# OUTWOOD PRIMARY ACADEMY NEWSTEAD GREEN

## PUPIL PREMIUM STRATEGY STATEMENT

2026-27



Children First
OUTWOOD
GRANGE ACADEMIES TRUST










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. **This statement reflects the third year of implementation of our 2024 - 2027 strategy.**

## Academy overview

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| Academy | Outwood Primary Academy Newstead Green |
| Number of pupils on roll (YR-Y6) | 197 |
| No. & % of pupil premium eligible pupils | Number: 92<br>Proportion: 42.6% |
| Academic years that our current pupil premium strategy plan covers | 2024/2025<br>2025/2026<br>2026/2027 |
| Date this statement was published | 1st September 2026 |
| Date on which it will be reviewed | 1st July 2027 |
| Statement authorised by | Lindsey Corbett<br>Academy Principal |
| Pupil premium lead | Lucy Rooney<br>Associate Vice Principal |
| Governor / Trustee lead | Christine Gregory |

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| | Chair of Governors |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £ 138,680.00 |
| **Total budget for this academic year** | **Totals £151,624.54**<br>£ 138,680.00 - funding<br>The addition is a top-up from the core school budget. |

# Pupil premium strategy plan

## Statement of intent

Our aim is to eradicate the gap between disadvantaged and non disadvantaged. To meet this goal we must provide a first class Transformative Outwood Education where all learners are able to succeed, achieve and gain qualifications. We will prepare them for every next step to enable them to compete in society and ultimately contribute to the economy through meaningful employment.

Our philosophy makes us relentless in our shared focus on minimising the effects of disadvantage. We will always seek to improve our performance, adapting to the changes and challenges we encounter and seeking to remove barriers that limit student performance. We will be relentless in our ambition to address the barriers to learning that some of our most disadvantaged children face.

To achieve this we will ensure that we recruit and develop high quality colleagues who can best meet the needs of our students. Our academies will advocate for those who are disadvantaged to ensure they receive all the support they need on their journey through school. Ambitious academic targets will continue to be set. This creates an aspirant culture in which children and young people are inspired to succeed, irrespective of their background. This will go hand in hand with our continued drive to raise the expectations of the local community which we serve by placing a high value on the importance of education. Engaging with parents, carers and external agencies is critical in our work to break down and remove barriers.

Our strategy will ensure we remain creative and innovative in our approach to supporting our most disadvantaged cohorts. Our Transformative One Outwood Education Model focuses on the elements of great schools. We know attending a great school supports all children but has an especially positive effect on those who are disadvantaged. We place our knowledge rich curriculum as a core entitlement for all children educated within our academy and strive to ensure equitable access to assure every child's future life-chances and life-choices are supported through education. High quality pastoral and mental wellbeing support and wide ranging interventions will foster our inclusive culture. A culture where personal growth, effort, progress and

achievement are valued.

We will maximise every opportunity within and beyond the school day to ensure every child is well supported to flourish especially those who are the most disadvantaged. This is our shared trust-wide vision to put children first, raise standards and transform lives

## Challenges

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

| Challenge number | |
|---|---|
| 1 | Ensuring that all children are able to read age appropriately and that they develop a broad and rich vocabulary as a result of reading widely and often.<br><br>Early Reading, Vocabulary & Speech/Language Development: Diagnostic assessments and school census data show Speech, Language and Communication Needs (SLCN) is our largest SEND primary need (25 pupils, with 54% of our SEND cohort also disadvantaged). Ensuring all disadvantaged pupils develop expressive/receptive language from entry  rich vocabulary, and secure phonics sound knowledge from Nursery and decoding from Reception onwards remains foundational to accessing the full curriculum. |
| 2 | Ensuring that teaching and learning incorporates evidence based pedagogy to ensure that it meets the needs of all learners and as a result children know more and remember more. |
| 3 | Ensuring that teacher CPD focuses on developing quality first teaching and adaptive approaches to teaching and learning, incorporating evidence based pedagogy to ensure that it meets the needs of all learners and as a result children know more and remember more. |
| 4 | Sustaining High Attendance & Reducing Persistent Absence in Targeted Cohorts, with a focus on children from disadvantaged backgrounds and those from identified vulnerable groups. |

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| 5 | Ensuring that provision for children's pastoral support, including behaviour, effectively addresses their needs so that they feel secure and safe and are therefore more likely to secure academic progress. Social, Emotional, Mental Health (SEMH) & Self-Regulation. Targeted pastoral support, Restorative Practice, Zones of Regulation, Emotion Coaching, and early trauma-informed intervention are essential so pupils feel safe, regulated, and ready to learn. |

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| 6 | Home-School Partnership & Removing Financial/Enrichment Barriers: Ensuring families - particularly those experiencing socioeconomic disadvantage or mobility - are active partners in their children's learning, while removing financial barriers to uniform, enrichment trips, music tuition, and residential visits so disadvantaged pupils enjoy full equity of opportunity. |

# 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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| Children are able to read as a result of high quality phonics teaching and intervention.<br><br>Disadvantaged pupils secure strong early language, vocabulary, and phonics foundations. | At least 90% of all pupils will achieve the expected standard in the Y1 phonics screening each academic year.<br><br>At least 90% of all pupils (and 85%+ of disadvantaged pupils) achieve the expected standard in the Year 1 Phonics Screening Check.<br><br>Early language and EYFS monitoring demonstrates accelerated progress in Communication & Language and Literacy for EYPP/disadvantaged pupils, closing the Good Level of Development (GLD) gap.<br><br>Termly WellComm reassessment data shows an increased proportion of disadvantaged/ EYPP pupils moving from Red/Amber bands into the Green (age-expected) band by the end of Reception, accelerating Communication & Language and GLD outcomes. |
| The quality of teaching and learning, particularly in relation to the provision for disadvantaged children, improves over the course of the 3 year strategy.<br><br>Disadvantaged attainment and progress improve in EGPS and Maths, including at Greater Depth. | Quality improvements evident through regular teaching and learning monitoring are strengthened and supported by instructional coaching (StepLab) and high quality carefully planned CPD for staff throughout all stages. Our carefully planned and progressive curriculum with a focus on fundamental foundations and the 5 pillar approach ensure learning is accessible to all.<br><br>Sustained Headline Strength: Disadvantaged attainment at the expected standard in Combined RWM remains above national non-disadvantaged and similar-school averages. |

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| | Areas of focus:<br>KS2 EGPS: Disadvantaged attainment at the expected standard to rise significantly to close the gap toward national and similar-school benchmarks, with an increase in pupils reaching the higher standard.<br>KS2 Maths: Disadvantaged progress to improve significantly in Greater Depth attainment. |
| High attendance is sustained across all cohorts, with sustained reductions in persistent absence reduced in all groups. | Sustained Headline Strength: The academy has consistently met the ABIE attendance target and attendance has improved over the course of the strategy. Persistent absence has reduced over the 3 year period.<br><br>Attendance target (ABIE) for 2026/27 is: 95.1%<br>Whole-school attendance meets or exceeds the 95.0% academy target, with FSM6 attendance remaining above the national disadvantaged average (94.5%+).<br><br>Areas of focus:<br>Continued reduction in persistent absence through continued implementation of robust processes in regards to attendance and individual circumstances. |
| Improved emotional regulation and classroom behaviour lead to a downward trend in suspensions and improved learning behaviours for all. | Continued reduction in internal behaviour consequences and improved SEMH tracking outcomes for targeted pupils. Children demonstrate emotional intelligence and ability to self regulate, which inturn has a positive impact on holistic learning and development. |

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| Strong parental engagement and equitable access to wider enrichment are maintained. | Annual parent surveys maintain or exceed our strong baseline (Headline Engagement score of 9.1/10 and NetAPC score of 61+).<br>Sustained headline strengths:<br>Increased attendance of disadvantaged and Gypsy Roma Traveller of Irish Heritage families at parents' evenings, family learning workshops, and early help/support sessions.<br>Areas of focus:<br>Continue to remove financial & socio-economic barriers of disadvantaged pupils to access subsidised enrichment trips, music lessons, uniform support, and residential visits. |

# Activity in this academic year

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

## Teaching

'The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.'(EEF). Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

Budgeted cost: £ 63,862.16

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Delivering a high quality synthetics phonics programme (RWI) in order to ensure that all children acquire age expected early reading standards. | Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches) EEF: **+4 months accelerated progress** | *1,2&3* |

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| Provide ongoing teaching and support staff training in high quality phonics. | Well trained teachers of reading who have strong subject and pedagogical knowledge can have the most impact on pupil attainment and progress. Training is delivered through RWI, The English Hub, and consists of new to RWI training, Targeted sessions which focus on specific colours and intervention. Coaching and practice time happens regularly to enable a culture of constant improvement. | *1,2 & 3* |
| Provide ½ termly external review, challenge and support for the teaching of synthetic phonics.<br><br>1 x RWI Development Day<br>3 x English Hub Review Days<br>1 x Reading Leader development and training session<br>Half termly Reading Leader meetings | Work with the Outwood English Hub proves that fidelity to the scheme and its delivery has the greatest impact on pupil progress. Ongoing focus reviews ensures that this is maintained and that ongoing CPD needs are identified and met. | *1,2&3* |
| Instructional coaching model (StepLab) will be implemented throughout the school giving teachers and support staff access to ongoing feedback in order to aid their development and improve quality first teaching. Our Vice Principal (Mrs Rooney) will lead on this strategy alongside the principal (Mrs Corbett) | Coaching will focus on fidelity to the academy's shared approach to pedagogy ( the OGAT 5 Pillar model). Within this there will also be a focus on elements identified by the EEF as having high impact on pupil progress:<br>Feedback: **+8 months accelerated progress**<br>Collaborative Learning: +5 **months accelerated progress**<br><br>Fortnightly coaching and weekly drop-ins for teaching staff allow for a culture of continued professional development to be embedded within the academy. Staff group PD sessions identify whole school priorities which ensure a consistent approach to teaching and learning is evident throughout the academy. Drop-ins show that teachers are empowered to take ownership of their next steps and this is celebrated through shout outs identifying where staff have successfully impacted on the learning and progress of their pupils. | *2* |

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| Provision of learning resources to support personalised resources for homework thereby ensuring targeted mathematics and literacy support.<br>Magma Maths<br>TTRS<br>Accelerated Reader<br>Virtual classroom (RWInc)<br>MyMaths | The EEF found that pupils who were offered Accelerated Reader made **3 months' additional progress in reading** compared to other similar pupils. For pupils eligible for free school meals the figure was **5 months' additional progress**.<br>Bespoke planners support pupils in managing homework and promote regular reading at home as well as effective home-school communication. Effective homework in primary schools can accelerate progress by **+2 months.** Year 6 revision materials are also provided for children to support ongoing homework and class teaching. | *2 & 3* |
| Embedding Universal Inclusive Classrooms (useful for all, vital for some) across all learning spaces to reduce cognitive load and scaffold learning proactively. | EEF research identifies Feedback (+8 months), Collaborative Learning (+5 months), and Metacognition and Self-Regulation (+7 months) as high-impact levers for disadvantaged learners. Embedding Universal Inclusive Classrooms reduces unnecessary environmental and cognitive barriers before pupils fall behind. | *1, 2 & 3* |
| To drive interactions, learning, and social skills through SHREC (Share attention, respond, expand, conversation). | The Education Endowment Foundation (EEF) Early Years Toolkit identifies Communication and Language approaches as having a very high impact—delivering an estimated +7 months' additional progress for very low cost based on extensive evidence. The SHREC framework (Share attention, Respond, Expand, Converse) operationalises this evidence by structuring high-quality adult-child interactions to:<br>○ Increase back-and-forth dialogic talk and vocabulary acquisition.<br>○ Close communication and language development gaps early.<br>○ Support children's self-regulation, well-being, and readiness to learn across the curriculum. | *1* |

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| Mathematical Reasoning, Mastery of Number, Oracy, Daily Same-Day Intervention & Greater Depth Stretch: Embed daily same-day maths catch-up alongside targeted reasoning and problem-solving tasks in KS2 to accelerate progress (-3.9 disadvantaged progress in 2026) and increase Greater Depth attainment (6% disadvantaged vs. 32% national non-disadvantaged). | EEF guidance on Improving Mathematics in Key Stages 2 and 3 recommends using structured manipulatives, visual representations, and explicit teaching of problem-solving strategies to build deep conceptual understanding and stretch middle- and high-prior-attaining pupils. | *2 & 3* |

## Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

Budgeted cost: £ 17,159.09

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Deliver 'Fresh Start' RWI intervention to Y5 children who need further support with phonic decoding. | This strategy is an integral part of our approach to reading which is supported by the Outwood English Hub. The EEF are currently evaluating the programme and currently state that 'Fresh Start shows considerable promise as an effective catch-up intervention for low-attaining readers' EEF: **+3 months accelerated progress** | 1 & 3 |
| Following each Praising Stars © and RAG cycle, children will be identified for targeted intervention programmes. A workforce of additional teaching assistants will deliver these programmes and impact will be evaluated and provision reshaped on a half termly basis. | Targeted small group intervention can have an impact of **+4 months accelerated progress.** The academy evaluates the impact of interventions in relation to pupil progress on a termly basis. The range of interventions used within the academy at the point of writing this statement includes:<br>• RWI Intervention & 1:1 tuition<br>• Fresh start intervention<br>• Rainbow Words | 3 |

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| | • Colourful Semantics<br>• Handwriting and fine motor intervention | |
| Universal EYFS WellComm Screening & Targeted Language Interventions: Screen all EYFS pupils on entry and termly using the WellComm toolkit. Trained EYFS practitioners deliver targeted 1:1 and small-group play-based sessions using the WellComm Big Book of Ideas for pupils scoring Amber or Red, alongside timely SALT referrals where required. | The EEF Early Years Toolkit identifies Communication and Language approaches as having very high impact (+7 months' additional progress) for very low cost based on extensive evidence. WellComm is listed in the EEF Early Years Measures Database and provides standardised screening and structured, targeted activities to close early vocabulary and expressive/ receptive | *1 (and 5, supporting emotional regulation through communication)* |
| Early Speech, Language and Communication strategies and interventions are consistently used across the academy to develop pupils' attention, understanding of routines, navigating their environment, ability to communicate functional needs and develop pupil autonomy. Strategies include: objects of reference, choice boards and now and next through consistent visuals (Widgit). Interventions include: Intensive interaction, musical interaction, bucket time Stage 1-4 and colourful semantics. | Based on Education Endowment Foundation (EEF) guidance and school strategy documents, the evidence regarding communication strategies for targeted support highlights several key findings:<br>○ Impact on Progress: Targeted small-group and one-to-one interventions focused on communication and language deliver an estimated +4 to +5 months' additional progress (rising to +7 months in early years communication approaches) when implemented effectively and matched to specific needs.<br>○ Structured Multi-Agency Approaches: Evidence supports using structured, evidence-based frameworks and screening tools (such as WellComm, Colourful Semantics, and collaborative Speech and Language Therapy partnerships) to ensure timely, high-fidelity intervention for pupils with speech, language, and communication needs (SLCN) | *1&5* |
| Core Progression Pathway (CPP) Precision Tracking & Micro-Target Interventions: Half-termly RAG-rated tracking on OCloud for pupils working below age-related expectations (breaking core skills into small steps aligned with SCERTS and the Engagement | EEF guidance on Special Educational Needs in Mainstream Schools emphasises using precise diagnostic assessment to tailor small-group and 1:1 interventions (+4 to +5 months' progress), while celebrating incremental | *1, 2 & 3* |

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| Framework), informing short, focused 1:1 and small-group interventions. | mastery and building home-school trust. | |
| One to One and small group tutoring will be provided throughout the academic year with a focus on pupils who are disadvantaged and those targeted to meet greater depth.<br>This will provide identified children personalised support to address individual and group gaps in learning to meet | Evidence indicates that one to one tuition can be effective, delivering approximately **+5 additional months'** progress on average.<br>Our approach is to use the NTP and school led programmes to work alongside curriculum provision, specifically matched to pupil's progress within this. EEF Evidence suggests that short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. | *3* |

## Wider strategies

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support

Budgeted cost: *£ 70,603.29*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Pastoral Leadership & ELSA Provision: Employ a dedicated Learning Manager (Mr Gregory, accredited ELSA) to deliver bespoke social, emotional, and behavioural interventions and oversee lunch/ unstructured-time support.<br><br>This includes the accredited role of Emotional Literacy Support Assistant (ELSA). | EEF evidence shows targeted behaviour interventions (+3 months' progress) and social-emotional learning programmes (+4 months' progress) reduce classroom disruption and improve engagement - directly addressing our 2024/25 rise in suspensions (16) and the high overlap between SEMH/ SEND and disadvantage. | 4 & 5 |
| Whole-School Emotion Coaching, Zones of Regulation & Restorative Practice: Train all staff in Emotion Coaching ("name before you tame"), embed Zones of Regulation self-regulation stations across every classroom, and use structured Restorative Practice conversations to repair harm and reintegrate pupils rather than relying solely on punitive sanctions. | EEF guidance on Improving Behaviour in Schools recommends teaching explicit self-regulation strategies and building consistent, relational staff responses to de-escalate dysregulation early (in the Yellow Zone) and reduce repeat incidents and suspensions. | 2, 3 & 5 |
| SEMH Tracker Diagnostic Profiling: Complete Autumn baselines and termly RAG reviews across five measurable SEMH domains (Self-Control, Social Understanding, Self-Awareness, Learning Skills, Emotional Understanding) to target interventions (e.g., Lego Therapy, Sensory Circuits, Friendship Formula) and triangulate with SEND Support Plans. | EEF implementation guidance highlights that measuring non-academic barriers systematically enables staff to pinpoint root causes of dysregulation, monitor incremental progress, and adapt provision before crises occur. | 2, 3 & 5 |

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| A safeguarding and attendance officer (Mrs Carter) will provide targeted support and intervention in order to secure strong, regular attendance and punctuality. As well ensuring a strong and robust package of systems and policies is supporting delivery of the attendance targets. Attendance awards will be used to continue to support the strategy, in relation to promoting strong attendance and rapid improvement on a bespoke basis.<br><br>Safeguarding, Attendance Officer & Walking Bus Initiative: Deploy Safeguarding and Attendance Officer Mrs Carter alongside members of the Senior Leadership Team and Learning Manager to expand the daily Walking Bus. This initiative provides pupils with reliable morning transport, access to a free breakfast, and expanded route coverage to reach families previously without access, to sustain high FSM6 attendance (94.5%, above national) and target persistent absence in Years 2 (20%), 3 (18%), and 4 (17%), alongside bespoke outreach with our Traveller of Gypsy, Roma and Irish Heritage families. | Regular school attendance is essential in order to ensure that the wider disadvantaged strategy can be delivered effectively. Research (UCL 2020) concludes that reducing pupil absences will have a positive effect on achievement and is likely to reduce achievement gaps between high and low income pupils.Improving communication with parents via text or email has been shown to be an effective way of reducing such absences.<br><br>DfE Working Together to Improve School Attendance and UCL research show that early, supportive family contact and practical transport/morning-routine solutions reduce persistent absence and close attainment gaps for disadvantaged cohorts. | *4 , 5 & 6* |

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| Family & Community Support Strategy, Trip budget & community fund application. Financial Barrier Removal: Deliver the OGAT 5-element Family and Community offer (including WellComm support, Zones, Multi-Agency workshops, links with Parent Carer forum, Family hub, parent workshops, and coffee mornings) and ring-fence a Trip Pot alongside funding for free/additional school uniform, music lessons, and subsidised residential visits. In addition, we offer an enhanced transition both on entry and during year to year transitions. For example, the universal offer of the transition passport, home visits and OWLETS for children on arrival to the | EEF research demonstrates that structured parental engagement adds +3 months' progress, while removing financial barriers ensures 100% of disadvantaged pupils participate fully in enrichment and attend school free from stigma. | 4 & 6 |

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| academy and multiple transition sessions with a different focus at each. | | |
| The academy removes any barriers in children attending any enrichment including: trips, visits and after school clubs. This can be financial, socio-economic and needs based barriers. Children are targeted and tracked depending on level of vulnerability. | Impact on Engagement and Attainment: EEF research on wider enrichment (such as arts, physical activity, and outdoor learning) indicates positive impacts of +2 to +4 months' additional progress, while strongly supporting broader non-academic outcomes including self-confidence, social skills, motivation, and positive behavior.<br>Removing Socio-Economic Barriers: The EEF Guide to the Pupil Premium emphasizes that ensuring equitable access to visits, trips, and clubs by removing financial barriers is vital. Targeted support prevents disadvantage from restricting participation, fosters a strong sense of school belonging, reduces stigma, and directly supports the consistent attendance and engagement needed for academic success. | 4,5&6 |
| Multi-Agency Partnership with Wakefield Local Authority & Specialist Services: Work proactively with Wakefield Family Hubs / Early Help, Education Welfare (EWS), Wakefield Inclusion Panel Pathway, Educational Psychology (EPS), Speech and Language Therapy (SALT), WISENDSS (Wakefield Inclusion Special Educational Needs and Disabilities Support Service), Future in Mind / CAMHS, and the Virtual School to secure rapid, coordinated support for disadvantaged pupils with complex SEND, SEMH, or attendance barriers using SEMH Tracker and WellComm diagnostic profiles to accelerate referrals and co-produce Family Early Help Assessments. | EEF guidance on Working with Parents to Support Children's Learning and Special Educational Needs in Mainstream Schools demonstrates that early, coordinated multi-agency intervention removes external barriers to learning and reduces escalations into crisis or suspension. Keeping Children Safe in Education (2026) and Working Together to Improve School Attendance reinforce that timely information-sharing and joint working with local authority services are critical protective factors for vulnerable and disadvantaged pupils. | *4, 5 & 6* |

**Total budgeted cost: £151,624.54**

# 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 2025 to 2026 academic year.

### Early Years Foundation Stage

| | National Performance for Comparison 2025 | | | Academy Performance 2026 | | | Academy performance compared to national |
|---|---|---|---|---|---|---|---|
| | National FSM | National Non FSM | National Gap +/- | Academy Disadv. | National Non FSM | Academy Gap +/- | |
| % GLD | 55% | 76% | -21% | 63% | 76% | -20% | -13% |

### Y1 Phonics

| | National Performance for Comparison | | | Academy Performance 2026 | | | Academy performance compared to national |
|---|---|---|---|---|---|---|---|
| | National Disadv. | National Non Disadv. | National Gap +/- | Academy Disadv. | National Non Disadv. | Academy Gap +/- | |
| % Expected Standard | 68% | 86% | -18% | 85% | 86% | -4% | -1% |

### Y4 Multiplication Check

| | National Performance for Comparison | | | Academy Performance | | | Academy performance compared to national |
|---|---|---|---|---|---|---|---|
| | National Disadv. | National Non Disadv. | National Gap +/- | Academy Disadv. | National Non Disadv. | Academy Gap +/- | |

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|---|---|---|---|---|---|---|---|---|
| % Expected standard | 27% | 41% | –14% | | 46% | 41% | -19% | | +5% |

## Key Stage 2

| | National Performance (2025) for Comparison | | | | Academy Performance 2026 | | | | Academy performance compared to national |
|---|---|---|---|---|---|---|---|---|---|
| | National Disadv. | National Non Disadv. | National Gap +/- | | Academy Disadv. | National Non Disadv. | Academy Gap +/- | | |
| % Expected Reading | 63% | 81% | -18% | | 81% | 81% | -4% | | 0% |
| % Depth Reading | 21% | 39% | -18% | | 31% | 39% | +23% | | -8% |
| % Expected Writing | 59% | 78% | -19% | | 81% | 78% | -4% | | +3% |
| % Depth Writing | 7% | 16% | -9% | | 6% | 16% | -25% | | -10% |
| % Expected Maths | 61% | 80% | -19% | | 75% | 80% | -10% | | -5% |
| % Depth Maths | 15% | 32% | -17% | | 6% | 32% | -9% | | -26% |
| % Expected RWM | 46% | 68% | -22% | | 75% | 68% | -2% | | +7% |
| % High RWM | 3% | 10% | -7% | | 0% | 10% | -8% | | -10% |

# 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 |
|---|---|
| Read Write Inc (& Fresh Start) | Ruth Miskin Training |

# Service pupil premium funding

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| No. of children qualifying for the service premium: | 0 |
| Total Service Premium: | £0 |

| 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

In addition to the strategies, resources and training that will be implemented as part of this 3 year strategy, the academy's core provision will also benefit provision for disadvantaged pupils.

**CORE PROVISION 1:**

We ensure that there is an **effective core support team** with a focus on supporting disadvantaged children socially, emotionally and academically. In addition to the roles directly funded by the Pupil Premium and outlined within the strategy, the following also work with our children:

- **Educational Support Assistants**

  Educational Support Assistants provide crucial support to children during lesson time. Our academy believes that children make greater progress as a result of instant feedback and support during lesson time and as a result pupil premium funding is used to ensure that all classes have access to a support assistant for all English and Mathematics lessons. Additional targeted intervention and support also takes place outside of this lesson time. High levels of support are in place to ensure that children make the best possible progress as a result of quality first teaching.

- **Subject Directors**

  Our Directors are supernumerary teachers to the academy and often carry out educational achievement interventions in the end of key stage year groups (YR, Y2 and Y6). These teachers meet with the school on a regular basis (Achievement Meeting) to identify the learning needs of individuals; highlighting those at risk of underachievement and planning interventions accordingly.

  Subject Directors are experts in their discipline and support the work of all teachers in the academy through the delivery of regular training and development as well as moderating the teacher assessments within the school. They focus on ensuring the curriculum meets the needs of all children and the quality of teaching, learning and assessment is of a high standard throughout the academy.

Our subject directors are **Mr McGarry (English), Mrs Vickers (Maths), Mr Andrews (Curriculum). Mr Rigby (SEND) and Mrs Gray/ Mrs Hudson (Early Years)**.

We also have four teacher coaches who support the school: **Miss Parr (EYFS), Mr Horran (KS2) and Miss Wakefield (KS2).**

**KEY PROVISION 2:**

An effective **suite of support strategies and interventions** within the curriculum :

- Revision sessions are held at regular intervals throughout the year for those children in Year 6. Sessions are provided within the Academy day as well as evenings, and during school holiday time.
- Revision resources are provided for year 6 children to support their preparation for the end of Key Stage tests.
- All children have access to 'Accelerated Reader' to support their personalised reading provision and development
- 121 intervention post holders support children in English and Mathematics.
- Additional teaching assistant support has been allocated across the academy according to intervention needs.
- A same day intervention approach to the teaching of mathematics has been implemented to ensure that as many children as possible develop age related mathematical progression on a daily basis.
- Focused phonics groups in Key Stage 1 support the development of early reading as well as speech and language skills. Additional intervention is targeted towards this key developmental milestone.
- We ensure a higher than required child-adult ratio in our early years settings, as well as targeted interventions, in order to ensure better than expected progress across the phase within the whole Early Years Foundation Stage curriculum.

**KEY PROVISION 3:**

Ensuring that there are **no financial barriers** to children's engagement with the academy, its curriculum and extended enrichment opportunities:

- Children who qualify for Pupil Premium are also supported with music lessons and contributions towards equipment and trips to enhance their learning experience whilst at the Academy.
- Subsidised access to extracurricular residential visits.
- All children are given a free uniform on joining the academy. Children who qualify for pupil premium are also given additional funding to support the purchase of uniform. This removes discussions about uniform from our day-to-day practice, allowing us to focus purely on learning.

**KEY PROVISION 4:**

Providing a culture of **achievement, praise and celebration** in order to ensure **high self-confidence, self-believe and aspirations**.

Our regular programme of awards celebrates achievement across all year groups and across all areas of the curriculum. These awards promote the belief that every child has a talent and every talent should be celebrated. Children tell us that these awards motivate them to work hard to achieve their potential and be recognised for their talent.

- Our weekly assemblies support our focus on the 'Model Learner' - promoting key skills and qualities such as resilience, confidence, communication, collaboration etc. Weekly awards for displaying 'Model Learner' skills promote the development of the whole child as a learner.