ST GILES
SPENCER ACADEMY

Pupil Premium Impact Report

2025-2026

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Pupil Premium Impact Report 2025/2026

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Pupil Premium Breakdown

Number on Roll:	146
Eligible Children:	83 PP 1 LAC / 3 PLAC
Percentage	56.84%
Grant Received:	£128,690

	FS2	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Pupil Premium	3	8	10	11	17	13	21
Percentage of Pupil Premium	3.6%	9.6%	12%	13.3%	20.5%	15.7%	25.3%

Pupil Premium Progress

Engagement Model

Pupil Premium

Expected or better

Strand	PP Expected or better	All Pupil Expected or better	Difference
Exploration	96.1%	97.9%	-1.8%
Realisation	92.2%	95.8%	-3.6%
Anticipation	92.2%	93.8%	-1.6%
Persistence	89.6%	93.8%	-4.2%
Initiation	96.1%	97.9%	-1.8%

Better than Expected

Strand	PP Better than Expected	Whole School Better than Expected	Difference
Exploration	61.0%	60.8%	+0.2%
Realisation	57.1%	58.4%	-1.3%
Anticipation	57.1%	62.4%	-5.3%
Persistence	58.4%	62.4%	-4.0%
Initiation	63.6%	64.8%	-1.2%

Progression Steps

English

Strand	All Pupil Expected or better	PP Expected or better	Difference	All Pupil Better than Expected	PP Better than Expected	Difference
Spoken Language	100%	100%	0%	70%	64.7%	-5.3%
Reading	95%	94.1%	-0.9%	75%	70.6%	-4.4%
Writing	70%	64.7%	-5.3%	55%	47.1%	-7.9%

- PP pupils are broadly in line with All Pupil outcomes for Spoken Language and Reading.
- The largest gap is in Writing, where:
  - 64.7% of PP pupils made Expected or better progress compared with 70% All Pupil.
  - 47.1% of PP pupils made Better than Expected progress compared with 55% All Pupil.
- Writing is therefore the most significant English area for PP pupils.

Maths

Strand	All Pupil Expected or better	PP Expected or better	Difference	All Pupil Better than Expected	PP Better than Expected	Difference
Number	90%	88.2%	-1.8%	60%	58.8%	-1.2%
Measurement & Geometry	90%	88.2%	-1.8%	60%	58.8%	-1.2%
Statistics & Probability	100%	100%	0%	70%	64.7%	-5.3%

- PP pupils are very close to All Pupil performance in all strands.
- No attainment gap greater than 2% exists for Expected or better progress in Number or Measurement & Geometry.
- In Statistics & Probability, all PP pupils achieved at least expected progress, matching the All Pupil picture.
- The only notable difference is a slightly lower proportion making Better than Expected progress in Statistics & Probability (64.7% vs 70%).

Science

Strand	All Pupil Expected or better	PP Expected or better	Difference	All Pupil Better than Expected	PP Better than Expected	Difference
Science	95%	94.1%	-0.9%	70%	64.7%	-5.3%

- PP pupils are almost identical to the All Pupil position for Expected or better progress.
- A slightly smaller proportion of PP pupils exceeded expected progress (64.7% vs 70%)

Summary of Spending

Outline	Quality of Teaching for All
Objectives	✚ To further develop communication-rich teaching approaches across all curriculum pathways. ✚ To ensure children access high-quality literacy experiences and reading opportunities. ✚ To develop engagement, independence and readiness to learn through consistently implemented sensory and communication strategies. ✚ To increase opportunities for learning beyond the classroom through outdoor learning and community access.
Impact (Strengths)	The continued implementation of high-quality teaching approaches, including the embedding of Little Wandle and ongoing staff professional development, has contributed to strong pupil outcomes. Across the Progression Steps curriculum, disadvantaged pupils achieved outcomes that were very close to the whole-school picture in most areas. In English, 100% of disadvantaged pupils made expected or better progress in Spoken Language, and 94.1% achieved expected or better progress in Reading. In Mathematics, all disadvantaged pupils achieved expected or better progress in Statistics and Probability, while outcomes in Number and Measurement & Geometry were within 2% of whole-school figures. Science outcomes were similarly strong, with 94.1% of disadvantaged pupils making expected or better progress. Within the Engagement Model, disadvantaged pupils performed strongly across all five strands. More than 89% of disadvantaged pupils made expected or better progress in every strand, with outcomes exceeding 92% in Exploration, Realisation, Anticipation and Initiation. Additionally, disadvantaged pupils achieved better-than-expected progress at rates comparable to, and in some cases exceeding, whole-school outcomes, particularly within Exploration. The Speech and Language Practitioner has played a significant role in developing communication provision across the school. Through direct intervention, staff coaching and communication-focused curriculum support, pupils have made strong progress in developing expressive and receptive communication skills. This is reflected in Progression Steps outcomes where 100% of pupils made at least expected progress in Spoken Language. The practitioner has supported the implementation of total communication approaches, communication aids and personalised strategies to ensure pupils can effectively express their needs, preferences and ideas across a range of settings. The Forest School Leader has expanded opportunities for outdoor learning, supporting pupils to develop confidence, resilience,

	communication and problem-solving skills in a practical environment. Forest School sessions have provided valuable opportunities for pupils to engage in hands-on learning experiences that complement classroom learning and support personal development. Pupils have benefitted from increased opportunities to develop social interaction, independence and emotional regulation skills, whilst fostering a greater connection with the natural environment. These experiences have contributed positively to engagement and wellbeing outcomes across the school. The Ambassador for Community Interventions and Enrichment has successfully increased opportunities for pupils to access their local community and participate in meaningful real-world learning experiences. Through careful planning and coordination of educational visits, community activities and enrichment opportunities, pupils have developed greater independence, communication skills and confidence within unfamiliar environments. Despite challenges in recruiting an additional minibus driver, the expansion of existing transport arrangements resulted in a 50% increase in transport capacity, allowing more pupils to participate in community-based learning opportunities. These experiences have supported the development of preparation for adulthood skills, social understanding and community awareness whilst extending learning beyond the classroom.
Developments	Despite the positive outcomes achieved, analysis of progress data highlights several areas for continued development. Writing remains the area of greatest difference between disadvantaged pupils and the whole-school cohort. Whilst 64.7% of disadvantaged pupils made expected or better progress and 47.1% exceeded expected progress, these figures remain below whole-school outcomes. The school will therefore continue to prioritise communication, literacy development and opportunities for purposeful writing across the curriculum. Within the Engagement Model, disadvantaged pupils achieved strong outcomes across all strands; however, Persistence showed the lowest proportion of pupils making expected or better progress (89.6%) and the largest gap when compared with whole-school outcomes. Further work will focus on developing pupils' sustained attention, resilience and engagement in learning activities. Although disadvantaged pupils achieved outcomes closely aligned with their peers in Mathematics and Science, a smaller proportion exceeded expected progress in some areas. The school will continue to refine targeted interventions and ensure that pupils are appropriately challenged to maximise rates of accelerated progress.

Outline	Targeted Support
Objectives	• To sustain progress in English, Maths and Science through targeted interventions. • To provide enhanced communication support for pupils requiring additional input. • To develop pupils' independence, communication and readiness to learn through specialist interventions. • To ensure targeted support effectively addresses individual barriers to learning.
Impact (Strengths)	Targeted interventions delivered by HLTAs, the Occupational Therapy Assistant and the Communication Practitioner have supported pupils to engage successfully with learning and develop key skills for independence. Community access, outdoor learning opportunities and communication-focused interventions have enabled pupils to generalise skills beyond the classroom and access a broad and balanced curriculum. The PROACT-SCIPr-UK Trainer has supported the development of a proactive, therapeutic approach to behaviour support, ensuring staff are equipped with effective de-escalation, co-regulation and positive behaviour support strategies. This has contributed to improved pupil regulation, increased participation in learning activities and a positive school culture. Consistent approaches to behaviour support have enabled pupils to access learning more successfully, which is reflected in the strong progress outcomes across both Engagement Model and Progression Steps pathways. Regular coaching and training have increased staff confidence in meeting pupils' individual emotional and behavioural needs. Investment in transport capacity has supported the continued delivery of community-based learning opportunities. While an additional minibus driver has not been appointed, the existing driver has increased their working commitment by undertaking an additional day each week. This has increased transport capacity by approximately 50%, enabling more pupils to access planned enrichment, life skills and community learning opportunities.
Developments	The increased transport capacity has strengthened access to community learning opportunities. Moving forward, the school will continue to review demand and evaluate whether further transport capacity is required to ensure all pupils can access the full range of enrichment and preparation-for-adulthood opportunities outlined within the strategy.

Outline	Other Approaches
Objectives	✔ To support pupils' sensory regulation and wellbeing. ✔ To increase access to community learning opportunities and enrichment activities. ✔ To develop independence, confidence and preparation for adulthood skills. ✔ To ensure pupils are emotionally regulated and ready to learn.
Impact (Strengths)	The coordinated approach involving safeguarding, family support, behaviour and therapy teams has continued to reduce barriers to learning for disadvantaged pupils. The school has maintained a strong focus on supporting families, addressing attendance concerns and providing early intervention through multi-agency working. This has ensured that pupils receive timely support and are able to access learning, wellbeing and enrichment opportunities more consistently. The work of specialist staff has supported pupils in becoming more regulated and emotionally available for learning, resulting in consistently positive outcomes across both engagement and academic measures. The Occupational Therapy Assistant has provided targeted support to develop pupils' fine and gross motor skills, sensory regulation, independence and access to learning. Through the delivery of individual and small-group intervention programmes, pupils have demonstrated improved engagement, readiness to learn and participation in classroom activities. Sensory strategies and environmental adaptations have supported pupils to remain regulated throughout the school day, contributing to the strong outcomes. Overall, the evidence demonstrates that disadvantaged pupils are making strong progress. Outcomes remain broadly in line with, and in some areas exceed, whole-school performance, indicating that the strategies funded through Pupil Premium are having a positive impact on pupil achievement, engagement and readiness to learn
Developments	The school will also continue to strengthen partnerships with families and external professionals to ensure that pupils' sensory, communication, attendance and wellbeing needs are identified and addressed as early as possible, reducing barriers to engagement and helping disadvantaged pupils sustain their positive progress over time.

Overall Impact

The evidence demonstrates that Pupil Premium funding has been used effectively to address barriers to learning and support strong outcomes for pupils across the academy. Outcomes are particularly strong within the Engagement Model, where **97.6% of pupils made at least expected progress overall**, and within Progression Steps where **100% of pupils made at least expected progress in English** and **95% in both Maths and Science**.

The combination of high-quality teaching, communication-focused practice, targeted interventions, sensory support and increased opportunities for community-based learning has enabled pupils to make sustained progress from their individual starting points. Despite challenges in recruiting an additional minibus driver, the increased transport capacity ensured continued expansion of learning opportunities beyond the classroom, further enhancing pupil outcomes and life experiences.