	+17.7%

PP attendance has improved slightly over the year and gap between PP and Non PP -0.1%

The gap for PA for PP children has increased by -2.7%. Continue monitoring attendance for PP children and encourage attendance by weekly attendance assemblies, stickers for our PA children when attending school and also continue to provide interventions with EWO.

Although our attendance is lower than National and continues to be a focus of the academy, analysis shows that 8.2% has been lost to illness. This includes 6 identified viruses.

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*

<b>Programme</b>	<b>Provider</b>
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
Accelerated Reader	Accelerated Reader
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.*

*In addition further support to facilitate progress has been outlined in the Recovery plan published in conjunction with this document.*
