

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

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This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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 | Mansfield Primary Academy |
| Number of pupils in school | 206 |
| Proportion (%) of pupil premium eligible pupils | 57.9% 117 children currently |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2023/24 2024/25 2025/26 |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | David Jane |
| Pupil premium lead | David Jane |
| Governor / Trustee lead | Darren Price |

Funding overview

| Detail | Amount |
|---|-------------|
| Pupil premium funding allocation this academic year | £195,295.56 |
| 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 | £195,295.56 |

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak 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. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils through quality first teaching as this is central to our plan and provision. We know QFT has the greatest impact on raising achievement ensuring all teachers are delivering effective teaching and learning every day.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately identified assessed and addressed effectively.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals, which may include analysis of written assessments, observation of behaviour, speaking to children and analysing a wide range of data sets.
- Regularly reviewing the progress and performance of disadvantaged children to ensure approaches have impact and are relevant to meet need.
- Ensuring disadvantaged children are challenged in tasks and activities they receive each teaching session.
- Ensuring there is a culture, reinforced by leaders, where staff take responsibility for disadvantaged outcomes.

- Regularly reminding staff of the need for high expectations of what all children can achieve.

Achieving these objectives:

- To ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- To allocate a Teaching Assistant to each Year Group to improve children’s progress.
- To ensure the sequence of teaching enables the class teacher to lead a small group so children are supported to overcome gaps in learning.
- One to one support as required for learners with a mix of social, emotional and mental health issues.
- All our work using pupil premium funding will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are used by staff to target the most able children on Free School Meals to achieve Age Related Expectations
- Additional learning support where appropriate to support children’s learning
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences which builds up their cultural experiences and can be used in their learning in the classroom.
- Behaviour support through ELSA and MELSA to support disadvantaged specific social, emotional and mental health needs.
- Attendance to increase allowing more time in school to make progress and ultimately outcomes.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | The school will support pupils to improve their reading and mathematical skills through QFT and targeted academic support. Parental input is valued by the school and teachers will support the learning community through providing workshops, information and relevant resources, |
| 2 | Not all disadvantaged pupils achieve well in literacy and numeracy. Children broadening of vocabulary and development of oracy skills will support them to become successful learners. |

| | |
|---|--|
| | <p>Internal assessments indicate that all core attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. The gap is wider in RWM</p> <p>On entry to Reception in the last 3-4 years, between 100% of our disadvantaged pupils arrive below ARE compared to 50% of non-disadvantaged pupils. This gap needs to decrease by the end of KS2.</p> |
| 3 | Supporting children and families with attendance and punctuality. Ensuring pupils are 'school ready' through access to the school's breakfast club and soft entry to school through enhanced adult support. Especially focusing on those who come into school hungry or suffering from anxiety or SEMH needs. |
| 4 | Some pupils struggle with self-regulation and may also have specific learning needs which can impact on their behaviours for learning. We note that absenteeism is negatively impacting disadvantaged pupils' progress. |
| 5 | Some pupils do not have access to the full range of cultural and social experiences beyond the school. Consequently, some pupils have limited life experiences which impacts on their learning and understanding of the world. The rise in the cost of living has impacted significantly on most of our families. |

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 |
|--|---|
| Narrowing the attainment gap across Reading, Writing and Maths. | <p>Achieve national average progress scores in KS2 Reading and Maths</p> <p>Keeping the Gap between PP and NPP to a minimum</p> |
| Providing pupils with social and cultural activities so they can improve their understanding of the world and use their experience so they can write purposefully. | Achieve national average progress scores in KS2 writing |
| Narrow the phonics gap and become in line with national pass percentages | Achieve Phonics pass rates in line with the National Average |

| | |
|--|--|
| Increase attendance of all children | Ensure disadvantaged attendance is above 96% and in line with non-disadvantaged children |
| Improve children's behaviour for learning and support children with their social and emotional well-being. | Reduce the number of suspensions to below the national average. School performance information to show an improvement in targeted support outcomes. Pupil voice indicates high levels of well-being and self-esteem. |

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)

Budgeted cost: £100,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p><i>Lead teachers to access CPD including NPQ courses, EEF identified practice plus others</i></p> <p><i>(Supply costs of release for staff member to be confirmed)</i></p> | <p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>We aim to develop teachers' skills and knowledge in coaching techniques so they can develop other team members practice, particularly ECTs and less experienced staff. Where appropriate, staff will undertake NPQs as we value a culture of learning at all levels. The Deputy Principal will be non-teaching enabling her to mentor and coach colleagues where needed to improve pedagogy.</p> <p>4 staff will be completing NPQ courses. in SEND & Teaching & Learning to ensure teaching is at the highest level possible</p> | 1,2 |

| | | |
|---|--|------------|
| <p><i>Staff training on new SEND phonics programme, catch up schemes for Little Wandle and new SEND resources.</i></p> <p><i>Cover for time to train staff, allow meeting for identification of grouping and learning support. Phonics lead Out of class to mentor and train staff</i></p> | <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>The teaching of phonics will be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>Low EYFS GLD has heightened the need for fast interventions and TA training for this and the introduction of the SEND Phonics program.</p> <p>Phonics lead will allow for 1:1 sessions (+5 months), reading comprehension skills (+6 Months) and phonics</p> | <p>2</p> |
| <p><i>Additional TA support in Key stages. This is to support groups on top of 1:1 funding acquired for the rest of allocated time due to high SEND needs of cohort.</i></p> <p><i>This is particularly important for Year 1,2 phonics and speech and language.</i></p> <p><i>Focussed TA and SEND support for children with SALT and C&I communications needs that cannot access the mainstream classroom. Children will have EHC plan or be on the pathway to get one</i></p> | <p>(small group tuition +4months) and (teaching assistant interventions+4months)</p> <p>Assessment information identifies F2, Yr1 and Yr6 cohorts requiring additional intervention from an experienced Teaching Assistant Support may include 1:1 and small group work provision to narrow the gaps</p> <p>Small group and 1:1 tuition (+5Months) allowing children to thrive in a personalised teaching approach. Individualised instruction (+4 months) and Oral language skills will be used (+6months)</p> <p>One to one tuition (EEF +5months) involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching</p> <p>Teaching Assistant interventions being used throughout school to close the gaps in learning (+4months)</p> | <p>2,4</p> |

| | | |
|--|--|--|
| <p><i>Years 3/4/5/6 who are having Catch up phonics due to cognition and learning needs.</i></p> <p><i>Pastoral support in all years for identified children with SEMH needs. To enable support to ensure they are ready to learn. (additional to ELSA). Year 3&4 foci</i></p> <p><i>Maths and English in class support, modelling and further adaption in conjunction with teachers to ensure ALL can progress. Reading gap of 18% between PP and NPP and 15 in Maths</i></p> | <p>Meta cognition and self-regulation strategies being employed by ELSA trained staff for those with SEMH needs (+8 Months) this will also help them regulate behaviour and reduce the need for suspensions. (+3 Months)</p> | |
|--|--|--|

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

Budgeted cost: £50,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>School Led Tutoring</p> <p>1 teaching assistant specialising in Speech and language in the mornings.</p> | <p>EEF (+6)</p> <p>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.</p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>Oral language approaches might include:</p> <ul style="list-style-type: none"> • targeted reading aloud and book discussion with young children. • explicitly extending pupils' spoken vocabulary. • the use of structured questioning to develop reading comprehension; and • the use of purposeful, curriculum-focused, dialogue and interaction | <p>1,2</p> |
| <p>Purchased class set of laptops to support learning and access to applications to support learning.</p> | <p>Enable children to have access to the internet to complete some of the ICT curriculum The effective use of IT will also support other learning activities.</p> | <p>2,4</p> |
| <p>Teaching assistants additional to allow Small group interventions to take place outside of lessons.</p> | <p>EEF (+4)</p> | <p>1,2 and 4</p> |

| | | |
|---|--|------------------|
| <p>TAs to support Pre teaching enabling learners to fully engage within the lesson for English and Maths. Year 6 E&M Yr 5 C strategy Yr 3/4 reading Year 2 E&M</p> <p>TAs working on misconceptions from previously taught lessons on subject specifics.</p> <p><i>TAS supporting teachers in writing conferencing to reduce the GAP between PP and NPP writing outcomes. Current gap in writing 24% between PP and NPP</i></p> | <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. PP (especially boys) to be a primary focus.</p> | |
| <p>Lexia reading program to continue, allows staff to complete interventions to supporting reading with identified children on the programme.</p> <p>50 children I total across all year groups. Previous those BLW now to include INT children</p> <p>Learning by questions being rolled across 2 year groups years 5/6</p> | <p>Small group compute-based reading programme (EEF +2months). Trained staff working with and children to use a reading intervention using a computer.</p> <p>Again (+2months for computerised programmes 0 but this is designed with our Year 5 in mind as they are Very tech focused. This will be used to support reading and reasoning style questions which has previously called anxiety due to perceived failure.</p> | <p>1,2 and 4</p> |

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

Budgeted cost: £45,295.56

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Deputy Principal and SENDCO have 2 days allocated each.</p> <p>Focusing on attendance 2days including: weekly analysis of attendance and contact with low attenders and time to complete home visits as required.</p> <p>Deputy Principal/SENCO to complete First Day Call and support families to raise attendance / punctuality, including vulnerable families with safeguarding issues and signposting families to various support available.</p> <p>The school working in partnership with parents so children can reach their full potential at home and at school.</p> | <p>EEF (+3)</p> <p>We define parental engagement as the involvement of parents in supporting their children’s academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children’s learning activities; and • more intensive programmes for families in crisis. • Supporting attendance to school • Signposting/referring to health and education support | <p>1,3</p> |
| <p>Elsa trained support staff to work with children approximately 1 day each week relevant to the age of the children 3-5 1 day, 5-7 1 day and 7-11 2 days.</p> <p>2 trained adults with specialist time to complete emotional literacy programme. Addition staff training required,</p> | <p>EEF (+4)</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include specialised programmes which are targeted at students with particular social or emotional needs.</p> | <p>3,4</p> |

| | | |
|--|--|----------|
| <p>2 MELSA Support training through the educational psychology team, working with vulnerable and looked after children</p> <p>Forest schools training. Using Forest schools interventions out of classroom. Costs for training staff and release time.</p> | <p>Teacher appointed to support PSHCE/Science teaching. 2 staff trained and working with groups. Split between academic/PSHCE funding</p> | |
| <p>Educational experiences for learning outside of the classroom</p> | <p>It is important to recognize that learning outcomes from field trips can range from cognitive to affective outcomes (for a review see: Dewitt & Storksdieck, 2008; also Learning Science in Informal Environments (2009). Too often, however, only cognitive gains are identified (by schools or museums) (Kisiel, 2005).</p> <p>Among the many potential outcomes, research has shown that field trips:</p> <ul style="list-style-type: none"> • Expose students to new experiences and can increase interest and engagement in science regardless of prior interest in a topic (Kisiel, 2005; Bonderup Dohn, 2011), • Result in affective gains such as more positive feelings toward a topic (Csikszentmihalyi & Hermanson, 1995; Nadelson & Jordan, 2012). • Are experiences that can be recalled and useful long after a visit (Salmi, 2003; Falk & Dierking, 1997; Wolins, Jensen, & Ulzheimer, 1992). <p>There is good evidence of the importance of early years education on a range of outcomes, and particularly for children from low-income families.</p> <p>The EPPSE study (a longitudinal study assessing children's development) found that children attending a high-quality pre-school showed an effect on attainment at the end of primary school when compared to those attending lower quality pre-school. High-quality provision is likely to be characterised by:</p> | <p>5</p> |

| | | |
|---|--|---|
| | <ul style="list-style-type: none"> • positive, purposeful interactions between staff and children, • activities that support children’s language development, • the development of early number concepts, and • self-regulation. <p>Once early years provision is in place, efforts to improve the quality of provision – for example by training staff – appear to be more promising than simply increasing the quantity of provision by providing extra hours in the day, or by changing the physical environment of early years settings.</p> <p>However, despite good evidence linking the quality of early years settings with better outcomes, there are relatively few high-quality intervention studies in the UK showing the best ways that schools and early years settings can promote better practices in a workforce with wide-ranging qualifications</p> | |
| Purchase of books to compliment implementation of phonics. Keep promoting the love of reading | Continue to further improve the library and reading selection available to children to create a love of reading and improve outcomes so pupils have access to high quality texts. | 2 |

Total budgeted cost: £195,295.56

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.

The children's data in Year 6 with the structure of interventions and support put in place was a great improvement of the previous year. The Academy was just below national benchmarks in reading but comparable with National grades in Writing, Maths and combined scores.

Year 6 Outcomes

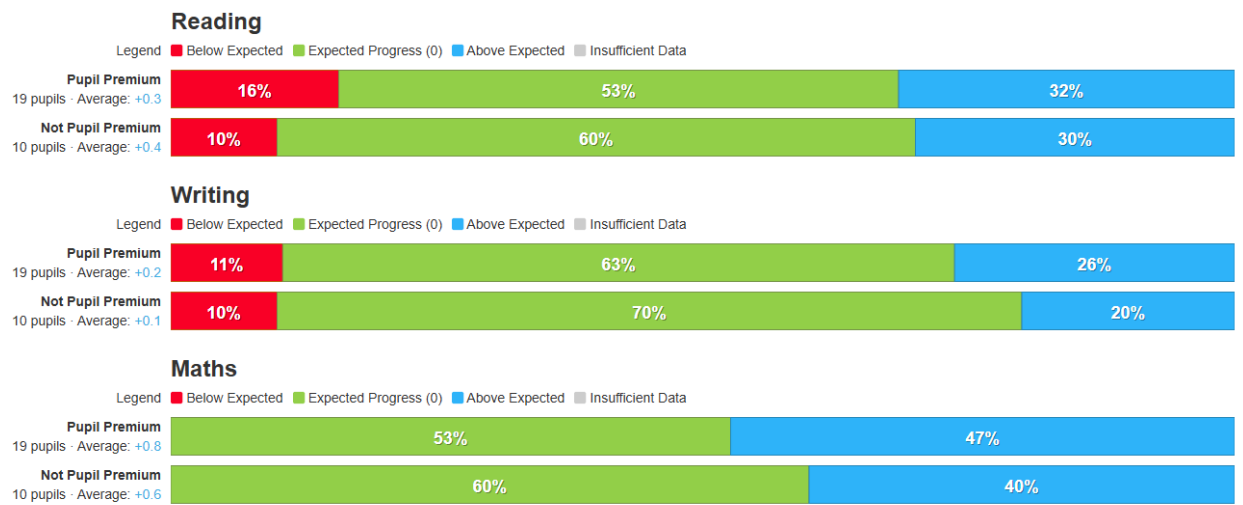
| (?) number of children | All children | | | | PP children | | | | NPP children | | | | Academy | National | Academy | National |
|------------------------------|-----------------|-----|-----------------|-----|-----------------|-----|-----------------|-----|-----------------|----------|-----------------|----------|------------------------|------------------------|------------------------|------------------------|
| | 2023/24 | | 2024/25 | | 2023/24 | | 2024/25 | | 2023/24 | | 2024/25 | | 23/24 PP:NPP gap | 23/24 PP:NPP gap | 24/25 PP:NPP gap | 24/25 PP:NPP gap |
| | Academy (30) | Nat | Academy (30) | Nat | Academy (16) | Nat | Academy (19) | Nat | Academy (14) | National | Academy (11) | National | | | | |
| Reading | 57% | | 63% | 71% | 50% | 62% | 58% | 63% | 64% | 80% | 70% | 81% | -14% | -18% | -12% | -18% |
| Writing | 63% | | 73% | 64% | 56% | 58% | 73% | 59% | 71% | 78% | 71% | 78% | -15% | -20% | +2% | -19% |
| Maths | 63% | | 73% | 73% | 56% | 59% | 68% | 61% | 71% | 78% | 80% | 80% | -16% | -19% | -12% | -19% |
| Combined | 50% | | 60% | 59% | 38% | 46% | 58% | 47% | 64% | 67% | 62% | 69% | -26% | -21% | -4% | -22% |

The combined strategy has been successful of a 10% increase for all children's combined result from 2024 and for PP children a jump of 20%. One child missed the exams due to holiday who would have passed increasing the figures further. This data is the highest in Academy history, in all areas. Even though the grades are higher across the board the gaps between PP and NPP have actually closed further. PP children were above in writing below in English and Maths but combined was almost equal. In fact our combined strategy was extremely effective moving from 38% combined last year and a 26% gap to now only a 4% gap and an increase of 20%

overall for PP children. This data is above the National data in both writing and Maths and marginally behind in Reading. It is though better than the National PP: NPP gap in all areas.

The Academy performed comparably well compared to the National statistics with Reading still being slightly below the National expected outcome, but writing, Maths and the combined scores significantly above

Progress outcomes for Year 6, children making at least expected or greater than expected Progress.



This shows good impact across the year with 3 children scoring a 99 SATS score (100 pass mark) meaning not quite at the standard of a single test on a given day. The children not showing progress in writing was that they didn't quite achieve Greater depth writing.

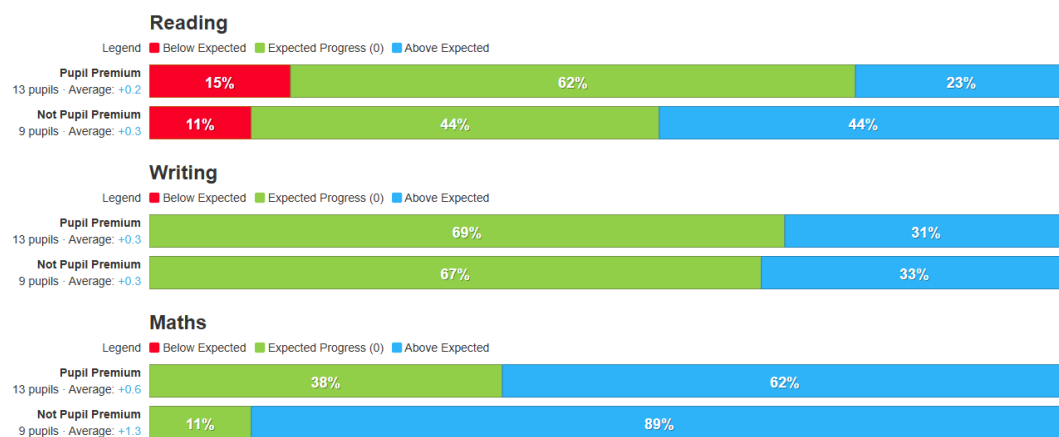
Year 2 Outcomes

Again, strategies implemented saw a good increase in all areas, allowing each area to increase on the previous Year. Reading and Writing increased by at Least 10%

| (?) number of children | 23/24 | | | 24/25 | | | 23-24 PP:Non gap | 24-25 PP:Non gap |
|------------------------|----------|---------|---------|----------|---------|----------|------------------|------------------|
| | All (30) | PP (23) | NPP (7) | All (25) | PP (15) | NPP (10) | | |
| Reading | 50% | 39% | 86% | 63% | 53% | 70% | -37% | -17% |
| Writing | 50% | 39% | 86% | 63% | 60% | 70% | -37% | -10% |
| Maths | 60% | 52% | 86% | 77% | 73% | 90% | -34% | -17% |
| Combined | 40% | 26% | 86% | 48% | 38% | 64% | -60% | -26% |

The gap between PP and NPP, has narrowed considerably with the extra work on reading on phonics. The childrens outcomes for this cohort are comparable and not influenced by economic background due to the early interventions put into place, it must be noted there were only 10 children who were not PP as the other 16 that were PP.

Progress outcomes for Year 2, children making at least expected or greater than expected Progress.



1 child effected progress due to medical absence within this figure, another wasn't quite able to keep their GDS score they had managed in Year 1.

Phonics

The Phonics programme was purchased in 2022 and implemented with great success, with data considerably higher than the 55% back in 2022. Phonics Is now consistently in the 70%+. We are averaging almost a 20% increase from that starting point with 74% of children passing and those who manage to pass at the ned of Year 2 due to their lower starting point at 92%. We continue to embed the teaching of phonics in line with the 'Little Wandle' programme and implementation of the new 'Catch up' in KS2 to ensure all are equally successful has begun and will continue until all children leave the academy as readers, as was heightened in the recent OFSTED July 2024. The SEND phonics program has been purchased for 2025-2026 due to the nature of the Year 1 cohort.

| (?) number of children | 23/24 | | | | 24/25 | | | | 23/24 PP:Non gap | 24/25 PP:Non gap |
|------------------------|-------------|-------------|-------------|---------------|-------------|-------------|-------------|---------------|------------------------|------------------------|
| | School % | PP % | NPP % | National % | School % | PP % | NPP % | National % | | |
| Phonics Y1 | 70% (26) | 77% (13) | 62% (13) | 80% | 74% (30) | 72% (18) | 75% (12) | 80% | +15% | -3% |
| Phonics Y2 | 81% | 78% | 100% | 89% | 91% | 87% | 100% | 91% | -22% | -13% |

PP and non PP are both comparable due to the program and support strategies enabling early reading to be success and how we use the additional adults to support learning. affected the data.

MTC

Laptops were successful in giving extra opportunities to practice skills and having resources available in lesson. The MTC had great success since improvement of skills led to 77% of children scoring over 20/26. Average score for children have increased for all children, PP and NPP. Our data is now strong against the national context.

| (?) number of children | Mean score | | 20+ | | 25/25 | |
|------------------------|--------------|-----------|-------|-------|-------|-------|
| | 23/24 | 24/25 | 23/24 | 24/25 | 23/24 | 24/25 |
| All | 20.6 (26) | 23.3 (29) | 73% | 90% | 34% | 70% |
| PP children | 20 (19) | 23 (18) | 63% | 86% | 42% | 67% |
| Non PP | 25 (7) | 24 (11) | 100% | 100% | 71% | 73% |
| Gap PP v NPP | -5% | -1% | -37% | -14% | -29% | -6% |

GLD

Children arrive at the Academy with low levels are learning. Thorough and successful Foundation Stage curriculum immersed with Speech and Language enables our children to make accelerated progress from their starting point. Intervention identified with rich vocabulary as identified by Ofsted allows the learners to progress throughout the academy. There were 4 % of Pupil premium on track for GLD on Entry to EFYS with 35% achieving GLD by the end of the year. Although this is still below the National standard we are accelerating progress and the Enhanced Learning provision we have set up for speech intervention and early interactions is enabling us to support those with high levels of speech, language and communication needs.

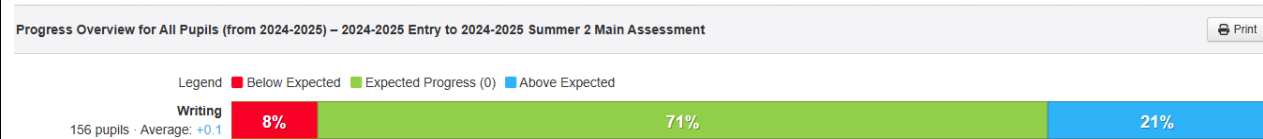
| (?) number of children | Academy | | | | National | | | |
|------------------------|----------|----------|----------|------------|----------|-----|-----|------------|
| | All | PP | NPP | PP:NPP gap | All | PP | NPP | PP:NPP gap |
| 23/24 | 53% (30) | 50% (20) | 60% (10) | -10% | 68% | 72% | 84% | -12% |
| 24/25 | 54% (28) | 35% (17) | 82% (11) | -47% | 69% | | | |

| Specific GLD | Baseline on track | | | End of Year On track | | |
|--|-------------------|---------|----------|----------------------|---------|----------|
| | All (28) | PP (17) | NPP (11) | All (28) | PP (17) | NPP (11) |
| Listening, attention and understanding | 4% | 4% | 0% | 64% | 53% | 82% |
| Speaking | 4% | 4% | 0% | 75% | 71% | 82% |
| Word reading | 4% | 4% | 0% | 54% | 35% | 82% |

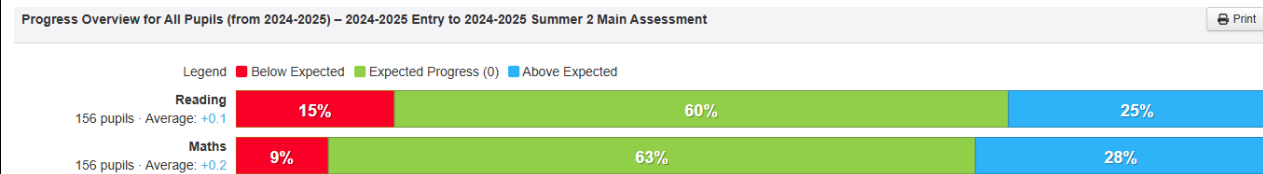
The language rich curriculum using staff effectively to teach this area is allowing children to catch up with peers nationally. Using programs invested in such and Speech and Language link.

Wider curriculum Impact

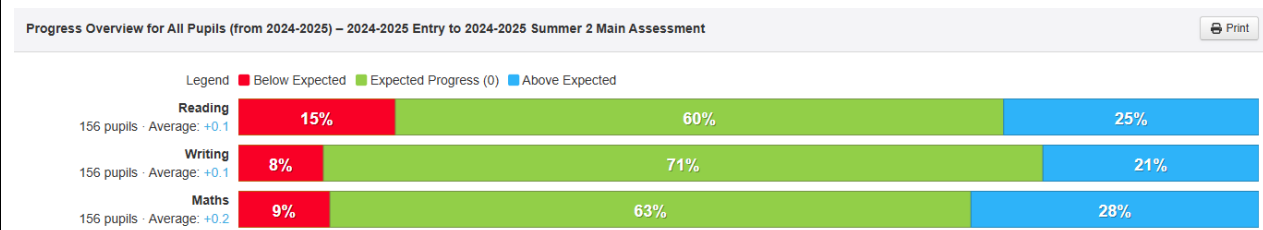
The wider curriculum trips were successful in improving children's understanding of the wider world bringing learning to life. This had impact on both writing and understanding of the world and past. This is evident in the children's progress shown below for writing:



Similar gains were made for children due to the impact of the forementioned support in reading and maths:



These tables indicate that the vast majority of children made expected or greater than expected progress across their subjects from their starting point. Pupil premium were line with the school cohort:



All Years Data

| Start of Year to EOY so far (inc INT) | 1 | 2 | 3 | 4 | 5 | 6 | Key |
|---------------------------------------|--------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--|
| Reading | 44 (63) 55 (71) 55 | 48 (72) 52 (72) 60 (72) 59 | 46 (60) 55 (62) 56 (63) 57 | 46 (60) 51 (66) 50 (63) 60 | 64 (80) 71 (75) 66 (81) 62 | 55 (76) 54 (84) 57 (72) 63 | Children working at the expected standard. Black is start of year Purple end of term 1 Blue end of term 2) Green end of the academic year data |
| Writing | 28 (53) 45 (61) 55 | 40 (72) 44 (72) 60 (76) 59 | 48 (62) 44 (61) 46 (63) 50 | 50 (57) 56 (63) 57 (60) 57 | 56 (76) 50 (70) 58 (81) 66 | 62 (72) 70 (77) 70 (77) 73 | |
| Maths | 50 (63) 48 (71) 61 | 44 (80) 56 (84) 80 (88) 73 | 59 (73) 59 (76) 57 (70) 60 | 61 (72) 67 (78) 60 (77) 63 | 64 (74) 63 (71) 53 (57) 57 | 48 (55) 53 (70) 63 (80) 73 | |
| Combined | 28 42 55 | 28 36 48 | 41 45 43 47 | 43 56 50 53 | 40 42 38 50 | 48 50 50 60 | |

Statutory Comparisons

Key Results - 2024-2025

| Assessment | Statistic | Cohort | School Result | National Comparison | National Result | School Percentile Rank |
|---------------------------------------|---|--------|---------------|---------------------|-----------------|------------------------|
| KS2 Reading, Writing & Maths combined | % of pupils achieving the expected standard | 30 | 60% | Below | 62% | 44th |
| KS2 Reading, Writing & Maths combined | % of pupils achieving the higher standard | 30 | 3% | Below | 8% | 32nd |
| Multiplication Tables Check (MTC) | % of pupils scoring full marks (25/25) | 30 | 70% | Above (significant) | ~ 38% | 96th |
| Phonics Screening Check | % of pupils passing in Year 1 | 31 | 74% | Below | ~ 80% | 26th |
| Early Years Foundation Stage | % of pupils achieving a Good Level of Development | 30 | 57% | Below | ~ 69% | 14th |

Behaviour support

| | Suspensions | | PEx | |
|--------|-------------|-------|-------|-------|
| | 23-24 | 24-25 | 23-24 | 24-25 |
| All | 4 | 6 | 0 | 0 |
| PP | 3 | 5 | 0 | 0 |
| Non PP | 1 | 1 | 0 | 0 |

Suspensions are low with only 6 children being suspended throughout the Academy, support both staffing and emotional has supported our children's needs well. ELSA/MELSA has been successful in supporting students and parents have fed back on this and we have waiting lists so further development of staff to be qualified. Out of the 6 children 50% (3) have since gone on to receive an EHC plan with specialist provision named on 1 and awaiting on another.

Attendance / PA

| | National data | | School Attendance | |
|---------------------|---------------|-------|-------------------|-------|
| | 23-24 | 24/25 | 23-24 | 24-25 |
| All | 93.6 | 94.6 | 93.2% | 93.4% |
| PP | 92.9 | 93.8 | 91.8% | 92.0% |
| NPP | 95.3 | 96.7 | 95.9% | 96.0% |
| Gap PP:Non PP | -2.4% | -2.4% | -4.1% | -4.0% |

Attendance within the academy last year was at 93.4 up slightly on the previous years 93.2%. This was only 1% below the National average at 94.6% for primary schools. We are working hard with our parents to support them getting children into schools. A large proportion of absence are from holidays, as parents cannot afford to take them in the school holidays so take them out of school. PP at 92.0% up 0.2% on the previous year.

| Year | National PA | | School PA | |
|--------------|-------------|-------|-----------|--------|
| | 23-24 | 24/25 | 23-24 | 24-25 |
| All children | 18.8% | 12.9% | 26.6% | 21.6% |
| PP | 23% | 17.3% | 32.8% | 28.6% |
| NPP | 9% | 1.2% | 14.5% | 9.1% |
| Gap | +14% | 16.1% | +18.3% | +19.5% |

This continues to be an area of focus as PA still significantly higher than we would like even though the PA of PP children has decreased by 4.2% we have a lot of work to do in this area.

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 |
|---|--|
| Accelerated reader | |
| ELSA/MELSA Programme | Nottinghamshire Education Psychology Service |
| CRB (controlling Risky behaviours) | Nottinghamshire County Council |
| Little Wandle Phonics (DFE approved) | Letters and sounds |
| Little Wandle Rapid phonics for Key stage 2 | |
| PiXL | PiXL.org |
| Speech and Language Link | |
| B Squared Progression steps | |
| CPOMS safeguarding software | |
| INSIGHT data programme | |
| Tapestry | |
| Widget | |
| Boom Reader | |
| TT rockstars | |
| Nessy | |
| Inspire Music | Nottinghamshire County Council |
| Charanga Music | |
| PE/Sports Tuition | TB Sports |
| Learning by Questions | |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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

Further information (optional)

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

Due to the financial hardship caused by the cost-of-living crisis which has had a huge impact on our parents. School will fund all trips for all children as there are many families who should also qualify for Pupil Premium funding who are not currently funded at this level, we offer the chance for the parents to donate. The school is situated in an area of high deprivations and families struggle to afford necessities such as food, heating and clothing. Food and clothing are supplied by school as required from our community links. Cultural capacity is a major factor in raising aspirations and the Academy visited London for a residential trip at a cost for school so that children had the opportunity to see a city and our Capital City in action.