

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
School name	Ackton Pastures Primary Academy
Number of pupils in school	348
Proportion (%) of pupil premium eligible pupils	67 (19%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 - 2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Katie Mason
Pupil premium lead	Katie Mason
Governor / Trustee lead	Helen Causier

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90, 397
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£90, 397

## Part A: Pupil premium strategy plan

### Statement of intent

Pupil Premium is additional funding provided to the school based on the number of pupils who are currently receiving or have received Free School Meals (FSM) within the last six years, for Looked After Children and for children whose parents are in the armed forces. It is additional funding given to schools in order to address the inequalities between those children eligible for free school meals and their peers. It is our duty to use Pupil Premium funding effectively in order to raise achievement and diminish the differences between these children and their peers both at a school and at a national level.

At Ackton Pastures Primary Academy our main priority is to make sure that all children have access to high-quality teaching and to ensure there are strong systems in place to monitor teaching and learning.

The curriculum at Ackton has been designed and developed from the National Curriculum and we have used research from Mary Myatt, Tom Sherington, Chris Quigley and Rosenshine's principles so our children have the best pedagogical approaches based on cognitive load theory.

Teachers have access to high quality CPD that is planned effectively around research and is ongoing including appropriate tasks and coaching to enable them to have the right skills and knowledge to implement a highly effective curriculum, supporting the needs of all learners.

At Ackton Pastures we believe that academic success can only be achieved when children feel safe and supported and when their social and emotional needs are fulfilled. We prioritise the health and wellbeing of all our children by providing a dedicated pastoral team within school who work with both children and families.

If and when any children experience barriers to their learning, bespoke intervention is implemented swiftly and again monitored carefully by staff.

### Challenges

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

Challenge number	Detail of challenge
1	Children enter school with limited language. Language development over time is weak, leaving children to have a vocabulary gap to their peers.

	School has an increasing proportion of children entering school with communication and interaction needs
2	Children have limited knowledge and understanding of the world and they do not have access to cultural capital and knowledge.
3	Parents have a limited understanding of how they can support their children to be even more successful at school, some children in receipt of PP funding have SEMH needs which present a barrier to learning
4	Attendance is not a high priority for some families, term time holidays are often taken due to a lower cost. This results in missed education and gaps in children's learning
5	Pupil premium children have limited access to age-appropriate quality texts at home. This has impacted on progress and attainment of PP children in reading.

## 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
More disadvantaged children in the early years, both at the end of Nursery and the end of Reception, achieve a GLD.	More than 20% disadvantaged children achieve the expected standard in writing at the end of Reception and more than 15% are keeping up with the expected stage in Nursery.
More disadvantaged pupils achieve a pass in the phonics screening check at the end of Year 1.	More than 70% of disadvantaged pupils achieve a pass in the phonics screening check at the end of Year 1, all disadvantaged pupils retaking in Year 2 pass.
Attendance for disadvantaged pupils is high or improving rapidly.	Attendance for disadvantaged pupils is 95% or more.
More disadvantaged pupils achieve 25 or more in the Year 4 multiplication tables check and more disadvantaged pupils achieve the expected standard in mathematics KS2 tests.	More than 40% of disadvantaged pupils achieve 25 or more in the multiplication tables check. More than 40% of disadvantaged pupils achieve the expected standard in mathematics.

Disadvantaged pupils feel a sense of belonging in their school and develop their own talents and interests.	All disadvantaged pupils attend a club or other regular enrichment offer.
Parents of pupil premium pupils have effective relationships with school and as a result are able to support their children with their education.	Clear communication between home and school resulting in positive relationships. Parents are aware of their child's development, and how they can support them. As a result, pupils receive more consistent support from home.

	<p>Targeted support is provided to the families of PP children via a dedicated pastoral team.</p> <p>The families of PP children are sign posted effectively to other agencies who can provide support to families</p> <p>Events to promote and provide information about healthy lifestyles, health and wellbeing are facilitated by school</p>
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## 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: £ 55 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release time for Deputy Headteacher, with early years specialism to provide coaching and CPD to all teachers	Quality Wave one teaching EEF Effective professional development	1&3

A targeted programme of CPD is delivered to all staff on best pedagogical approaches based on research.	Pedagogical approaches based on cognitive load theory,(Rosenshine, Sherrington). EEF best practice Quality First Teaching.	1,2 &3
All teaching assistants are trained in effective interventions to support early literacy skills (RWI and Fresh Start)	Proven approach to teaching synthetic phonics to children in UKS2 to develop fluency in reading.	1 and 5
Additional teaching assistants within the early years and small class sizes within Reception to ensure children get off to a strong start	Strong Foundations document - Ofsted	1
CPD Maths Mastery and Mastery of Number specialist provided by Maths hub	Proven approach to teaching maths which develops conceptual understanding as well as procedural fluency	4
Allocation of funding to ensure access to high-quality texts.	Providing a language rich curriculum and environment to promote a love of reading	1,2&5
Additional training to support curriculum subject leaders with the development of pedagogical	Pedagogical approaches based on cognitive load theory, (Rosenshine, Sherrington) MARGE theory (Shimura) EEF best practice Quality First Teaching.	2&3
approaches to be employed across the school.		

Additional time given to curriculum subject leaders to enable them to monitor and develop pedagogy of staff.	Pedagogical approaches based on cognitive load theory, (Rosenshine, Sherrington) MARGE theory (Shimura) EEF best practice Quality First Teaching.	2&3
Additional time provided for subject leaders from across the Trust to meet, develop and support progress throughout their subject.	Pedagogical approaches based on cognitive load theory, (Rosenshine, Sherrington) MARGE theory (Shimimura) EEF best practice Quality First Teaching.	2&3
implementation of high-quality phonics program RWI.	Proven approach to teaching spelling.	1&5
Access to high quality training provided by the local authority to support pastoral processes within school and support for parents	EEF guidance – working with parents to support pupil attainment	3&4
The appointment of a SENDCO without teaching responsibility to provide effective CPD to the whole staff team and respond swiftly to any SEND need within PP group	EEF guidance – special educational needs in mainstream schools guidance	3

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

Budgeted cost: £ 20 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional coaching of staff by designated RWI leader	EEf Research/Dfe approved programmes of learning for synthetic phonics	1
Booster Groups	To help prepare and support children in accessing end of Key Stage 2 SATs EEF- Extending School Time	2

Delivery of RWI Freshstart	Dfe approved programmes of learning for synthetic phonics	1
Pre-Teaching	EEF research based document-Making best use of Teaching Assistants	1
Timetabled release of staff to support the effective delivery of RWI groups/Catch Up Groups	EEf Research/Dfe approved programmes of learning for synthetic phonics	4

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

Budgeted cost: £ 15, 397

Activity	Evidence that supports this approach	Challenge number(s) addressed
The appointment of a designated attendance and behaviour officer to support families in improving attendance	EEF- Social and Emotional Learning EEF- Parental engagement	4
A full-time learning mentor within school	EEF – Social and Emotional Learning EEF- Parental engagement	3&4

Additional funding to supplement school trips and visits	EEF Enrichment	2
Development of Emotion coaching as a whole school strategy to support mental health and wellbeing and emotional regulation	EEF-Improving behaviour in schools EEF – Social and Emotional Learning	3
Implementation of emotional check ins daily for all children to monitor mental health and wellbeing of all children	EEF-Improving behaviour in schools EEF – Social and Emotional Learning	3
Breakfast club	EEF- Pupil Premium Guide	4&5

**Total budgeted cost: £ £90, 397**



# 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.

*Outline the performance of your disadvantaged pupils in the previous academic year*

Early Years Outcomes	2024-25		
% of pupils achieving Good Level of Development	Whole School	Disadvantaged	National Average
	72	40	68
	2023-24		
	Whole School	Disadvantaged	National Average
	73	17	67
Year 1 Phonics Outcomes	2024-25		
% of pupils Meeting the Threshold	Whole School	Disadvantaged	National Average
	79	25	83
	2023-24		
	Whole School	Disadvantaged	National Average
	88	71	79
Key Stage 1 Outcomes	2024-25		
% of pupils achieving expected standard and above	Whole School	Disadvantaged	National Average
Reading	73	44	71
Writing	73	44	64
Maths	80	60	73
Combined	71		58

	2023-2024		
	Whole School	Disadvantaged	National Average
Reading	65	25	68
Writing	67	25	60
Maths	74	25	70
Science	84	75	79
Combined	58	29	56
Year 4 MTC	2024-25		
% of pupils achieving expected standard	Whole School	Disadvantaged	National Average
Achieving full marks	44	36	34
Achieving average marks	84	64	21.1
	2023-24		
	Whole School	Disadvantaged	National Average
Achieving full marks	53	23	29
Achieving average marks	21.8	18.2	20.6
Key Stage 2 Outcomes	2024-25		
% of pupils achieving expected standard and above	Whole School	Disadvantaged	National Average
Reading	67	31	75
Writing	71	31	72
Maths	73	31	74
GPS	64	15	82
Combined	64	31	62
	2023-2024		
	Whole School	Disadvantaged	National Average
Reading	63	50	73

Writing	67	63	71
Maths	65	50	73
GPS	65	50	72
Combined	58	38	59

## Externally provided programmes

Programme	Provider
N/A	