Pupil Premium Strategy Statement

This statement details our school's use of pupil premium and recovery premium funding for the academic year 2025 to 2026, 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	Mo Mowlam Academy
Number of pupils in school	99 (66 secondary; 33 primary)
Proportion (%) of pupil premium eligible pupils	86% (29% primary; 57% secondary)
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	
Date on which it will be reviewed	Spring term 2026 September 2026
Review and recommendations for approval	Academy Council
Statement authorised by	Standards Committee
Pupil premium lead	Rachel Glover Principal
Governor / Trustee lead	Alastair Thompson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89,825
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£89,825

Part A: Pupil premium strategy plan

Statement of intent

Pupil premium was introduced by the Government in April 2011 to **provide additional support for Looked After Children and those from low income families**. The additional funding was to help schools “narrow the attainment gap that still exists for pupils from disadvantaged and more affluent backgrounds”.

From the school’s self-evaluation and analysis of data, attendance has been identified as a significant barrier to learning. An increasing number of students who are on roll at Mo Mowlam Academy have spent significant periods of time out of education before coming to the school. As a result, students often struggle to re-engage with full time education, particularly those of secondary age, resulting in high levels of persistent absenteeism. Those who do attend school have gaps in their learning, and a particular deficiency in age related literacy and oracy skills.

We recognise that impoverished speech and language skills can negatively impact all areas of a young person’s life, making both social and academic achievement more difficult.

The funding will provide the school the opportunity to:

- purchase further staff time to deliver a range of interventions in class at various opportunities during the school day (0.5 FTE in primary and 0.5 FTE in secondary)
- for the poorest attenders, provide 1-1 teaching to address significant gaps in learning
- continue to embed phonics and reading opportunities to ensure all pupils have a solid phonetic base to progress their reading and spelling skills
- ensure staff are adequately trained to deliver phonics and interventions
- increase awareness around the important of good oracy skills, and the modelling of good oracy by all staff
- ensure regular staff training on emotion coaching and trauma informed practice
- provide practical resources such as ICT to remove barriers to learning and ensure all students can access KS4 exams

Challenges

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

Challenge number	Detail of challenge
1	**Attendance:** Persistent absence and disengagement from school routines

2	**Literacy and numeracy gaps:** Many pupils enter with attainment well below age-related expectations, particularly in reading, writing, and basic numeracy.
3	**Regulation needs:** Sensory and regulation challenges impact pupils' readiness to learn. High levels of social, emotional, and mental health needs, including anxiety and trauma.

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
Improving Emotional Wellbeing and Readiness to Learn	Improved emotional regulation and readiness to learn, evidenced through learning walks and CPOMS. Improved engagement in lessons, measured through behaviour tracking data. Increased motivation and reduced exclusions, evidenced through attendance and behaviour data.
Closing Gaps in Literacy and Numeracy and ensuring that students leaving at the end of Y11 achieve appropriate accreditation to access post 16 provision	Accelerated progress in reading and writing for disadvantaged pupils, tracked through internal assessments and standardised measures. Pupils demonstrate improved confidence in speaking and listening – evidence gathered in oracy scrapbook Gaps in English and maths narrow over time compared with peers. Improved progress and qualifications for disadvantaged pupils, including functional skills and vocational accreditations
Improved attendance, reduction of persistently and severely absent students, particularly in KS4	Improved emotional regulation and readiness to learn, evidenced through Boxall profiles and SDQ scores.

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: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver high-quality CPD on phonics, reading, and the new KS2 writing framework, enabling TAs to give quality feedback alongside teachers	EEF – Feedback; phonics	2
Provide targeted literacy and numeracy interventions led by trained staff.	EEF – teaching assistant interventions	2
Embed oracy strategies across the curriculum to improve communication and comprehension.	EEF – Collaborative learning approaches EEF – Oral language interventions	2

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

Budgeted cost: £33,023

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver curriculum pathways tailored to pupils' needs, including vocational learning opportunities and alternative provision (AP) placements, or 1-1 tuition in the community.	EEF – Individualised instruction; one to one tuition; teaching assistant interventions	2,3

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

Budgeted cost: £24,802

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work with Local Authority Attendance and Welfare Service to support families and	EEF – Behaviour interventions	1

reduce persistent absence.		
Commission additional Occupational Therapy (OT) support to develop regulation strategies.	EEF – physical activity	3
Provide on-site counselling and therapeutic support for identified pupils.	EEF – Social and emotional learning	3

Total budgeted cost: £89,825

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 2023 to 2024 academic year.

ACTIVITY/PROJECT	SPEND	IMPACT TO DATE
	Quality of Education	
Training has been delivered to teaching staff on Oracy	£100	An oracy scrapbook evidences impact of the training, with examples of students displaying excellent oracy skills. Staff training has been well attended and learning walks evidence strategies being used in the classroom
Library resources to be updated	£400	The secondary library has been refurbished to provide a seated area for students to enjoy books. Mini libraries are available in each classroom. During tutor time, students can be seen using the space positively. A reader of the week is presented in assembly. The primary reading area has a focus on reading for pleasure with an armchair to encourage a relaxed atmosphere.
A range of interventions targeted to individual needs to address gaps in phonic knowledge	£3,500	In the primary department, daily phonics interventions include the use of online platforms for pupils to practise their learning. In secondary, targeted students who require phonics intervention are receiving this on a 1-1 basis. Student progress is evidenced through data trawls and learning walks.
	Behaviour and Attitudes	
Alternative Provision, including Home Tuition, to be used strategically to support students who are severely absent	£70,000	The use of AP is strategic and individual case studies show improvements. This includes the use of home tuition for those who cannot successfully access the classroom. All year 11 leavers identified appropriate post 16 provision, including those who accessed AP.
	• **Personal Development**	

Promotion and expansion of lunchtime activities	£6000	A variety of clubs are available to secondary students at lunchtime, and resources have been purchased for use during these clubs. Clubs include ICT, Thrive, Art as well as an outdoor sports offer. Trackers evidence participation in these clubs.
Additional resources for use during outdoor play		In the primary department, OPAL playground is well established. In the secondary department, sports equipment is available to students at break time. Observations of primary playtime evidence excellent participation, and students demonstrate improving social skills.

Detail	Amount
Pupil premium funding allocation this academic year	£80,000
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£80,000

Externally provided programmes

Programme	Provider
N/A	

Service pupil premium funding (optional)

Measure	Details
N/A	

Further information (optional)

Additional activity **Planning, implementation and evaluation**