



## Pupil premium strategy & review statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Waddington All Saints Academy
Number of pupils in school	375
Proportion (%) of pupil premium eligible pupils	15% 56
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/23 2023/24 2024/25
Date this statement was published	October 2022 Updated October 23
Date on which it will be reviewed	July 2024
Statement authorised by	Mr Paul Martin Headteacher
Pupil premium lead	Mrs Zoe Jepson Deputy Headteacher/ Pupil Premium Lead
Governor / Trustee lead	Mrs Hannah Berry Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,480
Recovery premium funding allocation this academic year	£8,555
School Led Tutoring funding allocation this academic year	£3,724
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£93,759</b>



## Part A: Pupil premium strategy plan

### Statement of intent

*At Waddington All Saints Academy we have high expectations for all pupils within our school, irrespective of their background or the challenges they face and believe that with high quality teaching, effective engagement with parents, pastoral support and a personalised approach to meet individual children's needs, every child can be empowered to reach their full potential: academically, socially, emotionally and physically.*

*The strategies implemented are personalised to enable us to meet the individual needs of pupils who are in receipt of Pupil Premium, including those who are already high attainers, with the main aim being that these children do as well as their peers with similar starting points, who are not eligible for Pupil Premium.*

*We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity outlined within this statement is also intended to support all pupil needs, regardless of whether they are disadvantaged or not.*

*School leaders have a strong determination to ensure that disadvantaged pupils at this academy receive quality first teaching which is at least good and often outstanding, within every lesson, with an increased focus on areas in which these pupils have fallen behind. This is proven to have the greatest impact on closing the attainment gap and at the same time will benefit the non-disadvantaged pupils. Our aim is to ensure that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers to enable all pupils to reach their potential.*

*Our strategy is also integral to the wider school plans for education recovery, which includes targeted support through the school-led National Tutoring Programme.*

*Funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support programme year on year. When making decisions about how to allocate our PP funding, we have analysed data thoroughly, and make use of current research from the EEF and The Sutton Trust. Expenditure is strategically planned, closely monitored and the impact reviewed by academic year as shown within this strategy plan.*

*Our Pupil Premium and Recovery Premium Priorities are to:*

- Further increase the rates of progress, where there is low prior attainment and gaps in learning, (with a focus on phonics, reading fluency, writing and calculation within maths).*
- Further enhanced progress, in all areas of the curriculum, through quality first teaching and focused, personalised interventions programmes, so that staff can quickly address and respond to any barriers within pupils learning.*
- Continue to provide high quality pastoral support to ensure that pupils are able to fully access their education and be physically and mentally healthy.*



## Challenges

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

Challenge number	Detail of challenge
1	<b>Language deficit</b> Assessments and teacher feedback indicate that 50% of reception and 25% of Year 1 pupils, in receipt of Pupil Premium demonstrate weaker language skills. This includes: speech and language difficulties; a lack of exposure to wider vocabulary and poor phonic/early reading skills.
2	<b>Attainment of eligible pupils with the potential for GDS.</b> Assessment and observations evidence that, on average, pupils in receipt of Pupil Premium who have the potential to achieve GDS find it increasingly difficult to reason and think at a deeper level. As a result, these pupils continue to be impacted upon by the period of school closure, and have found it difficult to maintain progress in line with their peers from similar start points.
3	<b>Securing progress and attainment of eligible pupils in core areas of learning.</b> Internal observations and assessments evidence that a majority of pupils in receipt of PP have made good progress from their start points. While this is positive and evidences the success of this strategy, we recognise the importance of embedding the progress made, so that it is secured, over time. In addition, there are a small proportion of pupils eligible for PP who require further, in-depth analysis to support further progress.
4	<b>Supporting identified social, emotional and mental health concerns.</b> Assessments and observations with pupils and families indicate that the mental health and well-being of a proportion of pupils and/or their families, continues to be a challenge. This has resulted in children not being socially and emotionally ready to access learning due to circumstances at home and/or a lack of self-belief and resilience. As a result, they often have difficulty in being able to focus on and do well in their learning. Teacher referrals for ELSA support are high, with 25 pupils eligible for Pupil Premium accessing some form of pastoral support within the academic year. In addition, 16 pupils/families have required support through the Early Help process.
5	<b>Attendance</b> 16.77% of disadvantaged pupils have been 'persistently absent' compared to 7.14% of their peers during last academic year. Our assessment and teacher feedback indicates that this absenteeism is negatively impacting upon a few of disadvantaged pupils' progress.
6.	<b>Parental Engagement</b> Internal observation and analysis of data indicates that, for a small proportion of pupils eligible for PP, parents have difficulty engaging with school and supporting home learning. This negatively impacts upon the progress and often the attitude of these pupils.



## 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
<ul style="list-style-type: none"> <li>• <i>Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum, with a focus on phonics, reading, writing and Maths.</i></li> <li>• <i>The attainment gap continues to be narrowed for pp/ non-pp children.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Any pupils who are identified as 'off-track' are thoroughly assessed, using diagnostic assessments to identify their barriers to learning.</li> <li>• Highly targeted, focused, time limited interventions in place to ensure that barriers are overcome and accelerated progress is made.</li> <li>• Over learning is used as a strategy to support pupils to embed learning into long term memory. Systematic checks ensure that they are able to retain information- know more and remember more.</li> <li>• QFT is at least good and often outstanding, in addition personalised provision within the classroom supports the children to succeed.</li> <li>• Regular opportunities to rehearse/revisit/recall/consolidate key learning and skills is evident in pupil outcomes.</li> <li>• Rigorous and forensic data analysis of on-going assessments and NFER outcomes, alongside book scrutiny's evidence that pupils are making good progress.</li> <li>• The higher order skills of analysis, inference and evaluation are evidence across all subjects and support pupils to be able to question and make links.</li> <li>• All pupils eligible for PP make good progress, from their starting points and are able to embed and build upon previous attainment.</li> </ul>
<ul style="list-style-type: none"> <li>• <i>The language deficit for pupils in receipt of PP funding is diminished.</i></li> <li>• <i>Vocabulary is taught clearly and effectively within and across subjects.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Increased % of PP pupils working at ARE or above across the school in reading and phonics.</li> <li>• Embed the outstanding work on developing vocabulary from last year.</li> <li>• Embed the wide range of opportunities to support language development, with a high focus on developing pupils debating skills, across KS2.</li> <li>• Targeted children within EYFS and Y1 receive additional Speech &amp; Language intervention.</li> <li>• Books are carefully chosen to also match pupil's interests, so that they 'want' to read more, to support vocabulary development.</li> <li>• Reading fluency continues to be a high priority, to ensure that these pupils have the potential to be competent, fluent readers, who are able to comprehend.</li> <li>• Love of reading is promoted with home.</li> </ul>



<ul style="list-style-type: none"><li>• <i>Pupils love learning and have access to an engaging, broad and varied curriculum.</i></li><li>• <i>Pupils have high aspirations of themselves and others and believe they can do it.</i></li><li>• <i>All pupils are exposed to a breadth of experiences that enables them to contextualise their learning.</i></li></ul>	<ul style="list-style-type: none"><li>• All pupils eligible for PP have a 'Champion' assigned. Part of this role is to engage regularly with the pupils and celebrate their achievements, so that they feel confident and 'love' their learning.</li><li>• QFT is at least good, and often outstanding. Visits, events and experiences make learning 'irresistible' and 'memorable'.</li><li>• Children are systematically exposed to a wide range of social, cultural, enrichment and sporting activities.</li><li>• Home learning packs are tailored to individual needs and celebrate children's successes.</li><li>• A larger proportion of pupils evidence positive dispositions for learning.</li></ul>
<ul style="list-style-type: none"><li>• <i>Pastoral support is well targeted and effective in ensuring that our most vulnerable pupils eligible for PP are fully engaged in all aspects of school life.</i></li></ul>	<ul style="list-style-type: none"><li>• Pupils who receive pastoral support intervention make at least expected progress.</li><li>• Pre and post measures within pastoral support interventions evidence a positive impact.</li><li>• Key families are accessing our offer of support through Early Help.</li><li>• Good relationships formed with families who can be 'hard to reach'.</li><li>• Learning Support Staff are allocated to best meet the needs of all learners, they challenge and guide the children without building an over-reliance on adult support.</li><li>• Attendance rates for pupils eligible for PP evidentially improves.</li><li>• Attendance of pupils eligible for PP at extra-curricular clubs increases across the year.</li></ul>



## 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: £ 7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD for all new staff to ensure that the high quality and specific approaches to the teaching of phonics, early reading and language and communication, is fully embedded and consistently in place across FS and KS1.</i>	<p>Evidence from the Education Endowment Foundation (EEF): 'Teaching and Learning Toolkit'</p> <ul style="list-style-type: none"> <li>Phonics (+5 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></li> <li>Oral language Interventions (+6 months) <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></li> </ul>	1,3
<i>CPD for all staff to further develop the use of mastery approaches, to support pupils to develop the high order skills of analysis, inference and evaluation.</i>	<p>Evidence from EEF:</p> <ul style="list-style-type: none"> <li>Mastery learning (5+ months) <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></li> <li>Reading comprehension strategies (5+ months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></li> </ul>	1,2,3
<i>Staff CPD to develop subject specific pedagogy, so that we are using the best approaches to impact upon pupil knowledge and skills progression. Further staff CPD on retrieval strategies, so that pupils can remember and</i>	<p>The Sutton Trust: What makes great teaching? <a href="https://www.suttontrust.com/wp-content/uploads/2019/12/What-makes-great-teaching-FINAL-4.11.14-1.pdf">https://www.suttontrust.com/wp-content/uploads/2019/12/What-makes-great-teaching-FINAL-4.11.14-1.pdf</a></p> <p>Evidence from the EEF:</p> <ul style="list-style-type: none"> <li>Metacognition and self-regulation <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-">https://educationendowmentfoundation.org.uk/education-evidence/teaching-</a></li> </ul>	1,2,3



<p><i>recall more with greater ease.</i></p> <p><i>CPD for new staff to ensure that there is a consistent approach to Quality First Teaching and provision within each classroom. (Modelling, scaffolding, metacognition, AfL, challenge, etc)</i></p>	<p><a href="#">learning-toolkit/metacognition-and-self-regulation</a></p>	
<p><i>Time allocated for Pupil Premium Lead to carry out strategic leadership (cost of cover)</i></p> <p><i>1 day per half term</i></p> <p><i>Coaching with ECTs</i></p> <p><i>1 hours per week x 6 weeks</i></p>	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p>	<p>All</p>

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

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>High quality, structured, evidence based interventions, delivered by highly competent Learning Support Assistants, to address barriers to learning.</i></p> <p><i>Including: ELKAN, precision teaching, handwriting, fine motor, phonics, spelling, pre and over learning.</i></p> <p><i>Support will be strategically deployed to need through data analysis and provision mapping.</i></p>	<p>Targeted small group intervention based on a specific barriers to learning can be an effective method in supporting pupils to fill these gaps and make progress.</p> <p>EEF research- effective use of teaching assistants recommendation 5.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p>This is also a proven strategy within school.</p> <p>Evidence from Education Endowment Foundation – ‘Teaching and Learning Toolkit’:</p> <p>Small group tuition +4 months</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>1,2,3,6</p>





<p><i>A clear and strategic approach to support pupils who are at the stage of 'early reading', particular for those pupils in KS2, to identify the specific learning barriers in relation to reading fluency (and to then plan and implement bespoke intervention to support progress.</i></p>	<p>It is well known that if pupils are not fluent readers, then they cannot comprehend. This also limits their ability to be able to access the wider curriculum. This strategic approach is in place to ensure that all pupils leave our school as competent and fluent readers who are able to comprehend.</p> <p>Evidence from EEF –Improving Literacy KS2.</p> <ul style="list-style-type: none"> <li>Improving Literacy KS2</li> </ul> <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>1,2,3,6</p>
<p><i>School Led Tuition by a qualified teacher.</i> 1:1/ 1:2/ 1:3</p> <p><i>(Year 5 &amp; 6- 12 hours per week)</i></p> <p><i>(Years 3 &amp; 4- 6 hours per week)</i></p>	<p>We will utilise the Nation Tutoring Programme funding, in line with Government guidance, to support our School Led Tutoring Programme.</p> <p>Evidence from Education Endowment Foundation – 'Teaching and Learning Toolkit': Individualised instruction + 4 months</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p>	<p>1,2,3</p>
<p><i>All pupils eligible for PP funding to be allocated a Learning Support Assistant 'Champion' who will provided personalised support to meet need, e.g. homework and targets.</i></p>	<p>This has been in place for the last 4 years in school and has been very successful in engaging parental support from home and ensuring that pupils are practising key skills.</p>	<p>1,2,3,4,6</p>

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

Budgeted cost: £ 17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<i>ELSA interventions to support pupil well-being.</i>	<p>This is a proven strategy which is already in place within school.</p> <p>EEF- Teaching and Learning Toolkit: Social and Emotional Learning (+4 months)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	4,5,6
<i>Meet &amp; Greet provision. Attendance monitoring</i>	<p>Last academic year we implemented a meet and greet for key pupils. This was effective in ensuring that identified pupils had a positive start to the school day and also meant that we were able to respond proactively when a pupil didn't arrive. Monitoring of attendance enables us to act swiftly when concerns begin to emerge.</p> <p>This is an aspect of provision that we would like to continue this academic year.</p>	4,5,6
<i>Welfare officer to be the first port of call in the delivery of our 'Early Help Offer'.</i>	<p>Last academic year, we developed the role of our Welfare Officer to work with families who required early help. This has had a significantly positive impact on pupil/parent well-being and engagement, as well as supporting the family to improve outcomes.</p> <p>This is an aspect of provision that we would like to continue this academic year.</p>	4,5,6
<i>All pupils to access an aspect of the extra-curricular offer.</i>	<p>Last year we further developed our extra-curricular offer, based upon feedback from pupils. All pupils who attended provided positive feedback.</p> <p>This is an aspect of our provision that we want to ensure all pupils eligible for PP access.</p>	4,5

**Total budgeted cost: £ 84,000**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Intended outcomes 2022-2023	Impact																																																																																																		
<p><i>Disadvantaged pupils make at least expected progress from their individual starting points in all areas of the curriculum, with a focus on phonics, reading, writing and Maths.</i></p> <p><i>The attainment gap is narrowed pp/ non-pp children.</i></p>	<p>Out of the 60 pupils identified as eligible for pupil premium, 15 pupils have a high level of SEND need, including 5 EHCPs. This is a significant increase in numbers for our academy. This academic year we have received a funding allocation based upon 41 pupils.</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th rowspan="2">No of pupils</th> <th colspan="2">Maths</th> <th colspan="2">Writing</th> <th colspan="2">SPAG</th> <th colspan="2">Reading</th> </tr> <tr> <th>All pupils</th> <th>Without SEND</th> <th>All pupils</th> <th>Without SEND</th> <th>All pupils</th> <th>Without SEND</th> <th>All pupils</th> <th>Without SEND</th> </tr> </thead> <tbody> <tr> <td></td> <td>60</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>FS</td> <td>9 pupils (1 SEN)</td> <td>EXS 89% GDS 44%</td> <td>EXS 100%</td> <td>EXS 89% GDS 33%</td> <td>EXS 100%</td> <td></td> <td></td> <td>EXS 89% GDS 44%</td> <td>EXS 100%</td> </tr> <tr> <td>1</td> <td>5 pupils (1 SEN, 1 PLAC)</td> <td>EXS 80%</td> <td>EXS 100%</td> <td>EXS 80%</td> <td>EXS 100%</td> <td></td> <td></td> <td>EXS 80%</td> <td>EXS 100%</td> </tr> <tr> <td>2</td> <td>12 pupils (4 SEN, 1 PLAC)</td> <td>EXS 75%</td> <td>EXS 100%</td> <td>EXS 67%</td> <td>EXS 100%</td> <td>EXS 67%</td> <td>EXS 100%</td> <td>EXS 75%</td> <td>EXS 100%</td> </tr> <tr> <td>3</td> <td>5 pupils (1 SEN)</td> <td>EXS 100%</td> <td>EXS 100%</td> <td>EXS 100%</td> <td>EXS 100%</td> <td>EXS 100%</td> <td>EXS 100%</td> <td>EXS 100%</td> <td>EXS 100%</td> </tr> <tr> <td>4</td> <td>12 pupils (5 SEN, 1 PLAC)</td> <td>EXS 58% GDS 8%</td> <td>EXS 100%</td> <td>EXS 58% GDS 8%</td> <td>EXS 100%</td> <td>EXS 58% GDS 8%</td> <td>EXS 100%</td> <td>EXS 58% GDS 8%</td> <td>EXS 100%</td> </tr> <tr> <td>5</td> <td>6 pupils</td> <td>EXS-67% GDS 17%</td> <td></td> <td>EXS-50% GDS 17%</td> <td></td> <td></td> <td></td> <td>EXS-50% GDS 17%</td> <td></td> </tr> <tr> <td>6</td> <td>11 pupils (3 SEN)</td> <td>EXS 55% GDS 9%</td> <td>EXS 86%</td> <td>EXS 55% GDS 9%</td> <td>EXS 86%</td> <td>EXS 55% GDS 9%</td> <td>EXS 86%</td> <td>EXS 55% GDS 27%</td> <td>EXS 86%</td> </tr> </tbody> </table> <p>All pupils identified as having SEND needs are able to evidence good progress from their starting points within the SEND review cycle.</p>		No of pupils	Maths		Writing		SPAG		Reading		All pupils	Without SEND	All pupils	Without SEND	All pupils	Without SEND	All pupils	Without SEND		60									FS	9 pupils (1 SEN)	EXS 89% GDS 44%	EXS 100%	EXS 89% GDS 33%	EXS 100%			EXS 89% GDS 44%	EXS 100%	1	5 pupils (1 SEN, 1 PLAC)	EXS 80%	EXS 100%	EXS 80%	EXS 100%			EXS 80%	EXS 100%	2	12 pupils (4 SEN, 1 PLAC)	EXS 75%	EXS 100%	EXS 67%	EXS 100%	EXS 67%	EXS 100%	EXS 75%	EXS 100%	3	5 pupils (1 SEN)	EXS 100%	EXS 100%	EXS 100%	EXS 100%	EXS 100%	EXS 100%	EXS 100%	EXS 100%	4	12 pupils (5 SEN, 1 PLAC)	EXS 58% GDS 8%	EXS 100%	EXS 58% GDS 8%	EXS 100%	EXS 58% GDS 8%	EXS 100%	EXS 58% GDS 8%	EXS 100%	5	6 pupils	EXS-67% GDS 17%		EXS-50% GDS 17%				EXS-50% GDS 17%		6	11 pupils (3 SEN)	EXS 55% GDS 9%	EXS 86%	EXS 55% GDS 9%	EXS 86%	EXS 55% GDS 9%	EXS 86%	EXS 55% GDS 27%	EXS 86%
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We have now fully embedded the 'Little Wandle' phonics scheme across FS and Y1. External monitoring has judged our provision as strong and 80% of Y1 pupils eligible for PP passed the phonics-screening test this year. The one pupil, who was not successful has a high level of SEND and has made evidential progress from their start point since joining the academy.

Monitoring of provision mapping evidences that interventions have been targeted, based upon assessment to support pupils to overcome specific learning barriers and evidences a positive impact within the intervention session.

Pupil premium monitoring of outcomes, evidences that overall provision was strong for pupils eligible for PP, for example: key skills were evident within books, feedback was consistently in place and the flow of learning supported the pupils to make progress. In addition, pupils were also able to share their personalised targets and when asked a majority were able to share what they needed to work on to be successful.

For the few pupils who did not meet the expected standard (Y4/Y6), provision maps and interventions evidence that they have accessed a significant amount of personalised support, and were able to evidence progress within a session. However, they were not able to recall this knowledge within a different context, supporting them to know more and remember more will be a focus for the strategy next year.

Through QFT, the focus has been to support pupils to know more and remember more through retrieval practice. Learning walks and lesson observations have clearly evidenced that this has had a significant impact in supporting pupils to recall what they know and to make links within their learning.

The implementation of the Pupil Premium Strategy has been impacted upon by high levels of staff absence during the academic year 22/23. We have worked to mitigate this disruption by re-deploying less experienced staff to support the key pupils who were identified as requiring further support, to ensure the maximum impact possible. We have also employed known supply staff to work with groups and individuals. As a result, pupils have broadly received the support required to enable them to overcome their barriers to learning.

Overall, the data evidences that these pupils continue to be supported well and make good progress.

**Next steps:**



	<p>Further, in-depth analysis of gaps within learning for the small proportion of pupils who remain off-track to secure the EXS, with a focus on Y5 and Y6 in September 23, so that they are well prepared for the end of KS2 assessment point. Consider external assessments to support as appropriate (STT, etc).</p> <p>Further, embed retrieval practices across the curriculum, in all year groups.</p> <p>Induction of new teachers to ensure that they have a clear overview of PP processes and expectations within the academy and are in the best position to set up the children in their class for success.</p> <p>Once again, direct the NTP funding to support pupils who are not currently reaching their full potential.</p> <p>Focus on developing the higher order thinking skills of analysis, inference and evaluation to enable our GDS pupils eligible for PP to be able to question deeply and make links.</p>
<p><i>The language deficit for pupils in receipt of PP funding is diminished.</i></p> <p><i>A strong reading culture is embedded across the school and ensures that all pupils develop a love of reading.</i></p>	<p>Curriculum plans have continued to be a development focus to ensure rapid acquisition of vocabulary and this is evident within the learning environment and pupil outcomes. As a result, pupil's ability to be able to talk about their learning and engage in high-level conversations has continued to improve this academic year.</p> <p>Language and communication has been a high priority, particularly in reception and Y1, were the pupils have come into school at a lower start point that pre-pandemic. We have ELKAN trained staff who have continued to deliver highly focused interventions. These evidence-based interventions have supported good progress for key pupils.</p> <p>Developing competent, fluent readers who are able to comprehend has been a focus across key stage 2. The robust approach introduced, to identify the wider barriers for those pupils who struggle with reading has given us the tools to analyse and build the picture of the pupils as 'a whole reader'. An LSA new to post has trained to deliver phonics intervention across KS2, to ensure consistency and to give pupils the best chance to 'catch up'. In addition, all LSAs have accessed enhanced CPD to enable them to feel confident and competent in supporting pupils to develop within reading (fluency and love of reading). As a result, we have a consistent approach in place for all KS2 pupils, requiring additional support and intervention. This has had a significant impact on pupil confidence, how they view themselves as readers and how they are able to discuss the texts that they are reading, showing a good understanding. This work now needs to be embedded so that the pupils are able to use these skills within different contexts.</p>



	<p>All classes have developed reading areas to ensure that they are inviting and include a wide range of quality and engaging texts, so that pupils want to read and are able to choose a book that they will enjoy reading. This has had a significant impact on the school environment, books are now readily available and on display across reception, KS1 and KS2. As a direct result, pupils are more eager to read a wider range of books.</p> <p>Pupils in KS1 speak positively about their reading experience and enjoy taking home two books each week (a phonics book and a love of reading book). In addition, reading folders have been introduced across Key Stage 2, to support us in ensuring that pupils are taught how to look after books. This work has had a positive impact and pupils are proud of the books that they have and take home to share with parents/carers.</p> <p><b>Next steps:</b></p> <p>Continue to embed the developments in reading, including the implementation of key aspects of the updated 'Reading Framework' for KS2 and the academy vocabulary developments, to ensure that successes are secured and built upon.</p> <p>Invest in further current texts (fiction, non-fiction and poetry), particularly across KS2, so that we can continue to develop reading areas, which are of the highest standard.</p>
<p><i>Pupils love learning and have access to an engaging, broad and varied curriculum.</i></p> <p><i>Pupils have high aspirations of themselves and others and believe they can do it.</i></p> <p><i>All pupils are exposed to a breadth of experiences that</i></p>	<p>Part of our strategy, for many years, has been to have 'Pupil Premium Champions' allocated to each individual to ensure that they have tailored support which enables them to be successful. This strategy has provided on-going proven success. Due to the high level of staff absence during this academic year, we have had to adapt this approach, using the time available to ensure maximum impact. Pupil voice evidences that a majority of pupils eligible for PP feel well supported to do their best.</p> <p>Adaptations are evident within class to remove barriers and ensure that pupils have what they need to be successful.</p> <p>Where the impact is evident, homework packs have remained in place and have been tailored to meet the individual pupil's needs.</p> <p><b>Next steps:</b></p>



<p><i>enables them to contextualise their learning.</i></p>	<p>To fully reinstate the role of the Pupil Premium Champions, so that their impact is back in line with previous years.</p> <p>To work with the Sports Premium Lead to ensure that the uptake of clubs for pupils eligible for PP is increased.</p>
<p><i>Pastoral support is well targeted and effective in ensuring that our most vulnerable pupils eligible for PP are fully engaged in all aspects of school life.</i></p>	<p>The academy Welfare Officer provides high quality support for pupil premium pupils and their families, as required over the course of the academic year. This has equated to 20 pupils and their families having accessed the academies early help offer this year, with an additional 5 pupils also accessing pastoral support. Our Welfare Officer has established good relationships with all pupils and families and has liaised with outside agencies as appropriate. This has had a significant impact on the quality of life for these pupils, but also in reducing potential safeguarding and attendance concerns for specific targeted pupils.</p> <p>For the academic year 22/23 PA for pupil premium children was 16.67%, compared to 7.14% for non-pupil premium children. While this is a slight increase from the previous academic year (10.92%), only two of our pupils eligible for PP are identified as at risk of PA. Our Welfare Officer and DSL has worked with the families of these pupils and we have seen some improvements over the summer term, however there is still further work to be done to build upon and secure this success.</p> <p>Clear pre and post measures for pastoral interventions are securely in place and these evidence positive impact, including supporting pupils to be able to get back to their learning. Feedback from pupils and parents evidence positive impact of our pastoral support offer.</p> <p>This academic year, we have had two pupils eligible for PP join the academy, who require additional support with behaviours. Ensuring these children have had a positive start here has taken a considerable amount of capacity from the pastoral team. They have worked hard to mitigate this by prioritising well and ensuring that the families continue to get the support that they need.</p> <p><b>Next Steps:</b></p>



	<p>The welfare officer to work with the two pupils eligible for PP, where persistent absence continues to be a concern and ensure that Early Help is in place where needed.</p> <p>Review systems for supporting behaviour, so that this does not impact on our pastoral support offer.</p>
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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>
Literacy Shed	Ed Shed
Sumdog	Sumdog