

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged students.

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	MOSSBOURNE COMMUNITY ACADEMY
Number of students in school	
Percentage of PP students in school	53.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24- 2026/27
Date this statement was published	November 2025
Date on which it will be reviewed	By January 2027
Statement authorised by	Rebecca Warren, Principal
Pupil premium lead	Laura Summers, Vice Principal

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£565,450
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	£565,450

Part A: Pupil premium strategy plan

Statement of intent

The intention of Mossbourne Community Academy is that all students, irrespective of their background or the challenges they face, make outstanding progress and fulfil their potential across the curriculum. We strive to develop articulacy, ambition and confidence in all students, and particularly those from disadvantaged backgrounds.

The ambition of our pupil premium strategy is to support disadvantaged students in achieving our intent, ensuring that all disadvantaged students make outstanding progress regardless of starting point.

Quality-first teaching is at the core of our approach, with a focus on areas in which disadvantaged students require the most support. This is an evidence-based approach, proven to have the most significant impact on closing the disadvantage attainment gap, and raising attainment of all students.

Our strategy will address common and individual barriers to success, rooted in robust diagnostic assessment, and not assuming that the impact of disadvantage is homogenous. To make sure the strategy is effective, we will ensure a whole academy approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Literacy and numeracy skills upon entering Year 7 are lower for students eligible for PP than for other students.
2	Aspirations amongst students with no history of tertiary education (mostly eligible for PP) can be lower than their peers'.
3	Attainment gaps have often opened up between PP students and non-PP students by the end of Year 6, meaning students will be at lower starting points and need extra support in Year 7.
4	There can be a correlation between challenging behaviours and attendance that may lead to disadvantaged students being further disadvantaged by not being in the classroom.
5	Nationally, in 2024, 26% of PP students achieved 5+ Basics and 53% of non-PP students achieved 5+ Basics. This represents a national gap of 27%.

	<p>At MCA in 2024, 67% of PP students achieved 5+ Basics, and 72% of non-PP students achieved 5+ Basics. This represents a MCA gap of 5%. In 2024, PP students at MCA outperformed non-PP students nationally in 5+ Basics measure by 14%.</p> <p>At MCA in 2024, 83% of PP students achieved 4+ Basics, and 85% of non-PP students achieved 4+ Basics. This represents a MCA gap of 2%. In 2024, PP students at MCA outperformed non-PP students nationally in 4+ Basics measure by 14%.</p> <p>Nationally, in 2025, 26% of PP students attained 5+ Basics. At MCA in 2025, 59% of PP students attained 5+ Basics. However, at MCA in 2025, 84% of non-PP students attained 5+ Basics which is a 25% gap. At MCA in 2025, 83% of PP students attained 4+ Basics and 93% of non-PP students attained 4+ Basics which is a 10% gap.</p>
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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
Improved progress and attainment among disadvantaged students across the curriculum at the end of KS4.	<p>Attainment of PP and non-PP students matches in 2025/6 results. Last year shows almost 1 grade difference in overall attainment with PP A8 score of 6.04 and non-PP at 6.99.</p> <p>Progress 8 for PP students to match non-PP students, at 1.6 (based on internal progress measurement).</p> <p>Nil gap in percentage of PP and NPP students achieving Basics 4+ and 5+.</p>
Improved reading comprehension among disadvantaged students across KS3 and 4.	NGRT reading tests demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers.
Improved metacognitive and revision skills among disadvantaged students across all subjects.	Diagnostic assessments to demonstrate smaller disparity between scores of disadvantaged students and their non-disadvantaged peers.
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	Sustained high levels of wellbeing from 2025/26 demonstrated by:

	<ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • an increase in participation in enrichment activities, particularly among disadvantaged students.
To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	<p>The overall attendance for all students being no less than 96% and the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced.</p> <ul style="list-style-type: none"> • A decrease in the number of students who are persistently absent and a decrease in the attendance gap between disadvantaged students and their non-disadvantaged peers.
All groups of students access a broad and balanced curriculum which provides a foundation for appropriate future career pathways	<ul style="list-style-type: none"> • An outstanding curriculum across all subject areas that is specific, coherent and ambitious, ensuring that disadvantaged students are integral to curriculum planning and delivery. • Diagnostic assessments to demonstrate smaller disparity between scores of disadvantaged students and their non-disadvantaged peers.
All groups of students, particularly disadvantaged, improve their confidence and oracy across the curriculum.	<p>An increase in pupil voice as demonstrated in qualitative data, such as pupil voice, teacher and pupil surveys and oracy points.</p> <p>No gap between disadvantaged and non-disadvantaged students in the qualitative data indicated above.</p>
All groups of students access co-curricular opportunities, trips and school events/initiatives.	<p>Leaders actively encourage and select PP students to participate in co-curricular clubs and schemes.</p> <p>When organising trips, trips lead ensures PP students can access the trip considering cost, ease of application and participation and reduce barriers where possible e.g. using PP budget, available subsidies or grants and making application process accessible.</p> <p>Tracking and monitoring of events, trips and opportunities shows that PP students participate and benefit from a wide array of initiatives.</p>

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: £ 450,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist literacy support staff	https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/reading-comprehension-strategies/	1, 3
Employment of full-time learning mentors and teaching assistants	Research: EEF Review https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 3, 4
Maintain high level of staff to student ratio to facilitate small group tuition for disadvantaged students	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 3, 5
Targeted CPD addressing raising attainment and confidence of disadvantaged students through metacognition, revision and oracy	Research: EEF-Sutton Trust Teaching and Learning Toolkit: Metacognition; Dignath et al, 2008 Gureasko-Moore et al. (2006) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 3, 5
Precision Curriculum Booklets (currently Yr7&8)	Ruth Walker – Booklets:10 principles of production https://rosalindwalker.wordpress.com/2020/05/22/booklets-10-principles-of-production/ Ben Newmark https://bennewmark.wordpress.com/2018/11/30/how-to-teach-using-a-booklet-and-visualiser/ Precision curriculum booklets, in conjunction with the use of visualisers, will support students that start secondary school with lower literacy levels. It will increase the amount of modelling, scaffolding and dissection of extended texts	1, 3, 5

	seen across different subject areas and improve the consistency of lesson delivery which will ultimately improve outcomes.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ [10,450]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Study Club for 11 PP students	Research: EEF-Sutton Trust Teaching and Learning Toolkit: Metacognition; Dignath et al, 2008 Gureasko-Moore et al. (2006)	3, 5
Year 11 Internal small group tuition in English and Maths	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 3, 5
Year 10 External tuition in Maths to support PP student academy progress (Action Tutoring)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 3, 5
Year 10 external tuition in English to support PP student academy progress (Action Tutoring)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 3, 5
Literacy interventions such as Reading Plus and Lexia	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 3, 5
Letterbox parcels for Year 7 PP students promoting reading and literacy whilst providing books	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 3, 5

and equipment for students		
Magic Link intervention to support disadvantaged students in Y7-9 with handwriting	Denton, P.; Cope, S. and Moser, C. (2006). The effects of sensorimotor based intervention versus therapeutic practice on improving handwriting performance in 6 to 11 year old children. In <i>The American Journal of Occupational Therapy</i> , 60 (1). Pp.16-27. Santangelo, T. and Olinghouse, N. (2009) <i>Effective writing instruction for students who have writing difficulties. Focus on exceptional children</i> .	1, 3, 5
External Talk the Talk workshop for disadvantaged students in Y11 to develop oracy	https://cfey.org/wp-content/uploads/2021/04/EMBARGOED-until-280421_Oracy_APPG_FinalReport.pdf	1, 3, 5
Subsidised music tuition for disadvantaged students	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	2

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

Budgeted cost: £ 15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Guest speaker slot for Y11 students to inspire, educate and motivate	https://educationendowmentfoundation.org.uk/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match?utm_source=/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match&utm_medium=search&utm_campaign=site_search&search_term=careers	2, 3, 5

Enrichment embedded in the curriculum via Bourne Scholar programme (Y7-10) to ensure all disadvantaged students are benefiting from the wider curriculum	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	2, 3, 5
In-house ASPACE counselling service and well-being drop-in	https://www.bacp.co.uk/news/news-from-bacp/2021/21-january-effectiveness-of-school-counselling-revealed-in-new-research/	2
The Brilliant Club Scholar programme to raise aspirations amongst high-ability, disadvantaged students	https://educationendowmentfoundation.org.uk/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match?utm_source=/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match&utm_medium=search&utm_campaign=site_search&search_term=careers	2, 3, 5
In To University programme in years 7-11 to raise aspirations amongst high-ability, disadvantaged students	https://educationendowmentfoundation.org.uk/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match?utm_source=/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match&utm_medium=search&utm_campaign=site_search&search_term=careers	2, 3, 5
Employment of full time Learning Mentors	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1, 5

Parental Engagement evenings on mental health and wellbeing.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2, 4, 5
All Y7 disadvantaged students to go on an extra-curricular trip	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	2, 3, 5
PP students in Year 9 & 10 receive subsidised placements on the DOE bronze and silver programmes (50% of Bronze students selected are PP)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	2, 3, 5
In house Saturday School programme for raising confidence and ambition for KS3 disadvantaged students	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	2, 3, 4, 5
Guest speaker events for disadvantaged students and Black Caribbean boys	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	2, 3, 4, 5

Total budgeted cost: £ [565, 000]

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 students in the 2024 to 2025 academic year.

In 2025, the national data shows that 26% of PP students attained a 5+ in English and Maths, whereas at MCA it was much higher at 59%. There is, however, still a gap between PP and non-PP students when considering the 5+ measure. The attainment gap at MCA for students achieving 4+ English and maths was consistent with the previous year at 87%PP and 89% non-PP. However, the attainment 8 score overall shows a gap of almost a grade between PP and non-PP students (PP A8 score was 6.04 and non-PP was 6.99).

The 2025 GCSE results showed a PP students performed well above the National Average with a P8 score of 1.41 (based on internal calculations). The PP gap for GCSE 2025 was -0.3 compared to +0.06 in 2024 (internal calculation).

In the national performance rankings in 2025, MCA ranked number 1 in the country for PP A8 (in schools with 45% PP+).

Our internal assessments during 2024/5 showed that for year 9, 75% of PP students made expected progress or better, compared with 81% off non-PP students. For year 8, 80% of PP students made expected progress or better, compared with 85% non-PP students. For year 7, 75 % of PP students made expected progress or better compared with 84% of nob-PP students. Closing the performance gap identified last year in Year 7 will be a priority for this Academic year, using quality-first teaching with robust and precisely aligned resources.

Ebacc entry for PP students remains stable and significantly higher than National Average at 96%+.

In 2024-5 the overall attendance of PP students was 95% which is consistent with the year prior. The attendance gap between PP and non-PP students was 1% in 2024-5. Improving and maintaining attendance for disadvantaged students will continue to be a focus.

Student wellbeing and mental health concerns were increased post-pandemic and remain higher than they were in 2019. We have continued to provide wellbeing support for all students and use targeted interventions where required.

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
FastForWord literacy programme	FastForWord (Previous year)

LEXIA literacy programme	LEXIA
Reading Plus – reading comprehension programme	Reading Plus
Into University outreach	Into University
The Scholars Club – university outreach	The Brilliant Club
Action Tutoring	Maths and English Tuition
Young Hackney Substance Misuse Service	Young Hackney
Tree of Life	Hackney City CAMHs
Magic Link	Handwriting and literacy programme (Previous year)
Bedrock Online Literacy Programme	Bedrock
Spellzone online English spelling	Spellzone

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible students?	n/a

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged students, that is not dependent on pupil premium or recovery premium funding.