Pupil premium strategy statement – Field Road Academy

This statement details our school's use of pupil premium (and recovery 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	214
Proportion (%) of pupil premium eligible pupils	68%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	2026-2027 2027- 2028 2028-2029
Date this statement was published	October 2026
Date on which it will be reviewed	December 2027
Statement authorised by	Diane Newton
Pupil premium lead	Diane Newton
Governor / Trustee lead	Seona Baker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£218, 160
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£0
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*	£218, 160

Part A: Pupil premium strategy plan

Statement of intent

At Field Road Academy we have high aspirations and ambitions for all of our children and we believe that all learners should be able to reach their full potential, which is not limited by where they are from or what their background is. We have a strong ethos based upon the 4 R's, Respect, Resilience, Responsibly and Reflection. This drives our school community to deliver high quality learning and provide exciting opportunities to ensure essential skills and values are acquired in order to succeed.

Our pupils in receipt of the Pupil Premium Funding may face specific barriers to reaching their full potential, and we are determined to provide the support and guidance they need to help them overcome those barriers. We ensure that all pupils are able to access a rich and varied curriculum, additional needs are identified quickly and the right support is given at the right time.

Field Road Academy also has a high proportion of pupils requiring additional support:

- 20% of pupils speak English as an additional language.
- 24% of pupils receive SEN Support, compared with a national figure of 17.1% in September 2024.
- 4.3% of pupils have an Education, Health and Care Plan, compared with a national figure of 4%.
- Persistent absence is particularly high, including for disadvantaged pupils.
- The combined Reading, Writing and Maths attainment gap between disadvantaged and non-disadvantaged pupils is 20 percentage points.
- Key Stage 2 writing attainment is 67%, with 6% achieving Greater Depth, compared with national attainment of 73%.

There is a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raising expectations of what they can achieve. We use robust assessment information through Arbor to measure the impact of our curriculum and ensure that disadvantaged children are appropriately challenged in the work they are set.

Quality First Teaching is at the core of our intent. This is proven to have the greatest impact on closing the disadvantage attainment gap and, at the same time, will benefit the non-disadvantaged pupils in our academy. We also work alongside other professionals to identify additional barriers to learning that may slow the rate of progress for some pupils. We make reasonable adjustments to the quality first teaching as needed and put in place appropriate support and interventions in a tiered approach.

Supporting children's mental health and emotional well-being is also a key priority for our academy. We use a family coordinator and behaviour manager which offers family based support and pastoral care. In addition, whole school values of Respect, Resilience, Responsibility and Reflection are used to ensure children are confident, happy and resilient towards their learning and are eager to continue their education journey at secondary school. Where additional needs are identified, the academy also works with a range of outside

agencies, such as bereavement and counselling services and special school outreach services to support our children and families.

Monitor the attendance and punctuality of all pupils, breaking down any barrier and providing additional support to families through phone calls, home visits and meetings.

Challenges

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

Challenge number	Detail of challenge
1	Lower attainment and progress in Reading, Writing and Maths. Assessment, observation and staff feedback indicate that disadvantaged pupils have lower attainment and weaker progress than their peers. The combined Reading, Writing and Maths attainment gap is 20 percentage points. Disadvantaged pupils' writing progress score is -3.5, compared with -1.0 for non-disadvantaged pupils. Writing attainment at the end of Key Stage 2 is 67%, below the national figure of 73%, while Greater Depth attainment in writing is 6%.
2	Insecure phonics and early reading skills among disadvantaged pupils entering Year 3. A higher proportion of disadvantaged pupils arrive from Key Stage 1 with gaps in phonics knowledge and decoding. This affects fluency, spelling, vocabulary, comprehension and access to the wider curriculum as planning, monitoring and evaluation priorities identified in the previous inspection. Consistent systems for assessing, monitoring and evaluating disadvantaged pupils therefore remain important.
3	Persistent absence and poor punctuality, particularly among disadvantaged pupils**.** Overall persistent absence was 32.92% at the end of 2025–26, and persistent absence for disadvantaged pupils was 28%, above the national disadvantaged figure of 20% provided by the school. Missed learning contributes to knowledge gaps, reduced confidence, weaker relationships with school and lower attainment. Attendance difficulties may also be linked to family circumstances, health, anxiety, SEND, social pressures and the cost of living.
4	Social, emotional and mental health needs affecting engagement and behaviour. Staff observations and discussions with pupils and families indicate that some disadvantaged pupils, especially older pupils, experience social and emotional difficulties. These can lead to lower engagement, increased off-task behaviour, reduced self-regulation and difficulty sustaining concentration. There are also wellbeing concerns associated with absence, punctuality, poverty and disrupted learning.

5	Limited access to resources, enrichment, cultural experiences and aspirational opportunities. Low attainment may be compounded by cost-of-living pressures, limited access to books, technology, clubs, trips and wider cultural experiences. Some pupils may have fewer opportunities to develop background knowledge, vocabulary, confidence and understanding of future education and employment pathways.
6	Additional complexity arising from SEND, EAL and overlapping barriers**.** Twenty-four per cent of pupils receive SEN Support and 20% speak English as an additional language. Disadvantaged pupils may experience overlapping barriers involving language development, communication, cognition, literacy, attendance, emotional regulation and access to the curriculum. Provision must therefore be precise, inclusive and responsive rather than based solely on Pupil Premium status.

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
Improve disadvantaged pupils' attainment and progress in Reading, Writing and Maths.	The combined RWM attainment gap reduces from 20 percentage points. Disadvantaged pupils' progress improves in all three subjects, with a particular focus on writing. Internal assessment data shows an increasing proportion of disadvantaged pupils working at or above age-related expectations.
Improve writing attainment and progress across Key Stage 2.	Writing attainment for disadvantaged pupils increases from the current 67% baseline and moves towards or beyond the national comparator. The disadvantaged writing progress score improves from -3.5. The proportion achieving Greater Depth increases from 6%. Work scrutiny shows improved sentence construction, vocabulary, organisation, editing and independent application.
Improve phonics knowledge, decoding and reading fluency for disadvantaged pupils.	All pupils entering Year 3 with insecure phonics are identified through baseline assessment. Pupils receive a systematic, appropriately matched intervention. At least 80% of identified pupils meet their termly individual phonics targets, subject to baseline and need. Pupils demonstrate improved decoding accuracy, fluency, spelling and confidence.
Improve attendance and reduce persistent absence among disadvantaged pupils.	Overall persistent absence reduces from 32.92%. Disadvantaged persistent absence reduces from 28% and moves towards the school's agreed annual target. Attendance gaps between disadvantaged pupils and their peers narrow. Punctuality improves, and identified families receive timely, personalised support.
Improve disadvantaged pupils' wellbeing, self-regulation and engagement.	Pupil voice and wellbeing information show improved belonging, confidence and readiness to learn. Behaviour records show reductions in repeated low-level disruption and off-task behaviour among identified pupils. Pupils can articulate and use strategies for managing emotions, resolving conflict and seeking help.

Increase access to enrichment, cultural capital and aspirational experiences.	All disadvantaged pupils access a planned programme of enrichment, including clubs, visits, visitors, music, sport, arts, leadership and careers-related activities. Participation is monitored by year group, disadvantage, SEND and EAL. Pupils can identify personal strengths, future possibilities and the relevance of their learning.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £18,118.59

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school writing improvement programme. Establish a consistent approach to writing from Year 3 to Year 6, including high-quality model texts, explicit vocabulary teaching, sentence-level instruction, oral rehearsal, teacher modelling, shared writing, guided practice, independent writing, editing and redrafting.	The EEF's Key Stage 2 literacy guidance identifies high-quality teaching, extensive reading and writing practice, vocabulary development and explicit instruction as central to literacy improvement. EEF writing evidence also identifies structured writing approaches, reading–writing integration, peer and self-assessment, motivation and teacher professional development as promising approaches. (EEF: Improving Literacy in Key Stage 2; EEF: Writing research agenda)	1
Termly Lighthouse Multi Academy Trust Improvement Support	Professional development to support the implementation of evidence based approaches is delivered by the Trust. They are also mentoring and coaching subject leaders through the ELLP programme and termly subject leader meetings. https://educationendowmentfoundation.org.uk/education- evidence/using-pupil-premium The costs also include the release of staff for academy improvement CPD and support during this time. Cover is required for each subject leader and for those attending ELLP.	1, 6

Strengthen whole-class reading. Use appropriately challenging, diverse and culturally rich texts, with explicit teaching of vocabulary, background knowledge, retrieval, inference, summarising and monitoring comprehension. Use structured talk and written responses to connect reading to writing.	The EEF identifies reading comprehension strategies, vocabulary, oral language and reading–writing integration as important elements of effective literacy teaching. (EEF: Improving Literacy in Key Stage 2) Students benefit from reading with Rufus within the classroom.	1
Inclusive classroom practice for SEND and EAL. Use pre-teaching, explicit vocabulary, visual supports, sentence stems, oral rehearsal, chunking, scaffolding, modelling and structured partner talk. Ensure adaptations support access without lowering expectations.	The school's high levels of SEND and EAL require precise, inclusive teaching. The EEF pupil premium guidance recommends diagnosing individual needs and avoiding assumptions based solely on pupil group labels. (EEF: Diagnose your pupils' needs)	6
Metacognition and self-regulated learning across the curriculum. Teach pupils how to plan, monitor and evaluate their reading, writing, problem-solving and revision. Use worked examples, success criteria, checklists, think-alouds and structured reflection linked to the school value of Reflection.	The EEF identifies metacognition and self-regulation as a high-impact approach when explicitly taught and embedded within subject teaching. It is particularly relevant to improving independence, writing and Greater Depth performance. (EEF: Metacognition and Self-Regulated Learning)	1

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: **£93,947.41**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted phonics catch-up. TA to deliver short, regular sessions—normally four or five times per week for a defined period—using a consistent programme, trained staff, matched resources and immediate feedback.	The EEF identifies targeted small-group and one-to-one phonics support as appropriate for pupils who need additional support. It reports that regular, intensive provision can be particularly beneficial for pupils who are lower attaining or disadvantaged. (EEF: Phonics)	2
Reading fluency and comprehension intervention. Provide small-group teaching for pupils who can decode but read inaccurately, slowly or without sufficient understanding. Sessions will include repeated reading, vocabulary, prosody, questioning, inference and discussion of age-appropriate texts.	The EEF notes that struggling readers may require a combination of approaches. For older struggling readers, comprehension approaches may be more appropriate than phonics alone where the primary difficulty is vocabulary or understanding. (EEF: Supporting Struggling Readers)	1, 2

Teaching assistant deployment aligned with teacher planning. Teaching assistants will pre-teach vocabulary, support guided practice, deliver structured interventions and help pupils apply strategies independently. They will not routinely provide unstructured support or replace teacher instruction.	The EEF's pupil premium guidance emphasises that targeted support should be well linked to classroom teaching. The phonics evidence also indicates that trained teaching assistants can deliver effective targeted support when approaches are systematic and well implemented. (EEF Guide to the Pupil Premium; EEF: Phonics)	1, 2, 6
Additional SEN/PP TA for 1-1 support in class	Moderate impact on all SEN/ PP engaging in the curriculum and making progress on individual targets. + 4/5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	6
Home reading and learning support. Provide books, reading records, practical guidance, vocabulary prompts and accessible activities. Families will be shown how to support reading and learning without being expected to teach unfamiliar methods.	Parental engagement has a positive average impact, particularly where schools provide practical resources, model strategies and use personalised communication. (EEF: Parental Engagement)	1, 2

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

Budgeted cost: £106,094

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance diagnostic process. For every disadvantaged pupil approaching persistent absence, identify the underlying factors through pupil and family conversations. Consider health, anxiety, SEND, transport, routines, caring responsibilities, learning difficulty, relationships, bullying, poverty and feeling	The EEF recommends diagnosing attendance barriers at an individual and family level. Evidence indicates that there is no single solution and that needs-led, responsive and family-based approaches are more appropriate than generic incentives alone. (EEF: Attendance and Exclusions research agenda; EEF Guide to the Pupil Premium)	3

unable to catch up.		
Early-warning attendance monitoring. Review attendance and punctuality weekly, with specific monitoring of disadvantaged pupils, SEND, EAL, year groups and pupils with previous persistent absence. Contact families promptly when patterns emerge.	The EEF identifies attendance data as an important part of diagnosing need and evaluating the impact of pupil premium activity. (EEF: Diagnose your pupils' needs)	3
Free Breakfast Club from 8am for all students including PP pupils	Offering a breakfast club supports a wider strategy of overcoming barriers to learning and is a recognised strategy.	3
Parent and carer engagement. Use positive, personalised communication to celebrate attendance, reading, effort and progress. Provide flexible meetings, practical workshops and translated or accessible information where required. Avoid deficit assumptions about families.	Field Road Academy have brought into Class dojo and other platforms such as Arbor for easy and clear parent communication.	3, 4
Consistent behaviour and self-regulation approaches. Use predictable routines, explicit teaching of expectations, positive recognition, restorative conversations, calm correction and opportunities for pupils to reflect and repair relationships.	EEF evidence indicates that SEL approaches are most effective when embedded in daily routines, modelled by staff and aligned with behaviour and anti-bullying policies. (EEF: Social and Emotional Learning)	4
Trust Attendance Officer support fees	A dedicated Trust Attendance officer attends for 1 morning fortnightly offering a wider range of services to support with improving attendance. *https://educationendowmentfoundation.org.uk/education-evidence/using-pupil- premium* https://assets.publishing.service.gov.uk/media/63049617e90e0729e63d3953/W	3

	orking_together_to_improve_school_att endance.pdf	
Enrichment and cultural capital programme. Ensure disadvantaged pupils have equitable access to music, sport, arts, visits, visitors, clubs, residential or outdoor learning opportunities and leadership roles. Particular attention will be given to pupils who do not access activities independently.	The EEF recommends that Pupil Premium strategies address the wider barriers associated with disadvantage. Enrichment will be evaluated through participation, pupil voice, confidence, engagement and links to curriculum knowledge rather than treated simply as a reward. (EEF Guide to the Pupil Premium)	5
Family support and signposting. Work with the academy trust, local authority and relevant services to signpost families to support with housing, food, clothing, transport, financial hardship, health, SEND and mental health.	The EEF recommends understanding the wider circumstances affecting disadvantaged pupils and working with families and relevant agencies to address barriers to learning. (EEF: Diagnose your pupils' needs	3, 4, 6
TOTAL BUGETED COST: £218,160		

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

At Field Road Academy, we are incredibly proud of the positive impact our Pupil Premium funding continues to have on the lives and experiences of our disadvantaged pupils. We are committed to ensuring that every child has access to the same opportunities, experiences and possibilities, regardless of their individual circumstances.

Through our ongoing investment in new playground equipment, we have created improved opportunities for children to be physically active, develop social skills, work as part of a team and build positive relationships. We have also ensured that all Year 6 pupils have been able to participate in their residential visit, removing financial barriers and providing valuable experiences that promote independence, confidence, resilience and lasting friendships. Across the school, disadvantaged pupils have also benefited from funded educational visits and trips, enriching their learning, broadening their horizons and bringing classroom experiences to life.

Our funding has further enabled pupils to access a wider range of extra-curricular clubs, activities and enrichment opportunities. We believe every child should have the chance to explore new interests, discover their talents and develop skills beyond the classroom, helping them to feel included, confident and successful.

Alongside these opportunities, we continue to prioritise high-quality teaching, pastoral care, family support and strong attendance. By identifying and addressing individual barriers to learning, we aim to ensure that every disadvantaged pupil feels valued, supported and able to thrive both academically and socially.

We are equally proud of the fantastic achievements of our pupils in this year's KS2 SATs results. These outcomes reflect the hard work, determination and commitment of our children and staff, as well as our continued focus on ensuring that all pupils achieve their very best.

Our results demonstrate significant progress and a real sense of achievement:

- Reading: 77% achieved the expected standard, with an impressive 21% achieving Greater Depth.
- Writing: 67% achieved the expected standard, with 6% achieving Greater Depth – a particularly special milestone, as this is the first time our school has achieved Greater Depth in writing.
- Maths: 75% achieved the expected standard, with an excellent 25% achieving Greater Depth.
- SPaG: 69% achieved the expected standard, with 13% achieving Greater Depth.
- Combined Reading, Writing and Maths: 63% achieved the expected standard.

We are particularly delighted with the strength of our Greater Depth outcomes, demonstrating that our pupils are not only achieving well but are also being supported and challenged to reach their full potential.

Overall, our work at Field Road Academy reflects our unwavering commitment to ensuring that disadvantage is never a barrier to a child's success, experiences or aspirations. We want every child to feel that they belong, to have opportunities to shine and to leave our school

with happy memories, lasting friendships, increased confidence and the knowledge and skills they need for the next stage of their education.

Externally provided programmes

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

Programme	***Provider***
RWI Phonics	*Ruth Miskin Training*
Learning by Question Primary	*Learning By Question*