Pupil premium strategy statement - Sept 26

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 and how we intend to spend the funding in this academic year.

The effect that last year's spending of pupil premium had within our school can be viewed in a separate document entitled 'Pupil Premium Impact Report 25-26'

School overview

Detail	Data
School name	Boston Pioneers Academy
Number of pupils in school	409
Number of PP Pupils in School	168 = 41%
Academic year/years that our current pupil premium strategy plan covers	2024-27
Date this statement was 1st published	23.09.24
Initial Review	July '25 (This statement)
2nd Review	July '26
Date on which it will be reviewed again	July '27
Statement authorised by	J Bland
Pupil premium lead	J Hayford
Governor / Trustee lead	

Funding overview (2026-27)

Detail	Amount
Pupil premium funding allocation this academic year	£260,400.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£46,363.00
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	£306763.00

Part A: Pupil premium strategy plan

Statement of intent

At Boston Pioneers Academy we are passionate about 'success for all' and strongly believe that a child's socio-economic background should not be a barrier to their future life chances.

When making decisions about the priorities for spending our pupil premium funding, we carefully consider the needs of our pupil premium entitled learners. These needs are varied and so the academy adopts a range of strategies to address these. We ensure that our chosen strategies are based on strong research evidence, and we utilise the EEF toolkit and associated research to do this.

The common barriers that our disadvantaged learners face are:

- Early language and communication difficulties
- Lack of parental support for learning at home (Linked largely to many of our learners and their families being first-generation English as an additional language).
- Social, emotional and mental health issues
- Poor attendance

We strive to provide the following provision:

- Quality first teaching for all learners.
- Equity of experience for all learners, regardless of disadvantage or SEND.
- A curriculum designed around key 'drivers', created from identified 'deficit' areas: Oracy and Literacy, Cultural Capital, Raising Aspirations and Personal Development.
- Quality interventions for those that require them.
- School-based Family Support Workers to provide Early Help to families; quality SEMH interventions to learners; and attendance support to those that require it.

Our aims for our disadvantaged learners are:

- To narrow (and ultimately close), the attainment gap between disadvantaged and non-disadvantaged learners
- For all disadvantaged learners to make accelerated progress from their starting points
- To support learners' mental and emotional wellbeing in order for them to have full access to the curriculum
- That they have access to a range of first-hand learning experiences
- That they attend school regularly

In order that when they leave the academy, they:

- Leave as a lifelong learner, equipped with the life-skills required to confidently explore the rich, diverse world around them. (Be Curious / Be Inspired)
- Are able to communicate effectively in a wide range of contexts (Be Articulate)
- Are able to read fluently and with good understanding to enable them to access the breadth of the curriculum, which in turn will help them to build their own knowledge and make sense of the world around them. (Be knowledgeable)
- Have accessed a wide range of opportunities to develop their knowledge and understanding of the world and raise their future aspirations (Be Excited)

In conjunction with the EEF guide to Pupil Premium, we have a clear rationale that the best place to meet the needs of all pupils is through our quality first classroom offer. This ensures equity for all pupils, allowing our skilled teachers to make reasonable and necessary adjustments that support the progress of all. Developing quality first teaching through the provision of high-quality CPD remains our highest priority when it comes to Pupil Premium expenditure and this also ensures the premium is spent on developments that will have a long-lasting impact.

When making provision for socially disadvantaged learners, we recognise that not all learners who receive FSM will be socially disadvantaged. We also recognise that not all learners who are socially disadvantaged are registered or qualify for FSM. As a result, we will allocate the Pupil Premium funding to support any learner, or groups of learners, that the Academy has identified as being socially disadvantaged or in need of additional support. Initiatives primarily designed to impact on PP entitled learners are therefore open to all learners who are deemed to have the same need.

In addition to our quality-first teaching offer, where required, learners will receive targeted intervention and support to address identified gaps in learning or to support their social and emotional development. Interventions across the academy are streamlined to those which have been proven to have the most impact, though the main aim is always for learners to 'keep up' not 'catch up'.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. (Figures as of September '26).

Challenge number	Detail of challenge
1	In comparison to the EYFS framework age related expectations, many pupils join the academy with **poor social and communication skills** (vocabulary & oracy). This can impact on children's ability to access early phonics and reading skills, which in turn impacts future writing. This is in part due to the high percentage of new to English language learners within the academy (66.3% - Almost 3 times national average of 23.8%).
2.	Less developed oral language skills and core vocabulary on entry impacts on learners' ability to access phonics and develop early reading skills (**decoding and/or fluency skills).** This in turn impacts on their development as readers in KS2 and places learners at a disadvantage when accessing the wider curriculum.
3.	Limited social and communication skills on entry (vocabulary and oracy) and the fact that two thirds of our student body have English as an additional language, has in turn impacted on **writing outcomes**. Writing moderation has evidenced core knowledge of punctuation and grammar as being an area of focus for all learners, but especially so for our disadvantaged learners.
4.	Learners' **knowledge of place value and the number system and/or core arithmetic skills; coupled with their vocabulary deficit**; **impacts on their mathematical progression**, especially when it comes to problem solving in context as it impedes their ability to reason and apply.
5a	**Disadvantaged learners for whom English as an additional Language** Language barriers between school and families contribute to difficulties engaging families within their children's learning. Many of our new to English language learners start at the academy at various times throughout the year, some with no prior English or previous experience of being in an educational setting and so require interventions and small group work to "catch up".
5b	**Disadvantaged learners with Special Education Needs** A significant proportion of our pupil premium cohort also have identified special educational needs. These learners experience additional barriers to learning which can impact their ability to access age-related expectations consistently.

	As a result, many require highly structured teaching, precise scaffolding, and carefully sequenced interventions alongside consistently strong Quality First Teaching in order to secure progress. For some pupils, gaps in prior learning, difficulties with working memory and retention, and challenges with independent application mean that learning needs to be broken down and reinforced over time to ensure knowledge and skills are securely embedded.
6	The **attendance rates and punctuality** of our disadvantaged pupils, when compared to that of their non-disadvantaged peers tends to be poorer. Many families struggle to get their children to school. Some of this in part is due to some cultures having differing views around school attendance. Poor attendance requires compensating for in school with intervention.
7a	**Social and emotional development** is often low amongst our disadvantaged learners, owing to the children's life experiences outside of school. A significant number of disadvantaged learners are managing complex emotions and adverse childhood experiences, which in turn reduces children's capacity to learn and retain information.
7b	Low-income families often **struggle to provide the basic needs for children**: breakfast, lunches, uniform, coats and shoes. Extras such as trip contributions are noticeably lower than in the past. They also tend to have more limited experiences of the wider world, and this can all impact on their aspirations, confidence and self-esteem.

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
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.

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. (67% = National Average 24.25 for disadvantaged pupils). The number of learners meeting the expected standard in the phonics screening check by the end of Y1 and Y2 will be closer to National. (80% for disadvantaged pupils in 24.25).
The gap between the attainment of disadvantaged learners and their non-disadvantaged peers will narrow in reading, writing and maths.	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 45% of disadvantaged learners attain age-related expectations in reading, writing and maths combined. (National disadvantaged figure 24.25).
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. Attendance percentages have increased for both PP and non-PP learners to at least 95%.
Persistent absence will be reduced so that it is at least in line with national.	Reduction in the number of PA amongst learners eligible for PP funding. Aim is for this to be 17.5% or less by end of academic year 2026.27.

	PA learners who are entitled to PP funding, show term-on-term improvement in attendance.
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.

Activity in this academic year

This details how we intend to spend our pupil premium funding this academic year (2026-27) to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £25,035.42 *(41% of costings below - which total £61062 - reflective of PP profile of school)*

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve the spoken language skills of learners through the continued 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**	*"Oracy is a powerful tool for learning; by teaching pupils to become more effective speakers and listeners we empower them to better understand themselves, each other, and the world around them. Independent evaluation of Voice 21's impact found that pupils eligible for Pupil Premium made greater than expected progress in both oral language and written outcomes."* — Voice 21, citing independent evaluation by University of Oxford & RAND Europe (2020) Voice21 has been proven to be particularly impactful in contexts of high deprivation, as it directly addresses barriers to communication and language acquisition that often underpin lower attainment for disadvantaged pupils.	1, 2, 3 & 5
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. **£2430** (Portal access + 3 development days) Plus 1 day every other week of SL release time: £7534	'Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. Early literacy approaches evaluated to date led to an average impact of four additional months' progress, with the most effective approaches improving learning by as much as six months' EF findings from improving literacy in KS1 and 2.	2
To improve outcomes for disadvantaged pupils in reading and writing by enhancing the consistency and impact of Quality First Teaching across the school through the	The EEF is very clear that improving classroom teaching has the **largest impact on pupil outcomes**, especially for disadvantaged learners.	2

strategic release of the Literacy Subject Leader for one day per week. This time will be used to coach teachers, model effective literacy pedagogy, support planning and sequencing, and monitor implementation of agreed approaches. English SL release time = £17101	• "Improving teaching quality is the single most important lever schools have to improve outcomes for pupils." • High-quality professional development and coaching are key mechanisms for this improvement.	
Further develop whole-staff knowledge, skills and understanding in relation to QFT for writing through the further embedding of Place Value of Punctuation and Grammar programme from Y1 upwards. Subscription to materials = £650	PVPG training provides a progressive, sequenced and coherent approach to the teaching of grammar and punctuation (Key aspects of weakness identified from writing moderation). "The purpose of the 'Place Value of Punctuation and Grammar' units is to home in on the fundamentals of spelling, punctuation and grammar. These units complement our writing approach in school and emphasise the 'place value' of language. By mastering these essential building blocks at the start of each academic year, children are well-prepared for more advanced literacy teaching throughout the rest of the academic year. It has seen many schools move from poor and average results to 70-90% expected in writing." (Grammasaurus CPD impact statement)	3
To improve attainment and progress in mathematics for disadvantaged pupils by ensuring consistently high-quality teaching through the weekly release of the Mathematics Subject Leader. This dedicated time will be used to strengthen curriculum implementation, provide targeted coaching and modelling for teachers, support planning and sequencing of mathematical concepts, and monitor the quality and consistency of classroom practice. By developing teacher expertise and ensuring fidelity to agreed approaches, the aim is to reduce in-school variation and secure stronger outcomes for	The EEF is very clear that improving classroom teaching has the **largest impact on pupil outcomes**, especially for disadvantaged learners. • "Improving teaching quality is the single most important lever schools have to improve outcomes for pupils." • High-quality professional development and coaching are key mechanisms for this improvement.	4

pupil premium learners through improved Quality First Teaching. 1 day a week of Maths SL release time to support QFT in Maths @ £15871		

To improve attainment and progress for disadvantaged pupils with overlapping special educational needs and/or English as an additional language, by sustaining a non-teaching Inclusion Lead role (V Lilley) with dedicated time to strengthen whole-school Quality First Teaching. This role will focus on coaching, modelling and supporting staff to effectively meet a wide range of additional needs within the classroom, ensuring that adaptive teaching strategies are consistently implemented. The Inclusion Lead will work with teachers to refine planning, develop high-quality scaffolding, and support precise identification of barriers to learning, alongside monitoring the impact of provision for disadvantaged learners.
 	
1 day a week of V Lilley £14886
	The Education Endowment Foundation identifies **reducing within-school variation in teaching quality** as a key mechanism for improving outcomes, particularly for disadvantaged pupils.
	
	Moreover, EEF guidance on SEND in mainstream schools emphasises:
	
	• High-quality teaching should be the **first response for all pupils, including those with SEND**
	• Adaptive teaching reduces the need for separate interventions
	• Effective scaffolding, modelling, and chunking improves access for:
	  ○ disadvantaged pupils
	  ○ pupils with SEND
	  ○ pupils with EAL
		5b

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

Budgeted cost: £196,742.07 (41% of total of costings below, with exception of JW and QT whose total costs are included – So 41% of £275027 i.e. 112,761.07 + JW & QT).

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued use of 'Big Talk' Pictures intervention within EYFS to support early language acquisition and communication skills. TA to deliver interventions	'Trails involving over 6000 children receiving a 10-week block of Talk Boost intervention concluded that: 81% of children reached expected levels in their ability to talk in sentences (compared to 33% before);	**1**

(Included in targeted reading interventions costs below)	2. The number of children working at expected levels in using sentences more than doubled. 3. 85% of children reached expected levels in understanding and using vocabulary.'	
Targeted Reading Interventions: 1:1 phonics (RWInc) for those not meeting age-related expectations for phonics (focused on developing decoding and fluency skills). PiXL Reading Therapies **= £3024.00** Provision of Easter School = £3200 (3 teachers, x 4 hours x 5 days) TA time to lead interventions: £261,603 (SC, EA, KH, SK, LA, JP, HG, GS & AH)	EEF Research into RWInc 1:1 phonics found a positive impact on all pupils of an additional three months progress over the course of an academic year.	1 & 2
Targeted Writing interventions: Provision of teacher-led writing interventions for KS2 pupils inc. small group and 1:1. (3 days a week of QT = £39,624) Provision of 1:1 tuition (Saturday School) £7200 (3 members of staff x 4 hours x 20 weeks) Provision of Easter School (Cost included above) Cost of adults to deliver the above interventions	EEF Research into small group support indicates, 'overall the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group, the better.' EEF research has also shown that 'effective writing instruction requires: • explicit modelling of composition and sentence construction • responsive feedback during writing • diagnostic teaching based on pupil misconceptions • adaptive scaffolding in the moment These are **expert teacher behaviours**, not easily replicated in intervention groups led without full pedagogical control.'	3 & 5

(Cost included above)		
Targeted Maths Interventions: Teacher-led maths interventions for identified pupils (maths Intervention Teacher) Cost = £44,357 Pixl Therapies Provision of Easter School (Cost included above) Cost of adults to deliver the above interventions included above.	'Small group tuition has an average impact of four months' additional progress over the course of a year.' EEF Toolkit, Small Group Tuition research.	4

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

Budgeted cost: **£39,033**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuation of Family Support worker roles within the Academy to help identify and address the needs of children and families who need help to overcome barriers to learning (including attendance). £25803 (41% of total cost of £62,934 - reflective of PP % of Academy)	'We know that social and emotional skills – such as self-awareness, social awareness, relationship skills, emotional regulation and responsible decision-making – play a crucial role in a person's development. Research shows that children with stronger social and emotional skills are more likely to graduate from college or university, to succeed in their careers, to have positive work and family relationships, to have good mental and physical health, and to become engaged citizens. They are less likely to get involved in crime or antisocial behaviour.' (Early Intervention Foundation Research)	6 & 7
Provide financial support for the PP entitled pupils via support with provision of uniforms, educational visits and free breakfast club access.	EEF research into impact if breakfast club provision on pupil attainment indicates that this provision 'delivered an average of 2 months' additional progress for pupils'.	7

£20 Uniform; £40 educational visits + £18.75 breakfast club per child (168 pupils x £78.75) = £13,230	EEF school uniform research indicates that 'school uniform leads to improvements in pupils' behaviour and that although improved behaviour, on its own, does not necessarily lead to better learning, it is an important precondition'	

Total budgeted cost: £260,810.49