

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Name of school	Powers Hall Academy
Number of pupils in school	279
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23, 2023-2024 ,2024-2025
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Daniel Sheehan Maxine Harrington
Pupil premium lead	Daniel Sheehan Maxine Harrington
Governor / Trustee lead	Barry Collyer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 158,595
Recovery premium funding allocation this academic year	£18,849
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£162,365

Part A: Pupil premium strategy plan

Statement of intent

At Powers Hall Academy, we have high aspirations and ambitions for all our children. We are determined to ensure that the children at our school have every chance to realise their full potential. We understand that challenging socio-economic circumstances can create additional barriers to success for children. However, we are clear that these challenges can be overcome, taking a tiered approach which includes ensuring all children have access to excellent classroom teaching; targeted academic support to help children make progress; and wider strategies tackling the non-academic barriers to success, such as social and emotional support or behavioural support. Our identification of need is based on assessments and not assumptions. Our staff team are experts in our pupils, not their labels. We believe that every interaction matters and that all children should feel a sense of belonging and ownership. We will utilise the Pupil Premium, which is additional to main school funding, to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers. We will ensure funding to tackle disadvantage reaches the pupils who need it most.

In addition to this, we will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not, as we believe for these children to make progress; it is not just about supporting them academically, but their wider well-being too.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school (Education Endowment Foundation 2021). In addition, carefully planned intervention and support groups will support pupils in narrowing gaps in their learning. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our objectives are to:

- Remove barriers to learning created by social and economic background
- Ensure all 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 nurture their social and emotional wellbeing and to develop resilience
- Access a wide range of enrichment opportunities to enhance their knowledge and understanding of the world and raise aspirations.

Achieving our objectives: In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted support to quickly address identified gaps in learning
- Target funding to ensure that all pupils have access to trips, residential visits and first-hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide nurture to support pupils in their emotional and social development

Contextual information

Powers Hall Academy is one of five schools in Connected Learning MAT, an average sized school and is a three-form entry with capacity for 360 pupils but there are currently 10 classes and numbers fluctuate across the year groups. It is situated in a deprived area of Witham. The school location deprivation indicator is in quintile 4 (more deprived) of all schools. We have a higher than the national average of pupils from disadvantaged homes and % FSM (42% - the highest 20% compared to all schools). 7% pupils have English as an additional language which is close to the national average.

6% of our pupils are on our 'live safeguarding caseload' for reasons such as DV, alcohol abuse, child sexual exploitation, extending to those who have also increasingly reached financial and emotional/mental health crisis point since the pandemic.

SEND need is high across the school at 14% (38 pupils), 13% (5) of those with SEND have an EHCP and are of high incidence SEND. This equates to 4.2% of the pupil population which is well above average. Over the past year, the level of SEN needs has been formally recognised with a thorough revision of the SEN register. SENCo supports pupils in tandem with an increased number of EHCP Needs Assessment submitted, reflect the significance of the barriers our pupils face in their learning. 35 children have additional learning difficulties that do not meet EHCP threshold but require support and specific intervention, we are monitoring 38 children on our Watchful Waiting list regarding individual needs that will require support from the SEND team or outside agencies. These pupils are supported to access the curriculum through the use of scaffolding, precision teaching and use of adults and resources such as Communicate in Print.

The majority of pupils are White British (82% 2022) 18% BAME. No enhanced provision designation.

Challenges

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

Challenge number	Detail of challenge
1	Poor language and communication skills. Increase in pupils entering school with limited/no English (7% EAL increase of 1% from 2022_23)
2	Poor learning behaviours and attitudes to learning (and high-quality experiences to support learning)
3	Lack of practising, applying skills and retrieval of knowledge
4	External barriers such as attendance and punctuality issues; chaotic family lives impacting on emotional wellbeing and mental health Attendance below 95% has a negative impact on student progress. Persistent absence (below 90%) can seriously damage a student's chance of future success. Through our assessments (including wellbeing survey), observations and discussions with pupils and families, it has been identified that many pupils suffer from mental health difficulties, including social and emotional difficulties (friendship issues, family issues, anxiety).
5	To ensure all children achieve at least age-appropriate reading comprehension and phonics irrespective of starting point

	Disadvantaged pupils have lower reading ages and are subsequently not as fluent readers, on average, than non-disadvantaged pupils in all year groups. Disadvantaged children do not read for as many minutes per day when compared to non-disadvantaged pupils using accelerated reading KS2 Attainment in Reading significantly below national in 2023.
6	To narrow the attainment gap between disadvantaged and non-disadvantaged pupils For disadvantaged pupils, attainment of the expected standard (100+) in mathematics (55%) was significantly below national in 2022. Attainment of the expected standard (100+) in reading, writing and mathematics (36%) was significantly below national in 2022. Attainment of the expected standard (100+) in the English grammar, punctuation and spelling test (58%) was significantly below national in 2022.
7	To ensure all children achieve at least age-appropriate mathematics irrespective of starting point. KS2 Attainment in Mathematics significantly below national in 2022 and 2023.

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
Attainment gap between disadvantaged and non-disadvantaged significantly reduced	Teacher assessed data will be analysed at the end of each term and compared to pupil outcomes from summative assessments at the end of the prior year for progress. Review highlight areas for development and addressing. Provision of intervention strategies based on research and data of need. Provision of additional tutoring. 90% of children achieve the expected standard upon exit from school.
A vocabulary rich curriculum and environment expands the vocabulary and communication skills of disadvantaged pupils in line with their peers.	Classroom displays will include subject specific vocabulary and children will be encouraged to talk about what they are doing. Challenging vocabulary encouraged in all aspects of writing and technical vocabulary used in all subjects. Interactions initiated by pupils with peers and other adults From the current oracy position in September 2023, pupils will: Know their own strengths for communicating effectively

	• Pupils will use oracy skills to begin to resolve issues • Pupil progress meetings will evidence this as will observations
Pupils will develop learning behaviours that enable them to be successful in all areas of the curriculum. Learning behaviours will be supported, taught and encouraged by all staff including class teachers, behaviour lead and FLO so that PPG pupils are motivated and equipped to learn.	PPG pupils are observed to have improved learning behaviours, discussed at pupil progress meetings and with the behaviour lead so that the meet age-related expectations. Improved behaviour feedback on pupil questionnaires. Under 5% of pupils report that behaviour in lessons and around school is less than good. Pupil's behaviour is not a barrier to their learning. Curriculum offer adapted to meet cohort needs. Consistent mantras used by all staff
To provide pupils with a well-rounded, sequenced curriculum which is at least ambitious as the National Curriculum and is designed to improve retention and retrieval of knowledge. Using the research on Cognitive Load Theory (CLT), a well-sequenced, well-constructed curriculum that builds on pupils' prior knowledge and makes connections to give rise to understanding and build schemata is implemented consistently.	Children will be fully engaged in retrieval sessions and will be able to recall prior knowledge. Children will be using high quality, subject-specific vocabulary to explain prior learning. Children will know more and recall more. The challenge will result in longer term learning. They will have decreased test anxiety. Children will be aware of gaps in their learning as will the teachers and both memorisation and understanding will have improved. Expert CPD for all staff on approaches to retrieval and dual coding All pupils will follow a broad and balanced curriculum which is at least as ambitious as the National Curriculum
Attendance monitored by the Co-Headteachers, Family Liaison Officer and Attendance Office Lead and attendance policy triggered in a timely manner. Pupils will be attending school regularly and will be punctual. There will be an increase in attendance rates for pupils who are Pupil Premium.	Reduce the number of persistent absentees among pupils eligible for Pupil Premium. Overall Pupil Premium attendance improves and is at least in line with national average for this group. Improved attendance and punctuality through 'Meet and Eat' soft start linked to Maslow's hierarchy of need and the NHS Five Ways to Wellbeing.
Pupils' emotional wellbeing and resilience improves through provision of support, meeting the emotional needs of pupils and reducing barriers to learning related to pupil wellbeing and behaviour.	Pupil morale is raised Pupil resilience to learning is raised through the 'Power of Yet' Pupils feel listened to Pupils have a bank of strategies available to them to support their emotions and behaviours inside, outside, at school and elsewhere (Zones of Regulations). Pupils enjoy coming to school

	Pupils make at least expected progress in their learning Engagement and outcomes for pupils causing concern will have increased from starting points. There are clear systems in place for referrals as well as signposting families to additional specialist support. Information gathered from pupil feedback questionnaires, including anti-bullying survey, shows that children feel they have strategies to manage their emotions and mental wellbeing. To be accredited with the three Mental Health Awards: Committed, Achieving and Excelling.
Reading and phonics outcomes for all pupils at least at age related expectations All pupils including PPG will receive quality phonics and reading teaching with appropriate 'rapid catch up sessions' when needed, delivered through Little Wandle phonics	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the standardised scores of disadvantaged pupils and their non-disadvantaged peers. Parents will support learning at home, specifically reading. Parents will be encouraged and shown how to best support learning and will become familiar with the schools' schemes of work. Echo and choral reading strategies embedded across the school to support reading fluency. Assessment tracking and gap analysis highlights areas for growth and development through Accelerated Reader. Daily paired reading fluency sessions develop pupils' expression and volume, phrasing, smoothness and pace. All pupils assessed in phonics on entry so their pathway and specific teaching can be created CPD time allocated for deliberate practice, reflection and evaluation
The gap between the percentage of disadvantaged and non-disadvantaged children achieving the expected standard is in maths narrowed because teaching is precise and of a high quality to meet the needs of the children.	KS2 maths outcomes in 2022/23 show the percentage of disadvantaged pupils who met the expected standard is in line with national. Daily Fluent in Five sessions implemented to improve pupils mental calculation and fluency with the four operations. All teachers use consistent methods to the teaching of multiplication facts through the counting stick.

	Targeted support and interventions for children working below age related expectations and address gaps in learning through keep up not catch up. KS2 Attainment in Mathematics significantly below national in 2022 KS2 mathematics progress (-3.6) significantly below national and in the lowest 20% in 2022
High 'quality first teaching' will be a focus for CPD and planning will show how the curriculum is personalised for specific learners and the progress that they make	Monitoring of teaching and learning shows that all children are receiving quality first teaching Staff CPD has a positive impact on the quality of teaching and learning Dual needs SEND PPG pupils have improved access to high quality teaching and a more personalised provision/curriculum experience
Establish a marking and feedback policy and procedure, which is beneficial to all pupils without affecting negatively on teacher workload.	Feedback is immediate and constructive with the need for intervention and support identified during the lesson. All children have a more immediate response to their work and therefore are able to be supported as necessary.

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: £12380.31

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly professional development meetings, focussing on pedagogy linked to 7-Stage Teaching and Learning model, effective use of assessment and targeted curriculum initiatives. All staff, including support staff will benefit from a regular schedule of evidence-based research to drive	EEF-teacher professional development Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. See EEF Toolkit : High Quality Teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.'	3,5,6

professional development, and ensure that there are opportunities for teachers to share best practice and engage in professional discussion to improve their pedagogical content knowledge (PCK).	The Great Teaching Toolkit (2020) identifies that teachers who understand the content they are teaching and how it is learnt, in what Shulman (1986) defined as ' <i>pedagogical content knowledge</i> ' (PCK), is one of four dimensions that improve pupil outcomes.	
Meta cognition training for teaching staff to facilitate the development of a meta cognition way of learning	EEF evidence suggests an on average 7 month increase in outcomes for children using this approach https://educationendowmentfoundation.org/educationevidence/guidance-reports/metacognition	3, 6,5, 7
Embedding oracy skills across the whole school curriculum. Supporting pupils to articulate themselves and furthering their use of vocabulary and language through targeted quality first teaching.	Targeted reading aloud and discussion; explicitly extending vocabulary; use of structured questioning to develop comprehension and purposeful interactions all can improve learning by up to 6 months (research from the EEF) Average impact of oral language interventions show an improvement of 6 additional months to S&L ages for minimal spending. Improvements are also seen in reading and writing	1, 2
Accelerated Reader to be reviewed and reinvigorated across Key Stage 2. A whole class sequenced reading approach to be adopted across KS2 to enable effective delivery of high quality whole class shared reading sessions and feedback to improve fluency.	See Improving Literacy in Key Stage 2: Recommendation 2 and 3. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 KS2 Progress in reading (-3.1) during academic year 2021/22. Particular focus on small group children in receipt of pupil premium funding not making progress in reading Target disadvantaged pupils using formative assessment to provide catch up support To promote a love of reading throughout the school	5
Purchase and implementation of a well-sequenced, ambitious and connected curriculum - Cornerstones that is designed to help children build and sequence knowledge and skills	Ofsted: School Inspection Handbook Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook#ofsted-judgements	3

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

Budgeted cost: £ 90770.93

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language therapist employed by the MAT to work on a SALT caseload.	Speech therapist works with individual pupils. The caseload is evaluated regularly by the Heads of School and 1:1 plans are put in place and delivered. They are reinforced by the class teachers, specifically in year 4. The EEF research shows 'that language interventions with frequent sessions over a sustained period may have a larger impact, overall. Approaches that are delivered one-to-one also have larger impacts.'	1, 5, 6
Appoint non-teaching SENCO to ensure that PP/SEND pupils receive personalised and appropriate classroom support and adjustments and the right	Special Educational Needs in Mainstream Schools— Recommendations EEF. The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these 2 11 interventions programmes where needed. strategies they can use flexibly in response to the needs of all pupils. — ➤ flexible grouping ➤ cognitive and metacognitive strategies; — explicit instruction ➤ using technology to support pupils with SEND ➤ scaffolding • Small-group and one-to-one interventions can be a powerful tool. Interventions should be carefully targeted through identification and assessment of need. • Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND.	1, 2, 5 ,6
Additional phonics sessions targeted at disadvantaged pupils including the bottom 20%, who require further phonics support to aid reading. Little Wandle Rapid Catch-up phonics embedded to ensure all children in Year 3 receive high quality phonics teaching.	Phonics approaches have a strong evidence base indicating a positive impact on pupils (+5 months progress), particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF On entry into year 3, 13% of KS1 pupils did not secure the phonics screening check. The Little Wandle programme is rigorous and in place. All staff have been fully trained through effective CPD, which supports the school in providing and effective approach. Timetabled intervention and tracking are in place to ensure at least good progress and to ensure progress for those children receiving intervention.	5, 6
1-1 and small group tuition for any disadvan-	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:	6

tagged students not making expected progress in Maths and English	One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
To provide the pupils with regular opportunities to learn (and consolidate) basic skills, including and then responding immediately to misconceptions. Provide online homework platforms that provide personalised work and feedback to pupils	Repeated systematic practice of times tables is effective and this declarative knowledge serves as a building block for procedural knowledge. This process is the key to making the retrieval of basic times tables facts fluent for pupil. (Hasselbring, Lott & Zydney, 2005) Homework has a positive impact on average (+ 5 months), https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	3, 6, 7
Proportion of cost of headteacher and CEO for monitoring, coaching and support.	EEF Report: A schools Guide to Implementation – key strand: support staff and monitor progress + key strand: identify and cultivate leaders of implementation. Regular quality assurance (through lesson walks, book scrutiny and learning conversations) ensures that the delivery of Quality First Teaching that meets the needs of disadvantaged pupils EEF Report: A schools Guide to Implementation – key strand: support staff and monitor progress.	3, 5, 6, 7
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Maths leader to fully undertake monitoring in line with our new monitoring schedule	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 EEF Family of School's service is used to compare three other schools within our locality. Out of our family of schools who presented similar characteristics and performance, Powers Hall Academy ranked 13th. When comparing mathematics outcomes to the school ranked 2nd in our list, the most-able disadvantaged pupils made very strong progress in mathematics in 2015 due to careful and effective use of additional funding for disadvantaged pupils as well as the implementation of mastery approaches.	3, 6, 7
Purchase of a language programme such as Talk Boost/Talk Boost	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on	1, 5

Plus to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £55,443.15

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted social and emotional support from our Family Liaison Officer Provide additional opportunities (clubs, play nurture sessions and social skills interventions) to disadvantaged pupils to allow them to develop their skills, gain wider enrichment experiences, promote wellbeing and engagement with school	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2, 4, 6
Trauma Perceptive Practice training for the whole staff (2 x INSET days)	Trauma Perceptive Practice is a practice promoted across Essex schools to enable staff to understand and respond to pupil behaviour effectively. EEF evidences that behaviour interventions have a moderated impact for a low cost, understanding and using metacognition and self-regulation has a very high impact for a very low cost, social and emotional learning has a moderate impact for a very low cost.	2, 4, 6

Attendance incentives	An evidence informed approach to... Durrington Research School Robust attendance data is vital to support tracking and monitoring systems in schools, in order to address attendance issues. This allows patterns of absence to be scrutinised and then targeted interventions to be put in place. It also allows schools to monitor the effectiveness of any interventions they are putting in place to improve attendance and readjust as necessary. This is far more effective than general approaches to improving attendance and requires strong and determined leadership. Working Together to Improve School Attendance, Sept 22 Visibly demonstrate the benefits of good attendance throughout school life. This may include in displays, assemblies or in registration periods. Where used sensitively and without discrimination, this may also include praising and rewarding improvements in attendance at year group, class/form and individual level.	4
Provide a programme of subsidised trips and visits to support the curriculum and to offer disadvantaged pupils opportunities they would otherwise not participate in.	Overall, the average impact of arts participation on other areas of academic learning appears to be positive - about an additional three months progress.	2, 4, 6
Support with costs of equipment and uniform that make disadvantaged pupils part of the school community. Breakfast provided for all children everyday through soft start.	Maslow's Hierarchy of needs states that we are able to better understand what our students require from us when students' basic and psychological needs are met. We aim to create a welcoming, safe and effective learning environment. Something as simple as providing breakfast before class is a way to ensure that our pupils are set up for the day and ready to concentrate. DfE's Improving School Attendance advice.	2, 4, 6
Whole staff training on behaviour management approaches and Zones of Regulation with the aim of developing our school ethos and improving behaviour/self-regulation across the school.	Whole school approaches and targeted/specific interventions can have positive effects on behaviour. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions The social / emotional strategies develop awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, selfcare, and overall wellness	2, 4, 6

Total budgeted cost: £ 158,595

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Additional support with uniform or providing equipment to support home learning provided (cost of living/isolation) ensured improved engagement and access to learning.

Food parcels organised through Witham Community Hub for those families under significant financial pressure, ensuring children appropriately fed before and after school.

As always, we aim to provide exceptional pastoral support to pupils and families and all staff are currently involved in Trauma Perceptive Practice training (TPP). The school employs a Family Liaison Worker full time to support families and signpost them to relevant organisations. She also delivers workshops to children and parents to support a variety of issues, e.g. Freedom Programme.

The school continues to expand resources and develop training investment in Little Wandle in response to Ofsted (2019) next steps: *In reading, they do not make sure their approach to teaching phonics is well matched to how pupils have been taught phonics before.* The Rapid Catch-Up catch programme is in place in KS 2.

Data specific

Our assessments in 2022-23 show that there is still a gap between disadvantaged and non-disadvantaged children. Disadvantaged children accessed the full curriculum with quality first teaching and a range of intervention packages in all areas to support their learning. We are now focusing that work on continuing to make progress in closing the gap for all our disadvantaged children, including those identified as hidden disadvantage. This is a growing number of children as the cost-of-living crisis continues and families struggle to cope.

In the 2022-23 academic year, the children undertook SATs in May 2023.

The results for disadvantaged children at the end of KS2 were as follows:

	National	School	Difference
Reading	60%	48%	-12%
Writing	58%	70%	+12%
Maths	59%	48%	-11%
Combined	44%	27%	-17%

At the end of Year 6:

- 46% of pupils met the expected standard in all of reading, writing and maths, down from 49% in 2021/22. This is a decrease of 3% and lower than national average (59%).
- 58% of pupils met the expected standard in reading, down from 73% in 2021/22. This is a decrease of 15% and lower than the national average (73%).
- 58% of pupils met the expected standard in maths, down from 60% in 2021/22. This is a decrease of 2% and lower than the national average (73%).
- 77% of pupils met the expected standard in writing, down from 78% in 2021/22. This is a decrease of 1% but above national (71%).
- 46% of pupils met the expected standard in grammar, punctuation and spelling.

- In 2023, females outperformed males in both writing and maths. In maths, 64% of females achieved the national standard compared to 50% of males. This is an increase of 20% of females meeting the expected standard in maths. 89% females compared to 64% males in writing achieved expected standard.
- Compared to 2021/2022, there is a 24% decrease in the number of males meeting the expected standard in reading.

		Reading				Writing				Maths			
		Prior attainment	AUT 2	Spring 2	Summer 2	Prior attainment	AUT 2	Spring 2	Summer 2	Prior attainment	AUT 2	Spring 2	Summer 2
Year 3	GDS	25% (20)	16% (13)	14% (11)	20% (16)	10% (8)	6% (5)	7% (6)	11% (9)	10% (8)	3% (2)	9% (7)	14% (11)
	EXS	81% (64)	73% (58)	80% (63)	84% (66)	71% (56)	68% (54)	75% (59)	77% (61)	77% (61)	72% (57)	75% (59)	81% (64)
Year 4	GDS	7% (4)	4% (2)	11% (6)	16% (9)	4% (2)	2% (1)	2% (1)	3% (2)	4% (2)	4% (2)	12% (7)	12% (7)
	EXS	62% (34)	67% (37)	72% (41)	77% (42)	58% (32)	58% (32)	63% (36)	66% (38)	64% (5)	65% (36)	79% (45)	76% (44)
Year 5	GDS	0%	6% (4)	12% (8)	11% (7)	0%	5% (3)	6% (4)	6% (4)	0%	6% (4)	12% (8)	12% (8)
	EXS	60% (39)	83% (54)	77% (51)	79% (52)	37% (24)	65% (42)	59% (39)	68% (45)	32% (21)	60% (39)	58% (38)	56% (37)
Year 6	GDS	26% (20)	26% (20)	24% (19)	32% (25)	19% (15)	17% (13)	13% (10)	22% (17)	22% (17)	13% (10)	13% (10)	14% (11)
	EXS	67% (52)	71% (55)	75% (59)	78% (62)	55% (43)	72% (56)	70% (55)	75% (59)	64% (50)	71% (55)	68% (54)	77% (61)

- In years 3 and 6, PPG pupils are making better progress than their non PPG counterparts. 89% in year 3 are making consistent/notable progress and 86% in year 6.
- Although yr5 is the only year group where less than 80% of pupils have made consistent progress since end of year 2, there is a +21% difference in the percentage of pupils at or above the expected standard between two assessment points.
- 8/20 PPG pupils are not making the expected standard for year 3 compared to 12/12 in the spring term. This is an increase of 4 pupils who are now making the expected progress.
- PPG pupils in year 4, are now making consistent progress across reading, writing and maths. When compared to the autumn term, less than 80% of pupils were making expected progress in maths and this subject was highlighted as a focus. This has now improved and 91% of pupils are making consistent/notable progress. 56% (14/25) of PPG pupils are at or above the expected standard for year 4. PPG pupils in year 4 are making better progress than those in years 3,5, and 6.
- When compared to their PPG counterparts, pupil premium pupils in year 5 are making inconsistent progress across reading, writing and maths (<80%) between the end of year 2 and summer 2023. That being said, the percentage of pupils who are making consistent progress has maintained across reading (72% -72%), writing (78%-78%) and maths (78% - 78%). Although this cohort has low starting points dictated by KS1 outcomes, the attainment of these pupils has increased over time by more than any other cohort. The difference in the percentage of pupils at

or above the expected standard between end of year 2 and summer 2023 is +21% reading, +23% writing and +18% maths.

- In reading and maths, the gap between the progress of PPG pupils compared to non-PPG has reduced since the autumn term. Year 6 PPG children are now performing broadly in line with non-PPG pupils across these subjects. 70% of PPG pupils (23/33) have been assessed at or above the expected standard for year 6 in reading compared to 78% non-PPG. 70% PPG compared to 78% non-PPG pupils are achieving age related expectations

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Times Table Rockstars	Maths Circle
Accelerated Reader	Renaissance Reading
Curriculum Maestro	Cornerstones
Spelling Shed	Education Shed Inc.
Little Wandle	Little Wandle Trust

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
n/a
The impact of that spending on service pupil premium eligible pupils
n/a

Further information (optional)

We keep a working document of children who become 'vulnerable' for various reasons: reviewed continually following internal assessment, triangulation meetings (between SENDCo, behaviour lead and FLO) pupil progress meetings.

We class a child as 'vulnerable' if they are at risk of not achieving the expected standard due to emotional needs, behavioural needs, Special Educational Needs, changes in home circumstances or other reasons. We put in place appropriate support when the need arises, not as a means of accruing funding.

Children may transfer onto or off our 'vulnerable' list as their circumstances change. These children continued to be reviewed through school assessment systems as it is important that all children have access to the support they need, relating to additional funding or not.