

Pupil premium Strategy Statement – 2021/24

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2024 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. **Our strategy has been reviewed and adjusted where our 2022 data indicates any changes with priorities.**

School overview

Detail	Data
School name	Sheep Dip Lane Academy
Number of pupils in school	263
Proportion (%) of pupil premium eligible pupils	51.33% (135 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024 2022-2023 reviewed additional documents
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	F Parish
Pupil premium lead	F Parish
Governor / Trustee lead	C Lambert, D Wright, A Parkhurst, J Upson

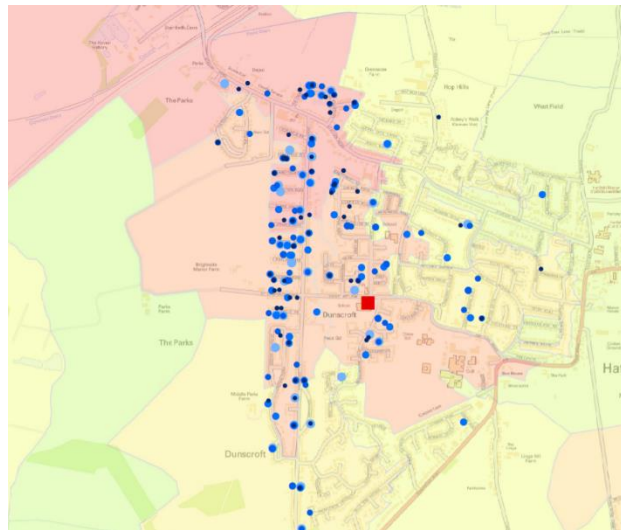
Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£187,628
Recovery premium funding allocation this academic year	£19,503
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	£207,131

Part A: Pupil premium strategy plan

Statement of intent

Our academy is an average sized primary to the East of Doncaster within an ex-mining community. Over half the academy pupils are eligible to free school meals. The map below displays the “Lower Super Output Areas” (LSOAs) which surround the academy and they are colour coded according to which national decile they belong to: decile 1 being the most deprived and decile 10 being the least deprived (IMD rankings). The blue dots indicate where the school’s pupils live. Although there are areas relatively near to the school which have lower than average levels of deprivation, 4 the areas immediately surrounding the school, in which most of the pupils live, are amongst the most deprived in the country. In November 2020, 81% of the school’s pupils were living in an area classed as being one of the 10% most deprived areas in England (IMD rankings).



At Sheep Dip Lane Academy we use Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to achieve well and be ready for the next stage in their education. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. Our overarching objectives are to:

- provide pupils with the language to communicate effectively in a wide range of contexts;
- ensure all pupils are able to read fluently and with good understanding to enable them to access the full curriculum;
- narrow the attainment gaps between disadvantaged and non-disadvantaged children;
- support parents and carers to ensure children attend and engage with school by playing an active part in their children’s learning.

Key Principles: We will ensure that our curriculum is appropriate for our pupils by using diagnostic assessments to identify their needs. Class teachers will identify specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults. We will build effective relationships with parents so that we can work in partnership to support children’s learning and attendance.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry into EYFS with poor language skills.
2	EYFS GLD PP outcomes lower than Non PP GLD outcomes in reading and writing (2022 PP % above National, however 12% gap between PP and Non PP).
3	Fewer PP pupils achieving by the end of Y1 phonics screening in 2022 (PP 67% Non PP 79%)
4	Lower attainment in reading and writing for PP pupils from Y4 - Y6 and in Maths for current Y4 and Y5 cohorts. (22-23)
5	Disadvantaged PP pupils have lower attendance.
6	Lower parental engagement for PP in reading/learning.

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
Strengthen provision in EYFS for language, early reading and writing.	Achieve national average Good Level of Development and increase PP attainment in reading and writing.
Attainment in Reading, writing and for Y4 and Y5 cohorts in addition Maths improves.	Attainment of expected standard is at least in line with national average for all pupils (to review upwards to be at least in line with national Non Pupil Premium eligible subject to annual performance)
Maintain strong outcomes in Phonics by increasing PP pupils passing the screening in Y1.	Exceed national average expected standard in Phonics Screen Check
Increase parental engagement	Pupil Premium eligible parental engagement is in line with Non Pupil Premium eligible for home learning and reading.
Improve the quality of teaching and learning in the core subjects so that it is consistent	Quality of teaching is judged to be consistently good across all core subjects and each year group.
Attendance of Disadvantaged pupils to improve	Pupil Premium eligible attendance is at least in line with national all Pupil Premium eligible persistent absentees are fewer than national

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)

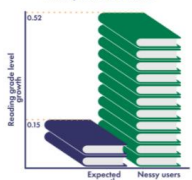
Budgeted cost: £53,588

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>A teacher to deliver catch up intervention for KS1/2 pupils based on diagnostic assessments. Embed SSP Little Wandle Programme across the academy</i>	<p><i>Teacher led Catch Up has a stronger impact than TA led interventions where a specific program is not used.</i></p> <p>-Embed a consistent phonics program (CPD) EEF – guidance reports – Improving Literacy KS1 and KS2 and Preparing for literacy - Effective approaches for improving literacy in Key Stage 2 (ages 7-11 years), supporting language and literacy development in the early years (ages 3-5 years). Oral language approaches have a high impact on pupil outcomes with 6 months additional progress, using oral language interventions. EEF toolkit – Phonics intervention has high impact for low cost with 5+ month additional months impact.</p> <p>PSC Check - 2022 - 72% passed in Y1 (23/32) - 50% (3/6) passed Y2 recheck - 90% end of year 2 Phonics EEF (https://www.educationendowmentfoundation.org.uk)</p>	1,2,3,4
Reading CPD and use of Reading Plus	<p>Teacher development to embedding effective reading comprehension strategies.</p> <p>Reading comprehension strategies EEF (https://www.educationendowmentfoundation.org.uk)</p>	4
<i>English lead with Trust to coach and support all teachers on the implementation of our writing sequence, implement LKS2 First class@writing intervention</i>	<p>External review showed the support and coaching teachers around writing needs to continue until consistently good practice is embedded.</p> <p>CPD for Y3 and Y4 teachers and LSA's to deliver first class@writing programme to develop writing fluency.</p> <p>The Sutton Trust's 2011 report identifies that consistency of quality first teaching is the key factor for improving learning for disadvantaged pupils.</p>	4
Implement White Rose Maths and train teachers on its effective use (CPD & resources)	<p>Following 2022 outcomes academy improvement review, further training and development of teaching and learning in Maths, particularly arithmetic to support outcomes in KS2 was identified.</p> <p>White Rose is DfE approved for KS1 and KS2 – judged to meet the core criteria for High Quality Teaching. The Sutton Trust's 2011 report identifies that consistency of quality first teaching is the key factor for improving learning for disadvantaged pupils.</p>	2,3,4
<i>Leaders ensure tracking and monitoring of disadvantaged pupils not on track to make expected progress or better and support/coach</i>	<p>Pupil progress meeting tracking to identify spotlight children, teaching to focus on disadvantaged first approach/culture shift.</p>	1-4.

to improve teaching to support pupils.	<p>Leaders providing tracking analyse and feedback to amend and revise intervention planning</p> <p>SLT monitoring of all interventions, feedback reports to LGB</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £92,069

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>EYFS/KS1 daily oracy/speech direct intervention for pupils identify through diagnostics.</i>	<p>SALT assessments – bespoke support 15 mins x3 a week support for highest need pupils using programmes and training from speech therapy team.</p> <p>EYFS Reynells assessment scales to monitor and track each child’s baseline and progress. EYFS all adults trained in support early language English Hub Jerry Clay Oct 22 to timetable and develop provision to meet needs.</p>	1,2
Implementation of Little Wandle Phonics interventions	2022 - 82% passed the PSC check - 97% end of year 2. Phonics EEF (https://www.educationendowmentfoundation.org.uk)	3, 4
<i>Reading intervention fluency programme for LKS2 pupils who are secure in their decodable/phonic skills but need to catch up towards ARE.</i>	<p>https://www.hertsforlearning.co.uk/teaching-and-learning/research-projects/english-research-projects/ks2-reading-fluency-project</p> <p>YARC reading assessment progress indicators.</p> <p>Fluency programme KS2 pupils x3 session per week 30 mins. Group of 4 pupils.</p>	3
<p>Reading/Spelling Nessy</p> <p>CPD and an online platform used as a daily intervention for those with spelling reading difficulties who have been identified to be at high risk of dyslexia.</p>	<p>Student growth after adding the Nessy Reading & Spelling program to the Literacy Block for 8 weeks</p>  <p>Research Evidence Nessy is research-based and is guided by the Science of Reading. Read more...</p> <p>Research Evidence - Nessy - British English</p>	4
<p>Reading Plus</p> <p>Reading Plus is an adaptive online literacy tool that enables KS2 pupils to improve</p>	<p>Reading Plus produces 2.5 years of growth in just 60 hours of personalized instruction.</p> <ul style="list-style-type: none"> • 2.5 Level Gains in 60 Hours • 2.0 Level Gains in 40 Hours 	4

<p>fluency, comprehension, vocabulary, stamina, and motivation.</p>	<ul style="list-style-type: none"> 1.0 Level Gains for College & Career Readiness in 20 Hours <p>https://www.readingplus.com/efficacies/</p> <p>KS2 pupils x3 sessions per week 30 mins per session 1-1 using online subscription. Assessment tools to place pupils on the correct stage of the programme.</p>	
<p>Bespoke interventions delivered using small group tuition and School-Led Tutoring</p>	<p>Bespoke interventions designed to secure gaps in basics skills that have been identified using diagnostic assessments. Impact of School Led Tutoring in 21-22. Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>***Further Details in School Led Tutoring Provision Mapping</p>	<p>4</p>

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

Budgeted cost: £61,933

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Vice Principal/Attendance lead with Inclusion leader support</p> <p>Interventions – PA tracking, home visits, ASP meetings, referrals.</p>	<p>https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/managing-absence-rates-case-studies/?marker=content-body</p>	<p>5</p>
<p><i>Parental engagement project for reading at home</i></p> <p><i>KS1 & KS2 Assistant Principals - Dedicated management release to monitor every child's reading at home support, provide targeted support where there is no engagement (reading volunteer/s), teachers to plan parental engagement events, termly progress meetings and target setting sessions</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>6</p>

<p><i>Plan and supported targeted achievement celebration events to raise profile of reading as additional incentives for pupils to fully engage.</i></p>		
<p>Implementation of Thrive and Training of Family Thrive Practitioner & SLT Thrive Leader</p>		<p>6</p>

Total budgeted cost: £207,590

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 2022-2023 academic year.

NOTE: All aims have been evaluated and RAG rated to show improvement from previous year or towards National standards. Red – some progress, low impact outcomes. Amber – progress, some impact, continued focus to embed. Green – strong accelerated progress, strong impact, strategy to be applied for future focused support.

Target: Strengthen provision in EYFS for language, early reading and writing so that pupils achieve national average Good Level of Development and increase PP attainment in reading and writing.

FS1 – Communication and Language PP baseline was 57% on track and by July 23 this was 71% meeting ARE. Gains of 14% in year progress.

FS1 – Literacy 0% at baseline on track and by July 23 this was 57% meeting ARE.

FS2 GLD 2023 – PP outcome was 67% meeting ARE, National PP was 52%. SDLA was +15% above National PP. PP to Non PP gap was 6% this was significantly smaller than the National gap of 18%.

C&L ELG 2023 – 87% of pupils achieved with 70% PP.

FS2 ELG PP for reading was 67% achieved, Non PP was 81% a 14%, this is a sustained PP attainment outcomes from that in 2022. The gap to the National data release is due 30th Nov.

FS2 ELG PP for writing was 67% achieved, Non PP was 84% 17/21 pupils. There is a significant increase from 2022 PP outcomes 46%, increase of +21%.

Early Years

Sheep Dip Lane

	% of cohort	GLD 2023	All ELGs	Goals Exc.	LA (GLD)	England	GLD 2022	GLD 2019
All pupils (32)	100%	72%	59%	13.3	67%	67%	64%	70%
Female (14)	44%	79%	64%	14.8	74%	74%	69%	80%
Male (18)	56%	67%	56%	12.1	61%	61%	60%	64%
PP (6)	19%	67%	50%	12.7	54%	52%	55%	59%
Not PP (26)	81%	73%	62%	13.4	70%	70%	71%	78%
English (32)	100%	72%	59%	13.3	69%	69%	63%	69%
EAL (0)	0%				60%	63%	75%	50%

Strong Impact - speech and language diagnostic assessments supported targeted support quickly for pupils. The 1-1 and small group interventions in FS1 and FS2 supported strong progress and attainment by July 2023 in ELG for Communication and language.

Target : Attainment in Reading, writing and for Y4 and Y5 cohorts in addition Maths improves so that the attainment of expected standard is at least in line with national average for all pupils (to review upwards to be at least in line with national Non Pupil Premium eligible subject to annual performance)

Reading (Statutory Yr grps)

Yr 2 PP SDLA 60% compared to NA 54% (+6%)

Yr 2 PP SDLA 60% compared to SDLA Non PP 80% (20% gap) National PP to Non PP gap was 19%, we are broadly in line with National.

Yr 6 PP SDLA 67% compared to NA 60% (+7%)

Yr 6 PP SDLA 67% compared to Non PP SDLA 94%(27%gap) National PP to Non PP gap was 18%, we have a 9% gap difference compared to the National gap.

Reading (Non Stat Yr grps)

Yr 1 PP SDLA 43 % compared to NA PP 54 % (11% gap)

Yr 3 PP SDLA 80% compared to NA PP60 % (+20%)

Yr 4 PP SDLA 79 % compared to NA PP 60% (+19%)

Yr 5 PP SDLA 86% compared to NA PP 60 % (+26%)

Writing (Statutory Yr grps)

Yr 2 PP SDLA 60% compared to NA PP 45% (+15 %)

Yr 2 PP SDLA 60% compared to Non PP SDLA 80% (20% gap) National PP to Non PP gap was 20%, we are in line with National

Yr 6 PP SDLA 67% compared to NA 58% (+9%)

Yr 6 PP SDLA 67% compared to Non PP SDLA 88%(21% gap) National PP to Non PP gap was 19%, we are boardly in line with National.

Writing (Statutory Yr grps)

Yr 2 PP SDLA 60% compared to NA PP 45% (+15 %)

Yr 2 PP SDLA 60% compared to Non PP SDLA 80% (20% gap) National PP to Non PP gap was 20%, we are in line with National

Yr 6 PP SDLA 67% compared to NA 58% (+9%)

Yr 6 PP SDLA 67% compared to Non PP SDLA 88% (21% gap) National PP to Non PP gap was 19%, we are broadly in line with National.

Writing (Non statutory Yr grps)

Yr 1 PP SDLA 43 % compared to NA PP 45% (2% gap)

Yr 3 PP SDLA 65% compared to NA PP 58% (+7%)

Yr 4 PP SDLA 43% compared to NA PP 58 % (15% gap)

Yr 5 PP SDLA 50% compared to NA PP 58% (8% gap)

Maths (Statutory Yr grps)

Yr2 PP SDLA 60% compared to NA PP 56% (+4%)

Yr 2 PP SDLA 60% compared to Non PP SDLA 100% (40% gap) National PP to Non PP gap was 19%, we have a 21% gap difference compared to the National gap

Yr 6 PP SDLA 78% compared to NA PP 59% (+19%)

Yr 6 PP SDLA 78% compared to Non PP SDLA 100% (22% gap) National PP to Non PP gap was 20%, we are broadly in line with National.

Maths (Non Statutory Yr grps)

Yr 1 PP SDLA 64 % compared to NA PP 56% (+8%)

Yr 3 PP SDLA 80% compared to NA PP 59% (+19%)

Yr 4 PP SDLA 86% compared to NA PP 59% (+27%)

Yr 5 PP SDLA 68% compared to NA PP 59% (+9%)

Strong Impact: In Reading from Yr 2-6, PP surpassing National figures. In Maths from Yr 1-6 all surpassing National PP figures. In writing Yr 1 broadly in line with PP National whilst Yr 2,3 and 6 all surpass National PP figures.

Target: Maintain strong outcomes in Phonics by increasing PP pupils passing the screening in Y1 so that pupils exceed national average expected standard in Phonics Screen Check

End of Y1 PSC 2023

23/29 children were targeted to pass the PSC (79%) in line with National and an increase of +7% from 2022 outcomes.

23/29 children have achieved the PSC (79%) – target achieved

10/16 PP have achieved PSC – 63%, National was 67%, 100% Non-PP achieved PSC.

13/29 children scored full marks (45%) a significant increase from 2022 with the average pass score of 38.

The in year accelerated progress was shown by the average progress in scores being 21.

4/4 EAL children have achieved the PSC (100%), 6/9 SEND have achieved PSC – 67%

Good impact - Pupil outcomes against National increased from those in 2022 with a gain of 7% and outcomes in line with National in 2023.

Target: Increase parental engagement so that Pupil Premium eligible parental engagement is in line with Non Pupil Premium eligible for home learning and reading.

Parental Engagement

Number of children whose parents have engaged in a school activity

Different activities – concerts, bingo, sporting events and parents’ evenings

Class	Overall	Pupil Premium	Non Pupil Premium
Foundation	29/30 = 97%	5 / 5 = 100%	24 / 25 = 96%
Year 1	23/25 = 92%	11 / 11 = 100%	12 / 14 = 86%
Year 2	33 / 33 = 100%	19 / 19 = 100%	14 / 14 = 100%
Year 3	22 / 23 = 96%	14 / 14 = 100%	8 / 9 = 89%
Year 3 / 4	22 / 22 = 100%	16 / 16 = 100%	6 / 6 = 100%
Year 4	23/24 = 96%	11 / 12 = 92%	12 / 12 = 100%
Year 5	25 / 29 = 86%	12 / 17 = 71%	12 / 12 = 100%
Year 5 / 6	13 / 14 = 93%	8 / 9 = 89%	5 / 5 = 100%
Year 6	31 / 32 = 97%	13 / 13 = 100%	18 / 19 = 95%

More parents were engaged in general school life e.g. taking part in activities such as orienteering Easter Egg Hunt, Summer Fayre fundraising event, music festival, Rugby World Cup, Sports Days, Inspire afternoons, Sheep Dip’s got Talent, Bingo.

All PP show increased reading progress and attainment by 23 for Y1-6.

Reading at home tracking shows:

Class	% of PP meeting reading targets
FS2	56%
Y1	11/16 = 69%
Y2	13/21 = 62%
Y3	15/23 = 65%
Y4	15/27 = 56%
Y5	12/21 = 57%
Y6	12/17 = 71%
Average PP	60%
Average Non PP	76%

Baseline in September 2022 no of PP pupils reading at home across the academy and meeting the x3 times a week expectations was: 20/138 = 14%. Increase to 60% of PP pupils reading at home weekly x3 times a week 22-23. A significant increase.

In Autumn term parents attended a phonics workshop in FS2-Y2

FS2 – 50% of parents attended

Year 1 50% of parents attended, with 11/15 families attending were PP

Year 2 – 30% of parents attended (families targeted were those whose children were still in need of phonics intervention)

Pupil Premium Reading Outcomes in 2023:

Key:

Attainment sig below Nat Progress		Just below National average progress	In line with National Good progress	Sig above National Strong accelerated progress
Yr	Reading PP ARE+	Nat PP ARE+%	Gap	
1	43%	54%	-11%	
2	60%	54%	+6%	
3	80%	60%	+20%	
4	79%	60%	+19%	
5	86%	60%	+26%	
6	65%	60%	+5%	

Strong Impact – PP reading across the academy with all but 1 year group in line or above National PP outcomes for attainment at EXP+ showing the impact of improvement in consistency of our reading sequence and approach for quality first teaching and learning, alongside specific and timely use of interventions: phonics, fluency programme, Nussy, Tutormate, reading plus.

Good Impact - PP reading at home has shown an increase from the average % in 21-22 with 60% PP pupils across the academy meeting our weekly x3 times a week re-read expectations. Leading learning with parents app to be trialled in 23-24 to target higher engagement. All staff to support PP reading and promote engagement, identify any barriers and support families with reading at home.

Target: Quality of teaching is judged to be consistently good across all core subjects and each year group.

- The quality and impact of our curriculum on pupils' learning is monitored and further developed through:
- Learning walks including LGB monitoring visits
- Pupil book study approach, feedback is given to determine shared best practice and provide aspects for improvement.
- External deep dives using specialists
- Quality professional development linked to next steps for a cycle of improvement
- ELP curriculum networks, subject specific networks supported sharing of practice for science, geography, history, art, computing and music.
- **Our Strategic approach to developing Teaching and Learning:**
- The quality of education is monitored and continually improved through:

- A continuous cycle of, verbal and written, feedback through lesson drop-ins provides coaching and support for all teaching staff.
- Weekly responsive, high quality professional learning and development at an Academy, subject-specific level or Trust level.
- Swift and bespoke support /coaching for teachers.
- Bespoke support for early career teachers through the Exchange Teaching Hub Early Career Framework for 2 ECT's are in their 2nd year.
- Internal teaching and learning reviews termly indicated a strong improvement in the quality of teaching and learning in core subjects reading, writing and Maths across the academy.
- External reviews reported in the spring term and summer strong teaching and learning of phonics and early reading, shared reading in KS2 and good improvement and implementation of CPD in Mathematics. In June 2023 a Challenge Partners external 2 day review outcomes was that the academy was leading in all areas. See some elements reported below:
 - *'The Trust and school's vision is 'Every Child, every chance, every day' which is evident when leaders discuss driving forward to achieve success for all children they serve. The core values of inquiry, resilience, inspire, nurture and teamwork are woven throughout the school.*
 - *Subject leaders are supported through the trust curriculum leads and subject leader networks. Subject schemes of learning provide details of substantive and disciplinary knowledge and provide support for those teaching outside their areas of expertise.*
 - *Pupils flourish at this inclusive and nurturing school. Pupils say that they enjoy attending Sheep Dip Lane Academy and they display positive attitudes towards education and the adults that work with them. Relationships between pupils and their teachers are positive and respectful.*
 - *Opportunities for pupils to develop their talents and interests are wide and varied. Members of the pupil parliament visit classes, lead assemblies, survey pupils and develop improvement projects to support the curriculum.*
 - *Pupils achieve at least in line with, and often above, national benchmarks. The work in pupils' workbooks demonstrates their positive progress. Work is well presented and organised. High quality teaching together with an individualised curriculum ensure that the quality of pupils' art work is of an exceptional quality.*
- **Areas to develop**
- **CPD on Reading Christopher Such, Spelling Sounds and Syllables and Writing the ELP strategy and assessment to further support.**

2023 Pupil Outcomes

Early Years	% GLD	All ELGs	ATPS
EYFSP	72%	59%	13.3

Phonics	% Wa	Score
Year 1	79%	34.1
Year 2 re-sit	50%	21.4
By end of Y2	87%	-

Key Stage 1	% EXS+	% GDS
Reading	67%	17%
Writing	67%	23%
Maths	73%	17%
RW&M	67%	10%

Key Stage 2	Exp+/EXS+	High/GDS	Progress
Reading	80%	29%	+1.9
Writing	77%	9%	+0.9
Maths	89%	11%	+1.5
RW&M	71%	0%	-

EYFSP National 2023 was 67% SDLA +5% above.

Y1 Phonics National 2023 was 79% SDLA 79% in line.

Y2 Reading National 2023 was 68% SDLA -1% broadly in line.

Y2 Writing National 2023 was 60% SDLA +7% above.

Y2 Mathematics National 2023 was 71% SDLA +2% above.

Y2 RWM combined National 2023 was 56% SDLA +11% above.

Y6 Reading National 2023 was 73% SDLA +7% above.

Y6 Writing National 2023 was 72% SDLA +5% above.

Y6 Mathematics National 2023 was 73% SDLA +16% above.

Y6 RWM combined National 2023 was 59% SDLA +12% above.

Strong Impact - Pupil outcomes across the academy in 2023 against National indicate the quality of teaching and learning is at least good.

Target: Attendance improves for disadvantaged pupils so that it is at least in line with national all Pupil Premium eligible persistent absentees are fewer than National 2023

Overall 2023 attendance for the academy in 2023 was 94% (93.65%) National was 92.5%, with PP attendance at 93.10% both above National.

		05/09/22 to 25/07/23			Full Academic Year 2022 2023				
Year Group	No in Group	No Absence	No Present	Attendance %	No Late	% Lates	PA No of Group	PA % of Group	
ALL School	239	5390	79442	93.65%	1478	1.74%	35	14.64%	
Year N1/N2	0	0	0		0		0		
Year R	32	694	10542	93.82%	124	1.10%	5	15.63%	
Year 1	28	570	8684	93.84%	266	2.87%	3	10.71%	
Year 2	32	708	11248	94.08%	260	2.17%	2	6.25%	
Year 3	32	593	10303	94.56%	113	1.04%	2	6.25%	
Year 4	41	892	13700	93.89%	360	2.47%	7	17.07%	
Year 5	39	1009	12807	92.70%	177	1.28%	9	23.08%	
Year 6	35	924	12158	92.94%	178	1.36%	7	20.00%	
Group									
Group	Count	No Absence	No Present	Attendance %	No Late	% Lates	PA No of Group	PA % of Group	
All Students	239	5390	79442	93.65%	1478	1.74%	35	14.64%	
Male	121	2775	40389	93.57%	585	1.36%	20	16.53%	
Female	118	2615	39053	93.72%	893	2.14%	15	12.71%	
FSM	132	3187	42967	93.09%	1176	2.55%	24	18.18%	
Non FSM	107	2203	36475	94.30%	302	0.78%	11	10.28%	
Pupil Premium	134	3235	43657	93.10%	1176	2.51%	24	17.91%	
Non Pupil Premium	105	2155	35785	94.32%	302	0.80%	11	10.48%	

This demonstrates a significant increase from overall PP attendance in 2022 with a gain of +2.13%.

<u>Term 2021-2022</u>	<u>PP attendance %</u>	<u>Non PP attendance %</u>	<u>Gap</u>
<u>Autumn</u>	91.63%	93.86%	-2.23%
<u>Spring</u>	90.89%	92.56%	-1.67%
<u>Summer</u>	89.91%	93.07%	-3.16%

PP attendance 2021-22 was 90.97% with Non PP at 92.54% a gap of -1.57%

Strong impact- PP attendance improved significantly in 2022 and was above National. The persistent absence % for PP pupils is 3.54% above all pupils overall persistent absence with a group of 24 pupils and their families needing continued targeted support through our ASP process.

Overall Evaluation

NELI EYFS: sessions and 1-1 interventions could be delivered with small groups and using internal CPD and teacher knowledge we adapted spring term onwards, outcomes show good impact, Neli to not continue but bespoke intervention to be planned into future strategy if baseline data into FS1 and FS2 shows need.

Phonics targeted support and daily intervention: showed strong impact, utilising strongest teaching team in 2023-24 to continue this approach with refresher CPD and weekly coaching/monitoring. Focusing on reducing gap between PP and Non-PP for 2024.

National/school led tutoring supported Y2 and Y6 outcomes and this approach to continue in 2023-24.

FFT Y3 and Y4 writing approaches showed impact, however, spelling CPD is required for all staff in Autumn 2023 as diagnostic summer assessments showed these components to not be as secure in LKS2. In UKS2 2023-24 we feel our Y5 and Y6 cohorts require a bespoke writing intervention to plug gaps.

Maths times table bespoke intervention supported an increase at MTC check in 2023. To continue the weekly analysis to target gaps in LKS2.

Attendance SLT support to continue in 2023-24 with a focus on PA PP % to reduce this further and unauthorised holidays in term time.

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
First Class @writing	Edgehill University
Fluency Programme	Hertfordshire Education
Reading Plus	DreamBox Learning
White Rose Maths	White Rose Maths
Nessy	Net Educational Systems

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

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.