



St. Mary's C of E Primary Academy Pupil Premium Strategy statement 2024 - 2027

Year 2 - Amended November 2025

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2027 academic year) 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:	St. Mary's C of E Primary Academy
Number of pupils in school:	414
Proportion (%) of pupil premium eligible pupils	23% (98)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Full Governing Body
Pupil premium lead	Roxanne Rutter
Governor / Trustee lead	John Cox

Funding overview

Detail 2024-25	Amount
Pupil premium funding allocation this academic year	102,500
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	102,500



Detail 2025-26	Amount
Pupil premium funding allocation this academic year	102,500
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	102,500



Detail 2026-27	Amount
Pupil premium funding allocation this academic year	
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	



Part A: Pupil premium strategy plan

Statement of intent

At St. Mary's C of E Academy, we are committed to ensuring that every child achieves their full potential, regardless of their background. We are a 2 form entry 4-11 age Primary school, with a capacity for 420 pupils. We are a proud Church of England School under the Diocese of St Edmundsbury and Ipswich. At present there are 406 pupils on roll. The proportion of pupils Ever FSM is 80 children (19%) compared to 22.5% nationally. We have 97 Pupil Premium children (23%), 3 Looked After Children who are in care or foster homes and 2 Post CIC children. 51 children (12.5%) of pupils have EAL. Pupils supported with an Education Health Care Plan is 25 which is above the national average of 2.3%. The percentage of pupils who receive SEN support is 125 children (31%) Our school receives upwards of £100,000 to support these children.

This strategy focuses on improving early reading skills, addressing specific barriers and developing effective school organisation of people and facilities. PP funding does not follow each pupil, but is used to bolster school-wide change and improvements in quality of teaching, learning and curriculum and cultural capital.

Inventive leadership and consistent management are required to make PP funding work. The school believes that consistent, well managed approaches to targeted support and intervention are more effective than one-off initiatives, for example the use of highly skilled practitioners working with students throughout the academic year to further embed skills and knowledge gained in the classroom is a constant feature of the schools offering to pupils.

We believe that in our school everyone should work to develop a purposeful learning environment to develop the whole child. We strive for every child to have the best chance to:

- Develop learning behaviours (independence, resilience, motivation, being reflective, creativity) for lifelong success, building the skills that accelerate the acquisition of knowledge.
- Experience an enriched curriculum to develop good citizenship by finding their own unique skill.
- Develop solid literacy skills, communication skills and a core knowledge base by reducing the barriers they face.
- Develop a love for learning through high aspirations for their own life and future. An educational experience that opens their eyes and challenges their thinking.

We believe these aims will develop our children spiritually, morally, socially and culturally therefore helping us to prepare them for the next set of challenges and opportunities.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help children excel.

To ensure they are effective we will:

- ensure disadvantaged children are challenged in their learning
- act early to intervene at the point needed
- adopt a whole Academy approach in which all staff take responsibility for disadvantaged children's outcomes and raise expectations of what they can achieve.

We reserve the right to allocate pupil premium funding to any child who is legitimately identified as disadvantaged.



Challenges

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

Challenge number	Detail of challenge
1 Vocabulary	Baseline assessments, observations, and professional input indicate underdeveloped oral language skills and vocabulary gaps in our youngest children 17% of our EYFS cohort are well below age expectation for their speaking . Referrals to speech and language services for children in the younger years has increased significantly this academic year.
2 Early Reading	Assessment across the EYFS highlights that many disadvantaged children are not “school ready” (prime areas not met.) Gaps are already present by the time they begin at the Academy. 33% are well below age expectation in their self regulation on entry. 75 % are well below age expectation in early reading skills. Research concludes that disadvantaged children generally have greater difficulties with phonics than their peers. The low literacy starting points negatively impacts on development as readers and leads to significant gaps in early reading . We aim to close the attainment gap in early reading, foster a love of reading, engage parents in supporting reading and provide high-quality, evidence based reading instruction and intervention.
3 Writing	Our whole Academy assessments and observations show that writing is the area of greatest concern with 56% of our PP children well below age expectation at the end of last year. Moderation of writing that children need to develop an awareness of and an ability to use formal language in their writing . Being able to use formal language both written and verbal, is a life skill that will enhance opportunities.
4 Attitude to Learning	Team meetings, progress reviews, the increase in safeguarding referrals and discussions with parents and carers have identified an increase in social, emotional and mental health issues. This results in children with low confidence in their own skills and knowledge and an apathetic attitude to learning .
5 High Aspiration	With more families experiencing poverty, paired with children's understanding of the world of work (deadline, purpose, audience) children need to be shown how to fulfil their individual potential and achieve high aspirations .
6 Health & Nutrition	Pupil voice demonstrates that understanding of health and nutrition is low. PSHE review shows that children have a limited understanding of healthy life choices.

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
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1. Early Years Vocabulary.	Our youngest children will be able to explain themselves orally to an age appropriate standard and listen to and understand multipart instructions. Communication and Language prime area of EYFS framework inline or above local and national averages. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Sustained high levels of achievement in 2024/25 demonstrated by: • Having robust pupil progress tracking and action planning meetings to provide early intervention to address the gaps. • Ensure that prime areas are tracked and targeted throughout the first term and beyond to ensure that specific areas can be developed. • WellComm Assessments complete with all children and interventions are embedded into daily practice. • Quality First Teaching as a core strategy to support language and communication
2. Early Reading	Systematic Synthetic Phonics SoundsWrite scheme embedded throughout the Academy and cycles of evidence to support impact. Phonics screening results in line with or above local and national averages for disadvantaged children. Sustained high levels of reading achievement in 2024/25 demonstrated by: • All staff are trained to deliver systematic synthetic phonics through SoundsWrite to a high level including all new teachers and teaching assistants. • Phonics teaching is effective and that phonics progress is linked to progress in reading and writing. • All EY/KS1 staff are trained in delivering reading interventions according to pupil targets, set internally, and by other professionals. GLD for disadvantaged children will be at least in line with local and national averages. Disadvantaged children within the EYFS will have equal opportunities to their non-disadvantaged peers. Attainment for disadvantaged children will be at least in line with 'others' nationally.
3. Writing	Children will be able to record their responses in an age appropriate and formal manner. Children will make accelerated progress in writing towards their end of year expectations. Children will make accelerated progress from their starting points. The gap between pupil premium and non-pupil premium children will lessen. The attainment gap for disadvantaged children will be at least in line with 'others' in school, and moving closer to national. Sustained high levels of achievement in 2024/25 demonstrated by: • Embedded high quality, carefully planned professional development to ensure writing lessons are taught to a high standard. • KS2 writing outcomes for PP in 2024/25 show that 100% of disadvantaged children met the expected standard or above compared to previous years.
4. Attitude to Learning	Teachers deliver 'Good' lessons to enable children to close gaps and raise their aspirations. Increased identification of social emotional mental health needs of children and families through our designated pastoral team. Clear pathways of support internally



	(Nest / Forest School) and externally (Early Help Offer). Sustained high levels of wellbeing demonstrated by: • Qualitative data from children's voice, children and parent surveys and teacher observations. • The percentage of all children who are persistently absent being below 6% and the figure among disadvantaged children being no more than 2% lower than their peers.
5. High Aspiration	Children identify their own unique skills and talents and are exposed to a range of activities that raise aspiration. Celebrations as a whole school to highlight unique talents. This may include Forest Schools workshops, Pony Academy, Choir, visits to theatres, access to clubs and roles of responsibility in school.
6. Health	Pastoral Team and SLT to meet regularly to identify and track families in need of support. Pastoral team to support families and signpost them to internal and external services that can support current barriers around healthy life choices. Disadvantaged children take up for a school meal and attend a healthy eating workshop. • Identified families will be benefiting from early help from our Pastoral team. • PSHE curriculum given high priority with PSHE lead driving a range of wider opportunities.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention, software, online resources)

	Budgeted Cost (£)	Actual Spend (£)
2024/25	£60,000	£60,500
2025/26	£40,000	£40,000
2026/27		

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed a DfE validated high quality Systematic Synthetic Phonics programme to secure	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:	2



stronger phonics teaching for all children. We will fund ongoing teacher training and release time to ensure high quality teaching of phonics. Including the use of TAs for catch up intervention. Support peer observation and sharing of best practice to continuously improve quality teaching.	Phonics Teaching and Learning Toolkit EEF Report indicates a focus on a synthetic systematic programme for Early Readers which supports all children to be readers by the age of 7. A targeted focus of the lower 20% of readers within each year group. EEF focuses on 'keep up' rather than 'catch up' approach. Where children make insufficient progress, additional practice and support will be put into place immediately.	
Embedding oracy activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. across EY & KS1 & KS2 to improve listening and vocabulary skills for disadvantaged children who have low spoken skills. WellCom Assessment in EYFS to identify gaps early.	Research and evidence have increasingly shown that oracy can significantly impact the academic achievement of disadvantaged children. Disadvantaged children often have less exposure to rich language experiences outside of school. Intervention helps to bridge the gap by providing high quality language interactions. There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral Language Interventions EEF https://www.elklan.co.uk/Downloads/download?id=2150 Voice21 University of Cambridge Oracy Project 30 million word gap	1

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

	Budgeted Cost (£)	Actual Spend (£)
2024/25	£40,000	£86,000
2025/26	£50,000	£50,000



2026/27

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist enhancements to the curriculum (such as nurture, sports, Forest Schools) develop high aspirations for all children. Providing children with a wide range of clubs and activities throughout the school year to develop children's unique skills. Training and coaching of staff to have high aspirations for pupils. Enrichments planned for all pupils,	Leading teacher to develop enrichment programme throughout school Forest Schools Activity enables children to develop skills of resilience, motivations and self confidence. Learning through hands-on experiences in natural environments can improve attitudes to learning, collaboration and teamwork, risk taking, independence, physical health and focus. (The Impact of Forest Schools on Child Development O'Brian and Murray 2007), Forest Schools Evaluation Project Swarbrick, Eastwood and Tutton 2004. National Connections https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/ The EEF evaluated an intervention called Children's University, which provides learning activities outside of the school day, and found a positive impact on attainment and non-cognitive outcomes including aspirations. https://ora.ox.ac.uk/objects/uuid:a4a958fa-da9e-4039-a163-506f07478c81	5, 4
Group and targeted support for individual children through Thrive/ nurture sessions from specialist teachers and practitioners.	Teaching assistant deployment to lead specialist interventions using The Nest as a Pastoral hub. Behaviour interventions EEF A nationally recognised psychology led intervention for promoting the emotional wellbeing of children and young people. https://www.elsanetwork.org/Improving_Social_and_Emotional_Learning_in_Primary_Schools_ _EEF_One_to_one_tuition_ _EEF	4
Targeted small group intervention support from trained staff to support Reading and Writing	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:	3, 2



	Phonics Teaching and Learning Toolkit EEF Teaching assistant deployment and interventions https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

	Budgeted Cost (£)	Actual Spend (£)
2024/25	£20,000	£13,000
2025/26	£12500	12500
2026/27		

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support workshops from Subject leads, Thrive Practitioner and Education Social Worker to support family challenges 1:1 family support for early intervention to remove barriers to learning and supporting healthy lifestyle choices.	Families are invited to workshops to help with strategies to support children at home. https://www.thriveapproach.com/ Early help approach shows impact on helping families when robust and supportive https://learning.nspcc.org.uk/safeguarding-child-protection/early-help-early-intervention	6
Enrichment including during and after school. Providing access to holiday clubs and enrichment activities to promote children's confidence and wellbeing	Programmes that provide enrichment opportunities for disadvantaged children are linked to academic benefits. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time Activities for the more able disadvantaged children to take part in	5, 4
Embedding principles of good practice set out in the DfE's	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence, providing examples of best practice.	5



attendance advice to schools. This will involve training and release time for staff to develop and implement new procedures to improve attendance. Informing parents with regular updates and supportive meetings. Staff allocated to monitoring attendance.	https://www.gov.uk/government/publications/school-attendance-framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	
Supporting EYFS to accelerate progress due to low starting points. Ensure high staff ratios to allow the best possible start. Developing links with parents to support reading and using high adult ratios to close gaps.	Parental engagement refers to early years professionals and settings actively involving parents in supporting their children's learning and development. It includes: Approaches that encourage parents to read and talk with their children at home or to participate in activities in the early years setting. Parental engagement approaches have, on average, a positive impact of five months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. There is extensive evidence on the positive impact of parental engagement approaches. https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language	2
Development of Wrap Around Care, food hampers and lunch clubs to support enrichment and meal provision	Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes. Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	6
Contingency for acute issues that may unexpectedly arise during the year.	Based on our experiences we have identified a need to set an amount of funding aside to respond quickly to needs that have not yet been identified for our disadvantaged children.	All



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

2024/25 Outcomes

17.6 % of the school were recorded as disadvantaged in January 2025.

Our end of year data shows that in KS1 and Y4 **most** disadvantaged pupils made good or better than expected progress in the combined areas of Reading, writing and maths.

In Y5 and Y6 **all** disadvantaged pupils made good or expected progress.

In Y3 50% of disadvantaged pupils made expected progress.

81% of our EYFS cohort achieved their Communication and Language goals which are above local. Our GLD for this year was above local and national figures at 71% with Suffolk at 68%

Our Phonics Scheme - SoundsWrite is embedded throughout EYFS and KS1 with training taking place for KS2 next year. Phonics screening results in 2025 was 72% with Suffolk at 79% which means we are building towards being in line with local.

Teacher monitoring shows that teachers deliver 'Good' lessons to enable children to close gaps and raise their aspirations. CPD around retrieval practice is beginning to be seen in most lessons that are observed.

Identification of social emotional mental health needs of children and families is through our designated pastoral team. 26 children (6%), in Years 1-6, have been identified as having 4 or more ACEs. Our ACE tracking allows us to ensure that children living with significant factors in their life are seen and monitored. Therapeutic Thinking Training has supported our monitoring systems. Clear pathways of support internally (Nest) and externally (Early Help Offer) show a reducing number of behaviour incidents from our disadvantaged children. Pupil voice gathered demonstrate high levels of wellbeing demonstrated through the 'feelings' scales.

OPAL platinum award, school council, faith council and sports leaders generate a wider variety of activities available to children that raise aspiration. Celebrations as a whole school highlight unique talents including silk dancers, Tai Chi, Kuk Sol, Horse Riding, Stage performances.

The Pastoral Team and SLT meet regularly to identify and track families in need of support. The pastoral team offers support to families and signposts them to internal and external services. This has included Mental Health, EPIC dads.



2025/26 Outcomes

1. Early Years Vocabulary - Communication and language development continues to be a strength within the Early Years provision. WellComm assessments are now embedded and used effectively to identify need and target support. Staff have developed strong expertise in modelling language and extending vocabulary through high-quality interactions. Internal monitoring, learning walks and pupil voice indicate that children are increasingly confident when articulating ideas, explaining their thinking and engaging in sustained conversations. The Early Years provision has strengthened significantly during this year and outcomes indicate that children are making strong progress from often low starting points. The quality of adult-child interactions remains a key contributor to this success.

Next Steps: Continue embedding WellComm interventions explore NELI as a SALT tool for 26-27 cohort and further strengthen links between vocabulary development and the emerging whole-school oracy strategy.

2. Early Reading - The implementation of Sounds-Write is now fully embedded across the school and is demonstrating positive impact. Consistent staff training, regular monitoring and robust assessment systems have led to improved consistency in phonics teaching and potential for the Gold Award next year. Phonics outcomes are now broadly in line with, and in some cases above, national expectations for pupils. Early reading is increasingly a strength of the school. Staff confidence in delivering systematic synthetic phonics has improved considerably and targeted support is enabling pupils who fall behind to receive timely intervention. Reading culture remains strong and pupils demonstrate increasing confidence and fluency as readers. A disadvantage gap still remains but the gap is closing.

Spring 2 Data - Reading - Disadvantaged Children Not on Track

EY out of 5 disadvantaged children 4 are not on track (80%)

Year 1 of the 9 disadvantaged pupils, 2 are not on track 22%

Year 2 of the 8 disadvantaged pupils 3 are not on track 38%

Year 3 of the 10 disadvantaged pupils 8 are not on track 80%

Year 4 of the 11 disadvantaged pupils 6 are not on track 55%

Year 5 of the 16 disadvantaged pupils 6 are not on track 38%

Year 6 of the 19 disadvantaged pupils 4 are not on track 21%.

Compared to Summer 2 data (TBC)

Next Steps:

Maintain fidelity to the Sounds-Write programme and continue targeted support to ensure all pupils sustain strong progress into Key Stage 2.

3. Writing - Writing continues to be an area of development. Professional development has supported teachers in delivering high-quality writing instruction and there is evidence of improved classroom practice. However, writing outcomes remain less secure than reading and mathematics and further work is required to close attainment gaps for disadvantaged pupils. The increased focus on vocabulary, reading and retrieval is beginning to positively



influence writing quality, although this has not yet translated consistently into accelerated outcomes across all year groups.

Next Steps:

Further strengthen the writing curriculum, particularly around vocabulary application, sentence construction and opportunities for purposeful writing across the curriculum.

4. Attitude to Learning and Wellbeing - Pastoral provision remains a significant strength of the school. With a Thrive practitioner, art nurture provision and wider pastoral team. Coverage is effective and enables us to continue to provide highly effective support for pupils facing social, emotional and mental health barriers. The Nest remains a valued intervention space which supports children to regulate emotions and successfully access learning. The Orchard is developing into an AP space for EHCP children to regulate and learn at their pace. Pupil voice, behaviour monitoring and family feedback demonstrate high levels of wellbeing and belonging. Staff have developed increasingly effective systems for identifying needs early and implementing timely support. This has contributed to improved engagement and readiness to learn for many disadvantaged pupils.

Next Steps:

Continue to refine intervention pathways and strengthen impact evaluation to demonstrate the long-term effect of pastoral interventions on academic outcomes.

5. High Aspiration and Enrichment - The school's commitment to providing rich experiences remains evident. OPAL continues to have a significant impact on children's confidence, independence, resilience and social development and remains one of the strongest elements of the school's wider offer. While curriculum enrichment opportunities continue to be available, development of the wider enrichment programme has slowed during the year due to competing school priorities. Opportunities such as leadership roles, sports, music, faith-based activities and wider curriculum experiences continue to support pupils' aspirations and personal development.

Next Steps:

Refresh and expand the enrichment strategy to provide a broader and more creative range of opportunities that further raise aspirations and expose children to future possibilities.

6. Targeted Academic Support - The effectiveness of targeted interventions has improved considerably. Clearer entry and exit criteria, stronger assessment systems and improved deployment of staff have resulted in more focused support for pupils requiring additional intervention. School monitoring indicates that pupils receiving targeted support are making stronger progress than previously seen. Staff are increasingly skilled at identifying barriers and selecting appropriate interventions to accelerate learning.

Next Steps:

Continue refining intervention programmes and strengthen evaluation processes to demonstrate precise impact on attainment and progress outcomes.

7. Family Support and Removal of Barriers - The pastoral team continues to work proactively with families to reduce barriers to learning through early help, signposting and targeted support. Relationships between school and families remain strong and vulnerable families have been successfully supported through periods of challenge. The planned programme of family workshops has not yet been fully implemented and will become a greater focus during Year 3 of the strategy. This work is expected to further strengthen parental engagement and support children's learning beyond the classroom.

Next Steps:

Launch a structured programme of family workshops focusing on reading, attendance, wellbeing and healthy lifestyles, key milestones.



8. Attendance - Attendance remains a key priority. Regular monitoring, supportive challenge and close work with families have led to gradual improvements in attendance rates across the year. Attendance processes are now well established and leaders have a strong understanding of attendance barriers affecting individual pupils. While improvements are evident, disadvantaged attendance continues to require sustained focus to ensure gaps reduce further and persistent absence decreases.

Next Steps:

Maintain rigorous monitoring and continue personalised support for families where attendance remains a concern.

9. Early Years Provision - The quality of Early Years provision has strengthened considerably during this academic year and is now a significant area of school strength. High-quality teaching, strong adult-child interactions, effective assessment systems and a well-designed learning environment are supporting excellent outcomes for children. Children are making strong progress from their starting points and are developing the communication, language and early literacy skills necessary for future success. GLD is predicted to be 80%

Next Steps:

Maintain the quality of provision and continue sharing effective practice across the wider school.

10. Health and Nutrition - The school's hamper and food bank meal provision and wider support for disadvantaged families is now fully embedded. Staff work proactively to identify families requiring support and ensure children have access to healthy meals and practical assistance where needed. The provision of food support, lunch clubs and wider pastoral assistance has contributed positively to pupil wellbeing and readiness to learn. The school's holistic approach to supporting families remains a key strength.

Next Steps:

Develop greater opportunities to educate pupils and families around healthy lifestyle choices through workshops and curriculum opportunities.

Overall Evaluation of Strategy 2025/26

The strategy is having a positive impact on reducing barriers to learning for disadvantaged pupils. The strongest areas of impact this year have been Early Reading, Early Years provision, pastoral support and the effectiveness of targeted interventions. Attendance continues to improve gradually and pupils benefit from a strong culture of care, inclusion and belonging.

Priorities for the final year of the strategy will be to strengthen writing outcomes, fully implement the family engagement programme, further develop enrichment opportunities and continue reducing attendance gaps. The school remains committed to ensuring that disadvantaged pupils receive both the academic and pastoral support necessary to flourish and achieve their full potential.

2026/27 Outcomes



Externally provided programmes

Programme	Provider
Lexia	Lexia Core 5
ELSA	ELSA Support Ltd
Seeds of Happiness	(Teach Happy)
Accelerated Reader	Accelerated Reader
Jigsaw (PSHE)	Jigsaw
OPAL	Michael Follett (Founder)
Times Tables Rockstars	Maths Circle
Spelling shed	Ed Shed
Clicker Writer	Crick Software
KAPOW Curriculum	KAPOW
THRIVE	Thrive
ELKLAN	Communication 4 All
Sounds Write	Sounds Write
Talk 4 Writing	Pie Corbett
Wellcomm	GL Assessment
Literacy Gold	Dyslexia

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include: Embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for children, particularly disadvantaged children.



Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged children will be encouraged and supported to participate.

Deploying teaching assistants to work throughout each class to support pupils.

Offering workshops to parents that equip parents with the skills to support their children's learning at home, covering topics such as phonics, maths and reading.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, children and teachers in order to identify the challenges faced by disadvantaged children. We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our Academy. We will continue to use it through the implementation of activities. We have put a robust framework in place for the duration of our three-year approach and will adjust our plan over time to secure improved outcomes for children.