Pupil Premium Strategy Statement 2026-2027

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
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)**	2026- 2027
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Diane Raftery
Pupil premium lead	Diane Raftery
Governor / Trustee lead	David Adams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,400 (28 x £1,550)
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	**£43,400**

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 circumstance, develops the knowledge, skills, aspirations and character needed to thrive academically and personally.

Our pupil premium strategy is designed to remove barriers to learning, secure strong progress and attainment, and widen opportunities for all disadvantaged pupils, including those who are high attainers. We recognise that disadvantage can take many forms and therefore adopt a responsive, evidence-informed approach based on robust assessment, research and continuous evaluation.

High-quality teaching sits at the heart of our strategy, complemented by targeted academic support and wider approaches that strengthen attendance, wellbeing, engagement and cultural capital. Through this work, we aim to ensure that every pupil is supported, challenged and championed to achieve their full potential.

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 informed by national research, local context and robust internal evaluation. 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 the 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 ensures that 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 our 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 development, language comprehension and early literacy.
2	**Writing attainment and mathematical fluency remain weaker for disadvantaged pupils in some cohorts despite strong end-of-key-stage outcomes** Despite strong outcomes at the end of Key Stage 2, disadvantaged pupils in some year groups continue to achieve lower outcomes in writing and demonstrate less secure mathematical fluency than their peers. Gaps in vocabulary, writing stamina, and rapid recall of multiplication facts limit attainment and hinder progress across the wider curriculum.
3	**Pupils Facing Multiple and Intersecting Disadvantages** A significant proportion of our disadvantaged pupils also have SEND. The interaction of socioeconomic disadvantage and additional learning needs can create multiple barriers to learning, resulting in lower attainment, slower progress and increased vulnerability to poor attendance and reduced engagement
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 development, language comprehension and early literacy.	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.
Writing attainment and mathematical fluency remain weaker for disadvantaged pupils in some cohorts despite strong end-of-key-stage outcomes Despite strong outcomes at the end of Key Stage 2, disadvantaged pupils in some year groups continue to achieve lower outcomes in writing and demonstrate less secure mathematical fluency than their peers. Gaps in vocabulary, writing stamina, and rapid recall of multiplication facts limit attainment and hinder progress across the wider curriculum.	Raise attainment in writing, reading and mathematics whilst improving mathematical fluency and multiplication recall for disadvantaged pupils through high-quality 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 or above their peers across all year groups. Writing attainment gaps reduce across all year groups and the proportion of disadvantaged pupils achieving EXS+ in writing increases in each year group. Average MTC score for disadvantaged pupils increases from 19.2 to at least 21 and a greater proportion of disadvantaged pupils achieve full marks. Improved combined reading, writing and mathematics outcomes for disadvantaged pupils.
Pupils Facing Multiple and Intersecting Disadvantages	Provide tailored support and embed inclusive practices to	Improved progress and attainment for multi-need pupils, evidenced through

A significant proportion of our disadvantaged pupils also have SEND. The interaction of socioeconomic disadvantage and additional learning needs can create multiple barriers to learning, resulting in lower attainment, slower progress and increased vulnerability to poor attendance and reduced engagement	meet the complex needs of multi-need pupils. Ensure PP+SEND pupils receive personalised provision, adaptive teaching and bespoke intervention programmes that enable strong progress from their individual starting points. Increase attendance, engagement and attainment for PP+SEND pupils through personalised provision plans, closer academic monitoring and targeted pastoral support.	individual tracking and assessment data. Improved attendance and engagement of PP+SEND pupils evidenced through attendance data, intervention reviews and pupil progress meetings. 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 from 91.7% (2025-26) to at least 94%. Persistent absence for disadvantaged pupils reduces from 27.6% (2025-26) to below 22%. 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	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

	mentoring, parental engagement, and incentive programmes.	
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: £18,954

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).	1, 2, 3

	Teachers' and Teaching Assistants' professional development facilitates the delivery of quality teaching and learning across the curriculum. *Mastery Learning +5 (EEF)*	
Tailored SEND Training Pupil Premium funding supports 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
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	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	1, 2, 3

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.	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)*	
Developing Subject Leadership and Adaptive Teaching 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.	EEF evidence highlights that investment in leadership development, curriculum design, and sustained CPD 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.	1, 2, 3
Enhancing the Teaching of Reading and Writing	EEF evidence highlights that ongoing professional development and instructional coaching are among the most effective Tier 1 – High-Quality Teaching strategies. This approach builds	1, 2, 3

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. Particular emphasis will be placed on improving writing outcomes for disadvantaged pupils through: • Explicit vocabulary instruction • Oral rehearsal and structured talk • Sentence-level writing development • Explicit modelling of high-quality writing • Writing stamina and composition • High-quality feedback and editing strategies These approaches aim to improve the quality of writing across Key Stage 1 and Key Stage 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.	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.	
Strategic Leadership of SEND Provision 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.	The SENCO plays a key strategic role in overseeing, monitoring, and evaluating the impact of teaching adaptations and interventions on pupil 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)*	1, 2, 3

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: £15,557

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
Mathematical Fluency and Multiplication Support	EEF evidence indicates that targeted small-group tuition and additional practice can have a positive impact on disadvantaged pupils' mathematical	2, 3

Pupil Premium funding supports targeted mathematical fluency interventions for disadvantaged pupils through daily multiplication practice, TT Rock Stars, pre-teaching, overlearning opportunities and parental engagement activities. This programme aims to improve automatic recall of multiplication facts, increase confidence and improve Year 4 Multiplication Tables Check outcomes.	attainment when focused on identified gaps in learning. Developing automatic recall of number facts reduces cognitive load and enables pupils to access more complex mathematical concepts successfully. Small Group Tuition +4 months (EEF) Mastery Learning +5 months (EEF)	
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: £8,889

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Strategy Impact The Attendance Team receives dedicated weekly time to monitor attendance data, identify emerging patterns and implement early intervention for disadvantaged pupils at risk of persistent absence. Support includes: • Attendance mentoring • Attendance support meetings • Early Help referrals • Multi-agency working where appropriate • Attendance awards and recognition initiatives	**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 works proactively with families to remove barriers to attendance and ensure disadvantaged pupils attend regularly and engage fully with learning. 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	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.	activities—as part of Tier 3 – Wider Strategies—can have a positive impact on 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

Five Spires Academy
Pupil Premium Impact Summary (Review of 2025–2026)
Part B: Review of Outcomes

Overall Evaluation

The 2025-26 Pupil Premium Strategy has had a positive impact on academic outcomes, attendance, inclusion and wider opportunities for disadvantaged pupils. Funding has been strategically targeted to address barriers related to literacy, attendance, SEND, communication and language needs, SEMH needs and wider family circumstances. As a result, disadvantaged pupils achieved particularly strong outcomes in phonics, reading and end of Key Stage 2 attainment while remaining fully included in the wider life of the school.

Leaders recognise that disadvantaged cohorts are small and vary considerably between year groups. Outcomes have therefore been evaluated alongside pupil-level progress information and contextual factors. Approximately 46% of disadvantaged pupils also have SEND or additional vulnerabilities, meaning many pupils face multiple and overlapping barriers to achievement. Consequently, the impact of the strategy is demonstrated not only through attainment data, but also through improved curriculum access, attendance, participation and inclusion.

Headline Impact

Area	Outcome
EYFS GLD	81% GLD overall; 50% of disadvantaged pupils achieved GLD (2/4 pupils)
Phonics	100% disadvantaged pupils passed the Year 1 Phonics Screening Check
Reading KS2	100% disadvantaged pupils achieved EXS; 100% achieved GDS
Writing KS2	100% disadvantaged pupils achieved EXS
Mathematics KS2	100% disadvantaged pupils achieved EXS; 50% achieved GDS
Combined KS2	100% disadvantaged pupils achieved the combined expected standard
Attendance	Whole-school attendance 96.0%; persistent absence 10.2%
Inclusion	All disadvantaged pupils accessed enrichment, educational visits and 11 Before 11

These outcomes demonstrate that pupil premium funding has been successful in reducing barriers to learning and ensuring disadvantaged pupils achieve well whilst remaining fully included in school life.

Priority 1: Early Language, School Readiness, Reading and Phonics

Intended Outcome

To improve communication, language and literacy outcomes through high-quality teaching, WellComm assessment, targeted intervention and systematic phonics provision.

Evidence of Impact

EYFS Outcomes

Measure	Outcome
GLD (All Pupils)	81%
GLD (Disadvantaged Pupils)	50% (2/4 pupils)

The Reception cohort included only four disadvantaged pupils. Those who did not achieve GLD presented with significant additional barriers beyond disadvantage. Nevertheless, targeted language development, communication support and WellComm interventions established secure foundations for future learning.

Phonics Outcomes

Measure	Outcome
PSC Pass Rate (All Pupils)	97%
PSC Pass Rate (Disadvantaged Pupils)	100%

The only pupil not meeting the phonics threshold had an EHCP and significant complex needs. Internal assessment data shows that all disadvantaged pupils achieved the expected standard or above in reading by the end of Year 1.

End of KS2 Reading Outcomes

Measure	Disadvantaged Pupils
Reading EXS+	100%
Reading GDS	100%

Evaluation

This priority demonstrates the strongest impact across the strategy. Investment in Read Write Inc., staff training, reading practice, vocabulary development and targeted intervention has enabled disadvantaged pupils to develop secure literacy foundations and become successful readers. The progression from early language support in Reception, to 100% phonics success, through to exceptional KS2 reading outcomes demonstrates the effectiveness of the school's graduated literacy approach.

Next Steps

- Sustain exceptional phonics outcomes.

- Continue WellComm and early language intervention.
- Develop reading fluency and prosody across KS2.
- Further strengthen disciplinary vocabulary across the wider curriculum.

Priority 2: High-Quality Teaching and Targeted Academic Support

Intended Outcome

To ensure disadvantaged pupils access adaptive teaching, high-quality classroom practice and timely intervention.

Evidence of Impact

KS2 Outcomes

Measure	Disadvantaged Outcomes
Reading EXS+	100%
Writing EXS+	100%
Mathematics EXS+	100%
Combined EXS+	100%

Monitoring, assessment and intervention records show that adaptive teaching, same-day intervention, pre-teaching and targeted support enabled pupils to successfully access age-related expectations despite additional barriers.

Evaluation

Funding directed towards quality-first teaching, targeted intervention and additional adult support has been highly effective. Disadvantaged pupils achieved exceptionally strong end-point outcomes, demonstrating that barriers to learning have been successfully reduced whilst pupils remained fully included within the mainstream curriculum.

Next Steps

- Continue strengthening adaptive teaching.
- Further refine intervention precision.
- Improve outcomes for disadvantaged pupils who also have SEND.
- Increase challenge to secure more Greater Depth outcomes.

Priority 3: Writing Development

Intended Outcome

To improve writing attainment through stronger language development, vocabulary acquisition, transcription skills and increased writing opportunities.

Evidence of Impact

Writing EXS

Year Group	PP Pupils	All Pupils %	PP %
Y1	2	90	100
Y2	4	72	75
Y3	4	63	50
Y4	7	60	14
Y5	7	76	43
Y6	2	90	100

Writing GDS

Year Group	PP Pupils	All Pupils %	PP %
Y1	2	23	50
Y2	4	17	25
Y3	4	19	50
Y4	7	10	0
Y5	7	13	0
Y6	2	20	0

Evaluation

Investment in handwriting, transcription, vocabulary development, oral rehearsal and targeted writing support has strengthened foundational writing skills across the school. The most significant evidence of impact is that 100% of disadvantaged pupils achieved the expected standard in writing by the end of KS2.

However, internal assessment data shows variation across Years 3 to 5, where disadvantaged attainment remains below school averages. Analysis indicates that many disadvantaged pupils within these cohorts also present with SEND, speech and language needs or gaps in vocabulary acquisition, which continue to affect writing stamina, sentence construction and independent composition. This indicates that current approaches are effective over time but require greater consistency and earlier impact across lower and middle KS2. Writing therefore remains the key curriculum development priority for disadvantaged pupils.

Next Steps

- Raise attainment in Years 3-5.
- Increase opportunities for extended writing.
- Further develop vocabulary acquisition and oracy.
- Improve writing stamina and sentence construction.
- Refine adaptive teaching within writing.

Priority 4: Mathematics Achievement and Fluency

Evidence of Impact

Mathematics EXS

Year Group	PP Pupils	All Pupils %	PP %
Y1	2	77	100
Y2	4	83	50
Y3	4	67	50
Y4	7	76	14
Y5	7	77	57
Y6	2	93	100

Mathematics GDS

Year Group	PP Pupils	All Pupils %	PP %
Y1	2	27	0
Y2	4	14	25
Y3	4	30	25
Y4	7	23	14
Y5	7	27	0
Y6	2	51	50

Multiplication Tables Check

Measure	Outcome
Cohort Average	22.6
PP Average	19.2
PP Full Marks	14%

Evaluation

Funding has supported pre-teaching, overlearning, arithmetic fluency and targeted intervention, enabling disadvantaged pupils to achieve strong mathematics outcomes. This is reflected in the end of KS2 outcomes, where all disadvantaged pupils achieved the expected standard and half achieved Greater Depth.

While attainment is strong overall, multiplication fluency remains a barrier for some pupils in lower KS2. MTC performance indicates that earlier intervention and greater emphasis on automatic recall of multiplication facts are required to strengthen future outcomes.

Next Steps

- Improve multiplication fluency across KS2.
- Increase MTC outcomes.
- Introduce earlier intervention for pupils at risk of underachievement.
- Strengthen automatic recall of multiplication facts.

Priority 5: Attendance, Wellbeing and Pastoral Support

Evidence of Impact

Attendance Measure	Outcome
Whole School Attendance	96.0%
Whole School Persistent Absence	10.2%
Disadvantaged Attendance	91.5%-94.3%
SEND Attendance	Above 92%

Whole-school attendance remained significantly above national averages and persistent absence remained below national figures. Robust attendance systems, family engagement, personalised plans and multi-agency working have successfully improved access to learning for many vulnerable pupils.

Evaluation

Attendance remains a strength of the school. The greatest challenge continues to be a small number of disadvantaged pupils who also have SEND and complex family circumstances. This group accounts for the majority of persistent absence and represents the most significant non-academic barrier to improved outcomes. Whilst disadvantaged attendance remains below the whole-school average, it reflects the complex needs of a small number of pupils and remains broadly comparable with national disadvantaged attendance figures.

Next Steps

- Reduce persistent absence further.
- Strengthen personalised attendance plans.
- Increase early attendance intervention.
- Further develop multi-agency support.

Priority 6: Inclusion, SEND and Wider Opportunities

Evidence of Impact

Approximately 46% of disadvantaged pupils also have SEND or additional vulnerabilities. Pupil Premium funding has enabled:

- Targeted intervention programmes
- Specialist SEND support
- Nurture provision
- SEMH support
- Educational visits
- Enrichment participation

- Additional adult support

All disadvantaged pupils accessed the full curriculum and wider opportunities regardless of financial circumstances.

Evaluation

This priority has been highly effective in ensuring disadvantage does not become a barrier to participation, inclusion or aspiration. Despite complex pupil needs and the high proportion of pupils who are both disadvantaged and SEND, pupils remained fully included in school life, accessed a broad range of enrichment opportunities and benefited from the same experiences as their peers. Participation records and pupil voice indicate that disadvantaged pupils feel included, supported and able to engage fully in the wider life of the school.

Participation data demonstrates that disadvantaged pupils actively engaged in the wider life of the school. Across the year, disadvantaged pupils accessed a range of extra-curricular opportunities including after-school sports clubs, Young Voices Choir and enrichment activities such as LEGO, Nature, Debate and Yoga clubs. Disadvantaged pupils represented approximately 15% of participants in after-school sports clubs across the year, 23% of Young Voices Choir participants and 14% of enrichment club participants, demonstrating that financial disadvantage did not prevent pupils from accessing wider opportunities and experiences. After School Club Analysis PP and SEND 2025-2026

Next Steps

- Refine provision for PP+SEND pupils.
- Improve intervention tracking and evaluation.
- Maintain universal access to enrichment opportunities.
- Continue targeted SEMH and nurture support.

Overall Impact 2025-26

The 2025-26 strategy has been successful in improving outcomes, inclusion and curriculum access for disadvantaged pupils. The strongest impact can be seen in:

- 81% Good Level of Development in EYFS.
- 100% disadvantaged pupils passing the Phonics Screening Check.
- 100% disadvantaged pupils achieving expected standards in Reading, Writing and Mathematics at KS2.
- 100% disadvantaged pupils achieving the combined expected standard.
- Strong attendance outcomes.
- Full participation in enrichment and wider opportunities.

The most effective aspects of the strategy have been high-quality literacy provision, adaptive teaching, targeted intervention, pastoral support and the inclusive support provided for disadvantaged pupils with SEND and additional vulnerabilities.

Leaders have a clear understanding of the remaining barriers. The key priorities for 2026-27 are improving writing outcomes in Years 3-5, strengthening multiplication fluency, reducing persistent

absence for disadvantaged and disadvantaged-SEND pupils, and accelerating progress for pupils facing multiple vulnerabilities.

Strategic Priorities for 2026-27

1. Reduce persistent absence for disadvantaged pupils, particularly those with SEND.
2. Raise writing attainment across Years 3-5.
3. Improve multiplication fluency and MTC outcomes.
4. Accelerate progress for pupils facing multiple vulnerabilities.
5. Maintain exceptional phonics and reading outcomes.
6. Continue investment in early language and communication.
7. Sustain access to enrichment, cultural capital and wider opportunities.

Externally provided programmes

Programme	Provider
Times Table Rockstars	TT Rockstars
Read Write Inc. Phonics	Oxford University Press
Read Write Inc. Spelling	Oxford University Press
Kapow Curriculum	Kapow
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
Staffordshire EP Literacy Approach	Staffordshire Educational Psychology Service
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.