

Pupil premium strategy statement – St Mary’s Fields Academy

This statement details our school’s use of pupil premium for the 2025 to 2026 academic year 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 effect that last year’s spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Mary’s Fields Academy
Number of pupils in school	450
Proportion (%) of pupil premium eligible pupils	22.03%
Academic year that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Helen Nott (Head Teacher)
Pupil premium lead	Joseph Clark, (Deputy Head Teacher)
Governor lead	Kevin Dunn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£136,917
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£136,917

Part A: Pupil premium strategy plan

Statement of intent

At St Mary's Fields Academy, our ultimate objective is that all pupils, including those that are disadvantaged, make good progress and achieve their full potential. Leaders, staff and Governors at St Mary's Fields Academy have developed a progressive curriculum based on the shared understanding of what we want our pupils to take with them into their future lives. We deliver a curriculum that is relevant for our cohort of children, in the fact that it is designed to develop the whole child and prepare them for their future learning journey. Its design unlocks their potential, allows them to explore and discover, learn new skills and gives them knowledge. Children will be motivated to want to know more and be able to do more and remember more. We aim to produce life-long learners through a curriculum based on a blend of skills, knowledge and character education.

We want our pupils to be safe, motivated and friendly. Our hope is to have happy pupils that feel their education is both enjoyable and memorable.

The academy is supported by the L.E.A.D. Trust values that instill the principles of lead, empower, achieve and drive in both staff and pupils.

Our data shows that our outcomes for pupil premium children, in terms of progress and attainment, fluctuates according to different cohorts and individual children's needs. Some children have multiple needs such as SEND and EAL as well as being classed as pupil premium. Current data shows that 30% of our pupil premium pupils also have SEND and 66% of our pupil premium pupils are also EAL pupils (pupils that speak English as an additional language). 3% of our pupil premium pupils are both EAL and SEND pupils.

Our approach will ensure:

- That all pupils, including those who are disadvantaged, have access to learning that is both challenging and meets their needs.
- Ensure that all pupils, including those who are disadvantaged, have access to all the opportunities and experiences that are made available to them all, both inside and outside of school hours and can attend all of the educational visits.
- That all staff take responsibility for all pupils' outcomes, including those of the disadvantaged, and raise expectations of what all pupils can achieve.
- That interventions and support mechanisms are put in place as soon as a need is identified to ensure that all pupils reach their potential.
- That all pupils receive quality first teaching, by ensuring that pupils are always taught by skilled staff that receive a strong CPD offer in order to support them in delivering lessons effectively and that cover a broad and balanced curriculum.

Our strategy works towards a three-tiered approach that balances our approach to improve quality first teaching, target academic support and provide wider opportunities and experiences for all of our pupils.

Challenges

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

Context of St Mary's Fields Academy challenges

St Mary's Fields Academy is a larger than average, two-form entry, primary academy with 450 pupils currently on roll. It is inclusive. The academy is diverse with pupils from a range of ethnic groups. 72% of the pupils speak English as an additional language (well above the national average), with 46 different languages spoken. The academy has an increasing percentage of new arrivals that are new to English or have limited knowledge of the English Language. Assessments of English proficiency highlight that 40% of pupils are not yet proficient in English, which affects their ability to access the curriculum. 66% of pupil premium pupils have English as an additional language.

Pupils come from a broad spectrum of socio-economic backgrounds, many of whom face significant social and economic challenges. This often results in low aspirations among pupils and limited experiences outside their local environment, as they have not participated in a variety of common first-hand experiences. Surveys reveal that numerous pupils have never had the opportunity to go on holiday, visit the seaside, or enjoy day trips to theme parks, zoos, and farms. Many pupils reported that they have never experienced a picnic, attended a theatre performance, or watched a film at the cinema. Consequently, this leads to a restricted general knowledge of the wider world, along with a deficiency in related vocabulary and comprehension skills.

The percentage of pupils with Special Educational Needs and Disabilities (SEND) stands at 14% which equates to 61 pupils, with 4 of these having Education, Health and Care Plans (EHCPs). This is below the national comparator. However, this statistic may not fully represent the level of need particularly at SEND support. The school has prioritised CPD for staff to support early identification of pupils with SEND traits and ensure that pupils are in turn supported appropriately and effectively. The Academy is also working hard with parents of pupils with identified need to ensure that parents are informed and supported to ensure that their child receives what they are entitled to and gets the education that they need and deserve in an appropriate setting. Some of our pupil's parents struggle to communicate effectively with their child's GP to ensure that their needs are met. Parents are often reluctant to accept that their child has a SEND need, often due to a lack of understanding or a misunderstanding due to the language barriers or culturally differing perceptions of what defines a pupil with SEND.

The proportion of pupils eligible for Pupil Premium is 22%. However, this figure varies across different year groups; for instance, in Years 5 and 6, the percentage of Pupil Premium pupils ranges from 30% to 35% whereas only 11% of Year 1 and Year 2 pupils are eligible for Pupil Premium. Several factors contribute to the families at St Mary's not qualifying for free school meals, which results in lower Pupil Premium numbers. Many families experience significant social disadvantages due to the academy's diverse community. The Pupil Premium percentage and funding do not accurately reflect the true needs or socio-economic characteristics of the pupils. According to the local authority School Health profile for 2025/2026 over half (54%) of our pupils are resident in areas of high deprivation within the top 20% most deprived areas of England with 87% of pupils living in IDACI bands with income deprivation affecting children's health and futures.

Challenge number	Detail of challenge
1	<p>Reading, Writing and Maths attainment</p> <p>Internal and external assessments indicate that reading, writing and maths attainment remains at or below national expectations. This is particularly true for our most disadvantaged pupils, many of which do not aspire to become pupils that achieve greater depth.</p>
2	<p>Speech, language and communication needs</p> <p>Many pupils enter St Mary's Fields Academy with low oral language skills, limited vocabulary and speech and language delays. 72% of pupils have English as an additional language, with many new to English on entry; 66% of pupil premium pupils are also EAL. EYFS Baseline data for 2025 - 2026 shows that around three quarters of pupils entered EYFS below the expected level in Communication and Language (Speaking). These weaknesses can persist from EYFS through to KS2 and are often evident across the school with EAL and White British pupils. Limited access to high-quality, age-appropriate texts at home contributes to reading difficulties, a reluctance to read and reduced confidence in creative writing.</p>
3	<p>Limited life experiences and cultural capital</p> <p>Many pupils, particularly those who are disadvantaged, have limited access to enrichment activities, visits and wider life experiences due to financial constraints and often a lack of transport. Questionnaire data shows that many pupils have not experienced common activities or visits beyond their local area.</p> <p>As a result, pupils have fewer opportunities to develop contextual vocabulary, draw on prior knowledge or visualise new concepts, which limits their ability to engage fully with the curriculum.</p>
4	<p>Attendance & Turbulence</p> <p>Attendance for pupil premium pupils is currently around 94.8%, which is slightly below the National expectation of 96% and above, but is broadly in line with the attendance of all pupils (currently 95.9%) and the current national attendance data.</p> <p>Pupil premium pupils though are more often the pupils that are persistently absent; arriving late for school, off sick more frequently or for longer periods of time or take term time unauthorised holidays.</p> <p>Parents often share at absence meetings that their own health and issues around poor sleep and routines relating to family circumstances and living arrangements, work/shift patterns or the SEND needs of the pupil or/and their siblings affects the pupil's ability to attend school.</p> <p>We have regular meetings with families and the pupils (where age appropriate), highlighting the negative effect of poor attendance. We offer incentives and rewards for improved attendance and encourage pupils to take more responsibility for their own attendance.</p>

	<p>Stability data for the Academy is below the national average at 77%. The low rate of stability often has a negative impact on pupil progress with pupils often moving between schools and changing curriculums or moving house away from the area/or city but then having to wait for a long while for a local school place, leading to pupils spending significant periods of time absent from education, resulting in gaps in their learning.</p> <p>Another challenge for St Mary's Fields Academy is that often the pupils that arrive are new arrivals to the country and the pupils that leave us are often our pupils that have made good progress and are working at the expected level that then move out of the area.</p> <p>We also have a percentage of pupils that only attend our school for a short period of time due to temporary housing arrangements when parents initially move to the area due to the locality, being close to employment opportunities at the two local hospitals and being in close proximity to the universities.</p>
5	<p>Well-being, mental health and SEMH needs</p> <p>An increasing number of pupils, particularly those who are disadvantaged, experience difficulties managing their wellbeing and mental health. This impacts pupils' ability to access learning, particularly in larger class settings, and contributes to disengagement, poor attendance and missed learning opportunities. Consequently, pupils develop gaps in knowledge and skills and fall further behind age-related expectations, requiring coordinated support with families and external agencies.</p>
6	<p>Pupils with undiagnosed SEND conditions, due to a current 3 year wait to see the paediatrician – or are un-medicated due to a lack of availability of ADHD medication.</p> <p>The school is currently supporting several pupils with high SEND needs that do not receive any additional funding or where the school is currently gathering the evidence from interventions that have been put into place in order to apply for funding. There is a rise in EYFS pupils that are starting school with high SEND needs where parents are not aware of their child's need/s or where the parents have sought advice and support but the waiting lists for paediatrician referrals are so long that pupils start school with no strategies or professional advice having been given to parents to support their child at home or in school.</p> <p>The behaviour of some of the pupils with high needs can be extremely challenging, but there are also the challenges of those pupils with diagnosed ADHD that are struggling to self-regulate due to not having regular access to their medication.</p>
7	<p>Cost of living crisis</p> <p>A significant number of families experience financial hardship, affecting pupils' access to basic needs such as food, clothing, heating and digital resources. Some pupils lack stable housing and face homelessness or temporary accommodation. These pressures impact pupils' wellbeing, engagement and ability to complete homework or access learning consistently, increasing the risk of underachievement without targeted family and external support.</p>

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
Improved Reading, Writing and Maths attainment/outcomes of all pupils, with disadvantaged pupils performing in line with all pupils, at the end of KS1 & KS2.	<p>KS1 and KS2 attainment in Reading, Writing and Maths improves from the previous year, taking account of cohort starting points and revised predictions.</p> <p>The attainment gap between disadvantaged and non-disadvantaged pupils is reduced, with outcomes broadly in line with national data or significantly closer.</p> <p>Data evidence demonstrates improved progress for disadvantaged pupils, including an increase in those achieving the expected standard and greater depth across Reading, Writing and Maths.</p>
Improved oracy - oral language skills, communication and vocabulary for all pupils, but especially our disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oracy language skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>NELI interventions demonstrate good progress in EYFS. Accelerated Reader data & Starling impact data both show positive impact.</p> <p>Weekly oracy assemblies build on taught oracy strategies that are developed in the classroom and pupils are supported to use these strategies daily in lessons.</p> <p>Staff plan lessons that support acquisition of language, allowing pupils time to rehearse using new language in context and work on accurate sentence structure.</p> <p>Pupils are provided with sentence stems and pupils demonstrate a use of strategies independently, which are used appropriately and with confidence.</p>
A wide variety of enrichment opportunities are made available to all pupils and are used to enhance the broad and balanced curriculum and ensure our pupils gain cultural capital.	<p>Pupils benefit from a broad and balanced curriculum enriched by well-planned experiences that systematically build knowledge, vocabulary and cultural capital, enabling them to remember more and do more. Subject leaders ensure enrichment, visits and opportunities are coherently mapped and sequenced across the curriculum. Monitoring and evaluation (including curriculum reviews, pupil voice and book/work scrutiny) demonstrate increased access to trips, themed curriculum days, residential, music tuition and a wider</p>

	range of extra-curricular provision, particularly for disadvantaged pupils, which in turn has a positive impact on increased knowledge and understanding and enjoyment and well-being.
To achieve and sustain higher attendance percentages for all pupils but especially our disadvantaged pupils and persistent absentees.	<p>Attendance continues to improve and is sustained across the school, with overall absence no higher than 4%.</p> <p>The attendance gap between disadvantaged and non-disadvantaged pupils is no more than 0.5%.</p> <p>Persistent absence falls below local authority and national figures, with the gap between disadvantaged and non-disadvantaged pupils no more than 1%.</p>
To achieve and sustain improved wellbeing for all pupils in our school particularly for our disadvantaged pupils.	<p>Wellbeing and behaviour improve and are sustained from 2025/26, evidenced through effective targeted support and early intervention. Monitoring shows pupils' access appropriate mental health provision (e.g. NHS triage, CAMHS, CEIPS Anxiety Clinic, ELSA and other specific SEMH support), staff are trained to support pupils' mental health, and classroom strategies are implemented consistently. Pupil voice indicates that pupils feel safe, supported and can identify a trusted adult.</p> <p>Our Assistant Head Teacher is our Lead Mental Health practitioner, and we have several TA's that are trained and are known as mental health first aiders.</p>
Staff confidently and promptly identify pupils with emerging SEND, working with the SENDCo and parents to ensure early monitoring and support. Adaptive teaching strategies and targeted interventions are implemented swiftly, with progress tracked to address learning gaps early and reduce barriers to achievement.	Pupils with SEND demonstrate improved progress, with an increased proportion achieving better than expected progress in reading, writing and maths. Baseline assessments are completed within two weeks of entry, enabling timely placement in targeted interventions. Intervention tracking and monitoring show measurable impact from baseline to endpoint, supported by an improved induction process and clearer identification of need.
<p>Families feel welcome, are confident to ask for support and school events are well attended and supported by parents.</p> <p>All pupil premium pupils are supported with the costs of trips and experiences.</p>	<p>Food parcels and links with the local food bank are made available to families that request support or when we become aware of a need. We support families at difficult times with resources, devices, toys on the table, pre-loved coats and uniform sales. We link families to charities and support families to complete any necessary paperwork etc for funding and benefits, signposting families for wider support in the community.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£76,615**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Spanish Lead teacher & PSHCE Lead teacher to teach their specialist subjects during PPA to all classes – Years 1 – 6 – Quality First Teaching of key subject areas by specialists is ensured – instead of a cover teacher for 3 days per week across the school teaching the core subjects.</p> <p>£34,237.71</p>	<p>EEF reviews show foreign language learning and Social & Emotional Learning (SEL) can improve outcomes (+4–6 months). Specialist teachers deliver Spanish and PSHCE weekly, focusing on oral language, oracy skills, communication and relationships, and adapt teaching to meet the needs of all pupils, including SEND and SEMH.</p> <p>This also ensures that the class teacher's timetable allows them to deliver the core subjects when they are in class for continuity and QFT.</p>	1, 2, 3, 4, 5, 6
<p>EYFS/KS1 Reading Lead has half day a week release time to ensure that she can monitor phonics progression and reading comprehension – through shared and guided reading activities. She also supports the CPD of TA's to improve the effectiveness of the support TA's can offer when running reading interventions or listening to pupils read.</p> <p>Our KS2 Reading Lead has weekly release time to lead and monitor reading provision, including embedding Accelerated Reader, supporting the teaching of reading fluency, embedding the Starling Vocabulary Programme across Key Stage 2 and overseeing the school library.</p> <p>£10,509.22</p>	<p>The EEF's literacy guidance shows oral language, vocabulary, reading fluency and comprehension approaches can improve outcomes by up to 6 months.</p> <p>St Mary's Fields Academy implements these through Reading Fluency/ Peer reading approach, the Starling Vocabulary Programme and Accelerated Reader (embedded across KS2) to assess comprehension, identify gaps and support targeted reading interventions.</p>	1, 2, 3, 6

<p>EYFS Lead has one day release per week (covered by an EYFS UPS3 teacher that also covers her PPA time to ensure Quality First Teaching in the classroom and the pupils get the continuity in staff) to focus on SEND provision for Little Acorns, track attendance, implement the EYFS Oracy action plan, and collaborate with the AHT/Writing Lead to improve EYFS writing outcomes.</p> <p>£11,649.30</p>	<p>EEF research shows oracy/ oral language interventions (e.g., NELI) can improve outcomes by +6 months, and parental engagement by +4 months.</p> <p>EYFS pupils benefit from small-group or 1:1 writing with immediate feedback (+6 months).</p> <p>Attendance is promoted through newsletters and weekly celebration assemblies.</p> <p>SEND expertise supports targeted interventions, including Funtime, NELI, Attention Autism, Makaton and sensory enrichment sessions, enhancing learning and wellbeing.</p>	1, 2, 4, 6
<p>Year 1 ECT has one day per week release for ECT and PPA time, with the class taught by an experienced teacher to ensure effective Phonics delivery.</p> <p>£2,768.61</p>	<p>Phonics approaches have been consistently found to be effective in supporting young readers to master the basics of reading with an average impact of + 4 months' progress.</p> <p>Effective teaching of phonics is more effective on average than other approaches to early reading (EEF)</p>	1, 2, 6
<p>The AHT & Writing Lead has one day per week non-contact Leadership time to lead writing, observe lessons, support staff planning, monitor teaching and learning, and keep up to date with research and CPD. Staff receive tailored training, release time to observe best practice, and time to develop planning that incorporates enrichment, aligned to school improvement priorities.</p> <p>£12,201.15</p>	<p>EEF Teaching and Leadership guidance shows that quality first teaching, alongside support for staff wellbeing, improves pupil attainment and helps retain effective staff.</p>	1, 2, 3, 6
<p>Maths Lead has half a day per week release for monitoring, planning and resourcing support, and CPD.</p> <p>£5,249.01</p>	<p>'How to raise attainment in Maths' & Mastery Maths guides on the EEF & Teacher Toolkit support the Maths Lead.</p>	1, 2, 6

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

Budgeted cost: £36,547

Activity	Evidence that supports this approach	Challenge number(s) addressed
Level 3 TA in EYFS/KS1 delivers targeted SEND interventions (e.g., Attention Autism, Makaton, PECs exchange cards) and language rich enhanced enrichment activities, including Forest School, Art therapy, aromatherapy and Lego Therapy. £21,042	EEF research shows oracy / oral language interventions improve outcomes by +6 months and targeted TA support by +4 months. Approaches that emphasise spoken language, modelling, reasoning and verbal interaction support young children's communication and language development.	1, 2, 3, 4, 5, 6
Re-subscription of the Accelerated Reader programme and provision of engaging reading books, including a reward system (vending machine for books – pupils awarded tokens), to support targeted reading interventions and motivate pupils to read regularly. £4000	EEF research shows that reading comprehension strategies, combined with frequent reading practice and targeted feedback, can improve reading outcomes by up to +6 months. Structured reading programmes like Accelerated Reader increase engagement, fluency, and comprehension, particularly for pupils who struggle with reading.	1, 2, 3
Use of oracy-focused resources to support all pupils, particularly disadvantaged and EAL pupils including posters, visuals, books and listening ladder displays, to support targeted language development and communication skills – whole school & NELI carried out in Reception. £500 + £205 = £705	EEF research shows that oral language interventions can improve outcomes by +6 months. Embedding visuals, posters and listening ladders within classrooms as part of quality first teaching supports speaking, listening and vocabulary development, enhancing communication and engagement for all pupils, particularly EAL and disadvantaged learners. NELI interventions in Reception can improve Communication & Language skills by 4+ months according to the latest EEF research.	1, 2, 3,
Use of maths resources, including manipulatives and visual aids, to support	EEF research shows that concrete manipulatives and visual representations improve maths understanding and reasoning,	1, 2

targeted interventions and scaffold learning for pupils needing additional support. £1000	particularly for pupils struggling with abstract concepts (+5 months). Targeted use in small groups or 1:1 interventions enhances skill development, conceptual understanding, and retention.	
Little Acorns SEND provision, including the sensory room and targeted interventions such as ELSA and personalised support, to develop pupils' academic, social, and emotional skills. £1000	EEF research shows that targeted small-group and one-to-one interventions, combined with social and emotional learning approaches, can improve academic outcomes by +4–6 months. Structured SEND support and sensory provision in the classroom enhances engagement, behaviour, and learning, particularly for pupils with SEMH or additional needs.	1, 2, 3, 5, 6
Technology - + devices for internet access £8,800	<p>The school has purchased 16 new iPad's and 15 new laptops with this year's funding – This has enabled us to then offer out more of the old devices.</p> <p>The new devices ensure that classes have sufficient iPad's to allow pupils to take their Accelerated Reader Comprehension Quizzes</p> <p>Evidence has shown that ensuring access to technology is especially important for disadvantaged students. Many reviews have identified a lack of technology as a barrier to successful remote learning – for example, according to a recent report from the Sutton Trust, deprived schools reported that more than a third of their students would not have adequate access to an electronic device for learning from home. An Education Endowment Fund report also states it is disadvantaged students who are most likely to be disproportionately affected.</p>	1, 2, 7

Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £ 23,755

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of professional services – CPD access from LEAD Equate Teaching School with access to bespoke or targeted CPD relating to the Academy's challenges, Membership to LPP - Leicester Primary Partnership (which includes access to conferences, key speakers, support for SLT, networking & CPD) Local Services including SEMH Team, and Educational Psychologists, who support referrals to ensure we have access to CEIOP etc to ensure that we are able to deliver targeted support such as anxiety groups, counselling, mental health support, and online safety guidance - + parental support to improve pupils' wellbeing and engagement.</p> <p>£12,800</p>	<p>EEF research shows that social and emotional learning (SEL) interventions can improve academic outcomes by +4 months. Access to targeted mental health support and counselling enhances pupils' wellbeing, behaviour and engagement, enabling them to access learning more effectively.</p> <p>Effective Professional Development can improve academic outcomes by an additional 2+ months according to EEF research.</p>	1, 2, 3, 4, 5, 6, 7
<p>ELSA training / networking for teaching assistant - To provide SEL interventions + including Supervision for the ELSA TA</p> <p>£660</p>	<p>Social and emotional learning approaches have a positive impact, on average, +4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings. (EEF)</p>	1, 2, 3, 4, 5, 6
<p>Educational Visits and enrichment opportunities (capital culture) across all key stages to increase learning opportunities,</p>	<p>Studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary</p>	1, 2, 3, 4, 5, 6, 7

<p>knowledge, oracy and vocabulary development. (Money in the budget to support pupil premium / disadvantaged pupils – to attend trips for free / or at half the price)</p> <p>£10,000</p>	<p>and their early reading skills. On average, children who are involved in communication and language approaches make approximately +6 months' additional progress over the course of a year (EEF).</p> <p>Action research has demonstrated that there is greater involvement in learning of all children when topics are introduced following an enhancement activity.</p>	
<p>Bespoke family provision – uniform, coats, music lessons, swimming lessons</p> <p>Charity/donations/ - profit from school events etc.</p>	<p>Evidence from the NFER shows that meeting individual needs of each pupil supports their development and progress.</p> <p>*Business/office manager supports requests for additional support – she helps to supply these items or links parents to charities etc.</p>	4, 5, 6, 7
<p>Use of Widget technology to support language and vocabulary acquisition for disadvantaged pupils, EAL, SEND, and all pupils, enhancing communication skills and access to the curriculum.</p> <p>£295</p>	<p>EEF research shows that technology-assisted interventions can improve vocabulary, language development, and engagement, particularly for pupils learning English as an additional language or with SEND (+4–6 months). Classroom integration of such tools supports quality first teaching and targeted language development.</p>	1, 2, 6

Total budgeted cost: £136,917

Part B: Review of outcomes in the previous academic year (2024/2025)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Attainment - End of Key Stage 2 Results

	KS2 EXS+				
	Reading	Writing	Maths	GPS	Combined
All pupils	74%	68%	72%	60%	65%
Pupil Premium	68%	53%	63%	53%	53%
National	75%	72%	74%	73%	62%
National Pupil Premium	63%	59%	61%	60%	47%

In 2025, 65% of pupils at St Mary's Fields Academy achieved the expected standard or above in reading, writing and mathematics (combined). This outcome was broadly in line with, and marginally above, national outcomes (62%), with the difference being non-significant.

For pupils eligible for Pupil Premium, 53% achieved the expected standard in reading, writing and mathematics combined. This represents a 12 percentage point gap when compared with all pupils within the school. However, outcomes for disadvantaged pupils were 6 percentage points above national Pupil Premium outcomes, indicating stronger-than-national performance for this group, despite the within-school gap.

In reading, 74% of all pupils achieved the expected standard, which is close to national averages (non-significant). Outcomes for Pupil Premium pupils were 68%, resulting in a 6 percentage point gap between disadvantaged pupils and their peers. Notably, Pupil Premium pupils' attainment in reading was 12 percentage points above national Pupil Premium outcomes, demonstrating a relative strength in this subject and a positive impact of targeted reading interventions.

In writing, the attainment gap between all pupils and Pupil Premium pupils was wider (15 percentage points). 53% of Pupil Premium pupils achieved the expected standard, compared with 59% nationally for disadvantaged pupils. This outcome is judged to be close to national (non-significant), but highlights writing as an ongoing area for development, particularly in securing consistency and depth for disadvantaged learners.

In mathematics, outcomes were broadly in line with national figures. 72% of all pupils achieved the expected standard, compared with 74% nationally. For Pupil Premium pupils, 63% achieved the expected standard, which is above national Pupil Premium outcomes (61%). This suggests that disadvantaged pupils at St Mary's Fields Academy are performing at least in line with, and slightly above, their national peers in mathematics.

Overall, Pupil Premium pupils' outcomes in 2025 compare favourably with national disadvantaged outcomes, particularly in reading and mathematics. While attainment gaps remain between disadvantaged pupils and their peers within school—most notably in writing—the data indicates that the Pupil Premium strategy is having a positive impact, with disadvantaged pupils achieving consistently at or above national benchmarks.

Key Stage 2

	Cohort	Reading EXS	Reading GD	Writing EXS	Writing GD	Maths EXS	Maths GD	Combined EXS	Combined GD
SMF 2025	58	74% ↑	30.0% ↑	68% ↑	4%	72.0% ↑	30.0% ↑	65.0% ↑	2%
SMF 2024	55	57%	18%	58%	5%	63%	13%	45%	3%
National		75%	33%	72%	13%	74%	26%	62%	8%

At the conclusion of key stage 2, pupil performance was generally in line with the national average. These outcomes represent the highest achievements of the academy to date and are considerably better in many aspects compared to 2024. Nevertheless, there remains potential for enhancement, especially in writing. The implementation of the writing framework and Starling VR will provide additional tools in fostering these improvements.

Pupils who participated in the Starling programme showed significant gains in tier 2 vocabulary knowledge after 12 weeks. Data also indicates improvements in reading comprehension and fluency, demonstrating that Starling is achieving its intended impact.

Year 4 Multiplication table check score

All pupils - Year 4 MTC

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	-	-	20.6	-	-	Not applicable
2025	60	21.4	21.0	Close to average (non-sig)	No sig change	-
2024	60	21.9	20.6	Above (sig+)	Not available	-
2023	-	-	20.2	-	-	-

Phonics

Year	All pupils	Pupil Premium	National
2025	79%	80%	80%
2024	85%	66.7%	80%

Attendance outcomes (2024/25)

By the end of the 2024/25 academic year, overall pupil attendance at St Mary's Fields Academy was 94.6%. The proportion of pupils classified as persistently absent was 13.59%, which is broadly in line with national figures, with differences judged to be non-significant.

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding
2024/25 (2 term)	91	92.9%	92.4%	Close to average

As reflected in the Inspection Data Summary Report (IDSR), pupils eligible for Pupil Premium had an average attendance rate of 92.9%. This is close to national attendance for disadvantaged pupils (92.4%), and is therefore judged to be in line with national outcomes.

While a gap remains between the attendance of Pupil Premium pupils and that of all pupils within the school, the data indicates that attendance for disadvantaged pupils broadly mirrors national patterns. This suggests that the school's attendance strategy and targeted Pupil Premium-funded actions have been effective in mitigating underattendance, although persistent absence for disadvantaged pupils remains a key area for ongoing focus.

Educational Visits and enrichment opportunities (cultural capital) across all key stages to increase learning, oracy and vocabulary development. Trips — All year groups attended the Into Film Festival Cinema Trips and the local Curve Theatre. EYFS – Farm Trip, Year 1 - Twycross Zoo and The Toy exhibition at the museum in Peterborough, Year 2 – Botanic Gardens, Year 3 – Pooles Cavern & Aylestone Meadows, Year 4 – Harry Potter Studios, Y5 – Space Centre, Y6 – House of Parliament, London, Wales Residential.

Little Acorns, St Mary's Fields Academy's designated Specialist Provision, supports 24 pupils with high SEND needs. Most pupils benefit from daily sessions, with some accessing two sessions per day. Pupils from across multiple year groups attend throughout the week, allowing targeted support tailored to individual needs. The provision is widely recognised as an exemplar of inclusive practice, designed to meet the needs of the school's highest SEND needs pupils. Both the local SEND service and the L.E.A.D. SEND lead practitioner have quality assured the provision and recommended it as best practice for other schools and academies. Observations and feedback confirm that the provision effectively enhances engagement, access to the curriculum, and personalised learning outcomes for vulnerable learners.

In EYFS/Reception, targeted intervention through the Nuffield Early Language Intervention (NELI) programme is delivered by a Level 3 teaching assistant. This 20-week programme runs three 30-minute sessions per week and focuses on vocabulary and narrative development. Pupils are assessed at the start, midpoint, and end of the programme. At the beginning of the year, 29 pupils were identified as 'red', indicating a need for intensive language support. Mid-point assessments show that the majority of these pupils have made measurable progress. On Fridays, the teaching assistant runs an 'amber' group for pupils requiring additional, but less intensive, support.

Overall, the SEND strategy demonstrates that high-quality, targeted provision enables pupils with SEND, including those eligible for Pupil Premium, to make accelerated progress, particularly in communication and language development, supporting readiness for the broader curriculum.

- SEND forum visits by professionals – Open discussions around pupils of interest or concern.
- Pupil Premium pupils get all their trips offered at half price/50%.

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