Hillocks Primary Academy

Pupil Premium Strategy Statement

2025-26

Executive Principal	Gareth Letton
Principal	Claire Gledhill
Chair of Governors	Susan Beasley

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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

Detail	Data
School name	Hillocks Primary Academy
Number of pupils in school	263
Proportion (%) of pupil premium eligible pupils	2025-26 – 50.2%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024 - 2027
Date this statement was published	September 2024
Date on which it will be reviewed	November 2024 November 2025 November 2026
Statement authorised by	Claire Gledhill Principal Gareth Letton Executive Principal
Pupil premium lead	David Britton Pupil Premium Lead
Governor / Trustee lead	Henry Reader

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2025-2026 - £210,585
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	2025-2026 £210,585

Part A: Pupil premium strategy plan

Statement of intent

At Hillocks Primary Academy, we are committed to raising the attainment of pupils who are eligible for Pupil Premium, providing them with fair and equal opportunities to achieve and excel in all areas of the curriculum by focusing on the following objectives:

1. Raising attainment in reading through emphasis early reading skills, pre-phonics & phonics in EYFS & KS1 through to reading fluency & comprehension strategies in KS2.
2. Raising attainment in mathematics through the effective implementation of the mathematics curriculum & the strengthening of pupils' number sense & fluency.
4. The progress of vulnerable pupils is accelerated through the effective QFT (Quality First Teaching), in particular teachers' effective use of formative assessment & ability to make adaptations to ensure that ALL pupils are challenged.
5. To systematically address the gaps in learning linked to pupils' transcription skills and impactful adaptation, through the implementation of the English writing curriculum across all phases of the school.
6. To ensure that all PP (Pupil Premium) pupils receive additional support to reduce their specific barriers to learning through targeted interventions and that this is monitored closely to measure impact.
7. To improve attendance and behaviour of disadvantaged pupils with barriers to attendance, self-regulation strategies and social and emotional barriers to learning.
8. Improving the attendance of FSM6 children and reducing persistent absence.

Whilst these objectives form a key part of our strategy, they are in no part exhaustive. We will monitor the progress of all Pupil Premium children rigorously by:

- tracking their attainment at frequent intervals and adjusting strategies and interventions in response to data.
- ensuring that all staff understand and accept that they are responsible for tracking the data of our Pupil Premium children.
- providing relevant CPD to ensure that staff are confident to respond quickly to this data through QFT.

Our strategy is based on the tiered approach, and we will meet these objectives by:

- providing high-quality CPD for all staff.
- ensuring quality first teaching is central to our strategy.
- following the in-depth analysis of data, the delivery of appropriate and agreed adaptations and intervention where necessary.
- providing access for PP children to resources and experiences that will enrich their lives and broaden their aspirations.

Our strategy aims to equip our Pupil Premium children with the skills to achieve their aspirational outcomes regardless of their starting points. By focusing on reading, our children will be well equipped for the challenges

of a rich, knowledge-based curriculum. Our focus on attendance will help reduce the attainment gap by ensuring children are accessing all aspects of the curriculum.

Challenges

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

Challenge number	Detail of challenge
1	**EYFS Outcomes** – To close gap as early as possible. • FSM (10) and FSM6 (10) children in 2024-25 achieving a good level of development was 60.0% compared to 75% for non-FSM children (improvement of 25% from 2023-24). • Gap in attainment remains the challenge with a particular focus the reading, writing and maths outcomes being lowest ELG outcomes.
2	**Phonics outcomes** • PP pupils underperform compared to non-PP peers in phonics screening • Year 1 phonics gap remains, with PP pupils achieving 54% in 2025 compared to 80% LA average. • Year 2 recheck outcomes show some improvement for PP pupils, but gaps persist and widened in 2025 compared to LA average. Vulnerable subgroups (WB FSM boys, SEN, EAL) exhibit the lowest attainment.
3	**Social, Emotional & Mental Health** • **High Levels of Need**: Children experience adverse childhood experiences (ACEs), such as poverty, family instability, or trauma, which can manifest in behavioural issues, anxiety, or emotional dysregulation. • **Parental Challenges**: Families may face their own difficulties, such as financial strain, housing instability, or mental health issues, which can affect their ability to support their children and engage with the school. • **Impact on Learning**: SEMH challenges can affect attendance, focus, and behaviour, impacting not only the children directly involved but also the learning environment for their peers.
4	**Attainment in Reading, Writing & Maths KS2** • Outcomes for 2024-25 indicate that 17.4% of FSM (23)/ FSM6 (23) achieved ARE for combined Reading, Writing and Maths. This compares to non-FSM children who achieved 45.8% combined. • WB FSM Boys (12) achieved 8.3% combined versus 61.5% for non-WB FSM Boys.
5	**Attendance** • Although the academy made some significant improvements to whole school attendance, reducing the % of persistent absenteeism for FSM6 & SEND pupils, remains a fundamental objective for the academy.

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
EYFS Outcomes Improved outcomes in Early Years – Communication & Language (speaking) in Nursery & reading, writing, maths outcomes for GLD.	• There is an upward trend in GLD outcomes for disadvantaged pupils closer to district and LA averages. • Outcomes for WB FSM boys moves closer to District and LA average.
Improved outcomes in Reading **Early Reading** Improved phonics attainment for PP pupils in Year 1 & Year 2 retakes. **Reading Fluency & Comprehension**	• Year 2 rechecks to reduce gap with PP (17) pupils achieving (Year 1 PP outcomes 24/25 54%) closer to 80% (LA average). • Targeted early phonics interventions for PP pupils in Reception and Year 1 lead to improved outcomes for PP children. • Statutory reading outcomes will show significant improvements in 2026, with a closing of the gap for PP children closer to LA average.
Improved Attainment in Mathematics The consistent, high-quality teaching of fluency will lead to improved automaticity in four rules of number for pupils leading to improvements in internal data.	• Statutory outcomes will show significant improvements in 2026, from 43% to at least 63% and then meeting or exceeding national 74% by 2027, with a closing of the gap for PP children closer to LA average. • Y4 MTC outcomes will increase by 10%, with a closing of the gap for PP children. Fluency is a clear focus across school leading to improvements in internal data in all year groups in 2026.
Improved Attainment in Writing The consistent, high-quality teaching of transcription skills will lead to improved automaticity leading to improved outcomes.	• The teaching of early writing, including the application of core skills, is a strength of the Writing curriculum. Outcomes show that children leave KS1 with secure skills in sentence structure, handwriting and spelling. In September 2027, 72% of all children in Year 1 are working at least ARE. • The Writing Curriculum will be fully developed and implemented consistently, leading to Writing outcomes in line with national by Summer 2027 (72%) with a closing of the gap for PP children closer to LA average.

SEMH To improve attendance and behaviour of disadvantaged pupils with barriers to attendance, self-regulation strategies and social and emotional barriers to learning.	• Qualitative data from student voice, student and parent surveys and teacher observations to show the impact additional support provided to children and their families has had to reduce barriers to learning. • Improved attendance data for targeted PP pupils • Reduction in internal behaviour logs & suspensions/permanent exclusions.
Attendance To achieve and sustain improved attendance of PP pupils.	• Attendance will be on track to be in-line with national expectations at 95%. PAs will be reduced and the gap between PP/SEND children and their peers will be reduced. • Clear strategy in place, ensuring that all staff and parents understand the expectations for all children. The gap between PP and PP/SEND and non PP & PP/SEND.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,085

Activity	Evidence that supports this approach	Challenge number(s) addressed
Communication & Language Intervention in EYFS Professional development for EYFS teaching staff and Early Years leader to deliver NELI (Nuffield Early Language Intervention) to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills & Nursery whole class program.	Oral language interventions can have a positive impact on pupils' language skills of up to +6 months. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions | EEF (educationendowmentfoundation.org.uk)	1
Implementation of mathematics curriculum & strengthening of children's mathematical fluency. Teaching of the Power Math's curriculum is strengthened through professional development for teaching staff.	The impact of mastery learning approaches is an additional five months' progress, on average, over the course of a year. Mastery learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each	4

Through professional development embed the use of Number Sense & Magma Maths to ensure pupils' mathematical fluency & foundational knowledge.	other's progress. Studies involving primary schools have tended to be more effective (8+ months progress) EEF Mastery approach	
Improvement to quality first teaching of SSP & effective intervention Professional development day provided by RWI expert teacher for Phonics Lead & teaching staff. RWI online portal is used to provide professional development pathways for teaching staff for whole class delivery and intervention sessions. Professional development for Phonics lead to ensure strong leadership of the teaching & intervention across the school.	Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 years old) as they begin to read. EEF Phonics impact	2
Improved teaching of writing Professional Development for teachers on the key findings of the writing framework, with a key focus on the implementation of transcription skills. Review of the writing curriculum by leaders, considering the report, and refinement of the current curriculum to ensure clarity of writing pathways, that core skills are embedded at the earliest point & adaptations lead to improved outcomes for all pupils.	The writing framework	4
Improved teaching of Reading fluency & comprehension CPD for teaching staff so that they strengthen their ability to implement effective adaptations and interventions to teach fluency for vulnerable learners. CPD for teachers focused upon improving the formative assessment strategies teachers employ to inform teaching and intervention. This will be achieved through targeted professional development, modelling of high-quality adaptive teaching strategies, collaborative planning, and ongoing monitoring of the impact of adaptations on pupil outcomes.	Fluency | EEF	4
Professional development to improve teachers' ability to make adaptations for pupils with SEND Professional development for teachers to enhance their knowledge, confidence, and consistency in making effective, evidence-informed adaptations for pupils with SEND, ensuring	Special Educational Needs in Mainstream Schools | EEF	4

that classroom teaching is responsive to individual needs and enables all learners to access the curriculum and make strong progress. This will be achieved through targeted professional development, modelling of high-quality adaptive teaching strategies, collaborative planning, and ongoing monitoring of the impact of adaptations on pupil outcomes.	This guidance is designed to help you support pupils with SEND in mainstream schools. Its five recommendations are drawn from the evidence base.	
Professional Development to strengthen teachers' AFL strategies Professional Development to improve the consistency and effectiveness of teachers' Assessment for Learning (AfL) strategies and the quality of feedback so that pupils receive precise, actionable guidance and, as a result, make accelerated progress across all subjects. This will be achieved through high-quality modelling of effective AfL practices, targeted professional development, regular monitoring of feedback impact, and the use of pupil work scrutiny to ensure that feedback leads to rapid improvements in outcomes.	EEF Teaching & Learning Toolkit – Feedback +6 months 🔗 Feedback | EEF Teaching & Learning Toolkit [educatione...ion.org.uk] 🔗 Teacher Feedback to Improve Pupil Learning | EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback	4
Implementation of the Oracy 21 Programme All adults will teach oracy and vocabulary explicitly across the curriculum and model oracy skills. Teachers build in regular opportunities for children to express themselves verbally through the curriculum so that they have increased confidence and oracy skills.	Use of oracy skill-based approach has a positive impact on pupil outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)
Budgeted cost: £ 137,500

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

Oracy Intervention & Speech & language – EYFS NELI (Nuffield Early Language Intervention) to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills in Nursery & targeted intervention in Reception.	Oral language interventions | EEF (educationendowmentfoundation.org.uk) Use of oracy skill-based approach has a positive impact on pupil outcomes.	1
Phonics Interventions Additional phonics interventions targeted at disadvantaged pupils who require further phonics support.	Phonics | EEF	2
Reading Interventions Pupils identified for reading interventions receive group/1:1 reading. Teachers use effective 1.1 assessment to identify gaps in knowledge and develop fluency and comprehension skills	The Reading House | EEF Reading comprehension strategies | EEF	4
Targeted Reading & spelling Intervention software Software to assess a pupil's likelihood of dyslexia and dyscalculia. Intervention software for pupils to accelerate progress with reading and spelling skills. Pupils identified as needing intervention 3x weekly using the program.	International Dyslexia Learning (IDL) is a specialist multi-sensory software. Results show an average increase in reading and spelling ages of 11 months after only 26 hours use. Behind the Scenes: The Story of IDL	4
Mathematics interventions KS2 Teaching assistants to provide maths interventions and adaptations 'keep up' & 'catch up' sessions both within curriculum time and in addition. Additional Teacher Assistant employed in spring term to provide targeted boosters for Year 6 pupils up until SATs and Year 5 pupils after SATs in the summer term.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups: One to one tuition | EEF +5 months	4

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

Budgeted cost: £ 53,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Lead & Provision Nurture Lead plans and manages Nurture Provision using SEMH assessments to inform provision for small number of vulnerable pupils. Approximately, 10 pupils access provision throughout the week for SEMH intervention through a blended approach. Nurture planning is informed by Boxall/B Squared assessments of vulnerable pupils accessing the provision and Nurture Principles.	Both targeted interventions and universal approaches can have positive overall effects: EEF Behaviour interventions Effectiveness of ELSA (Emotional Literacy Support Assistant) in schools: ELSA report <mark>SEMH interventions</mark>	3, 5
Behaviour Mentor & Thrive Intervention The Inclusion team (SENDCO, FSA, SLT, Behaviour Lead, Behaviour Mentor) work to identify vulnerable pupils involved with social care, external agencies and SEND and ensure targeted intervention addresses need. The Behaviour Mentor/Thrive Lead practitioner works with children to provide identified interventions to address pupils' SEMH needs.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF Mentoring Mentoring | EEF	3, 5
Improvements in Attendance Attendance Lead to work with partner organisations strategic lead to deliver the Inclusive Attendance training with all staff to ensure shared high expectations and an awareness of roles and responsibility around the attendance of all children, particularly those who are vulnerable or at risk of persistent absence. Inclusion team to ensure there are robust systems of intervention to improve attendance and reduce persistent absenteeism among PP pupils. Inclusion team provide support to families where appropriate, identifying pupils and families who require Early Help support through external agencies and the implementation of graduated response.	Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	5
Family Support Advisor & Mental Health First Aider Full-time Family Support Advisor & Mental Health lead working with families, supporting collaborative work with external agencies. Supporting pupils with social and emotional mental health difficulties.	Social and emotional learning (SEL) approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be	3, 5

	important. Social and emotional learning | EEF	
Building Cultural Capital through access to off-site visits and experiences All pupils access educational visits linked to the curriculum to consolidate their knowledge and understanding, increase curiosity and levels of engagement and build upon their existing cultural capital.	EEF reports that SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	4
Contingency fund for acute issues Poverty proofing ensures that access to resources, such as uniform, are not a barrier to learning.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	3,5

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Total budgeted cost: £ 223,470

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Outcome	Evaluation of Impact	Next Steps
Improved outcomes in Early Years – CLL (speaking), reading, writing and maths and understanding of the world.	EYFS outcomes show persistent gaps between Pupil Premium (PP) and Non-Pupil Premium (Non-PP) children. While overall school performance improved from 2024 to 2025, PP pupils did not keep pace with non-PP peers. The Good Level of Development (GLD) gap widened slightly, and similar trends are observed in achieving expected levels across all Early Learning Goals (ELGs) and average ELGs. Strategic priorities include early language development, phonics readiness, targeted interventions for PP pupils (especially WB FSM boys and SEND), and strengthening parental engagement. **Comparison Table: EYFS Outcomes (2024 vs 2025)** | Measure	2024 PP	2024 Non-PP	Gap	2025 PP	2025 Non-PP	Gap | |---|---|---|---|---|---|---|
GLD (%)	≈47%	≈70%	23pp	≈45%	≈71%	26pp		• Strengthen early language development and phonics readiness in EYFS. • Implement targeted interventions for PP pupils, focusing on WB FSM boys and SEND. • Enhance parental engagement to support home learning. • Maintain rigorous monitoring of PP progress and adapt strategies based on formative data.

	Expected ELGs (%)	≈48%	≈70%	22pp	≈46%	≈70%	24pp
	Average ELGs	≈12.1	≈14.4	2.3	≈11.8	≈14.5	2.7

Evaluation
- PP pupils consistently underperform compared to Non-PP peers across all EYFS measures.
- GLD gap widened slightly from 23pp in 2024 to 26pp in 2025.
- Average ELGs gap increased from 2.3 to 2.7, indicating PP pupils are achieving fewer goals at expected level.
- Subgroups such as White British FSM boys and SEND pupils remain the lowest performing.

		• Provide CPD for staff on adaptive teaching and effective use of assessment data.
Improved phonics attainment for disadvantaged pupils in Year 1, Year 2 and Year 2 Phonics rechecks.	Key trends indicate that PP pupils consistently underperform compared to non-PP peers, with significant gaps in Year 1 phonics screening and Year 2 recheck outcomes. Gaps remain despite some improvements in recheck results. Strategic priorities include targeted early phonics interventions, parental engagement, and rigorous monitoring aligned with the PP strategy. - PP pupils consistently underperform compared to Non-PP peers in phonics screening. - Year 1 phonics gap remains significant across both years, with PP pupils achieving around 54% in 2025 compared to 80% LA average. - Year 2 recheck outcomes show some improvement for PP pupils, but gaps persist and widened in 2025 compared to LA averages. - Vulnerable subgroups (WB FSM boys, SEN, EAL) exhibit the lowest attainment.	• Implement targeted early phonics interventions for PP pupils in Reception and Year 1. • Ensure fidelity to systematic synthetic phonics programs and provide additional tutoring for pupils who did not meet the standard. • Engage parents in home reading and phonics practice to reinforce learning. • Monitor progress rigorously using formative data and adapt interventions promptly. • Provide CPD for staff on adaptive teaching strategies and phonics delivery. Investment in CPD, Development Day for leaders and teachers provided by RWInc.
Improved reading, writing and maths attainment & progress for disadvantaged pupils at the end of KS2.	PP pupils consistently underperform compared to non-PP peers and LA/National averages across all KS2 subjects. Attainment gaps widened significantly from 2024 to 2025, especially in combined Reading, Writing & Maths (RWM) and Mathematics. In 2025, PP pupils achieved 31.9% in RWM vs 68.9% for non-PP; similar trends are evident in Reading and Maths. Strategic priorities include focusing on Quality First Teaching, targeted interventions in reading and maths, and improving attendance and engagement for PP pupils. **Comparison Table**	• Prioritise targeted interventions for PP pupils, focusing on Reading fluency, transcription skills and Maths mastery (Power Maths) & fluency (Number Sense/TTRS). • Implement Quality First Teaching strategies and monitor impact rigorously. Provide CPD for staff to ensure effective use

Subject	2024 PP %	2024 Non-PP %	Gap	2025 PP %	2025 Non-PP %	Gap
Reading	51.1%	71.0%	19.9pp	44.7%	68.2%	23.5pp
Writing	55.6%	63.2%	7.6pp	31.9%	67.1%	35.2pp
Maths	40.0%	50.0%	10.0pp	42.6%	75.0%	32.4pp
Combined RWM	33.3%	47.8%	14.5pp	31.9%	68.9%	37.0pp

Evaluation

- PP pupils underperform compared to non-PP peers and LA/National averages.
- The attainment gap widened from 2024 to 2025, especially in Combined RWM, with the greatest gap being in maths and writing.
- Few PP pupils achieved greater depth across subjects.
- Subgroups such as White British FSM boys and SEND pupils have the lowest attainment.

2024-2025 MTC Outcomes

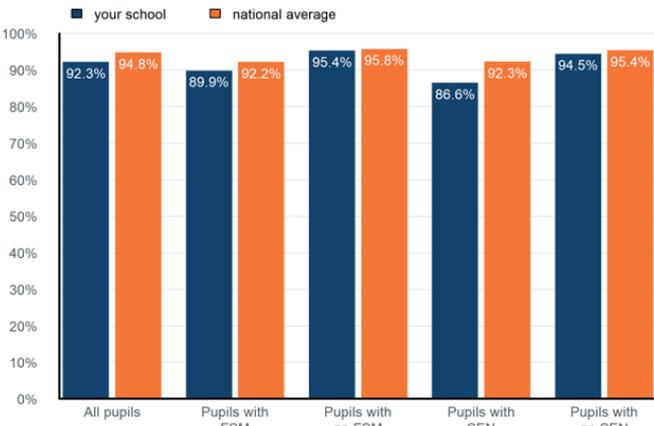| MTC				
	2022	2023	This year - 2024	2025
	10.3% 25 marks	31.1% 25 marks (14 pupils passed)	21% 25 marks (6 children) 57% = 20+ marks	13% 25 marks – 5 children 20+ (16) - 41%
24 PP children 8 children 20+ = (5) 21% Non PP 15 8 children 20+ = 73%(11) 5 children 25 passed = 33% SEND (15) 2 children 20+ = 13%		Year 4 cohort 2023 context 45 children 56% (25) Boys & 44% (20) Girls PP (22) 49% FSM (22) 49% 27% (12) SEND	Year 4 cohort 2024 context 28 children 44% Boys & 56% Girls 52% (14) PP / 52% (14) FSM 33% (9) SEND	Year 4 cohort 2024 context 39 children 47% Boys & 56% girls PP 62% FSM 62% SEND38%

The Year 4 cohort has the highest levels of PP and SEND needs across the academy.
PP 5/24 children achieved 20+ on the MTC = 21% vs non-PP 8/11 children = 73%.

- of formative data and adaptive teaching.
- Address attendance and SEMH barriers as highlighted in the PP Strategy.
- Track progress frequently and adjust strategies based on data trends.

| To improve attendance and behaviour of disadvantaged pupils with barriers to attendance, self-regula- | The Nurture provision has been established, and a Nurture Lead has been appointed and trained in the Principles of Nurture, through Nurture U.K. 'The Hive' now offers nurture provision daily meaning that children are better placed to access the learning in class.

Jack, our Behaviour Mentor, was employed from October 2024. He targeted the most vulnerable pupils, at risk of permanent exclusion, working with them to improve their SEMH and ensure that interventions and adaptations reduced barriers to their learning. Jack began an apprenticeship to become our 'Thrive Lead Practitioner' | Implementation of 'The Thrive Approach' (money received from Ashfield Levelling Up Fund for Thrive online and whole school training). Assessments used to plan interventions for the classroom and bespoke interventions for pupils identified by the Inclusion |

tion strategies and social and emotional barriers to mental health.	His will become proactive in delivering Thrive interventions to support children with SEMH as a barrier to their learning and personal development. Teaching Assistants were trained throughout the year, by North Ashfield Behaviour Partnership to deliver SEMH interventions (ELF): Drawing and Talking; Eggspression; Queen Bees. These interventions were delivered however consistency was a barrier due to pressures on staffing. Thrive identified to replace interventions next academic year through the role of our Behaviour Mentor/ELSA/Nurture. **Suspensions** <table><tr><td colspan="3">Whole year: 75</td></tr><tr><td>Autumn 1: 9</td><td>Spring 1: 20</td><td>Summer 1: 12</td></tr><tr><td>Autumn 2: 13</td><td>Spring 2: 24</td><td>Summer 2: 9</td></tr><tr><td colspan="3">Number of Permanent exclusions: 2 (Year 4 & Year 5)</td></tr></table> **Attendance Headlines** • 14.3% (34) of the school population are doubly disadvantaged (SEND and FSM) • Of those, 34 children, 35% are PA (12 children) • 6 school leavers so far (in year) were doubly disadvantaged .	team for small group and individual interventions. Two staff members trained (Apprenticeship levy – started summer term 2025) to become Lead Thrive Practitioners in order to provide targeted intervention and lead the implementation of the programme. Monitoring impact of intervention of childrens SEMH, attendance and behaviour incidents to monitor impact. Additional funding from Virtual Schools Notts LA has also been secured to take part in a project to implement Thrive to improve SEMH support to children involved with social care. Children that are doubly disadvantaged to be targeted for specific attendance/SEMH intervention where appropriate. Additional ELSA trained teaching assistant trained to provide targeted intervention for vulnerable pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	**FSM Attendance 2024-25 Evaluation** **Pupil group comparison** Figure 2: Bar chart showing the attendance percentage for pupils with and without free school meals (FSM) and special educational needs (SEN) compared to the national averages. Results are for pupils in years 1 to 6 from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025. **Graph alternative: table of attendance for different pupil groups from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025.** 	Pupil group	Attendance	National average
All pupils	92.3%	94.8%
Pupils with free school meals (FSM)	89.9%	92.2%
Pupils with no FSM	95.4%	95.8%
Pupils with special educational needs (SEN) support	86.6%	92.3%		All stake-holders accountability and responsibility for attendance will lead to improvements in attendance. Daily monitoring of absence is effective and impacts attendance positively by identifying and reducing barriers Persistent absenteeism is reduced from 21% and closer to the national average. Target 17% Attendance for FSM children increases so the gap between non-FSM children reduces Attendance for SEND children increases so the gap between non-SEND & doubly disadvantaged children reduces.

	Overall attendance for pupils with FSM increased slightly through-out 2024-25 however there is a difference between FSM % attendance at the academy and that nationally –2.8%.	

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA