

# Pupil premium strategy statement – Malvin’s Close Academy

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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
Number of pupils in school	426
Proportion (%) of pupil premium eligible pupils	166
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2028
Date this statement was published	Autumn 2025
Date on which it will be reviewed	Autumn 2026 Autumn 2027
Statement authorised by	Joanne Holmes
Pupil premium lead	Rachel Campbell Laura McShane
Governor / Trustee lead	Louise Doyle

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£287,130
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£287,130

# Part A: Pupil premium strategy plan

## Statement of intent

*Malvin's Close Academy is committed to ensuring that every pupil, regardless of background, achieves their full academic and personal potential. Our school context, characterised by "well above average" deprivation indicators and a significant proportion of pupils eligible for Free School Meals (42% in 2024), means that a substantial number of our students face persistent barriers to educational success, including gaps in language and cultural capital. The increasing proportion of students with SEND (7.1% with EHC plans) further necessitates highly targeted and responsive support. Our strategy is therefore designed to be a fundamental driver of equity and high aspiration, focusing on removing all barriers to learning.*

*Our ultimate, measurable objectives for all disadvantaged pupils are comprehensive: we aim to ensure that outcomes in reading, writing, and mathematics at Key Stage 2 (KS2) are at least in line with, and ideally exceed, the national average for all pupils. Furthermore, we seek to ensure that the average progress score for our disadvantaged cohort in these core subjects is positive and ranks at least in the top 20% of schools nationally. Crucially, we are focused on school readiness, meaning disadvantaged pupils must leave the Early Years Foundation Stage (EYFS) with a strong Good Level of Development (GLD) and a solid language foundation, thereby eliminating the school-readiness gap; finally, we aim to significantly reduce persistent absence for this cohort to be in line with the national average for non-disadvantaged pupils.*

*The core intent of the Pupil Premium Strategy for 2025-2026 is to secure consistently strong progress and high attainment for all disadvantaged pupils, with the explicit goal of narrowing the academic gap between this cohort and their non-disadvantaged peers nationally. Our strategy is built upon three key principles, aligned with the Education Endowment Foundation's (EEF) tiered approach, to systematically eliminate barriers to learning and achieve our ultimate objectives. Firstly, the foundation of our strategy is High-Quality Teaching, we will ensure that the foundational skills necessary for success in reading, writing, and mathematics are consistently delivered through excellent teaching in every classroom, including a primary focus on early language acquisition and sustained, quality interactions, and ensuring all teachers are experts in scaffolding and adapting the curriculum for disadvantaged pupils. Secondly, Targeted Academic Support involves providing rapid and precise evidence-based interventions to address identified attainment gaps; this support will be precisely targeted based on diagnostic assessment, focusing on proven methods such as small group tuition, phonics catch-up, and specific mathematical reasoning support, thereby ensuring that disadvantaged pupils who fall behind quickly catch up. Finally, Wider Strategies and Well-being addresses non-academic barriers which disproportionately affect this cohort, including rigorous attendance monitoring and intervention, promoting social-*

*emotional development, and enriching cultural capital opportunities to ensure all pupils are ready to learn and fully access the curriculum.*

*Recognising that strong language underpins all learning, a critical element of this strategy is the systematic improvement of adult-child interactions across the school, starting in the Early Years Foundation Stage (EYFS) and extending into KS1/KS2 reading comprehension. This will include rigorous implementation and monitoring of oracy strategies in EYFS, ensuring that continuous provision time is utilised for high-quality, language-rich dialogue rather than transactional exchanges. This focus is vital for building the vocabulary and communication skills needed to access the curriculum successfully throughout Key Stage 1 and 2.*

*Ultimately, this investment will ensure that all disadvantaged pupils leave Malvin's Close Academy equipped with the knowledge, skills, and confidence to thrive in the next stage of their education and beyond.*

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers at the end of EYFS and KS1. The expected standard for Reading at the end of KS1 is 57%, well below the national average for all pupils (68%). Assessments at the end of Key Stage 2 also indicate attainment gaps for pupil premium pupils in reading (70% to 79% Overall - National Average 75%).
2	Assessments, observations and discussion with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged children. These are evident from Nursery-Year 6 and in general are more prevalent among disadvantaged pupils than their peers.
3	Assessments at the end of EYFS, Key Stage 1 and 2 indicate that attainment is lower for disadvantaged pupils compared to non-disadvantaged pupils in Writing and SPAG. Key Stage 1 PP 44% Overall 56% Key Stage 2: PP 66% Overall 75% - National Average 72%. SPAG: PP 55% Overall 70% - National Average 73%.
4	A significant number of pupil premium also have SEND, are LAC or are EAL. This further impacts on their progress and attainment.
5	Through observations, pupil check ins and pupil voice it is evident many pupils suffer from mental health difficulties. These SEMH difficulties are a challenge for many but in particular those disadvantaged pupils.

6	Assessments at the end of Key Stage 2 indicate that attainment is lower for disadvantaged pupils compared to non-disadvantaged pupils in Maths. Key Stage 2 Maths: PP 67% Overall 79% National Average: 74%.
7	Attendance: Our attendance data over the last 3 years indicates that attendance among disadvantaged children has made up 51% of the total number of persistent absentees.
8	The quality of adult-child interactions, particularly during continuous provision in EYFS and KS1, is inconsistent in its systematic application of techniques like Shared Attention and Sustained Shared Thinking (SST), limiting the depth of language and vocabulary development for disadvantaged pupils.

## 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
Improved Early Language and School Readiness	By July 2026, the in-school attainment gap between disadvantaged pupils and their non-disadvantaged peers in the 'Communication and Language' Early Learning Goal (ELG) will be reduced by at least 10 %
Implementation of High-Quality Interactions	By July 2026, internal monitoring (learning walks, pupil voice) will confirm that 90% of EYFS and KS1 continuous provision sessions demonstrate a 'Secure' or 'Strong' use of agreed techniques, as evidenced by extended, high-quality, language-rich dialogue.
Improved Reading Attainment (KS1)	The percentage of disadvantaged pupils achieving the expected standard in Reading at the end of KS1 will increase by at least 10 percentage points from the current 57% baseline, significantly narrowing the gap to the national average.
Improved Overall Vocabulary and Comprehension	Disadvantaged pupils' average scores in school-based standardised vocabulary assessments (Nursery - Year 6) will show accelerated progress, with the mean score moving closer to or above the non-disadvantaged cohort's mean score.
Improved Writing / SPAG (KS2)	By July 2026, the percentage of disadvantaged pupils achieving the expected standard in KS2 Writing and SPAG will be at least in line with the latest published national average for all pupils.
Improved Mathematics Attainment (KS2)	The percentage of disadvantaged pupils achieving the expected standard in KS2 Mathematics will increase from the current

	67% to be at least in line with the national average for all pupils
Reduced Persistent Absence	The persistent absence rate for disadvantaged pupils will be reduced by at least half, bringing it in line with the national average for non-disadvantaged pupils.

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 115,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Systematic CPD on Oral Language and Interaction	EEF Toolkit (Oral Language Interventions - high impact; Professional Development - high impact) recommends training staff in specific, language-rich dialogue techniques.	2, 8
Implement whole-school Vocabulary Development Programme (including training and resources) to address language poverty and ensure high-utility word coverage across the curriculum.	EEF Toolkit (Vocabulary - high impact). Addresses the foundational deficit evident in all key stages.	2, 3, 6
Specialist Phonics & Reading CPD for KS1 teachers and TAs to improve fidelity and impact of the phonics programme and address the below-national-average outcomes.	EEF Toolkit (Phonics - high impact). Directly addresses KS1 Reading gap. Phonics to fluency.	1

Investment in Quality First Teaching resources and tailored training to support scaffolding for disadvantaged pupils who are also EAL/SEND.	Addresses the specific compounding needs of pupils with multiple disadvantages	4
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 115,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small Group / 1:1 Tuition led by internal HLTAs/TAs for pupils below expected standards in Reading and Maths (Y2/Y6 focus).	EEF Toolkit (Small Group Tuition - medium/high impact, high confidence). Proven effective for catch-up.	1, 6
<i>Writing and SPAG Booster Groups (led by teachers) in KS2 to provide targeted practice in grammar application and extended writing.</i>	Direct response to the lower attainment figures in Writing and SPAG.	3
<i>Specific Maths Mastery Interventions (e.g., 'Power Maths' catch-up groups) to rebuild conceptual understanding and address reasoning gaps.</i>	Targets the identified Maths attainment gap .	6
<i>Dedicated Additional Time and Resources for Disadvantaged SEND/EAL/LAC pupils to ensure access to</i>	Necessary to address the high proportion of pupils with multiple disadvantages.	4

<i>specialist advice or bespoke resources.</i>		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £57,130

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Enhanced Attendance Monitoring and Intervention System including designated support time from the Pastoral/PP Lead for home-school liaison and rapid response to persistent absence.	Addresses the high rate of persistent absence among the disadvantaged cohort.	7
<i>Provision of Social, Emotional, and Mental Health (SEMH) support, including external counselling services and internal ELSA provision.</i>	Directly addresses the prevalence of mental health difficulties.	5
<i>Subsidies and Enrichment Fund to ensure disadvantaged pupils can fully access all curriculum trips, residential visits, and extra-curricular clubs.</i>	Reduces financial barriers and builds cultural capital, preparing pupils to thrive.	2, 5

**Total budgeted cost: £ 287,130**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

<b>Previous Academic Year's Disadvantaged Pupil Performance Analysis</b>				
<b>1. Performance Overview and Assessment</b>				
<p>The performance of disadvantaged (PP) pupils in the previous academic year was assessed using a combination of national assessment data (KS1 and KS2), internal summative and formative school data, and qualitative observations, revealing a consistent attainment gap across core subjects when compared to both non-disadvantaged peers nationally and in-school.</p>				
<b>Subject Area</b>	<b>PP Attainment (Expected Standard)</b>	<b>Overall Attainment (Non-PP)</b>	<b>National Average (All Pupils)</b>	<b>Assessment Method</b>
<b>KS2 Reading</b>	70%	79%	75%	National Assessment (SATs)
<b>KS2 Writing</b>	66%	75%	72%	National Assessment (Teacher Assessed)
<b>KS2 SPAG</b>	55%	70%	73%	National Assessment (SATs)
<b>KS2 Maths</b>	67%	79%	74%	National Assessment (SATs)
<b>KS1 Reading</b>	57%	68% (approx.)	68%	National Assessment

<b>Persistent Absence</b>	<i>51% of all persistent absentees are PP</i>	<i>Not stated</i>	<i>Below 10% (National Avg.)</i>	<i>School Data Monitoring</i>
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**Analysis of Data and Comparison:**

- Key Stage 2 Attainment: In Reading, Writing, and Maths, PP pupils are below the national average for all pupils, and a substantial attainment gap exists compared to the school's non-disadvantaged cohort (e.g., a 12 percentage point gap in Maths). The greatest discrepancy is in SPAG (55% expected standard), indicating a significant weakness in technical English skills necessary for high KS2 writing outcomes.
- Key Stage 1 Attainment: KS1 Reading at 57% is significantly below the national average of 68%, confirming that foundational reading difficulties established early (phonics—Challenge 1) are directly impeding subsequent attainment.
- Local Context Caution: It is noted that pupils included in this performance data will have experienced disruption due to the Covid-19 pandemic earlier in their schooling, which may have uniquely affected individual pupils and schools, particularly those in areas of higher deprivation.

**2. Assessment of Wider Issues**

- Attendance: School data confirms a critical challenge, with disadvantaged children accounting for 51% of all persistent absentees, making this a major barrier (Challenge 7).
- Wider Issues (SEMH & SEND): Observations, pupil check-ins, and pupil voice consistently identify SEMH difficulties (Challenge 5) as a challenge, particularly for the PP cohort. Furthermore, the high and increasing proportion of PP pupils who also have SEND (7.1% EHC plans) creates a compounding disadvantage (Challenge 4).
- Formative Assessment/Observations (Challenge 2 & 8): Internal assessments and staff observations confirm the prevalence of underdeveloped oral language skills and vocabulary gaps from Nursery through Year 6. This aligns with the strategic need to improve the quality of adult-child interactions (SST), which was noted to be inconsistent, particularly in continuous provision areas.

**3. Analysis of Previous Strategy Success**

Based on the performance data, the previous strategy was not fully successful in meeting the ultimate objectives, particularly regarding gap closure and reaching national expectations for all pupils.

- What is not working well (and requires the current strategy's focus):
  - Tier 1 Language Foundation: The persistent gaps in KS1 Reading and school readiness indicate that the foundational teaching and language

environment (Challenges 1, 2, 8) were insufficient in eliminating early deficits before they became entrenched.

- Tier 2 Precision: While interventions were likely in place, the resulting attainment scores suggest they were not precise or impactful enough to fully close gaps in KS2 Writing/SPAG and Maths.
- Tier 3 Barriers: The high rate of persistent absence and the presence of SEMH issues demonstrate that the previous wider strategies were not fully effective in removing non-academic barriers.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Third Space Learning 1:1 Tutoring	Third Space Learning

**Further information (optional)**

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