Pupil Premium Strategy Statement 2025-2026

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

Detail	Data
School name	Five Spires Academy
Number of pupils in school	196
Proportion (%) of pupil premium eligible pupils (R-Y6)	14%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	**2025 - 2026** 2026- 2027 2027-2028
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Diane Raftery
Pupil premium lead	Diane Raftery
Governor / Trustee lead	Richard Chambers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,420 (28 x £1,455)
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	**£42,420**

Part A: Pupil premium strategy plan

Statement of intent

At **Five Spires Academy**, we are committed to ensuring that every pupil — regardless of background or disadvantage — develops the **knowledge, skills, aspirations, and mindset** needed to thrive both academically and personally.

Our Pupil Premium funding is used strategically and transparently to remove barriers to learning, close attainment gaps, and support the holistic development of every child. We recognise that disadvantage can take many forms, and our approach ensures that all pupils — including those with SEND, those known to social care, and those experiencing wider vulnerabilities — receive the right support at the right time.

Our strategy is grounded in the Education Endowment Foundation (EEF) tiered model and fully aligned with the Ofsted 2025 Inspection Framework, which places disadvantaged pupils at the heart of school improvement. Decisions are guided by national research, local context, and robust internal data to secure the best outcomes for every learner.

EEF Tiered Model: Our Strategic Approach

1. High-Quality Teaching

- We invest in professional development, coaching, and mentoring to ensure every class is led by an effective teacher.
- Our curriculum is inclusive, ambitious, and language-rich, designed to meet the needs of disadvantaged learners and strengthen foundational reading, writing, and maths skills.
- We promote high expectations, inclusion, and wellbeing, fostering independence, resilience, and a love of learning.
- This reflects Ofsted's emphasis on evidence-informed, inclusive practice that builds strong foundations and enables all pupils to access the full curriculum.

2. Targeted Academic Support

- We provide structured 1:1 and small-group interventions to accelerate progress for pupils at risk of falling behind.
- Robust assessment systems enable early identification of need and ensure timely, tailored support.
- Support extends to pupils facing complex barriers — including those with SEND, and pupils known to social care.
- Our approach reflects Ofsted's expectation that pupil premium strategies are evidence-based, monitored rigorously, and responsive to pupil needs.

3. Wider Strategies

- We prioritise social, emotional, and mental health (SEMH) through mentoring, pastoral care, and nurture provision.
- Cultural capital is enriched through REAch2's "11 Before 11" and a wide range of enrichment opportunities, ensuring all pupils experience success beyond the classroom.
- Attendance and punctuality remain key priorities, with targeted initiatives to reduce persistent absence and promote engagement.
- We aim for every pupil to enjoy school, feel valued, and participate fully in school life, building a strong sense of belonging and inclusion.

- These approaches reflect **Ofsted's focus** on removing barriers linked to attendance, wellbeing, and access to opportunity.

Our Commitment

- Raising the achievement and life chances of disadvantaged pupils is a shared responsibility for all staff and is integral to our School Development Plan.
- We are committed to continuous evaluation and refinement of our pupil premium strategy, drawing on data, pupil voice, and research to inform decisions and measure impact.
- Implementation is monitored rigorously by senior leaders and governors, supported by ongoing staff training to ensure consistency and sustainability.
- Our ultimate aim is that every pupil at Five Spires Academy — regardless of background — has equitable access to opportunity, develops the confidence and skills to succeed, and leaves us ready to achieve their goals and contribute positively to society.

Challenges

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

Challenge number	Detail of challenge
1	**Early Language and Communication Deficits** A higher proportion of disadvantaged pupils enter EYFS with underdeveloped communication and language skills, limiting vocabulary growth and early reading fluency.
2	**Persistent Attainment Gaps in Core Subjects** Across the primary stage, disadvantaged pupils achieve lower outcomes than their peers, with particularly wide gaps in mathematics and writing.
3	**Complex Needs and Overlap of Disadvantage and SEND** Multi-need pupils — those who are both disadvantaged and have SEND — face compounded barriers to learning, resulting in significant gaps in attainment and progress.
4	**Attendance and Persistent Absence** Disadvantaged pupils have lower attendance rates and higher persistent absence, disrupting continuity of learning and progress.
5	**Limited Access to Enrichment and Cultural Capital** Restricted access to enrichment opportunities and wider life experiences limits disadvantaged pupils' cultural capital, resilience, and engagement with the curriculum.
6	**Social, Emotional, and Mental Health Barriers** A higher proportion of disadvantaged pupils and families experience mental health and wellbeing concerns that affect engagement, attendance, and readiness to learn.

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.

Challenge	Intended outcome	Success criteria
Early Language and Communication Deficits A higher proportion of disadvantaged pupils enter EYFS with underdeveloped communication and language skills, limiting vocabulary growth and early reading fluency.	Improve early communication and language skills through high-quality teaching, early intervention (e.g. Wellcomm), and vocabulary-rich classroom environments	Increased proportion of PP pupils achieving GLD in Communication and Language and Literacy. Improved vocabulary use and verbal confidence observed through teacher assessments and learning walks.
Persistent Attainment Gaps in Core Subjects Across the primary stage, disadvantaged pupils achieve lower outcomes than their peers, with particularly wide gaps in mathematics and writing.	Raise attainment in mathematics, writing, and reading through high-quality, evidence-informed teaching and targeted academic support. Accelerate progress for disadvantaged pupils by embedding effective feedback, adaptive teaching, and structured interventions that close attainment gaps and secure sustained improvement across all core subjects.	PP pupils make progress in line with peers across all year groups. Narrowed attainment gaps in R/W/M at each key stage. Improved KS2 combined outcomes for disadvantaged pupils.
Complex Needs and Overlap of Disadvantage and SEND Multi-need pupils — those who are both disadvantaged and have SEND — face compounded barriers to learning, resulting in significant gaps in attainment and progress.	Provide tailored support and embed inclusive practices to meet the complex needs of multi-need pupils. Ensure PP+SEND pupils receive personalised provision and adaptive teaching that enable strong progress from their individual starting points.	Improved progress and attainment for multi-need pupils, evidenced through individual tracking and assessment data. Clear evidence of effective adaptive teaching and intervention impact in pupil progress reviews. Improved outcomes in targeted intervention data for PP+SEND pupils. Case studies demonstrate sustained academic progress, increased engagement, and improved self-regulation.

Attendance and Persistent Absence Disadvantaged pupils have lower attendance rates and higher persistent absence, disrupting continuity of learning and progress.	Improve attendance and reduce persistent absence among disadvantaged pupils through targeted mentoring, parental engagement, and incentive programmes.	Improved overall attendance rates and reduced persistent absence among disadvantaged pupils. PP attendance rate improves to at least 94%. Reduction in PP persistent absence to below national average. Improved punctuality and engagement evidenced through attendance monitoring.
Limited Access to Enrichment and Cultural Capital Restricted access to enrichment opportunities and wider life experiences limits disadvantaged pupils' cultural capital, resilience, and engagement with the curriculum.	Enhance cultural capital, engagement, and attendance through equitable access to enrichment opportunities and targeted support. Increase participation in wider curriculum and enrichment experiences while improving attendance and reducing persistent absence through mentoring, parental engagement, and incentive programmes.	100% of PP pupils participate in at least one enrichment activity per term. Pupil voice evidences increased confidence, engagement, and aspiration. Improved wellbeing and school belonging scores
Social, Emotional, and Mental Health Barriers A higher proportion of disadvantaged pupils and families experience mental health and wellbeing concerns that affect engagement, attendance, and readiness to learn.	Strengthen nurture and mental health support to build resilience, emotional regulation, and readiness to learn.	Improved emotional wellbeing evidenced through Boxall profiles or pupil surveys. Reduction in behaviour incidents linked to emotional dysregulation. Positive pupil and parent feedback on wellbeing and support.

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: £18,089

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leadership of High-Quality Teaching The Senior Leadership Team (SLT) ensures that every class is taught by an effective teacher through a structured programme of feedback, coaching, and mentoring. SLT supports both whole-school professional development and individualised coaching, enabling all staff to continue growing and refining their practice. Pupil Premium funding contributes to targeted CPD focused on adaptive teaching strategies, reading comprehension, phonics instruction, and Assessment for Learning (AfL). SLT also ensures that appropriate resources and materials are provided to support the consistent delivery of high-quality teaching.	According to EEF evidence, improving teaching is the key ingredient of a successful school and should be the top priority for Pupil Premium spending. High-quality professional development and mastery-based learning approaches can add up to five months of additional progress (EEF: Mastery Learning), ensuring that all pupils—particularly the disadvantaged—benefit from effective instruction and deep learning. EEF research shows that improving teaching is the 'key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending'. CPD will focus on adaptive teaching strategies, reading comprehension strategies, phonics instruction, and the use of Assessment for Learning (AfL). Teachers' and Teaching Assistants' professional development facilitates the delivery of quality teaching and learning across the curriculum. *Mastery Learning +5 (EEF)*	1, 2, 3
Tailored SEND Training Pupil Premium funding supports tailored SEND training for staff to ensure consistently high-quality, inclusive teaching and learning across the school. Training includes Autism awareness, Makaton, Trauma-informed practice, and Bitesize SEND modules, equipping staff with practical strategies to meet a diverse range of learner needs.	According to EEF guidance (Special Educational Needs in Mainstream Schools), an inclusive school removes barriers to learning and participation, provides education tailored to pupils' individual needs, and promotes high expectations so that every child can reach their full potential. This Tier 1 – High-Quality Teaching approach strengthens staff confidence, improves classroom practice, and ensures that all pupils—including those who are disadvantaged or have SEND—can thrive. High-Quality Teaching – Extensive research shows that excellent teaching is the most powerful tool schools have to raise pupil achievement. Supporting every teacher to deliver consistently high-quality instruction is vital to securing the best possible outcomes for all learners	1, 2, 3

Tailored SEND Training is delivered to relevant staff to ensure consistently high-quality teaching and learning throughout the school. (E.g. Autism Training/Makaton/Bitesize SEND training/Trauma training)	Special Educational Needs in Mainstream Schools | EEF An inclusive school removes barriers to learning and participation, provides education tailored to pupils' individual needs, and promotes high standards to help every child reach their full potential.	3
Oracy Development The school prioritises oracy development across all year groups through planned talk, reading, and discussion-based lessons. Drawing on EEF evidence, staff use strategies such as book discussions, vocabulary extension, structured questioning, and purposeful dialogue to strengthen pupils' speaking, listening, and comprehension skills. These approaches are particularly effective in supporting disadvantaged pupils, improving language acquisition, confidence, and understanding across the curriculum.	EEF evidence identifies Oral Language Interventions as a high-impact strategy, with an average of six months' additional progress. Embedding oracy within teaching and learning therefore represents a powerful Tier 1 – High-Quality Teaching approach that enhances both communication and academic achievement. Oral language interventions | EEF Oral language interventions have a high impact on pupil outcomes, with an average of six months' additional progress. These approaches include reading aloud and book discussion, vocabulary extension, structured questioning, and purposeful, curriculum-focused dialogue.	1, 2, 3
High-Quality Phonics Instruction Pupil Premium funding supports the delivery of high-quality phonics teaching through continued investment in the Read Write Inc. programme, including training for Teaching Assistants, the acquisition of high-quality resources, and focused professional development (CPD) for staff. To sustain excellence, Phonics and English Leaders are allocated dedicated leadership and coaching time to model practice, support staff, and ensure that phonics instruction is delivered with consistency and precision across EYFS and KS1.	EEF evidence identifies systematic phonics instruction and ongoing professional development as highly effective Tier 1 – High-Quality Teaching approaches. These strategies build teacher expertise, strengthen early reading foundations, and accelerate progress for disadvantaged pupils. Phonics | EEF The EEF Toolkit shows high quality phonics programme have +5 months impact particularly for disadvantaged pupils. It is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics improves the accuracy of the child's reading but not necessarily their comprehension *Phonics +5 (EEF)*	1, 2, 3
Developing Subject Leadership and Adaptive Teaching	EEF evidence highlights that investment in leadership development, curriculum design, and sustained CPD	1, 2, 3

Pupil Premium funding supports the development of subject leaders to drive inclusive and adaptive teaching across the curriculum. Leaders are supported to embed foundational skills and knowledge through a well-sequenced and coherent curriculum, ensuring that all pupils — including those who are disadvantaged — can access learning effectively. Funding also provides for high-quality CPD and coaching, enabling leaders to model best practice and support colleagues in delivering consistently strong teaching. SLT monitors the impact of this work through lesson visits, pupil outcomes, and professional dialogue.	are key components of Tier 1 – High-Quality Teaching, leading to long-term improvements in teacher expertise, instructional quality, and pupil attainment. EEF's "Five-a-Day" Approach for High-Quality Teaching (SEND Guidance) This framework outlines five key strategies that support inclusive and adaptive teaching, particularly benefiting disadvantaged and SEND pupils: 1. Adaptive Teaching: Adjusting instruction to meet diverse needs. 2. Scaffolding and Differentiation: Ensuring all pupils can access and build foundational knowledge. 3. Effective Professional Development: Empowering leaders and teachers to implement inclusive practices. 4. Ongoing Assessment: Informing instruction and curriculum sequencing. 5. Holistic Understanding of Pupils: Recognising the intersection of disadvantage and SEND needs.	
Enhancing the Teaching of Reading and Writing Pupil Premium funding supports the development of high-quality teaching and planning in reading and writing, in line with the School Development Plan (SDP) and guidance from the DfE and EEF. Funding provides release time for subject leaders to access targeted training, which is then cascaded to staff through CPD sessions, coaching, and mentoring. This ensures a consistent and evidence-informed approach to the teaching of literacy across the school.	EEF evidence highlights that ongoing professional development and instructional coaching are among the most effective Tier 1 – High-Quality Teaching strategies. This approach builds staff expertise, strengthens curriculum delivery, and supports improved literacy outcomes for all pupils, particularly those who are disadvantaged. The EEF's 'Improving Literacy in KS1 & KS2' Guidance Reports provide clear principles and strategies to improve the teaching of reading and writing.	1, 2, 3
Strategic Leadership of SEND Provision	The SENCO plays a key strategic role in overseeing, monitoring, and evaluating the impact of teaching adaptations and interventions on pupil	1, 2, 3

Pupil Premium funding supports the allocation of dedicated time for the SENCO to oversee and enhance the quality of SEND provision across the school. This includes leading on staff CPD, supporting adaptive teaching, and monitoring the impact of interventions and classroom strategies on pupil outcomes.	outcomes. This includes leading bespoke CPD to build staff expertise, ensuring that inclusive and adaptive teaching practices are consistently embedded across the school. EEF evidence highlights that strong leadership of inclusion and investment in professional development are key components of Tier 1 – High-Quality Teaching. Empowering the SENCO to build staff expertise and ensure effective adaptations helps secure consistent, high-quality provision that benefits both SEND and disadvantaged pupils. *Small Group Tuition + 4 months (EEF)* *1 to 1 Tuition + 5 months (EEF)*	
Use of Digital Technologies to Enhance Learning Pupil Premium funding is used to strengthen the strategic use and accessibility of digital technologies to maximise pupil engagement and accelerate progress through targeted intervention programmes, including Maths.com, Lexia, Read Write Inc., TT Rockstars, and Oxford Owl Spelling. These platforms provide adaptive, evidence-based learning tools that support personalised practice, immediate feedback, and independent study.	EEF evidence identifies effective use of technology as part of Tier 1 – High-Quality Teaching, where digital tools are integrated to complement direct instruction and reinforce key skills. When used purposefully, such approaches can improve pupil motivation, fluency, and learning outcomes, particularly for disadvantaged pupils receiving targeted interventions. Realising the potential of technology in education – Technology is a powerful tool for enhancing learning and engagement. Schools that use interactive platforms and maintain direct communication with pupils see stronger outcomes. We will continue to expand access to digital tools to support targeted interventions and unlock wider educational benefits.	2, 3, 4, 5

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

Budgeted cost: £14,847

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

Targeted Academic Interventions Pupil Premium funding supports targeted teaching interventions for lower-attaining pupils in phonics, reading, writing, and maths, enabling them to make strong and sustained progress. These interventions are delivered by skilled staff through small-group and one-to-one sessions, closely monitored using assessment data to ensure maximum impact.	EEF evidence identifies targeted academic support as an effective Tier 2 strategy, particularly when interventions are precisely matched to pupil need and delivered by trained adults. Such approaches have been shown to significantly accelerate progress in core subjects for disadvantaged pupils. EEF research demonstrates that small group tuition has a positive impact on attainment levels. *Small group tuition +4 months (EEF)* *1 to 1 tuition +5 months (EEF)*	1, 2, 3
Teaching Assistant Support for Early Literacy Pupil Premium funding contributes to the deployment and training of Teaching Assistants (TAs) to extend teaching capacity and enhance the delivery of high-quality phonics and reading provision in EYFS and KS1. TAs also deliver targeted phonics and early reading interventions, supporting pupils to develop secure foundational literacy skills.	According to EEF evidence, well-trained and well deployed TAs who deliver structured, evidence-based programmes can have a high impact on pupil progress, particularly in early literacy. As part of Tier 1 – High-Quality Teaching, this approach strengthens early reading outcomes and ensures consistency and quality in classroom practice for disadvantaged learners. *Small group tuition +4 months (EEF)* *1 to 1 tuition +5 months (EEF)*	1, 2, 3

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

Budgeted cost: £8,484

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Strategy Impact The Attendance Team receives dedicated weekly time to monitor data, identify patterns, and act swiftly to remove barriers to learning. They challenge, champion, and promote high attendance through a proactive mix of communication, mentoring, and recognition.	**EEF evidence** supports this as an effective *Tier 3 – Wider Strategy* approach: improving attendance and engagement **increases access to high-quality teaching** and directly supports better academic outcomes for disadvantaged pupils.	4

The team implements the Staffordshire 'Little Heroes' campaign, offering rewards and incentives to encourage and sustain positive attendance habits. This initiative builds motivation, strengthens relationships with families, and reinforces the message that every day in school matters.		
Nurture and SEMH Support The newly appointed Learning Mentor provides targeted nurture and emotional support for pupils with social, emotional, and mental health (SEMH) needs. This includes structured self-regulation strategies, mentoring, and small-group interventions to build resilience, confidence, and readiness to learn.	EEF evidence identifies social and emotional learning (SEL) and wellbeing interventions as effective Tier 3 – Wider Strategies. They help disadvantaged pupils develop self-regulation and emotional literacy, which in turn improves behaviour, engagement, and academic outcomes *+4 months (EEF)* *Social and emotional learning +4 months (EEF)* *Teaching Assistant interventions + 4 months (EEF)*	6
Provision of Free School Meals and Breakfast Club The school provides Free School Meals and subsidised access to Breakfast Club to ensure all pupils—particularly those from disadvantaged backgrounds—start the day ready to learn. This provision supports attendance, punctuality, concentration, and wellbeing, while reducing barriers linked to hunger and morning routines.	Children attend well and start the day in the right way, with a healthy breakfast and 'ready to learn'. Social connections are made, and emotional needs met. According to EEF evidence, such Tier 3 – Wider Strategies that address basic needs and remove non-academic barriers to learning can have a positive impact on readiness to learn and overall attainment, particularly when combined with pastoral and academic support.	4, 5, 6
Educational Visits and Enrichment Access The school uses Pupil Premium funding to subsidise educational visits and visiting experiences, ensuring that all disadvantaged pupils can access a broad range of cultural and educational opportunities. These experiences enrich learning, build cultural capital, and help pupils connect classroom learning to the wider world.	Some families are unable to contribute towards out of school experiences such as visiting speakers or educational trips. The school will support financially PP parents/carers with this. EEF evidence identifies enrichment and cultural exposure as effective Tier 3 – Wider Strategies, enhancing engagement, motivation, and aspiration—key drivers in improving long-term academic outcomes for disadvantaged pupils. Life skills and enrichment (EEF) *Arts Participation +3 months (EEF)*	5
Access to Sporting Clubs and Peripatetic Music Tuition	EEF evidence highlights that participation in sports, arts, music, and extracurricular activities—as part of Tier 3 – Wider Strategies—can have a positive impact on	5

Pupil Premium funding is used to fund or subsidise after-school clubs and peripatetic music tuition for disadvantaged pupils, ensuring equal access to enrichment opportunities that might otherwise be out of reach. These experiences develop confidence, teamwork, and self-expression, while promoting a strong sense of belonging and engagement in school life.	pupil wellbeing, behaviour, and academic motivation, helping to close the gap in cultural and social capital for disadvantaged learners. Some families are unable to contribute towards in-school enrichment activities. The school will offer a contribution towards any of these activities for pupils eligible for PP. The EEF states that enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. However, many argue that enrichment approaches can directly improve pupils' attainment. Life skills and enrichment (EEF) Arts Participation *+3 months (EEF)*	
School Uniform Support Fund Pupil Premium funding is used to provide or subsidise school uniform for pupils in financial need, ensuring that all children can fully participate in school life with confidence and equality. This support helps to remove financial barriers, promote a strong sense of belonging and inclusion, and maintain high standards of presentation and pride in the school community.	Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. According to EEF evidence, strategies that address non-academic barriers to learning, such as access to appropriate clothing and resources, are an effective Tier 3 – Wider Strategy. They contribute to improved wellbeing, attendance, and engagement, helping disadvantaged pupils to focus more effectively on their learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	6

Total budgeted cost: £42,420

Service Pupil Premium Funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	• We ensure that pupils who may be affected by deployment have provision of and access to a designated adult to support their social, emotional and mental health when required.

	• We identified any gaps in children's education which we addressed with targeted support and education. • We invest in a PSHE system which supports social, emotional and mental health. • We invest in books and resources to support children with building self-esteem and confidence. • We invest a range of resources and activities to support learning, mental health and wellbeing e.g., EYFS activities, books, outdoor activities such as annual membership to Packington Farm, Forest School Day for EYFS, development of outdoor areas.
What was the impact of that spending on service pupil premium eligible pupils?	• Teachers observed strong levels of well-being amongst service children. • Assessments demonstrated progress in all subject areas. • Service children's attainment is in line with their peers.

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 2024 to 2025 academic year.

Five Spires Academy

Pupil Premium Impact Summary (2024–2025)

Cohort Context

15% of pupils (33 in total) at Five Spires Academy are eligible for the Pupil Premium (PP) in 2024-2025. Of these, 17 pupils (52%) are also identified with SEND. This overlap creates a multi-need group with complex learning barriers affecting both attendance and attainment.

Due to the small PP cohort, data should be interpreted with caution. However, individual progress evidence demonstrates clear improvement across key measures.

Impact of PPG Spend

The £37,000 Pupil Premium Grant was deployed in line with Education Endowment Foundation (EEF) guidance, focusing on:

- High-quality teaching and adaptive practice
- Targeted interventions
- Pastoral and attendance support
- Enrichment and engagement opportunities

Headline Outcomes and Successes

- Early Years (Reception): 38% of PP pupils achieved a Good Level of Development (GLD) – strong progress from very low starting points (vs 78% overall).
- Phonics: 100% of PP pupils passed the check by the end of Year 2, showing exceptional improvement through sustained catch-up interventions.
- Mathematics (Year 4 MTC): 29% achieved full marks, close to the national average (34%), with a further 57% scoring 20–25 – a reflection of improved fluency through targeted numeracy support.
- KS2 SATs: 50% of PP pupils achieved the expected standard in Reading, Writing, and Maths combined (4 pupils).
- Attendance: Improved from 88.6% to 91.7%, with persistent absence falling significantly from 28.1% to 22.6%.
- Enrichment & Wellbeing: 100% of PP pupils accessed extra-curricular and enrichment opportunities (including ‘11 before 11’, clubs, and free breakfast provision), supporting confidence, inclusion, and engagement.

Overall Impact: Targeted teaching and early interventions have delivered tangible improvements in phonics, maths fluency, attendance, and engagement.

Attainment Analysis (Disadvantaged Pupils)

Area	All Pupils	PP Pupils	Gap
EYFS GLD	78%	38%	-40%
Phonics Y1	85%	50%	-35%
Phonics Y2 (Retake)	97%	100%	+3%
KS2 Reading	84%	50%	-34%
KS2 Writing	84%	50%	-34%
KS2 Maths	84%	50%	-34%
Combined R/W/M	78%	50%	-28%

While attainment gaps persist, particularly in writing and maths, Year 2 phonics success and improvements in attendance demonstrate that sustained interventions yield measurable results.

Key Strengths

- Outstanding phonics catch-up: 100% of PP pupils met the standard by Year 2.
- Improved attendance and engagement following targeted mentoring and pastoral work.
- Above-national performance in several areas for all pupils, showing a strong whole-school context.
- Increased access to enrichment: every PP pupil participated in additional clubs or programmes.
- Improved pupil confidence and wellbeing observed through monitoring and pupil voice.

Key Areas for Development

- Sharpen diagnostic assessment to close writing and maths gaps more rapidly.
- Strengthen adaptive teaching and collaboration between class teachers and SENDCo for PP+SEND pupils.
- Continue professional development focused on feedback, inclusion, and metacognition.
- Increase the frequency of progress reviews for earlier intervention.
- Maintain use of EEF-informed strategies to ensure evidence-based impact.

Priorities for 2025–2026

Early Language (EYFS): Embed Wellcomm to accelerate vocabulary and communication.
Maths Mastery: Introduce structured fluency and reasoning programmes for PP pupils.
Writing: Strengthen core writing stamina and feedback routines.
Sustain Phonics Support: Continue targeted Year 2 and KS2 catch-up.

Multi-Need Support: Implement personalised learning and wellbeing plans for PP+SEND pupils.
Data-Driven Monitoring: Use formative assessment to adapt teaching and track PP progress.

Attendance Impact

PP Attendance: 91.0% (↑ from 88.6%)
Non-PP Attendance: 95.9%
Persistent Absence (PP): 24.1% (↓ from 28.1%)

Attendance remains a key priority, but the improving trend reflects effective strategies.

Next Steps (2025–2026):

- Continued mentoring for pupils below 93%.
- Family engagement and attendance agreements.
- Reward systems via Staffordshire 'Little Heroes' Campaign.
- Weekly data tracking and SLT oversight.

Wider School and Wellbeing Impact

- Increased PP participation in clubs and '11 before 11' enrichment.
- Improved physical and mental wellbeing through sport and nurture sessions.
- High engagement in learning observed across all phases.
- Staff CPD strengthened phonics delivery and adaptive teaching.
- Safeguarding and pastoral records evidence high-quality family support and early help.

Summary: Although Five Spires Academy's PP cohort is small and complex, the impact of targeted PPG investment is evident in improved phonics outcomes, attendance, engagement, and overall wellbeing. Leaders remain committed to diminishing remaining attainment gaps through evidence-led, inclusive practice that ensures every pupil thrives.

Externally provided programmes

Programme	Provider
Times Table Rockstars	TT Rockstars
Read Write Inc. Phonics	Oxford University Press
Read Write Inc. Spelling	Oxford University Press
Grammarsaurus	Grammarsaurus
Purple Mash	2simple
Jigsaw PSHE programme	Jigsaw Education Group
Read Write Inc. Phonics & Spelling	Oxford University Press
Discovery RE	Jigsaw Education Group
White Rose Maths (Premium)	White Rose Maths - Trinity
Master the Curriculum (EYFS Maths)	Master the Curriculum
On Track Maths, English, Grammar, Writing	Rising Stars - Hodder
Lexia (EEF Literacy Project)	Lexia UK

Ruth Miskin Phonics	Ruth Miskin Literacy Ltd.
WellComm	GL Assessment
White Rose Maths	Trinity

REAch2 11 Before 11 Initiative

Additional Information

11 Before 11 – A REAch2 Promise

As proud members of the REAch2 Academy Trust, Five Spires Academy is deeply committed to the 11 Before 11 initiative—an ambitious programme designed to broaden horizons, raise aspirations, and unlock every child's potential.

We believe that education should extend beyond the classroom, offering experiences that shape character and nurture the whole child. Through 11 Before 11, our pupils take part in a series of carefully designed, character-building adventures that surprise, delight, and inspire. Each experience helps children develop resilience, creativity, confidence, and a strong sense of agency in their own lives.

The 11 promises—which include adventures such as sleeping under the stars, performing on stage, and making a difference in the community—are woven throughout our curriculum and school culture. They are not just events, but transformational moments that help children see the world differently and believe in their power to shape it.

Our School Adventure Ambassador (SAA) plays a key role in bringing these promises to life by:

- Embedding 11 Before 11 adventures across the curriculum.
- Building partnerships with organisations such as the Scouts Association, Country Trust, Prince William Award, and Sport for Schools.
- Securing sponsorship, funding, and community support to ensure every child can take part, regardless of background.
- By fully integrating 11 Before 11 into our wider school strategy, Five Spires Academy ensures that all pupils—particularly those from disadvantaged backgrounds—experience rich, meaningful opportunities that build cultural capital, character, and readiness for life beyond primary school.