

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Metric	Data
School name	Fosse Mead Primary Academy
Number of pupils in school	443
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-26 2026-27 2027-28
Date this reviewed statement was published	1 st September 2025
Date on which it will be reviewed	1 st September 2026
Statement authorised by	Jay Virk
Pupil premium lead	Liam Johnson
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£251,490
Recovery premium funding allocation this academic year	£0
Recovery premium carried forward from previous year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£251,490

Part A: Pupil premium strategy plan

Statement of intent

Statement of Intent for Pupil Premium Strategy

At Fosse Mead Primary Academy, we are committed to ensuring that all pupils, regardless of their socio-economic background, have an equal opportunity to succeed and achieve their full potential. Our Pupil Premium Strategy aims to address the barriers faced by disadvantaged pupils, enabling them to thrive academically, socially and emotionally. By providing targeted support, we seek to narrow the attainment gap between disadvantaged and non-disadvantaged pupils, both nationally and within our school, while ensuring that all pupils are equipped with the skills and experiences needed to succeed beyond primary school.

Research from the **Education Endowment Foundation (EEF)** highlights the importance of targeted, evidence-based interventions in closing the achievement gap for disadvantaged pupils. The EEF's guidance on effective teaching and learning strategies informs our approach to improving outcomes, with a particular focus on literacy and overall academic achievement.

Key Aims of Our Pupil Premium Strategy

1. **Narrow the attainment gap between disadvantaged and non-disadvantaged pupils**

We are dedicated to narrowing the gap between disadvantaged and non-disadvantaged pupils, both in internal school data and relative to national averages. Our approach will focus on providing tailored support to ensure that disadvantaged pupils make accelerated progress, particularly in reading and mathematics. Drawing on the EEF's recommendations, we will implement evidence-based teaching practices and targeted interventions to support pupils in achieving age-related expectations by the end of Year 6.

2. **Enable disadvantaged pupils to exceed nationally expected progress rates**

Our aim is for all disadvantaged pupils to make progress that exceeds the national expectations, with a clear path to achieving **Age-Related Expectations (ARE)** by the end of Year 6. We recognise the importance of strong literacy skills for future academic success and GCSE attainment in English and Maths. In line with the EEF's guidance on improving literacy, we will focus on early reading interventions and structured support to ensure that pupils develop strong reading skills. This will set a foundation for future learning and ensure that pupils are well-prepared for secondary school and beyond.

3. **Provide access to high-quality after-school clubs promoting healthy lifestyles and future aspirations**

We believe that extracurricular activities are integral to the development of the whole child. Our Pupil Premium strategy ensures that disadvantaged and vulnerable pupils have access to high-quality after-school clubs that promote healthy lifestyles, well-being, and personal growth. These clubs will provide pupils with opportunities to engage in physical activity, develop new skills, and explore interests that inspire their future ambitions. This holistic approach helps to build resilience, confidence, and aspirations for all our disadvantaged pupils.

4. **Offer first-hand experiences in line with their peers**

Disadvantaged pupils often miss out on the enrichment opportunities that enhance learning, such as trips, cultural activities, and real-world experiences. Our strategy ensures that all pupils, regardless of their background, have access to these experiences, ensuring they can learn in context and engage meaningfully with the curriculum. These first-hand experiences, whether through educational visits, workshops, or guest speakers, enrich learning and support pupils in developing the skills and knowledge they need for future success.

Supporting the Strategy with Evidence-Based Approaches

Our Pupil Premium Strategy is underpinned by the research and recommendations of the **Education Endowment Foundation (EEF)**, particularly its guidance on improving literacy, closing the attainment gap, and fostering holistic development. Key strategies include:

- **Evidence-based literacy interventions**, with a focus on phonics, reading comprehension, and vocabulary development, to ensure that disadvantaged pupils build strong literacy skills and reach a reading age of 9 by the end of Key Stage 2.
- **High-quality teaching and targeted interventions** in maths and English, ensuring that pupils receive personalised support tailored to their needs.
- **Enrichment opportunities**, including after-school clubs and enrichment activities, to support pupils' social, emotional, and physical development, in line with the EEF's emphasis on the benefits of extracurricular activities for disadvantaged pupils.

By focusing on these key areas, we will ensure that our Pupil Premium funding is used effectively to close the attainment gap, promote well-being, and help all disadvantaged pupils thrive academically and personally.

Our commitment to regularly reviewing this strategy ensures that we remain responsive to the changing needs of our pupils and continue to deliver impactful support that enables them to succeed both in school and in life.

To do this we will:

- ensure that teaching and learning opportunities meet the needs of all the pupils.
- ensure that appropriate provision is made for pupils who belong to vulnerable groups.
- ensure that pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- ensure disadvantaged and vulnerable pupils access enrichment activities free of charge.
- Identify and address other barriers to learning such as attendance and lack of digital devices.

Challenges

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

Challenge number	Detail of challenge
1	Weak language and communication skills. Pupils entering school with little or no English in many year groups means pupils need support with the development of language and communication which pupils need to access the whole curriculum.
2	Low attainment on entry to the EYFS in all areas.
3	Low levels of confidence in reading, in particular prosody and comprehension due to a lack of access to reading at home and reading not being seen as a vital life skill.
4	High levels of social deprivation in the local area.
5	Attendance and punctuality difficulties
6	Unable to afford/access first-hand experiences feeds into lack of knowledge and language making accessing the full curriculum more difficult and therefore widening the attainment gap.
7	Unable to afford/access high quality sports coaching and extra-curricular provision.

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
Accelerated progress in reading	1.PP pupils achieve above national average progress scores in KS2 Reading. 2. Internal data shows all pupils achieve at least 6 steps progress in reading in all year groups.
Accelerated progress in writing	1.PP pupils achieve above national average progress scores in KS2 writing. 2. Internal data shows all pupils achieve at least 6 steps progress in writing in all year groups.
Accelerated progress in mathematics	1.PP pupils achieve above national average progress scores in KS2 maths. 2. Internal data shows all pupils achieve at least 6 steps progress in maths in all year groups.

Increase in PP pupils passing phonics screening check	PP pupils achieve national average expected standard in PSC
Increase in PP pupil's attendance and decrease in PA	Ensure attendance of PP pupils is above 95% Decrease in PA for PP pupils.
Increase in PP pupils aspirations for the future	Numbers of pupils attending extra-curricular activities increases. Numbers of pupils attending inspirational events with other stakeholders increases.

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.

EEF =Education Endowment Foundation – they aim to raise attainment in pupils particularly those identified as disadvantaged. One part of this summarising the best available evidence in plain language for teachers and senior leaders of what works to improve teaching and learning. The +score is how many months the strategy could accelerate learning e.g. +4 is plus 4 months.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£13620**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist language therapy support in school. Speech and Language Therapist To screen EYFS, KS1 and KS2 children and bespoke programmes put in place.	Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. Oral language interventions - EEF +6	1,2,3
Phonics and reading strategies Implementation of Read Write Inc. programme across the	Supporting struggling readers requires a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches in class and small groups. School has a focus on phonics and reading in all year	1, 2, 3

<p>school to provide consistent, accurate phonics teaching and effective assessment.</p> <p>Continued use of the Accelerated Reader platform.</p> <p>Purchase of new reading materials from Peters Library</p>	<p>groups. Pupils have access to Spelling Shed, Grammar Shed and Accelerated Reader to access in school and at home. Pupils need to be able to read to access the rest of the curriculum and to be ready for the next phase of their education. Pupils who develop a love for reading and read more perform better in all academic coursework. School needs to support those struggling giving them the foundations for reading and writing.</p> <p>Reading Comprehension strategies – EEF +6</p> <p>Phonics – EEF +5</p> <p>EEF – feedback 8+</p>	
<p>Focused staffing and CPD</p> <p>Cost:</p> <p>Focused staffing:</p> <p>VP SEND support</p> <p>VP CPD</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. EEF research tells us that high quality teaching can narrow the disadvantage gap. We ensure all teachers have access to CPD and this is followed up during INSET.</p> <p>CPD is personalised as well as whole school approaches such WRM and Numbersense.</p>	1,2,3

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

Budgeted cost: **£202353**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA led interventions: catch up in all year groups.</p> <p>Teacher led intervention work:</p>	<p>This arrangement enables the teaching to focus exclusively on a small number of learners or individuals in a separate classroom or intervention space. This is being provided this year to support pupil premium and vulnerable pupils who are lower attainers or those who are falling behind especially after the disruption to school caused by the pandemic.</p> <p>EEF - Evidence shows that one to one tuition and small group tuition are both effective interventions.</p> <p>Small group tuition - EEF +4</p> <p>One to one tuition - EEF +5</p>	1, 2, 3,

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

Budgeted cost: **£35539**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Enrichment</u> Breakfast toast Free enrichment activities e.g. trips Swimming lessons – free for PP pupils Free after school extra-curricular activities Rocksteady music lessons free for PP children	UK research has shown that breakfast provision has a positive impact on attendance and concentration but its effect on attainment is not known. Physical activity has important benefits in terms of health, wellbeing, and physical development. There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs, physical activities, trips and music clubs due to the associated financial costs (e.g. equipment). By providing club and trips free of charge, we give pupils access to benefits and opportunities that might not otherwise be available to them.	6
Food parcels, vouchers, school uniform and coat voucher support for vulnerable families.	EEF review of breakfast club and family support strategies show average of +2 months progress. World Bank research shows that uniforms reduce pupil anxiety amongst peers that may be caused due to economic differences. It also has a positive impact on school attendance.	1, 4, 5, 6
SEMH team access EdPsyc team access	The SEND Code of Practice advises that when 'a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including	1,2,3

	<p>those secured by the school itself or from outside agencies.'</p> <p>Having direct access to allocated time with specialists allows pupils to be seen quicker and benefit from this support rather than being placed on a waiting list.</p> <p>Often, pupils with identified SEMH struggle with behaviour. EEF research shows support with this improves attainment by +4 months.</p>	
Subscription to high quality intervention services to accelerate achievement of pupils.	<p>Intervention programmes purchased to be delivered to accelerate progress. Programmes selected for high impact over short periods of time.</p> <p>EEF supports the direct teaching of transcription skills through extensive practise.</p>	1,2,3
Family Support Worker employed.	<p>More intensive family support is available when needed which the EEF identify as one of the four key strategies for supporting parents effectively.</p> <p>FSW works closely with attendance lead to ensure all pupils from disadvantaged backgrounds are supported in attending school.</p>	4,5
TOTAL SPEND	£251513	

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 2023 to 2024 academic year.

1. Weak language levels in school

Continued work with school employed SALT. SALT also provides effective support to class teachers with wider strategies that can be applied to benefit language of pupils.

Pupils receive targeted support sooner to minimise the growth of gaps.

Phonics strategies in place have seen an continued growth in phonics test pass from 77% to 83% with disadvantaged pupils achieving 74% pass rate sitting 6% above the national average.

TA led intervention has seen an increase in pupil understanding and development of language levels across the school. A focus on Walkthru strategies for TA led intervention has seen increase in language.

Building on the success of WalkThru, the Colourful Semantics structure for sentence building is now used across school in all lessons to ensure all pupils can structure their sentences accurately.

Strategies have developed throughout the school for language development using CPD from SLT through Walkthru programme. Changes made to school reading strategies through CPD has led to a greater focus on vocabulary acquisition.

Reading strategies in school include opportunities for all pupils to experience having high quality texts read to them. Recent research in reading (Christopher Such) shows the value in this for vocabulary acquisition.

2. Low attainment on entry to EYFS

The majority of pupils entered in 24/25 significantly below in EYFS. Phonics offered to children at an earlier point than most settings to allow accelerated progress within literacy.

Impact of high quality phonics teaching from an early age can be seen in Year 1 phonics achievement as majority of our EYFS pupils continue into our Year 1.

3. Loss of skills in reading

Increased attainment in reading across PP groups. Engagement has increased significantly through use of the accelerated reader platform.

Reading assessment data shows 65% of PP children in year 6 achieved ARE+ with 35% achieving GDS. Both figures sit above the national average of 62% and 18% respectively.

4. High levels of social deprivation

Fosse Mead continues to serve a community with high levels of social deprivation but the children within the school community see school as a place which offers opportunity and supports their dreams and aims. Parent surveys show that the school is seen as a positive environment. Strategies to remove the stigma of PP status by FSM have seen a slight increase in PP numbers with parents being more open to applying.

Recent government analysis of the area shows Fosse Mead Primary Academy sits in the 10% most deprived areas in England but we refuse to let this define our pupils.

5. Attendance issues

Attendance strategies in place have had a positive impact on the persistent absence pupils across school and in PP group though this remains a challenge with average attendance sitting at 93.2%

6. Lack of first hand experiences

Full cost of all pupil academic trips and wider experiences covered for all pupils seeing 100% attendance in school trips. This supports development of the school curriculum as well as inspiring pupils with wider experiences some of which are directly on their doorstep.

Continued partnership with the Woodgate Adventure Playground providing experiences and support for pupils outside of the school day.

Supporting PP pupils to access musical opportunities through partnership with RockSteady music school. 8 school funded places this is to increase next academic year.

7. Lack of access to extra-curricular

Across clubs throughout the year PP representation was higher than the 37% school population representation. This is due to prioritising pupils from disadvantaged and

SEND backgrounds in club memberships. Offering all pupils free access to all clubs creates a fair and even environment for all pupils to thrive.

Membership to school clubs continue to support positive behaviour amongst all groups of pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Review: last year's aims and outcomes

Aim	Outcome			
Attainment in EYFS	49.2% of children across EYFS achieved GLD			
Attainment in Reading, Writing and Mathematics	KS2	EXP+	GDS	
	R	69%	22%	
	W	69%	13%	
	M	76%	15%	
	G	71%	13%	
	Combined	64%	7%	
Phonics	83% 74%PP			
Other	<p>Family support: Continued drive from FSW has benefited the community and allowed strategies of support to be put in place before issues occur for our families such as the dramatic increase of families made homeless with landlords selling their properties.</p> <p>Attendance: range of strategies employed to improve overall attendance figures. Attendance still below national average – final figure for year 93.2%</p>			