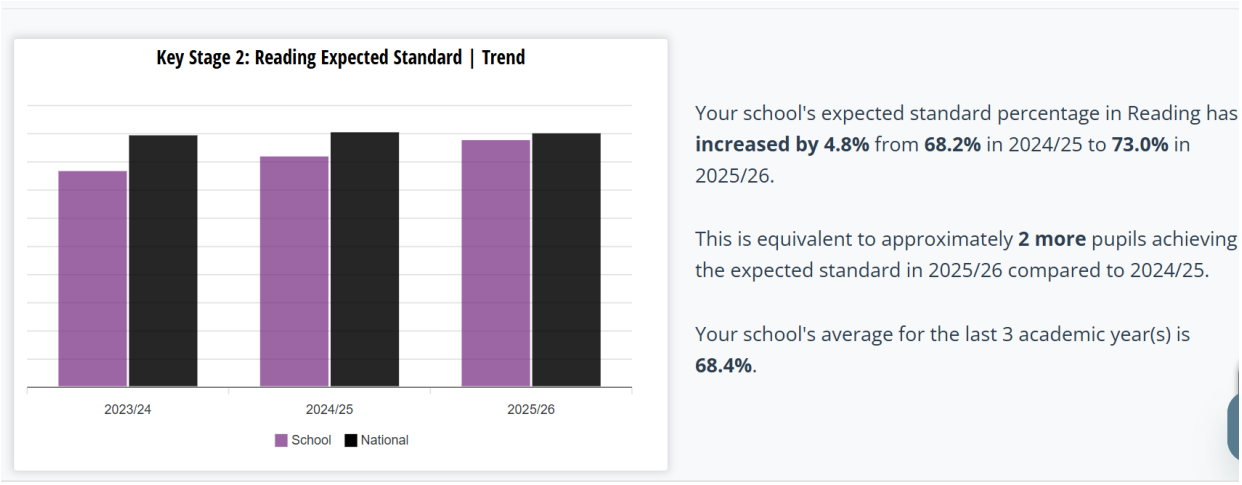
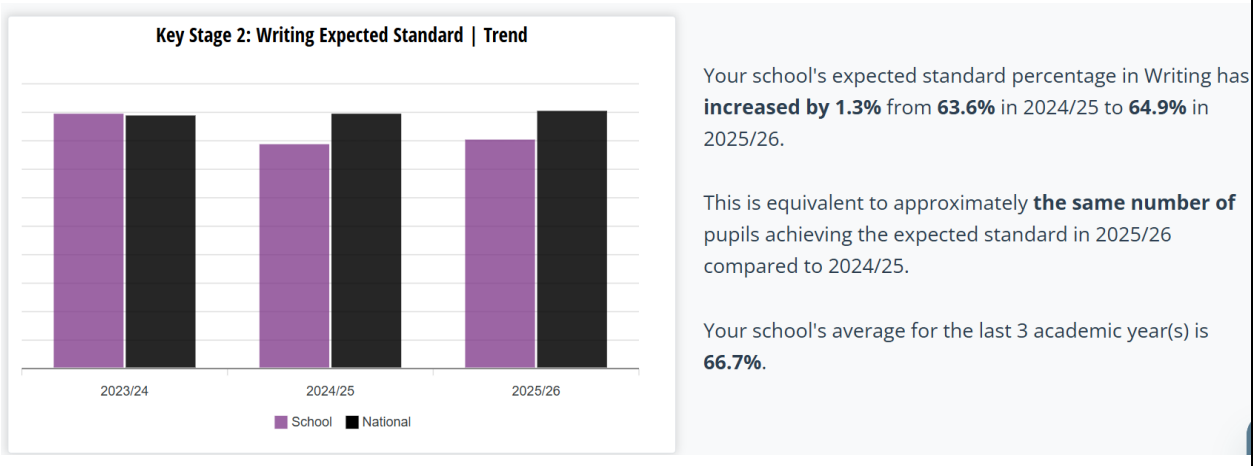
Skegby Junior Academy

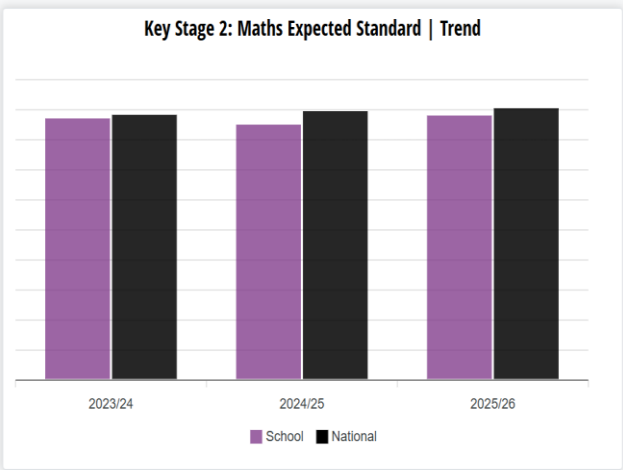
Pupil Premium Strategy Impact Statement

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.

Impact
Challenge -Outcomes in reading and phonics – pupils are working below national average outcomes. Impact  **2.0% lower than** the National average of **75.0%**. This is equivalent to approximately one fewer pupil in our academy achieving.
Challenge - Outcomes in writing – pupils are working below national average outcomes. Impact:  The school's expected standard percentage in Writing has **increased by 1.3%** from **63.6%** in 2024/25 to **64.9%** in 2025/26.
Challenge - Maths - Poor number fluency and number sense impact on mathematical understanding and attainment. Impact-



Your school's expected standard percentage in Maths has **increased by 2.5%** from **70.5%** in 2024/25 to **73.0%** in 2025/26.

This is equivalent to approximately **1 more** pupil achieving the expected standard in 2025/26 compared to 2024/25.

Your school's average for the last 3 academic year(s) is **71.8%**.

73.0% achieved the expected standard in Maths in your school, 2.0% lower than the National average of 75.0% This is equivalent to 1 fewer pupil in your school achieving the expected standard compared to the National average.

Challenge -Increased number of pupils demonstrating SEMH needs.

Impact -

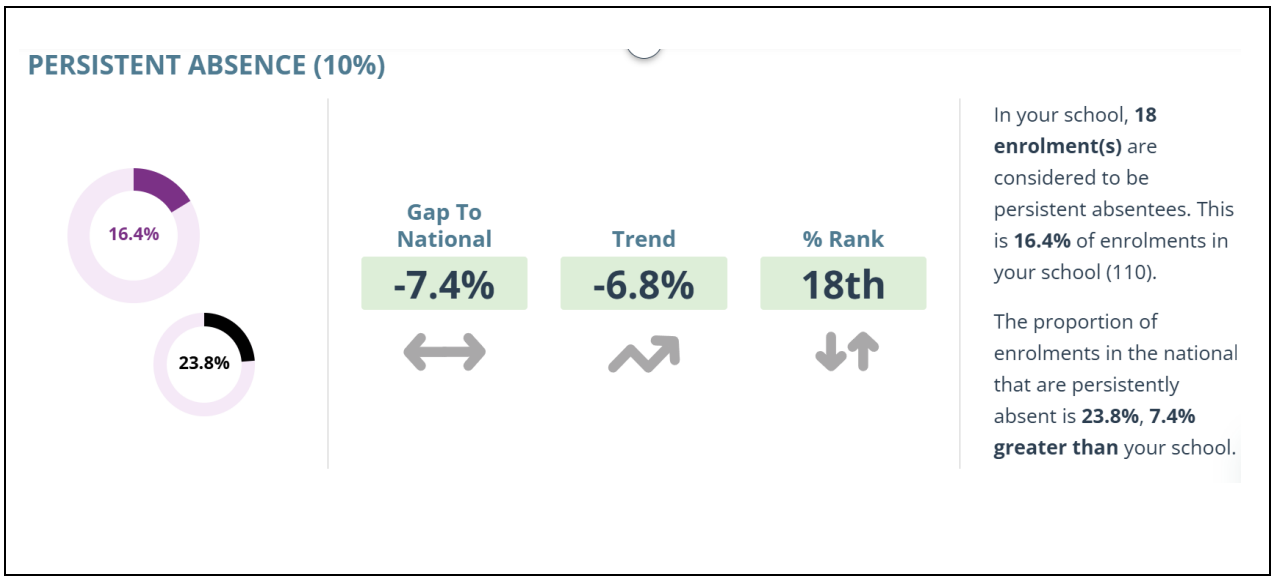
Targeted SEMH provision, including Forest School, outdoor learning, play therapy, therapeutic use of school pets, and support from the Family SENDCo and Ashfield SEMH Team, has strengthened pupils' emotional wellbeing and readiness to learn. Whole-school CPD has supported a consistent approach to social and emotional learning, ensuring all pupils have access to effective regulation strategies and support.

As a result, a greater number of disadvantaged pupils have been successfully supported through targeted interventions. Some pupils demonstrate improved emotional regulation, engagement and participation in lessons, contributing to better academic outcomes. Behaviour records show a reduction in incidents over time, while SLT monitoring confirms some improved classroom engagement and self-regulation. The imminent appointment of a Pupil Engagement Lead will further enhance the school's capacity to provide early intervention and targeted SEMH support.

Attendance is low for certain pupils and groups of pupils.

Impact – Disadvantaged pupils





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
Pixl	Pixl
TTRS	Maths Circle Limited
Life Education Box	Notts County Council

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?	1. TA support for social and emotional needs. 2. Subsidised wrap around care.
What was the impact of that spending on service pupil premium eligible pupils?	1. Increase confidence and ability to cope with different emotions. Achieving EXS and GDS in Y6 SATs. 2. Enable more social interactions with a wider group of children.