

# Mount Hawke Academy

## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium) funding for the academic year 2025-2026 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 outcomes for disadvantaged pupils last academic year.

### School Overview

Detail	Data
Number of pupils in school	240
Proportion (%) of pupil premium eligible pupils	10.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	December 2023 – December 2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Catherine Biddick
Pupil premium lead	Jeanine Williams
Governor / Trustee lead	Aspire Trust Board

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,845
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£35,845</b>

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

At Mount Hawke Academy, our Pupil Premium strategy is built around the belief that every child deserves the opportunity to **thrive and achieve their personal best**. We are committed to removing barriers to learning and ensuring all pupils are supported academically, socially, and emotionally.

Our approach focuses on three key priorities:

#### **Understanding Every Child:**

We ensure that every PP child in the school is known and understood as an individual. By identifying their personal needs and strengths, we provide targeted support that enables them to thrive both in learning and in life.

#### **Reading for Life:**

We are dedicated to improving reading so that we improve children's prospects in life. Developing confident, fluent readers opens doors to future success, builds self-belief, and supports learning across all subjects.

#### **Quality Teaching to Narrow the Gap:**

High-quality, inclusive teaching is at the heart of our approach. Through careful monitoring, timely intervention, and well-trained staff, we aim to narrow the attainment gap and ensure disadvantaged pupils make strong progress alongside their peers.

### Challenges

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

Challenge number	Detail of challenge
1	Lower attainment in reading, writing, maths - regular opportunities for reading and making progress in phonics
2	High attaining pupils need to continue to maintain and accelerate good progress to ensure more PP children continue to reach GDS
3	More frequent behavioural support / ready to learn – high levels of emotional need
4	Attendance and punctuality
5	Cultural capital – breadth of experiences & low aspirations and expectations

## 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
Consistent, sustained and accelerated progress in Phonics, Reading, Writing and Maths.	Achieve equal to or above national average for PSC and achieve above national average progress scores in KS2 Reading, Writing and Maths.
Additional support for individual children and small groups, to ensure gaps in learning are addressed. Pupils who are double or triple disadvantaged (for example are also SEND and/or vulnerable) are also monitored and given additional support.	Progress is accelerated and the gap between Pupil Premium and non-Pupil Premium is reduced or closed.
High attaining pupils need to continue to maintain and accelerate good progress to ensure more PP children continue to reach Greater Depth.	A higher number of Pupil Premium children are reaching Greater Depth, at least by the end of KS2.
Emotional needs have been supported through whole school TIS approach, targeted interventions for individuals and group support, such as Socially Speaking.	Boxall Profile scores improved and increased engagement in learning and accelerated academic progress made.
Attendance is consistent, regular and sustained.	Attendance at or above 96%
Raised aspirations and expectations of all stakeholders.	Families feel well supported and invested in their child's education. Pupils feel a sense of achievement and have future aspirations.

## 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: £15,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Comprehensive training in validated phonics scheme - ensure that Little Wandle Letters and Sounds Phonics scheme is taught with fidelity, monitored closely and pupils making below expected progress are identified in target setting meetings.</p> <p>Purchase of resources to ensure that all sessions have correct provision.</p> <p>Purchase of new reading books for follow on from LW – LW Fluency into Y4 &amp; sustained focus on reading comprehension strategies through the school.</p>	<p>EEF – phonics has high impact for very low cost, based on very extensive evidence - +5 months</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>EEF/ Tim Shanahan (2019) – Reading Fluency is vital to ensure academic success – 80% of curriculum is based on reading - <a href="#">EEF blog: Shining a spotlight on reading fluency   EEF</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction - <a href="#">Reading comprehension strategies   EEF</a></p>	1, 2
<p>All pupils have access to quality first teaching. Regular Continuous Professional Development for all staff.</p>	<p>Large body of research evidence that quality first teaching has a major impact on pupils' progress and has the most impact on the most disadvantaged pupils, including from EEF.</p> <p><a href="#">EEF blog: 'Five-a-day' to improve SEND outcomes   EEF</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="#">1. High-quality teaching   EEF</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	1, 2, 5
<p>Upskill support staff with appropriate approaches and pedagogy to enable delivery</p>	<p>EEF - research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on</p>	1, 2

of targeted teaching interventions.	attainment of approximately three to four additional months' progress. <a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a>	
Purchase of standardised assessments.  Training for staff to ensure assessments are interpreted correctly, including the use of Insight.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1, 2
Focus on transcription – investment in LW Handwriting for EYFS & KS1 assessments, leading to improved outcomes.	Robust teaching and interventions will improve the fluency of handwriting in EYFS and Y1 and Y2. This will enable more swift progress as children are more able to concentrate on composition, spelling, grammar and punctuation.	1,2

## Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue development of use of EexRec to ensure use of language and communication support is sustained through the year, with focus on developing vocabulary.	EEF, OfSTED and Sir John Dunmore have all identified this as a high impact low cost strategy. EEF noted that those starting school recently needed more support with communication and language development. Communication and language approaches typically have a very high impact and increase young children's learning by seven months. <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Communication and language approaches   EEF</a>	1, 2
Mastering Number continues in EYFS and KS1 and is resourced with manipulatives.	Early numeracy approaches typically increase children's learning by about seven months - EEF. We have selected the Mastering Number programme. This project from NCETM aims to secure firm foundations in the development of good	1, 2

Take part in Maths Hub and cascade learning back to school.	<p>number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Early numeracy approaches   EEF Improving Mathematics in Key Stages 2 and 3</a></p> <p>As part of Code Maths Hub, we will examine the success of Mastering Number in Lower KS2 in other schools, and determine if this is an appropriate next step for MHA.</p>	
Teaching of phonics through a systematic phonics program: Little Wandle (LW). Pupil assessment will take place six weekly and at the point of pupil need. In addition, regular staff observations and training will occur to provide targeted support. The programme is overseen by a Phonics Lead who supports staff daily in the delivery as necessary. Regular phonic assessment enables pupils, and staff are supported as required. In addition, regular CPD is delivered with updates to the teaching and delivery of the programme.	<p>'Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.' (EEF 2018)</p> <p>LW is a proven approach and in school evidence of the programme has identified that it is highly effective. Any extra intervention needed is a continuation of the LW programme. In addition, continual monitoring also enables pupils to be identified immediately, LW teachers can ask for an assessment to be conducted at any point if they feel a child has progressed or dipped.</p> <p>LW trained support staff deliver 'keep up' interventions as necessary.</p>	1,2
Additional phonics / reading sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with LW training programme and school's staff.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks - <a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2

Offer additional small group support for eligible pupils in Years 5 and 6 to become 'secondary ready' in conjunction with our feeder secondary schools.	EEF - Transition is especially important for pupils with SEND and those from disadvantaged backgrounds. The research is clear that these groups are most at-risk of a decline in educational outcomes following the transition to secondary school.	1, 2, 5
Identify pupils who may require more targeted, high quality, purposeful and focussed support, including with our Sports Coach.	According to evidence from the Education Endowment Foundation (EEF), targeted and purposeful one-to-one support demonstrates a substantial positive impact on pupil attainment. Furthermore, EEF's analysis of summative assessment outcomes reveals that pupils from socio-economically disadvantaged backgrounds continue to experience a widening attainment gap compared to their peers.	1, 2, 5

## Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of We Thinkers and Social Detectives	These programmes help children build foundational social competencies and essential life skills through stories, lessons, and play activities. The programmes help better understanding of self and others, develop self-awareness, perspective taking, social problem solving, and support social-emotional learning, relationship building, classroom learning, and academic performance. <a href="#">EEF Social and Emotional Learning.pdf</a>	3
Continue as a school to use the TIS approach to meet the emotional needs of children. Support high levels of engagement with learning and positive outcomes. Provide tailored nurture groups to support emotional wellbeing and develop social and interaction skills.	TISUK's training is highlighted in the DfE Advice to Schools: Mental Health and Behaviour in Schools DfE-00327-2018 as supporting and promoting positive mental health. <a href="#">EEF Social and Emotional Learning.pdf</a>	3
Work with allocated Educational Mental Health Practitioner (EMHP) from the	In 2017, the Government published its <a href="#">Green Paper for Transforming children and young people's mental health</a> , which detailed proposals for expanding access	3

NHS Mental Health Support Team.	<p>to mental health care for children and young people, building on the national <a href="#">NHS transformation programme</a>.</p> <p>The proposals were focused on providing additional support through schools and colleges and reducing waiting times for treatment. The Department of Health and Social Care and the Department for Education published its <a href="#">Response to the Children and Young People's Mental Health Green Paper Consultation</a>.</p>	
<p>Regular identification of pupils whose attendance is falling below 96%. Tailored support provided for families with low attendance, working with the Trust's Attendance Team &amp; key members of staff and external agencies.</p> <p>Continue to develop a partnership with families, supporting them to be enabled to engage with their children's learning – workshops, information sessions, information &amp; support sent home.</p>	<p>EEF - You can spend your pupil premium on non-academic interventions, such as improving pupils' attendance, as these are often vital in boosting attainment. A focus on these issues is particularly important now, given the impact of Covid-19.</p> <p>EEF Guidance – March 2022 – Attendance Interventions:</p> <p>Do interventions that aim to increase pupil school attendance affect attendance behaviours of school-aged pupils?</p> <p>DfE Guidance - <a href="#">Working together to improve school attendance - GOV.UK</a></p> <p>Parental engagement approaches have, on average, a positive impact of five months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. There is extensive evidence on the positive impact of parental engagement approaches.</p> <p><a href="#">Parental engagement   EEF</a></p>	4
To enhance pupils' cultural capital by providing a breadth of experiences - ensure the curriculum is balanced and carefully sequenced and allows opportunities for cultural development. Future Me work with children to develop aspirations, including Cornwall Parliament 2026.	<p>EEF - evidences the positive impact on well-being on outdoor and enrichment activities.</p> <p>"The essential knowledge that children need to be educated citizens." (Ofsted EY Inspection Handbook). "Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education." (DfE, Early Years Inspection Handbook)</p>	5

**Total Budgeted Cost: £35,250**



# Part B: Review of Outcomes in the Previous Academic Year

## Outcomes for Disadvantaged Pupils

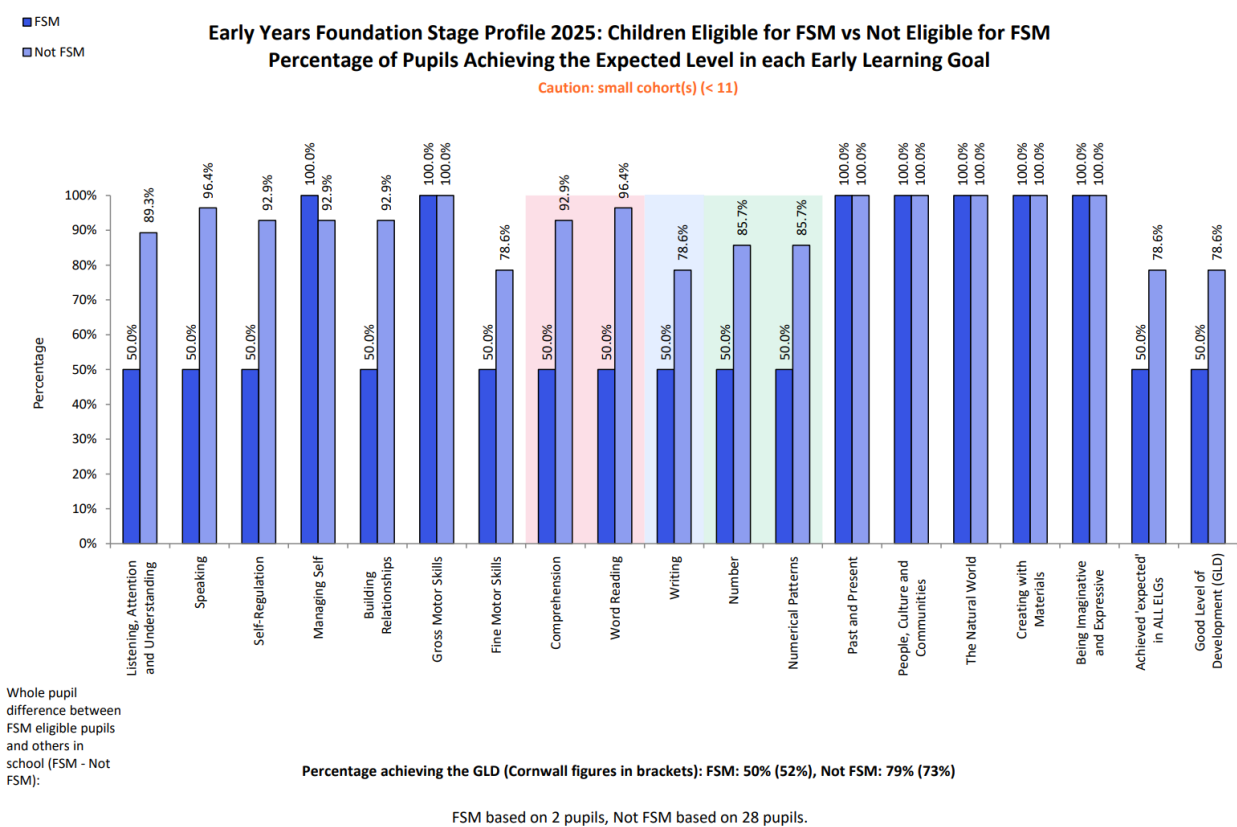
### 2024 – 2025

Our Pupil Premium results continue to be very cohort specific as we have statistically insignificant numbers of pupil premium eligible children in each year group. This does not prevent us, however, from focussing on ensuring that these children are given the best possible start to their educations.

In 2024-25 pupil premium children were monitored on an individual basis, with their provision tailored to meet their needs. An analysis of the data identifies that this must be maintained, in order to ensure that the gap between progress of pupil premium children and non-pupil premium children is narrowed. Pupil premium children's progress, academically, emotionally and socially, is monitored closely by all staff to ensure timely intervention is given when necessary.

### Summer 2025 Results

#### EYFS – 2 children



EYFS GLD – 2 children	
GLD	1 (50%)

Phonics Screening Check – 3 children	
Subject	32+
PSC	3 (100%)

Phonics Screening Check Year Two Cumulative – 1 child	
Subject	32+
PSC	1 (100%)

## Key Stage One Assessments

Subject	KS1 Assessments – 5 children		
	PKF / WTS	EXS	GDS
Reading	0 (0%)	1 (20%)	4 (80%)
Writing	0 (0%)	1 (20%)	4 (80%)
Maths	0 (0%)	1 (20%)	4 (80%)

## Key Stage Two Assessments

Subject	KS2 Assessments – 7 children					National PP
	PKF	WTS	EXS	GDS	EXS+	EXS+
Reading	1	2	3	0	43%	63%
Writing	2	2	3	0	43%	58%
Maths	0	3	2	2	57%	61%
SPAG	0	3	2	2	57%	60%

School			Comparator			Gap between School & Comparator	
Cohort	% Expected Standard +	% Greater Depth	Cohort	% Expected Standard +	% Greater Depth	Pupil Difference (EXS)	Pupil Difference (GDS)

## Reading

Disadvantaged	Disadvantaged	7	57.1%	14.3%	DfE	63.2%	21.3%	0	0
	Other	34	94.1%	52.9%	DfE	80.6%	39.0%	4	4

## Writing

Disadvantaged	Disadvantaged	7	42.9%	0.0%	DfE	58.4%	6.5%	-1	0
	Other	34	91.2%	20.6%	DfE	77.0%	15.5%	4	1

## Maths

Disadvantaged	Disadvantaged	7	57.1%	28.6%	DfE	60.5%	15.1%	0	0
	Other	34	94.1%	41.2%	DfE	80.4%	31.6%	4	3

## R, W, M Combined

Disadvantaged	Disadvantaged	7	28.6%	0.0%	DfE	46.6%	3.5%	-1	0
	Other	34	85.3%	14.7%	DfE	68.0%	10.5%	5	1

Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged		
		School	National	National distribution banding
3-year	20	70%	62%	Above (non-sig)
2025	7	57%	63%	Close to average (non-sig)

Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged		
		School	National	National distribution banding
3-year	20	65%	59%	Close to average (non-sig)
2025	7	43%	59%	Below (non-sig)

Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged		
		School	National	National distribution banding
3-year	20	65%	60%	Close to average (non-sig)
2025	7	57%	61%	Close to average (non-sig)

- If we uncouple SEND from Disadvantaged, it shows that our Disadvantaged group is achieving well and making good progress. Our SEND children continue to make good progress from their starting points, because of our relentless focus on their achievement.
- We must continue to monitor the Disadvantaged group being given every opportunity to reach GDS. Ensuring that we have high expectations for all of our children through providing excellent practitioners in class, ensuring that vocabulary is widened and that our children are emotionally ready to access our curriculum, as well as targeted teaching, will build on this.
- Ensure all PP children's emotional needs have been supported through targeted interventions – applying TIS approach consistently.
- Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted following COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We continue to build on this as these cohorts move through the school.
- Social and emotional impacts that the pandemic has had on some children has become more evident, particularly with regards to socialising. Ongoing planning for children's social and emotional needs in class, including as a whole class, small groups and individuals as appropriate, continues.
- Attendance is again higher than the parallel points last academic year. With effective individual / small group intervention as appropriate, alongside clear support for all, the targeted attendance support for pupils and families is starting to show a positive impact. We will measure the whole school effectiveness of this further this academic year.
- Parents' evenings take-up was positive through last year and those families who didn't attend were followed up with a phone call.
- We took part in a Young Minds Mental Health pilot programme and this has helped school and families to work together to support mentally healthy cultures both at home and school. This continues in the form of Mental Health Ambassadors whose role is becoming embedded. We are also in a project with NHS England, with an allocated Education Mental Health Practitioner, who is in school weekly, supporting children and families.
- Frequent reading support for children working below the expected level will help support and underpin their learning.
- Little Wandle Phonics DfE validated phonics programme is implemented consistently, with 86% of Year 1 pupils passing the phonics screening check in Summer 2025 and 100% of children passing by the end of Year 2. This includes the phonics teaching, guided reading, keep up interventions and SEND programme which we will embed further this academic year.

We recognise there is a gap in attainment between disadvantaged and non-disadvantaged groups and continue to strive to diminish this:

- Pupils who most need to improve their reading (lowest 20%) continue to be a priority in every classroom for additional reading support, with all staff knowing who these pupils are in their classroom and supporting them appropriate to their needs.
- We have an additional mental arithmetic class focus across the school to continue our improvements in our children attaining the expected standard and above. With increased mental arithmetic intervention, children will make accelerated progress in the fundamentals of mathematics.
- To achieve improved attendance for all pupils, we sustain positive relations with parents and support our most vulnerable families. This will continue to be achieved by ensuring open communication with parents. We have an established feedback system and recording form to further work in partnership with families whose children have ILPs and to involve families in their children's progress more completely, with these families being invited to more regular attainment and progress meetings.

- From our close working partnership with our Education Welfare Officer, attendance is reviewed formally each half term. Meetings with parents take place if their child's attendance is below the level deemed acceptable, which is broadly: 85% (Autumn term), 90% (Spring Term), 92% (Summer term), ensuring that the expected level of 96% attendance is known and strived for. Expectations for future attendance has been shared during these meetings. While our levels of persistent absence remain well below national averages, this academic year we will be following up with all families where attendance is below 93%, to reduce the likelihood of persistent absenteeism.

## 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
Little Wandle Phonics	Little Wandle / Collins
Trauma Informed Schools	TISUK
SCARF	Coram Life Education
TT Rockstars	Maths Circle Ltd
White Rose Maths Premium	White Rose
Mastering Number	NCETM
EExREC Baseline Assessment & Beyond Baseline Assessment Tools	Early Excellence

## Service Pupil Premium Funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
This was spent on Little Troopers activities and the support staff to facilitate this, extra-curricular activities, a named person as contact. (The SPP is there for schools to provide mainly pastoral support for service children.)
<b>The impact of that spending on service pupil premium eligible pupils</b>
All service children through the school achieved at least EXS in reading, writing and maths. Average attendance was 97.8% for the academic year.

## Further Information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected has focussed on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- We were selected to pilot a Young Minds programme around anxiety and targeted children and families, working on support in the wider community to enable full participation in school life. Disadvantaged pupils and their families have been supported to participate. This work continues in our Mental Health Ambassadors programme and the allocation of a Mental Health Practitioner for our school.
- Use of our school grounds to provide planned activities to develop resilience, collaboration, and problem-solving skills.
- We continue to triangulate evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours to learn from their approach. We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils. We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.
- Use of Vulnerable Pupils Diagnostic Toolkit to build a picture of each individual's needs and identify their potential vulnerabilities – what makes them disadvantaged and what actions can be taken.