

Pupil premium strategy statement - Fleetdown Primary Academy



This statement details Fleetdown Primary Academy'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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	629
Proportion (%) of pupil premium eligible pupils	15.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended - you must still publish an updated statement for each academic year)	2025-2026
Date this statement was published	2025
Date on which it will be reviewed	2026
Statement authorised by	Alice Harrington Headteacher Toniann Braniff Acting Headteacher
Pupil premium lead	Nicola King Deputy Headteacher
Governor / Trustee lead	Chloe Watkins

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,320
Recovery premium funding allocation this academic year	£0
Pupil Premium Plus funding this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	133,320

Part A: Pupil premium strategy plan



Statement of intent

At Fleetdown Primary Academy, we believe that all pupils should be given the opportunity to succeed, regardless of their race, gender, background or socio-economic circumstances. Our pupil premium strategy plan is designed in such a way as to break down the barriers to success for our children, allowing them to thrive during their time at Fleetdown.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is having the greatest impact on closing the disadvantaged attainment gap whilst benefiting the non-disadvantaged pupils in our school. Implicit in our raising of standards is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our current strategy plan focuses on the barriers faced by children in our setting: low starting points, low levels of attendance and low levels of wellbeing. With a sharp focus on these areas, we endeavour to improve outcomes for our pupil premium children, whilst enriching their experience at school; providing opportunities for growth and development that they may not be able to access without our support.

We intend to work with our whole school community to ensure that our children are not disadvantaged in their education, support in the breaking of cycles of poverty and allow for our children to aspire and aim high. Through working with children and families to develop greater levels of knowledge and skills, we strive for our children to be the best that they can possibly be.

We will ensure that our approach will be responsive to individual challenges and based on robust diagnostic assessment. We will:

- Ensure disadvantaged pupils are consistently challenged in the work they are set,*
- Act early to intervene at the point need is identified,*
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and consistently raise expectations during pupil progress meetings for what can be achieved.*

Challenges

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

Challenge number	Detail of challenge
1	<p>Children begin school with lower starting points than their non-disadvantaged peers</p> <ul style="list-style-type: none"> There is an overall attainment gap between PPG and non-PPG children of >10% in Reading, Writing and Maths across the school which differs from year group to year group with the greatest difference in Years 1 and 5.
2	<p>Children from disadvantaged backgrounds have historically lower attendance levels than their non-disadvantaged peers, with higher levels of persistent absenteeism. Our assessments and observations indicate that non-attendance has negatively impacted on disadvantaged pupils' progress.</p>
3	<p>Children from disadvantaged backgrounds have low levels of emotional wellbeing</p> <ul style="list-style-type: none"> 50.5% of pupils at Fleetdown in receipt of the pupil premium grant have experienced Adverse Childhood Experiences.

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
<p>The communication and language needs of the children are met within class, with only a small number of children needing specialised intervention. Communication and language interventions are overseen by a qualified member of staff to ensure best practise.</p>	<ul style="list-style-type: none"> Children with multiple and complex needs supported by Starfish room C&L strategies apparent in ALL classrooms Children with communication and language needs make good progress from their individual starting points. Dedicated SALT assistant works with children with higher levels of need
<p>Diminishing the difference in attainment and progress between PP children in school and non-PP children both in school and nationally to <10%. PP children are making accelerated progress in order to 'catch up' to their peers.</p>	<ul style="list-style-type: none"> Difference in attainment between PP children and Non-PP children both in school and nationally is <10% PP children are making accelerated progress in order to diminish the difference
<p>A rise in PP attendance to be in line with national average. A decrease in PP persistent absence to be in line with national</p>	<ul style="list-style-type: none"> PP attendance is in line with national average Persistent absence reduces overall and is below the national average. Lateness overall and for FSM6 children continues to reduce.

<p>A notable difference in the emotional well-being, self-esteem and confidence of pupil premium children, which translates into the classroom. Measured using observation, discussion with teachers, use of SDQs/wellbeing measures and Boxall profiling</p>	<ul style="list-style-type: none"> • Pupil wellbeing surveys, Boxalls and SDQs show a rise in pupil wellbeing • Teachers and nurture staff report higher levels of pupil wellbeing and engagement • Staff and pupils are able to explain, with confidence, how they can improve their wellbeing and how their wellbeing is supported by school.
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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: £ 60, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1. Provision of a comprehensive CPD programme for staff</i>	<p>“Research tells us that high quality teaching can narrow the disadvantage gap “ EEF (2023)</p> <p>“High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.” EEF (2021)</p>	1, 3, 4
<i>2. Senior Leader with responsibility for pupil premium</i>	<p>“A pupil premium strategy is more likely to be effective if school leaders plan how to sustain it from the outset and monitor practice in an annual cycle” EEF (2022)</p> <p>With a senior leader Leading Pupil Premium, there is always a high profile and a high level of review to ensure that every child is able to achieve and that attainment differences are being diminished.</p>	1
<i>3. Use of effective assessment and feedback programmes to provide quality formative and summative assessment. Purchase and subscription of Pixl and Arbor</i>	<p>“Provision of high-quality feedback can lead to an average of eight additional months’ progress over the course of a year...Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.” EEF (2022)</p> <p>Pixl contributes to great teaching by:</p> <ul style="list-style-type: none"> • Providing high quality assessments • Providing gap analysis software • Providing instant interventions 	1, 4
<i>4. Dedicated attendance officer and SLT member for attendance to work alongside FLO to ensure high attendance rates for all</i>	<p>In primary schools less than 65% of children achieve good results in English and Maths with an average of 15 days absence a year compared to almost 90% where the average is less than 8 days.</p> <p>“Evidence shows that the students with the highest attendance throughout their time in school gain the best GCSE and A Level results. Our research found that pupils who performed better both at the end of primary and secondary school missed fewer days than those who didn’t perform as well.” DfE (2023)</p>	1, 2, 3, 4

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



Budgeted cost: £ 38, 320

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>5. Implementation of Accelerated Reader for Years 2-6</i>	“Year 7 pupils who were offered Accelerated Reader made 3 months’ additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months’ additional progress.” EEF (2015)	1, 4
<i>6. Provision and facilitation of English writing workshops for Year 3 and 4 pupils</i>	“Disadvantaged pupils often have high aspirations. However, they may not know how to achieve them and may struggle to maintain them.” Joseph Rowntree Foundation (2013)	1, 4
<i>7. Provision of tailored support and resources for SEND pupils</i>	“The vast majority of children and young people should be able to access the support they need to thrive in their local mainstream setting, without bureaucratic processes, or the need for an EHCP or a placement in special or alternative provision.” UK GOV (2022)	1,3, 4

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

Budgeted cost: £ 35, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>8. A nurture approach taken across the school, as well as specific nurture groups</i>	“SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.” EEF (2021) “a nurturing approach promotes healthy outcomes for pupils by responding to their emotional needs” NurtureUK (2023)	1, 2, 3, 4
<i>9. Provision of extra-curricular and wider life experiences</i>	“Not all learning takes place in the classroom. Children and young people gain a lot from their experiences on school trips and extra-curricular activities (such as sports coaching, musical instrument tuition, choir, dance, drama clubs and so on). But many children and young people from poor families miss out on these because their	1, 2, 3, 4

	<p>parents cannot afford the cost” NEU and CPAG (2018)</p> <p>“extra-curricular activities play a prominent role in narrowing the inequality gap between advantaged and disadvantaged young people.” Social Mobility Commission (2019)</p>	 
<p><i>10. Provision of a family liaison officer to work with children and their families</i></p>	<p>“Parental participation in school life leads to improved pupil progress, punctuality, attendance and behaviour.” Optimus Education (2020)</p>	<p>1, 2, 3, 4</p>
<p><i>11. Regular attendance at Curly’s Farm</i></p>	<p>“Enriching education has intrinsic benefits ... all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.” EEF (2022)</p>	<p>1, 2, 3, 4</p>

Total budgeted cost: £ 133,320

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 2025-26 academic years.

Attainment

Reading							
<i>Current Year Group</i>	Dis. 2023-2024 EoY	ALL 2023-2024 EoY	Difference 2023-2024 EOY	Dis. 2024-2025 Summer-End	ALL 2024-2025 Summer-End	Difference Summer-End 2024-2025	difference current V's EoY 2023-2024
WHOLE COHORT	58.9	75.9	-17			0	
YEAR 1	30	67.8	-37.8	35.7	63.2	-27.5	▼
YEAR 2	70	67	3	58.3	58.1	0.2	▼
YEAR 3	58.8	80.6	-21.8	52.9	66.3	-13.4	▼
YEAR 4	64.7	75.3	-10.6	55.6	71.6	-16	▲
YEAR 5	18.2	74.1	-55.9	35.7	79.2	-43.5	▼
YEAR 6	72.2	83.1	-10.9	75	84.4	-9.4	▼

Writing							
<i>Current Year Group</i>	Dis. 2023-2024 EoY	ALL 2023-2024 EoY	Difference 2023-2024 EOY	Dis. 2024-2025 Summer-End	ALL 2024-2025 Summer-End	Difference Summer-End 2024-2025	difference current V's EoY 2023-2024
WHOLE COHORT	42.5	59.5	-17			0	▲
YEAR 1	20	62.1	-42.1	21.4	55.2	-33.8	▼
YEAR 2	50	63.5	-13.5	58.3	57	1.3	▼
YEAR 3	41.2	70.8	-29.6	41.2	48.4	-7.2	▼
YEAR 4	47.1	58.4	-11.3	38.9	55.8	-16.9	▲
YEAR 5	9.1	52.9	-43.8	14.3	56.3	-42	▼
YEAR 6	55.6	53.2	2.4	56.3	68.8	-12.5	▲

Maths							
<i>Current Year Group</i>	Dis. 2023-2024 EoY	ALL 2023-2024 EoY	Difference 2023-2024 EOY	Dis. 2024-2025 Summer-End	ALL 2024-2025 Summer-End	Difference Summer-End 2024-2025	difference current V's EoY 2023-2024
WHOLE COHORT	47.9	65.9	-18			0	
YEAR 1	40	77	-37	28.6	64.4	-35.8	▼
YEAR 2	80	72.2	7.8	66.7	65.1	1.6	▼
YEAR 3	64.7	84.7	-20	47.1	60	-12.9	▼
YEAR 4	41.2	62.3	-21.1	50	62.1	-12.1	▼
YEAR 5	18.2	66.7	-48.5	21.4	67.7	-46.3	▼
YEAR 6	38.9	62.3	-23.4	68.8	75	-6.2	▼

Combined							
<i>Current Year Group</i>	Dis. 2023-2024 EoY	ALL 2023-2024 EoY	Difference 2023-2024 EOY	Dis. 2024-2025 Summer-End	ALL 2024-2025 Summer-End	Difference Summer-End 2024-2025	difference current V's EoY 2023-2024
WHOLE COHORT	37.4	55.9	-18.5			0	
YEAR 1	20	59.8	-39.8	21.4	52.9	-31.5	▼
YEAR 2	57.3	50	7.3	58.3	52.3	6	▲
YEAR 3	33.3	58.4	-25.1	41.2	45.3	-4.1	▼
YEAR 4	25	48.9	-23.9	33.3	52.6	-19.3	▼
YEAR 5	9.1	44.8	-35.7	7.1	52.1	-45	▲
YEAR 6	41.2	45.3	-4.1	50	63.5	-13.5	▲

Reading

Year 2: PP pupils consistently performed above All pupils:

- 2023-2024: PP 70% vs All 67% → +3%
- 2024-2025: PP 58.3% vs All 58.1% → +0.2%
- This reflects strong and sustained reading outcomes.

Year 6: PP pupils improved from 72.2% to 75%, narrowing the gap with All pupils.

- Demonstrates positive trajectory and effective support.

Writing

- Year 2: PP pupils closed the gap and outperformed All pupils.
 - 2024-2025: PP 58.3% vs All 57% → +1.3%
 - A clear indicator of targeted intervention success.
- Year 6: PP pupils maintained strong performance:
 - 2023-2024: PP 55.6% vs All 53.2% → +2.4%
 - Reflects consistency and resilience in writing.



Maths

- Year 2: PP pupils outperformed All pupils in both years:
 - 2023-2024: PP 80% vs All 72.2% → +7.8%
 - 2024-2025: PP 66.7% vs All 65.1% → +1.6%
 - Indicates strong mathematical understanding and retention.
- Year 6: PP pupils improved significantly:
 - From 38.9% to 68.8%, narrowing the gap from -23.4% to -6.2%
 - A notable success story in closing the gap.

Combined (Reading + Writing + Maths)

- Year 2: PP pupils consistently outperformed All pupils:
 - 2023-2024: PP 57.3% vs All 50% → +7.3%
 - 2024-2025: PP 58.3% vs All 52.3% → +6%
 - Demonstrates broad academic strength across subjects.
- Year 6: PP pupils improved from 41.2% to 50%, showing positive momentum.

Key Strengths

- Year 2 is a standout cohort for PP performance across all subjects.

- Year 6 shows significant progress, especially in Maths and Reading.
- PP pupils are closing gaps and in some cases exceeding expectations.
- Evidence of effective teaching, targeted support, and pupil resilience.



Attendance



Attendance continues to be an area for development within our school, particularly for our PP children. We take attendance seriously and actively challenge concerns where they arise. A key part of our approach is identifying barriers to regular attendance and working closely with families, as well as outside agencies, to break these down and provide appropriate support. Meetings are held with target families to address issues, and our school liaison officers are involved where necessary. In addition, incentives aimed at individual pupils have had a positive impact this year, with PP attendance rising to 91.25% compared with whole-school attendance of 94.8%, representing an improvement of 1.5%.

Well being

Nurture groups across Key Stage 1 and Key Stage 2 continue to play a vital role in supporting children's emotional well-being and personal development. These groups provide a safe, structured environment where children feel secure, valued, and understood. Feedback from pupils consistently highlights that they feel safe in school and know there is a trusted adult they can turn to when they need support or someone to talk to. This sense of emotional safety and connection has had a noticeable impact on their overall engagement with school life. As a result, many children participating in nurture groups have shown increased confidence, improved social skills, and a greater readiness to learn. These positive changes have translated into enhanced learning outcomes, with children demonstrating better focus, resilience, and participation in classroom activities.

Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance Learning
MyOn	Renaissance Learning
Tapestry	Tapestry Online Learning Journal
Numbots	Maths Circle Ltd
TT Rock Stars	Maths Circle Ltd

Spelling Shed	Ed Shed
PixL	The Pixl Club Ltd 
Kapow	Kapow Primary 
Read Write Inc.	Oxford University Press
Oxford Owl	
Nessy	Net Educational Systems
Clicker 8	Crick Software
InPrint	Widgit Software
Lyfta	Lyfta Software