Pupil premium strategy Impact report (September 26)

This statement details our school's use of pupil premium funding during the academic year 25-26 and the impact of this in our school.

School overview

Detail	Data
School name	Boston Pioneers Academy
Number of pupils in school	410
Number of pupils entitled to PP funding	160 = 39%
Academic year/years that our current pupil premium strategy plan covers	2024-27
Date this statement was published	23.09.24
Initial Review	July '25
2nd Review	July '26 (This statement)
Date on which it will be reviewed again	July '27
Statement authorised by	J Bland
Pupil premium lead	J Hayford
Governor / Trustee lead	C Penney

Funding overview (2025-26)

Detail	Amount
Pupil premium funding allocation this academic year	£ 233,363
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 19,309.00
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	£ 252, 672

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

EYFS Data:

Cohort Overview:
Out of 59 pupils, 25 were identified as disadvantaged (42% of the cohort).

Attainment:

Attainment - Characteristics		Summer Data - GLD	
EY	**No**	**No**	**%**
Whole Cohort	59	38	64%
Disadvantaged	25	25	80%
Not Disadvantaged	34	13	38%

	ALL % (59 learners)	Disadvantaged % (25 learners)
Speaking	81%	84%
Word Reading	75%	84%
Comprehension	71%	84%
Writing	66%	80%
Number	71%	80%
Numerical Patterns	69%	80%

Analysis:

Strengths:

- 80% of disadvantaged pupils achieved GLD, significantly above the whole cohort (64%) and above the national average for disadvantaged pupils.
- Strong outcomes for disadvantaged pupils across all areas, particularly Speaking, Word Reading and Comprehension (84%).
- Targeted support and high-quality teaching have had a positive impact on disadvantaged pupils' attainment.

Areas for Development:

- Further improve whole cohort outcomes in **Writing, Number and Numerical Patterns**.

Next steps:

- Sustain the successful approaches that have secured strong outcomes for disadvantaged pupils: provision for early writing, including fine motor development, structured writing opportunities, and vocabulary enrichment.

Phonics Data:

Y1 Phonics	No. in cohort	Number 'passed'	%
Cohort	56	42	75%
Disadvantaged	15	10	67%
Not Disadvantaged	41	32	78%

Analysis**:**

- 67% of disadvantaged pupils met the expected standard despite a high level of additional need within the cohort, with 5 of the 15 pupils identified with SEND and 11 of the 15 speaking English as an Additional Language.
- Targeted phonics intervention and Quality First Teaching enabled the majority of disadvantaged pupils to secure the expected standard.

Areas for Development

- Disadvantaged pupils achieved 11 percentage points below their non-disadvantaged peers (67% vs 78%), indicating that further work is needed to close the attainment gap.
- Continue to strengthen phonics provision for pupils with overlapping SEND and EAL needs to improve early reading outcomes.

Next Steps

- Continue to provide targeted phonics intervention alongside high-quality daily phonics teaching.
- Ensure early identification and bespoke support for disadvantaged pupils with SEND and EAL, with a focus on improving oral language, phonological awareness and attendance at intervention to increase the proportion meeting the expected standard.

Y2 Phonics	No. in cohort	Number 'passed'	%
Cohort	58	50	84%
Disadvantaged	26	25	96%
Not Disadvantaged	32	24	75%

Strengths

- The above data evidences very strong outcomes overall, with 84% of the cohort (50/58 learners) meeting the expected standard.
- Disadvantaged pupils achieved exceptionally well at 96% (25/26 pupils), outperforming non-disadvantaged peers (75%), indicating highly effective targeted support and intervention for disadvantaged learners, including those who did not meet the standard in Year 1.

Areas for Development

- Although outcomes for disadvantaged pupils are very strong, the performance of non-disadvantaged pupils (75%) is below the disadvantaged cohort and national figure for 24.25. When analysed further, all 9 of the pupils not meeting the required standard are EAL and 7/9 joined the academy other than in EYFS.

Next Steps

- Maintain and further embed successful targeted intervention approaches that have supported disadvantaged pupils to exceed national expectations.
- Enhance targeted intervention for EAL pupils who join the academy other than in EYFS, focusing on oral language development, vocabulary acquisition and phonics decoding, ensuring explicit links between spoken language and reading.

Y2 data:

Although there is no requirement to report Y2 data, this is included in this report for the purpose of transparency.

	% Disadvantaged Learners working at or above EXS.	% Non-Disadvantaged learners working at or above EXS.	Percentage Points Difference
Reading	62%	63%	-1pp
Writing	62%	47%	+15pp
Maths	65%	69%	-4pp
R, W & M Combined	62%	47%	+15pp

Strengths

- Disadvantaged pupils outperform non-disadvantaged peers in Writing (+15pp) and RWM combined (+15pp), indicating strong impact of targeted support and effective QFT.
- Attainment for disadvantaged pupils is broadly strong across subjects, particularly in Reading (62%) and Maths (65%), demonstrating secure core curriculum access.

Areas for Development

- Disadvantaged pupils are marginally below non-disadvantaged peers in Reading (-1pp) and Maths (-4pp), indicating a need to further close small gaps at EXS+ in core subjects.

Next Steps

- Maintain strong writing provision for disadvantaged pupils and ensure effective strategies are consistently embedded across all pupil groups.
- Strengthen maths provision for disadvantaged pupils to close remaining small gaps at EXS+, with a focus on fluency, reasoning and application.

Y6 data:

Attainment - Characteristics		Reading - Eligible Data		Writing - Eligible Data		Maths - Eligible Data		Combined - Eligible Data	
KS2 Eligible	No. in cohort	No. EXS	%	No. EXS	%	No. EXS	%	No. EXS	%
Disadvantaged	25	20	80%	17	68%	19	75%	15	60%
Not Disadvantaged	32	24	75%	23	72%	28	88%	20	63%

Strengths

- Outcomes for disadvantaged pupils exceeded 2024 national disadvantaged averages across Reading, Writing, Maths and the combined measure.
- Reading was a particular strength, with 80% achieving the expected standard, exceeding both the national disadvantaged average and the school's non-disadvantaged cohort.

- 60% achieved the expected standard in Reading, Writing and Maths combined, demonstrating the positive impact of targeted support and high-quality teaching.

Areas for Development

- Writing (68%) remains the weakest core subject, with a small attainment gap compared to non-disadvantaged pupils.
- Although Maths outcomes (75%) were strong, the in-school gap remains and increasing combined attainment remains a priority.

Next Steps

- Continue high-quality first teaching alongside targeted interventions for disadvantaged pupils.
- Maintain the successful reading strategy while strengthening writing further (implementation of teacher-led writing intervention).
- Continue to use pupil progress reviews to identify and support pupils at risk of not achieving the combined expected standard.

Intended outcome	Success criteria	Actual Outcome / Evaluation:
Assessments and observations indicate significantly improved oral language and language comprehension among disadvantaged pupils by the end of EYFS.	At least 70% of PP entitled learners have age-appropriate oral language / comprehension skills (Attain ELG for Speaking) by the end of EYFS unless they have an identified SALT need.	84% of all disadvantaged learners in EYFS attained ELG for speaking. Target Achieved.
The attainment gap between disadvantaged learners and their non-disadvantaged peers will narrow in the phonics screening check.	At least 70% of PP eligible learners in EYFS are on green RWInc band or above by the end of EYFS (Placing them in a strong position to attain ARE by the end of KS1 and beyond). (Word Reading ELG 75% = National Average for all learners) At least 68% of entitled PP learners in Y1 meet the required standard in the Phonics Screen. (68% = National Average 23.24 for disadvantaged pupils). The number of learners meeting the expected standard in the phonics	84% of disadvantaged pupils in EYFS achieved ELG for word reading. Of the 4 disadvantaged learners that did not attain ELG for word reading, all are on the Academy's SEN register (1 with an EHCP). 10/15 (67%) of disadvantaged learners met the required standard in the phonics screen at the end of Y1 - in line with national figures (67% for 24.25). Of the 5 disadvantaged learners not meeting the required standard, four are on the Academy's SEN register (2 with an EHCP) and 1 joined the Academy late (beginning of y1) with EAL. 25/26 (96%) of disadvantaged learners met the required standard in the phonics screening check by the end of Y2. The national figure being in the region

<table>
<tr>
<td></td>
<td>screening check by the end of Y1 and Y2 will be closer to National. (Estimated as 73% for disadvantaged pupils in 23.24).</td>
<td>of 80% and so Academy data is significantly above this. The one disadvantaged learner not meeting the required standard joined the academy and the end of Y1 with English as an additional language.

Target achieved.
Although not always attained by the end of Y1, our disadvantaged learners have strong decoding skills when compared to disadvantaged pupils nationally by the end of Y2.</td>
</tr>
<tr>
<td>The gap between the attainment of disadvantaged learners and their non-disadvantaged peers will narrow in reading, writing and maths.</td>
<td>Learners eligible for PP funding will make accelerated progress in comparison to non-disadvantaged learners across all year groups in reading, writing and maths.

At the end of KS2 the percentage of learners working at or above the expected standard for reading, writing and maths are in line with their disadvantaged peers nationally and are closing the gap on the National Average for all learners.

At least 46% of disadvantaged learners attain age-related expectations in reading, writing and maths combined. (National disadvantaged figure 23.24).</td>
<td>Progress Rates for academic year 25.26:
Reading Progress Analysis:

<table>
<tr><th>Reading</th><th>Progress Disadv.</th><th>Progress Non-Disadv,</th></tr>
<tr><td>Y2</td><td>+0.1</td><td>+0.1</td></tr>
<tr><td>Y3</td><td>-0.9</td><td>-0.6</td></tr>
<tr><td>Y4</td><td>+0.5</td><td>+0.2</td></tr>
<tr><td>Y5</td><td>+0.4</td><td>+0.3</td></tr>
<tr><td>Y6</td><td>+0.0</td><td>+0.0</td></tr>
</table>

Writing progress analysis:

<table>
<tr><th>Writing</th><th>Progress Disadv.</th><th>Progress Non-Disadv,</th></tr>
<tr><td>Y2</td><td>+0.2</td><td>-0.1</td></tr>
<tr><td>Y3</td><td>-0.1</td><td>-0.1</td></tr>
<tr><td>Y4</td><td>-0.7</td><td>-0.6</td></tr>
<tr><td>Y5</td><td>+0.2</td><td>+0.3</td></tr>
<tr><td>Y6</td><td>+0.3</td><td>+0.3</td></tr>
</table>

Maths progress analysis:

<table>
<tr><th>Maths</th><th>Progress Disadv.</th><th>Progress Non-Disadv,</th></tr>
<tr><td>Y2</td><td>+0</td><td>+0</td></tr>
<tr><td>Y3</td><td>-0.7</td><td>-0.3</td></tr>
<tr><td>Y4</td><td>+0.2</td><td>+0.5</td></tr>
<tr><td>Y5</td><td>+0.1</td><td>+0.1</td></tr>
<tr><td>Y6</td><td>+0.3</td><td>+0.3</td></tr>
</table>
</td>
</tr>
</table>

KS2 attainment 25.26:

KS2	% Ellig. Disadv. Working at EXS or above	% Ellig. Non-Disadv. Working at EXS or above	% points difference
Reading	80%	75%	+5%
Writing	68%	72%	-4%
Maths	75%	88%	-13%
Comb.	60%	63%	-3%

KS2 Attainment analysis:

Strengths

- Outcomes for disadvantaged pupils exceeded 2024 national disadvantaged averages across Reading, Writing, Maths and the combined measure.
- Reading was a particular strength, with 80% achieving the expected standard, exceeding both the national disadvantaged average and the school's non-disadvantaged cohort.
- 60% achieved the expected standard in Reading, Writing and Maths combined, demonstrating the positive impact of targeted support and high-quality teaching.

Areas for Development

- Writing (68%) remains the weakest core subject, with a small attainment gap compared to non-disadvantaged pupils.
- Although Maths outcomes (75%) were strong, the in-school gap remains and increasing combined attainment remains a priority.

Learners will be regularly on time for school and whole-school attendance will be above 95%.

Barriers to PP attendance have been identified and support has been put in place to overcome these.

	Y1-6 Active (All pupils)	Y1-6 Active Only ((Non-DA)	Y1-6 Active only (Disad Pupils)
% YTD attendance 28.06.26)	94.6%	95.1%	93.9%

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<tr>
<td></td>
<td>Attendance percentages have increased for both PP and non-PP learners to at least 95%.</td>
<td>Disadvantaged pupil attendance has remained stable year-on-year at 93.9% (93.84% last year), showing sustained impact of attendance monitoring and support.
The gap between disadvantaged and non-disadvantaged pupils remains relatively narrow at 1.2 percentage points.

Target Not achieved (below target by 1.1pp)</td>
</tr>
<tr>
<td>Persistent absence will be reduced so that it is at least in line with national.</td>
<td>Reduction in the number of PA amongst learners eligible for PP funding. Aim is for this to be 20% or less by end of academic year 2025.26.

PA learners who are entitled to PP funding, show term-on-term improvement in attendance.</td>
<td>
<table>
<tr><td></td><td>Y1-6 (All pupils)</td><td>Y1-6 Non-DA</td><td>Y1-6 DA pupils</td></tr>
<tr><td>PA</td><td>14.0%</td><td>11.7%</td><td>17.0%</td></tr>
</table>

There is evidence of targeted attendance work, with PA rates for disadvantaged pupils not excessively divergent from the whole-school figure.

This is a significant reduction on this time last year when PA for disadvantaged learners stood at 22.6%.

Disadvantaged pupils remain disproportionately represented in PA figures, indicating continued underlying barriers to attendance and so targeted attendance interventions for disadvantaged pupils to further reduce PA below 15% and move towards sustained improvement year-on-year are required.

(Note: 15 of our disadvantaged PA pupils have EAL and 3 are SEN on reduced timetables awaiting transfer to specialist provision.

Target met.</td>
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</table>

PP entitled learners and their families will feel emotionally supported and there will be greater engagement with learning, ultimately impacting on their academic progress and attainment	Learners who are eligible for PP funding have developed their social and emotional skills through focused intervention / therapy work and are increasingly ready to learn on a daily basis.	43 disadvantaged learners and/or their families have accessed support from the Family Support Working team over the last 12 months.

Spending Review:

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £21,866.33

Actual cost = £25,685.51 (39% of the actual costings below which total £65,860.30 – reflective of the PP profile of the school).

Activity	Budgeted Cost	Actual Cost
To improve the spoken language skills of learners through the implementation of a cross-curricular, whole school approach to oracy designed to equip learners with the ability to articulate ideas, develop understanding, and engage effectively with others through spoken language.	**Voice21 Project Costs £2590.00**	£2590
Continued Stage not Age teaching in small groups for Phonics. (RWInc Programme) by appropriately trained adults.	RWInc. Training Portal & RWInc Development Days to ensure consistency in delivery. **£3,061.80** (Portal access + 3 development days) Plus 1 day every fortnight of SL release time: £5,381.54 = £8,443.34	£2430 (3 x development days) £255 (portal access) £14415 S.D. release time = £9891.00
Continue to embed staff knowledge, skills and understanding in relation to the development of reading prosody to support comprehension.	English SL release time to support QFT in both reading and writing. = £16,268.64	£16, 269 J.H.. release time

Further develop whole-staff knowledge, skills and understanding in relation to QFT for writing through the delivery of Place Value of Punctuation and Grammar Training and subsequent implementation of the PVPG programme from Y1 upwards.	Subscription to materials = £599.00	£718.80
Further develop teacher knowledge, skills and understanding in relation to QFT for maths via the further embedding of Broadbent Maths sequences to support planning (Spiral curriculum Model)	1 day a week of Maths SL release time to support QFT in Maths @ £14,169.42 = £14,169.42	£14,665 C.C... release time
Continue to develop and implement Academy ELIP (English Language Immersion Program) for new to English learners who join the Academy other than in EYFS/KS1.	*Language Lab New to English language learning' programme delivered by QT* (6.5 hours weekly) @ £13,997.10	£14,519 V.L. Release time

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

Budgeted cost: £110,307.95

Actual cost = £106,363.58 (39% of total of all costings below which total 272,727.15)

Activity	Budgeted Cost	Actual Cost
Continued use of 'Big Talk' Pictures intervention within EYFS to support early language acquisition and communication skills.	TA to deliver interventions £12,621.62	£29045 (AR & MP)
Targeted Reading Interventions: 1:1 phonics (RWInc) for those not meeting age-related expectations for phonics	PiXL Reading Therapies = £2,744.55 (membership) Provision of Easter School	£2744.55 Pixl membership £575.52 Easter School

(focused on developing decoding and fluency skills).	= £2,800 TA time to lead interventions: £75,058.61 (0.4 - afternoons - of total cost of HG,LA,TO,KH,SM & RG)	£180229 TA staffing costs (HG, LA, TO, KH, SM & RG)
Targeted Writing interventions.	Provision of fine motor skills interventions. Provision of 1:1 editing sessions (1 day a week of JL = £19,360.77) Provision of 1:1 tuition (Saturday School) £9,600 Provision of Easter School (Cost included above) Cost of adults to deliver the above interventions (Cost included above)	£19361 JL time £2026.08 Saturday School
Targeted Maths Interventions	Teacher-led maths interventions for (Intervention teacher) Cost = £43,256 Pixl Therapies Provision of Easter School (Cost included above) Cost of adults to deliver the above interventions included above.	£38746 (Intervention Teacher)

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

Budgeted cost: £ **77,326.00**

Actual cost: £74,256.78

Activity	Budgeted Cost	Actual Cost
Continuation of Family Support worker role within the Academy to help identify and address the	£40,846.00	£60769 E G and H B (FSW)

needs of children and families who need help to overcome barriers to learning (including attendance).		
Provide financial support for the PP entitled pupils via support with provision of uniforms, educational visits and free breakfast club access.	£50 Uniform; £100 educational visits + £78 breakfast club per child (160 pupils x £228) = £36,480	£360.24 uniform £8936.41 Educational Visits £4191.13 Breakfast Club

Total budgeted cost: £209,500.28

Detail	Amount
Pupil premium funding allocation 25-26	£252, 672
Actual expenditure 25-26	£206,309
Carry forward into 26-27	£46, 363

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Lexi Core5	Lexia Learning
Talk Boost	Speech & Language UK
Read, Write, Inc. Fast-Track Tuition	Oxford University Press
Pixl Therapies	PiXL
Place Value of Punctuation & Grammar	Grammarsaurus