



Pupil Premium Strategy Statement 2024-2025

Summary information					
Pupil Premium Total Budgeted Amount (Note: Recovery Premium ended last academic year) Per pupil = £1,480 / Pupil Premium Plus £2,530			£300,440	Date of review	December 2024
Total number of pupils	357	Number of pupils eligible for PP	(2019-2020) 54% (2020-2021) 55% (2021-2022) 55% (2022-2023) 56% (2023-2024) 52% (2024-2025) 57% 203 children	Date for next internal review strategy	December 2025
Attainment Data: Key Headlines <ul style="list-style-type: none"> • PP attainment at the expected standard at KS2 is at or above national in every area • RWM 63% (Nat 61%) R 77% (Nat 74%) W 71% (Nat 72%) and M 91% (Nat 73%) • 100% PP pass rate in Y1 Phonics, significantly above national (80%) • 60% PP GLD in EYFSP is above National PP of 52% • PP attendance at 95.5% is higher than the primary national 94.5% • KS2 Maths PP GDS 21% 					

Statement of intent
<p>Our intention is that all pupils, irrespective of their background or the challenges they face, make exceptional progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our academy. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and</p>

improved alongside progress for their disadvantaged peers. Our strategy has also been integral for education recovery following the COVID-19 pandemic, notably in the targeted support for pupils whose education was worst affected, including non-disadvantaged pupils. Our approach is responsive to common challenges and individual needs, rooted in robust diagnostic assessment, and not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we do the following:

- ensure disadvantaged pupils are challenged/ and or supported in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole academy approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges to achievement identified among our disadvantaged pupils

A.	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
B.	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
C.	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils on entry at baseline. Conceptual Understanding: Attainment at greater depth in reading, writing and mathematics.
D.	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their behaviours for learning, social interactions, emotional regulation and academic progress.
E.	Our attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils and persistent absence was higher than non-disadvantaged children

Intended outcomes		Success criteria
A.	Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
B.	Improved reading attainment among disadvantaged pupils.	The percentage of children achieving the expected standard and greater depth in reading is in line with all children nationally.
C.	Improved maths attainment for disadvantaged pupils at the end of KS2.	The percentage of children achieving the expected standard and greater depth in maths is in line with all children nationally.
D.	To achieve and sustain improved wellbeing for all pupils in our academy, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by the following: <ul style="list-style-type: none"> • qualitative data from pupil voice and teacher observations • a high level of participation in enrichment activities, particularly among disadvantaged pupils • opportunities for further enrichment in trips, sporting events and workshops • counselling and mentor support is provided, and feedback is positive • behaviour monitoring shows a reduction in incidents with disadvantaged children.

E.	To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance demonstrated by the following:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils decreases, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced • the percentage of all pupils who are persistently absent decreases and the gap closes with their non-disadvantaged peers.
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Review of Strategy 2023-2024

We note that the number of pupils eligible for the grant has increased to 57% this academic year. In addition, the continuation of the Universal Free School Meal offer for all primary aged children in London, we suspect that there maybe more children who may be eligible for the PP grant but have not completed the FSM form, with little incentive to do so as meals are free for all. MPA undertakes various work to support parents in completing this form.

Our pupils in Year 6 experienced disruption to their learning during the pandemic, particularly at the end of year 2 and in year 3. We have analysed the performance of our disadvantaged pupils during the 2023-24 academic year using the EYFS profile (GLD), key stage 2 performance data, phonics results, the MTC and internal assessments. To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national level. Data from key stage tests confirm that, in addition to some strong individual performances, the attainment of the disadvantaged pupils in 2023-24 at the end of KS2 in maths, reading and writing was EXS + (63%) , which was above national non-disadvantaged (61%). Our disadvantaged pupils made excellent progress and achieved excellent outcomes in phonics, 100% passed compared to 80% of all children nationally, and significantly above the disadvantaged pass rate of 68%. There remains an attainment gap between our disadvantaged pupils and non-disadvantaged pupils. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

The attendance among our disadvantaged pupils improved at 95.5% and was both higher than the PP national attendance 88.6% and higher than all children nationally at 94%. However, absence was 0.5% higher than non-disadvantaged peers at MPA. Persistent absence decreased to 4.7% but was still 0.7% higher than non-disadvantaged children. We recognise this gap which is why raising the attendance of our disadvantaged pupils is a focus of our current plan. Our observations and assessments demonstrated that pupil behaviour remains a high priority, with challenges in relation to wellbeing and mental health remaining high.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year continuing the tried and tested approaches which achieve high impact, ceasing those that have not achieved the desired impact and reviewing and adapting others.

Reviewed Pupil Premium Strategy 2023-2024

High Quality Teaching				
Action	Intended outcome	What is the rationale for this choice?	How will you ensure it is implemented well?	Cost & Impact
Mathematics Mastery to continue in all years	Improved progress and attainment. Increase % of PP pupils working at EXS+ and GDS.	Proven impact 2020-2023 KS2 M progress 2023 3.2 KS2 M 2022 74%/ 2023 83%/ 2024 89%	Maths Lead to support all staff including ECTs. Further development work with MM consultant. Continuous CPD Successful development days and feedback from external reviews. Additional MLT KS2 Maths Lead to support SLT with growth of subject area.	EYFS GLD M All 83% (Nat 77%) PP GLD 60% (Nat 52%) KS2 M All 89% (Nat 73%) GDS 23% PP M EXS + 91% M GDS 21% Continue £7,999

Read Write Inc to continue in Reception-Year 3 where needed.	Continued high progress and attainment in phonics screening check and GLD.	Proven impact 2016-2023 KS2 R progress 2023 2.8 KS2 R 2022 75%/ 2023 85%/ 2024 79%	Regular monitoring of teaching input, triangulated with frequent phonic checks and analysis so that groups are constructed dependent upon pupil needs. Continuous CPD and development days. Renewal of all RWI books.	PP EYFS GLD 60% (Nat 52%) Y1 Phonics All 95% Y1 Phonics PP 100% KS2 R All EXS+ 79% (Nat 74%) R GDS 20% KS2 R PP EXS+ 77% R GDS 9% Continue £3531
Accelerated Reader	Improve outcomes in reading and access to books for PPG pupils	Proven impact 2020-2023	Leader with KS2 experience. Continuous professional development as well as initial training days. Increase range of books for both KS1 and KS2 libraries.	KS2 R All EXS+ 79% (Nat 74%) R All GDS 20% KS2 R PP EXS+ 77% R PP GDS 9% Continue £4000
Being a writer approach	Improve outcomes in writing in KS1 & 2. Close PPG gap in KS2. Increase % of PP pupils working at EXS+ and GDS.	Proven impact in primary schools in Hackney. Expertise within leadership team. Based on research and pedagogy.	Leader with experience. Continuous professional development as well as initial training days. Reviewed curriculum and improvements made where needed for MTPs.	KS2 W All EXS+ 75% (Nat 72%) W All GDS 16% (Nat 13%) KS2 W PP EXS+ 71% W PP GDS 9% Continue £2000
Talk Through Stories	PP pupils in YR-Y2 have a curriculum that extends and deepens their comprehension vocabulary	Proven impact in closing the vocabulary gap in KS1 2021-2023	Early Reading Lead to provide resources, CPD and coaching to ensure this approach is delivered at high standards. Timetabled for EYFS and KS1.	EYFS CL All 79% (Nat 79%) EYFS EAL GLD 65% (Nat 64%) PP EYFS GLD 60% (Nat 52%) Y1 Phonics All 95% Y1 Phonics PP 100% Continue £500
Daily Supported Handwriting using Magic Link Programme	Improve outcomes in writing for PP children	Proven Impact at MCA	Regular monitoring of teaching input, triangulated with frequent book checks and analysis so that PP pupils progress. Continuous CPD and development days. Timetabled sessions within the curriculum. Booklets printed for the sessions. Writing leads to oversee.	KS2 W All EXS+ 75% (Nat 72%) W All GDS 16% (Nat 13%) KS2 W PP EXS+ 71% W PP GDS 9% Review Approach £4500

Use additional teachers to allow SLT to improve teaching and learning	Improve outcomes for all pupils in reading, writing and maths in KS1 & 2	Proven impact 2020-2023	Regular monitoring and team-teaching. Instructional coaching Continuous CPD. Monitoring by the Principal to ensure the quality of T&L improves.	PP EXS+ at KS2 is at or above national (all) in every area PP RWM 63% (Nat 61%) PP R 77% (Nat 74%) PP W 71% (Nat 72%) and PP M 91% (Nat 73%) Review Approach £45,300
Whole class reading and reading journals	Improve outcomes for all pupils in reading in KS1 & 2	Proven impact 2020-2023	Leader with KS2 experience. Continuous professional development as well as initial training days. Every pupil has a reading record. Continue to increase number and range of books to ensure these reflect and mirror the diverse community MPA serves.	KS2 R All EXS+ 79% (Nat 74%) R All GDS 20% KS2 R PP EXS+ 77% R PP GDS 9% Review Approach £4000
RWI Additional training and support	Increase % of PP pupils passing PSC	Proven impact 2016-2023	Regular monitoring of teaching input Frequent phonic checks and analysis Continuous CPD	Y1 Phonics All 95% Y1 Phonics PP 100% Continue £6500
Additional resources for reading, writing and maths	Improve outcomes for all pupils in reading, writing and maths in KS1 & 2	Proven schemes: Testbase Schofield and Sims CGP	Regular monitoring of teaching input and use of resources Continuous CPD	PP EXS+ at KS2 is at or above national (all) in every area PP RWM 63% (Nat 61%) PP R 77% (Nat 74%) PP W 71% (Nat 72%) and PP M 91% (Nat 73%) Review Approach £4000
			Total budgeted cost	82,330

Targeted support				
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost & Impact

Fresh Start phonics	Rapid progress in reading and writing for Y3-Y6	Proven impact from 2021-2023	Experienced and highly trained skilled staff will run the interventions. These will be monitored by SLT.	KS2 R All EXS+ 79% (Nat 74%) R All GDS 20% KS2 R PP EXS+ 77% R PP GDS 9% Review Approach £1600
Early Bird Interventions	Improved outcomes for all pupils in Year 6	Proven impact 2021-2023	Experienced senior leaders to lead and teach. Using tracking data along with predictions to target precisely the intervention. Review impact through analysis of assessment.	PP EXS+ at KS2 is at or above national (all) in every area PP RWM 63% (Nat 61%) PP R 77% (Nat 74%) PP W 71% (Nat 72%) and PP M 91% (Nat 73%) Continue £11000
Phonics tuition	Rapid progress in phonics, reading and writing Years R-2	Proven impact 2020-2023	Experienced and highly trained skilled staff will run 1:1 intervention. These will be monitored by SLT.	Y1 Phonics All 95% Y1 Phonics PP 100% Continue £3400
Speech and Language Therapy support	Close the language gap between PP and non-PP pupils	Proven impact from 2015-2023	SaLT therapist and MPA staff will deliver, plan and review interventions every 4-6 weeks.	EYFS CL All 79% (Nat 79%) 24% SEN K Support See individual case studies Continue £7383
Educational Psychologist	To support PP pupils to overcome difficulties in specific learning areas.	PP Pupils with SEND need further support to help them make good progress.	Educational Psychologist and MPA Staff will plan, deliver and review interventions every 4-6 weeks. Educational Psychologist to deliver whole academy CPD.	24% SEN K Support See individual case studies Continue £5250
Provision of in-school counselling (A Space)	Support most vulnerable children	Proven impact across Federation academies	Termly reports and reviews of pupil allocation	See individual case studies Continue £18845
Total budgeted cost				47,478
Other approaches				
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Cost & Impact

Attendance support and attendance incentives	To support PP pupils whose attendance drops below 97%	Proven impact 2020-2023	Half-termly meetings with SAO to plan and review support. Daily and weekly monitoring of individual pupil attendance and punctuality.	£1500 Attendance remains below target for 97%. Review Approach
Re-engagement Team Unit Hackney	To support pupils who are at risk of exclusions	Proven impact in 2022-2023 of reducing exclusions.	Key pupils identified by SLT for specialist support from well-trained team. Daily and weekly monitoring of key pupils and reviews of fixed-term suspensions half-termly.	See individual case studies Continue £0
Financial support for trips	All pupils can attend all trips for their year group, regardless of cost.	Proven impact in 2021-2022	Parkside Pledge introduced to parents to provide awareness of trips. All letters for trips to offer financial support Academy to target PP parents to offer financial support for trips	16 trips took place with approximately 6% PP children attending each trip Review Approach £20,000
Enrichment Club provision	All PP pupils have opportunity to experience a range of sports and creative disciplines	Proven impact across the Federation academies.	Allocate % of places to PP pupil priority. Allocate funds to finance places for pupils from families in financial hardship. Review and improve offer of clubs.	40 pp children in at least one club 15 clubs offered Review Approach £500
Music Tuition and Brass Project	To provide opportunity for PP pupils to learn an instrument with clear progression.	Close the gap of opportunity between pupils.	Ensure PP pupil priority. New leader of music to drive project, standards and raise the profile of the subject. Y3 to access the project starting with trumpets.	31 PP children are accessing music tuition Review Approach £4000
Breakfast Club	To provide a healthy breakfast to all vulnerable pupils.	Proven impact for health, wellbeing and attendance.	Allocate % of places to PP pupil priority. Allocate funds to finance places for pupils from families in financial hardship. Review and improve offer of clubs.	24 PP children accessing breakfast club daily Continue £8,000
Parent Workshops	To support parents in raising expectations and how they can help at home.	Proven impact across Federation academies with some specific workshops.	A timetable of workshops throughout the calendar year following feedback from parent reps on timings. Leaflets and promotion of workshops through parent reps and social media. Workshop resources to be available via PAM parent and translated into different languages. Feedback surveys to be provided.	18 workshops took place with an average of 10 parents per workshop Review Approach

				£500
Additional teaching staff	Deployed to support interventions and provide additional pastoral and academic support	Proven impact 2021-2023	Interventions to be monitored by subject and phase leads and senior leaders Experienced additional teacher to support in EYFS-Y2. Experienced additional teacher to support in KS2 full time and 1 part-time Additional teaching assistants x2 to support with targeted interventions.	PP EXS + at KS2 is at or above national (all) in every area RWM 63% (Nat 61%) R 77% (Nat 74%) W 71% (Nat 72%) and M 91% (Nat 73%) 100% PP pass rate in Y1 Phonics, significantly above national (80%) 60% PP GLD in EYFSP is above National PP of 52% Continue £111000 £57663
Total budgeted cost				203,163

Pupil Premium Strategy 2024-2025			
High Quality Teaching			
	Intended outcome	What is the rationale for this choice?	How will you ensure it is implemented well?
Mathematics Mastery to continue in all years	Improved progress and attainment. Increase % of PP pupils working at EXS+ and GDS.	Proven impact 2020-2024	Maths Lead to support all staff including ECTs. Further development work with MM consultant and MRA Maths Lead. Continuous CPD Successful development days and feedback from external reviews.
Read Write Inc to continue in Nursery-Year 3 where needed.	Continued high progress and attainment in phonics screening check and GLD.	Proven impact 2016-2024	Regular monitoring of teaching input, triangulated with frequent phonic checks and analysis so that groups are constructed dependent upon pupil needs. Continuous CPD and development days. Renewal of RWI books, including books as Home Readers.

Accelerated Reader	Improve outcomes in reading and access to books for PPG pupils	Proven impact 2020-2024	Continuous professional development. Increase range of books for both KS1 and KS2 libraries. Ensure every child has an appropriately levelled book and this is changed at least once a week, all children record their reading in daily records. Enough ipads for children to be assessed regularly. Collaboration with MRA reading lead to ensure successful practice is shared.
Being a writer approach	Improve outcomes in writing in KS1 & 2. Close PPG gap in KS2. Increase % of PP pupils working at EXS+ and GDS.	Proven impact 2022-2024 Evidence informed planning.	Continuous professional development. Refined curriculum and improvements made where needed for MTPs. Collaboration with MRA to ensure successful practice is shared. Review the writing book spine to align with History reviews and the reading curriculum review,
Talk Through Stories	PP pupils in YR-Y2 have a curriculum that extends and deepens their comprehension vocabulary	Proven impact in closing the vocabulary gap in KS1 2021-2024	Early Reading Lead to provide resources, CPD and coaching to ensure this approach is delivered at high standards. Ensure training for ECTs, using observation coaching model from MRA.
Use an additional teacher to teach small groups where needed	Improve outcomes for all pupils in reading, writing and maths in KS1 & 2	Proven impact 2020-2024	Regular monitoring and team-teaching. Instructional coaching. Continuous CPD. Monitoring by the Head of School to ensure the quality of T&L improves.
Refined reading curriculum (evidence informed).	Improve outcomes for all pupils in reading in KS1 & 2	Proven impact 2020-2024	Continuous professional development and collaboration with MRA's reading lead. Reading planning prepared by the reading lead to ensure consistency and high standards of teaching. Every pupil has a reading record, lowest 20% identified quickly and read with daily as well as receiving scaffolds for access. Continue to increase number and range of books to ensure these reflect and mirror the diverse community MPA serves. Lesson plans created in order for the class teachers to focus on the deliver and the scaffold or challenge for PP pupils
RWI additional training and support	Sustain high % of PP pupils passing PSC	Proven impact 2016-2024	Regular monitoring of teaching input. Frequent phonic checks and analysis. Continuous CPD with development days. Joint Phonics Lead for MRA and MPA
Additional resources for reading, writing and maths	Improve outcomes for all pupils in reading, writing and maths in KS1 & 2		Regular monitoring of teaching input and use of resources Continuous CPD

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Targeted support			
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?
Fresh Start phonics	Rapid progress in reading and writing for Y3-Y6	Proven impact from 2021-2024	Experienced and highly trained skilled staff will run the interventions. These will be monitored by SLT.
Early Bird Interventions	Improved outcomes for all pupils in Year 6	Proven impact 2021-2024	Experienced staff to teach, overseen by an SLT. Using tracking data along with predictions to target precisely the intervention. Review impact through analysis of assessment.
Phonics tuition	Rapid progress in phonics, reading and writing Years R-2	Proven impact 2020-2024	Experienced and highly trained skilled staff will run 1:1 intervention. These will be monitored by SLT.
Speech and Language Therapy NHS and Private	Close the language gap between PP and non-PP pupils	Proven impact from 2015-2024	SaLT therapist and MPA staff will deliver, plan and review interventions every 4-6 weeks.
Educational Psychologist	To support PP pupils to overcome difficulties in specific learning areas.	PP Pupils with SEND need further support to help them make good progress.	Educational Psychologist and MPA Staff will plan, deliver and review interventions every 4-6 weeks. Educational Psychologist to deliver whole academy CPD.
Provision of in-school counselling (A Space)	Support most vulnerable children	Proven impact across Federation academies	Termly reports and reviews of pupil allocation
Other approaches			
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?
Attendance support from Synergy	To support PP pupils whose attendance drops below 97%	Proven impact 2020-2024	Half-termly meetings with SAO to plan and review support. Daily and weekly monitoring of individual pupil attendance and punctuality.
Re-engagement Team Unit Hackney	To support pupils who are at risk of exclusions	Proven impact in 2022-2024 of reducing exclusions and suspensions.	Key pupils identified by SLT for specialist support from well-trained team. Daily and weekly monitoring of key pupils and reviews of fixed-term suspensions half-termly.
Financial support for trips	All pupils can attend all trips for their year group, regardless of cost.	Proven impact in 2021-2024	Parkside Pledge introduced to parents to provide awareness of trips. All letters for trips to offer financial support Academy to target PP parents to offer financial support for trips
Enrichment Club provision	All PP pupils have opportunity to experience a range of sports and creative disciplines	Proven impact across the Federation academies.	Allocate % of places to PP pupil priority. Allocate funds to finance places for pupils from families in financial hardship. Review and improve offer of clubs.

Music Tuition	To provide opportunity for PP pupils to learn an instrument with clear progression.	Close the gap of opportunity between pupils.	Ensure PP pupil priority. New leader of music to drive standards and raise the profile of the subject.
Breakfast Club	To provide a healthy breakfast to all vulnerable pupils.	Proven impact for health, wellbeing and attendance.	Allocate % of places to PP pupil priority. Allocate funds to finance places for pupils from families in financial hardship. Review and improve offer of clubs.
Parent Workshops	To support parents in raising expectations and how they can help at home.	Proven impact across Federation academies with some specific workshops.	A timetable of workshops throughout the calendar year following feedback from parent reps on timings. Leaflets and promotion of workshops through parent reps and social media. Workshop resources to be available via PAM parent and translated into different languages. Feedback surveys to be provided.
Additional teaching staff	Deployed to support interventions and provide additional pastoral and academic support	Proven impact 2021-2024	Interventions to be monitored by subject and phase leads and senior leaders. Experienced additional teacher to support in EYFS-Y2. Experienced additional teacher to support in KS2 full time and 1 part-time Additional teaching assistants x2 to support with targeted interventions.