Pupil premium strategy statement – Ackton Pastures Primary Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	342
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2026-2029
Date this statement was published	01.9.26
Date on which it will be reviewed	01.9.27 01.9.28 01.9.29
Statement authorised by	Headteacher: Mr C Ivel
Pupil premium lead	Mrs S Naylor
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91698 (2026-27)
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£91698

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 Ackton Pastures Primary Academy, our ultimate aim is to ensure that disadvantage is never a barrier to any child achieving their full potential.

Our Strategic Aims:

- Disadvantaged pupils achieve in line with non-disadvantaged peers nationally.
- Disadvantaged pupils make expected progress in all academic subjects.
- The health, wellbeing, and safety of our pupils are prioritised, equipping them with the resilience and life skills needed to thrive in the wider world.

Core Principles Our strategy is rooted in the belief that **every pupil is an individual**. We reject a 'one-size-fits-all' approach, remaining agile and adaptive to meet the unique needs of our children. Informed by robust evidence from the Education Endowment Foundation (EEF), we systematically identify and unpick the specific barriers to learning faced—or likely to be faced—by our pupils. Pupil Premium funding is then strategically deployed to diminish and eliminate these barriers in the best interests of every child.

Alongside bespoke individual support, we achieve our vision through a balanced, multi-faceted approach:

- **High-Quality Teaching:** Maintaining a relentless focus on high-quality first teaching in every classroom, ensuring robust learning opportunities across the entire curriculum.
- **Dedicated Class Champions:** Deploying support staff as key allocated workers for Pupil Premium pupils in our classes to build strong pastoral relationships, boost attendance, build resilience, and support emotional wellbeing.
- **Rigorous Progress Tracking:** Utilising robust provision mapping and focused pupil progress meetings to closely track disadvantaged pupils, swiftly identifying candidates for high-impact, small-group tuition led by qualified teachers and skilled support staff.
- **Strong Family Partnerships:** Utilising a dedicated pastoral team to work directly with parents and carers to emphasise the value of academic achievement, strengthen parental engagement, and support behaviour, health, and mental wellbeing.
- **Targeted Practical Support:** Directing specific support towards pupils eligible for Free School Meals to eliminate barriers to learning and participation.

- **Enriched Opportunities:** Ensuring equal access to extra-curricular activities, educational visits, and enrichment experiences so every pupil can discover and nurture their unique talents and interests.

Challenges

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

Challenge number	Detail of challenge
1.	Reducing the disparity in academic performance across core subjects- specifically reading, writing, and maths- between pupils eligible for pupil premium and their peers.
2	Significant levels of pupil mobility within the EYFS, with disadvantaged children frequently entering the academy with lower starting points than non-eligible pupils.
3	Complex safeguarding factors impacting the stability and well-being of the pupil or their wider family unit.
4	Persistent challenges regarding student attendance rates and maintaining consistent punctuality.

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
Increased attainment and progress in reading, writing and mathematics for pupils in receipt of pupil premium.	Achieve or exceed national attainment and progress measures in reading, writing and mathematics.
For all children in receipt of pupil premium to be equipped with the right tools to read with fluency and accuracy.	Children achieve well in reading, enabling them to read to learn in order to access the full primary curriculum.
A comprehensive pastoral offer to support the holistic child and remove barriers to learning.	Robust provision is in place to support pupils' mental health and wellbeing, ensuring pupils are equipped to learn and supported in managing and understanding their feelings and behaviour.

Evidence of an improved attitude to learning as part of our work on developing the character of our pupils.	Reduction of time out / reflection / report card incidents of pupils in receipt of pupil premium.
Other	Ensure that attendance of disadvantaged pupils is in line with whole school attendance, target of 97%.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: *£46500*

Activity	Evidence that supports this approach	Challenge number(s) addressed
All teachers and teaching assistants to have access to coaching to support the development of a consistent teaching model (CPD) to improve QFWT for all. Cost of CPD sessions Cost of release for Coaching member of staff. Cost of StepLab	**EEF** Collaborative leaning approaches + 5 Feedback +6 Mastery learning +5 Coaching for all classroom-based staff in school which allows for pupils to be taught in small steps reduces the cognitive load on the brain (cognitive load theory, Sweller, J. 1988). Coaching allows for staff to focus on knowledge delivery with a focus on depth of learning in small steps, feedback and questioning to work towards 100% participation. We have considered the needs of our cohorts and 24% of pupil premium pupils have no other perceived barrier to learning which indicates that with QFWT in place, pupil progress should be in line with non-pp peers.	1,2

CPD for all staff on positive behaviour management and developing self regulation within the classroom and wider school.	**EEF** Metacognition and self-regulation +7 Metacognition and the ability to self-regulate allows pupils to focus on their learning and the motivation they have to engage in the process of understanding and learning. 44% of disadvantaged pupils require support for managing their behaviour and/or for pastoral support as a result of a specific vulnerability. With all staff trained to support these approaches, all pupils are more likely to stay within the classroom during learning times to learn with their peers and achieve.	3, 4
Allocation of funding to ensure access to high quality texts.	Choosing and using quality texts and investment in reading rich material to implement effective reading curriculum.	1,2
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) EEF best practice Quality First Teaching. Step Lab coaching. Learning Walks focussing on PP experiences.	1,2

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

Budgeted cost: £ *26698*

Activity	Evidence that supports this approach	Challenge number(s) addressed

Additional 1:1 / 1:2 tutoring for mathematics for pupils in Year 6.	**EEF** One to one tuition +5 Small group tuition +4 On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. For one-to-one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.	1,2
Additional small group tuition in reading from Year 3 and Year 4, with a focus on developing fluency and accuracy for reading.	**EEF** Reading comprehension strategies +6 Small group tuition +4 Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects. In order to access the full primary curriculum at Ackton Pastures Primary, pupils are required to be fluent and accurate readers who	1,2

	can apply a range of strategies to understand a wide range of texts, contexts and subjects.	

Focus Teaching Assistant Pupils for wellbeing check in and monitoring (2/3 allocation per TA)	**EEF** Mentoring +2 Mentoring in education involves pairing young people with an adult who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge. Teaching Assistants are allocated to disadvantaged pupils to build high quality relationships, become a 'key worker' where children work in small groups to read / practice key skills and complete welfare check-ins. The Teaching Assistant bridges the gap between the class teacher and pastoral support to ensure pupils holistic needs are met in order to achieve.	3,4,5

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

Budgeted cost: £18500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Offer: small group interventions to boost self-esteem, aspiration and wellbeing	**PHE (2014)** Pupils with better health and wellbeing are likely to achieve better academically. Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn. A positive association exists between academic attainment and physical activity levels of pupils.	3,4

Attendance and Behaviour Officer – to directly support with reducing absenteeism and promote positive behaviour habits.	**DFE (2016)** The Department for Education (DfE) states that regular school attendance is vital for a child's learning, wellbeing, and long-term development, serving as a critical protective factor especially for vulnerable children. Missing school directly affects progress, confidence, and readiness to learn.	4,5

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Attendance tracking and monitoring	The higher the overall absence rate across Key Stage (KS)2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4. Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions. Tracking allows parents and carers to see the importance of high attendance across school and the direct correlation between attendance and achievement.	
Support with promoting life experiences and wider curriculum opportunities for children.	Funding to be used to support whole school events that promote and increase students life experiences and wider curriculum opportunities. EVOLVE Outdoor experience guidance: **Deepens Learning:** Trips turn abstract ideas into real memories by letting students see, touch, and experience subjects firsthand. **Builds Life Skills:** Outdoor and off-site learning helps young people manage risk, work as a team, and grow more resilient. **Supports Inclusion:** Well-planned visits engage students who struggle with traditional classroom settings, improving behavior and focus.	1,2

	Promotes Wellbeing: Shared experiences outside school boost mental health, social bonds, and overall personal growth	

Total budgeted cost: £ *91,698*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

• To be reviewed following first year of implementation of strategy.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year.

Programme	**Provider**
One Life	Kelly Wood
PE Pro	PE Pro