

Summary information					
Pupil Premium Total Budgeted Amount			£299,970	Date of review	October 2025
Per pupil = £1,515 / Pupil Premium Plus £2,630/EYPP £570					
Total number of pupils	318	Number of pupils eligible for PP	(2019-2020) 54% (2020-2021) 55% (2021-2022) 55% (2022-2023) 56% (2023-2024) 52% (2024-2025) 57% (2025-2026) 54% (2025-2026) EYPP 63.15%	Date for next internal review strategy	October 2026
Attainment Data: Key Headlines 2024-2025 <ul style="list-style-type: none"> • PP attainment in all areas is significantly above national at every measure • GLD in EYFSP 75% (Nat PP 52% and Nat Non-PP 68%) • Y1 Phonics 86% (Nat PP 68% and Nat non-PP 80%) • Y2 Phonics 93% (Nat 89%) • MTC PP Av mark 20.85 (Nat PP 18.9 and Nat non- PP 20.6) • KS2: RWM 87% (Nat Non-PP 61%) R 90% (Nat Non-PP 74%) W 87% (Nat Non-PP 72%) and M 90% (Nat Non-PP 73%) • PP attendance was 95.7% is higher than the primary national 94.8% 					

Statement of intent

Our ambition is that every pupil—regardless of background, prior attainment, or personal challenges—achieves highly and makes sustained progress across the curriculum. Our pupil premium strategy is well thought through, is based on evidence of what works well to support the achievement of eligible pupils, and accounts for any challenges pupils face that may negatively affect their education and their readiness to engage with school. It is designed to remove barriers to learning and secure equity of opportunity, ensuring that disadvantaged pupils, including the most able, thrive academically and personally. We recognise that disadvantage can present itself in different ways and is not always defined by pupil premium eligibility. As such, our strategy also takes account of the needs of vulnerable learners, including those with a social worker and children who are looked after or previously looked after. The activities outlined in this plan are therefore intended to have a positive impact across these groups.

Our pupil premium strategy is also aligned with our wider school improvement priorities, listed on our school development plan, and staff are clear about their roles in delivering this strategy so that it has a positive impact on pupils' learning.

Our core approach is rooted in the principle that **high-quality teaching has the greatest impact on closing attainment gaps**. We prioritise investment in evidence-informed practice, staff development, and targeted academic support where disadvantaged pupils require it most. This benefits all pupils, raising outcomes across the academy while accelerating progress for those who need it most.

We will achieve this by:

- **Setting consistently high expectations** for disadvantaged pupils and challenging them through ambitious, well-structured learning.
- **Using robust diagnostic assessment** to identify precise starting points and inform targeted next steps.
- **Acting early and responsively**, intervening at the point of need rather than after gaps have widened.
- **Embedding a whole-academy culture of responsibility**, where every member of staff is accountable for the outcomes of disadvantaged pupils and plays an active role in raising attainment.

We will carefully monitor the number of pupils eligible for the pupil premium grant, track emerging trends, and adapt our strategy accordingly. Funding received for Looked After Children (LAC) and Post-Looked After Children (Post-LAC) is fully integrated into this plan, ensuring their needs are prioritised and supported.

Through this strategy, we are determined that disadvantaged pupils will not only achieve in line with their peers but also leave Mossbourne as confident, resilient, and ambitious learners prepared for the next stage of their education and beyond

Oral Language and Vocabulary Development

Many disadvantaged pupils enter school with underdeveloped oral language skills and limited vocabulary. These gaps, evident from Reception through to KS2, restrict pupils' access to the wider curriculum.

Intended outcome

Disadvantaged pupils develop stronger oral language skills and a broader vocabulary, enabling them to access the full curriculum with confidence.

Success criteria

- Assessments and teacher observations show measurable gains in oral language and vocabulary.
- Lesson engagement, book scrutiny, and formative assessment evidence improved use and understanding of subject-specific vocabulary.
- The attainment gap between disadvantaged pupils and their peers in language-based tasks narrows over time.

Challenge to achievement identified among our disadvantaged pupils**Early Reading and Phonics**

Disadvantaged pupils often experience greater difficulties with phonics, which hinders their progress as early readers and impacts their fluency and comprehension across the curriculum.

Intended outcome

Disadvantaged pupils achieve strong foundations in early reading and phonics, leading to sustained improvement in reading attainment.

Success criteria

- The proportion of disadvantaged pupils meeting or exceeding the expected standard in phonics and reading is at least in line with national averages for all pupils.
- A growing number of disadvantaged pupils achieve greater depth in reading by the end of KS2.
- Progress measures demonstrate that disadvantaged pupils make accelerated gains, closing gaps with their peers.

Challenge to achievement identified among our disadvantaged pupils**Social, Emotional, and Behavioural Needs**

A significant number of disadvantaged pupils face challenges with emotional regulation, social interaction, and behaviours for learning. These needs can act as barriers to both academic progress and personal development

Intended outcome**Success criteria**

Disadvantaged pupils experience improved levels of wellbeing, resilience, and positive behaviour, enabling them to thrive academically and socially.	<ul style="list-style-type: none"> • Pupil voice, surveys, and teacher observations reflect sustained improvements in wellbeing. • Disadvantaged pupils participate widely in enrichment activities, trips, workshops, and sporting events. • Counselling and mentoring support are well-utilised, with positive feedback from pupils and families. • Behaviour records show a sustained reduction in incidents involving disadvantaged pupils.
Challenge to achievement identified among our disadvantaged pupils	
Attendance and Persistent Absence Attendance data shows that disadvantaged pupils often attend less regularly than their peers, with rates of persistent absence sometimes also higher. This limits continuity of learning and contributes to gaps in attainment.	
Intended outcome	Success criteria
Disadvantaged pupils attend school regularly, ensuring full access to the curriculum and wider opportunities.	<ul style="list-style-type: none"> • Overall absence rates for disadvantaged pupils decrease year on year. • The attendance gap between disadvantaged and non-disadvantaged pupils continues to narrow. • Rates of persistent absence among disadvantaged pupils fall to at least in line with, or better than, national averages.
Challenge to achievement identified among our disadvantaged pupils	
Attainment at Greater Depth While the majority of disadvantaged pupils achieve the expected standard in reading, writing, and mathematics combined, far fewer achieve greater depth. This highlights a need to extend opportunities for high prior attainers to excel.	
Intended outcome	Success criteria

Disadvantaged pupils, particularly those with high prior attainment, achieve at greater depth across the curriculum.	<ul style="list-style-type: none"> • High prior attaining disadvantaged pupils are consistently identified through robust assessment and pupil progress meetings. • Teachers demonstrate secure knowledge of pupils' individual strengths and ensure lessons provide stretch and challenge. • Planning is informed by ongoing data, with pre-planned extension tasks, open-ended questioning, and targeted feedback embedded. • A greater proportion of disadvantaged pupils achieve greater depth at the end of KS2.
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Review of Strategy 2024 -2025

The proportion of pupils eligible for the Pupil Premium grant remained stable at 57%. We have reviewed the performance of disadvantaged pupils during the 2024–25 academic year using a range of indicators, including the EYFSP GLD, phonics outcomes, the Multiplication Tables Check (MTC), KS2 performance data, and internal assessments. To contextualise outcomes, we benchmarked against both disadvantaged and non-disadvantaged pupils nationally.

Attainment Data: Key Headlines 2024–25

- Across all measures, disadvantaged pupils at Mossbourne primaries attained significantly above national averages for both disadvantaged and non-disadvantaged pupils.
- EYFSP GLD: 75% (Nat PP: 52%, Nat non-PP: 68%)
- Y1 Phonics: 86% (Nat PP: 68%, Nat non-PP: 80%)
- Y2 Phonics: 93% (Nat: 89%)
- MTC average score: 20.85 (Nat PP: 18.9, Nat non-PP: 20.6)
- KS2 outcomes: RWM combined 87% (Nat non-PP: 61%); Reading 90% (Nat non-PP: 74%); Writing 87% (Nat non-PP: 72%); Maths 90% (Nat non-PP: 73%).

Outcomes

At both EYFS GLD and KS2, disadvantaged pupils not only exceeded the attainment of disadvantaged pupils nationally but also outperformed non-disadvantaged pupils both nationally and within the academy.

Attendance

Disadvantaged pupils' attendance improved to 95.7%, surpassing both the national disadvantaged average (88.6%) and the national figure for all pupils (94.8%). Absence rates were broadly in line with non-disadvantaged peers in the academy (95.8%). Persistent absence among disadvantaged pupils reduced to 10%, below both the academy's non-disadvantaged rate (13.6%) and the national rate (16%).

Behaviour and Wellbeing

Behaviour and wellbeing continue to be a high priority. While observations and assessments indicate that most disadvantaged pupils engage positively with learning, a proportion continue to present challenges linked to social-emotional development and mental health. These areas will remain central to our strategy moving forward, with continued investment in counselling, mentoring, and enrichment opportunities.

Next Steps

Following this review, we have refined our Pupil Premium strategy for 2025–26. We will:

- Sustain and embed high-impact approaches that have contributed to exceptional attainment outcomes.
- Discontinue initiatives with limited impact, ensuring resources are directed where they make the greatest difference.
- Strengthen provision for wellbeing and mental health, recognising its importance for sustained academic success.
- Continue to prioritise attendance, aiming to further reduce persistent absence among disadvantaged pupils

Pupil Premium Strategy 2024-2025 Reviewed				
High Quality Teaching				
Action	Intended outcome	What is the rationale for this choice?	How will you ensure it is implemented well?	Impact
Mathematics Mastery to continue in all years	Improved progress and attainment Increase % of PP pupils working at EXS+ and GDS.	Proven impact 2020-2025	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.	EYFS GLD Number All 93% (Nat 79%) PP GLD 75% (Nat 52%) KS2 M All 90% (Nat 73%) GDS 22% PP M EXS + 92% M GDS 21% Continue Further develop leadership £6,000
Read Write Inc to continue in Nursery-Year 3 where needed.	Improved progress and attainment Increase % of PP pupils working at EXS+ and GDS.	Proven impact 2016-2025	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.	EYFS CL All 83% (Nat 80%) EYFS Literacy All 72% (Nat 71%) PP EYFS GLD 75% (NPP 56%) PP Y1 Phonics 90% PP KS2 R EXS+ 92% (Nat 74%) PP KS2 R GDS 39% Continue Further develop leadership £3570
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.	PP EYFS GLD 75% (NPP 56%) PP Y1 Phonics 90% PP KS2 R EXS+ 92% (Nat 74%) PP KS2 R GDS 39% Continue Further develop leadership £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 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,	KS2 W All EXS+ 75% (Nat 72%) W All GDS 16% (Nat 13%) KS2 W PP EXS+ 89% W PP GDS 29% Continue Further review of writing curriculum with focus on most disadvantaged learners £2000
Talk Through Stories	PP pupils YR-Y2 extend and	Proven impact in closing the	Early Reading Lead to provide resources, CPD and coaching to ensure this approach is delivered at high standards.	EYFS CL All 83% (Nat 80%) EYFS Literacy All 72% (Nat 71%)

	deepen their comprehension vocabulary	vocabulary gap in KS1 2021-2025	Ensure training for ECTs, using observation coaching model from MRA.	EYFS Speaking All 90% (Ha 83%) EYFS Comp All 83% (Ha 81%) PP EYFS GLD 75% (NPP 56%) PP Y1 Phonics 90% PP KS2 R EXS+ 92% (Nat 74%) PP KS2 R GDS 39% Continue £500
Additional teacher	Improve outcomes for all pupils in reading, writing and maths in KS 2	Proven impact 2020-2025	Additional teacher to teach small groups where needed Regular monitoring and team-teaching. Instructional coaching. Continuous CPD. Monitoring by the Head of School to ensure the quality of T&L improves.	PP RWM EXS+ KS2 87% Continue Deploy additional teacher specifically to Year 6 cohort £55,279
Refined reading curriculum (evidence informed)	Improve outcomes for all pupils in reading in KS1 & 2	Proven impact 2020-2025	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	PP KS2 R EXS+ 92% (Nat 74%) PP KS2 R GDS 39% Continue £4000
RWI additional training and support	Sustain high % of PP pupils passing PSC	Proven impact 2016-2025	Regular monitoring of teaching input. Frequent phonic checks and analysis. Continuous CPD with development days. Joint Phonics Lead for MRA and MPA	EYFS Literacy All 72% (Nat 71%) EYFS Speaking All 90% (Ha 83%) EYFS Comp All 83% (Ha 81%) PP EYFS GLD 75% (NPP 56%) PP Y1 Phonics 90% Continue £6500
Additional resources	Improve outcomes for all pupils in reading, writing and maths in KS1 & 2	Improve library resources and manipulatives	Additional resources for reading, writing and maths and replenish RWI resources Regular monitoring of teaching input and use of resources Continuous CPD	PP RWM EXS+ KS2 87% Continue £4000

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Impact and Review
Fresh Start phonics	Rapid progress in reading and writing for Y3-Y6	Proven impact from 2021-2025	Experienced and highly trained skilled staff will run the interventions. These will be monitored by SLT.	PP KS2 R EXS+ 92% (Nat 74%) PP KS2 R GDS 39% Continue £1600
Early Bird Interventions	Improved outcomes for all pupils in Year 6	Proven impact 2021-2025	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.	PP RWM EXS+ KS2 87% Continue £11,000
Phonics tuition	Rapid progress in phonics, reading and writing Years R-2	Proven impact 2020-2025	Experienced and highly trained skilled staff will run 1:1 intervention. These will be monitored by SLT.	PP Y1 Phonics 90% PP Y2 Phonics 92% Continue £3,400
Speech and Language Therapy NHS and Private	Close the language gap between PP and non-PP pupils	Proven impact from 2015-2025	SaLT therapist and MPA staff will deliver, plan and review interventions every 4-6 weeks.	EYFS Literacy All 72% (Nat 71%) EYFS Speaking All 90% (Ha 83%) EYFS Comp All 83% (Ha81%) PP RWM EXS+ KS2 87% See individual case studies Continue £46,957
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.	27.8% SEN K Support, many of these children are also PP. See individual case studies Continue £7875
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 £20,000
Other approaches 2024-2025 Reviewed				
Action	Intended outcome	What is the evidence	How will you ensure it is implemented well?	Impact and Review

		and rationale for this choice?		
Attendance support from Synergy	To support PP pupils whose attendance drops below 97%	Proven impact 2020-2025	Half-termly meetings with SAO to plan and review support. Daily and weekly monitoring of individual pupil attendance and punctuality.	PP attendance improved to 95.7%, above NatPP av. (88.6%) and Nat All (94.8%). PA reduced to 10%, below both the academy's non-PP rate (13.6%) and the national rate (16%). Continue £2,848
Re-engagement Team Unit Hackney	To support pupils who are at risk of exclusions	Proven impact in 2022-2025 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.	See individual case studies. No permanent exclusions. Continue £0
Financial support for trips	All pupils can attend all trips for their year group, regardless of cost.	Proven impact in 2021-2025	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	44 trips took place with PP children attending each trip, and 33% discounts for these children or full funding on application. Continue £5,411
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.	100% PP children had access to at least one club 92% of PP children participated in the enrichment offer Review Approach £8,550
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.	PP children accessed music tuition, 15 learnt the Violin, 13 learnt the Guitar, 15 Keyboard 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.	Breakfast Club ran daily 07.30-08.40, cost 50p per PP child, places were also fully funded. PP children accessed breakfast club daily Continue £8,176
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.	16 workshops took place. Review Approach £500
Additional teaching staff	Deployed to support interventions and provide additional pastoral and academic support	Proven impact 2021-2025	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 KS2 R EXS+ 92% (Nat 74%) PP KS2 R GDS 39% Continue £11100 £57663

Pupil Premium Strategy 2025-2026			
High Quality Teaching			
Action	Intended outcome	What is the rationale for this choice?	How will you ensure it is implemented well?
Implement PKC curriculum	PP pupils gain knowledge and cultural capital	PKC proven impact in high performing academies such as Reach Feltham. Curriculum Research, comparison and strategy results	Elixir Lead to implement curriculum strategy over 3 years. Short term, mid-term, long term success criteria planned out indicating impact on most disadvantaged pupils. Key performance indicators BRAG rated each term.
Classroom 2025	All PP pupils access all learning	Science of Learning evidence informed.	All classes to have visualisers, visualiser stands to support Habit 4 and 5 (Teacher Explanation and Modelling) All classes to have access to ipads to ensure precision testing happens through TTRS and STAR
Habits of expert teaching and Playbook	All PP pupils make rapid progress	Science of Learning evidence informed.	All PP children are provided direct feedback (Habit 9) live in the lesson, feedback is SMART. PP pupil voice shows children remember more over time and use correct vocabulary and full sentences.
Maths Mastery to continue in all years	Increase % of PP pupils working at EXS+ and GDS.	Proven impact 2020-2025	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	Increase % of PP pupils working at EXS and GDS.	Proven impact 2016-2025	Nursery-Year 3 where needed. 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 2020-2025	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 with the STAR reading tests Collaboration with MRA reading lead to ensure successful practice is shared.
Being a writer approach	Improve outcomes in writing in KS2. Increase % of PP pupils working at EXS+ and GDS.	Proven impact 2022-2025 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. Review the writing approach in line with roll out of PKE curriculum.
Talk Through Stories	PP pupils YR-Y2 extend and deepen their comprehension vocabulary	Proven impact in closing the vocabulary gap in KS1 2021-2025	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.
Handwriting Letter Join Programme	Improve outcomes in writing for PP children	Writing leads to oversee.	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.
Additional teacher	Improve outcomes for all pupils in reading, writing and maths in KS 2	Proven impact 2020-2025	Year 6 cohort to be divided into 3 classes for increased teacher pupil ratio and ability setting, promoting precision teaching in line with Y6 strategy Regular monitoring and team-teaching. Instructional coaching. Continuous CPD.
Refined reading curriculum (evidence informed).	Improve outcomes for all pupils in reading in KS1 & 2	Proven impact 2020-2025	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 2016-2025	Regular monitoring of teaching input. Frequent phonic checks and analysis. Continuous CPD with development days. Joint Phonics Senior Lead to coach the RWI leads at MRA and MPA
Additional resources for reading, writing and maths	Improve outcomes for all pupils in reading, writing and maths in KS1 & 2	Improve library resources and manipulatives in maths and replenish RWI resources	Regular monitoring of teaching input and use of resources Continuous CPD

Targeted support 2025-2026

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 2021-2025	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 2021-2025	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 2020-2025	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 2015-2025	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 2025-2026

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?
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Attendance support from Synergy	To support PP pupils whose attendance drops below 97%	Proven impact 2020-2025	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 2022-2025 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 2021-2025	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 2021-2025	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.