

Pupil premium strategy Impact report (September 25)

This statement details our school's use of pupil premium (and recovery premium) funding during the academic year 24-25 and the impact of this in our school.

School overview

Detail	Data
School name	Boston Pioneers Academy
Number of pupils in school	402
Number of pupils entitled to PP funding	124 = 30.9%
Academic year/years that our current pupil premium strategy plan covers	2024-27
Date this statement was published	
Initial Review	July '25
2 nd Review	Due July '26
Date on which it will be reviewed again	Due July '27
Statement authorised by	J Bland
Pupil premium lead	J Bland
Governor / Trustee lead	C Penney

Funding overview (2024-25)

Detail	Amount
Pupil premium funding allocation this academic year	£ 199, 922.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 3,323.00
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	£ 203,245.00

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 2024 to 2025 academic year.

EYFS Data:

Cohort Overview:

Out of 60 pupils, 14 were identified as disadvantaged (23% of the cohort).

Attainment:

Attainment - Characteristics		Summer Data - GLD	
EY	No	No	%
Whole Cohort	60	35	58%
Disadvantaged	14	7	50%
Not Disadvantaged	46	28	61%

	ALL %	Disadvantaged % (14 learners)
Speaking	67%	64%
Word Reading	65%	64%
Comprehension	63%	64%
Writing	60%	50%
Number	67%	71%
Numerical Patterns	62%	57%

Analysis:

The attainment gap between disadvantaged and non-disadvantaged pupils is 11 percentage points, which, while narrower than national trends, still indicates a need for focused early intervention. The 50% GLD rate for disadvantaged pupils is broadly in line with national average for disadvantaged learners which in 23.24 was 51%.

Strengths:

- Speaking (64%), Word Reading (64%), and Comprehension (64%) outcomes for disadvantaged learners are closely aligned with whole-cohort attainment, showing only minor gaps (within 3 percentage points).
- Number (71%) is a particular strength, with disadvantaged pupils outperforming the whole cohort by 4 percentage points, indicating strong progress in early mathematical fluency.

These outcomes reflect the effectiveness of:

- Targeted language and communication strategies (Word Warrior & Talk Boost).
- A consistent, systematic phonics approach
- High-quality maths provision and support with number sense

Areas for Development:

- Writing shows a more significant gap, with 50% of disadvantaged pupils achieving the expected standard compared to 60% overall. This indicates a 10-point gap and suggests that fine motor skills, transcriptional development, and opportunities for writing need greater emphasis for disadvantaged learners.

Next steps:

- Strengthen provision for early writing, including fine motor development, structured writing opportunities, and vocabulary enrichment.

Phonics Data:

Y1 Phonics	No. in cohort	Number 'passed'	%
Cohort	60	50	83
Disadvantaged	25	22	88
Not Disadvantaged	35	28	80

Analysis:

Disadvantaged pupils outperformed their non-disadvantaged peers by 8 percentage points, which is a significant strength and a positive reflection of the targeted support provided. This evidences that phonics interventions, quality-first teaching, and early reading support is having a measurable impact for disadvantaged learners. They also performed considerably better than disadvantaged pupils nationally (68% in 2023.24)

Y2 Phonics	No. in cohort	Number 'passed'	%
Cohort	58	48	83
Disadvantaged	27	22	81
Not Disadvantaged	31	26	84

Analysis:

The attainment gap between disadvantaged and non-disadvantaged pupils is minimal (3 percentage points), indicating equitable provision. The vast majority of disadvantaged pupils who did not pass in Year 1 have now secured the required standard, suggesting that the targeted support between Y1 and Y2 has been effective.

While national data for disadvantaged pupils specifically is not published in relation to Year 2 cumulative, we know that there is a consistent attainment gap of around 16–17 percentage points compared to non-disadvantaged peers, which would suggest a national figure for disadvantaged pupils meeting the required standard by the end of Y2 in the region of 73%.

Next steps:

- Maintain strong provision for future cohorts: rapid catch-up intervention based on detailed gap analysis and rigorous QFT.

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	52%	58%	6pp
Writing	26%	52%	26pp
Maths	63%	68%	5pp
R, W & M Combined	26%	48%	22pp

Note: 15/27 (55%) of disadvantaged pupils have English as an additional language, 12/27 (44%) have SEN (including 4 EHCP pupils) and 6/27 (22%) started at the academy after EYFS.

Analysis:

- Reading and Maths outcomes for disadvantaged pupils are within 5–6 percentage points of their non-disadvantaged peers, suggesting that early interventions and structured approaches in these areas are having some, albeit moderate, impact.
- Writing presents a significant concern, with just 26% of disadvantaged pupils achieving the expected standard — 26 percentage points lower than their non-disadvantaged peers.
- The combined R/W/M outcome for disadvantaged pupils is also low at 26%, driven largely by writing performance.

Next steps:

Writing must continue to be a key area of focus for disadvantaged pupils in KS1. This will involve:

- Further strengthening early transcriptional skills and sentence-level construction.
- Increased access to oral rehearsal and structured writing frameworks.
- Embedding high-quality talk for writing, with an emphasis on vocabulary development.
- Further embedding of PVPG (Introduced in 2024.25).

We must also maintain momentum in **reading and maths** by:

- Continuing phonics support and fluency work, particularly for borderline pupils.
- Using manipulatives and structured visual models in maths to embed conceptual understanding, alongside targeted teacher-led intervention.

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	18	9	50%	7	39%	9	50%	5	28%
Not Disadvantaged	36	30	83%	31	86%	30	83%	29	81%

Note: 11/18 (61%) of eligible disadvantaged pupils have English as an additional language; 10/18 (56%) have SEN (including 4 EHCP pupils); 7/18 (39%) started at the academy after EYFS; and 3 (17%) have started since Y3.

Analysis:

Disadvantaged pupils achieved strongest results in Reading and Maths, both at 50% EXS+

There are significant attainment gaps remain in all subjects, when compared to non-disadvantaged peers:

- Writing (-47% gap) – lowest performing subject for disadvantaged pupils.

- Combined (-53% gap) – suggests inconsistency across subjects and that pupils are not achieving expected standards in all three key areas.

However, the data should be treated with caution due to this high number of DA pupils being SEN boys

Next steps:

- Refine Intervention Targeting: Further refine identification of underperforming PP pupils and track the impact of specific interventions using granular data.
- Writing-Focused Improvement Plan: Implement a robust writing catch-up programme for PP pupils.

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.	<p>64% (9/14) of all disadvantaged learners in EYFS attained ELG for speaking.</p> <p>However, of these 6 have identified SLCN.</p> <p>Of the 8 remaining (i.e. those without identified SLCN, 6 attained ELG for speaking – 75%</p> <p>Target Achieved</p>

<p>The attainment gap between disadvantaged learners and their non-disadvantaged peers will narrow in the phonics screening check.</p>	<p>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).</p> <p>(Word Reading ELG 75% = National Average for all learners)</p> <p>At least 68% of entitled PP learners in Y1 meet the required standard in the Phonics Screen.</p> <p>(68% = National Average 23.24)</p> <p>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.</p>	<p>9/14 (64%) disadvantaged pupils in EYFS achieved ELG for word reading and are on Green RWInc. Band.</p> <p>Of the disadvantaged learners that did not attain ELG for word reading, 3 are on the Academy's SEN register (1 with and EHCP, another in process), one has EAL and one is being monitored for SEN.</p> <p>21/25 (88%) of disadvantaged learners met the required standard in the Phonics screen – Significantly above national average (+20%)</p> <p>22/27 (88%) of disadvantaged learners met the required standard in the phonics screening check by the end of Y2. The national figure for disadvantaged pupils meeting the required standard by the end of Y2 is in the region of 73% and so Academy data is significantly above this (+15%)</p> <p>Target largely achieved: Although not always attained by the end of EYFS, by the end of Y2, disadvantaged learners have strong reading skills when compared to that of Disadvantaged pupils nationally.</p>												
<p>The gap between the attainment of disadvantaged learners and their non-disadvantaged peers</p>	<p>Learners eligible for PP funding will make accelerated progress in comparison to non-disadvantaged learners across all year groups in</p>	<p>Progress Rates for academic year 24.25:</p> <table border="1" data-bbox="954 1850 1394 2069"> <thead> <tr> <th>Reading</th> <th>Progress Disadv.</th> <th>Progress Non-Disadv,</th> </tr> </thead> <tbody> <tr> <td>Y2</td> <td>+0.3</td> <td>+0.1</td> </tr> <tr> <td>Y3</td> <td>-0.5</td> <td>-0.3</td> </tr> <tr> <td>Y4</td> <td>-0.2</td> <td>-0.1</td> </tr> </tbody> </table>	Reading	Progress Disadv.	Progress Non-Disadv,	Y2	+0.3	+0.1	Y3	-0.5	-0.3	Y4	-0.2	-0.1
Reading	Progress Disadv.	Progress Non-Disadv,												
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Y3	-0.5	-0.3												
Y4	-0.2	-0.1												

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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 23.24).

Y5	+0.1	+0.4
Y6	+0.1	+0.3

Reading Progress Analysis:

While reading progress for disadvantaged pupils in Year 2 is promising, the picture in Years 3–5 indicates a need for strengthened focus on reading fluency and comprehension strategies. Continued focus on adaptive teaching and a review of targeted reading interventions will be essential in ensuring that gaps do not widen further in upper KS2.

Writing	Progress Disadv.	Progress Non-Disadv,
Y2	-0.2	-0.2
Y3	+0.1	0
Y4	0	-0.2
Y5	+0.6	+0.6
Y6	+0.4	+1.1

Writing progress analysis:

Progress in writing across KS1 and KS2 has shown generally positive trends for disadvantaged pupils, with gaps narrowing or closed in most year groups. In Year 6, although both groups made strong progress, non-disadvantaged pupils slightly outperformed disadvantaged peers by 0.3 points. However, the +1.0 progress score for disadvantaged pupils is a strong outcome and reflects the impact of high-quality teaching and targeted intervention. Year 5 outcomes indicate parity between groups, suggesting that disadvantaged pupils are well placed for success in Year 6.

Maths	Progress Disadv.	Progress Non-Disadv,
Y2	-0	-0.2
Y3	-0.2	-0.3
Y4	-0.3	-0.6
Y5	+0.3	+0.3

		<table border="1" data-bbox="954 152 1394 197"> <tr> <td>Y6</td> <td>+0.4</td> <td>+0.2</td> </tr> </table> <p>Maths progress analysis: In Years 2 to 4, disadvantaged pupils made better progress than their peers, with gaps in favour of disadvantaged learners ranging from +0.1 to +0.3 points. This indicates that catch-up strategies and early intervention in maths have been effective for these pupils.</p> <p>KS2 attainment 24.25:</p> <table border="1" data-bbox="954 645 1394 987"> <thead> <tr> <th>KS2</th> <th>% Ellig. Disadv. Working at EXS or above</th> <th>% Ellig. Non-Disadv. Working at EXS or above</th> <th>% points difference</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>50%</td> <td>83%</td> <td>33%</td> </tr> <tr> <td>Writing</td> <td>39%</td> <td>86%</td> <td>47pp</td> </tr> <tr> <td>Maths</td> <td>50%</td> <td>83%</td> <td>33%</td> </tr> <tr> <td>Comb.</td> <td>28%</td> <td>81%</td> <td>53%</td> </tr> </tbody> </table> <p>KS2 Attainment analysis:</p> <table border="1" data-bbox="954 1126 1426 1386"> <thead> <tr> <th></th> <th>Y1-6 Active & Left (All pupils)</th> <th>Y1-6 Active Only (All pupils)</th> <th>Y1-6 Active only (Disadv Pupils)</th> </tr> </thead> <tbody> <tr> <td>% YTD attendance 04.07.25</td> <td>94.37%</td> <td>94.77%</td> <td>93.84%</td> </tr> </tbody> </table> <p>Disadvantaged pupil attendance across Years 1–6 has improved to 93.84%, representing a notable increase of over 1 percentage point from the previous year’s figure of 92.23%. While attendance remains below the school’s 95% target, this improvement reflects the positive impact of attendance-focused strategies and increased engagement with families.</p> <p>Target partially achieved: attainment gap is narrowing.</p>	Y6	+0.4	+0.2	KS2	% Ellig. Disadv. Working at EXS or above	% Ellig. Non-Disadv. Working at EXS or above	% points difference	Reading	50%	83%	33%	Writing	39%	86%	47pp	Maths	50%	83%	33%	Comb.	28%	81%	53%		Y1-6 Active & Left (All pupils)	Y1-6 Active Only (All pupils)	Y1-6 Active only (Disadv Pupils)	% YTD attendance 04.07.25	94.37%	94.77%	93.84%
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<p>Learners will be regularly on time for school and whole-school attendance will be above 95%.</p>	<p>Barriers to PP attendance have been identified and support has been put in place to overcome these.</p> <p>Attendance percentages have increased for both PP and non-PP learners to at least 95%.</p>																																

<p>Persistent absence will be reduced so that it is at least in line with national.</p>	<p>Reduction in the number of PA amongst learners eligible for PP funding.</p> <p>Aim is for this to be 20% or less by end of academic year 2024.25.</p>	<table border="1" data-bbox="948 255 1394 465"> <thead> <tr> <th></th> <th>Y1-6 Active & Left (All pupils)</th> <th>Y1-6 Active Only (All pupils)</th> <th>Y1-6 Active only (Disad Pupils)</th> </tr> </thead> <tbody> <tr> <td>PA</td> <td>69</td> <td>46</td> <td>34</td> </tr> </tbody> </table> <p>At the end of the academic year (04.07.25), 34 disadvantaged pupils were classified as persistently absent (PA). Importantly, none of these pupils are classified as Severely Absent (SA).</p> <p>This equates to 22.6% (34/150) disadvantaged pupils on roll from y1-6 at the point of data capture (05.07.25).</p> <p>Nationally, in the academic year 2023/24, 34.8% of disadvantaged primary pupils were classified as persistently absent and so the Academy's figure indicates that the strategies adopted to date are having an impact but continued focused strategies are essential to further reduce persistent absence.</p>		Y1-6 Active & Left (All pupils)	Y1-6 Active Only (All pupils)	Y1-6 Active only (Disad Pupils)	PA	69	46	34
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PA	69	46	34							
<p>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</p>	<p>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.</p>	<p>87 disadvantaged learners and/or their families have accessed support from the Family Support Working team over the last 12 months.</p>								

Spending Review:

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,708.34 (30.9% of costings below - which total £50,836.06 - reflective of PP profile of school)

Actual cost = £ 16,262.67 (30.9% of the actual costings below which total £52, 52,630 – reflective of the PP profile of the school).

Activity	Budgeted Cost	Actual Cost
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.	£2625.00 (Portal access + 3 development days) Plus 1 day every fortnight of SL release time: £6,848.40 = £9473.40	Phonics Training/portal access = £2430 SL release time (JM) = £7184 Total = £9614.00
<i>Further bespoke CPD to support teachers in the planning of learning sequences for Literacy (Specific focus: meeting the varying needs of the diverse range of learners within the Academy).</i>	Christine Whitney bespoke support x 2 days = £1166.60	Note: This did not take place due to the decision to implement PVPG. £0
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. = £15,101.97	SL release time (JH) = £15,119 Total = £15,119.00
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.	£200 training costs + subscription to materials £499.00 = £699.00	Grammarsaurus Subscription Renewal £599 Grammarsaurus PV Training - £200 Total = £799.00
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)	£320.00 (Subscription to Broadbent Maths) & 1 day a week of Maths SL release time to support QFT in Maths @ £13,529.49 = £13,849.49	Broadbent Maths - Consultancy support for new Maths Lead = £300 SL Release (CC) £13,518 Total = 13,818.00

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.	<i>Language Lab New to English language learning' programme delivered by QT (Daily session with EAL Inclusion Lead - 6.5 hours weekly)</i> = £10,545.60	Teacher time to deliver L Lab = £13,280 Total = £13,280
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 98,824.23

Actual cost = **£108,007.68**

Activity	Budgeted Cost	Actual Cost
Continued use of 'Big Talk' Pictures intervention within EYFS to support early language acquisition and communication skills.	TA time to lead interventions: £93,355 (0.4 - afternoons - of total cost of KH, GM, PL, LA, HG, GS, AR & EM)	£86,910.49 (All)
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 Lexia Core 5 intervention	Cost of adults to deliver the above interventions listed above.	Cost of teacher-led reading intervention (CP) = £4617.20 Total = £1488.51 (reflective of PP proportion of school)
Targeted Writing interventions: Provision of fine motor skills interventions.	Provision of 1:1 editing sessions (30.9% of 1 day a week of JL = £5469.23) Cost of adults to deliver the above interventions listed above.	Cost of teacher-led editing sessions (JL) £18,460.19 Saturday School £3,020 Easter School £1710

		Total = £7,165.78 (reflective of PP proportion of school)
Targeted Interventions: Pixl Therapies	Maths Cost of adults to deliver the above interventions listed above.	Pixl £2434.42 Doodle Maths £1080.00 + £140.28 (membership) Teacher led maths intervention (JW) = £8788.20 Total = £12,442.90 (Reflective of PP proportion of school)

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

Budgeted cost: £ 69,374.00

Actual cost: **£59,665.48**

Activity	Budgeted Cost	Actual Cost
Continuation of Family Support worker role within the Academy to help identify and address the needs of children and families who need help to overcome barriers to learning (including attendance).	£38,374.00	Cost of additional FSW £33,851.00 Total = £33,851.00
Provide financial support for the PP entitled pupils via support with provision of uniforms, educational visits and free breakfast club access.	£31,000 (£250 per child – Uniform £100, Educ. Visits £100; B.fast club £50).	PP Uniform = £914.53 PP trip costs to date = £22,718.16 BFC expenditure to date = £260.62 (reflective of PP proportion of school) BFC staffing costs £1948.17 (reflective of PP proportion of school)

		Total of the above = £25,814.48
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Total budgeted cost: £ 183,906.57

Detail	Amount
Pupil premium funding allocation 24-25	£ 203,245.00
Actual expenditure 24-25	£ 183,935.83
Carry forward into 25-26	£19,309.17

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
Doodle Maths	Discovery Education