

## Pupil premium strategy statement

This statement details St Ann's Well Academy'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 the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	St Ann's Well Academy
Number of pupils in school	221
Proportion (%) of pupil premium eligible pupils	59%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	20 <sup>th</sup> September 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Emma Thorne
Pupil premium lead	Emily Smithurst
Governor / Trustee lead	Mathilda Stone

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£182,229
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£182,229

# Part A: Pupil premium strategy plan

## Statement of intent

At St Ann's Well Academy, we endeavour to fulfil the Pupil Premium Policy set out by the LEAD Academy Trust by deploying the following trust strategies to diminish the difference in attainment for pupils in receipt of the Pupil Premium funding.

- Clear responsive leadership
- Having a whole school ethos of attainment for all
- Addressing behaviours for learning and conduct behaviours that prevent pupils from learning
- Monitoring and addressing low attendance
- Facilitating high quality teaching for all continued professional development of staff
- Meeting individual learning needs including those pupils who are the most able and seemingly need no support
- Deploying staff effectively, both teaching and support staff
- Using pupil progress data to inform the planning of interventions and provision

Our vision at St Ann's Well Academy is to empower pupils, irrespective of their background or the challenges they face, to acquire, demonstrate and articulate knowledge, skills and personal values that will support them as life-long learners and citizens of the future. Thus, our intention is that we support our disadvantaged pupils to achieve that goal and succeed in line with their non-disadvantaged peers.

Pupils who are in receipt of Pupil Premium Funding face specific barriers to reaching their full potential and, at St Ann's Well Academy we are determined to provide the support and guidance that they need to help them overcome these.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged in our school.

Whilst we are relentless in our pursuit of academic equity for our disadvantaged pupils, it is also important that other barriers are broken including economic and social and emotional issues through the careful targeted use of Pupil Premium funding.

Our approach will be responsive to common challenges and individual needs raised across school through diagnostic assessments and professional knowledge of our pupils. In response to this, we will prioritise:

- Developing teaching pedagogy, ensuring it's of a consistent high quality, through continuing professional development.
- Increasing attainment and progress of our disadvantaged pupils through the use of pupil progress and attainment data to inform the planning of interventions and provision (including adult deployment)
- Supporting our disadvantaged pupils with their social and emotional difficulties
- Improving rates of attendance our disadvantaged pupils
- Removing barriers to learning created by poverty, family circumstance and background
- Accessing a range of opportunities to develop their wider world experiences

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Language development and communication</b></p> <p>Starting points are significantly low on entry to school, and often, pupils display poor language and communication skills. This can also include limited language acquisition, making it difficult for children to access the curriculum on entry to school.</p> <p>56% of St Ann's Well Academy pupils are identified as speaking English as an additional language, compared to 20.8% nationally.</p>
2	<p><b>Attainment</b></p> <p>Pupils enter St Ann's Well Academy well below the national average. Year on year, the school works to close specific gaps in reading, writing and maths in the different cohorts. The school's relentless pursuit of quality first teaching, adaptive teaching and learning and effective use of adults work to close the gaps. The school needs to continue this pursuit and look to close the gap of those attaining age related expectations by the end of Key Stage 2.</p> <p>33% of our pupil premium pupils are on the SEND register. Low attainment and slow progress rates can be made by pupil premium children who also have SEND. Children can have gaps and misconceptions resulting in them finding it difficult to retain / recall prior knowledge.</p> <p>Lower attainment gained by pupil premium pupils across the years in differing subject areas.</p>
3	<p><b>Attendance and punctuality</b></p> <p>There is a current gap between pupil premium and non-pupil premium pupils for absence and persistent absence. Non-pupil premium pupils attendance is 2% above pupil premium attendance.</p>
4	<p><b>Mental Health and Wellbeing</b></p>

	The impact of the cost-of-living crisis has led to an increased need for mental health and wellbeing support across school. The impact on our families is becoming more and more evident.																
5	<p><b>Enrichment, life experiences and aspirations</b></p> <p>Pupils have limited experiences outside of school and their immediate community. Parents often have not continued in further education and many families have limited finances to support their children to experience enrichment opportunities. This has been exasperated by the cost-of-living crisis.</p>																
6	<p><b>Increased level of SEND</b></p> <p>The school has increasing numbers of children who have special educational needs. There is an increasing amount of research to link levels of deprivation with increased likelihood of special needs.  <a href="https://www.jrf.org.uk/child-poverty/special-educational-needs-and-their-links-to-poverty">https://www.jrf.org.uk/child-poverty/special-educational-needs-and-their-links-to-poverty</a></p> <p>The current level of high-level additional needs across the academy is the highest that has ever been seen. Some members of the community are reluctant to acknowledge their children have additional needs. The language barrier with some of our parents having English as an additional language can mean that communicating the complexities of additional needs and supporting the families to access the pupil premium funding can be complex.</p> <table border="1" data-bbox="683 958 1099 1301"> <thead> <tr> <th>Year Group</th> <th>Percentage of SEND</th> </tr> </thead> <tbody> <tr> <td>F2</td> <td>9%</td> </tr> <tr> <td>Y1</td> <td>17%</td> </tr> <tr> <td>Y2</td> <td>30%</td> </tr> <tr> <td>Y3</td> <td>33%</td> </tr> <tr> <td>Y4</td> <td>43%</td> </tr> <tr> <td>Y5</td> <td>27%</td> </tr> <tr> <td>Y6</td> <td>27%</td> </tr> </tbody> </table>	Year Group	Percentage of SEND	F2	9%	Y1	17%	Y2	30%	Y3	33%	Y4	43%	Y5	27%	Y6	27%
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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
To continue to improve the teaching of reading, phonics and oracy to ensure progress in language development, including vocabulary.	<p>All teaching (including the teaching of reading and phonics) is good and there is effective use of evidence based oracy strategies to support talk in lessons.</p> <p>Assessment data will demonstrate progress is being made in reading and phonics.</p> <p>Vocabulary progression for specific subjects is development and implemented to support development of language across school.</p> <p>Triangulation of monitoring indicates that there is a significant improvement in language development.</p>

<p>To continue to ensure minimal gap between pupil premium pupils and non-pupil premium pupils' performance in reading, writing and maths whilst ensuring good or better progress from their starting points in core subject areas.</p> <p>To improve attainment for pupil premium pupils reaching the expected standard so that it is in line with peers at the end of KS2.</p>	<p>Outcomes for pupil premium pupils reaching the expected standard in reading, writing and maths will have increased from the starting points by the end of:</p> <p>2024 / 2025 2025 / 2026 2026 / 2027</p> <p>Data will indicate that pupil premium pupils have made good or better progress in core subject areas.</p>
<p>To sustain attendance of pupil premium pupils to ensure it is in line with the national average.</p> <p>To ensure persistent absence percentages for pupil premium pupils is less than the national average.</p>	<p>Attendance of pupil premium pupils being maintained at National Average and if not action is taken immediately to provide support / targeted intervention to the family, Weekly and termly attendance data will demonstrate that the % of pupil premium pupils who are persistently absent is lower than National Averages.</p> <p>Persistent absence from pupil premium children is reduced through attendance officer's work with families in conjunction with SLT, teachers and teaching assistants.</p>
<p>To improve mental health and wellbeing for all pupils in school, which ultimately has an overall impact on the behaviour of pupils across school.</p>	<p>Improved levels of mental health and wellbeing can be seen through:</p> <ul style="list-style-type: none"> <li>• Quantitative data from wellbeing assessments, and internal intervention shows an overall improvement in mental health and wellbeing (MHST / Therapat)</li> <li>• Triangulation of data and pupil / parent voice, plus any additional data through external agency support shows impact of actions taken.</li> </ul> <p>Positive behaviour for learning is consistently role modelled throughout school.</p>
<p>All disadvantaged Pupil Premium children take part and participate in enrichment activities that extend their school learning journey experience and cultural capital.</p>	<p>Pupils will have experiences and be able to draw upon a wide range of culturally rich life experiences, which we have implemented and that will have impact of their aspirations and academic applications.</p> <p>Teachers and support staff plan a wide range of visits/events/experiences to inspire/enhance the progress of their learning, as measured through DC Pro reports and pupil voice.</p>

Ensure that all children with SEND have their needs met and make progress.	Lesson observations show adaptive teaching strategies are used to enable all pupils to access their learning.
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## 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: £59,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching by providing CPD in oracy.</p> <p>Implement an oracy rich learning environment: sentence stems, working walls, subject specific vocabulary.</p> <p>Subject leaders plan for sentence stems and vocabulary.</p> <p>Deliver communication and language interventions for children identified as requiring further support in this area using Talk Boost.</p>	<p>Research by the Sutton Trust states: ‘The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds; over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers.</p> <p>Speech and communication lies at the heart of classroom practice. It is the predominant way in which teachers provide instruction and support to their students and is central to how most students engage with the curriculum. Without strong communication strategies pupils struggle to articulate their learning, challenges their facing, misconceptions they have or manage their feelings and emotions. An oracy rich curriculum with additional interventions to support pupils lacking in the 4 areas of oracy can impact holistically on pupils’ attainment and wellbeing.</p> <p>Oral language approaches have a high impact on pupil outcomes. The Education Endowment Foundation found that oral language approaches made an additional 6 months of progress for children.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1, 2, 4, 6
<p>Quality first teaching by providing CPD in writing.</p> <p>Strands of writing:</p> <ul style="list-style-type: none"> <li>• Composition</li> <li>• Handwriting</li> <li>• Spelling</li> </ul>	<p>Research by the Sutton Trust states: ‘The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds; over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers.</p> <p>The Education Endowment Foundation (EEF) has found that fluent writing supports composition because pupils’</p>	1, 2, 6

<ul style="list-style-type: none"> <li>• Active English into Key Stage 2</li> <li>• Phonics including pre-phonics</li> </ul>	<p>cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Thus a clear spelling strategy across school is required to free our children from the cognitive load of spelling.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	
<p>Teachers identify in pupil progress meetings PP children who are greater depth or target children and ensure barriers are identified, sought to remove to enable them to succeed.</p> <p>The quality first teaching is needed to ensure strengthening and deepening is occurring in lessons and is monitored through book looks and pupil voice.</p> <p>Curriculum leaders plan for retrieval and sticky knowledge.</p> <p>Teachers are clear on the 'sticky knowledge' that needs to be mastered from the units of work.</p>	<p>Research by the Sutton Trust states: 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds; over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers.</p> <p>The impact of mastery learning approaches is an additional five-month progress, on average, over the course of a year. There is a lot of variation behind this average. It seems to be important that a high bar is set for achievement of 'mastery' (usually 80% to 90% on the relevant test). By contrast, the approach appears to be much less effective when pupils work at their own pace. Mastery learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	1, 2, 4, 6
<p>CPD regarding meeting the needs of our SEND pupils</p>	<p>Research by the Sutton Trust states: 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds; over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers.</p> <p>Pupils with Special Educational Needs and Disability have the greatest need for excellent teaching and are entitled to provision that supports achievement at and enjoyment at school.</p> <p><a href="#">EEF Special Educational Needs in Mainstream Schools</a></p>	1, 2, 6
<p>Peer to peer coaching in teaching and learning including delivery of the ECT programme of study</p>	<p>Support from colleague to colleague of effective and highly effective teaching practice via observation, modelling, team teaching and professional dialogue leads to improved teaching and learning practice which in turn leads to better learning and learning outcomes.</p>	1, 2, 6

	<p>Evidence from Cambridge International:  <a href="https://www.cambridgeinternational.org/Images/584543-great-teaching-toolkit-evidence-review.pdf">https://www.cambridgeinternational.org/Images/584543-great-teaching-toolkit-evidence-review.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged background. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1, 2, 6
Teaching assistants withdraw pupil premium children for interventions	<p>If children have misunderstood a concept, they will revisit the learning with a Teaching Assistant to help them overcome their misconception.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to one:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>And in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Evidence of the importance of feedback given:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	1, 2, 6
Targeted intervention groups based on half termly data to ensure pupil premium children are making good or better progress in	<p>If children have misunderstood a concept, they will revisit the learning with an adult to help them overcome their misconception.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to one:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	1, 2, 6



reading, writing and maths.	<p>And in small groups:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Evidence of the importance of feedback given:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	
Targeted booster / catch up provision	<p>The EEF found that small group tuition has had an average impact of four months' additional progress over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1, 2, 6
Additional teaching assistant support for key learners	<p>This support for key individuals allows those pupils to flourish socially, emotionally and academically. It also allows other teaching assistant time to be relentlessly focused upon academic support and intervention.</p>	1, 2, 6

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

Budgeted cost: £53,241

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support from the attendance officer to raise standards of attendance for pupil premium pupils by working with families to remove the barriers to attending.</p> <p>Continue to embed pupil awards and incentives for good school attendance.</p> <p>Continue to enhance robust systems and procedures for attendance.</p> <p>Continue to establish with parents' good attendance habits.</p>	<p>Attendance has been identified as a barrier to learning. Too many of our pupil premium pupils are not in school enough. The dedicated time to support our families, has and will continue to improve the attendance rates.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. <a href="https://www.gov.uk/government/consultations/working-together-to-improve-school-attendance">Working together to improve school attendance - GOV.UK (www.gov.uk)</a></p> <p>The EEF is currently undertaking a rapid evidence assessment on attendance interventions and programmes.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attend">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attend</a></p>	3

	<p>As per the EEF parental engagement as having a moderate impact that can improve pupil progress.</p> <p>NFER research found that school which are more successful in promoting high attainment have a number of things in common. It identified seven building blocks of success. Of which number 2 is addressing behaviour and attendance.</p> <p>DfE improving attendance at school notes without the opportunity to receive good teaching, every day, from the start of their school career, their most deprived pupils are unlikely to narrow the gap with their peers. These schools are on the lookout for poor patterns of attendance in their nurseries and address them as soon as they become concerned.</p>	
Attendance (consultant) officer	Attendance Officers provide key support in raising attendance, the profile of attendance, identifying and supporting key issues including working to support families where persistent absence is a consideration.	3
Breakfast club places for key pupils (to support punctuality and attendance)	<p>Internal assessments indicate that these children have a positive start to the day with their peers which in turn supports a positive attitude towards learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res?utm_source=/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res&amp;utm_medium=search&amp;utm_campaign=site_search&amp;utm_term=breakfast">https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res?utm_source=/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res&amp;utm_medium=search&amp;utm_campaign=site_search&amp;utm_term=breakfast</a></p>	3, 4
<p>MHST worker in school for 1:1 and group work for identified pupils and families to deliver specific programmes of work.</p> <p>Therapist – counsellor</p> <p>Mental health lead and mental health first aider</p>	<p>Individual counselling records show individual impacts in a range of ways – that have led to improved wellbeing and academic engagement.</p> <p>DfE Counselling in Schools: a blueprint for the future states:</p> <p>The benefits to the individual and to society in preventing problems from arising, and intervening early where they do, are significant. For schools this can result in improved attainment, attendance, reductions in behavioural problems, as well as happier, more confident and resilient pupils.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/497825/Counselling_in_schools.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/497825/Counselling_in_schools.pdf</a></p>	4
Fund the cost of out of school trips / experiences.	<p>Evidence shows that pupils learning is enhanced through greater engagement in immersive education.</p> <p>EEF 3-6 months increase in learning progress.</p> <p>Creative and connected curriculum shown to improve pupils' engagement and raise standards.</p>	2, 5
Uniform, shoes or other items purchased for our	Whilst it is acknowledged that uniform on its own does not increase attainment (EEF research), we believe that it is	3, 4

disadvantaged families who are in need and financially struggling	important to support the inclusion and well-being of our pupils who are eligible by removing the barrier.	
Parental Engagement	The Education Endowment Foundation found that parental engagement with their child's learning activities has a positive impact with an average of 4 months additional progress in primary school and rising to 5 months in early years settings.	1, 2,3,4
Contingency fund for acute issues.	Based on our experience and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £182,241**

# 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 2023 to 2024 academic year.

Progress against intended outcomes																																																					
Intended outcome	Strategies used	Impact to date																																																			
<p>1. To continue to improve the teaching of reading, phonics and oracy to ensure progress in language development, including vocabulary.</p>	<ul style="list-style-type: none"> <li>• Quality first teaching by providing CPD and quality feedback in reading and phonics.</li> <li>• Talk Boost intervention delivered for communication and language for children identified as requiring further support in this area.</li> <li>• Key stage 2 phonics group for pupils who have not met phonics threshold</li> <li>• Small group / one to one reactive phonics intervention approach.</li> <li>• Precision teach for word reading for those falling behind</li> <li>• 1:1 reading opportunities for pupils</li> <li>• Extra 1:1 reading opportunities for PP and vulnerable pupils.</li> <li>• Use of videos by staff member for parents to access regarding pure sounds</li> <li>• Phonics resources distributed to parents for use with their children</li> </ul>	<p><b>EYFS</b></p> <table border="1"> <thead> <tr> <th rowspan="2">Category</th> <th colspan="3">Cohort size</th> <th colspan="4">School</th> <th colspan="3">National</th> <th>School-Nat</th> </tr> <tr> <th>2022</th> <th>2023</th> <th>2024</th> <th>2022</th> <th>2023</th> <th>2024</th> <th>Change</th> <th>2023</th> <th>2024</th> <th>Change</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>29</td> <td>30</td> <td>28</td> <td>58.6%</td> <td>66.7%</td> <td>60.7%</td> <td>▼ -6.0%</td> <td>67.3%</td> <td>67.7%</td> <td>▲ +0.4%</td> <td>▼ -7.0%</td> </tr> </tbody> </table> <p>Data shows a gap between school and national GLD attainment of -7%. We will continue to drive standards in meeting GLD for our EYFS pupils.</p> <p><b>Year 1 Phonics</b></p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p><b>Year 1 Phonics Working At</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>2022 (14)</td> <td>71</td> </tr> <tr> <td>2023 (19)</td> <td>84</td> </tr> <tr> <td>2024 (19)</td> <td>74</td> </tr> </tbody> </table> </div> <div style="text-align: center;"> <p><b>Year 1 Phonics - Words decoded</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>2022 (14)</td> <td>30.9</td> </tr> <tr> <td>2023 (19)</td> <td>32.9</td> </tr> <tr> <td>2024 (19)</td> <td>31.3</td> </tr> </tbody> </table> </div> </div> <p>Our children enter our EYFS setting with low starting points and although our percentage is lower than 2023, this is due to the high number of SEND within the pupil premium year 1 cohort. However, our disadvantaged pupils' attainment is above the Local Authority and National averages.</p>	Category	Cohort size			School				National			School-Nat	2022	2023	2024	2022	2023	2024	Change	2023	2024	Change	Gap	Overall	29	30	28	58.6%	66.7%	60.7%	▼ -6.0%	67.3%	67.7%	▲ +0.4%	▼ -7.0%	Year	Value	2022 (14)	71	2023 (19)	84	2024 (19)	74	Year	Value	2022 (14)	30.9	2023 (19)	32.9	2024 (19)	31.3
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- Investment in reading for pleasure books
- Use of Accelerated reader to promote reading for pleasure
- Immediate identification of pupils below or at risk of falling below in reading for additional interventions.
- Reading booster sessions and intervention for vulnerable pupils across school

**Whole School Reading Data (ARE)**

	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	PP	No PP	PP	No PP	PP	No PP	PP	No PP	PP	No PP	PP	No PP
<i>Cohort:</i>	(20)	(10)	(22)	(7)	(18)	(11)	(18)	(13)	(16)	(11)	(15)	(15)
Reading	12 60%	7 70%	15 68%	3 43%	11 61%	10 91%	13 72%	10 77%	12 75%	6 55%	9 60%	14 93%

Year 1 pupil premium pupils are 10% behind non pupil premium pupils meeting age related expectations though 32% of pupil premium pupils made accelerated progress. Whilst there are more SEND pupils with higher level needs within our Year 1 pupil premium cohort, we will continue to endeavour to close the attainment gap quality first teaching and high-quality targeted interventions.

Year 2 pupil premium pupils are outperforming non pupil premium pupils.

Year 3 pupil premium pupils are significantly behind their non-pupil premium peers though 50% of our pupil premium pupil made accelerated progress. Whilst there are more SEND pupils with higher level needs within our Year 3 pupil premium cohort, we will continue to endeavour to close the attainment gap quality first teaching and high-quality targeted interventions.

Year 4 pupil premium pupils are 5% below non-pupil premium pupils when attaining age related expectations. 41% of the pupil premium pupils made accelerated progress.

Year 5 pupil premium pupils are outperforming non-pupil premium pupils.

Year 6 pupil premium pupils were significantly behind their non-pupil premium peers. However, our pupil premium pupils are in line with the national average attaining the expected standard in reading and 73% of them made accelerated progress. We continue to raise the percentage of pupils attaining greater depth in reading year on year and are plus 1% against national averages.

2. To continue to ensure minimal

- Reading
- CPD via English Lead for oracy within our school

Data demonstrates that the gap between pupil premium and non pupil premium is generally cohort specific and is further impacted by the number SEND and EAL pupils who are also pupil premium. Half termly pupil progress meetings identify those pupils who remain below

gap between pupil premium pupils and non-pupil premium pupils' performance in reading, writing and maths whilst ensuring good or better progress from their starting points in core subject areas.

To improve attainment for pupil premium pupils reaching the expected standard so that it is in line with peers at the end of KS2.

- Participation in the reading pledge
- Use of Accelerated Reader to encourage reading for pleasure and active participation
- Parental workshop on phonics and reading
- Reading comprehensions through our Big Read sessions
- Reading interventions using Rapid Read, Literacy Box and IDL
- Quality first teaching of phonics using ELS
- Phonic interventions using ELS phonics
- One to one readers
- Investment in reading books led by the children's recommendations and choices

#### Writing

- CPD from English LEAD regarding transcription
- Fine motor / mark making / letter formation CPD
- CPD via English Lead for oracy within our school
- Introduction development of clear pacing grids from writing in all year groups (ongoing project into 2024 - 2025)
- Moderation collaborations

#### Maths

Quality first teaching through CPD:

- From Maths Trust Lead regarding strengthening and deepening within lessons, times tables whole class approach, times tables targeted interventions, problem solving and reasoning strategies for class approaches

age related expectations and clear plans are created for them to make accelerated progress. Progress data is impacted by SEND pupils who are making small steps of progress within B-Squared. These small steps of progress are monitored by our school SENDCo.

#### Attainment

		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
		PP	No PP	PP	No PP	PP	No PP	PP	No PP	PP	No PP	PP	No PP
PP vs non-PP ARE	Cohort:	(20)	(10)	(22)	(7)	(18)	(11)	(18)	(13)	(16)	(11)	(15)	(15)
	Reading	12 60%	7 70%	15 68%	3 43%	11 61%	10 91%	13 72%	10 77%	12 75%	6 55%	9 60%	14 93%
	Writing	14 70%	6 60%	15 68%	4 57%	9 50%	8 73%	9 50%	8 62%	10 63%	5 45%	7 47%	13 87%
	Maths	15 75%	6 60%	14 64%	5 71%	8 44%	10 91%	10 56%	9 69%	9 56%	6 55%	7 47%	15 100%
	SPaG	13 65%	7 70%	14 64%	4 57%	10 56%	8 73%	11 61%	9 69%	11 69%	8 73%	8 53%	14 93%
	Combined	12 60%	5 50%	12 55%	3 43%	6 33%	8 73%	7 39%	7 54%	7 44%	4 36%	6 40%	13 87%
PP vs non-PP Gr Depth	Cohort:	(20)	(10)	(22)	(7)	(18)	(11)	(18)	(13)	(16)	(11)	(15)	(15)
	Reading	4 20%	-	4 18%	1 14%	3 17%	4 36%	2 11%	6 46%	3 19%	3 27%	4 27%	4 27%
	Writing	2 10%	-	5 23%	-	1 6%	3 27%	-	3 23%	3 19%	2 18%	1 7%	5 33%
	Maths	4 20%	-	4 18%	1 14%	4 22%	4 36%	2 11%	5 38%	4 25%	4 36%	1 7%	6 40%
	SPaG	1 5%	-	6 27%	1 14%	2 11%	3 27%	3 17%	7 54%	4 25%	3 27%	3 20%	7 47%
	Combined	2 10%	-	3 14%	-	1 6%	3 27%	-	2 15%	3 19%	2 18%	1 7%	4 27%

#### Progress

		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
		Exp	Ab Exp	Exp	Ab Exp	Exp	Ab Exp	Exp	Ab Exp	Exp	Ab Exp	Exp	Ab Exp
Reading		89	32	94	11	100	50	94	41	100	44	100	73
Writing		100	22	100	28	72	39	82	29	94	50	100	60
Maths		95	32	94	33	94	53	82	29	100	50	100	47

	<ul style="list-style-type: none"> <li>• CPD from Teaching School – Active Number (an approach to teaching and an understanding of number and operations).</li> <li>• Use of Times Table Rock Stars to engage pupils in learning times tables</li> <li>• Use of Numbots for years 1 and 2 to raise fluency standards</li> </ul> <p>Half termly pupil progress meetings Half termly assessment points Targeted after school boosters</p>																																																								
<p>3. To improve attendance of pupil premium pupils to ensure it is in line with the national average. To ensure persistent absence percentages for pupil premium pupils is less than the national average.</p>	<ul style="list-style-type: none"> <li>• Continue to embed attendance policy and amend in light of new guidance</li> <li>• Continue to enhance the robust systems and procedures for attendance</li> <li>• Continue to establish with parents good attendance habits</li> <li>• Attendance section in newsletter and at least once per half term on Class Dojo.</li> <li>• Rewards for attendance given termly to individual pupils.</li> <li>• Reward for attendance given to highest attending class each week in achievement assembly.</li> <li>• Support from the attendance officer to raise standards of attendance for pupil premium pupils by working with families to remove barriers to attending.</li> <li>• Support from LEAD and Nottingham City attendance officer for particular families</li> </ul>	<p>Overall attendance increased by 3% from last academic year to 2023-2024.</p> <p>Gap between pupil premium pupils and non-pupil premium pupils attendance had reduced by 0.4%. Whilst there are more pupil premium children who are persistently absent, this figure is nearly 10% below the National figures for PA.</p> <table border="1" data-bbox="972 715 1951 1106"> <thead> <tr> <th>Year</th> <th>PP</th> <th>PA-PP%</th> <th>NonPP</th> <th>PA-NonPP%</th> </tr> </thead> <tbody> <tr> <td><b>Total</b></td> <td><b>95.07%</b></td> <td><b>11.5%</b></td> <td><b>97.09%</b></td> <td><b>6.5%</b></td> </tr> <tr> <td><b>Total</b></td> <td><b>95.07%</b></td> <td><b>11.5%</b></td> <td><b>97.09%</b></td> <td><b>6.5%</b></td> </tr> <tr> <td>R</td> <td>97.76%</td> <td>5.0%</td> <td>99.16%</td> <td></td> </tr> <tr> <td>1</td> <td>96.59%</td> <td>5.0%</td> <td>96.47%</td> <td>10.0%</td> </tr> <tr> <td>2</td> <td>92.39%</td> <td>21.7%</td> <td>96.10%</td> <td>10.0%</td> </tr> <tr> <td>3</td> <td>94.50%</td> <td>16.7%</td> <td>96.49%</td> <td>7.7%</td> </tr> <tr> <td>4</td> <td>94.80%</td> <td>6.3%</td> <td>96.84%</td> <td></td> </tr> <tr> <td>5</td> <td>93.91%</td> <td>15.8%</td> <td>97.87%</td> <td>11.8%</td> </tr> <tr> <td>6</td> <td>96.40%</td> <td>6.7%</td> <td>96.63%</td> <td>6.7%</td> </tr> <tr> <td><b>Total</b></td> <td><b>95.07%</b></td> <td><b>11.5%</b></td> <td><b>97.09%</b></td> <td><b>6.5%</b></td> </tr> </tbody> </table> <p>Clear and robust tracking system in place for pupils who are below 96% attendance.</p>	Year	PP	PA-PP%	NonPP	PA-NonPP%	<b>Total</b>	<b>95.07%</b>	<b>11.5%</b>	<b>97.09%</b>	<b>6.5%</b>	<b>Total</b>	<b>95.07%</b>	<b>11.5%</b>	<b>97.09%</b>	<b>6.5%</b>	R	97.76%	5.0%	99.16%		1	96.59%	5.0%	96.47%	10.0%	2	92.39%	21.7%	96.10%	10.0%	3	94.50%	16.7%	96.49%	7.7%	4	94.80%	6.3%	96.84%		5	93.91%	15.8%	97.87%	11.8%	6	96.40%	6.7%	96.63%	6.7%	<b>Total</b>	<b>95.07%</b>	<b>11.5%</b>	<b>97.09%</b>	<b>6.5%</b>
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<p>4. To improve mental health and wellbeing for</p>	<ul style="list-style-type: none"> <li>• Mental health and wellbeing are addressed through our PSHE</li> </ul>	<p>6 pupils accessed the school counsellor all of which are pupil premium pupils. Of the pupils who have completed their sessions, all have seen a marked improvement. This extends to behaviour choices within the classroom too.</p>																																																							

<p>all pupils in school, which ultimately has an overall impact on the behaviour of pupils across school.</p>	<p>curriculum using Coram Life Education as a basis.</p> <ul style="list-style-type: none"> <li>• A mental health practitioner is based in school one day per week and works closely with the SENDCo and mental health lead to ensure that the mental health needs within the school are identified and bespoke interventions are offered.</li> <li>• Counsellor in school one afternoon per week to provide targeted sessions</li> <li>• Mental health ambassadors within school</li> <li>• In class anxiety workshops</li> </ul>	<p>8 referrals were made into the mental health support team. Outcomes included: direct work; parent and child intervention; cognitive behavioural therapy.</p> <p>Profile of mental health raised within school through the mental health ambassadors working with the mental health practitioner to conduct whole school assemblies during the year.</p> <p>Book scrutiny and lesson observations in PSHE shows a consistent approach to quality first teaching in this area of the curriculum. Pupils are able to articulate what being mentally healthy means and can give ideas of how to keep mentally well.</p>
<p>5. All disadvantaged Pupil Premium children take part and participate in enrichment activities that extend their school learning journey experience and cultural capital.</p>	<ul style="list-style-type: none"> <li>• Continued refinement of the development and implementation of the personal development offer across school.</li> <li>• Part funding the cost of trips, experiences and clubs</li> <li>• Music tuition</li> <li>• Range of after school clubs</li> <li>• Refining of the safeguarding and PSHE curriculum</li> </ul>	<p>A range of clubs have been offered to the pupils to provide them with cultural capital and access to high quality experiences. These include football, art and craft, dance and musical theatre. 63% of pupils attending these clubs were pupil premium.</p> <p>Varying enrichment opportunities have taken place across school including: Captivating Creatures; the Space Centre; Holocaust museum; Eureka; netball and basketball events; visit to the mosque, church visits; Galleries of Justice – exhibition regarding knife crime; school sleepover; allotment visits; library visits; Albert Hall visit; pantomime; Viking day, Roman day; Victorian day; Mini police; police car visit; fire engine visit; my maths story; photography workshop; author visit.</p>



## 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*

<b>Programme</b>	<b>Provider</b>
Music Tuition	Nottingham City Council Music Provision
Sport tuition	Nottingham Forest in the Community
Essential Letters and Sounds	Oxford Owl
Power Maths	Active Learn
Maths	Times table Rock Stars, Sum Dog

## Service pupil premium funding (optional)

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

<b>Measure</b>	<b>Details</b>
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 pupils?	N/A

## Further information (optional)

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