

Pupil Premium Strategy 2023-2024

This statement details our school's use of Pupil Premium (and Recovery Premium for the 2023–2024 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.

School overview

Detail	Data
School name	St Bernadette's Catholic Primary Voluntary Academy
Number of pupils in school	308
Proportion (%) of Pupil Premium eligible pupils	25%
Academic year/years that our current Pupil Premium strategy plan covers (3 year plans are recommended)	2023/2024 (Year 3 of strategy)
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mark Strong
Pupil Premium lead	Emma McIlvaney
Governor / Trustee lead	Janice Moran

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£107,985
Recovery Premium funding allocation this academic year	£10,440
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	£118,425

Part A: Pupil Premium Strategy

Statement of intent

At St. Bernadette's, all members of staff and the governing body are fully committed to meeting the pastoral, social, and academic needs of all pupils. This will be enabled through the provision of a high quality curriculum and through the daily experience of a loving, caring and nurturing environment rooted in Gospel values. Our clear intention is to enable all pupils, regardless of background, circumstance, or ability, to achieve to their full potential with regard to both attainment and progress, and to foster within our children a love of learning and an inner-desire to achieve their very best.

We carefully target the use of the Pupil Premium Grant to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible, successful citizens of the future. We strive to raise lifelong aspirations and focus on removing any challenges or barriers to learning, in order to close the disadvantage attainment gap. Through a culture of shared leadership, all staff within the academy are dedicated in their responsibility to support pupils in looking after their social and emotional well-being and to develop their confidence and resilience.

Our Pupil Premium Strategy follows the EEF 3-tiered approach (teaching, targeted academic support, wider strategies). It is centred around high-quality first teaching, with use of additional actions and approaches to supplement this, where needed. Integral to our approach is the aim to recognise and address the main barriers to learning our children face, and through rigorous tracking, careful planning, and targeted support and intervention, to provide all children the access and opportunities to enjoy academic success, regardless of their ability or point of learning.

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

Likely Challenges

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

Challenge number	Detail of challenge
1. Social and emotional issues	<p>The education and well-being of many of our disadvantaged pupils was impacted by the Covid pandemic. This is a trend that was seen nationally. The effects of this are still being seen for some of our pupils.</p> <p>Our assessments, observations, and discussions with pupils and families have identified social and emotional issues for many pupils since the start of the pandemic. Support with social and emotional well-being significantly increased during this time. Regular contact was maintained with these families and home visits were made during lockdown periods in order to support these families' needs in a variety of ways. The additional support with social and emotional needs remains ongoing for some pupils and in particular has been a focus for new pupils joining the academy in Early Years. We believe that our pupils' mental health and well-being is of paramount importance in them being ready to learn.</p>
2. Phonics attainment	<p>As a result of assessments, observations, and discussions with pupils, it is sometimes apparent that some disadvantaged pupils may begin school with poorer language skills. This can affect the child as they learn Phonics and can negatively impact their development as readers and their understanding across the whole curriculum. For example, in June 2023, 67% of Pupil Premium pupils met the required standard in the Year 1 Phonics Screening Check, compared to 83% of Non-Pupil Premium pupils.</p>
3. Reading attainment	<p>Assessments indicate that Reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Gaps have steadily started to close between disadvantaged and non-disadvantaged pupils since the beginning of this three year plan in 2021.</p>
4. Writing attainment	<p>Attainment in Writing is generally lower across all pupils in the academy, but is significantly lower for disadvantaged pupils. Although gaps have started to close, there are still significant gaps in some year groups which have been, and will continue to be, the focus for intervention and support.</p>
5. Maths attainment	<p>Internal data shows that attainment in Maths among disadvantaged pupils is generally significantly below that of non-disadvantaged pupils. Gaps have steadily started to close between disadvantaged and non-disadvantaged pupils since the beginning of this three year plan in 2021 but Maths intervention remains a priority in some year groups.</p>
6. Attendance	<p>Attendance of disadvantaged pupils was 4% lower than non-disadvantaged pupils in 2022-2023 (narrowed from a gap of 5% in 2021-2022). Attendance has an impact on pupils' education, well-being and overall development.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> ● qualitative data from student voice, student and parent surveys and teacher observations ● an increase in participation in enrichment activities, particularly among disadvantaged pupils.
Improved Phonological awareness among disadvantaged pupils in order to close the gap between disadvantaged pupils and non-disadvantaged pupils.	The gap is closing between disadvantaged pupils and their peers by the time they take the Phonics Check at the end of Year 1.
Improve Reading attainment in order to close the gap between disadvantaged pupils and non-disadvantaged pupils. Targeted year groups.	KS2 Reading outcomes in 2023/24 show that the attainment of disadvantaged pupils is higher and the gap between disadvantaged and non-disadvantaged is closing.
Improve Writing attainment in order to close the gap between disadvantaged pupils and non-disadvantaged pupils. Targeted year groups.	KS2 Writing outcomes in 2023/24 show that the attainment of disadvantaged pupils is higher and the gap between disadvantaged and non-disadvantaged is closing.
Improve Maths attainment in order to close the gap between disadvantaged pupils and non-disadvantaged pupils. Targeted year groups.	KS2 Maths outcomes in 2023/24 show that the attainment of disadvantaged pupils is higher and the gap between disadvantaged and non-disadvantaged is closing.
Improve whole-school attendance.	For overall attendance to be at least in line with the national average, including for disadvantaged pupils. Gap in attendance between disadvantaged and non-disadvantaged has closed.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £62,104.92

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</u></p> <p>Quality first teaching underpins our plan and provision for this is being implemented by prioritising training and professional development throughout the academy. Working with other academies in our trust to share and develop practice.</p> <p>CPD funding provision made a priority and surveys outlining staff CPD requirements completed. Timetable for CPD created and shared with staff.</p> <p>Introduction of new Computing, P.E and Music schemes and relevant staff training.</p> <p>Purchase of new extension reading books and Little Wandle resources for Spelling.</p> <p>Ongoing training for schemes introduced in the previous academy year e.g. White Rose Maths, Little Wandle.</p> <p>Training for new staff joining the academy, including ECTs.</p> <p>Support programme for 3 ECTs, including provision of mentor support and weekly timetabled support</p>	<p>EEF research shows that what happens in the classroom makes the biggest difference to children’s progress – improving teaching quality 3 generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development. Good teaching for all pupils has a particular benefit for disadvantaged pupils.</p> <p>EEF Effective Professional Development Guidance Report (https://educationendowmentfoundation.org.uk)</p>	<p>2, 3, 4, 5</p>

<p>sessions, following My Ambition Programme.</p>		
<p><u>Recruitment and retention of teaching staff</u> Provision of TA2/3 in-class support to complement quality first teaching.</p> <p>Provision of staff (teacher and teaching assistants) to lead and run Little Wandle Keep-Up and Catch-Up Programmes.</p>	<p>As far as possible children should remain in the classroom and have direct access to quality first teaching, sometimes withdrawing pupils for quality one-to-one or small group intervention. Effective support involves TAs having a clear understanding of their role, complementing the work of the teacher, and supporting pupils to develop independent learning skills and to manage their own learning. (Impact of 4 months progress).</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teachingassistants</p>	<p>2,3,4,5</p>
<p><u>Professional development on evidence-based approaches</u> Continuation of training on the development of Long-Term Memory, focusing on Barek Rosenshine's 'Principles of Instruction'. Focus of training for new staff.</p> <p>Retrieval Practice (Kate Jones) training.</p>	<p>Barak Rosenshine's set of research-based principles, The Principles of Instruction, are based on how the brain acquires and uses new information, successful teaching and learning strategies and classroom practices of highly successful teachers. Development of long-term memory and retrieval will help all pupils, but will particularly benefit disadvantaged pupils.</p> <p>Principles of Instruction - Research-based Strategies, Barek Rosenshine EEF Research Project on Improving Working Memory (https://educationendowmentfoundation.org.uk)</p>	<p>2, 3, 4, 5</p>

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

Budgeted cost: £30,302.28

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Interventions to support language development, literacy, and numeracy.</u></p> <p><u>Teaching assistant deployment and interventions</u></p> <p>Target reading groups, new extension books matched to child's phonic ability (Little Wandle Programme). Pupils heard read 3 times a week (Early Years and KS1).</p> <p>Little Wandle Keep-Up and Catch-Up Programmes for identified pupils, including disadvantaged pupils in Early Years, KS1 and KS2.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions. (5 months progress across the year).</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p><u>Interventions to support language development, literacy, and numeracy.</u></p> <p><u>One to one and small group tuition</u></p> <p>A timetable of targeted 1:1 and small group intervention work across a range of year groups and subjects will be implemented in Reading, Writing, and Mathematics, where the attainment gaps are the largest. A significant proportion of the pupils who receive this intervention will be disadvantaged. These interventions are fluid, changing depending on the current needs across the academy at a given time.</p>	<p>Targeted support where needed.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Small group tuition (educationendowmentfoundation.org.uk)</p>	4, 5
<p><u>One to one and small group tuition</u></p> <p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring. All Pupil Premium Pupils, regardless of their ability will receive some intervention at some point of the year.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (education endowment foundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	3

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

Budgeted cost: £26,017.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Supporting pupils' social, emotional and behavioural needs</u> HLTA Nurture Team and Mental Health Champion to support disadvantaged and most vulnerable pupils in all areas required. Support through Early Help, when required.</p> <p>Increase in the provision of the number of TA2 support staff to lead in-class social and emotional support, especially since 2022-2023.</p>	<p>Support with Mental Health and any anxiety/emotional issues.</p> <p>Social and Emotional Learning (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p><u>Supporting pupils' social, emotional and behavioural needs</u> Increase in the provision of the number of TA2 support staff to lead in-class behavioural support, especially since 2023-3.</p> <p>Behaviour support interventions.</p>	<p>Behaviour Intervention (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p><u>Extra curricular activities, including sports, outdoor activities, arts, culture and trips</u></p> <p><u>Breakfast clubs</u> Enhancing Opportunities.</p> <p>Facilitate a range of school trips and experiences, including after school clubs in order to broaden experiences and aspirations.</p>	<p>Participation in after-school clubs can enhance involvement opportunities, resilience and confidence. EEF research states that essential life skills or character development are important in determining life chances.</p> <p>Arts Participation (https://educationendowmentfoundation.org.uk)</p>	<p>1, but potentially all</p>
<p><u>Supporting attendance</u> Initiatives to raise attendance of all pupils across the academy. Attendance awards and trophy each week in assembly. Raising profile.</p> <p>Regular reminders to parents around the importance of attendance including on newsletters.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p>	<p>5, but to impact on all</p>

<p>Sending personalised letters out to parents to improve attendance.</p> <p>Attendance Officer accredited 12 module course.</p> <p>Academy adopted new Trust policy.</p>		
<p><u>Supporting pupils' social, emotional and behavioural needs</u></p> <p>Continue to develop and improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into classroom routines and supported by professional development and training of staff.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1</p>
<p><u>Communicating and supporting parents</u></p> <p>Contingency fund for acute issues. Support with clubs, uniform.</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>	<p>Depending on need</p>

Total budgeted cost: £118,425

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy outcomes

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

NATIONAL STATUTORY DATA

EARLY YEARS

End of EYFS – Achieving GLD				
	2023		2022	
	Academy	National	Academy	National
All pupils ()	80%	Not yet released	75.6%	65%
Pupil Premium ()				49%
Non-Pupil Premium ()				69%

KEY STAGE ONE

Year 1 – Phonics Check				
	2023		2022	
	Academy	National	Academy	National
All pupils (45)	78% (35/45) 44 took the check	Not yet released	73% (33/45) 44 took the check	75%
Pupil Premium (9)	67% (6/9)		50% (6/12)	62%
Non-Pupil Premium (36)	83% (30/36)		81% (27/33)	80%

	End of KS1 – SATS 2023					
	Reading		Writing		Maths	
	Academy	National	Academy	National	Academy	National
All Pupils (39)	69% (27/39)	Not yet released	67% (26/39)	Not yet released	72% (28/39)	Not yet released
Pupil Premium (10)	40% (4/10)		40% (4/10)		40% (4/10)	
Non-Pupil Premium (29)	79% (23/29)		76% (22/29)		83% (24/29)	

	End of KS1 – SATS 2022					
	Reading		Writing		Maths	
	Academy	National	Academy	National	Academy	National
All Pupils (43)	77% (33/43)	67%	60% (26/43)	58%	77% (33/43)	68%
Pupil Premium (10)	70% (7/10)	51%	50% (5/10)	41%	80% (8/10)	52%
Non-Pupil Premium (33)	82% (27/33)	72%	66% (22/33)	63%	79% (26/33)	73%

KEY STAGE TWO

	End of KS2 SATS 2023					
	Reading		Writing		Maths	
	Academy	National	Academy	National	Academy	National
All Pupils (47)	86% (37/43)	73%	91% (39/43)	71%	81% (35/43)	73%
Pupil Premium (11)	80% (12/15)	60%	93% (14/15)	58%	67% (10/15)	59%
Non-Pupil Premium (36)	89% (25/28)	78%	89% (25/28)	77%	89% (25/28)	79%

	End of KS2 SATS 2022					
	Reading		Writing		Maths	
	Academy	National	Academy	National	Academy	National
All Pupils (47)	85% (40/47)	75%	81% (38/47)	69%	74% (35/47)	71%
Pupil Premium (11)	64% (7/11)	62%	55% (6/11)	55%	36% (4/11)	56%
Non-Pupil Premium (36)	92% (33/36)	80%	89% (32/36)	75%	86% (31/36)	78%

TEACHER ASSESSMENT JULY 2023 - KS1 and KS2

	Whole School - EXP (and above) in READING - 2022-2023																							
	Year 1				Year 2				Year 3				Year 4				Year 5				Year 6			
	Previous Pentecost	Advent	Lent	Pentecost	Previous Pentecost	Advent	Lent	Pentecost	Previous Pentecost	Advent	Lent	Pentecost	Previous Pentecost	Advent	Lent	Pentecost	Previous Pentecost	Advent	Lent	Pentecost	Previous Pentecost	Advent	Lent	Pentecost
All Pupils	N/A	57.14% (24/42)	75% (33/44)	80% (35/44)	68.18% (30/44)	59.52% (25/42)	65.85% (27/41)	69% (27/39)	80.49% (33/41)	59.09% (26/44)	59.09% (26/44)	68% (30/44)	66.67% (28/42)	56.10% (23/41)	64.29% (27/42)	71.4% (30/42)	80% (40/50)	78% (39/50)	80% (40/50)	83% (40/48)	83.72% (36/43)	79.07% (34/43)	81.40% (35/43)	81.4% (35/43)
Pupil Premium		37.50% (3/8)	75% (6/8)	75% (6/8)	45.45% (5/11)	40% (4/10)	40% (4/10)	40% (4/10)	70% (7/10)	45.45% (5/11)	54.5% (6/11)	63.7% (7/11)	38.46% (5/13)	38.46% (5/13)	38.46% (5/13)	53.85% (7/13)	44.44% (4/9)	44.44% (4/9)	44.44% (4/9)	56% (5/9)	73.33% (11/15)	73.33% (11/15)	66.7% (10/15)	66.7% (10/15)
Non-Pupil Premium		61.76% (21/34)	75% (27/36)	81% (29/36)	75.76% (25/33)	65.63% (21/32)	74.19% (23/31)	79% (23/29)	83.87% (26/31)	63.64% (21/33)	60.61% (20/33)	69.7% (23/33)	79.31% (23/29)	64.29% (18/28)	75.86% (22/29)	79.31% (23/29)	87.80% (36/41)	85.37% (35/41)	87.80% (36/41)	90% (35/39)	89.29% (25/28)	82.14% (23/28)	89.29% (25/28)	89.29% (25/28)

	Whole School - GREATER DEPTH in READING - 2022-2023																							
	Year 1				Year 2				Year 3				Year 4				Year 5				Year 6			
	Previous Pentecost	Advent	Lent	Pentecost	Previous Pentecost	Advent	Lent	Pentecost	Previous Pentecost	Advent	Lent	Pentecost	Previous Pentecost	Advent	Lent	Pentecost	Previous Pentecost	Advent	Lent	Pentecost	Previous Pentecost	Advent	Lent	Pentecost
All Pupils		2.4% (1/42)	4.55% (2/44)	21% (9/44)	13.64% (6/44)	14.29% (6/42)	17.07% (7/41)	26% (10/39)	17.07% (7/41)	0% (0/44)	0% (0/44)	13.64% (6/44)	14.29% (6/42)	4.88% (2/41)	11.9% (5/42)	19% (8/42)	28% (14/50)	4% (2/50)	36% (18/50)	40% (19/48)	37.21% (16/43)	23.26% (10/43)	23.26% (10/43)	27.9% (12/43)
Pupil Premium		0% (0/8)	0% (0/8)	0% (0/8)	9.09% (1/11)	0% (1/10)	10% (1/10)	10% (1/10)	10% (1/10)	0% (0/11)	0% (0/11)	18% (2/11)	7.7% (1/13)	7.7% (1/13)	15.4% (2/13)	15.4% (2/13)	0% (0/9)	0% (0/9)	0% (0/9)	0% (0/9)	33.33% (5/15)	20% (3/15)	20% (3/15)	27% (4/15)
Non-Pupil Premium		2.9% (1/34)	5.56% (2/36)	25% (9/36)	15.2% (5/33)	15.63% (5/32)	19.35% (6/31)	31% (9/29)	19.35% (6/31)	0% (0/33)	0% (0/33)	12.12% (4/33)	17.24% (5/29)	3.57% (1/28)	10.34% (3/29)	21% (6/29)	34.15% (14/41)	4.88% (2/41)	43.90% (18/41)	48.7% (19/39)	39.29% (11/28)	25% (7/28)	25% (7/28)	29% (8/28)

Whole School - EXP (and above) in WRITING - 2022-2023																								
Year 1				Year 2				Year 3				Year 4				Year 5				Year 6				
Previ ous Pentec ost	Advent	Lent	Pentec ost	Previo us Pentec ost	Advent	Lent	Pente cost	Previo us Pentec ost	Advent	Lent	Pente cost	Previou s Pentec ost	Advent	Lent	Pente cost	Previou s Pentec ost	Advent	Lent	Pentec ost	Previ ous Pentec ost	Advent	Lent	Pentec ost	
All Pupils	N/A	61.9% (26/42)	63.7% (28/44)	72.7% (32/44)	61.3% (27/44)	52.8% (22/42)	58.54% (24/41)	67% (26/39)	63.4% (26/41)	47.73% (21/44)	52.27% (23/44)	57% (25/44)	66.67% (28/42)	60.98% (25/41)	57.14% (24/42)	69% (29/42)	64% (32/50)	64% (32/50)	66% (33/50)	66% (32/48)	72.0% (31/43)	86.05% (37/43)	88.37% (38/43)	90.7% (39/43)
Pupil Premium		75% (6/8)	50% (4/8)	62.5% (5/8)	36.3% (4/11)	40% (4/10)	40% (4/10)	40% (4/10)	50% (5/10)	36.36% (4/11)	45.45% (5/11)	45.4% (5/11)	38.46% (5/13)	46.15% (6/13)	38.46% (5/13)	7.7% (1/13)	22.22% (2/9)	22.22% (2/9)	22.22% (2/9)	22.25% (2/9)	60% (9/15)	80% (12/15)	80% (12/15)	93.3% (14/15)
Non-Pupil Premium		58.8% (20/34)	66.7% (24/36)	75% (27/36)	69.7% (23/33)	56.25% (18/32)	64.5% (20/31)	76% (22/29)	67.7% (21/31)	51.52% (17/33)	54.55% (18/33)	60% (20/33)	79.31% (23/29)	67.86% (19/28)	65.52% (19/29)	6.9% (2/29)	73.17% (30/41)	73.17% (30/41)	75.61% (31/41)	76.9% (30/39)	78.5% (22/28)	89.29% (25/28)	82.86% (26/28)	89.3% (25/28)

Whole School - GREATER DEPTH in WRITING - 2022-2023																								
Year 1				Year 2				Year 3				Year 4				Year 5				Year 6				
Previ ous Pentec ost	Advent	Lent	Pentec ost	Previo us Pentec ost	Advent	Lent	Pente cost	Previo us Pentec ost	Advent	Lent	Pente cost	Previou s Pentec ost	Advent	Lent	Pente cost	Previou s Pentec ost	Advent	Lent	Pentec ost	Previ ous Pentec ost	Advent	Lent	Pentec ost	
All Pupils	N/A	0% (0/42)	0% (0/44)	14% (6/44)	13.6% (6/44)	2.38% (1/42)	4.88% (2/41)	8% (3/39)	0% (0/41)	0% (0/44)	0% (0/44)	4.65% (2/44)	9.52% (4/42)	0% (0/41)	4.76% (2/42)	7.14% (3/42)	14% (7/50)	0% (0/50)	10% (5/50)	16.7% (8/48)	13.9% (6/43)	16.28% (7/43)	16.28% (7/43)	16.28% (7/43)
Pupil Premium		0% (0/8)	0% (0/8)	0% (0/8)	9.09% (1/11)	0% (1/10)	10% (1/10)	10% (1/10)	0% (0/10)	0% (0/11)	0% (0/11)	6% (2/33)	7.69% (1/13)	0% (0/13)	15.38% (2/13)	7.7% (1/13)	0% (0/9)	0% (0/9)	0% (0/9)	0% (0/9)	13.3% (2/15)	13.33% (2/15)	6.67% (1/15)	13% (2/15)
Non-Pupil Premium		0% (0/34)	0% (0/36)	17% (6/36)	15.1% (5/33)	3.13% (1/32)	3.23% (1/31)	6.9% (2/29)	0% (0/31)	0% (0/33)	0% (0/33)	4.6% (2/44)	10.34% (3/29)	0% (0/28)	7.69% (1/29)	6.9% (2/29)	17.07% (7/41)	0% (0/41)	12.20% (5/41)	20.5% (8/39)	14.2% (4/28)	17.86% (5/28)	21.43% (6/28)	17.9% (5/28)

	Whole School - EXP (and above) in VGPS - 2022-2023																							
	Year 1				Year 2				Year 3				Year 4				Year 5				Year 6			
	Previous Pentecost	Advent	Lent	Pentecost	Previous Pentecost	Advent	Lent	Pentecost	Previous Pentecost	Advent	Lent	Pentecost	Previous Pentecost	Advent	Lent	Pentecost	Previous Pentecost	Advent	Lent	Pentecost	Previous Pentecost	Advent	Lent	Pentecost
All Pupils	N/A	30.95% (13/42)	61.36% (27/44)	70.45% (31/44)	56.82% (25/44)	54.76% (23/42)	63.4% (26/41)	64.1% (25/39)	65.85% (27/41)	61.36% (27/44)	56.82% (25/44)	63.6% (28/44)	64.29% (27/42)	68.29% (28/41)	66.67% (28/42)	71.4% (30/42)	66% (33/50)	74% (37/50)	74% (37/50)	75% (36/48)	74.42% (32/43)	81.40% (35/43)	86.05% (37/43)	88.4% (38/43)
Pupil Premium		12.50% (1/8)	37.50% (3/8)	62.55% (5)	36.36% (4/11)	40% (4/10)	40% (4/10)	40% (4/10)	70% (7/10)	54.55% (6/11)	45.45% (5/11)	54.5% (6/11)	38.46% (5/13)	46.15% (6/13)	46.15% (6/13)	46.2% (6/13)	22.22% (2/9)	22.22% (2/9)	22.22% (2/9)	33% (3/9)	60% (9/15)	73.33% (11/15)	80% (12/15)	80% (12/15)
Non-Pupil Premium		35.29% (12/34)	66.67% (24/36)	72.25% (26/36)	63.64% (21/33)	59.38% (9/32)	70.97% (22/31)	72.4% (21/29)	64.52% (20/31)	63.64% (21/33)	60.61% (20/33)	66.7% (22/33)	75.86% (22/29)	78.57% (22/28)	65.52% (19/29)	82.8% (24/29)	75.61% (31/41)	85.37% (5/41)	85.37% (35/41)	84.6% (33/39)	82.14% (23/28)	85.71% (24/28)	89.29% (25/28)	92.9% (26/28)

	Whole School - GREATER DEPTH in VGPS - 2022-2023																							
	Year 1				Year 2				Year 3				Year 4				Year 5				Year 6			
	Previous Pentecost	Advent	Lent	Pentecost	Previous Pentecost	Advent	Lent	Pentecost	Previous Pentecost	Advent	Lent	Pentecost	Previous Pentecost	Advent	Lent	Pentecost	Previous Pentecost	Advent	Lent	Pentecost	Previous Pentecost	Advent	Lent	Pentecost
All Pupils	N/A	0% (0/42)	6.82% (3/44)	13.7% (6/44)	13.64% (6/44)	2.38% (1/42)	9.76% (4/41)	15.3% (6/39)	4.88% (2/41)	0% (0/44)	0% (0/44)	4.55% (2/44)	9.52% (4/42)	0% (0/41)	0% (0/42)	2.4% (1/42)	0% (0/50)	20% (10/50)	30% (15/50)	37.5% (18/48)	32.56% (14/43)	16.28% (7/43)	16.28% (7/43)	16.28% (7/43)
Pupil Premium		0% (0/8)	0% (0/8)	0% (0/8)	9.09% (1/11)	0% (1/10)	10% (1/10)	10% (1/10)	0% (0/10)	0% (0/11)	0% (0/11)	0% (0/11)	7.69% (1/13)	0% (0/13)	0% (0/13)	0% (0/13)	0% (0/9)	0% (0/9)	0% (0/9)	0% (0/9)	26.67% (4/15)	13.33% (2/15)	6.67% (1/15)	13.3% (2/15)
Non-Pupil Premium		0% (0/34)	8.33% (3/36)	18.7% (6/36)	15.15% (5/33)	3.13% (1/32)	9.68% (3/31)	17.3% (5/29)	6.45% (2/31)	0% (0/33)	0% (0/33)	6% (2/33)	10.34% (3/29)	0% (0/28)	0% (0/29)	3.45% (1/29)	0% (0/41)	24.39% (10/41)	36.59% (15/41)	46.2% (18/39)	35.71% (10/28)	17.86% (5/28)	21.43% (6/28)	17.9% (5/28)

	Whole School - EXP (and above) in MATHS - 2022-2023																							
	Year 1				Year 2				Year 3				Year 4				Year 5				Year 6			
	Previous Pentecost	Advent	Lent	Pentecost	Previous Pentecost	Advent	Lent	Pentecost	Previous Pentecost	Advent	Lent	Pentecost	Previous Pentecost	Advent	Lent	Pentecost	Previous Pentecost	Advent	Lent	Pentecost	Previous Pentecost	Advent	Lent	Pentecost
All Pupils	N/A	45.24% (19/42)	70.45% (31/44)	84.1% (37/44)	63.64% (28/44)	54.76% (23/42)	58.54% (24/41)	71.8% (28/39)	80.49% (33/41)	59.09% (26/44)	56.82% (25/44)	70.45% (31/44)	66.67% (28/42)	60.98% (25/41)	61.90% (26/42)	71.4% (30/42)	78% (39/50)	70% (33/50)	70% (33/50)	75% (36/48)	81.40% (35/43)	74.42% (32/43)	79.07% (34/43)	86% (37/43)
Pupil Premium		12.50% (1/8)	62.50% (5/8)	75% (6/8)	36.36% (4/11)	20% (2/10)	30% (3/10)	40% (4/10)	80% (8/10)	81.82% (9/11)	63.64% (7/11)	81.82% (9/11)	38.46% (5/13)	46.15% (6/13)	46.15% (6/13)	46.25% (6/13)	33.33% (3/9)	33.33% (3/9)	33.33% (3/9)	33.35% (3/9)	66.67% (10/15)	60% (9/15)	66.67% (10/15)	73.3% (11/15)
Non-Pupil Premium		52.94% (18/34)	72.22% (26/36)	86.1% (31/36)	72.73% (24/33)	65.63% (21/32)	67.74% (21/31)	83% (24/29)	80.65% (25/31)	51.525% (17/33)	54.55% (18/33)	66.7% (22/33)	79.31% (23/29)	67.86% (19/28)	68.97% (20/29)	82.85% (24/29)	87.80% (36/41)	78.05% (32/41)	78.05% (32/41)	84.6% (33/39)	89.29% (25/28)	82.14% (23/28)	85.71% (24/28)	92.9% (26/28)

	Whole School - GREATER DEPTH in MATHS - 2022-2023																							
	Year 1				Year 2				Year 3				Year 4				Year 5				Year 6			
	Previous Pentecost	Advent	Lent	Pentecost	Previous Pentecost	Advent	Lent	Pentecost	Previous Pentecost	Advent	Lent	Pentecost	Previous Pentecost	Advent	Lent	Pentecost	Previous Pentecost	Advent	Lent	Pentecost	Previous Pentecost	Advent	Lent	Pentecost
All Pupils	N/A	0% (0/42)	4.55% (2/44)	9% (4/44)	15.91% (7/44)	7.14% (3/42)	12.20% (5/41)	23% (9/39)	17.07% (7/41)	2.27% (1/44)	2.27% (1/44)	18.18% (8/44)	21.43% (9/42)	0% (0/41)	0% (0/42)	12% (5/42)	24% (12/50)	8% (4/50)	24% (12/50)	39.6% (19/48)	27.91% (12/43)	9.30% (4/43)	9.30% (4/43)	7% (3/43)
Pupil Premium		0% (0/8)	0% (0/8)	0% (0/8)	9.09% (1/11)	10% (1/10)	10% (1/10)	10% (1/10)	10% (1/10)	0% (0/11)	0% (0/11)	18.18% (2/11)	7.69% (1/13)	0% (0/13)	0% (0/13)	7.69% (1/13)	0% (0/9)	0% (0/9)	0% (0/9)	0% (0/9)	26.67% (4/15)	6.67% (1/15)	6.67% (1/15)	6.75% (1/15)
Non-Pupil Premium		0% (0/34)	5.56% (2/36)	11.15% (4/36)	18.18% (6/33)	6.25% (2/32)	12.90% (4/31)	28% (8/29)	19.35% (6/31)	3.03% (1/33)	3.00% (1/33)	18.18% (6/33)	27.59% (8/29)	0% (0/28)	0% (0/29)	13.79% (4/29)	29.27% (12/41)	9.78% (4/41)	29.27% (12/41)	48.7% (19/39)	28.57% (8/28)	10.71% (3/28)	10.71% (3/28)	7.35% (2/28)

Review of activity in the previous academic year (2022 - 2023)

1. Teaching (for example, CPD, recruitment and retention)

Activity	Outcome	Challenge number addressed
<p><u>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</u></p> <p>Quality first teaching underpins our plan and provision for this is being implemented by prioritising training and professional development throughout the academy.</p> <p>Working with other academies in our trust to share and develop practice.</p> <p>CPD funding provision made a priority and surveys outlining staff CPD requirements completed. Timetable for CPD created and shared with staff.</p> <p>Whole School Phonics training and support for Little Wandle Phonics Scheme (including Keep-Up and Catch-Up Training and materials).</p> <p>Whole School training and support for White Rose Maths Scheme. Purchase of new resources, including concrete apparatus to support childrens' mathematical development.</p> <p>Introduction of new P.E., Music, and Computing schemes and relevant staff training.</p>	<p>Continued uptake of CPD across the academy, including a programme of support for ECTs. Staff confident in the classroom and in their leadership roles.</p> <p>Additional time given throughout the year for staff to develop their leadership roles - timetable of leadership days each term.</p> <p>Timetable of local and national courses set up and courses attended by individuals and teams of staff e.g. National Talk for Writing course attended by KS1 teachers in June 2023.</p> <p>New Curriculum LTPs have been developed for each class across the academy.</p> <p>Year group teams have developed second year of two-year cycle, writing Medium Term Plans for Science, History, Geography, Art and DT.</p> <p>Pupils now working in subject books rather than topic books which has developed their understanding of individual subjects. Will help to embed their learning journeys over two year-cycles.</p> <p>Continued training for staff of the new aspects of Little Wandle as further resources and interventions have been produced throughout the year.</p> <p>White Rose Maths CPD carried out by all teachers. Scheme has become embedded in everyday classroom practice.</p>	<p>2,3,4,5</p>

	<p>Set-up of new P.E., Music, and Computing schemes and success evaluated June 2023 - change to new schemes for September 2023.</p> <p>Pupil Progress Meetings carried out termly by PP and SEND lead, monitoring pupil progress and provision mapping across the academy. All Pupil Premium pupil support tracked, monitored and evaluated on provision maps.</p>	
<p><u>Recruitment and retention of teaching staff</u></p> <p>Provision of TA2/3 in-class support to complement quality first teaching.</p> <p>Provision of staff (teacher and teaching assistants) to lead and run Little Wandle Keep-Up and Catch-Up Programmes.</p>	<p>Increase of staff has provided additional support within the classroom.</p> <p>Has helped support the Little Wandle Programme of hearing readers in Early Years, KS1 and for those pupils in KS2 requiring the support.</p> <p>Enabled Little Wandle Catch-Up and Keep-Up Phonics interventions to take place.</p> <p>The gap between Pupil Premium and Non-Pupil Premium groups in the Year 1 Phonics Screening Check in June 2023, nearly halved – a gap of 31% in June 2022, closed to a gap of 16% in June 2023.</p> <p>Support for those not meeting the standard in Year 1 in place for September 2023.</p>	2,3,4,5
<p><u>Professional development on evidence-based approaches</u></p> <p>Continuation of training on the development of Long-Term Memory, focusing on Barek Rosenshine's 'Principles of Instruction'.</p> <p>Retrieval Practice (Kate Jones) training.</p>	<p>Materials used effectively to develop long term memory of pupils and regular retrieval practice within lessons.</p>	2,3,4,5

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

Activity	Outcome	Challenge number addressed
<p><u>Interventions to support language development, literacy, and numeracy</u> <u>Teaching assistant deployment and intervention</u></p> <p>Target reading groups, new books matched to child's phonic ability (Little Wandle Programme). Pupils heard read 3 times a week (Early Years and KS1).</p> <p>Little Wandle Keep-Up and Catch-up Programmes for identified pupils, including disadvantaged pupils. These programmes are being extended into KS2.</p>	<p>The Little Wandle interventions have had a positive impact on all pupils, but especially those from disadvantaged backgrounds who don't read regularly at home or are not supported with homework.</p> <p>Repetitive and regular nature of the Little Wandle Programme has been beneficial for these pupils and has enabled them to make sustained progress.</p> <p>Percentage of pupils achieving the required standard in the Phonics Screening Check increased to 78% in June 2023 from 73% in June 2022.</p>	2
<p><u>Interventions to support language development, literacy, and numeracy</u> <u>One to one and small group tuition</u></p> <p>A timetable of targeted 1:1 and small group intervention work across a range of year groups and subjects will be implemented in Reading, Writing, and Mathematics, where the attainment gaps are the largest. A significant proportion of the pupils who receive this intervention will be disadvantaged.</p>	<p>Our pupils, including Pupil Premium pupils, were generally above (and very often well-above) national averages at the end of KS1 and KS2 in July 2023.</p> <p>At KS1, Pupil Premium pupils outperformed those nationally in Reading, Writing and Maths. For example, they outperformed Pupil Premium pupils nationally by 28% in Maths.</p> <p>At KS2, Pupil Premium pupils outperformed those nationally in Reading, Writing and Maths. In Reading, 80% of Pupil Premium pupils achieved the expected standard and above, compared to 60% nationally. In Writing 93% of Pupil Premium pupils achieved the expected standard, compared to 58% nationally. In Maths 67% of Pupil Premium pupils achieved the expected standard compared to 59%.</p>	4,5
<p><u>One to one and small group tuition</u></p> <p>Engaging with the National Tutoring Programme to provide a blend of</p>	<p>Gaps have started to close between Pupil Premium and Non-Pupil Premium pupils across the whole academy. This was more apparent in certain year</p>	3

tuition, mentoring and school-led tutoring. All Pupil Premium Pupils, regardless of their ability will receive some intervention at some point of the year.	groups than others. A focus on the year groups with the greatest differences will be made a priority for support in September 2023.	
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3. Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Outcome	Challenge number addressed
<p><u>Supporting pupils' social, emotional and behavioural needs</u></p> <p>HLTA Nurture Team and Mental Health Champion to support disadvantaged and most vulnerable pupils in all areas required. Support through Early Help, when required.</p> <p>Provision of a number of TA2 support staff to lead in-class social and emotional support.</p>	<p>Nurture Team has supported a high, and increasing number of pupils across the academy since the pandemic and continues to support a number of pupils with their social and emotional needs. This has particularly been required in Early Years over the course of the last academic year (2022-2023).</p> <p>This has enabled pupils to be ready to learn in the classroom and access the curriculum fully.</p>	1
<p><u>Supporting pupils' social, emotional and behavioural needs</u></p> <p>Provision of a number of TA2 support staff to lead in-class behavioural support.</p> <p>Behaviour support interventions.</p>	<p>Staff trained in Positive Behaviour Management (Team Teach) and are confident in using strategies, if and when required.</p> <p>Support interventions needed for some pupils in the academy, particularly for a small group of pupils who have joined the academy in Early Years. Significant increase in staffing and support has been provided for this phase of the school, in order to support these pupils and keep them within an educational setting. Outside agency support and expertise also utilised.</p>	1
<p><u>Extra curricular activities, including sports, outdoor activities, arts, culture and trips</u></p> <p><u>Breakfast clubs</u></p> <p>Enhancing Opportunities.</p> <p>Facilitate a range of school trips and experiences, including after</p>	<p>Trips and clubs subsidised enabling Pupil Premium pupils to fully participate in a broad range of activities and experiences.</p>	1, but potentially all

<p>school clubs in order to broaden experiences and aspirations.</p>		
<p><u>Supporting attendance</u> Initiatives to raise attendance of all pupils across the academy. Attendance awards and trophy each week in assembly – raising the profile of attendance.</p> <p>Regular reminders to parents around the importance of attendance including on newsletters.</p> <p>Sending personalised letters out to parents to improve attendance.</p> <p>Attendance Officer undertaking an accredited 12 module course. Academy to adopt new Trust policy when released by Trust DPO.</p>	<p>Attendance awards in assembly has been very successful with pupils and the profile of the importance of good attendance has been raised substantially as a result.</p> <p>Letters gone out parents and reminders on Newsletters throughout the year.</p> <p>Completion of Attendance Officer training.</p> <p>Policy adopted.</p> <p>Attendance was above the national average. Persistent absence was lower than the national average and improved during the year, supported by the measures implemented by the academy.</p>	<p>5, but to impact on all</p>
<p><u>Supporting pupils' social, emotional and behavioural needs</u> Continue to develop and improve the quality of social and emotional learning (SEL).</p> <p>SEL approaches will be embedded into classroom routines and supported by professional development and training of staff.</p>	<p>SEL approaches have continued to be embedded in all classes, and to the benefit of all pupils.</p>	<p>1</p>
<p><u>Communicating and supporting parents</u> Contingency fund for acute issues. Support with clubs, uniform.</p>	<p>Families supported as required.</p>	<p>Depending on need</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
To be confirmed for 2023-2024.	

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?	

Further information (optional)

Leaders have evaluated practice and pupil outcomes from the last academic year, alongside previous years, in order to examine the effectiveness of a range of strategies used in the academy. Multiple sources of evidence, including data, book scrutiny, conversations with parents, pupils, and teachers, have all been used in order to identify the challenges faced by disadvantaged pupils.

Alongside this, we have analysed guidance produced by the Education Endowment Foundation and other educational research articles, detailing the effectiveness of different methodologies in supporting pupils to overcome barriers to learning, and this has further guided the strategy.

The above has fed into creating the final year of our three-year strategy plan. As with Year One and Two of our strategy plan, we have ensured that priorities and strategies adopted within this document carefully align with the whole school priorities identified in our Academy Development Plan. All staff are aware of the aims, strategies, and intended outcomes contained within our Pupil Premium strategy and are working towards their success.

Regular evaluation of our strategy will continue for its duration and plans will be adjusted if necessary to better support outcomes for our pupils.