

## ;Pupil Premium strategy statement: Mount Street Academy 2026-27

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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                                                                                           | 303                                                                                            |
| Proportion (%) of Pupil Premium-eligible pupils                                                                      | 55 ch (the PP allocation from DfE doc taken from Oct 26 Census)<br>7 LAC<br>2 Service children |
| Academic year/years that our current pupil premium strategy plan covers<br><b>(three-year plans are recommended)</b> | 2026-27                                                                                        |
| Date this statement was published                                                                                    | September 2026                                                                                 |
| Date on which it will be reviewed                                                                                    | July 2027                                                                                      |
| Statement authorised by                                                                                              | <i>Rachael Horn</i>                                                                            |
| Pupil Premium lead                                                                                                   | Kelda Parker                                                                                   |

### Funding overview

| Detail                                                 | Amount     |
|--------------------------------------------------------|------------|
| Pupil Premium funding allocation this academic year    | £99,420.00 |
| Recovery Premium funding allocation this academic year | n/a        |
| <b>Total budget for this academic year</b>             | £99,420.00 |

| EYFS Current Attainment 2026                      | Non-PP 2026 | PP 2026 | PP nat average<br>GLD 2025 |
|---------------------------------------------------|-------------|---------|----------------------------|
| Proportion attaining expected standard in Reading | 79%         | 64%     | 68.3%                      |
| Proportion attaining expected standard in Writing | 77%         | 59%     |                            |
| Proportion attaining expected standard in Number  | 79%         | 64%     |                            |

72% children GLD **(PP 2026 = 59%)**

National GLD 2025 = 68.3%

**A place to thrive**

## Review 2025-26

**Reflection on 2025-26 priorities and their impact by outlining the performance of disadvantaged students detailing the impact made.**

| Intended outcome                                                                                           | IMPACT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| 1. <b>Develop teaching and learning in the principles of excellence in Maths to ensure better outcomes</b> | <ul style="list-style-type: none"> <li>Maths outcomes have improved in Year 2 (65%-67%)</li> <li>NCETM Maths Fluency implements and embedded across school and used on a daily basis</li> <li>Engagement of children in Maths fluency - evidenced through Pupil Voice - enjoyment of fluency sessions and also the familiar resources used within the sessions so they knew exactly what to do and how to do it and this helped them to understand the maths.</li> <li>Assessments on specific children monitored case studies – assessment at beginning of the implementation and assessments at the end <i>Children who were assessed at both the beginning and end of the year using the NCETM assessment tool, as directed by the NCETM programme, demonstrated a closing of gaps in core mathematical skills and knowledge. The assessments were not standardised tests, but designed to show if/where improvements were made by the sample group of children from each year. The assessments showed notable improvements in key areas, including subitising, recall of number facts and the ability to recognise and identify patterns. These gains indicate that children developed greater confidence and fluency in the foundational concepts that underpin early mathematical understanding.</i></li> <li>Ch demonstrating increased confidence in automaticity of number facts, including structure of stem sentence to frame understanding</li> <li>Use of gesture and key phrases (e.g. arrange, notice) has enabled the children to apply their maths knowledge independently and this has been replicated in main maths lessons – reception replicated in Provision for independent application.</li> <li>Staff confidence in key concepts and supporting children in becoming automatic in their knowledge of composition of numbers has increased – heard/woven thorough main maths teaching</li> </ul> |
| 2. <b>To improve communication and language skills across school</b>                                       | <ul style="list-style-type: none"> <li>SALT, Wellcom and EAL interventions across school have accelerated progress in children with S&amp;L barriers and our EAL children. Some children no longer require support or have had the frequency of interventions reduced (Ms Adams).</li> <li>More EAL parents are now accessing the communication system (BromCom/My Child at School).</li> <li>Liaising with external stakeholders has been incredibly effective through the relentless communication from Ms Adams has ensured the rapid response for the continued development of programs specific to individual children</li> <li>Oracy curriculum developed further for a positive impact in classrooms, oracy assemblies taking place once a term – these have impacted positively on children’s ability to converse effectively for different purposes.</li> <li>More descriptive language observed in children’s play and written work.</li> <li>All adult interactions are effective (evident in frequent learning walks and observations).</li> <li>72% of children at EYFS reached GLD and this included Above National and 10% above local comparative school. Speaking = 78% (68% PP) Listening &amp; Attention = 84% (73% PP) outcomes for EYFS</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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| <b>3. Improve Personal development and behaviour, particularly at unstructured times within the day</b>           | <ul style="list-style-type: none"> <li>• Reduction in behaviour incidents during unstructured times – fewer behaviour forms recorded on cPoms for these times in the day</li> <li>• Improved playground equipment and astroturf installed – supporting opportunities for more purposeful play</li> <li>• Active play and active spontaneous play improved – children initiating own play without adult prompting and increasing variety of play observed</li> <li>• Enhanced social and emotional play evident in children’s interactions</li> <li>• Improvement in physical development in some children due to introduction of balance bikes</li> <li>• Corridor expectations are embedded, and Carpet 4 used across the school – consistent language and understanding ensuring smoother transitions and expectations, and therefore increasing learning time</li> <li>• More critical thinking and problem solving observed in children’s play and this has had an impact on their focus and concentration – sustained on play and this is also reflected in classrooms too</li> </ul> |
| <b>4. Children present with a lack of experiences, opportunities and academic educational experiences</b>         | <ul style="list-style-type: none"> <li>• Additional session for PP children with Premier focusing on emotional wellbeing and resilience, ensuring our children are mentally fit as well as physically – taken place throughout the year with Premier</li> <li>• After School Club (football and gymnastics) offered to PP children over the course of the year</li> <li>• Rocksteady funded bursary places (8 per big term) for PP children has enabled more children to participate and experience music sessions for the first time</li> <li>• Sessions with FSW have provided a safe space for children to express feelings and talk through enabling greater readiness for classroom learning</li> <li>• Curriculum has enabled children’s experiences to broaden through rich experiences both in school and out of school through trips, events and experiences. This has impacted positively on progress – particularly Reception cohort</li> </ul>                                                                                                                                 |
| <b>5. Persistent absenteeism, particularly for PP children 2025 (stat. sch age only) 15.4% overall 25.7% (PP)</b> | <ul style="list-style-type: none"> <li>• Persistent absentee figures show an increase from previous year (from 25.7% to 32.8% July 2026) This is explained when looking at particular families and their circumstances, and there are specific agencies involved.</li> <li>• Attendance Lead has remained consistently quick to monitor and action persistent families, including issuing fines as necessary.</li> <li>• Meetings with together with FSW met regularly with families that are persistently absent and there have been several families that have agreed to TAM to support.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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.

## MSA Overview Outcomes 2026

### MSA 2026

#### **EYFS outcomes**

72% children GLD **(PP 2026 = 59%)**

National GLD 2025 = 68.3%

<https://explore-education-statistics.service.gov.uk/find-statistics/early-years-foundation-stage-profile-results/2024-25>

### KS1

#### Y1

(overall) Reading 65% Writing 56% Maths 64%

(PP) Reading 48% Writing 40% Maths 48%

#### Y2

(overall) Reading 68% Writing 61% Maths 70%

(PP) Reading 60% Writing 57% Maths 67%

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

### **Detail of challenge**

- 1 Outcomes in Maths, with a particular focus on Year 2**
- 2. Communication and language skills across school**
- 3. Personal development – emotional regulation and behaviour**
- 4. Lack of experiences, opportunities and academic educational experiences**
- 5. Persistent absenteeism, particularly for PP children 2026 (*stat. sch age only*)**  
**2025-26**  
**14.5% - (overall)**  
**32.8% – (PP)**  
**Attendance overall – 94%**  
**Attendance for PP 91.3%**  
**FSM/Ever 6 = 90%**

## Intended outcomes & how we will measure success

| Intended outcome                                                                                                                                                                           | Success criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Improve Maths outcomes for children                                                                                                                                                     | <ul style="list-style-type: none"> <li>To implement and embed the Oak Academy Maths Curriculum in KS1</li> <li>Fluency is embedded in the planning and teaching approach</li> <li>Principles of excellent maths in line with NCETM Mastery programme in number approach is understood by teachers.</li> </ul>                                                                                                                                                                                                                                                                                                                                    |
| 2. Improve the consistency of support for behaviour, relationships, wellbeing and children's social and emotional development.                                                             | <ul style="list-style-type: none"> <li>Thrive approach will be rolled out and embedded across school</li> <li>All staff will understand the rationale and demonstrate using Thrive strategies</li> <li>PP children with interruptions will be identified and interventions will help plug gaps (whole class, 1:1 or group)</li> </ul>                                                                                                                                                                                                                                                                                                            |
| 3. Improve quality of adaptations in classrooms to ensure inclusivity for all children                                                                                                     | <ul style="list-style-type: none"> <li>Meeting needs of white paper, fully inclusive schools, supported by a fluid inclusion base that supports and compliments classroom environment.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 4. Children will have a range of cultural experiences to enrich their curriculum offer                                                                                                     | <ul style="list-style-type: none"> <li>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.</li> <li>QFT opportunities through the curriculum</li> <li>School trips</li> <li>Visitors into school</li> <li>EYFS Enrichment through carefully planned provision and experience - focused on social and cultural capital of our children</li> <li>Children in KS1 will experience six Enrichment Afternoons over the course of the year</li> <li>Future Me week</li> </ul> |
| 5. Reduce 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"> <li>Children identified as persistent absentees will show an increased attendance % over the course of the year</li> <li>Parental engagement in the importance of attendance will increase</li> <li>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</li> </ul>                                                                                                                                                                                                                               |

## Actions to address the challenges listed above.

**Teaching Budgeted cost: £4,945.83**

| Action (Challenge addressed)                                                                                                                                                                       | Staff lead                | Evidence to demonstrate approach is effective<br>(IMPACT – <u>data</u> , outcomes, what will students do/know/behave differently)                                                                                                                                                                                                                                                                                                                         | Implement<br>ation<br>review<br>(when/wha<br>t/who) |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|
| QFT for all                                                                                                                                                                                        | SLT                       | <ul style="list-style-type: none"> <li>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.</li> <li>There will be an increase in the number of PP children achieve ARE by the end of the year</li> <li>There will be an increase in the number of PP children achieving GDS by the end of Year 2</li> </ul> |                                                     |
| Anthem Maths strategy (phase 2) to be rolled out to all staff                                                                                                                                      | SO                        | <ul style="list-style-type: none"> <li>Staff will have received training on Oak Academy Maths</li> <li>NCETM programme will be further embedded in daily teaching</li> <li>Staff will have deepened understanding of building children's number sense and secure mathematical foundations for future maths success</li> <li>Children will demonstrate improved number sense and fluency in calculations</li> </ul>                                        |                                                     |
| SLT – Rach Rapid Catch up                                                                                                                                                                          | RH/AP/SO                  | <ul style="list-style-type: none"> <li>Children identified for Rapid Catch-Up intervention will make accelerated progress and narrow the gap between themselves and their peers</li> <li>All children in the Rapid Catch-Up group (bar significant SEN needs) will pass the Year 2 Phonic Screening retake in July 2027</li> </ul>                                                                                                                        |                                                     |
| 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/<br>SLT | <ul style="list-style-type: none"> <li>Improved progress/outcomes for disadvantaged children</li> <li>Improved teacher awareness/action for disadvantaged children in their class</li> <li>Increased engagement from families</li> </ul>                                                                                                                                                                                                                  |                                                     |

### Targeted academic support: Budgeted cost: £92,024.17

| Action (Challenge addressed)                                                                                 | Staff Lead           | Evidence to demonstrate approach is effective<br>( <i>IMPACT – data, outcomes, what will students do/know/behave differently</i> )                                                                                                          | Implementation review<br>( <i>when/what/who</i> ) |
|--------------------------------------------------------------------------------------------------------------|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| Thrive approach to supporting behaviour and relationships will be implemented/rolled out from September 2026 | AP                   | Adults and children use the Thrive approach (including sentence stems/script) consistently across school                                                                                                                                    | AP/SLT                                            |
| Thrive room will be created to provide an environment that supports purposeful regulation                    |                      | Children show more regulation in their emotions and behaviour<br>Children have a space that helps them to regulate more quickly                                                                                                             |                                                   |
| SALT intervention programs                                                                                   | Yvonne Adams         | Improved outcomes and engagement in curriculum learning<br>Improved phonics<br>Identified EAL Learners will accelerate their progress (WELLCOM interventions)                                                                               | Daily<br>HL to review                             |
| Phonics interventions will take place over the course of the year                                            | SO/AP/RH<br>Mrs G/LA | Improved Phonics outcomes for Year 1 >81%<br>Improved pass % for Phonic Screening retakes (Year 2)                                                                                                                                          | Weekly<br>CF to review                            |
| Nurture support for vulnerable children with a focus on child's voice                                        | SO'H/SO              | Children will have time with a safe and trusted person to feel listened to and to explore/share their emotion and thoughts.                                                                                                                 |                                                   |
| Engagement with LAC children, parents and families (Termly meet?)                                            | HL                   | 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. |                                                   |
| World Book Day to be promoted across school and marked through events during the day/week.                   | English Team         | Increase in engagement in reading for pleasure – both children and parents                                                                                                                                                                  | Annually<br>English Team to review                |

|                                                                                                                                                                                                                                                                |    |                                                                                                                                                                      |                        |
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| Reading Corners in classrooms will be refreshed and updated with quality engaging texts which inspire children's interest<br>Library will be used weekly by year groups<br>Book Swap boxes and Reading Bags will be promoted by class teachers and used weekly | KP | Increase in engagement in reading<br>Improved outcomes<br>All children see themselves as 'readers' and see MSA as a 'reading school' – Pupil Voice will reflect this | Weekly<br>KP to review |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|

### Wider strategies: Budgeted cost: £2450

| Action (Challenge addressed)                                                                                                                                                                                                                                                  | Staff Lead                    | Evidence to demonstrate approach is effective<br>( <i>IMPACT – data, outcomes, what will students do/know/behave differently</i> )    | Implementation review<br>( <i>when/what/who</i> ) |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| Family Support Worker to focus on improving attendance<br>Support families CIN, TAF, vulnerable                                                                                                                                                                               | Rachael Horn<br>Sophie O'Hare | Increase in attendance<br>Improved engagement of children in school<br>Increase in parental engagement                                | Daily<br>SLT to review                            |
| Premier Education Sport in School will run well-being focused sessions for PP children<br>Five free PP spaces offered at each club= 10 places altogether/per term (30 places total)                                                                                           | CF/Premier Coach              | Improved engagement in curriculum<br>Increase in opportunities<br>Improved MH<br>Improvement in physical health                       | Termly<br>LL to review and report to SLT          |
| Mini breakfast club – Reception children (from Autumn 2)<br>Meet and greet for individual KS1 children                                                                                                                                                                        | Helen Howell<br>(YR) KS1 TAs  | Improved attendance<br>Increase in school engagement<br>Increase readiness to learn                                                   | Daily<br>HL to review                             |
| Families will be signposted regularly to community support opportunities and events (e.g. Ermine Hub, Ermine Library sessions and events)                                                                                                                                     | SO'H<br>SLT                   | Improved parental engagement<br>Increased understanding of parents in effective parenting<br>Parents' toolbox of strategies increased | Termly/as and when                                |
| Rocksteady instrumental lessons<br>Bursary places offered by Rocksteady = 8 (2026-27)<br><b>Free</b>                                                                                                                                                                          | KP                            | Improved engagement in curriculum<br>Increase in opportunities<br>Improved MH<br>Broader aspirations                                  | Termly<br>KP                                      |
| 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 | SLT<br>Year Group Leads       | Broader aspirations<br>Improved engagement in curriculum<br>Deeper cultural understanding                                             | Termly<br>SLT to review                           |

|                                                                                                                                                        |                           |                                                                                                                                                                                                                                                        |                                                                                     |
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| Children will have an opportunity to see a theatre production, and/or be part of workshop by theatre professionals                                     | Theatre company (Rhubarb) | Cultural Capital<br>Language, vocabulary and communication<br>Engagement in reading<br>Drama experience<br>Engagement in texts                                                                                                                         | Year Group Leads<br>Autumn/Spring/Summer (depending when theatre events take place) |
| 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<br>Access to and engagement with the curriculum                                                                                                                                                                          | Termly<br>SLT to review                                                             |
| 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<br>Broader aspirations<br>Engagement in school<br>Parental involvement in school<br>Communication with parents                                                                                                            | Termly<br>SLT to review                                                             |
| 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<br>Families will have wider access to food opportunities<br><br>Sophie would refer parents throughout the year.<br>Sophie would drop off or they would pick up.<br>Christmas is a key times.                              | As and when needs require<br>SLT/FSW                                                |
| Second hand uniform sourced and offered at a nominal price (free for families who can't afford it)                                                     | FOMs/SP                   | Parental engagement improved<br>Parents will know they can access reduced cost school uniform via school<br>School Uniform on sale for key events such as Parents Evenings/Open Days<br>All children will be able to wear appropriate uniform - parity | Advertise on school Newsletter                                                      |

**Total budgeted cost: £99,420.00**

#### ***EVIDENCE SOURCE***

[NFER – Deploying staff effectively](#)

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

[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](#)

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

[NFER- Meeting individual learning needs](#)

[EEF – Effective Professional Development](#)

[EEF – Using digital technology to improve learning](#)

[EEF – Effective Professional Development](#)

[EEF – Putting evidence into work](#)

[EEF – Pupil Premium guide](#)



Sutton Trust 'Engaging Parents Effectively'  
NFER- Addressing behaviour and attendance  
NFER – Clear responsive leadership

EEF – Improving behaviour in schools  
EEF – SEND in mainstream schools