

Pupil premium strategy 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	Castle Academy
Number of pupils in school	159
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Updated Version December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Claire Blagden
Pupil premium lead	Lyndsey Cope
Governor / Trustee lead	Christine Fitt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,285
Recovery premium funding allocation this academic year	£6,500
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	£77,785

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

As a school, we face many challenges in ensuring good progress and achieving high for our disadvantaged children. These have been exacerbated by COVID-19 and partial school closures. These include the increasing SEMH needs of many children including those who are disadvantaged and poor attendance. As a school we also face increasing numbers of safeguarding issues and families requiring support on the Early Help Framework. These have increased during this academic year.

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 pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. We will ensure high quality teaching through excellent staff professional development, a highly aspirational and enriching curriculum and a reflective coaching led approach to self-evaluation and improvement.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted academic support through the use of Catch Up Funding to target pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- support pupils and families through the Early Help Framework
- improve pupil attendance and reduce persistent absence for disadvantaged pupils.
- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- deliver high quality intervention programmes closely monitored for maximum impact
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes
- raise expectations of what they can achieve

- develop self-esteem and growth mindset
- enable pupils to learn about and experience life beyond the classroom into the wider world through an enriched curriculum

Challenges

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

Challenge number	Detail of challenge
1	Low attendance rates overall, with Pupil Premium children attending less than Non Pupil Premium.
2.	The social, emotional and mental health needs of pupils throughout school increased following school closures with 33% of Pupil Premium children having SEMH needs in 21-22 and 24% in 22-23.
3	Below the national standard of outcomes in Phonics and Reading, Writing and Maths at Key Stage 1 and Key Stage 2. Pupils have experienced gaps in learning due to COVID-19. This has a particular impact on prior learning. Quality teaching and learning is a priority to close these gaps as well as targeted interventions and small group catch up.
4	Assessments, observations and discussions with pupils indicate that many children enter Reception with Speech and Language Delay, underdeveloped oral skills and vocabulary gaps. These are evident from Reception through to KS2. Regular speech and language therapy and interventions are required.
5	A large number of children have limited opportunities to read and engage in all text types at home. They can lack the necessary support in comparison with their peers and this therefore has a negative effect on their early reading skills as well as their self-esteem and motivation for reading.
6	Observations and discussions with pupils and families also identified a large number of children lack of enrichment opportunities - limited extra-curricular and cultural experiences outside of school, particularly so throughout the pandemic and during school closures.

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
<p>To achieve and sustain improved attendance for all pupils but particularly our disadvantaged children.</p>	<p>Sustained high attendance leading up to 2024.</p> <p>Over time, this shows:</p> <ul style="list-style-type: none"> • Whole school attendance is in line or above National expectation of 96%. • Reduced number of persistent absentees among pupils eligible for PP. • Improved overall PP attendance and fall in line with Non-PP pupils. <p>Engage our parent community in all aspects of school life.</p> <p>Increase attendance at breakfast club, particularly by our disadvantaged pupils.</p>
<p>To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.</p> <p>The SEMH needs of pupils are met through targeted interventions.</p> <p>Identify pupils that need support.</p> <p>High quality intervention programmes delivered consistently and closely monitored to ensure maximum impact</p> <p>Provide support to vulnerable families in order to support the SEMH needs of identified pupils.</p> <p>To develop children’s physical and mental health and well-being, including self-esteem and growth mindset.</p>	<p>Strengthen school’s pastoral team through increasing capacity and accessing specific training.</p> <p>Create a pastoral page on school website signposting parents to support available in school.</p> <p>The school’s Early Help Practitioner will support identified families through the Early Help Assessment Framework.</p> <p>A member of staff will be trained in trauma informed practice and a clear plan is in place to support targeted need across the school. (Achieve Trauma Informed Level 5 Diploma)</p> <p>The school’s Thrive practitioner will:</p> <ul style="list-style-type: none"> • Access training requirements to sustain accreditation (10 CPD points) • Coordinate the use of Thrive Class assessment and action planning. • Carry out diagnostic assessments using Thrive Online and create personal or group Thrive Action Plans to support identified pupils.

	<p>Pupil Disposition survey completed termly and analysed to identify trends in pupil voice. Identified trends and issues to be incorporated and actioned within the School Development Plan.</p> <p>Targeted pastoral interventions delivered and evaluated:</p> <ul style="list-style-type: none"> • Rainbows • Thrive • Circle of Friends • Forest School • Playing for Purpose <p>Intervention evaluations and diagnostic assessments will demonstrate progress.</p> <p>An increase in participation in enrichment and extra-curricular activities, particularly amongst disadvantaged pupils.</p> <p>Qualitative data from student voice, parent and pupils surveys and observations.</p>
<p>To improve the quality of teaching and learning through high quality CPD and coaching.</p> <p>Use high quality teaching to address gaps in learning.</p>	<p>Increased capacity of Senior Leadership Team to strengthen QFT.</p> <p>Develop Early Career Teaching programme of support.</p> <p>All staff, including support staff, to access high quality CPD.</p> <p>All teaching staff participate in Instructional Coaching programme and this evidences rapid improvement in quality of teaching.</p> <p>100% of teaching is at least good through school.</p>
<p>To increase the effectiveness of monitoring and tracking of pupil progress in order to improve pupil outcomes.</p>	<p>Increased capacity of Senior Leadership Team.</p> <p>CPD delivered on the effective use of assessment data to improve pupil outcomes.</p> <p>Early identification of pupils requiring intervention.</p>

	<p>Intervention evaluation sheets evidence strong progress.</p> <p>Half termly Pupil Progress Meetings evaluate impact of intervention and QFT.</p>
<p>To close the attainment gap between PP (all children) and National.</p>	<p>Phonics outcomes are significantly improved from last reportable outcomes in 2019.</p> <p>Pupils achieve above the national average in EYFSP.</p> <p>Pupils achieve above national average progress scores in KS2 Reading.</p> <p>Pupils achieve above national average progress scores in KS2 Writing.</p> <p>Pupils achieve above national average progress scores in KS2 Mathematics</p> <p>Pupils achieve above national average in Y4 Multiplication Test.</p> <p>Pupils achieve above national average in Y1 Phonics Screening Check</p> <p>We aim to narrow the gap for all children towards National.</p>
<p>To improve the speech and language skills of the children in the EYFS and ensure the children in Y1/Y2 receive necessary catch up speech and language after missing so much of Early Years due to the pandemic.</p>	<p>Pupils in Reception show rapid progress over the year within communication and language.</p> <p>Speech and language screenings of children show strong progress in oral skills.</p> <p>Targeted speech and language interventions in Year 1 & 2 show strong progress.</p>
<p>To improve the reading attainment of pupils by offering high level targeted reading support to children not meeting expected levels.</p> <p>To deliver high quality daily RWI phonics lessons by strongly trained staff.</p> <p>To offer high quality catch up phonics for Year 3 & 4 children that missed out on developing many early reading skills due to the pandemic.</p> <p>To raise awareness of how parents can support children with their reading at home.</p>	<p>Increased capacity within the English Curriculum team- introduction of Reading Lead in KS1 through RWI programme.</p> <p>Robust RWI CPD and coaching delivered to improve quality of teaching of early reading across KS1 and LKS2. Constant gap analysis ensures that children are correctly placed, assessed and can progress quickly.</p> <p>Astrea Reading Strategy embedded across school to improve quality of teaching reading.</p> <p>The teaching of reading is consistently taught across the academy, including with new members of staff.</p>

<p>To promote and embed a life-long love of reading.</p>	<p>Reading Fluency interventions show strong progress for pupils identified at risk during Pupil Progress Meetings.</p> <p>Individual reading records used by class teachers and TAs to communicate with parents about children's individual progress.</p> <p>Parental workshops delivered to raise awareness of RWI and the importance of reading.</p> <p>Guidance given for how to support children at home with reading development.</p> <p>Whole school initiatives embedded to promote a love of reading, e.g. daily Reading for Pleasure session; book themed days; and Reading Challenge.</p> <p>The reading attainment shows good progress with gaps in attainment therefore closing.</p>
<p>To offer children a range of extra-curricular and out of school cultural experiences.</p>	<p>All children have the opportunity to take part in extra-curricular activities and be successful in wider areas:</p> <ul style="list-style-type: none"> • At least 2 school visits per year. • All children access weekly Enrichment session within school. • Children are made more aware of the world around them which in turn they can bring into their learning. • Development of musicality. • Forest School and Outdoor Learning sessions. <p>Regular monitoring of uptake of clubs and wider opportunities to ensure all groups of children are accessing (EAL/PP/SEN etc)</p> <p>Greater links with the community.</p> <p>Share our ethos and curriculum with parents and families so that there is a greater buy in to the aims of the school and a better understanding of why education is important.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD to improve high quality teaching and learning throughout school:</p> <ul style="list-style-type: none"> • Leading Teaching Programme. • RWI Consultant support for phonics and reading. • Literacy Tree Curriculum and training events • Access to Astrea Central Training • Weekly CPD for Support Staff • Communication Champion Training • Subject Lead Training Events • Instructional Coaching Programme • Early Career Teaching Programme- supporting 2 ECTs. • Externally provided programmes to support staff in delivering a varied and rich curriculum. 	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET.</p> <p>https://sandbox.educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment shows that the attainment gap has grown as a result of national lockdowns. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils.</p> <p>https://www.suttontrust.com/wp-content/uploads/2011/09/2teachers-impact-report-final.pdf demonstrated a positive impact on outcomes from improving the quality of teaching and learning</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully In line with the research, improving the quality of teaching and learning of disadvantaged pupils improves outcomes.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/ evidenced that focus on phonics make a positive impact on academic outcomes</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/ evidenced that focus on phonics make a positive impact on academic outcomes</p> <p>In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment</p>	<p>2</p> <p>3</p> <p>4</p> <p>5</p>

	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading/ evidenced that focus on reciprocal reading makes a positive impact on reading comprehension in KS2.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/#closeSignup</p> <p>There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective -</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/</p> <p>The EEF report, Improving Mathematics in KS2 and 3 report states that manipulatives (physical objects used to teach maths) and representations (such as number lines and graphs) can help pupils engage with mathematical ideas</p> <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/maths-ks-two-three/</p>	
<p>Monitoring Pupil Progress. (SENCO, Pupil Premium Lead, Maths Lead and English Lead, RWI Lead)</p> <p>Time allocated to improve outcomes for eligible pupils through:</p> <ul style="list-style-type: none"> • Pupil Premium Lead to attend Cluster Meetings • Learning Walks & Work Scrutiny • Peer coaching & feedback • Data analysis and intervention • Pupil Progress Meetings 	<p><u>Internal Evidence</u></p> <p>Improved use of data and intervention tracking has led to more positive outcomes for groups and individuals.</p> <p>https://www.suttontrust.com/wp-content/uploads/2011/09/2teachers-impact-report-final.pdf demonstrated a positive impact on outcomes from improving the quality of teaching and learning</p>	3
<p>Parent Workshops (virtual and in person) provided to empower parents to support children's learning at home:</p> <ul style="list-style-type: none"> • Positive Parenting • RWI Workshop and access to online support materials. 	<p><u>Parental engagement EEF</u> educationendowmentfoundation.org.uk</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p>	1 3 4 5

<ul style="list-style-type: none"> • Maths- Calculation and multiplication. • Reading at home. • Communication Workouts <p>Half termly progress reports shared with parents with key indicators.</p>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deploy additional teacher to reduced class size for core subjects in Y6.	Reducing class size EEF (educationendowmentfoundation.org.uk) Reducing class size has a small positive impacts of +2 month, on average. Assessment and observations have provided further evidence to support this approach due to the high proportion of SEND within the Y6 class (46%)	3
Speech and language therapy interventions in FS2 and KS1.	Oral language interventions EEF (educationendowmentfoundation.org.uk) Nuffield Early Language Intervention EEF (educationendowmentfoundation.org.uk)	3 4
Provision of Read Write Inc. introduced across school. Phonics Interventions, including small group and 1:1 Fast Track Tutoring	One to one tuition EEF (educationendowmentfoundation.org.uk) Read Write Inc. Fast Track Tutoring : Primary: Oxford University Press (oup.com) Phonics EEF (educationendowmentfoundation.org.uk) Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	3
Teaching Assistants deployed to deliver evidence based interventions:	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.	3 5

<ul style="list-style-type: none"> • Project X-Reading • Reading Fluency • Nuffield Early Language Intervention • Language Legends/Oracy • Chatterboxes • Power of 2 • NumberSense 	<p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/ demonstrates the impact of providing individualised instruction for learners</p> <p>Primary Reading Intervention, Project X CODE (oup.com)</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies are high impact on average (+6 months).</p> <p>Nuffield Early Language Intervention EEF (educationendowmentfoundation.org.uk) The Nuffield Early Language Intervention had a positive impact on the language skills of children in the trial.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer: <ul style="list-style-type: none"> • Weekly, half termly and annual 	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-	1 2

<p>attendance incentives.</p> <ul style="list-style-type: none"> • School attendance lead to monitor through the use of the weekly tracker • Admin time to follow attendance policy, e.g. wellbeing calls; door step visits and meetings. • Coordinate with external services, including EWO. • Weekly BASI meeting with SLT 	<p>actions-for-schools-and-local-authorities guidance to schools to support them to improve school attendance.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>Good attendance is also listed in the top 10 approaches for disadvantaged pupils in https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>Attendance is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils</p>	
<p>Parent Support Advisor:</p> <ul style="list-style-type: none"> • Support families through Early Help Assessment Framework • Coordinate with external agencies, including social workers to support pupils and families. • Provide parenting workshops • Weekly BASI meeting with SLT. • Deliver SEMH interventions, e.g. Thrive. 	<p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>	<p>1</p> <p>2</p> <p>6</p>
<p>CPD Training to support arising SEMH needs:</p> <ul style="list-style-type: none"> • Informed Trauma Diploma Level 5 • Rainbows Training • Thrive Practitioner CPD sessions 	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>	<p>2</p> <p>6</p>
<p>Pupil Dispositions Lead</p>	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p> <p>2</p>

<ul style="list-style-type: none"> Identify trends in pupil attitudes towards learning and additional support in response where requirements. Promoting children to have high aspirations through enriching experiences. 	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>	6
<p>Enrichment Activities</p> <ul style="list-style-type: none"> Outdoor Learning sessions Commando Joes Musical instruments Caged Steel-mixed martial arts 	<p>http://scholarworks.umass.edu/dissertations/AAI3179892/ demonstrates the importance of life experiences on learning.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/ demonstrates impact of developing a positive school ethos</p>	6
<p>Breakfast club held daily</p>	<p>Breakfast Clubs should improve attendance – attending breakfast club means that pupils are on time for school and ready to learn.</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p>	1
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences 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.</p>	All

Total budgeted cost: £77,785

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 2020 to 2021 academic year.

Aim	Outcome
<p>To achieve and sustain improved attendance for all pupils but particularly our disadvantaged children.</p>	<p>Whole school attendance in 2021-22 was 90% Pupils in receipt of the Pupil Premium was 86%, whilst non- pupil premium average was 92%. The gap between PP and NonPP remained at 6% (same as 2010-21).</p> <p>There was an increase in attendance at breakfast club from 24 pupils (20 PP pupils) in 2020-21 to 80 pupils (29 PP pupils) in 2021-2022.</p> <p>Fixed Term Exclusions were stabilised in 2021-22, with a 25% decrease in the number of pupils receiving a Fixed term exclusion.</p> <p>As a result, the academy's behaviour and attendance strategy will continue to be strengthen in 2022-23.</p> <p>Further support for attendance will be provided through engagement activities in 2022-23.</p>
<p>To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>The school's pastoral team has been strengthened through expansion - an additional member of staff has joined the pastoral team. A comprehensive programme of CPD has been accessed to increase staff knowledge and skills.</p> <p>Consequently, we have been able to identify need and 69% of PP families have received support through the PSA Team.</p> <p>15 pupils (14 PP) accessed support through the Early Help Assessment Framework or Social Care Involvement.</p> <p>47% of PP pupils accessed external professional support.</p> <p>4 PP pupils accessed the Trust Counselling Services.</p> <p>The school's Thrive practitioner completed comprehensive CPD including Demystifying Shining the Light and Lending Your Thinking Brain and Captain Thinking - sustaining accreditation (10 CPD points)</p>

	<p>All staff completed Thrive Assessment and the Thrive Approach CPD.</p> <p>Diagnostic Individual Thrive Assessments and Action Plans for 10 pupils including 7 PP pupils demonstrate on average a +6% compared to Non-Pupil Premium pupils who saw a +X% increase. progress.</p>
<p>To improve the quality of teaching and learning through high quality CPD and coaching.</p>	<p>Senior Leadership Team has increased capacity - Leaders have completed Leading Teaching CPD grounded in teaching pedagogy in order to drive QFT.</p> <p>Two Early Career Teachers have successfully completed two terms of the ECT programme with quality support provided by ECT Mentors. One ECT will continue her programme at Castle and one has commenced alternative employment.</p> <p>A comprehensive suite of high quality CPD has been accessed by all staff, including support staff.</p> <p>All teaching staff have begun participation in the Instructional Coaching programme. Strategies are being developed in order to evidence rapid improvement in quality of teaching.</p>
<p>To increase the effectiveness of monitoring and tracking of pupil progress in order to improve pupil outcomes.</p>	<p>Increased capacity of Senior Leadership Team has enabled the role of Assessment Lead to be allocated.</p> <p>CPD delivered to all teaching staff on the effective use of formative and summative assessment data to improve pupil outcomes.</p> <p>Half termly Pupil Progress Meetings have taken place enabling Early identification of pupils requiring intervention and the evaluation of impact of intervention and QFT.</p>
<p>To close the attainment gap between PP (all children) and National.</p>	<p>EYFSP outcomes were broadly inline with National. 66% (10/15) Pupils achieved GLD compared to 65% Nationally.</p> <p>50% (3/6) of PP pupils achieved GLD in line with National of 49%</p> <p>ECT in EYFS successfully completed first two terms of ECT Programme and received high quality coaching from ECT Mentor. Practice will be further strengthened as Year 1 is completed progress made within Year 2.</p> <p>Phonics outcomes are 7% below National at 68% (One pupil who was on target to pass, was absent during the screening which would have equated to 73%).</p> <p>83% (5/6) of PP pupils passed the PSC – this was above National for Disadvantaged pupils which was 62%</p> <p>RWI Scheme introduced in September 2021 – 100% of Staff received high quality WRI CPD through Ruth Miskin deepening Staff Phonics knowledge and skills. to ensure we meet this year target.</p>

	<p>Y4 Multiplication Test outcomes were at 30%. 3% above National at 27%</p> <p>Disadvantage children average score was 17.9 at National, with our disadvantaged pupils average score at 18 – in line with National.</p> <p>The introduction of daily times tables sessions across KS2 helped to strengthen TT recall</p> <p>KS2 Reading outcomes were 23% below National at 51% (This was in line with school outcomes prior to the Pandemic)</p> <p>22% (4/18) PP pupils achieved the EXS, below National at 62%. 13/14 PP pupils who did not meet ARE also had SEND.</p> <p>There was an increase from 30% of pupils at Baseline to 51% of pupils at SATs meeting ARE.</p> <p>There was also a 100% increase from 2 to 4 PP pupils meeting ARE from Baseline to SATs.</p> <p>Fresh Start Fast Track RWI Scheme to be introduced in UKS2. Staff will complete CPD in order to confidently deliver sessions and ensure rapid progress for pupils.</p> <p>KS2 Writing outcomes were at 59% - 10% below National.</p> <p>28% (5/18) PP achieved EXS, below National at 55% 13/13 PP pupils who did not meet ARE also had SEND.</p> <p>The gap between School and National was decreased by 6% when compared to pre-pandemic outcomes. Literary Curriculum is embedded across school. Inset CPD session completed by all class teachers. Writing Leader role added to Curriculum Team to continue to consolidate progress and drive rapid improvement.</p> <p>KS2 Maths outcomes were 26% - below National at 71% and a drop of 22% from 2019 Outcomes of 48%. 11% (2/18) PP achieved the EXS below National at 56% 12/16 PP pupils who did not meet ARE also had SEND.</p> <p>There was an increase from 5% of pupils at Baseline to 26% of pupils at SATs meeting ARE.</p> <p>There was also an increase 0% to 11% of PP pupils meeting ARE from Baseline to SATs.</p> <p>Ark Curriculum Maths -MyMastery approach will be introduced across the school, to support the teaching of Maths and ensure we make rapid and sustained progress, closing gaps and deepening skills and knowledge in order to meet this year target. SumDog online Platform to be relaunched with pupils and families.</p>
<p>To improve the speech and language skills of the children in the EYFS and ensure the children in Y1/Y2 receive necessary catch up speech and language after missing so much of Early Years due to the pandemic.</p>	<p>EYFS Data shows that in Communication and Language -73% of pupils achieved EXS in C&L, 6% below National at 79%</p> <p>50% of PP pupils achieved the EXS in C&L</p>

<p>To promote and embed a life-long love of reading and raise awareness of how parents can support children with their reading at home.</p>	<p>Increased capacity within the English Curriculum team- introduction of Reading Lead in KS1 through RWI programme.</p> <p>Robust RWI CPD and coaching delivered to improve quality of teaching of early reading across KS1 and LKS2. Constant gap analysis ensures that children are correctly placed, assessed and can progress quickly.</p> <p>Astrea Reading Strategy embedded across school to improve quality of teaching reading.</p> <p>Reading Fluency interventions show strong progress for pupils identified at risk during Pupil Progress Meetings</p> <p>Individual reading records used by class teachers and TAs to communicate with parents about children’s individual progress.</p> <p>Parental workshops delivered, in person and online, to raise awareness of RWI and the importance of reading. 27% of parents in KS1 attended – we will continue to drive awareness and strive for greater attendance.</p> <p>Whole school initiatives embedded to promote a love of reading, e.g. daily Reading for Pleasure session; book themed days; and Reading Challenge.</p> <p>All classes took part in at least one Author Event (online due to Covid Restrictions). We are aiming to have some in person events in the future.</p> <p>The reading attainment shows good progress with gaps in attainment therefore closing.</p>
<p>To offer children a range of extra-curricular and out of school cultural experiences.</p>	<p>All children have had the opportunity to take part in extra-curricular activities and be successful in wider areas</p> <p>All pupils took part in at least 2 school visits last year.</p> <p>All children accessed weekly Enrichment sessions within school – the enrichment Curriculum will be further developed to offer a progressive, wider range of experiences for all pupils.</p> <p>Development of musicality – 46 pupils (including 17 PP Pupils) accessed Music outreach services.</p> <p>All pupils in school, took part in weekly music sessions where they experienced learning to play the Glockenspiel and/or the recorder and participated in termly concerts.</p> <p>A Samba Drumming Workshop was delivered in addition to weekly sessions during the Spring term for the Year 4 class.</p> <p>All pupils across school took part in a programme of Forest School and Outdoor Learning sessions.</p>

	<p>Links were strengthened within the community - a community fundraising project during Sports Week, enabled the purchase of a Defibrillator, mounted outside of the school gate to serve and protect the community.</p> <p>The weekly newsletter, Twitter and Facebook account have been updated in order to share our ethos, curriculum and achievements with parents and families so that there is a greater buy in to the aims of the school and a better understanding of why education is important.</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

Programme	Provider
RWI	Ruth Miskin
Primary KC	Knowledge Schools Trust
White Rose	NCETM
Charanga Music	Charanga
Number sense	Success@number
TT Rockstars	Maths Circle
Literacy Tree	Literacy Curriculum

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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