

Pupil Premium strategy statement: Mount Street Academy 2025-26

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EVERY STUDENT, EVERY LESSON, ALL THE TIME

“I see challenge as a temporary barrier, preparing me for something bigger!” *Timmy, year 11, SMA*

Detail	Data
School name	Mount Street Academy
Number of pupils in school	328
Proportion (%) of Pupil Premium-eligible pupils	67 ch (the PP allocation from DfE doc taken from Oct 24 Census) 7 PLAC 3 Service children
Academic year/years that our current pupil premium strategy plan covers (three-year plans are recommended)	2025-26
Date this statement was published	September 2025
Date on which it will be reviewed	July 2025
Statement authorised by	<i>Rachael Horn</i>
Pupil Premium lead	Kelda Parker

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£120,965.00
Recovery Premium funding allocation this academic year	n/a
Total budget for this academic year	£120,965.00

EYF5 Current Attainment 2025	Non-PP 2025	PP 2025	PP nat ave
Proportion attaining expected standard in Reading	62%	79%	
Proportion attaining expected standard in Writing	58%	72%	
Proportion attaining expected standard in Number	58%	72%	
Proportion attaining expected standard in Combined			

Review 2024-25

Reflection on 2023-24 priorities and their impact by outlining the performance of disadvantaged students detailing the impact made.

Intended outcome	IMPACT
1. Improving outcomes in writing for all children	<ul style="list-style-type: none"> • Writing outcomes have improved in KS1 (Y1 = 76% Y2 = 59%) • Anthem H/W curriculum is fully embedded and taught consistently across school • Children’s letter formation, stamina for writing and writing fluency has improved across school. • There has been a gradual transition in the use of books for children to use – from yellow lined, to tramlines (wide) to tramlines (narrow). This year children have not progressed to the single lines but it is expected that next year this will happen as children move up through school having been through the new approach in support. • Adaptations across all subjects and classes are evident and has enabled learning for individual and groups of children to access whole class learning through bespoke activities. • Children are competent in understanding the marking policy colours • Children now self-edit, or edit with support to correct and improve a piece of writing. The use of self-assess stickers particularly in Year 1 have been effective in supporting children to edit their own work and check back for independent corrections/improvements.
2. Improve outcomes for EAL children in communication and language across the curriculum	<ul style="list-style-type: none"> • SALT, Wellcom and EAL interventions across school have accelerated progress in children with S&L barriers and our EAL children. Many children now signed off support and only 2 children from Year 2 are now receiving support from Miss Adams, due to the progress made. • More EAL parents are now accessing the communication system (BromCom/My Child at School). • EAL Parental engagement across school has increased through Stick Man Travels (Reception) and Diversity Week (KS1), where many parents came into school to share their home countries and cultures with the children
3. Children will have a range of cultural experiences to enrich their curriculum offer	<ul style="list-style-type: none"> • Enrichment Sessions have taken place 5 times over the year. Children have broadened their experiences across a range of activities such as bushcraft skills, team games, scientific investigations, theatre arts, STEM and creative. • All children have participated in enriching trips out of school which develop cultural capital alongside deepening curriculum learning. • Child voice shows the impact that these experiences have on the children, many forming impactful core memories developing positive self-esteem and well-being.
4. Children will have access to pastoral care through the triage system	<ul style="list-style-type: none"> • Additional session for PP focusing on emotional wellbeing and resilience, ensuring our children are mentally fit as well as physically – taken place throughout the year • Sessions with FSW have provided a safe space for children to express feelings and talk through enabling greater readiness for classroom learning • Service children have had regular opportunity to meet and share experiences/build relationships through activities in a safe space with FSW
5. Reduction in PA for those students who are PP and an increase in their overall attendance. Y1 children to improve in Y2. Robust procedure in school to tracking, monitoring, letters sent out	<ul style="list-style-type: none"> • SUMO parenting course have improved parental engagement and parenting skills for some families • Persistent absentee figures show a reduction from previous year 15.4% overall/25.7% (PP) This has reduced from 27% (July 2024) PP = 30.5% • Attendance Lead has remained consistently quick to monitor and action persistent families, including issuing fines as necessary.

We have reviewed thoroughly outcomes for our disadvantaged students and have identified 5 areas that continue to be a challenge for this group. These challenges will underpin the strategy for this academic year.

Current Challenges: *key challenges to achievement that we have identified among our disadvantaged pupils*

Detail of challenge

Headline overview – outcomes 2025

EYFS outcomes are lower than National Average

National GLD 2024 = 67.7%

<https://explore-education-statistics.service.gov.uk/find-statistics/early-years-foundation-stage-profile-results/2023-24>

MSA 2025

Rec

61% children GLD (PP 2025 = 50%)

KS1

Y1

Reading 73% Writing 76% Maths 68%

Y2

Reading 67% Writing 59% Maths 65%

1. Teaching and learning in the principles of excellence in Maths to ensure better outcomes
2. Communication and language skills across school
3. Personal development and behaviour, particularly at unstructured times within the day
4. Children present with a lack of experiences, opportunities and academic educational experiences
5. Persistent absenteeism, particularly for PP children
2025 (stat. sch age only) 15.4% overall 25.7% (PP)

Intended outcomes & how we will measure success

Intended outcome	Success criteria
1. Improving Maths for all children	<ul style="list-style-type: none"> • Fluency is embedded in the planning and teaching approach • Principles of excellent maths in line with NCETM Mastery programme (NCETM launch meeting end of September 2025) in number approach is understood by teachers. • Staff know what key knowledge and understanding is needed in Reception, and the progression through KS1
2. Improve Communication and Language skills for all children	<ul style="list-style-type: none"> • Create a Language-Rich Environment: • Improve Conversational Skills • Develop Vocabulary • Promote Narrative and Storytelling • Enhance Phonological Awareness
3. Improve behaviour at unstructured times within the day	<ul style="list-style-type: none"> • Create a well-supported play environment that fosters joy, creativity, physical activity, and social-emotional growth • Enrich play experiences to ensure children are more engaged, cooperative, confident, and physically active • Staff and resources effectively support children’s development and well-being.
4. Children will have a range of cultural experiences to enrich their curriculum offer	<ul style="list-style-type: none"> • Children have access to a wide and rich set of experiences leading to them developing new, treasured and/or enjoyed activities that enrich their lives and help them find and decide where their interests and passions lie. • QFT opportunities through the curriculum • School trips • Visitors into school • EYFS Enrichment through carefully planned provision and experience - focused on social and cultural capital of our children • Children in KS1 will experience six Enrichment Afternoons over the course of the year • Future Me week
5. Reduction in PA for those students who are PP and an increase in their overall attendance. Y1 children to improve in Y2. Robust procedure in school to tracking, monitoring, letters sent out	<ul style="list-style-type: none"> • Children identified as persistent absentees will show an increased attendance % over the course of the year • Parental engagement in the importance of attendance will increase • Monitoring and action for PA will be quick and effective with the aim to reduce the frequency and build mutual commitment with parents to ensure children attend

Actions to address the challenges listed above.

Teaching Budgeted cost: £20,706

Action (Challenge addressed)	Staff lead	Evidence to demonstrate approach is effective (IMPACT – <u>data</u> , outcomes, what will students do/know/behave differently)	Implementation review (when/what/who)
QFT for all	SLT	<ul style="list-style-type: none"> • PP children will make at least good progress over the course of the year, receiving high quality teaching from skilled teachers, using adaptations. Some children will make accelerated progress. • There will be an increase in the number of PP children achieve ARE by the end of the year • There will be an increase in the number of PP children achieving GDS by the end of Year 2 	
Anthem Maths strategy to be rolled out to all staff	SO	<ul style="list-style-type: none"> • Staff will have received training on the NCETM programme • Staff will have deepened understanding of building children’s number sense and secure mathematical foundations for future maths success • Children will demonstrate improved number sense and fluency in calculations • MSA specific progression of manipulatives and strategies for KS1 will ensure concrete learning scaffolds are streamlined to reduce cognitive load • Calculation Policy will be updated 	
SLT – Rach Rapid Catch up	RH/AP/SO	<ul style="list-style-type: none"> • Children identified for Rapid Catch Up intervention will make accelerated progress and narrow the gap between themselves and their peers • All children in the Rapid Catch-Up group (bar significant SEN needs) will pass the Year 2 Phonic Screening retake in July 2026 	
Quickly identify disadvantaged children who are not achieving full potential and implement actions to address these through monitoring and evaluating the impact of QFT/interventions taking place	KP/class teachers/ SLT	<ul style="list-style-type: none"> • Improved progress/outcomes for disadvantaged children • Improved teacher awareness/action for disadvantaged children in their class • Increased engagement from families 	

Targeted academic support: Budgeted cost: £75,950

Action (Challenge addressed)	Staff Lead	Evidence to demonstrate approach is effective <i>(IMPACT – data, outcomes, what will students do/know/behave differently)</i>	Implementation review <i>(when/what/who)</i>
1. SALT intervention programs	Yvonne Adams	Improved outcomes and engagement in curriculum learning Improved phonics Identified EAL Learners will accelerate their progress (WELLCOM interventions)	Daily CH to review
2. Phonics interventions will take place over the course of the year	SO/AP/RH Mrs G	Improved Phonics outcomes for Year 1 >84% Improved pass % for Phonic Screening retakes (Year 2)	Weekly CF to review
3. Hedgehogs provision will continue to be developed for children unable to access mainstream classrooms	Christina Horton	Bespoke support for children with SEND needs, enabling more progress and better outcomes for these children	Termly CH to review
4. Nurture support for vulnerable children with a focus on child's voice	Sophie O'Hare	Children will have time with a safe and trusted person to feel listened to and to explore/share their emotion and thoughts.	
5. Engagement with LAC children, parents and families (Termly group?)	Sophie O'Hare	Families/carers of LAC feel involved and supported in their children's education and individual needs. Carers are invited in to discuss what support school can offer as enrichment experiences (e.g. Rocksteady) or out of school support.	
6. World Book Day to be promoted across school and marked through events during the day/week.	English Team	Increase in engagement in reading – both children and parents	Annually English Team to review
7. Reading Corners in classrooms will be refreshed and updated with quality engaging texts which inspire children's interest	AP	Increase in engagement in reading Improved outcomes All children see themselves as 'readers' and see MSA as a 'reading school' – Pupil Voice will reflect this	Weekly AP to review

Wider strategies: Budgeted cost: £24,309

Action (Challenge addressed)	Staff Lead	Evidence to demonstrate approach is effective <i>(IMPACT – data, outcomes, what will students do/know/behave differently)</i>	Implementation review <i>(when/what/who)</i>
1. Family Support Worker to focus on improving attendance Support families CIN, TAC, vulnerable	Sophie O'Hare Rachael Horn	Increase in attendance Improved engagement of children in school Increase in parental engagement	Daily SLT to review
2. External SEMH support to increase	MHST	Increase in support for vulnerable children and those with SEMH needs. Improved attendance and engagement in learning. Reduction in behaviour incidents.	Timetabled visits from Chris CH to coordinate
3. Premier Education Sport in School will run well-being focused sessions for PP children Five free PP spaces offered at each club= 10 places altogether/per term (30 places total)	CF/Premier Coach	Improved engagement in curriculum Increase in opportunities Improved MH Improvement in physical health	Termly CF to review and report to SLT
5. Mini breakfast club – Reception children Meet and greet for KS1	Helen Howell (YR) KS1 TAs	Improved attendance Increase in school engagement Increase readiness to learn	Daily CH to reivew
6. Families will be signposted regularly to community support opportunities and events (Ermine Hub)	SO'H	Improved parental engagement Increased understanding of parents in effective parenting Parents' toolbox of strategies increased	Termly/as and when
6. Rocksteady instrumental lessons Bursary places offered by Rocksteady = 8 (2025-26) Free	KP	Improved engagement in curriculum Increase in opportunities Improved MH Broader aspirations	Termly KP

7. Curriculum offer to include increased opportunities for children to immerse in enrichment days (DT, music) as well as a 'Future Me' or 'Diversity' week – to raise aspirations and broaden future horizons and possibilities, and to celebrate diversity within our community	Year Group Leads	Broader aspirations Improved engagement in curriculum Deeper cultural understanding	Termly SLT to review
8. Theatre production/workshops linked to Literacy Tree texts	Theatre company	Cultural Capital Language, vocabulary and communication Engagement in reading Drama experience Engagement in texts	Year Group Leads Autumn/Spring/Summer (depending when theatre events take place)
9. PP children will have funded trips if they need support with payment to participate. Payment schedules will be offered to spread payments.	SP	Cultural experiences deepened Access to and engagement with the curriculum	Termly SLT to review
10. Enrichment Afternoons will take place in school, once a big term. Parents will be involved and able to sign children up to activities of their choice.	SO/Teachers	Improvement in mental health Broader aspirations Engagement in school Parental involvement in school Communication with parents	Termly SLT to review
11. Continue to work with the charity Lincoln Food Bank and Community Grocery to offer food parcels for families in need.	Family Support worker	Parental engagement improved Families will have wider access to food opportunities	As and when needs require SLT/DSL
12. Second hand uniform sourced and offered at a nominal price (free for families who can't afford it)	FOMs/AP	Parental engagement improved Parents will know they can access reduced cost school uniform via school School Uniform on sale for key events such as Parents Evenings/Open Days All children will be able to wear appropriate uniform - parity	Advertise on school Newsletter

Total budgeted cost: £120,965.00

EVIDENCE SOURCE

[NFER – Deploying staff effectively](#)

[NFER – High quality teaching for all](#)

[EEF – Improving mathematics in KS2 & 3](#)

[NFER- Meeting individual learning needs](#)



[EEF – Teaching and Learning toolkit](#)
[EEF- Teacher feedback to improve learning](#)
[EEF – Teaching and Learning toolkit](#)
[EEF – Metacognition & Self-regulated learning](#)
[EEF – Covid Catch up](#)
[Sutton Trust ‘Engaging Parents Effectively’](#)
[NFER- Addressing behaviour and attendance](#)
[NFER – Clear responsive leadership](#)

[EEF – Effective Professional Development](#)
[EEF – Using digital technology to improve learning](#)
[EEF – Effective Professional Development](#)
[EEF – Putting evidence into work](#)
[EEF – Pupil Premium guide](#)
[EEF – Improving behaviour in schools](#)
[EEF – SEND in mainstream schools](#)