

Pupil premium strategy statement 2021/22 through to 2023/24

Academic Year 2023/24 **Review**

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Cranberry Academy
Number of pupils in school	433
Proportion (%) of pupil premium eligible pupils	74/433 (17%)
Academic year/years that our current pupil premium strategy plan covers	2023/24 to 2024/25 (Year 3 of 3)
Date this statement was published	Sept 22
Date on which it will be reviewed	Sept 24
Statement authorised by	Linda Jones
Pupil premium lead	Kelly Podmore
Governor / Trustee lead	Alistair McClaren

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,205
Recovery premium funding allocation this academic year	£8990
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	£83195

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us to improve and sustain higher attainment for disadvantaged pupils at our school.

When making decisions about using pupil premium funding it is important to consider the context of the school. The IDACI indicates that 19 of our children fall between the 3rd and lower centile and the IMD indicates that 14 of those children fall within the 1st - 3rd lower centile, with 12 children in both areas being mostly deprived.

Our areas of focus will be:

- Development of speaking and listening skills on entry to the school
- Enhancing parental engagement
- Building on language development
- Raising expectations and aspirations

All teaching staff will be involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school. Our approach will be responsive to children's individual needs, rooted in robust assessment and evidenced based research, not the assumptions about the impact of disadvantage.

Principles:

- Quality first teaching takes place, including opportunities for more able pupils which begins within the Early Years.
- Early identification of need is a priority and appropriate provision/interventions is made for pupils. We will allocate funding to support reception pupils to access the Nuffield Early Language Intervention (NELI).
- We ensure that teaching and learning opportunities meets the needs of all pupils and will monitor the effectiveness of strategies used and review provision in light of assessment data.
- Interventions for disadvantaged children are put into place early to ensure children 'keep up' and make at least, age related expectations.
- Pupil premium funding will be allocated following a needs analysis which will identify priority groups or individuals.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes, address their subconscious bias assumptions and raise expectations of what they can achieve.

Other provision includes:

- Tutoring
- Pay for educational visits where needed
- Provide after school clubs
- Free school jumper
- Free swimming lessons

Challenges

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

Challenge number	Detail of challenge – Updated 2023/24																											
1	<p>Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with retaining phonic knowledge than their peers - this negatively impacts their development as readers.</p> <table><tr><th colspan="3">Key Stage 1 Phonics 2021/22</th></tr><tr><td></td><th>PP</th><th>Non PP</th></tr><tr><td>Phonics</td><td>6/9 = 67%</td><td>85%</td></tr></table> <p>Assessments of pupils decoding skills show that 67% of disadvantaged pupils attained the expectations of the phonics screening check during Summer 2022, compared to 85% of all other pupils.</p> <table><tr><th colspan="3">Key Stage 1 Phonics 2022/23</th></tr><tr><td></td><th>PP</th><th>Non PP</th></tr><tr><td>Phonics</td><td>5/10 = 50%</td><td>90%</td></tr></table> <p>50% of disadvantaged pupils attained the expectations of the phonics screening check during Summer 2023, compared to 90% of all other pupils.</p> <table><tr><th colspan="3">Key Stage 1 Phonics 2023/24</th></tr><tr><td></td><th>PP</th><th>Non-PP</th></tr><tr><td>Yr 1</td><td>8/10 = 80%</td><td>90%</td></tr></table> <p>80% of disadvantaged pupils attained the expectations of the phonics screening check during Summer 2024, this was higher than national for PP of 68% but still 10% less than the rest of the pupils.</p>	Key Stage 1 Phonics 2021/22				PP	Non PP	Phonics	6/9 = 67%	85%	Key Stage 1 Phonics 2022/23				PP	Non PP	Phonics	5/10 = 50%	90%	Key Stage 1 Phonics 2023/24				PP	Non-PP	Yr 1	8/10 = 80%	90%
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	<p>At the end of Key Stage One Summer 2022, 56% of the disadvantaged cohort achieved the expected standard in reading, compared to 82% of all other pupils (National 72%)</p> <p>At the end of Key Stage One Summer 2023, 58% of the disadvantaged cohort achieved the expected standard in reading, compared to 80% of all other pupils (National 68%)</p> <p>At the end of Key Stage One Summer 2024, 57.2% of the disadvantaged cohort achieved the expected standard in reading, compared to 83% of all other pupils (Estimated National 71%)</p>																																				
2	<p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class in the last 3 years (20-23), 31% of our disadvantaged pupils arrived below age-related expectations compared to our other pupils.</p> <p>*At the end of 20-21 (COVID YEAR)</p> <p>*At the end of 21-22 50% (3/6) of disadvantaged children achieved GLD compared to 75% of all other children</p> <p>*At the end of 22-23 82% (9/11) of disadvantaged children achieved GLD compared to 83% of all other children</p> <p>*At the end of 23-24 15% (2/8) of disadvantaged children achieved GLD compared to 76% of all other children</p> <p><u>21-22</u></p> <p>Our recent Ofsted report stated that maths was delivered well and SAT results from 21-22 were 55% compared to 72% of all other pupils.</p> <table><tr><th colspan="4">Key Stage 2 2021/22</th></tr><tr><th></th><th>PP</th><th>Non PP</th><th>National</th></tr><tr><td>Maths</td><td>6/11 = 55%</td><td>72.1</td><td>71%</td></tr></table> <p><u>22-23</u></p> <p>SAT results from Summer 22-23 was 73%, which was in line with the national average of non-PP children (73%)</p> <table><tr><th colspan="4">Key Stage 2 2022/23</th></tr><tr><th></th><th>PP</th><th>Non PP</th><th>National</th></tr><tr><td>Maths</td><td>8/12 = 73%</td><td>86%</td><td>73%</td></tr></table> <p><u>23-24</u></p> <p>SAT results from Summer 23-24 was 53.4%, which was lower than the national average of non-PP children (73%)</p> <table><tr><th colspan="4">Key Stage 2 2023/24</th></tr><tr><th></th><th>PP</th><th>Non PP</th><th>National</th></tr><tr><td>Maths</td><td>8/15 = 53.4%</td><td>78.3%</td><td>73%</td></tr></table>	Key Stage 2 2021/22					PP	Non PP	National	Maths	6/11 = 55%	72.1	71%	Key Stage 2 2022/23					PP	Non PP	National	Maths	8/12 = 73%	86%	73%	Key Stage 2 2023/24					PP	Non PP	National	Maths	8/15 = 53.4%	78.3%	73%
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3	Teacher referral continues to be timely and addresses the needs of the children, this includes academically, social and emotionally.
4	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
5	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 92-94% compared with 95-96% for non-disadvantaged pupils.</p> <p>28% of disadvantaged pupils have been 'persistently absent' compared to 17% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting on disadvantaged pupils' progress.</p> <p>Figures in 22-23 show an improvement with 'persistently absent' disadvantaged children attendance down from 28.33% last year to 26.03% so far this year. Also, an improvement with disadvantaged attendance up from 92.78% last year to 94.17% so far this year.</p> <p>So far this academic year (23-24) disadvantaged students attendance is 95% which is higher than disadvantaged national average of 93% and persistent absences is currently 16% which is lower than disadvantaged national of 25%</p> <p>The attendance figures for the academic year 23-24 for disadvantaged students was 92.25% and of that mark 5.3% was authorised.</p>
6	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closure to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths, phonics and handwriting.</p>

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
1. End of key stage assessments in reading will be in line or higher than	<ul style="list-style-type: none"> Achieve national average progress scores in KS2 Reading

national, unless SEND related to cognition and learning.	<ul style="list-style-type: none">Our aim is at least 90% of KS1 children to pass their Phonics Screening testThe attainment gap between PP and non-PP pupils will narrow across all year groups. <p>(Measured through attainment and progress data, pupil voice, lesson observations and work scrutiny, pupil progress meetings, KS2 outcomes, ASP/IDSR).</p> <table><tr><th colspan="3">Key Stage 1 Phonics 2021/22</th></tr><tr><td></td><th>PP</th><th>Non PP</th></tr><tr><td>Phonics</td><td>6/9 = 67%</td><td>85%</td></tr></table> <table><tr><th colspan="3">Key Stage 1 2021/22</th></tr><tr><td></td><th>PP</th><th>Non PP</th></tr><tr><td>Reading</td><td>5/9 = 56%</td><td>82%</td></tr></table> <table><tr><th colspan="3">Key Stage 2 2021/22</th></tr><tr><td></td><th>PP</th><th>Non PP</th></tr><tr><td>Reading</td><td>5/11 = 46%</td><td>67%</td></tr></table> <table><tr><th colspan="3">Key Stage 1 Phonics 2022/23</th></tr><tr><td></td><th>PP</th><th>Non PP</th></tr><tr><td>Phonics</td><td>5/10 = 50%</td><td>90%</td></tr></table> <table><tr><th colspan="3">Key Stage 1 2022/23</th></tr><tr><td></td><th>PP</th><th>Non PP</th></tr><tr><td>Reading</td><td>7/12 = 58%</td><td>80%</td></tr></table> <table><tr><th colspan="3">Key Stage 2 2022/23</th></tr><tr><td></td><th>PP</th><th>Non PP</th></tr><tr><td>Reading</td><td>8/12 = 67%</td><td>81%</td></tr></table> <table><tr><th colspan="3">Key Stage 1 2023/24</th></tr><tr><td></td><th>PP</th><th>Non PP</th></tr><tr><td>Reading</td><td>4/7 = 57.2%</td><td>83.4%</td></tr></table> <table><tr><th colspan="3">Key Stage 2 2023/24</th></tr><tr><td></td><th>PP</th><th>Non PP</th></tr><tr><td>Reading</td><td>8/15 = 53.4%</td><td>78.3%</td></tr></table>	Key Stage 1 Phonics 2021/22				PP	Non PP	Phonics	6/9 = 67%	85%	Key Stage 1 2021/22				PP	Non PP	Reading	5/9 = 56%	82%	Key Stage 2 2021/22				PP	Non PP	Reading	5/11 = 46%	67%	Key Stage 1 Phonics 2022/23				PP	Non PP	Phonics	5/10 = 50%	90%	Key Stage 1 2022/23				PP	Non PP	Reading	7/12 = 58%	80%	Key Stage 2 2022/23				PP	Non PP	Reading	8/12 = 67%	81%	Key Stage 1 2023/24				PP	Non PP	Reading	4/7 = 57.2%	83.4%	Key Stage 2 2023/24				PP	Non PP	Reading	8/15 = 53.4%	78.3%
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2. PP progress will be at least good in maths in all year groups, unless SEND related to cognition and learning.	<ul style="list-style-type: none">Achieve national average progress scores in KS2 mathsThe attainment gap between PP and non-PP pupils will narrow across all year groups.																																																																								

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	Key Stage 2 2023/24		
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3. To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustain high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations. • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • PP pupils will develop strategies to support their emotional health and well-being, promote resilience and manage / self-regulate their behaviour. • Aspirations will increase – careers programme. • 2 staff members are attending the well-being apprenticeship course. • Well-being lead joined an Advanced mental-health and well-being community group. • Mental Health and Wellbeing Lead: Mrs North • Pupil wellbeing: Miss Newell • DFE funded Mental Health Advanced Lead Training (Innovating Minds): Mrs North • A number of TA's have completed the mental health first aid course – our aim is that all TA's will be mental health first aid trained by 2025. 		

	<ul style="list-style-type: none">• Adult Mental Health First Aid: Mrs North and Mrs Jones• Youth Mental Health Trained: Miss Newell and Mrs Leah• Trauma/ Attachment/ACEs training: Mrs Hirst• Elsa Training – Mrs Hirst, Miss Newall																																
4. Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <table><tr><th colspan="4">Key Stage 1 2021/22</th></tr><tr><th></th><th>PP</th><th>Non PP</th><th>National</th></tr><tr><td>Reading</td><td>5/9 = 56%</td><td>82%</td><td>67%</td></tr><tr><td>Writing</td><td>6/9 = 67%</td><td>80%</td><td>58%</td></tr></table> <table><tr><th colspan="4">Key Stage 2 2021/22</th></tr><tr><th></th><th>PP</th><th>Non PP</th><th>National</th></tr><tr><td>Reading</td><td>5/11 = 46%</td><td>67.4%</td><td>74%</td></tr><tr><td>Writing</td><td>7/11 = 63%</td><td>74.4%</td><td>69%</td></tr></table> <p>By 2023, all children to:</p> <ul style="list-style-type: none">• Achieve 82% or above in KS1 Reading Actual 80%• Achieve 83% or above in KS1 Writing 77%• Achieve 80% or above in KS2 Reading Actual 81%• Achieve 82% or above in KS2 writing Actual 83%• The attainment gap between PP and non-PP pupils will narrow across all year groups. <p>(Measured through attainment and progress data, pupil voice, lesson observations and work scrutiny, pupil progress meetings, KS2 outcomes, ASP/IDSR).</p>	Key Stage 1 2021/22					PP	Non PP	National	Reading	5/9 = 56%	82%	67%	Writing	6/9 = 67%	80%	58%	Key Stage 2 2021/22					PP	Non PP	National	Reading	5/11 = 46%	67.4%	74%	Writing	7/11 = 63%	74.4%	69%
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	Reading	4/7 = 57.2%	83.4%	71%
	Writing	3/7= 43%	78.4%	62%
	Key Stage 2 2023/24			
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	Reading	7/15 = 53.4%	78.3%	74%
	Writing	8/15 = 83%	85%	72%
5. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils and in line with at least national average – 96%	<p>•Continue to ensure attendance of PP pupils so that it is at least in line with the national average of 96%</p> <p>•Focus on persistent absence of PP pupils so that it is at least in line with the national average of 10%</p> <p>So far this academic year (23-24) disadvantaged students attendance is 95% which is in line with the national average and persistent absences is currently 16%.</p> <p>The attendance figures for the academic year 23-24 for disadvantaged students was 92.25% and of that mark 5.3% was authorised.</p>			
6. End of Key stage assessments for disadvantaged pupils will be in line or higher than national average, unless SEND related to cognition and learning.	<ul style="list-style-type: none"> • Achieve national average or above in KS1 Reading/writing/maths • Achieve national average or above in KS2 Reading/writing/maths • The attainment gap between PP and non-PP pupils will narrow across all year groups. 			

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Reading	5/9 = 56%	82%	67%
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Combined	5/11 = 46%	60%	59%

By

2023:

- Achieve 82% or above in KS1 Reading
- Achieve 83% or above in KS1 Writing
- Achieve 87% or above in KS1 Maths
- Achieve 80% or above in KS2 Reading
- Achieve 82% or above in KS2 writing
- Achieve 83% or above in maths KS2
- The attainment gap between PP and non-PP pupils will narrow across all year groups

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Writing	8/15 = 53.4%	85%	72%

	Maths	8/15 = 53.4%	78.3%	73%
	Combined	8/15= 53.4%	65%	61%

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: £22424.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality professional development, training and support (linked to individual need) and staff release time will ensure teachers have the capacity, expertise and knowledge to support all pupils. Develop leadership capacity to drive improvements in quality of education. Early Careers Teachers access the SBMAT programme to improve the quality of teaching. Purchase quality literature to engage and enthuse boys to read for pleasure. Purchase resources to embed mastery approach to writing. Purchase books that are in line with the children's phonic level.</p>	<p><u>The NFER research report, Supporting the Attainment of Disadvantaged Pupils: Articulating Success and Good Practice</u>, highlights seven distinct 'building blocks of success' including: "<i>High quality teaching for all – emphasise 'quality first teaching' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.</i>"</p> <p><u>The EEF Attainment Gap Report 2018</u> states that "<i>Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and feedback methods.</i>"</p>	1,2,3,4,6

Staff to receive Metacognitive training and the opportunity to observe this.	Metacognitive approaches are adopted so that learners can understand the value and purpose of failure and have strategies to adapt when things go wrong.	
<p>Whole school focus on reading ensuring the phonics scheme used is consistent and staff's knowledge in this area is strong. Lessons are learnt from the past and new researched ways of learning is introduced and monitored. Activities to extend pupils expressive and receptive language relating to current topics / quality texts. Explicit strategies to extend vocabulary, Language rich environments. Children are "caught" early and needs addressed, and timely intervention groups are put in place.</p>	<p>EEF Research suggests that phonics is particularly beneficial for younger learners (4-7-year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> <p><i>The best way to close the gap and improve literacy levels for all is through the better use of evidence: looking at what has – and has not – worked in the past to give the best chance of success in the future.</i></p> <p>The EEF states that, overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. It also states that, overall, the evidence suggests that early years and pre-school intervention is beneficial. On average, early years' interventions have an impact of five additional months' progress, and appear to be particularly beneficial for children from low income families. The EEF also suggest that small group tuition</p>	1,3,4,6

	<p>has a +4 months' impact on outcomes.</p> <p><u>Oral language interventions/Toolkit strand/Education Endowment Foundatin/EEF</u></p> <p>Vocabulary at aged five:</p> <ul style="list-style-type: none"> • There is a 27% gap between the lowest income quintile and the highest. • The lowest quintile have 16% more likely to have conduct problems compared to the highest quintile. • The lowest quintile is 15% more likely to have hyperactivity problems compared to the highest quintile <p><u>Waldfoegel and Washbrook, 2010</u></p>	
Revised marking policy implemented which includes in the moment marking.	<p>Effective feedback has been identified through the work of <u>John Hattie and The Education Endowment Foundation</u> as being the most significant factor in securing progress for pupils. <u>(EEF toolkit +8 months)</u></p>	2,3,4,6

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

Budgeted cost: £31163.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Following intensive training and support staff will use the new <u>'Little Wandle Letters and Sounds' programme</u> daily as both an intervention and booster follow on support.	<p><u>EEF - Early Years education</u> has huge promise in preventing the attainment gap becoming entrenched before children start school</p> <p>Provide the opportunity for targeted support, away from whole class learning where appropriate, to address gaps in learning.</p>	1,3,4,6

<p>(£4,500)</p> <p>1:1 Reading tuition.</p> <p>Booster groups and intervention groups will follow the White Rose Hub programme.</p> <p>Deliver bespoke greater depth interventions focussing and quality literature.</p> <p>(HL) TA to support QFT to include access to computing / homework club</p> <p>Personalised learning for all.</p> <p>Quality CPD is delivered and monitored to support children's learning</p>	<p><u>Research from EEF</u> states that, on average, reading & oral language comprehension approaches improve learning by an additional five months' progress over the course of a school year.</p> <p><u>Both John Hattie and EEF</u> state that phonics instruction has an overwhelmingly positive impact upon learning (+4 months).</p> <p><u>EEF - What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes.</u></p> <p><u>Ofsted report on PP 2014</u> suggests that the "effective deployment of teaching staff was seen as vital in raising standards among disadvantaged pupils, with the best teachers working with those who needed most support and using teaching assistants to support pupils' learning".</p> <p>Evidence demonstrates effectiveness of approach e.g. <u>Visible Learning by John Hattie.</u></p> <p><u>The Education Endowment Foundation (EEF)</u> shows that on average, intervention by teaching assistants can have an impact of +5 months' progress for 1:1 tuition and +4 months' progress small Group tuition.</p> <p>Schools need to <u>diagnose pupils' needs</u> as soon as possible in order to put in place effective support to help those falling behind to catch up.</p>	
<p>Purchase of PSHE/RSE resources – PHSE Association</p>	<p><u>PHSE association research</u> shows that when delivered by trained teachers in partnership with communities, parents and pupils,</p>	<p>3,5,6</p>

<p>(weekly) and CPD for all staff.</p> <p>Consultations with parents linked to RSE.</p> <p>Bespoke intervention to support pupils with SEMH needs.</p> <p>Consistent Behaviour system to be implemented.</p> <p>Play Leaders to support behaviour at lunchtimes.</p> <p>Develop the skills of the Mental Health Lead.</p> <p>Mental health policy to be implemented.</p> <p>Implement a Careers programme to raise aspirations.</p> <p>Develop a Careers lead. (EEF- evidence suggests that most young people already have high aspirations, suggesting that much underachievement results not from low aspiration but from a gap between aspirations and the knowledge, skills, and characteristics required to achieve them).</p>	<p>PSHE education can contribute to a range of positive outcomes for children and young people: keeping them healthy and safe, both online and offline, improving their academic performance, preparing them for the workplace and building the character and resilience they will need to thrive in a changing world. There are significant potential social and economic benefits of this kind of education too, yet this potential can only be fulfilled by raising the status of the subject.</p> <p>Small group tuition, especially based upon social and emotional aspects of learning, has a +4 months' impact on educational outcomes for learners based upon EEF research. EEF states that 'On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.</p> <p>EEF evidence also suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues. (+3 months)</p> <p>PHSE states that, The government has raised the stakes in terms of school performance in academic subjects, and if this is not balanced by raised expectations for PSHE education, standards of provision will continue to be unacceptably low, leaving millions of young people without the skills to thrive in the modern world.</p>	

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

Budgeted cost: £30248.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve attendance of PP pupils and reduce persistent absence rates</p> <p>Regular tracking/monitoring of PA children.</p> <p>Incentives for each term.</p> <p>Recognition of excellent or much improved attendance.</p> <p>Improve parent's relationship with the school.</p> <p>Introduce and provide training for an attendance lead within school.</p> <p>Boost children's self-esteem by encouraging pupils to be house captains/school councillors/sports team members/take</p>	<p>Attendance is a whole school priority with monitoring indicating pupils eligible for PP need close monitoring and effective intervention.</p> <p>NfER briefing for school leaders identifies addressing attendance as a key step- "higher levels of pupil absence were associated with poorer outcomes for disadvantaged pupils in both primary and secondary schools".</p> <p><i>'Children who are persistently absent are affected in a number of ways. Pupils who have ongoing absence issues often come from disadvantaged backgrounds. These children may start school behind their peers in terms of their language and social development, and missing lots of school makes it harder for them to catch up. When a child is allowed to miss school on a frequent basis, they develop poor attitudes to school. They're more likely to truant at secondary level, and this affects their GCSE grades and their chances of finding a job, further education or training'. DfE 2012</i></p> <p>EEF says that Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance.</p>	1,2,3,5,6

leading roles in productions?		
<p>Nominate a member of staff as parent participation lead</p> <p>based Parent workshops</p> <p>Parent open sessions</p> <p>Careers support for parents</p> <p>Parent lunches</p> <p>PTFA</p>	<p>To build positive home school relationships and maximise parental support for learning.</p> <p>EEF evidence suggests that parental involvement can lead to +3 months' progress.</p> <p><i>"Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year".</i></p> <p><i>EEF 2019 (2 years 3 months across primary school)</i></p> <p>Parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups. (Desforges 2003).</p>	1,2,3,4,5,6
Nuffield early language intervention	https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention	1,2,4,6
Additional phonics sessions for targeted support	Delivered by a qualified teacher or a TA who has completed the 8 hours training provided by 'Little Wandle.' This will address gaps in learning and enable children to catch up first and then 'keep up' with their peers.	1,4,6
Tutoring	Delivered by a qualified teacher or a TA who has completed the 11 hrs of additional training provided by DFE. This will address gaps in learning lost during the pandemic and enable children to 'keep up' with their peers.	1,2,4,6

Counselling services	Introducing a counselling service available in school from an outside provider to support children's wellbeing and have a positive impact on learning.	3,5,6
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Total budgeted cost: £83195

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 2021 to 2022 academic year.

The Academy has reviewed the performance of our disadvantaged pupils' performance during the 2021/22 academic year using Key Stage 1 & 2 performance data, phonics screening check results, Early Years Foundation Stage Profile outcomes, along with our own internal assessments.

Throughout the academic year 2021/22, the Academy has been negatively affected by staff and pupil illness (Covid and other) along with partial school closures and the inability to complete interventions consistently. The impact of this is evident within children's behaviour and well-being, especially within the Early Years where pupils are still struggling with behavioural expectations and listening skills.

End of key stage assessments in reading will be in line or higher than national, unless SEND related to cognition and learning.

Progress 2021-22

We implemented our new 'Little Wandle Letters and Sounds' Phonics programme in November 2021 and have seen an improvement in all children achieving the expected standard in reading/phonics.

Summer Term 2022 phonics screening check outcomes indicated that 67% of disadvantaged children (6/9 children) met the expected standard compared to 85% of non-disadvantaged pupils within the Academy and 80% of pupils nationally (a gap of 13%).

Key Stage 1 Phonics 2021/22		
	PP	Non PP
Phonics	6/9 = 67%	85%
Key Stage 1 2021/22		
	PP	Non PP
Reading	5/9 = 56%	82%
Key Stage 2 2021/22		
	PP	Non PP
Reading	5/11 = 46%	67.4%

Academy targets for 2022/23

	GLD	Y1 Phonics	Y2 Reading	Y2 Writing	Y2 Maths	Y2 R/W/M	Y6 SPAG	Y6 Reading	Y6 Writing	Y6 Maths	Y6 R/W/M
School	88%	86%	82%	83.3%	87%	80%	85%	80%	82%	83%	77%

Progress 2022-23

Summer Term 2023 phonics screening check outcomes indicated that 50% of disadvantaged children (5/10 children) met the expected standard compared to 90% of non-disadvantaged pupils within the Academy and 79% of pupils nationally.

Key Stage 1 Phonics 2022/23		
	PP	Non PP
Phonics	5/10 = 50%	90%

Actual grades for 2022/23

	GLD	Y1 Phonics	Y2 Reading	Y2 Writing	Y2 Maths	Y2 R/W/M	Y6 SPAG	Y6 Reading	Y6 Writing	Y6 Maths	Y6 R/W/M
School	83%	90%	80%	77%	87%	75%	88%	85%	83%	86%	71%

Progress 23-24

Summer Term 2024 phonics screening check outcomes indicated that 80% of disadvantaged children (8/10 children) met the expected standard compared to 90% of non-disadvantaged pupils within the Academy and 80% of pupils nationally.

Key Stage 1 Phonics 2023/24		
	PP	Non PP
Phonics	8/10 = 80%	90%

Actual grades for 2023/24

	GLD	Y1 Phonics	Y2 Reading	Y2 Writing	Y2 Maths	Y2 R/W/M	Y6 SPAG	Y6 Reading	Y6 Writing	Y6 Maths	Y6 R/W/M
School	76%	90%	83.4%	78.4%	87%	78%	80%	78.3%	85%	78.3%	69%

At the end of 23-24 15% (2/8) of disadvantaged children achieved GLD compared to 76% of all other children

PP progress will be at least good in maths in all year groups, unless SEND related to cognition and learning.

Progress 2021-22

At the end of the EYFS 83% (5/6) of disadvantaged children achieved ELG's in Maths compared to 85% of all other children. Nationally 62% of disadvantaged children attained the ELG's in Maths.

Key Stage 1 2021/22		
	PP	Non PP
Maths	4/9 = 44%	76%
Key Stage 2 2021/22		
	PP	Non PP
Maths	6/11 = 55%	72.1%

Progress 2022-23

At the end of the EYFS 80% (8/10) of disadvantaged children achieved ELG's in Maths compared to 83% of all other children.

Key Stage 1 2022/23		
	PP	Non PP
Maths	7/12=58%	87%
Key Stage 2 2022/23		
	PP	Non PP
Maths	8/11 = 73%	86%

Progress 2023-24

At the end of the EYFS 33% (2/6) of disadvantaged children achieved ELG's in Maths compared to 81% of all other children.

Key Stage 1 2023/24		
	PP	Non PP
Maths	4/7 = 57.2%	87%
Key Stage 2 2023/24		
	PP	Non PP
Maths	8/15 = 53.4 %	78.3%

To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.

Progress 2021-22

At the end of the EYFS, 94% of disadvantaged children achieved the ELG's in Personal, Social and Emotional development in comparison to 74% nationally.

Most disadvantaged children within KS1 and 2 displayed higher levels of motivation and perseverance, however consistent support needs to continue.

We have 12 SEND, 3 EHCP's and 8 EAL children, including children from Hong Kong with no or little English language/understanding and 4 children who were refugees.

Progress 2022-23

At the end of the EYFS, 98% of disadvantaged children achieved the ELG's in Personal, Social and Emotional development.

Progress 2023-24

At the end of the EYFS, 86% (5/6 children) of disadvantaged children achieved the ELG's in Personal, Social and Emotional development.

Improved oral language skills and vocabulary among disadvantaged pupils.

Progress 2021-22

At the end of the EYFS, 94% of disadvantaged children achieved the prime learning goals in Communication & Language in comparison to a national percentage of 69%.

Across KS1/2 children were engaged in quality texts throughout the English Curriculum and opportunities for reading for pleasure.

Key Stage 1 2021/22		
	PP	Non PP
Reading	5/9 = 56%	82%
Key Stage 2 2021/22		
	PP	Non PP
Reading	5/11 = 46%	67.4%

Progress 2022-23

At the end of the EYFS, 98% of disadvantaged children achieved the prime learning goals in Communication & Language

Across KS1/2 children continue to be engaged in quality texts throughout the English Curriculum and opportunities for reading for pleasure.

Key Stage 1 2022/23		
	PP	Non PP
Reading	7/12 = 58%	80%
Key Stage 2 2022/23		
	PP	Non PP
Reading	8/12 = 67%	81%

Progress 2023-24

At the end of the EYFS, 100% (6/6) of disadvantaged children achieved the prime learning goals in Communication & Language compared to 90% of all other children.

Key Stage 1 2023/24		
	PP	Non PP
Reading	4/7 = 57.2%	83.4%
Key Stage 2 2023/24		
	PP	Non PP
Reading	8/15 = 53.4%	78.3%

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils and in line with at least national average – 95%

Progress 2021-22

Our latest attendance figures show an improvement with ‘persistently absent’ disadvantaged children attendance down from 28.33% last year to 26.03% so far this year. Also an improvement with disadvantaged attendance up from 92.78% last year to 94.17% so far this year.

Whilst the present data reflects a positive picture, we recognise that the attendance of disadvantaged children continues to be a priority.

Progress 2022-23

So far this academic year (23-24) disadvantaged students attendance is 95% which is higher than disadvantaged national average of 93% and persistent absences is currently 16% which is lower than disadvantaged national of 25%

The attendance of disadvantaged children continues to be a priority.

Progress 2023-24

For the academic year (23-24) disadvantaged students' attendance was 92.5%. The attendance of disadvantaged children continues to be a priority.

End of Key stage assessments for disadvantaged pupils will be in line or higher than national average, unless SEND related to cognition and learning.

Progress 2021-22

Key Stage 1 2021/22			
	PP	Non PP	National
Reading	5/9 = 56%	82%	67%
Writing	6/9 = 67%	80%	58%
Maths	4/9 = 44%	76%	68%
Combined	4/9 = 44%	71.4%	
Key Stage 2 2021/22			
	PP	Non PP	National
Reading	5/11 = 46%	67.4%	74%
Writing	7/11 = 63%	74.4%	69%
Maths	6/11 = 55%	72.1	71%
Combined	5/11 = 46%	60%	59%

Although assessments show that 67% of disadvantaged children achieved higher than the national average in writing across KS1 and were only 6% off matching national in KS2, there are still a significant proportion of disadvantaged pupils who are not reaching age-related expectations within Reading, Writing and Maths compared to our non-disadvantaged pupils.

Continued focus on high quality teaching, early reading support and high quality teaching of reading continues to be a priority.

In maths, problem solving and reasoning are key areas for further development alongside continued prioritisation of fluency in basic skills.

Progress 2022-23

Key Stage 1 2022/23			
	PP	Non PP	National
Reading	7/12 = 58%	80%	68%
Writing	8/12= 67%	77%	60%
Maths	7/12=58%	87%	70%
Combined	7/12 = 58% (1 EHCP, 3 SEND)	75%	57%
Key Stage 2 2022/23			
	PP	Non PP	National
Reading	8/11 = 73%	85%	73%
Writing	9/12 = 82%	83%	71%
Maths	8/11 = 73%	86%	73%
Combined	6/12=50% (2 SEN)	71%	64%

There are still a significant proportion of disadvantaged pupils who are not reaching age-related expectations within Reading, Writing and Maths compared to our non-disadvantaged pupils.

Continued focus on high quality teaching, early reading support and high quality teaching of reading continues to be a priority.

In maths, problem solving and reasoning are key areas for further development alongside continued prioritisation of fluency in basic skills.

Progress 2023-24

Key Stage 1 2023/24			
	PP	Non PP	Estimated National
Reading	4/7 = 57.2%	83.4%	71%
Writing	3/7 = 43%	78.4%	62%
Maths	4/7 = 57.2%	87%	71%
Combined	3/7 = 43%	79%	58%
Key Stage 2 2023/24			
	PP	Non PP	National
Reading	8/15 = 53.4%	78.3%	74%
Writing	8/15 = 53.4%	85%	72%
Maths	8/15 = 53.4%	78.3%	73%
Combined	8/15 = 53.4%	65%	61%

There continues to be a gap between the number of PP students and non-PP students meeting age-related expectations in Reading, Writing and Maths in both KS1 and KS2.

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
X Tables Rockstars	TT Rockstars
ICT/Computing programme	Teach Computing
E-Safety	Project Evolve
Writing Programme	Pathways To Write
Spelling Programme	Pathways To Spell
SSP Programme	Little Wandle Letters and Sounds
Art/Music & well-being	Kapow
Literacy + (reading, comprehension, newspapers)	Ed-shed
Children's general knowledge & news programme	Picture news
Reading volunteer programme	Bookmark
Specific skills for reading & spelling	IDL
Maths programme	WhiteRose maths
Maths programme (EYFS)	Mastery maths
Online app	Showbie

Quizz creation software	Socratives
French programme	Little Angels
Handwriting programme	Nelson Handwriting – Oxford Owl

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?	<p>21-22 - The children were involved in the 'Happy Minds' programme and also received additional targeted group sessions for social and emotional well-being, along with extra support for identified needs where applicable.</p> <p>22-23 – The children have engaged in the 'Kapow' well-being programme. Some have required 1:1 well-being/mental health support.</p> <p>23-24 – The children continue to access well-being support. This increases as required.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>21-22 - Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support was provided.</p> <p>22-23 – Children have had an opportunity to explore and discuss their feelings with a trained expert and we have seen a significant improvement with individuals being able to better regulate their emotions</p> <p>23-24 – This year, children had the opportunity to explore and discuss their feelings with a trained expert when required, resulting in a marked improvement in their ability to manage and regulate their emotions effectively ensuring that learning time was maximised.</p>

Further information (optional)

In planning our new pupil premium strategy we evaluated the impact of previous actions and eliminated inconsequential activity.

We used the [EEF to explore 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 educational disadvantage.

We also attended webinars with [Marc Rowland](#) and other schools to gain a deeper understanding of our 'subconscious bias' and ways to overcome this. We also researched the impact of the pandemic on disadvantaged learners and their families.

In addition to the above, we used the [EEF Toolkit](#) to place stronger expectations around areas of effective practice, giving all staff members a sense of ownership and responsibility.

Finally we used the [EEF's implementation guidance](#) to set out plans and implement a robust assessment and evaluation framework for our three year strategy. This will help us to make adjustments where required, to cater for the children's changing needs to secure better outcomes for disadvantaged pupils over time.

- We have identified that several children from our disadvantaged families do not wear uniform in accordance with the Academy guidelines, therefore we have provided our disadvantaged children with the uniform in line with our uniform policy.