

Pupil premium strategy statement

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Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Willow Green Academy
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years
Date this statement was published	07/09/22
Date on which it will be reviewed	23/07/25
Statement authorised by	D Irving
Pupil premium lead	C Parkinson
Governor / Trustee lead	K Steel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 83,045
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 83,045

Part A: Pupil premium strategy plan 2

Statement of intent

Willow Green Academy we are committed to raising the achievement for pupils who are eligible for Pupil Premium and are committed to the notion that, with the correct support, these pupils can succeed both academically and developmentally. We also recognise that many, but not all, of our pupils who are eligible for Pupil Premium need to make accelerated progress compared to non-eligible pupils to achieve this. We, as a school, are able to determine how best to use the Pupil Premium grant to support pupils and raise education attainment and have created an overall package of support aimed to tackle a range of barriers as specified in the PP spending plan attached.

Our ultimate aim is that our pupils who are eligible for Pupil Premium receive the highest level of teaching, additional support and high-quality experiences to ensure they achieve outcomes at least in line with their peers. We also recognise the importance of supporting non-academic elements of pupils' development in ensuring they are fully prepared and equip for the future.

We have adopted a tiered approach when developing this pupil premium plan to ensure that we achieve an effective level of balance between the development of teaching, the provision of targeted academic support and wider strategies which can impact on pupils' development and outcomes. This approach enables us to address the challenges to achievement that we have identified for the pupils at Willow Green Academy.

Our context: Willow Green Academy has 207 children on roll (F2-Y6). 45% of the children are girls and 55% are boys. 8.2% of our children are classed as EAL, 7% minority ethnic, 14% SEN support and 2% LAC.

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 intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 intervention
- Target funding to ensure that all pupils have access to educational visits, residential and first-hand learning experiences
- Provide opportunities for all pupils to participate in WOW activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom. This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Challenges

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

Challenge number	Detail of challenge
1	Pupils entering the EYFS with language and listening skills below their developmental age and stage. Evidence continues to demonstrate that pupils lack strong communication and interaction skills and demonstrate the use of only a limited and restricted range of vocabulary.
2	Pupils achieve well by the end of KS2 but PP pupils do not yet achieve in line with their peers.
3	PP pupils are not achieving the higher standard in reading, writing and maths at the end of KS1.
4	Increase in the number of pupils requiring support for SEMH indicates a clear need for a focus on well-being support. Pupils in distress find it hard to self-regulate which impacts on learning and a long period of disruption and time away from the classroom due to COVID-19 has impacted on well-being, emotional development and learning behaviours . A significant proportion of disadvantaged pupils come from families who have, or have recently had, social care involvement.
5	Lack opportunities for the development of social interaction skills has resulted in social and emotional issues impacting on behaviour, learning behaviour, academic aspirations, self-esteem and teamwork .
6	Pupil attendance is not in line with national and persistent absence is above national data for PP children.

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
Continued improvement in outcomes for Reading, Writing and Maths across the academy.	Outcomes in RWM will remain well above the national average for all pupils, including disadvantaged. GD outcomes in KS1 and Ks2 will be above national average. % of pupils achieving GLD will be above national.
Phonics data will show continued year-on-year improvements.	Phonics outcomes for the Y1 cohort will remain above the national average. Phonics outcomes for disadvantaged Y1 pupils will be above the national average.
A significant improvement in pupils communication interaction and oracy skills will lead to improved outcomes.	In year data will show an increase in outcomes in EYFS for C&L and those children achieving GLD. Pupils across the academy will show progress in all areas of oracy, language and vocabulary development. In year attainment/tracking data will show and upward trend in progress and outcomes.
SEMH support will positively impact on the wellbeing and outcomes of all pupils.	There will be a reduction in the number of pupils requiring targeted SEMH support and a reduction of pupils accessing support from external agencies.
Pupil engagement and aspiration	Children will be ready to learn and enthusiastic. Attention and engagement towards their learning will develop strong, resilient learning behaviours.
Attendance	Attendance will be > 96%. Attendance for pupils eligible for PP funding will be above 96% PA will reduce and will be well below national average for all pupils.

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: £ 27,334

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff CPD for Phonics (RWI training)	<p>Prior to 2021 -2022 the teaching of phonics had been disrupted resulting in gaps in phonics understanding. Having closed the gaps considerably, phonics remains a priority for the school to ensure that pupils are given the skills they need to support their reading.</p> <p>As part of the 3 year strategy, all teachers and support staff will receive ongoing training, coaching and appropriate resources to deliver the RWI phonics scheme effectively and with fidelity. New staff will receive comprehensive training and the school will continue to receive support from accredited RWI training providers. This will continue to ensure ongoing monitoring, assessment and bespoke, tailored support will be offered throughout the academic year.</p> <p>Evidence</p> <p><i>Overall, the evidence base related to the impact of phonics on reading is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial.</i></p> <p><i>Several robust studies of phonics programmes in English have been published in recent years. The findings show that phonics programmes can be effective in English schools, but also underline the importance of high-quality implementation. (EEF)</i></p> <p><i>Internal tracking data at Willow Green indicates that there are significant gaps in pupils' phonics knowledge particularly for those children currently in FS2/Y1 (2021-2022) cohorts.</i></p> <p><i>The further upskilling of all staff through this robust, ongoing CPD model will help to provide consistent and high-quality teaching of phonics across the academy and ensure outcomes are well above national average benchmarks for phonics. Tracking will also demonstrate accelerated progress in the reading skills and levels for all children.</i></p>	1,2,3,4
Whole school CPD for language and vocabulary rich writing strategy (Talk for Writing)	<p>At Willow Green we have acknowledged that there is a need to improve pupils Communication, language and vocabulary skills. These fundamental skills remain crucial in the development of all other aspects of learning and development, across all subjects.</p> <p>The T4W writing strategy an engaging teaching framework developed by Pie Corbett and supported by Julia Strong. It is powerful because it is based on the principles of how children learn. It enables children to imitate the language they need for a particular topic orally, before reading and analysing it, and then writing their own version. The writing process is centred</p>	1,2,3,4

	<p>around oral practise, vocabulary development and vocabulary manipulation.</p> <p>Providing a progressive and consistent approach to writing will develop our learners' vocabulary, oracy, articulation, problem solving and critical thinking skills alongside their skills and love for writing.</p> <p>Ongoing CPD and staff development will enable us to continue to drive improvements and outcomes across the school in writing.</p> <p>Evidence</p> <p><i>All pupils appear to benefit from approaches which focus on the development of oral language, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress).</i></p> <p><i>Approaches which explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school, and when they involve active and meaningful use of any new vocabulary.</i></p> <p><i>The T4W CPD that teachers will receive will help to ensure that our pupils are learning in a vocabulary rich environment, continually developing their oracy skills and improving writing outcomes. This writing strategy will also enhance pupils' love for stories, reading and writing. (EEF)</i></p>	
<p><i>Whole school CPD for ORACY (Voice 21 project)</i></p>	<p>At Willow Green we have recognised a need across the academy to develop all aspects of oracy, communication and language. Historically, pupils at Willow Green enter with lower than expected communication and interaction skills. Early identification in the Early Years setting continually highlights Speech and Language as the primary need for our SEN pupils.</p> <p>Similarly, internal tracking, monitoring and teacher assessments have identified the development pupils' oracy skills as a significant and broad need across the school.</p> <p>Evidence</p> <p><i>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.</i></p> <p><i>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</i></p> <p><i>Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</i></p> <p><i>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</i></p> <p><i>*EEF</i></p> <p><i>Spoken language skills are one of the strongest predictors of a child's future life chances but too many children are not given the opportunity to develop these crucial skills.</i></p>	<p>1,2,3,4,5</p>

	<p><i>On entry to school, disadvantaged children's spoken language development is significantly lower than their more advantaged peers. If not addressed, these gaps grow as children move through school. Widening from just a few months aged six, to five years' difference by the age of 14. On leaving school, children with poor verbal communication skills are less likely to find employment and more likely to suffer from mental health difficulties.</i></p> <p><i>*Voice 21</i></p>	
<p><i>Development of the whole-class teaching of fluency and comprehension skills (specific focus on vocabulary)</i></p>	<p>Outcomes in reading remains strong however monitoring indicates a need for the development of pupils reading fluency, prosody and also their deeper understanding and use of vocabulary.</p> <p>This CPD, development and implementation of the academy 'Whole-Class' reading strategy and approach, supported by the Reading leader and reading leaders across the trust will train teachers on how to effectively teach reading fluency and prosody and will also provide a mechanism for assessing these elements of pupils reading skills to ensure the gaps are identified and targeted effectively.</p> <p>Evidence</p> <p><i>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</i></p> <p><i>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</i></p> <p><i>The leadership team at Willow Green are aware that wide range of reading strategies and approaches can be successful, but they need to be taught explicitly and consistently. By streamlining our focus on the specific identified areas of fluency, prosody and vocabulary development and understanding we aim to target the gaps already identified through our whole school assessments. This strategy compliments and is complimented by the oracy and T4W approaches.</i></p>	1,2,3,4,5
<p><i>Reading + (Online reading programme aimed at developing reading efficiency and comprehension) Ks2</i></p>	<p>As a supporting mechanism to the developments of the teaching of reading within the whole class reading sessions, pupils in Ks2 will have access to the reading plus programme. The programme offers individualised and tailored support and challenge for readers and focuses on the development of comprehension skills by targeting and supporting reading fluency.</p> <p>At Willow Green, Reading Plus is used within the school timetable and also accessed by pupils at home.</p> <p>Evidence</p> <p><i>On average, reading comprehension approaches deliver an additional six months' progress. Successful reading</i></p>	2,3

	<p><i>comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</i></p> <p><i>(EEF)</i></p> <p><i>There are some indications that computer-based tutoring approaches can be successful in improving reading comprehension ...particularly when they focus on the development of strategies and self-questioning skills. (EEF)</i></p> <p><i>Reading plus is an intelligent system which continually assesses pupils reading fluency and comprehension and tailors the content and challenge appropriately. Teachers can access data and this is used to inform the reading provision, support and assessments in school.</i></p> <p><i>Seventy percent of non-proficient students read inefficiently—they struggle to move their eyes smoothly and comfortably over lines of texts at an appropriate rate. These students are often assessed for gaps in foundational skills and comprehension, when the actual hurdle is reading inefficiency. As a result, these inefficient readers often receive instruction and practice for the wrong issue and continue to struggle. Reading Plus not only assesses efficiency, but also measures and increases motivation and comprehension. Students are given choice and control to practice at their own pace with a program that uses adaptive technology in a truly meaningful way. (*Reading plus)</i></p>	
<p><i>Early Years CPD (Communication and interaction)</i></p>	<p>We recognise the need to wherever possible enhance and develop our staff to be able to promote strong communication and interaction within the Early Years setting. We also understand the impact that developing high-quality C&L skills Early Years can have on pupils development and academic success.</p> <p>Through this CPD, delivered in house and supported by specialists from the wider trust, we aim to develop an Early years environment focussed heavily on the development of language, oracy and interaction, targeting an area which is a key priority for our children.</p> <p>Evidence</p> <p>Once early years provision is in place, improving the quality of provision, for example by training staff to improve the interaction between staff and children, appears to be more promising than increasing the quantity of provision (by providing extra hours in the day), or changing the physical environment of early years settings.</p> <ol style="list-style-type: none"> 1. High quality provision is likely to be characterised by the development of positive relationships between staff and children and by engagement of the children in activities which support pre-reading, the development of early number concepts and non-verbal reasoning. <p><i>(EEF)</i></p>	1,2,4

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

Budgeted cost: £ 26,934

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Oral language interventions (including designated SALT)</i>	<p>Assessments within EYFS indicate clearly that pupils Communication and interaction represent one of the most significant barriers for our pupils at Willow Green. Speech and Language support accounts for a significant proportion of our intervention for our SEN and PP children, particularly in Early Years and Ks1. Communication and language interventions (including discreet Speech and Language programmes) will be delivered by trained support staff. The academy will continue to enlist the support of the Local Authority Speech and Language Therapist who will support with the assessment of pupils, training of staff and formulation of intervention programmes. Support for parents will also form a significant element of this intervention and provision. Early identification and intervention has historically proved extremely successful at Willow Green and has resulted in significant progress for the pupils who have undertaken the intervention.</p> <p>Evidence</p> <p><i>Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. There is also consistent evidence supporting reading to young children and encouraging them to answer questions and to talk about the story with a trained adult. A number of studies show the benefits of trained teaching assistants effectively supporting both oral language skills and reading outcomes.</i></p>	1,2,3,4
<i>Reading comprehension interventions (small group and 1:1)</i> Ks1/Ks2	<p>To further support to development of pupils' reading and comprehension skills, small group comprehension interventions will be run by teachers and support staff across Ks1 and Ks2. These sessions will aim to use current tracking and assessment data to target specific gaps and accelerate progress for pupils. This support will take the form of discreet small group session or will be targeted comprehension support within lessons.</p> <p>Evidence:</p> <p>On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p>	1,2,3

<p><i>Maths Small group interventions for key skills (no more than 6 pupils).</i></p> <p>Ks1/Ks2</p>	<p>Tracking indicates an upward trend in pupils' fundamental maths skills, in particular the application of 'known facts' and knowledge into different contexts and when pupils are problem solving. Small group maths tuition and intervention, delivered by teachers and support staff, will continue to target these skills and close these gaps.</p> <p>Evidence</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	<p>2,3</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 31,859

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social and emotional learning and intervention and training. Staff trained on the Thrive approach to SEMH support.	<p>Internal tracking shows an increase in the number of pupils requiring support for issues related to social and emotional learning and well-being. Training our staff to be able to implement the Thrive approach (through whole class, small group and 1:1 learning) will enable us to support these pupils and thus give them the best opportunities to achieve.</p> <p>Evidence</p> <p><i>Students with SEMH needs bear the greatest disadvantage of all – one for which a cash premium itself will not resolve. If not addressed they will carry this with them throughout life despite economic prosperity or social mobility that often is deemed to resolve other “disadvantages”.</i></p> <p><i>Furthermore social, emotional and mental health (SEMH) can hinder a child’s ability to access education leading to their opportunities being significantly reduced. (Thrive)</i></p> <p><i>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months’ additional progress on attainment.</i></p> <p><i>Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important. (EEF)</i></p>	2,3,4
Social and emotional learning. (Whole-school)	<p>Implementing a robust and comprehensive whole-school programme for PSHE will enable our pupils to rapidly develop social and emotional skills. Support and CPD for teachers through this resource will also ensure that the quality and relevance of the learning will result in the greatest possible impact.</p>	2,3,4

<p><i>Jigsaw (PSHE)</i></p>	<p>Evidence</p> <p><i>Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.(EEF)</i></p> <p><i>Designed as a whole-school approach, Jigsaw PSHE / Health and Well-being provides a detailed and comprehensive scheme of learning for ages 3-16.</i></p> <p><i>Jigsaw is a unique, spiral, progressive and effective scheme of work, aiming to prepare children/young people for life, helping them really know and value who they are and understand how they relate to other people in this ever-changing world.</i></p> <p><i>Jigsaw PSHE connects the pieces of Personal, Social and Health Education, emotional literacy, social skills and spiritual development.</i></p> <p><i>(Jigsaw)</i></p>	
<p>Music tuition and provision.</p> <p><i>Arts participation.</i></p>	<p>We are committed through our Willow Green ASPIRE ethos to ensure that all learners have the best possible experiences. As part of this, all pupils in Ks2 will receive tuition for a musical instrument (woodwind and percussion) and those eligible for pupil premium funding will have access to free small group / 1:1 tuition (extra-curricular).</p> <p>This provision will also include participation in the Young Voices event and a whole-school Bollywood music and dance event.</p> <p>Through this provision we will continue to widen pupils' experiences and skills in relation to music, engage and spark interest in taking up a musical instrument and having a positive impact on their well-being.</p> <p>Evidence</p> <p><i>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity.</i></p> <p><i>Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science.</i></p> <p><i>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of a</i></p>	<p>4,5,7</p>

	<p><i>positive link between music and spatial awareness and between drama and writing.</i></p> <p><i>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. EEF</i></p>	
Classroom Kitchen SLA	<p>To further educate and inspire our children into living a healthy lifestyle we have introduced another layer of curriculum relating cooking, nutrition. Classroom kitchen gives our teaches access to our teacher training kits, risk assessments and resources to build your cookery curriculum. We will provide opportunities for the pupils to experience a range of cooking skills and cuisines.</p> <p>Evidence:</p> <p>Monitoring and pupil voice show our pupils do not prioritise healthy living and healthy choices. This wider experience will allow pupils to explore, learning and apply their knowledge and skills. The Wider benefits of these types of interventions, such as more positive attitudes to learning and increased well-being have also consistently been reported.</p>	
Uniform provided to all pupil premium pupils	<p>As a school we are committed to supporting all members of our community. It is crucial that all of our pupils feel included, proud and confident in their place in school and therefore aim to support them wherever possible. We will provide new uniform to all pupils eligible to pupil premium funding to ensure our pupils feel proud and confident as members of our school.</p> <p>Evidence</p> <p>There is a general belief that school uniform leads to improvements in pupils' behaviour. It is important to remember that improved behaviour, on its own, does not necessarily lead to better learning, though it may be an important precondition. (EEF)</p>	4,6

Breakfast Club provision	<p>Breakfast club provision provides essential support for some of our families and our children. This not only provides pupils with access to a nutritious breakfast and the correct start to the day.</p> <p>We understand that children who come to school hungry are less attentive, are likely to be more disruptive and less likely to understand and remember the day's lessons. Our provision is open to all children across the school and free for any children eligible for pupil premium funding or any pupils/families who are deemed as in need of support.</p> <p>Breakfast club provision will also be targeted at pupils with poor attendance.</p> <p>Evidence</p> <p>Gains are likely to be the result of the content or context of the school breakfasts, rather than of increasing overall breakfast consumption.</p> <p>Behaviour and concentration in the classroom improves substantially as a result of the breakfast club provision, suggesting that a better classroom learning environment is an important mechanism through which the intervention might improve attainment.</p> <p>Pupil absences declined as a result of breakfast club provision, falling by almost one half-day per year.</p> <p><i>(EEF, Magic breakfast research project)</i></p>	1,2,4,
Forest schools (whole school access to curriculum lessons and extra-curricular clubs)	<p>Forest Schools is a nature-based approach to learning where trained practitioners nurture learner-led exploration and discovery, nurturing meaningful experiences for positive lifelong impacts. Wellbeing is the foundation of the practice and through recognising the social, emotional and physical needs of participants the lessons provide the guidance and facilitation for pupils to spend time in nature.</p> <p>Through creating learner inspired experiences based on exploration and discovery, Forest schools recognise opportunities to mentor holistic growth over the course of long-term programmes. For us at Willow Green , this enables us to provide opportunities which target and develop the skills of teamwork, collaboration, tenacity and oracy all in the context of the outdoors and an active learning experience. This fits perfectly with the needs of our pupils.</p> <p>Evidence (EEF)</p> <p><i>Outdoor adventure learning typically involves outdoor experiences, such as climbing or mountaineering; survival, ropes or assault courses; or outdoor sports.</i></p> <p><i>Adventure education usually involves <u>collaborative learning experiences</u> with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see</i></p>	1,3,4,5,7

	<p><i>also <u>Metacognition and self-regulation</u>) may also be involved.</i></p> <p><i>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning</i></p>	
Educational visits	<p>All pupils will experience WOW experiences in their learning. This will take the form of a termly/half termly activity linked to their curriculum area.</p>	7

Total budgeted cost: £ 86,127

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

- Investment in the RWI phonics schemes, associated resources and training, accompanied with significant allocation and requisition of leadership time has resulted in outstanding outcomes for PP pupils in phonics. In Y1 86% of PP pupils passed their phonics screening test (compared to 62% Nationally), putting them in the best possible position on their journey into reading.
- In KS2, the targeted and consistent maths intervention, CPD and support we implemented has had a significant impact on the outcomes for our pupil premium children with 92% achieving the pass mark in the maths SATs. (National, 2022, 56%)
- In addition, our pupil premium children in KS2 performed well in relation to combined (RWM) outcomes with 67% of our PP pupils achieving the expected standard. (National 2022, 43%)
- PP pupils performed well above national benchmarks in KS2 SATs for Reading with 83% achieving the expected standard (National 2022, 62%)
- Progress measures for PP pupils also showed positive progress from Ks1 -
Reading +0.5 Writing + 0.3 Maths +2.1
- Across the school tracking indicates that the gap is continuing to close closing between PP and Non-PP pupils.
- Across the school there has been a positive trend in a reduction of PP pupils requiring intensive SEMH support. Case studies show the positive impact of our social/emotional and pastoral interventions for these pupils.
- PP pupils continue to make good progress as a result of the targeted SALT support provided.
- There has been a significant reduction in the number of PP pupils/families subject to CP plans.
- QA indicates strong behaviour and attitudes and positive learning behaviours across the academy.
- Tracking shows increased participation on extra-curricular clubs and activities including sports clubs and clubs associated with the Arts.

Externally provided programmes

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

Programme	Provider
Talk for Writing	Talk for Writing
Read Write Inc	Ruth Miskin

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)