Pupil premium strategy statement: Learning Academy partnership SW 2026_27

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	2,356
Proportion (%) of pupil premium eligible pupils	21
Academic years that this strategy statement covers	3 years (2024-2027)
Date this statement was published	30th September 2024 Updated July '26
Date on which it will be reviewed	1st December 2026
Statement authorised by	Miss Tracey Cleverly
Pupil premium lead	Mrs Evie Semmens
Governor / Trustee lead	Mrs Jo Tisdall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£751,960
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£0.00
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0.00
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*	£751,960

Part A: Pupil premium strategy plan

Statement of intent

We are committed to ensuring that every underserved (disadvantaged) pupil receives the best possible education and that gaps in outcomes are closed in all key outcomes. We want these pupils to flourish in all aspects of their education, with social mobility and sense of belonging as core foundations to this. We do this by investing in people enabling every child to be taught by the very best teachers so that we can achieve social change and all children flourish.

The disruption children and young people have faced to their education during the pandemic has been extensive nationally and continues to have a profound consequences. Attainment and educational progress particularly for those disadvantaged has been affected, but so too has their emotional and social development. This is further impacted by the ongoing cost of living crisis, fragmentation of social cohesion and lack of wider services for families.

This pupil premium strategy plan aims to close the considerable gaps in attainment as a result of the pandemic and mitigate the continued impact of the pandemic on children's lives.

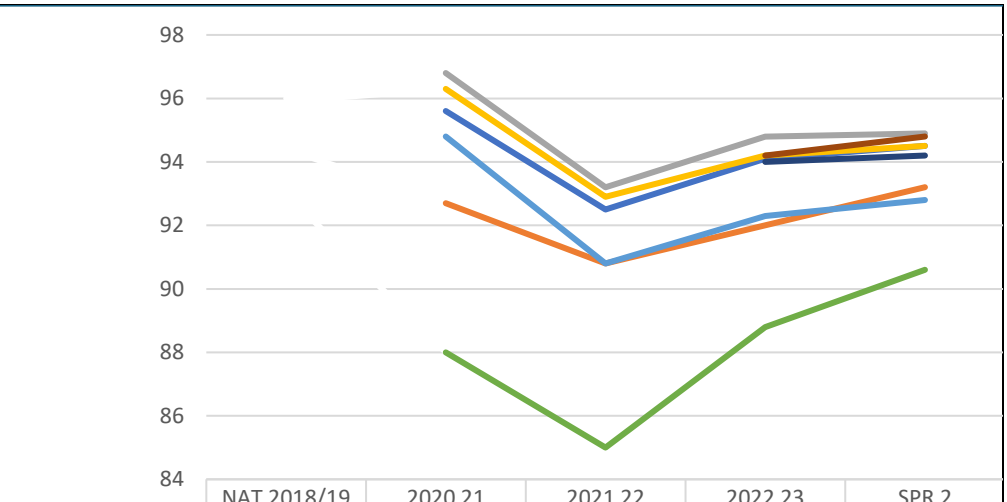
The key principles of this strategy plan are to build sustainable, long-term support to overcome the barriers of:

- *Achieving well in the cornerstones of English and Maths, as part of the broad, academic and knowledge rich curriculum.*
- *Good attendance for all pupils, which contributes to their overall academic and emotional wellbeing.*
- *Social, emotional and mental health needs of pupils.*

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Whilst there are sustained demonstrable improvements in these areas and for pupils by the end of KS2, these remain our priorities as eligible pupils, especially those starting school face large gaps with their peers.

Challenge number	Detail of challenge
1	**Widening gaps for younger eligible pupils (EYFS and KS1) in early reading and overall outcomes, linked to increasing need in communication and language.** 2022-23 • GLD all 78%/ pp 56% 22% gap • Y1 PSC all 87%/ pp 81% 6% gap • Y2 Reading all 65%/ pp 47% 18% gap **2024-25** • GLD all 83%/ pp 67% 16% gap • Y1 PSC all 90%/ pp 85% 5% gap • Y2 Reading all 83%/ pp 68% 15% gap
2	**Writing gaps for eligible pupils, especially in KS1** 2022-23 • KS1 all 55% / pp 37% 18% gap • KS2 all 75% / pp 69% 6% gap **2024-25** • KS1 all 75% / pp 56% 19% gap • KS2 all 84% / pp 80% 4% gap
3	**Maths gaps for eligible pupils.** 2022-23 • KS1 all 74% / pp 60% 14% gap • KS2 all 73% / pp 61% 12% gap **2024-25** • KS1 all 85% / pp 63% 22% gap • KS2 all 80% / pp 76% 4 % gap
4	**Attendance rates for eligible groups remain below 'all' and have not returned to pre pandemic levels.** **Overall attendance and by group.**



	NAT 2018/19	2020 21	2021 22	2022 23	SPR 2
All	96	95.6	92.5	94.1	94.5
PP	94.4	92.7	90.8	92	93.2
NON PP	96.5	96.8	93.2	94.8	94.9
EAL	95.9	96.3	92.9	94.2	94.5
SEN Support	94.6	94.8	90.8	92.3	92.8
SEN EHCP	93	88	85	88.8	90.6
BOYS	95.9			94	94.2
GIRLS	96.1			94.2	94.8

Persistent Absentee for all and groups.

Groups	2021-22	2022-23	AUT 2 2023	SPR 2 24
ALL	23.5%	14.7%	14.3%	14.0%
PP	29.8%	17.9%	19.8%	19.6%
EHCP	47.8%	43.6%	37.2%	32.7%
SEND Support	23.6%	25.8%	18.7%	19.9%
EAL	17.1%	17.0%	17.3%	17.1%

2024-25 All 95.6% PP 94% Gap: 1.6%
PA All 8.5% PP15.6% Gap 7.1%

5

Increase in pupil's social, emotional and mental health needs, with eligible pupils more likely to experience a Fixed Term Suspension.

2022-23

Trust data shows that 43% of all pupils with a Fixed term Suspension were eligible for PP, meaning that these pupils are twice as likely to receive a suspension than their peers.

End of Autumn 2023

Trust data shows that 83% of all pupils with a Fixed term Suspension were eligible for PP (Trust PP was 22%), meaning that PP pupils are twice as likely to receive a suspension that their peers.

2024-25: 60% of pupils with a Fixed Term Suspensions are eligible for PP, 2.9X more then their peers.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2027)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Gaps in outcomes for eligible pupils in EYFS and KS1 are closed. Speech needs are identified early in EYFS and supported so that more children are reading for the KS1 curriculum. The bottom 20% are targeted in a timely way to ensure that all pupils are reading by age 6.	Gaps in GLD for eligible pupils are reduced to 15% across the Trust, in the first year and reduced to less than 5% by the end of the 3rd year. Sustain closing gaps in early reading outcomes for eligible pupils continue to be reduce PSC gap less than 5% across the Trust in the 1st year, and inline by the end of the 3rd year. Gaps in early reading outcomes for eligible pupils continue to be reduced: end KS1 less than 10% across the Trust in the 1st year, and inline by the end of the 3rd year.
2. Gaps in Writing for eligible pupils across the Trust, are closed at both expected and greater depth.	Gaps in Writing outcomes for eligible pupils in KS1 are reduced to 10% in the first year and in line by the end of the 3rd year. The closing gap in Writing outcomes for eligible pupils in KS2 is sustained and continues to reduce to less than 5% in the first year, and in line by the end of the 3rd year.
3. Gaps in Maths for eligible pupils across the Trust, are closed at both expected and greater depth.	Gaps in Maths outcomes for eligible pupils in KS1 are reduced to 8% in the first year and in line by the end of the 3rd year. Gaps in Maths outcomes for eligible pupils in KS2 continue to reduce to 10% in the first year, and in line by the end of the 3rd year.
4. The gap in Attendance for eligible pupils to close at both attendance and persistent absentees.	Gaps in attendance for eligible pupils to be reduced to less than 1 % in the first year and inline by end of year 3. Gaps in persistent absentees for eligible pupils to be reduced to less than 2% in the first year and inline by end of year 3.
5. Reduce number of eligible pupils reaching suspension levels through: A) Supporting pupils' wider cultural capital development through Residentials B) whole Trust Behaviour Policy which is trauma informed and provides practical advice and strategies to schools to embed a relational approach.	Reduce the proportion of eligible pupils receiving a fixed Term Suspension level from 83 % to below 40% of all in the first year and to be in line with 'all' by the end of the 3rd year.

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: £337,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
Best Starts that provide sharp focus on provision which supports pupils at the start of their school journey. Establish a whole Trust EYFS approach to communication and interaction through the SHREC approach and early reading. Embed Language Link as a universal offer.	The CST recommends using EEFs tiered methodology which is why we have looked at whole school approaches, targeted approaches and wider strategies. DFE research shows that Early Years providers have found that more children are needing speech and language support than before the pandemic. Https://www.gov.uk/government/publications/education-recovery-in-early-years-providers-summer-2022/education-recovery-in-early-years-providers-summer-2022 EEF Communication and Language Report: Communication and language approaches: 7 months increased progress in learning. " There is evidence of language gaps for disadvantaged pupils at the beginning of school, so targeted communication support may be a promising approach to narrow these inequalities." https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches The ShREC approach | EEF Language Link research demonstrates impact of early identification of speech needs. https://speechandlanguage.info/resources/perch/pdf/online-impact-brochure-sept-2023.pdf	1
Continue to embed whole Trust development of early reading with increased rigour and data analysis of the lowest 20% are regular intervals and targeted CPD for leaders of reading and teachers of reading. Investment in Trust offer external systematic Phonics provider to provide robust data analysis, development days, coaching, precision teaching and 1:1s.	*High quality teaching for all remains the single biggest priority. We know from the best available evidence that the most powerful tool we have to combat educational inequality is to support great teaching in every classroom (Prof Becky Francis, CEO,EEF)* DFE Guidance sets out that High quality teaching of English and Maths are the cornerstones of a broad, academic, knowledge- rich curriculum. Data outcomes show that nationally as well as within our Trust, attainment gaps have widened since pre pandemic. EEF guidance and reports '*further research confirms young pupils' achievement in reading and maths remains significantly lower than before the pandemic, and the gap between children from low and high income households remains wide'.*	1
Establish a whole school trust approach to the teaching of writing through investment in a central English	Having a consistent approach to writing will directly improve the quality of provision and thus focus on Quality First Teaching. As evidenced above the EEF clearly states that improving the quality of teaching in every classroom is essential for all pupils but more for those eligible for Pupil Premium.	2

role and writing programme, including KS1 'Sentence Builders'.		
Development of a school trust wide approach to pedagogy (Pedagogy on a Page) to support all pupils but particularly those eligible through regular and iterative CPD and an incremental coaching offer. Champion teachers support development of maths curriculum and pedagogy.	EEF Metacognition and self-regulation guidance shows that *'Pupils who are metacognitive demonstrate more independence and resilience throughout the learning process. The explicit teaching of metacognition can be particularly helpful for learners that come from socio-disadvantaged backgrounds'* *Explicitly teaching of metacognitive and self-regulatory strategies could encourage disadvantages pupils to practice and use these skills, managing their own learning better.* *Reports indicates that this can add 7 months of progress.* https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulationn *Explicitly thinking about how teaching can be made genuinely inclusive to benefit all children, while relentlessly identifying, understanding and overcoming barriers to learning outside are two foundations of what has been termed an 'equity-based approach' to education.* (Major and Briant 2023) *Improving the quality of teaching in every classroom through ongoing high quality CPD and can narrow the disadvantage gap.* EEF Effective Professional Development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,2,3

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

Budgeted cost: £138,260

Activity	Evidence that supports this approach	Challenge number(s) addresses
Embed precision teaching and targeted coaching support in the teaching of early reading and maths through reading leader CPD/Development Days and incremental coaching with an early reading and fluency in Maths focus. These are reiterative and build upon the school's starting points. Ensure that all teachers and support staff have the relevant professional	EEF guidance reports on effective professional development, with a focus on the mechanisms, builds on prior knowledge and takes onto account of the context of school and its need. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf?v=1716290165 Work as a National English Hub and leading iterative and developmental CPD.	1 & 3

development to ensure effective CPD		

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

Budgeted cost: £276,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to foster culture of belonging and support, alongside robust data analysis and evaluation cycles to improve attendance for eligible pupils across all schools, through policy and practice development. Continue high expectations and sharing of good practice through Attendance and DSL Forums.	DFE PPG guidance: "Absence rates in schools have been 50% higher since the pandemic, with persistent absence doubling to 22.3% in 2022/23. Disadvantaged pupils have higher absence rates than their peers, with pupils eligible for free school meals missing an average of 4 weeks of school in 2022/23/ and looked after children missing nearly 6 weeks in 2021/22." https://www.gov.uk/government/publications/pupil-premium EEF shows: "Pupils from socio-economically disadvantaged backgrounds were nearly twice as likely to be persistently absent than their classmates. With clear links between poor attendance and poor attainment and behaviour, tackling persistent absence is an important part of improving outcomes for all pupils." "The interventions that show promise take a holistic approach in understanding pupils and their specific need." And this links to the White Paper and work to better engage and support families. https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance Research demonstrating the importance of building holistic culture of belonging and feeling of safety for all in raising attendance. https://www.evaluation.impactedgroup.uk/research-and-resources/understanding-attendance Research shows schools is the aspect of life children are most unhappy about and feeling listened to is a key barrier to this. https://www.childrenssociety.org.uk/information/professionals/resources/good-childhood-report-2023 Trust research, validate the above research. Trust research and evaluations show that there is a need to have standard data analysis tools to monitor patterns of attendance and evaluative the approaches, to enable all schools to have the forensic leadership of attendance, that is needed. From this schools can targe work and support for families needing it the most.	3

A) Supporting cultural capital through finding places for eligible pupils on residentials. B) Continue to embed Trust Positive Behaviour Policy with clarity and support for creating whole school relational approach, using the 4 stages of: Protect, Relate, Regulate and Repair. This focuses on prevention and proactive development of creating cultures of safety and belonging for all pupils. Ongoing tools and CPD, including TIS approaches, development to support all schools in Continued development of further strategies, such as Team Teach to provide expertise and leadership in de escalation and support.	EEF shows impact of 'poor behaviour': "it's a major cause of stress for teachers and can have a lasting impact on the outcomes of the pupils in the class. There's a clear need for school to have consistent and clear behaviour policies that promote positive behaviour in lessons." EEG Guidance on Behaviour shows that 80% of the approach should be proactive, which aligns with the Trust development which is centred on building strong relationships and knowing pupils holistically. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour?utm_source=/education-evidence/guidance-reports/behaviour&utm_medium=search&utm_campaign=site_search&search_term=behaviour The Timpson Review (2019) on suspensions found "A child who is distressed, angry, confused, lacking confidence and trust in others is a child that needs help. I have seen, on so many occasions, that without it, their behaviour and response to poorly understood interventions will only get worse," he said, adding that it is "important for schools to understand this context"- this reflects the importance of a TIS approach. National data shows that Suspensions are increasing in primary schools. Release home - Suspensions and permanent exclusions in England - Explore education statistics - GOV.UK	4 & 5

Total budgeted cost £691,300

Part B: Review of the previous academic year

- Trust Outcomes for disadvantaged pupils 2025-26 will be evaluated and published in Autumn 2026

- Trust Outcomes for disadvantaged pupils 2024-25 was evaluated and published on the Trust website.

Further information

This Trust Director of Inclusion (DI) holds overall responsibility for the development, enactment and monitoring and evaluation of this strategy.

This Trust Pupil Premium Strategy created by identifying the challenges faced by the disadvantaged pupils in the Trust. This includes using achievement data, attendance data and behaviour and attitudes information. This was developed alongside Headteachers across the Trust and builds upon a wide evidence base.

This strategy has been designed alongside Headteachers, reflecting upon what is having impact on supporting eligible pupils. The DI, as part of The Education Team, will support Headteachers in evaluating the effectiveness of this Strategy in their schools, as well as evaluating at a Trust level.