Mildmay Primary School

Pupil Premium Strategy Statement

2026-27



Pupil premium strategy statement 26.27

This statement details our school's use of pupil premium (and recovery premium for the 2026 to 2027 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	Mildmay Primary School
Number of pupils in school	591
Proportion (%) of pupil premium eligible pupils	12.9%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	3 years
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Dominic Mulholland
Pupil premium lead	Beth Aspinall
Governor / Trustee lead	Sarah Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£117,792
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£117,792

Part A: Pupil premium strategy plan

Statement of intent

At Mildmay Primary we understand that there are common barriers to learning for disadvantaged children. We also understand that the challenges are varied and there is no "one size fits all".

Addressing Educational Disadvantage is a whole-school responsibility. Class teachers lead the universal provision within their classrooms, supported by the wider school community through Tier 2 and 3 provision.

High- quality teaching is at the heart of our approach with a focus on key areas of learning in order to give children the best opportunities and prepare them for the next steps in their education and achieve personal excellence.

Our ultimate objectives are:

- To ensure all pupils have high-quality teaching and provision.
- To raise the attainment of disadvantaged pupils.
- To support our children's mental health and wellbeing to enable them to access learning at an appropriate level and have positive behaviours for learning.
- To empower children to achieve personal excellence.

Challenges

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

Challenge number	Detail of challenge
1	The attendance of our pupil premium children as a group (88.7%) is lower than that of the whole school (94.8%). 30.7% of disadvantaged pupils have been persistently absent compared with 10.3% of the whole school. This is an improvement from last year but continues to be an area for concern. Our assessments show that absenteeism is negatively impacting disadvantaged pupil's progress.
2	Many of our pupil premium children have additional special educational needs or have low academic starting points and are in need of highly skilled teaching and intervention to accelerate their progress and reach their potential.
3	Many of our disadvantaged children struggle with being ready to learn and have significant mental health and well-being needs. A proportion of children disengage with their education either through non-attendance or displaying a lack of resilience with work. Part of this can be attributed to the varied expectations and priorities in the home and part to self-esteem and self-worth. A supportive and accessible school environment is key to the reconnect that such children require.

4	Our assessments, observations and discussions with families show that many of our pupil premium or other disadvantaged children not on the pupil premium register do not have access to the rich and varied experiences that our non-pupil premium children experience.

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
For attendance of our PP children to be in line with the attendance for non-PP children. For overall school attendance to be good (above 96%)	Attendance records show that PP attendance is in line with Non-PP children. When this is not the case records show that these families have been contacted by the attendance officer, PSO or HT to support them according to their individual needs.
PP children will achieve good or better attainment and progress in Phonics, Oracy, Reading, Writing and Maths.	KS2 Sats results for PP children show they achieve at least age-related attainment in reading, writing and maths or if not can clearly demonstrate good progress. KS1 phonics check data shows that disadvantaged children achieve in line with their peers or show good progress from their starting points. Internal data shows good progress and attainment in all other year groups. Gap will close in achievement between PP and Non-PP children.
For PP and other vulnerable children to feel safe and ready to learn at school.	PSO records show that targeted PP children are receiving additional support specific to their needs and as a result there is a noticeable improvement in their learning behaviours. These children will be able to engage in class learning and participate in lessons to the same level as their peers through a supportive environment. Pupil voice survey will show that PP children have high aspirations for themselves .
For PP children will benefit from a wide range of enrichment activities which are offered.	Records show all PP children are attending clubs and other enrichment activities such as forest school and cooking club. Pupil surveys show children are enjoying school and have improved attitudes towards their learning. Behaviour and class records show that social skills, independence, perseverance and teamwork are developing for our pupil premium children.

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: £55,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching and feedback from SLT to support implementation of evidence-based approaches High quality CPD through external consultants. Use of Mildmay 4-Part Pedagogy to deliver highly skilled teaching	**Instructional coaching** Sims et al. (2021) *Characteristics of Effective Professional Development: An EEF Systematic Review* **Phonics support** – EEF - +5 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. **Writing Strategies - EEF** Improving Literacy in KS1 and KS2 guidance reports with specific reference to writing. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 There is strong evidence base that suggest quality first teaching has the greatest impact on all learners. EEF research on early writing and supporting writing development highlight the impact of teacher subject knowledge and explicit modelling, direct teaching of composition skills, explicit teaching of transcription skills and spelling and high-quality resources. https://www.ambition.org.uk/blog/using-prior-knowledge-tackle-memory-retention-and-reduce-cognitive-load/ https://walkthrus.co.uk/how-does-it-work https://educationendowmentfoundation.org.uk/news/engine-room-of-adaptive-teaching *Willingham's simple model of learning*	1

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

Budgeted cost: £30,792

Activity	Evidence that supports this approach	Challenge number(s) addressed
LSAs delivering high quality reading, writing, phonics and maths interventions.	LSA interventions – EEF - +4 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Specific training for our LSA team will be provided throughout the year so they are able to implement targeted support for individuals or small groups of children. Evidence shows that where teaching assistants are trained to deliver interventions to small groups or individuals it has a higher impact than LSAs working in the general classroom environment.	2

Wider strategies (for example, related to attendance, behaviour, wellbeing)Budgeted cost: £31,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Consistent pastoral support Targeted wellbeing/counselling. Trauma perceptive practice training for all staff. Educational trips and visits contributions Full programme of curriculum enrichment across the wider curriculum Attendance office role	Life skills and enrichment – EEF - +4 https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment Evidence shows that the benefits of curriculum enrichment opportunities have a positive impact on both learning and wellbeing. The DfE guidance 'improving school attendance' has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities Parental engagement EEF toolkit (+4) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Social and Emotional Learning – EEF (+4) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus	1,3,4

	on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.	
Ensuring children who are unable to attend specific educational or extra-curricular activities have access to them. Specific clubs such as Forest schools and cooking club are by invite only and focus on our more vulnerable children.	Physical Activity – EEF +1 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity Evidence shows that there is a small positive impact of physical activity on academic attainment but it is recognised that pupils have high quality physical activity for other benefits and opportunities it provides. Cultural Capital and educational success https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Research on cultural capital argues that extracurricular activities may enhance children's intellectual creativity, breadth, and scope. Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities and access to the arts free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. We will also provide nonsporting clubs to ensure our children have access to rich and varied experiences.	1,3,4

Total budgeted cost: £117,792

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 to 2026 academic year.

The proportion of pupils eligible for Pupil Premium has continued to increase over recent years, rising from 9.6% in 2022-23 to 14.9% in 2025-26. As the profile of disadvantage within the school evolves, our strategy remains focused on ensuring that barriers to learning are identified early and addressed through a combination of high-quality teaching, targeted academic support and wider pastoral provision. Attendance, English and pupils' social, emotional and mental wellbeing have continued to be significant priorities.

Improving attendance remained a key priority throughout 2025-26. Attendance for Pupil Premium pupils was 88.7%, remaining below the whole-school average. However, school data demonstrates a significant reduction in persistent absence, from over 40% to 30.7%, representing strong progress over the academic year.

This improvement reflects the impact of a more targeted approach to attendance, welfare and family support. During the year, pastoral provision was reviewed and refined to ensure resources were directed towards pupils and families facing the greatest barriers. Attendance monitoring became a shared responsibility across the school, enabling earlier identification of concerns and more effective intervention.

As a result, more disadvantaged pupils attended school regularly and were able to access learning consistently. Whilst attendance remains below where we want it to be, the substantial reduction in persistent absence demonstrates that the strategies implemented are beginning to have a positive impact. Improving attendance and reducing persistent absence further will remain a central priority for 2026-27.

Outcomes in phonics continue to reflect the positive impact of the school's systematic approach to early reading. In 2025-26, 85.1% of pupils achieved the expected standard in the Year 1 Phonics Screening Check, with 62.5% of Pupil Premium pupils meeting the expected standard.

All Pupil Premium pupils who did not achieve the expected standard were unable to access the assessment for a variety of reasons. Therefore, data alone does not fully reflect the progress made by this group.

A continued commitment to delivering a consistent phonics programme, alongside high-quality teaching, accurate assessment and rigorous pupil tracking, contributed positively to outcomes. Additional investment in phonically matched reading books and the training of Learning Support Assistants to deliver targeted interventions strengthened provision further.

In addition, a speech and language programme delivered by trained support staff enabled pupils with identified communication needs to access early support. School assessment information indicates that targeted pupils made strong progress in their communication and early literacy skills, providing a firmer foundation for future reading success.

During 2026-27, the school will continue to strengthen early identification, intervention and assessment processes to ensure that disadvantaged pupils requiring additional support are identified quickly and receive timely intervention.

At the end of Key Stage 1, 53.2% of all pupils achieved the expected standard in reading, writing and mathematics combined, compared to 20% of Pupil Premium pupils.

At the end of Key Stage 2, 63.3% of all pupils achieved the expected standard in reading, writing and mathematics combined, compared to 35% of Pupil Premium pupils.

Whilst attainment gaps remain, these outcomes must be considered alongside the significant pastoral, attendance and additional needs experienced by a number of disadvantaged pupils. Internal school assessment, pupil progress information and classroom evidence indicate that many disadvantaged pupils made good progress from their starting points and demonstrated improved engagement, resilience and readiness to learn throughout the year.

Targeted wellbeing interventions, parental engagement work and individualised support plans enabled many pupils to overcome barriers which had previously limited access to learning. The impact of this

work is evident in the positive learning behaviours seen across the school and the improved engagement of a significant number of disadvantaged learners.

While raising attainment remains an important priority, the school recognises that sustained improvements in attendance, wellbeing and engagement are essential foundations for future academic success. Consequently, pastoral support and early intervention will continue to form a key component of the school's Pupil Premium strategy for 2026-27.

A significant focus of our strategy has been ensuring that all pupils, including those who are disadvantaged, access a broad, balanced and ambitious curriculum delivered through high-quality teaching.

Investment in curriculum development has resulted in greater consistency in the sequencing of knowledge, progression of skills and quality of teaching across subjects. As a result, pupils are increasingly able to make connections in their learning and demonstrate deeper understanding across the curriculum.

The school has also continued its partnership with Voice 21 to strengthen oracy provision. This work has had a particularly positive impact on disadvantaged pupils, providing regular opportunities for pupils to develop confidence, articulate their thinking and participate actively in learning. Staff observations, pupil voice and learning walks indicate increased engagement and confidence amongst vulnerable learners, helping to ensure their voices are heard and valued within the classroom.

In 2026-27, the school will continue to develop an oracy-rich curriculum and further strengthen adaptive teaching approaches to ensure that all pupils, particularly those who are disadvantaged, can fully access and succeed within the curriculum.

Access to wider opportunities remains an important aspect of our Pupil Premium strategy. An increasing number of disadvantaged pupils now participate in extracurricular clubs and enrichment activities.

These opportunities support pupils' confidence, social development, aspirations and sense of belonging within the school community. Clubs specifically designed to engage disadvantaged pupils have been well attended and received positive feedback from both pupils and parents.

Evidence gathered through pupil voice and school monitoring suggests that participation in enrichment opportunities has contributed positively to engagement, attendance, confidence and attitudes towards learning. As a result, the school will continue to remove financial barriers to participation and ensure that disadvantaged pupils can access the same breadth of opportunities as their peers.

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
Purple Mash	2simple

Sats Companion	Sats Companion
Votes 4 Schools	Votes for schools
TTRockstars	TTRockstars
Testbase	Testbase
Kapow – curriculum (Art/DT/Hist/Geog/Music,PSHE,RE,Science)	Kapow
PE – Get set for PE	Get set 4 PE
White Rose Maths	White Rose