

Pupil premium strategy statement -Witham Oaks Academy

This statement details our school's use of pupil 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
Name of school	Witham Oaks Academy
Number of pupils in school	278
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2022-23,2023-2024,2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
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	£ 165760
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</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>	£165760

Part A: Pupil premium strategy plan

Statement of intent

At Witham Oaks 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

Witham Oaks Academy is one of five schools in The Inspires MAT, an average sized school and is a three-form entry with capacity for 360 pupils but there are currently 11 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 15% (42 pupils), 12% (5) of those with SEND have an EHCP and are of high incidence SEND. This equates to 4.2% of the pupil population. 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. 37 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) Daily contact with pupils, especially those who have had less time at school demonstrate low levels of verbal communication, with a widening gap between disadvantaged and non-pupil premium pupils.
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 face significant SEMH and self-regulation barriers (friendship issues, family issues, anxiety). These pupils receive tailored support from the behaviour lead and Family Liaison Officer. For these pupils, strategies rooted in inclusion and accessibility to the curriculum are high priority.

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. Sustained high attendance by 2025/26, demonstrated by: • All pupils to reach 95% attendance • Persistent absentees reduced by 2/3

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: £16547.08

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	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	3,5,6

targeted curriculum initiatives. £7586.05 All staff, including support staff will benefit from a regular schedule of evidence-based research to drive 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). Purchase Teaching WalkThrus from John Catt Education Ltd to deliver programme of coaching based on principles of cognitive science and best practice. £1100	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.’ 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 £6142.55	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. £1219.86	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 Research from the EEF shows that comprehension and reading skills require explicit discussion of both the content and processes of learning. Oral language approaches in the classroom can include: • Targeted reading aloud and discussing books with young children	1, 2

	• Explicitly extending pupils' spoken vocabulary • The use of structured questioning to develop reading comprehension.	
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. £780	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 £938.47	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: £ 83773.79.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language therapist employed by the MAT to work on a SALT caseload. £4387.50	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	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.	1, 2, 5 ,6

adjustments and the right £17235.50	Teachers should develop a repertoire of these 211 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.	
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. -Focus on reading for the 'priority 20% in class. Monitored by co-headteachers. £7586.05	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 an 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 disadvantaged students not making expected progress in Maths and English £26845.81	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	6
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 for monitoring, coaching and support. £14273.42	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
Subject -specialist training to enhance 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. -Led and monitored by maths lead (SLT) and maths lead across the MAT. Weekly feedback given to teachers	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	3, 6, 7
Purchase of a language programme such as Talk Boost/Talk Boost Plus to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	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 attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 5

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

Budgeted cost: £65,439.14

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 interven-	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

tions) to disadvantaged pupils to allow them to develop their skills, gain wider enrichment experiences, promote wellbeing and engagement with school. £13664.10		
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 £1069.73	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.	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	2, 4, 6

Breakfast provided for all children everyday through soft start. £1000	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.	
Targeted intervention to support children with SEMH difficulties in regulating their emotions and building friendships. Support offered by FLO through small group and 1-1 counselling. £31664.10 Nurture Club run every lunchtime by Family Liaison Officer to develop social skills, and build self-esteem. £919.27 Zones of Regulation support with the aim of developing our school ethos and improving behaviour/self-regulation across the school. £13451.97	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: £ 165760

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.

Data specific

No Pupils		Reading				Writing				Maths				Combined				GPS			
		Nat	SCH %	2022/23	DIFF	Nat	SCH %	2022/23	DIFF	Nat	SCH %	2022/23	DIFF	Nat	SCH %	2022/23	DIFF	Nat	SCH %	2022/23	DIFF
19	PPG EXS		74%	48%	26%		74%	70%	4%		63%	59%	4%		65%	27%	36%		58%	39%	19%
	PPG GDS		11%	9%	2%		5%	12%	-7%		5%	6%	-1%		5%	6%	1%		11%	6%	5%
	PPG WTS		26%	52%	26%		26%	30%	4%		37%	41%	4%		35%	73%	38%		42%	61%	19%
44	NON-PPG EXS		84%		84%		84%		84%		80%		80%		75%		75%		84%		84%
	NON-PPG GDS		25%		25%		7%		7%		23%		23%		5%		5%		23%		23%
	NON-PPG WTS		16%		16%		16%		16%		20%		20%		25%		25%		16%		16%

Across reading, writing and maths attainment of PPG pupils has increased when compared to national assessments in the academic year 2022/23. The greatest improvement being reading with +26% increase in the number of pupils reaching the expected standard by the end of KS2.

65% of PPG pupils achieved the combined expected standard in reading, writing and maths, an increase of 36% since the last academic year. When compared to local authority and national figures (69% non-dis pupils and 67% non-dis pupils respectively), disadvantaged pupils are broadly performing the same as their counterparts.

However, national assessments show that there is still a gap between disadvantaged and non-disadvantaged children, but this is narrowing over time with the implementation of evidenced-based approaches to ensure high-quality teaching, curriculum adaptations and targeted intervention.

Disadvantaged children accessed the full curriculum with quality first teaching and a range of intervention packages in all areas to support their learning.

Data from the previous academic year's national assessments at the end of KS2:

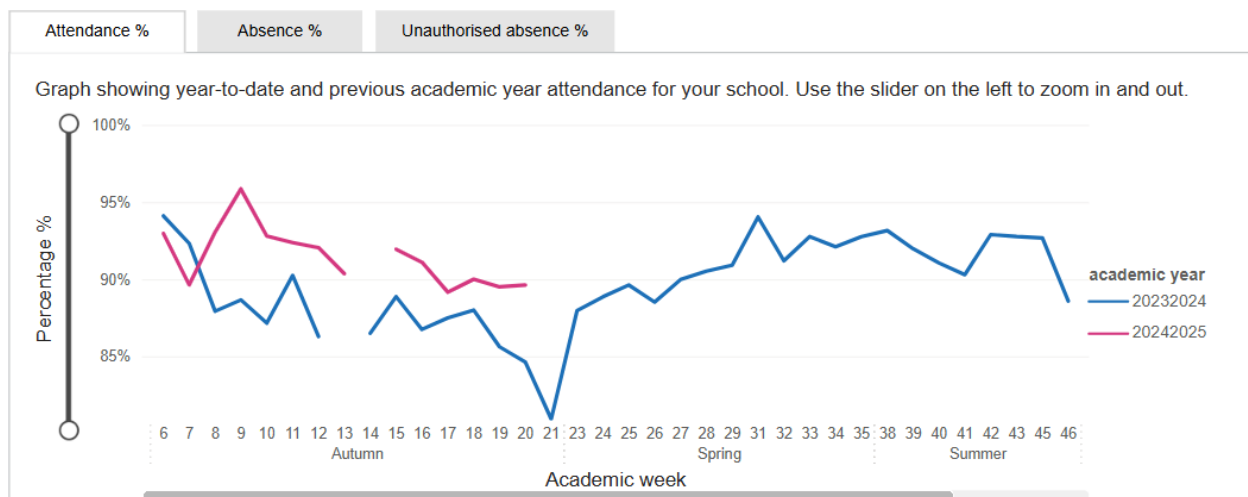
		Test Results					
		SATs '23	SATs '24	Variation (- or +)	National '23 comparison	National '24 comparison	Variation (- or +)
Reading	WTS <100	42%	19%	23%	27%	26%	
	ARE ≥100	58%	81%	+23%	73%	74%	+7%
	GDS ≥110	14%	21%	+7%	29%		
GPS	WTS <100	47%	24%	23%	28%	28%	
	ARE ≥100	53%	76%	+23%	72%	72%	+4%
	GDS ≥110	8%	19%	+11%	30%		
Maths	WTS <100	42%	25%	17%	27%	27%	
	ARE ≥100	58%	75%	+17%	73%	73%	+2%
	GDS ≥110	8%	17%	+9%	24%		

Internal data:

ARE	Reading	Writing	Maths
Year 3	66%	59%	69%
Year 4	54%	46%	46%
Year 5	71%	67%	79%

- PPG pupils have the highest attainment in year 5 in reading and maths. Disadvantaged pupils in year 4 have the lowest attainment in writing (46%) and maths (46%) when compared to the rest of the school.
- Progress data show that disadvantaged pupils in maths continue to make consistent progress in-line with non-disadvantaged pupils. In year 6, 8/17 PPG pupils are making better than expected progress in maths when compared to their outcomes at the end of year 2. This equates to a +47% difference in the percentage of pupils at or above the expected standard between end of year 2 and end of year 6.
- Although progress indicators reveal that less than 80% of pupils in year 3 maths have made consistent progress since end of KS1, a significant increase of 11 pupils have moved from maintaining expected progress to exceeding (value added)
- In maths, the percentage of PPG pupils making consistent or notable progress has dropped to below 80%, currently 78%. Whereas, in the spring term, this was 82%. This equates to 1 pupil whose progress has regressed due to lack of attendance at school.
- Although disadvantaged pupils in lower KS2 are not performing as well as their counterparts in writing, the percentage of PPG pupils now working at or above the expected standard has improved since the spring term. There is now a positive difference in the percentage of pupils meeting ARE since end of year 2. In year 3 this is an increase of +7% and in year this is +4%.
- Across all year groups more pupils have been assessed as making notable progress (value added) than the spring term in writing.
- Progress indicators show that PPG pupils are making better progress than non-disadvantaged pupils for writing in years 5 and 6.
- Year 3 is a target area for progress and attainment of PPG pupils across writing and maths.

- PPG pupils in Year 3 are making the strongest progress when compared to year 4,5, and 6 in reading since end of year 2 with a positive increase of +11% of pupils at or above.
- In reading, across all year groups, less than 80% of pupils across all year groups have made consistent progress since the end of KS1. However, it is worth noting that the percentage of pupils in years 3, 5 and 6, working at or above the expected standard, is more than what it was at the end of KS1. In June 24, the negative difference in the percentage of pupils working at or above the expected standard between the two assessment points has decreased from –7% to –3%.



- The attendance of our disadvantaged pupils is improving when comparing year-to-date:
- Academic Year 2023-24 - Overall = 89.9.%
FSM Attendance Data

Term	Attendance %	Absence %	Unauthorised absence %
Autumn 2023-2024	87.8%	12.2%	4.7%
Autumn 2024-2025	91.4%	8.6%	3.1%

- The overall absence rate for FSM eligible pupils was almost three times that for non-FSM eligible pupils, 12.2% compared to 4.0%. Therefore, more targeted intervention and identification of barriers is required to close the gap between disadvantaged and non-disadvantaged.
- We have been successful in maintaining the attendance and lateness of our persistent absentees through rigorous attendance procedures, incentives and sanctions where necessary. This has also involved regular communication with parents and identifying ways to support families and the children.
- School trips and visits have been utilised across the school to enhance the curriculum and support disadvantaged pupils understanding of the world.
- Targeted interventions including Lego therapy and zones of regulation have been used to improve social and emotional skills and wellbeing, removing related barriers to learning and supporting targeted PPG pupils to be 'ready' for the classroom and learning.

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
Widgit, Communicate: in print	Widgit Software
Teaching WalkThrus	John Catt Educational Ltd

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.