



BRADGATE
Education Partnership

Stronger Together

TITLE:

Pupil Premium Strategy 2025-2026

DATE: December 2025
PRODUCED BY: Jo Hewitt

**Ambitious
Collaborative
Ethical**

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, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

Mountfields Lodge School overview

Detail	Data
Number of pupils in school	469
Proportion (%) of pupil premium eligible pupils	11.9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	
Date this statement was published	01.12.25
Date on which it will be reviewed	01.12.26
Statement authorised by	Iona Mock
Pupil premium lead	Jo Hewitt
Governor / Trustee lead	Gill Hussey & Liz Moore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,690
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£69,690

Part A: Pupil premium strategy plan

Statement of intent

- At Mountfields Lodge we use our Pupil Premium funding to ensure that our disadvantaged pupils reach their full potential both academically and personally and leave our school with the same skills, thirst for knowledge, resilience and aspiration for the future as our non-disadvantaged pupils.
- Our school vision 'Always learning always growing,' and our 4 Cs, Curiosity, Confidence, Compassion and Citizenship shape a curriculum that is designed to invest in and support our most vulnerable learners in a safe and nurturing environment.

The funding we receive supports us to;

- Identify barriers and offer individualised support to remove those that lead to poor attendance for our pupils (below 95%)
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Recognise that some children do not arrive ready to learn and have provision to support these children in place at the start of the day.
- Ensure pupils receive the support they need to ensure they have strong foundational knowledge.
- Ensure pupils are confident communicators in a wide range of contexts.
- Ensure pupils are targeted to receive additional support with language development, vocabulary building and reading to enable them to access all areas of the curriculum.
- Enable our pupils are trained to look after their social and emotional wellbeing and to develop resilience.
- Ensure that our pupils have high aspirations for their future.

Our Approaches

- High-quality, adaptive teaching. Ensuring a knowledgeable and effective teacher is in front of every class has been proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.
- Targeted academic support. There is strong evidence to show that activities where pupils work in smaller, more focussed groups (interventions) with an effective teacher or teaching assistant can have a positive impact on achievement as long as the intervention is linked to the classroom teaching and the curriculum.
- Wider strategies. This is acknowledging that there are non-academic challenges to success in school such as wellbeing, attendance and behaviour which may also make it difficult for our disadvantaged pupils to achieve academically.

Challenges

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

Challenge number	Detail of challenge
1	Attendance of disadvantaged pupils is below non disadvantaged.
2	Mental Well-being- A high number of children requiring social and emotional support due to turbulence in the home, which affects their mental well-being and impacts on their capacity to learn.
3	Language and Communication- Lower levels of language and communication skills on entry for disadvantaged pupils.
4	Phonics and Reading - some disadvantaged pupils with low phonic ability and delayed early reading skills who struggle to access the curriculum
5	KS2 Outcomes - Assessments indicate that Reading, Writing and Maths attainment among disadvantaged pupils is below that of school others
6	Cultural capital - A number of our disadvantaged pupils have a lack of enrichment opportunities compared to our school others.

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
To ensure that all our disadvantaged pupils attend school in line with non-disadvantaged pupils and to be above the National Expectation.	Attendance data will show that attendance for our disadvantaged children does not fall below that of non-disadvantaged pupils. Any persistent absence is rapidly addressed and barriers to attendance removed and supported
To ensure disadvantaged pupils have improved mental health and well-being in order to have the capacity to learn, to develop intrinsic motivation and to develop good learning behaviour	Pastoral work shows recorded impact and improvements in mental health/ pupils' capacity to learn ELSA support shows identified children have developed an effective and appropriate emotional literacy to enable them to talk about their feelings and emotions.
To prioritise Early Reading so that a greater number of disadvantaged pupils pass the phonics screening in Year 1.	All disadvantaged pupils pass their phonics screening in year 1. Use of phonics scheme interventions allow disadvantaged pupils to have the same rate of progress as their peers

Improved language and communication levels for disadvantaged pupils enabling progress and attainment across the curriculum	<p>Pupils demonstrate increased levels of confidence in speaking and listening and can discuss their knowledge and learning using ambitious vocabulary</p> <p>Oral language interventions and vocabulary development work will often be related to the current content of what is being taught, to ensure new vocabulary is contextualised and actively used by pupils in spoken and written work – improved outcomes evidenced in planning and work scrutiny.</p>
To enable disadvantaged pupils to make expected, and accelerated progress to achieve at the expected standard.	<p>The percentage of disadvantaged pupils achieving ARE and above will match that of non- disadvantaged pupils in Reading, Writing and Maths</p> <p>Pupils will demonstrate progress following high quality first teaching and additional interventions including phonics interventions, additional reading and maths support</p>
Cultural Capital	Pupils follow a curriculum that has citizenship running through it. Pupils will experience and then be able to demonstrate knowledge about things outside of their normal everyday lives.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training new staff to the school on the approved phonics scheme	<p>Consistent explicit and systematic phonics teaching for early years and Key Stage 1. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading.</p> <p>Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.</p>	3, 4

	http://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Regular phonics coaching sessions.	Regular coaching of staff teaching phonics and reading ensure that there is a consistency of approach supporting learners.	4
Quality first, adaptive teaching strategies are employed to ensure the highest quality teaching adaptations and scaffolds are in place.	<p>The difference between really good teaching and less effective teaching makes more difference to learning than any other factor within school. High-quality teaching narrows the advantage gap. Being responsive to information about learning, then adjusting teaching to better match pupil need by:</p> <ul style="list-style-type: none"> • Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations. • Balancing input of new content so that pupils master important concepts. • Making effective use of teaching assistants. <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	5
English Lead release time	English leads in the school focus on improving writing standards across the school. A new lesson curriculum overview, lesson structure and GPS framework is in place to ensure planning meets the needs of our most vulnerable learners.	4, 5
Subject Lead Training events.	Trust wide PLCs (Professional Learning Communities) meetings and other network meetings are attended by subject leaders to ensure that they have the knowledge and skills to lead their subject confidently.	3, 4, 5
Release time for subject leads.	Subject Leads have time out of class to monitor their subject. Subject Leads meet with SLT to evaluate their subject and gain pupil voice.	4, 5
Insight-an assessment and tracking system is now in place.	Robust assessment procedures are in place ensuring that gaps in knowledge and skills for disadvantaged pupils are highlighted. A clear strategy for intervention and support is decided on and implemented.	3, 4, 5

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

Budgeted cost: £43,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil independent working and pupil assisted working using Flash Academy; use and progress monitored by EAL Mentor.	The Flash Academy® platform was developed in close collaboration with schools, to better support EAL, ESOLMFL and literacy needs for all level of student. Flash Academy® EAL is a learning platform for schools, supporting teachers to deliver learning for pupils who don't have English as their first language. The platform teaches English from over 35 different home languages. It accelerates English language acquisition through curriculum mapped lessons, challenges and games which simultaneously teach and test pupils. All progress is monitored through a comprehensive teacher dashboard. https://flashacademy.com/	4, 5
Reading interventions and regular reading for targeted readers focusing on comprehension and fluency	On average, reading comprehension approaches deliver an additional six months' progress. Successful reading 4 8 comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. EEF reading comprehension	4, 5
ELSA support and targeted work to develop individual resilience and emotional literacy.	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions. They have a positive impact alongside work on metacognition and self-regulated learning EEF: Metacognition and self-regulation EEF: SEL	2

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rigorous monitoring and interventions of the attendance of disadvantaged pupils by school and trust attendance lead.	Universal approaches to teaching, learning, behaviour, relationships and communication with families will support the majority of pupils and families, but universal systems are unlikely to meet the needs of all pupils. Some, who might have very specific and individual reasons for their absence from school, may need a more personalised approach to support their attendance and engagement. Individualised and more intensive approaches may require additional resources or time. https://educationendowmentfoundation.org.uk/education-evidence/leadership-andplanning/supporting-attendance/delivertargeted-interventions-to-supplementuniversal-provision .	1, 2
Funding for disadvantaged pupils to enable them to access enrichment activities.	Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning and will act as a hook for specific curriculum units. EEF: Pupil Premium Menu	6
Small group outdoor learning provision led by trained staff to develop independence and communication skills.	Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/outdoor-adventurelearning	6, 2

Total budgeted cost: £69,700

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our use of the Pupil Premium funding has enabled all children to access the curriculum in a way that suited individual needs across the curriculum.

Mental health and well-being continues to be a priority for a number of pupils and their families. The ELSA in school has targeted interventions which has had a positive impact on the well-being of pupils. The school has access to mental health support worker (NHS) working directly with children and families. Staff, pupil and parent voice evidences the impact of this support and interventions. The pupils have developed in confidence and are increasingly able to manage their emotional and mental well-being. Physical activity remains a priority for the school through the curriculum, physical play, competitions and outdoor learning. We involved our disadvantaged pupils in competition pathways and sports festivals whenever possible developing social and communication skills. 43% of our disadvantaged pupils represented the school in a sporting team.

Our use of the outdoors has provided challenging physical and emotional activities and observations, parent and pupil voice have shown that the pupils have developed, resilience, self-confidence and motivation.

The teaching of writing for all pupil is a priority for the school and a more structure approach has been introduced with teaching staff undertaking CPD to enable it to be embedded across the school. Monitoring of lessons, learnings walks, staff voice and book looks are showing an increased knowledge and understanding of how best to support our disadvantaged pupils.

Analysis of maths attainment has identified that where pupils especially disadvantaged are not attaining at the expected standard number fluency and recall is a barrier. The maths lead has worked with staff to ensure regular and effective teaching of these skills alongside the school's curriculum.

KS2 Data

33% of disadvantaged pupils reached the expected standard in reading compared to 63% nationally

25% in writing compared to 59% nationally

54% in maths compared to 60% nationally.

17% achieved the expected standard in Reading. Writing and Maths compared to 47% nationally. This is a widening gap.

Changes the school has made in relation to the teaching of writing across the school are showing an impact on internal data and should impact our end of KS2 data in subsequent years.

Phonics Screening

Only three of the disadvantaged pupils did not meet the expected standard in the phonics screening at the end of year 1. The rigorous teaching and learning of phonics

and the timely interventions for identified children in KS1 is having an impact on reading attainment.

By the end of Year 2 all disadvantaged pupils achieved the phonics screening. The school is on track to achieve its target to increase the number of disadvantaged pupils achieving the phonics screening in Year1.

Attendance

The attendance for our disadvantaged pupils is showing an improving picture with the gap between disadvantaged and school others is narrowing.

2022/23 91.6%

2023/24 92.0%

2024/25 92.4%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
EAL language	Flash Academy

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

n/a

The impact of that spending on service pupil premium eligible pupils

n/a