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Pupil Premium Strategy Statement

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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. Please see our evaluation of last year's spending of Pupil Premium funding and the impact it had within our school.

Academy Overview

Detail	Data
Academy name	Co-op Academy Portland
Number of pupils in academy	192
Proportion (%) of pupil premium eligible pupils	57%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024 2nd year of a 3-year strategic cycle
Date this statement was published	1st Nov 2022
Date on which it will be reviewed	1st Sept 2023
Statement authorised by	Corynne Peace (Head) Nick Lowry (Regional Director) Sue Parker-Tantush (Chair)
Pupil Premium lead	Corynne Peace
Governor / Trustee lead	Daniel Hewson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135,730
Recovery premium funding allocation this academic year	£14,210.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil Premium Strategy Plan

Statement of Intent

Statement of intent

Add your statement of intent here.

Ultimate Objectives for our Disadvantaged Children

We want our children to succeed in all aspects of school life and feel successful.

We want our children to be ready for their secondary school education with good attendance; a good grasp of the English Language; the confidence to talk and communicate effectively, and having met their full potential in Reading, Writing and Maths.

We want our children to have a breadth of skills and experiences that they can draw upon in their learning and not be faced with barriers or challenges due to their lack of cultural capital.

How our current Pupil Premium Plan addresses these Objectives

Following research into the work by Marc Rowlands (PP advisor to DfE), it is imperative that our Pupil Premium Strategy strives to give our children the best possible chance in life through good and outstanding educational practitioners working with them. Not just to ensure expected standards are met in core subject areas, but to share with them the very best that this world has to offer; to inspire, motivate, thrill and entice our disadvantaged children to learn more, so they WANT more and can BE more.

Our PP strategy directs funding to our high-quality teachers within our academy, to offer them bespoke CPD to become expert primary practitioners, and has enabled us to secure specialist teachers in Sports, Art, Music and Spanish along with an external consultant in trauma-informed behaviour approaches, whilst also employing a specialist L7 Dyslexia tutor.

Part of our Attendance and Welfare Officers salary is also funded by our PP.

We want our disadvantaged children to feel successful; a range of cultural experiences both in and out of the classroom through trips and residential visits is planned for this year with our hired mini-bus making these trips and excursions possible for us.

Specialist curriculum visitors to the academy including sports coaches, authors and local community workers; 1:1 tutors that tailor their teaching to ensure success; an enhanced enrichment programme including martial arts and combat to build up resilience and self-regulation, and full access to our on-site mentor specialising in Outdoor Learning (promoting SEMH through talk and his MODS intervention).

Our disadvantaged children will become ready for their secondary education by following a synthetic and systematic programme of Phonics/Early Reading and Maths with specialist facilitators supporting the school to make accelerated progress with our disadvantaged children (ReadWriteInc and Maths No Problem).

Our embedding of 2 powerful initiatives 'MyHappyMind' (endorsed by the NHS) and SkillsBuilder (endorsed by CIAG) will positively affect our disadvantaged children and their families as we explicitly address mental health issues and career related learning goals.

Our Welfare Officer also runs the Emotional Literacy Support (ELSA) programme which equips and prepares our children for high school through the exploration of metacognitive strategies to cope and be resilient in the face of adversity.

Regular workshops for parents (Caritas) to support completion of paperwork, communication and advice is available for our disadvantaged families delivered by family welfare staff regarding significant healthcare topics – dentist, doctor and diet etc. Links to local community project Cradle to Career also support our disadvantaged families through effective sign-posting to Nurses, 0-19 healthcare workers, paediatricians, Educational Psychologists, Speech and Language Support workers (SALT), Domestic Violence Support workers(DV) or SEND support including coping with older/younger siblings with ASC/ADHD that impact on family life.

Our Attendance/Welfare Officer will continue her long-standing work to further aid capacity to reach out to families, develop targets, offer support and deliver challenge to families to improve attendance: regular attendance review meetings highlighting PP pupils and their attendance and setting targets; regular home visits to support picking pupils up and getting them into school.

We are conducting a Pupil Premium review this term to appraise our whole school culture in addressing the needs of our high proportion of PP pupils. Trust training, including in-depth support of PP Leads to challenge and interrogate data and school practices, along with a PP Audit (as recommended by Marc Rowlands) will strategically drive and evaluate our whole academy PP practices.

Key Principles of our New Pupil Premium Strategy Plan

Our Pupil Premium strategy covers a three-year period; this incorporates an annual review in September each year for necessary adjustments. We are in the second year of our 3-year strategic PP strategy .

We have focused on Communication, Language and Literacy (CLL), cultural and aspirational opportunities and a readiness for learning using the EEF Implementation Guidance Report to identify the effective approaches we will use and support us in ensuring value for money.

Our PP strategy also focuses on an acceleration in maths implementing 'Maths - No Problem!'

Maths is where our Recovery Premium for 1:1 or 1:3 tutoring will be spent, with a specific target of improving arithmetic scores in Place Value and Number Sense; areas cited as paramount in effective catch-up in the DfE publication ['Teaching Mathematics in the primary school'](#) September 2021.

TA intervention using 'Catch-Up Numeracy' as recommended by the EEF also focuses on these specific maths areas.

These areas of focus have been identified through data analysis, SEND primary areas of need (52% of our PP children have SEN status) and Diagnostic Assessments (including standardised assessments in reading and maths y1-6, Question Level Analysis (QLA) of NTS internal tests and in y5+6 NGRT tests, PASS and CAT4 IQ tests and Verbal Reasoning assessments).

Attendance data (including Persistent Absenteeism), Behaviour data (including exclusions) and wider information on wellbeing, mental health needs, safeguarding and curriculum engagement have also been used to inform our Pupil Premium Strategy.

We have followed the tiered approach by the EEF to allocate proportion of spends on high quality teaching (50%), targeted academic support (25%) and wider strategies (25%).

Challenges

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

Challenge Number	Detail of Challenge
1	<i>Developmental delay on entry into school</i>
2	<i>Poor Speech and language and vocabulary knowledge</i>
3	<i>Emotional regulation and metacognition</i>
4	<i>Ability to play, move with control and listen</i>
5	<i>Fine and gross motor skills</i>
6	<i>Poor literacy and numeracy skills</i>
7	<i>Low parental engagement</i>
8	<i>Limited future aspirations; low value on education</i>
9	<i>Concern/worry about home or trauma (including attachment) (Domestic Violence; poverty, family dysfunction affect a lot of our children)</i>

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
<p>To develop a culture where communication, language and literacy is at the heart of our curriculum</p>	<p>Improved speech, language and vocabulary use in Reception impacting on improved results in Wellcom assessments</p> <p>All physical speech impediment pupils make significant progress in their enunciation and social interaction language (18 pupils)</p> <p>60% of disadvantaged pupils meeting expected writing standard at the end of KS2 in Year 1 of PP strategy</p> <p>60% of disadvantaged pupils meeting expected Reading standard at the end of KS2 in Year 1 of PP strategy</p> <p>75% of disadvantaged pupils meeting expected Phonics standard at the end of Year 1 (in Year 1 of PP strategy)</p> <p>Whole school culture where children recognise reading as a key and integral skill which opens the door to their future; pupils to independently talk about this in Pupil Voice opportunities</p> <p>Children to all state that they have reading material at home (only 40% said they had in January 2021)</p> <p>80% of disadvantaged pupils at expected standard in Phonics in Y1</p>
<p>To improve pupils' attendance, engagement and <i>behaviour for learning</i> through effective relationships and parent partnerships</p>	<p>For disadvantaged pupils' attendance to be above 90% in Year 1 of PP strategy (currently persistent absenteeism is at 19.4%)</p> <p>Regional Director reports to identify significant improvements in <i>behaviour for learning</i> in all year groups including EYFS by Spring Term 2022</p> <p>Sustainable breakfast club for disadvantaged pupils impacting on</p>

	<p>punctuality and attendance (quantifiable progress seen in attendance data)</p> <p>Regional Director reports to identify significant improvements in our support for children with significant attachment and trauma difficulties outlining how less learning is being disrupted due to these behaviours</p> <p>Pupils to be able to describe their learning in all curriculum areas in Pupil Voice surveys and discussions, including in the foundation subjects</p> <p>YourVoice Parent survey to be completed by 50% of our parent body in Year 1 of PP strategy</p> <p>50% parent engagement in all workshops across Year 1 of PP strategy</p> <p>Continued improvement in number of orange and red behaviour incidences due to improved emotional regulation and embedded 'Ways of Being' values by summer 2022</p>
<p>To <i>close the gap</i> and reach the expected standards in maths</p>	<p>60% of disadvantaged pupils meeting expected Maths standard at the end of KS2 in Year 1 of PP strategy</p> <p>Attainment gap between PP pupils and non-PP pupils to close to between 10-15% (currently >40%)</p> <p>'Maths - No Problem!' facilitator Mark Cotton to report 100% fidelity to the programme and reports a good standard of Maths Mastery lessons in years 1-6</p> <p>Children to identify themselves as being mathematicians and see the purpose of learning Maths; captured in Pupil Voice surveys across the school</p> <p>Accelerated maths progress for 6x Year 6 pupils following TA intervention in arithmetic</p> <p>1:3 tutoring with National Tutor Trust for Year 6 disadvantaged pupils impacting on accelerated progress for 12 pupils</p>

<p>To close the gap in cultural opportunities impacting on vocabulary, experience, confidence and future aspirations</p>	<p>Academic Calendar demonstrates 'Portland 50' opportunities including trips, visits, career experiences, cultural opportunities and displays populated with this information by summer 2022 with disadvantaged children using new vocabulary and memories to recall from these experiences - captured via pupil voice and parental feedback</p> <p>Full student leadership programme to be fully embedded with all pupils knowing which children lead on what and understand the positive impact that they make</p> <p>Writing opportunities with improved experiential vocabulary seen in children's books</p> <p>Regional Director reports, Link Governor visits and Academic Reviewers highlight a school culture focused on giving disadvantaged children that 'step up' in life i.e. books marked first, student leaders representing disadvantaged community, high number attending clubs and enrichments</p> <p>Embedded programme of career skills within PSHE programme including 'Skills Builder', 'Cadets' programme and 'Steps to Success' all impacting children feeling more confident to talk and take a risk and speak effectively - to be noted in School Improvement assessments over the next 3 years</p> <p>Pupil Voice and book work captures our curriculum drive to address racism and sexism and sexual harassment, and promotes equal opportunities. Culture shift captured in school improvement assessments over next 3 years</p> <p>Reports from the places our school visits to state how engaged our children are in their learning off-site by summer 2024</p>
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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

£87,753

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Specialist Art and music teacher and Dyslexia teacher employed for whole class work in KS2</p> <p>£21,546</p>	<p>EEF identifies teaching of the Arts can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>EEF outlines that If the aim of the arts approach is to improve academic attainment it is important to identify the link between your chosen arts intervention and the outcomes you want to improve i.e. to infer or reason with a painting or concentrate for extended periods of to dramatise a key chapter from a text.</p> <p>EEF also says that Arts-based approaches may offer a route to re-engage older pupils in learning.</p> <p>The Arts model</p>	1, 2, 3, 4, 5, 6, 7
<p>Specialist Outdoor Learning mentor employed with specialist skills in SEMH strategies</p> <p>£16,000</p>	<p>The focus with our outdoor learning interventions is not on the outdoor provision itself but the opportunity to model self-regulation and collaboration and to provide sensitive and difficult 'feedback' from a specialist SEMH mentor in a calming and engaging environment. The EEF outlines this type of verbal feedback has a high impact of 7months+.</p> <p>Feedback</p>	3, 4
<p>Curriculum development CPD for staff whilst observing high engagement activities with pupils where specialist teachers demonstrate Best Practice (Hi Impact/Pet XI leading sessions)</p> <p>£650 per full day x 6 days = £3,900</p>	<p>EEF identifies Behaviour Engagement strategies can have a moderate impact on learning, but more importantly outlines how necessary this if for broad and balanced learning to take place</p> <p>EEF looks at self-regulation through the development of executive function and reports this is consistently linked with successful learning, especially problem solving. Strategies that seek to improve learning by increasing self-regulation have an average impact of five additional months' progress (EEF 2018)</p>	1, 2, 6, 7, 8

	DfE's catch-up premium guidance EEF's COVID-19 support guide for schools	
<p>EYFS teachers to be trained by PEEP team in effective engagement of parents to impact on language acquisition</p> <p>Cradle 2 Career to fund</p>	<p>EEF outlines that parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to engage with all parents to avoid widening attainment gaps.</p> <p>Parental engagement strategies are typically more effective with parents of very young children, hence our decision to begin our Parental Engagement strategy with our EYFS team.</p> <p>Parent Engagement</p>	6, 7, 9
<p>Families are continued to be supported by Welfare Officer to address children presenting with significant attachment and trauma; training for staff on ACES also planned with effective, impactful intervention/provision to be put in place</p> <p>£31,189</p> <p>£4,200 Caritas (Family Services)</p>	<p>The Early Intervention Foundation (currently working closely with Wirral LA) outlines that Adverse Childhood Experiences (ACEs) should provide the basis for frontline practice and service design as not catering effectively for pupils with these needs impacts significantly on behaviour for learning and the ability to self-regulate and access learning.</p> <p>Routine etraining (currently provided for free by Wirral) will inform trauma-informed care with families but that close relationships only will create a successful platform to address these needs. Our Welfare Officer has wonderful relationships with our families and they respond to her.</p> <p>Adverse Childhood Experiences</p>	3, 7, 9
<p>Full fidelity to 'Maths - No Problem!' programme embedded with external support from facilitator Mark Cotton and Trust Maths Lead Jay Timotheus</p> <p>£3,058 resources</p> <p>£3,000 facilitation</p>	<p>Metacognition by the EEF</p> <p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed - a key development area of MNP.</p> <p>The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. These approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content, such as in the maths lesson.</p> <p>Teachers can demonstrate effective use of metacognitive and self-regulatory</p>	1, 3, 5, 6,

	<p>strategies by modelling their own thought processes, this is why teachers completing their own modelled journal is important. For example, teachers might explain their thinking when interpreting a text or solving a mathematical task, alongside promoting and developing metacognitive talk related to lesson objectives.</p> <p>Metacognition and Self-Regulation</p>	
<p>Full fidelity to Read Write Inc programme embedded with external support from facilitator Sara Rice-Oxton and Trust Lead Karine Hendley £4,086</p>	<p>EEF outlines that Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The teaching of phonics, like our RWInc, should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>Phonics</p>	1, 3, 5, 6,
<p>'Skills Builder' CPD for all staff and embedded within PSHE along with 'Steps to Success' and 'Cadets' programme to tackle low career aspirations and skill-confidence £449 Steps to Success</p>	<p>Although aspirational work in schools is not thought to directly impact on pupil outcomes by the EEF, we know that these opportunities for our children give opportunities for language acquisition and to embed the skills of communication.</p> <p>The EEF outlines that on average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress, and although this programme is not a weekly intervention, we see this as an important opportunity for our pupils to practice their language and vocabulary skills in a real life setting to build confidence and reduce that language barrier when leaving school.</p> <p>Oral Language Intervention</p>	1, 2, 3, 4, 5, 6, 7, 8, 9
<p>Equal Opportunities CPD for staff with an explicit focus on Sexual harassment and violence in our academy and community and how they can promote tolerance and equity within our pupils' choices MEAS single day pupil workshop £325</p>	<p>Following a September 2021 report by the DfE, guidance has been issued to encourage schools to address this issue explicitly within an effective PSHE programme. This is not just a Pupil Premium cohort issue but we have identified these behaviors in our school as being a barrier for our children and families to engage in their learning.</p> <p>Sexual Violence and Sexual Harrassment</p>	7, 8, 9

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

Budgeted cost

£17,320

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reception children identified with speech and language needs to have completed 20 week NELI intervention with demonstrable impact</p> <p>1 morning x 3.6 hours over 46.068 weeks = £165.85</p>	<p>Several EEF trials have found that NELI improves both children’s oral language and early literacy skills. A recent trial of the programme found that children made on average compared to children in the comparison group – making NELI the most robustly evaluated early language intervention available in England.</p> <p>Nuffield Early Language Intervention</p>	1, 2, 6, 7
<p>Speech and Language Base for physical impairment pupils to visit for intensive programme of daily support</p> <p>4 mornings x 3.6 hours over 46.068 weeks = £10,553</p>	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress. It is important that spoken language activities are matched to learners’ current stage of development, so that it extends their learning and connects with the curriculum which is the idea of our language base in our academy.</p> <p>We have a speech and language expert TA as the lead facilitator in the base who works closely with the SPLD team at St Cath’s hospital.</p> <p>Our children identified for the base are pupils who struggle specifically with spoken language. They need additional support around oral language and articulation; speaking and listening activities help us to meet a range of the pupils’ needs.</p> <p>Oral Language Intervention</p>	1, 2, 3, 4, 5, 6, 7
<p>1:3 maths tutor for 12x Y6 pupils</p> <p>12 pupils, 4 packages of 15 hours tuition will cost £270.00</p>	<p>A recent research paper by the Education Endowment Foundation (EEF) states that university trainees and recent graduates can give disadvantaged primary pupils small-group tuition which can boost their maths results by three months’ over the course of a year. (EEF). (EEF 2018)</p> <p>Tutoring Online with graduates</p>	3, 4, 6, 8
<p>TA maths intervention 1:1 with Year 6 pupils in arithmetic</p>	<p>EEF outlines that small group tuition has an average impact of four months’</p>	3, 4, 6, 8

£6,331	<p>additional progress over the course of a year.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs so we have identified our children for tuition based on their NTS standardised scores.</p> <p>Small Group Tuition</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost	£16,425
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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance +Welfare Officer continued to be employed to raise attendance standards and support family welfare needs (including signposting to supportive agencies)</p> <p>£862 uniform</p>	<p>The EEF outline a 3 tiered approach to spending effectively on disadvantaged pupils to impact on outcomes and life chances, and as part of their recommendations for 'Wider Strategies' they outline how attendance has to improve for our children; particularly how our PP children have been the most adversely affected by lockdowns and school closures.</p> <p>We have continued to invest in our Attendance/Welfare Officer in order to address attendance issues and to liaise with her families in an effective, but sensitive, way.</p> <p>Using Pupil Premium Funding Effectively</p>	7, 8, 9
<p>Breakfast Club provision to impact on punctuality and attendance with our disadvantaged cohort</p> <p>Play Leader SCP7 x 16.25 hrs x 46.068 weeks = £10,093</p>	<p>Numerous scholarly articles over the years have identified that children having no breakfast/food impacts on pupil achievement and this is summarised in the listed evidence in the Gov.uk report on children receiving a nutritious breakfast in areas of high deprivation. We meet this criteria and are the successful receivers of Magic Breakfast vouchers. This breakfast facility is open to all children with a priority for disadvantaged families.</p> <p>Children Receiving a Nutritious Breakfast</p>	7, 8, 9

<p>Full wraparound and enrichment programme for disadvantaged children to take opportunity in developing key skills and raising engagement levels for school</p> <p>Karate</p> <p>£1,295 (including kit)</p>	<p>Research to understand successful approaches to supporting the most academically able disadvantaged pupils</p> <p>Research report (November 2018)</p> <p>This guidance identifies enrichment activities having a positive impact on more-able disadvantaged pupils; areas both on our ADP for improvement. Further investment in this area is being developed.</p>	<p>2, 3, 5, 6, 7, 8</p>
<p>Co-op Young Leaders programme, Peer Mediators, School Council, Eco Council, Leadership Team, Anti-Bullying Leads and Digital Leaders programme rolled out with badges, cap, certificates and membership enrollment</p> <p>Anti-bullying membership £425</p> <p>Caps, kit, bages, play equipment £750</p>	<p>Our Student Leadership programmes draw on the EEF's principles of peers learning from their peers. Clear time and investment in these student leader programmes will impact on the independence of our pupils but also allow us to move towards a more explicit peer tutoring programme. The EEF outlines peer-tutoring peers as a low cost and high value concept.</p> <p>Peer Tutoring</p>	<p>2, 3, 4, 5, 6, 8</p>
<p>Trips, experiences planned for the 'Portland 50'</p> <p>Trips/residentials</p> <p>£3,000</p>	<p>The Social Mobility Commission outlined that disadvantaged children do not have the life skills and experiences and 'cultural capital' to drive forward as their peers will. Schools have to create opportunities to address this cultural gap as it primarily impacts on language acquisition, cultural understanding and learning connections.</p> <p>Against The Odds</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9</p>

Total budgeted cost

Total budgeted cost	£121,498
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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 2020 to 2021 academic year.

Pupil Premium Strategy Outcomes

To develop a culture where communication, language and literacy is at the heart of our curriculum

Huge developmental strides have been made in our CLL climate with our Early Years team capturing developmental entry points much more effectively now to demonstrate our progress across the year including Welcomm assessments. It is clear that our curriculum, teacher CPD and 1:1 Speech and Language tuition is now geared towards impacting on CLL in key year groups so there is a real sense of this area being at the heart of our curriculum.

Summer 2022 EYFS demonstrated 57% of our pupils hitting the expected standard despite their significant developmental issues on entry into the school; this was the academy's target at the beginning of the year and we are proud to have made it.

Similarly, out of the 18 children in need of enunciation speech and language intervention, now only 6 are still on the programme a year on; this demonstrates effective investment into our internal and external specialists in this area.

In KS2, although our target of 60% PP children hitting ARE was an ambitious target and it was not hit, in RWM the gap continued to close significantly between our disadvantaged cohort and our ARE achieving non-disadvantaged cohort moving from a 40%+ differential across all areas to -16.6% gap in reading, a -12% gap in writing and maths and a -25% gap in GPS. This demonstrates increasingly more effective practices.

We have better developed reading influences in our school now with a clear programme of early identification, acceleration and daily practices in this area. Children recognise reading as a key and integral skill which opens the door to their future now but only a move from 40% to 50% of children own books at home to read.

We did not hit our target of 80% of disadvantaged pupils meeting the expected standard in Phonics in Y1, we did achieve our highest standard of phonics in several years with 68% of children meeting standard. Two leavers due to social housing exiting our school just prior to phonics screening checks prohibited us meeting the expected standard for the first time; this is our prediction for this year. Of our disadvantaged cohort, 50% of them met the standard. This is an improvement of 30%+ but not where we need to be yet.

NEXT STEPS:

Further develop parental engagement and invest in a campaign to increase literacy skills through reading for pleasure; this will include investment into a library, making explicit links with Sp+L resources and books and ensuring plenty of opportunities to take home inspiring texts to read with their families.

Monitor impact of Sp-L 1:1 intervention to document individual's progress who are still on the enunciation programme

Continue to keep disadvantaged children at the heart of our drive for improved standards maintaining our CLL focus with a fuller emphasis on addressing explicit vocabulary gaps
Further develop reading in school with a take-home book system (library/class readers) to ensure this skill can be practised at home and a love of books better nurtured.
Meet Phonics Screener Check expected standard with disadvantaged children targeted most effectively for accelerated progress.

To improve pupils' attendance, engagement and behaviour for learning through effective relationships and parent partnerships

This is an area where we have a spiky profile; children are much more engaged and behaviour for learning greatly improved (evidenced in Trust reviews, moderation of written work and new numerical behaviour system), however our attendance has been slowly declining over time with a new strategy to address this being developed for 2022-23. This decline is a marginal 2% from 95% to 93% but we recognise that more needs to be done in this area.

Our disadvantaged pupils' attendance is above 90% in Year 1 of PP strategy (currently persistent absenteeism is at 19.4%) and our overall attendance put us top out of the 12 local cluster schools and second from top out of all of the CAT academies. With persistent absenteeism of over 35% however, we maintain our high levels of vigilance and challenge and we are proud of how our whole school tackles absenteeism led by our incredible Attendance and Welfare Officer.

Our Regional Director reports identifying significant improvements in behaviour for learning in KS2 with targets for improvement in meeting ALL children's needs in EYFS and KS1 our next step. Visitors including Trust SEND Director report significant improvements in our support for children with significant attachment and trauma difficulties outlining how less learning is being disrupted due to these behaviours; in 2022-23 we want to develop this further with specialist staff bringing trauma-informed practices into our academy.

Our breakfast club for disadvantaged pupils has impacted on the punctuality and attendance of a couple of key families who now engage well with us; we would love to open up the breakfast club to a larger community and make tangible inroads into attendance of many more families (budget constraints currently prohibit this)

Our pupils now describe many aspects of their learning really positively and there is evidence of recalling key information across all subjects including in the foundation subjects, as evidenced in the pupil voice feedback on Academy Review day (4th Nov 2022)

Our YourVoice Parent survey was completed by more parents than ever before, but this was only 40%, 10% less than our target of 1 in 2 parents. A more focused strategy targeting families will form part of this engagement strategy in 2022-23.

We are thrilled with the progress of our parent engagement this last year with over 60% of our families in all year groups engaging with workshops and PSHE drop-ins and stay-and-plays. We had 100% engagement for our whole school nativities and performances (Dec 2021) and over 90% engagement in our Parents Evenings and our Phonics workshops (Nov 2022).

There has been a continued improvement in number of orange and red behaviour incidences due to improved emotional regulation and embedded 'Ways of Being' but due to our new restorative processes (in line with our trauma-informed practices) we have overhauled our Behaviour Policy (not yet published to governors) and we hope to demonstrate the impact on behaviour across the next academic year due to our effective PP spend on this area.

NEXT STEPS:

- Develop new Attendance Strategy with Working Group
- Tackle improving Behaviour for Learning in EYFS and KS1 with the same successful strategies i.e. focused enrichments, competitive sports, improved parent engagement etc
- Ensure an expanded breakfast club stays on the horizon
- Allow newly appointed trauma-informed practitioners time to develop school's climate and culture, working with behaviour consultants and external practitioners to support accelerated progress in this key area
- A more focused strategy targeting families to respond to the YourVoice survey 2022-23 will form part of our engagement strategy
- Continue to develop our parent engagement strategy bringing in drop-ins for parenting and opportunities for us to sign-post key charities and supportive organisations (this is an area we are moving closer to achieving as our families trust in us much more)

Externally provided programmes

Programme	Provider
3 x full days for upper KS2 pupils on 'shape and space'	PET-XI