

Pupil premium strategy statement:

Bishop Alexander L.E.A.D Academy

This statement details our school's use of pupil premium (and recovery 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
Number of pupils in school	221
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	N.Spencelayh
Pupil Premium Lead	S. Ward
Governor / Trustee lead	K.Soares

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 95,619
Recovery premium funding allocation this academic year	£ 0
<p>Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)</p> <p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	£ 0
<p>Total budget for this academic year</p> <p><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></p>	£ 95, 619

Part A: Pupil premium strategy plan

Statement of intent

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their full potential, including progress for those who are already high attainers. We recognise the importance of equipping children with the necessary skills and values required to succeed both academically and socially by providing them with access to a variety of exciting opportunities and a rich and varied curriculum. High-quality teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap.

Our intention is that we provide a broad and balanced education for disadvantaged pupils, enabling ALL pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in a variety of situations, no matter what their starting points are.

We recognise that our vulnerable pupils face many challenges, including the impact of the pandemic, and it is our role to help overcome these, in order that they achieve in line with their peers. We are passionate about raising aspirations for our pupils, and supporting them to achieve their career choice, irrespective of their own circumstances.

Our strategy is based on knowing our pupils well; this is both as a learner and as a person.

Our vision is to ensure that teaching and learning meets the needs of all pupils.

We recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered, or qualify, for free school meals. As a result, we allocate pupil premium funding to support any pupil or group of pupils the school has legitimately identified as being socially disadvantaged.

We want to understand our pupils lived experience and, where needed, support them and their families to overcome challenges, which may impact on their learning.

We will:

- Assume every child 'can', and ensure all learning is challenging.
- Provide interventions and individualised learning at the point of need.
- Provide, or signpost to other agencies, support that affects the ability to engage fully with education.

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;
- target funding to ensure that all pupils have access to trips, residential and first-hand learning experiences;
- provide opportunities for all pupils to participate in enrichment activities including sport and music;
- provide appropriate nurture support and support for disadvantaged children and their families.

Challenges

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

Challenge number	Detail of challenge
1	Reducing persistent absence of a number of pupils, in particular those also with SEND, PA & Disadvantaged Pupils. Although attendance has been on the whole, closer to National Figures, there are some ongoing challenges relating to this.
2	Increase reading & writing attainment and progress for disadvantaged pupils. The pupils read less at home and were more affected by the school closures in this area of learning. This has led to challenges across the curriculum in relation to comprehending what is being asked of them and accessing learning. Pupils writing is improving but the writing model continues to be developed and adapted to meet needs of children across the academy. We have an overall lack of engagement with reading at home.
3	Ensuring that there is an increase in the number of disadvantaged pupils working at Greater Depth across all subjects. Staff confidence is improving but is recognised as a development area with this. A lack of parental support provides challenges with this additionally.

4	Disrupted Home Life – internal and external assessments show that many of our disadvantaged pupils are impacted by unsettled lives at home. There has been a published 117.3% increase in Anti-Social Behaviour, in the last 12 months, within our catchment area. This negatively impacts upon their learning mind-set and creates significant distractions and affects mental health and well-being. Family upheaval and disruption, impacts our children greatly.
5	Limited opportunities for wider experiences – discussions, assessments and observations suggest that our children suffer from limited experiences beyond their local community – impacting upon their emotional needs and aspirations. This particularly affects our disadvantaged pupils and their ability to draw upon experiences, outside of school, to enhance their connections with the curriculum on offer, and the wider world. A recent finding is that out of our entire Y6 cohort, only 3 children experienced a Fireworks Display. This highlights the challenge.

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
To reduce persistent absence across all groups	<ul style="list-style-type: none"> - PA is not higher than National Average - - Evidence shows improvement in attendance, across identified areas of concern, to be better than National Average - Further, enhanced, recognition and reward implemented
To improve attainment and progress in Reading & Writing across the Academy	<ul style="list-style-type: none"> - To raise outcomes for disadvantaged in reading & writing, by at least 8%. - More disadvantaged pupils are reading at home and the profile and engagement with reading is higher, across all pupils we expect to see weekly reads increase by 10% across all year groups - Pupils make positive progress to enable them to attain well, at least 0.1 in all subjects.

	<ul style="list-style-type: none"> - Writing scheme adapted and made bespoke to the needs of children across the academy - Children are able to 'see' themselves in our curriculum, collated from Pupil Voice - Bespoke class books/library books purchased for EDI, for example, Multicultural/Behaviour/SEND/Travellers
To increase the number of Pupil Premium Pupils achieving Greater Depth across the curriculum, including foundation subjects	<ul style="list-style-type: none"> - To increase the number of disadvantaged pupils attaining GD combined, by at least 5%.
To support individual pupils and families, so that the impact of external factors on educational learning, is minimised.	<ul style="list-style-type: none"> - - Pupil and Parent voice demonstrates the impact of the support - Dialogue between both internal and external professionals, demonstrates positive impact. - Pastoral support enables families to be more self-sufficient and sustainable
To support the pupils and families to access wider opportunities and experiences	<ul style="list-style-type: none"> - Clear pathway of experiences on offer. - Parents and children can access opportunities beyond the school day e.g. Trips/Visitors/Reading Books/Residentials/Uniform/Breakfast Club
To immerse our disadvantaged families in a bespoke curriculum which they can 'see and feel themselves in'	<ul style="list-style-type: none"> - Pupils' speech and written work shows an increased use of higher-level vocabulary, both applied and understood, due to a feeling of ownership and empowerment from within the curriculum provision - Bespoke class books/library books purchased for EDI e.g. Multicultural/Behaviour/SEND/Travellers

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: £ 39, 317

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading & Writing:</p> <p>Accelerated Reader – Reading Comprehension Software</p> <p>Reading Plus Reading Scheme embedded</p> <p>Interventions will successfully meet the needs of identified pupils. Reading is planned in all sequences of work across all subjects</p> <p>Bespoke Writing Model developed and created</p>	<p>Phonics/Reading Scheme has a positive impact overall (+5 months) progress as a minimum, and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics</p> <p>Children who cannot read make progress in standardised tests against benchmarks</p> <p>https://researchschool.org.uk/hampshire/news/modelling-in-writing#:~:text=In%20the%20context%20of%20a,window%20into%20the%20entire%20process.</p> <p>https://www.readingrockets.org/topics/writing/articles/importance-teaching-handwriting</p>	<p>2,3,</p>

<p>Daily handwriting scheme implementation across the Academy – Staff CPD Twilight CPD from Regional Expert</p> <p>Daily implementation of Accelerated Reader and monitoring/target setting relevant to age range</p> <p>Accelerating Progress Leader appointed to SLT and half-termly monitoring of outcomes ensures pupils are prioritised to narrow attainment gaps, across all year groups.</p> <ul style="list-style-type: none"> - Daily and high-quality intervention 	<p>They help take learners from the early days of learning letter sounds to fluency and confidence when tackling a wide range of books. Good reading schemes will gradually increase the level of challenge to match the child's understanding of phonics (phonics being the way letter sounds can be combined to give us words).</p>	
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<p>reading for children who cannot encode, decode and read with fluency</p> <ul style="list-style-type: none"> - Promote and develop parental links, particularly in Early Years, through drop ins, coffee mornings, workshops, planned joint activities and celebrations such as Theme outcomes. - Review the expectations, provision and communication for reading at home. - Timetable arrangements will be considered so that children have the opportunity to read more, a 	<p>If children enjoy reading, they read more frequently and become better readers. If teachers and those who work in schools know about the best children's literature available they will be able to share that with the children they teach and encourage them to be inspired as readers and motivated to read for themselves.</p> <p>https://clpe.org.uk/blog/choosing-and-using-quality-texts</p> <p>In the context of a primary classroom, the use of modelling is integral. Acknowledging that expecting children to dive into writing without any input is like setting sail without a compass.</p>	
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<p>class text is read to the children daily, exposing them to high quality modelling of reading for pleasure, increasing their exposure to vocabulary and stamina across other areas of the curriculum –reading of a purposefully chosen class text, relevant to age range and meeting the curriculum roadmap</p> <ul style="list-style-type: none"> - Use of weekly library time developed with purpose and organisation. <p>Children have quality texts read to them regularly and join in class discussion about</p>	<p>Modelling within the primary classroom goes beyond just showcasing the end result; it's a window into the entire process.</p>	
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texts regardless of their attainment		
Modelling explicit on working walls/displays for Reading and Writing Model		
<p>Greater Depth:</p> <ul style="list-style-type: none"> - Resources – Maths Mastery Hub for Maths Leader and SLAM project implemented - CGP Homework Books for EYFS - SUMDOG - CPD – External and internal training as part of NCETM regional hub. - CPD Training and coaching as part of the Academy 	<p>Mastery Specialists are classroom-based practitioners who develop expertise in mastery and lead Work Groups to support other schools and teachers locally.</p> <p>https://www.ncetm.org.uk/maths-hubs-projects/primary-mastery-specialists/</p> <p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>There will be an upward trend in pupils achieving GLD in EYFS, passing the phonic screening check in year 1 and the attainment of pupils at KS1 and KS2 SATs will be at National Average</p> <p>https://researchschool.org.uk/hampshire/news/modelling-in-writing#:~:text=In%20the%20context%20of%20a,window%20into%20the%20entire%20process.</p>	2,3,4

<p>Improvement Plan.</p> <p>Implementation of Writing Model</p> <p>Writing and Reading Leader Release Time - Monitoring and Evaluation of Implementation – High, Quality First Teaching</p> <p>Purchase, CPD and Implementation of Structural Learning Approach</p> <ul style="list-style-type: none"> - CPD Internal and External Training from designer of programme 	<p>https://www.structural-learning.com/post/the-link-between-structural-learning-and-understanding</p>	
<p>Assessment:</p> <ul style="list-style-type: none"> -embed assessment processes across school - staff release time to embed key 	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/feedback-approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p> <p>https://education.gov.scot/improvement/learning-resources/dylan-wiliam-using-assessment-strategies-to-support-feedback/</p>	2,3

elements of Quality First Teaching - Cover Supervisor role (UQ2) to enable release time - Assessment Leader Training and CPD for staff		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Interventions - Daily 1:1 interventions as part of RWI programme & Steps to Reading &	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics https://www.highspeedtraining.co.uk/hub/how-to-promote-a-reading-culture-in-schools/	2

Reading Plus/Accelerated Reader		
Reading Interventions -targeted support for pupils underachieving/ not making expected progress (at least)	<p>Reading Interventions promote considerable impact upon Reading for pleasure:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://www.risingstars-uk.com/subjects/reading-and-ebooks/rising-stars-reading-planet/reading-planet-online-library?utm_source=google&utm_medium=PPC_landingpage&utm_campaign=Reading_ReadingPlanet_Online_PPC_search_22.9.20&gclid=EAlaQobChMI_e_GjJm0gQMV-4lQBh1qgA-TEAAYASAAEgKASPD_BwE</p>	2
Tuition – 1:1 before school.	<p>The average impact of the small group tuition is at least four additional months' progress, on average, over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	3
Maths Interventions -identified as pupils 'at risk of not achieving ARE'	<p>Two key findings from the research into the use of TAs for interventions shows:</p> <ul style="list-style-type: none"> - Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. - The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes. 	3,4

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 56, 302

Activity	Evidence that supports this approach
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<p>Attendance Team: Implementation of National Changes to Framework (Aug 2024)</p> <p>CPD delivered and weekly monitoring of procedures and expectations regarding knowledge</p> <p>Attendance Leader and Champion attending 'Attendance Matters' National Programme/Intervention support</p> <p>Inclusive Attendance approach – Developing a Whole School Approach to responsibility/accountability within new framework</p>	<p>Attendance Interventions: Rapid Evidence Assessment</p> <p>One of the findings from this report is that 'there is some evidence of promise for several strategies including parent responsive interventions that target the individual causes of low attendance'</p> <p>https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/</p> <p>https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</p>
<p>SUMDOG - maths and language games targeted to disadvantaged pupils to engage and work upon, at home.</p>	<p>Following some work with a small sample of pupils last academic year, we saw an increase in their progress following some breakfast club.</p> <p>We would like to develop this with targeted families and encourage this to continue in the home.</p>

<p>Create a pathway of experiences journey for a pupil.</p> <ul style="list-style-type: none"> - Support for funding of trips for disadvantaged pupils - Increase the number of clubs available to pupils - Provide opportunities for pupil responsibility and direction of the school development - Resourcing of the pathway and associated training - Provide uniform and bookbag for all disadvantaged pupils - Nurture Group - Play Leaders - Multi-Skills Coach for Positive Play 2x Weekly - Yoga Teacher - Weekly – focus on PP Pupils 	<p>Department for Education Research 2018 - A key finding from the research was that successful support for disadvantaged pupils requires a multi-faceted intervention. Rather it was about a suite of activities that, individually and together, made a positive impact. Strong leadership and a focus on the whole school was required. In addition, interventions across four areas were needed: academic extension; cultural enrichment; personal development; and addressing financial barriers to achievement. These intervention areas were supported by schools' partnership work with parents, universities and the wider community.</p> <p>https://pmc.ncbi.nlm.nih.gov/articles/PMC10280666/#:~:text=Yoga%20with%20children%20can%20allow,and%20promote%20positive%20mental%20health,source=pmc</p>
<p>Family Worker</p>	<p>EFF evidence suggests that the average impact of the Parental engagement approaches is about an additional four months' progress. There are also higher impacts for pupils with low prior attainment. There is evidence that parental support and engagement is more successful the younger the pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=educationendowmentfoundation.org.uk&utm_medium=search&utm_campaign=site_search&search_term=parental%20engagement</p>

<p>Marvellous Me App</p> <p>To share with parents the positive contributions the pupils are having during the school day.</p>	<p>This evaluation found a small positive impact on mathematics attainment and on decreasing absenteeism. While this result for parents is very low (a maximum of around £6 per pupil per year averaged over three years) making the intervention highly cost effective.</p> <p>Several studies of previous interventions that aimed to increase the involvement of parents in their children's education have found mixed results, including more intensive and costly projects. The evidence in the Teaching and Learning Toolkit also suggests that changing parental involvement, especially for parents of older students, such as those who took part in this project. The cost effectiveness of the approach and the technology to schools mean that communicating with parents through text messaging is an approach that school leaders should consider.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/texting-parents</p>
<p>Uniform</p> <p>Provide sweatshirt and book bag for all PP Pupils, yearly</p>	<p>Whilst it is acknowledged that uniform does not on its own increase attainment (EEF research), we believe it is important to support our pupils who are eligible, by removing this barrier.</p>

Total budgeted cost: £ 95, 619

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review 2023-24:

During the 2023-24 academic year the range of provisions put in place supported a rise in outcomes for Pupil Premium pupils. The outcomes for these groups were positive in relation to national outcomes for Pupil Premium Pupils.

Reading/Phonics:

The outcomes for the Phonics Screening were at **an all-time high of 97%**. This is the highest that the school has achieved.

This was achieved by:

- Staff worked hard to identify Key Stage 1 children in need of support via the RWI program.
- The Phonics Leader ran tailored programmes to meet the individual needs of identified pupils, focusing on phonics support, language development and reading comprehension as well as supporting parents on an individual basis.
- Phonics videos have been made available via the school website.
- Teaching assistants, in all year groups, have provided additional reading support (on an individual basis) to Pupil Premium children and other vulnerable pupils.

Writing:

A bespoke Writing Model has been identified and initiated by the Curriculum Team, and remains under constant review and evaluation to meet the needs of all of our pupils. The embedding of this, will occur this year.

High quality texts and interesting writing stimuli have been selected to support quality first teaching. It has been noted by all teachers that, since the pandemic, children's grammatical accuracy and ability to write for a sustained period, has been impacted. On that basis, much of the focus this year has been to motivate children's desire to write and subsequently edit their work.

Teachers provide daily feedback, and a feedback model across the Academy promotes 'feeding back to the learner' not just 'marking the work'. Children are made aware of their next steps and independence is promoted to ensure that the children take ownership for their learning and are able to identify their next steps and reasons why they have targets, or targeted support or intervention.

Additional support is given to identified vulnerable pupils (either by teaching assistants or the teacher) to embed and improve spellings and handwriting.

Maths:

Fluency is taught daily and the MTC outcome for Y4 last year shows **an increase of over 14%, to 67% achieving over 20/25.**

Key	Outstanding	Good	Expected	Just Below	Below
Attainment	10% or above	1% to 9% above	At	1% to 5% Below	6% or more below
Progress %	100%	99% to 95%		95% to 90%	Below 90% or more

READING															
Year	Pupils	Pupils	Non PP %	PP %	NA EXP +/- %	Gap between	Gap comparison %	Non PP %	PP %	NA GD +/- %	Gap between	Gap comparison %	Progress		
	PP	NPP			NA EXP=	NPP and PP	NA EXP =			NA GD=	NPP and PP	NA GD=	Non PP %	PP %	Compar
					60		-18			19		-12			%
6 (40)	21	19	79	52	-8	-27	-9	42	10	-9	-32	-20	100	100	0
5(26)	7	19	79	71	11	-8	10	21	0	-19	-21	-9	95	100	5
4(38)	16	22	77	31	-29	-46	-28	36	6	-13	-30	-18	91	88	-3
3(24)	7	17	71	57	-3	-14	4	24	0	-19	-24	-12	100	86	-14
					NA EXP		NA EXP			NA GD +/- %		NA GD=			
					54		-19			9		-13			
2(30)	9	21	86	33	-21	-53	-34	10	11	2	1	14	95	78	-17
1(30)	9	21	100	78	24	-22	-3	0	0	-9	0	13	100	100	0
WRITING															
Year group	Pupil	Pupil	Non PP %	PP %	NA EXP +/- %	Gap between	Gap comparison %	Non PP %	PP %	NA GD +/- %	Gap between	Gap comparison %	Progress		
	PP	NPP			NA EXP=	NPP and PP	NA EXP =			NA GD=	NPP and PP	NA GD =	Non PP %	PP %	Compari
					58		-19			6		-9			%
6 (40)	21	19	79	62	2	-17	2	37	10	4	-27	-18	100	95	-5
5(26)	7	19	47	57	-1	10	29	16	0	-6	-16	-7	100	100	0
4(38)	16	22	64	25	-35	-39	-20	9	6	0	-3	6	95	88	-7
3(24)	7	17	59	43	-17	-16	3	18	0	-6	-18	-9	76	86	10
					NA EXP		NA EXP			NA GD		NA GD =			
					44		-21			3		-7			
2(30)	9	21	71	33	-11	-38	-17	10	0	-3	-10	-3	76	78	2
1(30)	9	21	90	56	12	-34	-13	0	0	-3	0	7	95	100	5

MATHS															
Year	Pupils	Pupils	Non PP %	PP %	NA EXP +/- %	Gap between	Gap comparison %	Non PP %	PP %	NA GD +/- %	Gap between	Gap comparison %	Progress		
	PP	NPP			NA EXP=	NPP and PP	NA EXP =			NA GD=	NPP and PP	NA GD =	Non PP %	PP %	Cor
					59		-20			18		-9			
6 (40)	21	19	84	57	-2	-27	-7	42	10	-8	-32	-23	100	100	
5(26)	7	19	74	71	12	-3	17	16	0	-18	-16	-7	89	71	
4(38)	16	22	77	31	-28	-46	-26	14	0	-18	-14	-5	95	88	
3(24)	7	17	65	71	12	6	26	18	0	-18	-18	-9	82	86	
					NA EXP		NA EXP			NA GD +/- %		NA GD =			
					56		-19			8		-11			
2(30)	9	21	90	44	-12	-46	-27	14	11	3	-3	8	95	78	
1(30)	9	21	95	67	11	-28	-9	14	11	3	-3	8	100	100	

Combined															
Year group	Pupils	Pupils	Non PP %	PP %	NA EXP +/- %	Gap between	Gap comparison %	Non PP %	PP %	NA GD+/- %	Gap between	Gap comparison %	Progress		
	PP	NPP			NA EXP=	NPP and PP %	NA EXP =			NA GD=	NPP and PP %	NA GD =	Non PP %	PP %	Compar
					44		-22			3		-7			%
6 (40)	21	19	74	38	-6	-36	-14	26	10	7	-16	-9	100	100	0
5(26)	7	19	47	57	13	10	32	11	0	-3	-11	-4	100	100	0
4(38)	16	22	59	25	-19	-34	-12	9	0	-3	-9	-2	91	100	9
3(24)	7	17	47	43	-1	-4	18	12	0	-3	-12	-5	100	86	-14
					NA EXP		NA EXP			NA GD		NA GD =			
					41		-21			3		-7			
2(30)	9	21	71	22	-19	-49	-28	5	0	-3	-5	2	81	67	-14
1(30)	9	21	90	56	15	-34	-13	0	0	-3	0	7	95	100	5

Attendance Impact:

Attendance overall improved by 0.6% which is an additional 60+ days of learning for our pupils.

Individual groups, with multiple vulnerabilities, are a focus for the Academy Improvement Plan. SEND is the primary focus for the Autumn Term. Many Pupil Premium children overlap within this group.

The attendance team for 2023-24 has reduced the whole school gap, since September 2023.

In some year groups, as of Dec 2023, Pupil Premium were out-performing Non-Pupil Premium, with attendance. This picture remains a focus for this year.

This altered during the latter stages of last academic year but SEND and Pupil Premium continue to be focus groups for this academic year.

PA remains above National Average.

Overall:

Combined outcomes for **Y6** are **8% better than NA.**

Reading outcomes are **9% better than NA.**

Maths outcomes are **13% better than NA.**

Combined outcomes for KS1 are 21% below NA.

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
N/A	N/A

Service pupil premium funding (optional)

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

Further information (optional)

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