

Pupil premium Strategy Statement 2023-2026

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|--|
| School name | Sheep Dip Lane Academy |
| Number of pupils in school | 245 |
| Proportion (%) of pupil premium eligible pupils | 53.88% (132 pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023-2026 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | November 2026 |
| Statement authorised by | F Parish Principal |
| Pupil premium lead | F Parish |
| Governor / Trustee lead | C Lambert, N Buckley, A Parkhurst, J Upson |

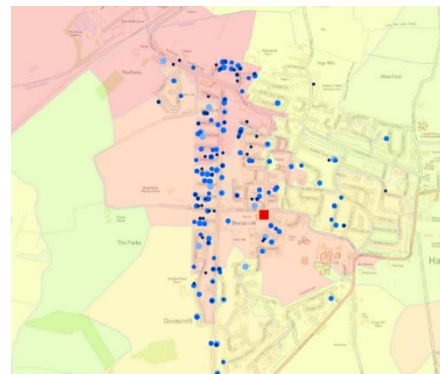
Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £184,599 |
| Recovery premium funding allocation this academic year Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024. | £18,270 |
| 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 | £202,869 |

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. ***Social Deprivation Indicator: IMD – 41.1, Educ & Skills 60.4 with 79% being in the bottom 10% nationally in terms of deprivation, IDACI 0.30***



Key principles for PP support:

Leadership, culture and values: The Pupil Premium

Strategy for Sheep Dip Academy sets out to achieve equity for all pupils across school, meaning that those with the barriers of being disadvantaged in anyway are supported to meet their potential. We believe that every child can become confident socially as well as academically so that they become successful life-long learners, regardless of their starting points.

High expectations: It intends to ensure that disadvantaged pupils can access high quality teaching, targeted support and wider opportunities where possible so that their attainment is as close to age related expectations as possible or better. We aim to ensure that every child is given opportunities and support to transition into our EYFS, KS1, KS2 and onto secondary prepared for their next stage in education.

Understanding barriers, targeted evidenced based activities: When making decisions about using Pupil Premium funding at Sheep Dip Academy it is important to consider the current context of the school, the subsequent challenges faced, alongside research conducted by the EEF. At Sheep Dip Academy we target the use of Pupil Premium funding to ensure that our disadvantaged pupils receive high quality education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. Key interventions are adopted on a whole school level and are not just restricted to pupils eligible to pupil premium funding. Some specific interventions and initiatives have been made possible by allocating pupil premium and

catch up funding. We aim to use our knowledge of our pupil premium children and work collaboratively with pupils and families to target the individual needs of our pupil premium children, with the aim that they will do as well as their peers.

This plan focuses on phonics and early reading attainment so that more pupils leave KS1 able to read, as well as writing and maths at age expectations. In the core subject the focus is on effective teaching strategies and memorisation techniques so that knowledge is retained and can be applied. The key principles of the plan are to continually upskill all staff working with pupils to a high standard so that learning is pitched accurately and effective teaching strategies are embedded. It also looks at each pupil holistically to ensure that pastoral and wellbeing needs are met which also extends to the family home.

Our overarching objectives:

- Remove barriers to learning created by poverty, family circumstance and background by developing the culture of achievement for all.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Phonics attainment and poor speech and language. |
| 2 | Retention of basic skills in reading, writing and maths to increase attainment across the academy. |
| 3 | Attendance and levels of persistent absence following the Covid pandemic |
| 4 | Wellbeing, mental health and safeguarding concerns |
| 5 | Access to wider opportunities |

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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|----|------|----|---|---|---|--|----|----|----|---|--|----|----|----|-----------|--|----|----|----|---|--|----|----|----|---|--|----|----|----|---|--|----|----|----|---|--|----|----|----|-----------|--|----|----|----|--|--|----|---|---|
| A culture that all pupils can achieve and read with fluency by the end of Key Stage One. | At least 80% of disadvantaged pupils pass the Y1 (2023 PP was 54% Non-PP 100%) Screening Check. At least 90% of disadvantaged pupils have passed the screening check by the end of Y2. (2023 By end of Y2 PP was 80%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Embed high expectations so that pupils can meet Age Related Expectations in their year groups and beyond. | Disadvantaged pupil attainment rises by 10% in each year group from baseline. <table border="1"> <thead> <tr> <th>Yr</th> <th>2023</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td>43</td> <td>43</td> <td>64</td> </tr> <tr> <td>2</td> <td></td> <td>60</td> <td>60</td> <td>60</td> </tr> <tr> <td>Nat PP Y2</td> <td></td> <td>52</td> <td>42</td> <td>52</td> </tr> <tr> <td>3</td> <td></td> <td>80</td> <td>65</td> <td>80</td> </tr> <tr> <td>4</td> <td></td> <td>79</td> <td>43</td> <td>86</td> </tr> <tr> <td>5</td> <td></td> <td>86</td> <td>50</td> <td>68</td> </tr> <tr> <td>6</td> <td></td> <td>65</td> <td>65</td> <td>76</td> </tr> <tr> <td>Nat PP Y6</td> <td></td> <td>63</td> <td>56</td> <td>57</td> </tr> <tr> <td>Disadvantaged pupil attainment at greater depth increase by 10% at the end of Key Stage 2 from baseline especially in writing and Maths.</td> <td></td> <td>33</td> <td>6</td> <td>6</td> </tr> </tbody> </table> | Yr | 2023 | R | W | M | 1 | | 43 | 43 | 64 | 2 | | 60 | 60 | 60 | Nat PP Y2 | | 52 | 42 | 52 | 3 | | 80 | 65 | 80 | 4 | | 79 | 43 | 86 | 5 | | 86 | 50 | 68 | 6 | | 65 | 65 | 76 | Nat PP Y6 | | 63 | 56 | 57 | Disadvantaged pupil attainment at greater depth increase by 10% at the end of Key Stage 2 from baseline especially in writing and Maths. | | 33 | 6 | 6 |
| Yr | 2023 | R | W | M | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | 43 | 43 | 64 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | | 60 | 60 | 60 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nat PP Y2 | | 52 | 42 | 52 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | | 80 | 65 | 80 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | | 79 | 43 | 86 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | | 86 | 50 | 68 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | | 65 | 65 | 76 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Nat PP Y6 | | 63 | 56 | 57 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Disadvantaged pupil attainment at greater depth increase by 10% at the end of Key Stage 2 from baseline especially in writing and Maths. | | 33 | 6 | 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pupils attend school on a regular basis. | Overall disadvantaged pupil attendance is 93.1% which is broadly in line with the national expectation of 92.5% Overall disadvantaged persistent absence is above Non Disadvantaged PA at 19.35% in 2023, reduce this by 10% or better. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pupils are physically and mentally safe with their needs looked after appropriately | All pupils with social care involvement or classed as vulnerable on the school safeguarding register have regular access to in school pastoral support and programmes. Pupils are aware of mental health and wellbeing and can describe and discuss as well as know what help and where help is available. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Pupils across school can access wider opportunities and programmes to enhance learning through visits, visitors and technology on a regular basis as part of the curriculum. | Each phase of school will have access to a suite of ipads, Chromebooks or laptops. Each class in KS2 will use the IT equipment at least three times a week (5x for Reading Plus). Increase access to wider opportunities for PP pupils by at least 10% e.g. visits/visitors, after school clubs, tournaments, arts, music and residential visits in KS2. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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: £29,119

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <i>CPD Embed SSP Little Wandle Programme including the SEND LW SSP programme across the academy</i> | EEF toolkit – Phonics intervention has high impact for low cost with 5+ month additional months impact. PSC Check - 2023 - 79% passed in Y1- 50% (4/8) passed Y2 recheck - 87% end of year 2 Phonics EEF (https://www.educationendowmentfoundation.org.uk) | 1,2, |
| <i>Staff CPD action research projects to further develop effective pedagogy and practice to support quality first teaching and learning. Culture, values – everyone can at SDLA.</i> | EEF toolkit references developing action research that supports pupil's cognition/metacognition shows high impact 6+ months EEF toolkit. https://www.teachertoolkit.co.uk/2019/09/22/research-project/ | 2 |
| <i>Staff CPD to further develop reading approaches, the new writing ELP components and analysis tools, CPD Sounds and Syllables Spelling and Maths Number Sense training on KS1 and KS2 intervention programmes to support basic skills/automaticity in KS1 and 2.</i> | EEF guidance references cognitive strategies needed such as subject-specific strategies or memorisation techniques. This activity would focus on subject specific strategies for reading and writing and then memorisation for maths as the focus will be about mastering number and regular recap and review of key concepts. The Sutton Trust's 2011 report identifies that consistency of quality first teaching is the key factor for improving learning for disadvantaged pupils. | 2 |
| <i>Staff CPD within EYFS to further develop speech and language using Welcomm programme.</i> | Evidence from Education Endowment Foundation-Teaching and learning Toolkit -individualised instruction=+ 4 months One-to-one tuition=+5 months EEF Early Years toolkit Speech and language approaches +6 months | 1 |
| <i>Member of staff to be trained as Senior Mental Health Lead for the academy.</i> | DFE research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. Schools and colleges which have taken this approach often report improved attendance, attention, behaviour and attainment. | 4 |

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

Budgeted cost: £89,464

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| EYFS identification screening/interventions for speech and language 1-1/small group support Welcomm programme | Evidence from Education Endowment Foundation-Teaching and learning Toolkit -individualised instruction=+ 4 months -One-to-one tuition=+5 months EEF Early Years toolkit Speech and language approaches +6 months | 1 |
| 1:1, small group and personalised curriculum in Phonics Little Wandle SSP or LW SEND programme | 2023 - 79% passed the PSC check - 87% end of year 2. EEF guidance Improving Literacy at KS1 highlights the need for a clear systematic phonics approach, continuous staff training, engaging sessions using effective pedagogy. Monitoring pupils continuously to challenge and also act swiftly if some pupils require intervention and additional support. EEF guidance also evidences research suggesting whole class phonics, non-streamed is the most successful approach within KS1 with pupils receiving targeted intervention when gaps emerge. EEF – high impact low cost with an average gain of 5 months Phonics EEF (https://www.educationendowmentfoundation.org.uk) | 1,2 |
| Interventions in Reading, Writing and Maths across the academy with bespoke programmes and resources | Reading/Spelling Nessy online platform used as a daily intervention for those with spelling reading difficulties who have been identified to be at high risk of dyslexia. Research Evidence - Nessy - British English Reading Plus KS2 Reading Plus is an adaptive online literacy tool that enables KS2 pupils to improve fluency, comprehension, vocabulary, Reading Plus produces 2.5 years of growth in just 60 hours of personalized instruction. <ul style="list-style-type: none"> • 2.5 Level Gains in 60 Hours • 2.0 Level Gains in 40 Hours • 1.0 Level Gains for College & Career Readiness in 20 Hours https://www.readingplus.com/efficacies/ 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. First Class @writing KS2 Y3 and Y4 Edge Hill University Every Child Counts programme, Y3 Pirate Crew, Y4 Dragon Hunters programmes, focuses on transcriptional, grammar and composition components of writing x2 times a week 30 min sessions for each group. 1stClass@Writing - Every Child Counts (edgehill.ac.uk) Writing small group/1-1 conference FFT Write away together programme for Y5 and Y6 booster 1-1 tuition for writing targeted from diagnostic assessments, sessions x1 a week 45 mins Maths Number Sense and Times table Programmes | 2 |

| | | |
|---|---|---|
| | EEF – Small group intervention – moderate impact with low cost with an average gain of approximately 4 months. | |
| Additional member of staff to support small group and 1:1 teaching. | EEF Feedback on learning – high impact low cost with an average gain of 6 months. EEF – Collaborative learning approaches - high impact low cost with an average gain of 5 months | 2 |

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

Budgeted cost: £84,538

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Employing Education Welfare Officer and dedicated member of office staff to support families to improve attendance. | DFE research into school absenteeism has consistently shown that a much higher and disproportionate number of pupils who come from deprived social backgrounds are more likely to miss school and underachieve than their peers who come from more favourable social and economic home backgrounds. Current work with the EWO has increased our school PP attendance over the last three years which is why this work will continue. | 3 |
| Employing Thrive Practitioner to develop and embed pastoral support for pupils (Including the creation of a Thrive nurture base/group for lunch provision and support) | EEF Toolkit cites that behaviour interventions have moderate impact. We have consulted with other schools successfully using the Thrive Approach and other pastoral programmes. The report cites teaching learning behaviours alongside managing misbehaviour has a positive impact on supporting pupils with challenging needs. The impact of the Inclusion Manager has been huge in previous years, which is why we are continuing with this. Regular Thrive sessions with pupils experiencing attachment difficulties has previously supported them to self-regulate more easily so that they can remain in class and access whole class, group and 1:1 teaching where appropriate | 6 |
| Employing a Pastoral and Intervention Manager to lead on safeguarding and support pupils and families. | The Pastoral and Intervention Manager has positively reacted to all safeguarding concerns and has captured the voice of key pupils to ensure no pupil is at immediate risk of harm. The impact of her work has been that pupils have been more ready to access learning as their pastoral needs are being coordinated and met by this role. | 6 |

Total budgeted cost: £203,121

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 boardly 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, Nessy, 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 Lates | % 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 | Count | No Absence | No Present | Attendance % | No Lates | % 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%.

| Term 2021-2022 | PP attendance % | Non PP attendance % | Gap |
|----------------|-----------------|---------------------|--------|
| Autumn | 91.63% | 93.86% | -2.23% |
| Spring | 90.89% | 92.56% | -1.67% |
| Summer | 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 and training for the Welcomm programme 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. Sound and Syllables training and programme to be developed. 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 through the number sense times table programme Y3 and Y4 with catch up groups in Y5 and 6.

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.