

The background is a solid blue color with several overlapping, curved, semi-transparent shapes in various shades of blue, creating a dynamic and modern aesthetic.

Pupil Premium Strategy Statement

Pupil premium strategy statement

This statement details our school's use of pupil premium 2022 to 2023 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.

Academy overview

Detail	Data
Academy name	Co-op Academy Woodslee
Number of pupils in academy	210- nursery-Y6 196- reception- Y6
Proportion (%) of pupil premium eligible pupils	40.28% (85 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	11.9.2023
Date on which it will be reviewed	30.09.2024
Statement authorised by	Katy Bergman [Central]
Pupil premium lead	Julia Haggett [Woodslee]
Governor / Trustee lead	Mark Williams/ Sarah Wolstenholme

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 91,665 (budget)
Recovery Pupil Premium Funding Allocation this academic year	£ nil
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ Nil
Total budget for this academic year	£ 91,665
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan
Statement of intent

Statement of intent

It is our intent to deliberately assign the Pupil Premium funding to provide first rate quality teaching across our academy through specific CPD. The Pupil Premium sits at the heart of a whole academy effort, with all staff at Woodslee understanding the strategy and their role within it prioritising the achievement of our children from disadvantaged backgrounds.

Objectives:

We intend to improve the outcomes of pupils from disadvantaged backgrounds in: academia; social, moral and emotional development; school attendance:

- 1. All disadvantaged pupils reach national expectations in reading, writing and maths; in social, emotional, moral and mental health development; in language acquisition.**
- 2. All disadvantaged pupils are 'ready' for Key Stage 3 socially, morally and emotionally.**
- 3. Academically able pupils from disadvantaged backgrounds perform well and receive just as much focus and opportunity as less academically able pupils.**
- 4. Professional development, training and support for teaching staff is consistent, appropriate and effective.**
- 5. Targeted support for pupils who are working below national expectations is appropriate and effective.**
- 6. All disadvantaged pupils meet and exceed the National attendance target.**
- 7. All disadvantaged pupils are prioritised and a series of non-negotiables are consistently applied across the academy.**

Ultimately, as a result of the sharp and rigorous focus on the impact of the Pupil Premium, our disadvantaged pupils leave Woodslee with aspirations beyond their circumstance and the foundation in their primary education from Co op Academy Woodslee secures that every disadvantaged pupil's aspiration is within their reach when moving into Key Stage 3. Our 'Mighty Oaks' become happy, healthy, empowered young people who participate and contribute to society positively. We know that the Premium alone will not close the gap, but, if the strategy is executed meaningfully, the focus it provides will improve teaching and improve outcomes for our children.

In order for every Pupil Premium child to receive excellent teaching, the teachers need to have a comprehensive understanding of the intended job and purpose of the Premium, to know the specific areas where the Premium is spent and the expected impact it will have when implemented meaningfully and with purpose. This plan outlines this.

This plan reflects the socio-economic and academic barriers that we have within our Woodslee family however some of these barriers are more prevalent as a result of lockdown and pupil's current lack of ability to retain previously learnt knowledge in basic skills.

Our strategy is embedded within the whole school ethos.

The key principles of our strategy plan:

1. **Feedback is a gift**
Improve teaching by improving the [quality of the feedback](#) our disadvantaged children engage in. [Evidence](#) informs us that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. The impact of improving feedback both written and oral to learners is + 6 months and shows high effects on learning.

2. **It ain't what you do, it's the way that you do it**
Professional Development is the bedrock of [High-quality teaching](#). Creating opportunities for additional time and space for teachers to prioritise continuing professional development is crucial for disadvantaged children at Woodslee, especially in Reading, Writing and Maths. Reflection and self evaluation are core principles for teachers to live by in assessing the quality of provision for our pupil premium pupils.

3. **If it's not written down, it didn't happen**
Care and commitment using evidence based research to inform decision making on the intended spend of the Premium is key to the strategy being successfully implemented. Robust and rigorous monitoring, regular review points each term and feedback will ensure that EVERY child from a disadvantaged background at Co op Academy Woodslee will make progress academically or socially, emotionally and morally as a result of targeted and focussed expenditure.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. All challenges have been identified through the gathering of evidence from: Assessments, learning walks, pupil office sessions, staff and parent feedback.

Challenge number	Detail of challenge
1	Attendance – low attendance means less exposure to teaching and can often result in a higher risk of children falling behind in their learning, making below expected progress. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress and particularly impacts upon the social and emotional education of the pupil.
2	Social & Emotional needs – long waiting lists in public health services such as CAMHS, Speech and Language and Healthcare we have observed have a detrimental impact on pupils’ mental wellbeing, their holistic development and this has resulted in slow gains (progress and attainment) within the classroom and socially and emotionally. The EEF evidence demonstrates that the long shadow of Covid continues to have detrimental effect on pupil

	<p>performance in school. Teacher referrals for support have markedly increased since the pandemic, receiving small group interventions.</p>
3	<p>Gaps in learning can result in pupils not meeting age related expectations in reading, writing and maths at the end of Key Stage.</p>
4	<p>Language, in some cases, limited vocabulary and language skills, specifically oracy can impact upon learning.</p> <p>Learning walks and pupil voice panels inform us that the majority of our children struggle to articulate their thoughts about their learning and share their understanding. This has impacted on some of our PP children being unable to communicate their feelings and their understanding, and as a result, for some pupils, their ability to self-regulate is impaired.</p>
5	<p>Enrichment and Experiences – pupils should be provided with additional enrichment opportunities within the week and school day.</p> <p>Pupil Voice panels, parental surveys and behaviour learning walks tell us that most pupils do not have the opportunity to visit local places of interest or participate in group or team activities. This lack of opportunity has had an impact on their socialising skills, their knowledge of the wider world and the cultural heritage that our area has to offer. Lockdown has impeded our children’s opportunities to develop their self awareness and their understanding of society, tolerance and equality and diversity.</p>
6	<p>Consolidation of Learning - some pupils do not engage positively with homework/home learning and do not reinforce prior learning nor build upon knowledge gained with the classroom environment.</p> <p>Some parents responded in questionnaires that they could not always support their children effectively with home learning.</p>

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>Targeted support for pupils who are working below national expectations is appropriate and effective.</p>	<p>Children who have been identified receive additional tutoring e.g. through extra RWI lessons, IDL/Dynamo Maths</p> <p>SEND and Pupil Premium Reviews reflect that interventions are robust, monitored effectively and are effective.</p> <p>Pupil Progress Meetings reflect that the needs of PP children have been identified and that progress is being made with the Premium funding by class teachers.</p> <p>Class teachers report the impact of the premium expenditure on their own CPD.</p>
<p>All disadvantaged pupils make accelerated academic progress based on a thorough and robust needs assessment by class teachers and SLT.</p>	<p>All staff know who the Pupil Premium children in their class are. They target them with planned and specific questioning during lessons and mark their learning as a priority ahead of other pupils. AFL done during lessons allows teachers and teaching assistants to provide instant feedback to move children on.</p> <p>Pupil Premium children will do as well as, or better than, their peers in terms of data outcomes.</p>
<p>All disadvantaged pupils are 'ready' for Key Stage 3 socially, morally and emotionally.</p>	<p>Transition documentation reflects that there has been an impact of targeted emotional intervention e.g. Drawing & Talking Therapy,, Forest Schools, Young Tritons, LFC Foundation.</p> <p>SVSH panel identifies a culture of equality with female PP pupils and sports.</p> <p>Secondary School readiness RAG chart reflects that 90% of Y6 pupils are 'ready.'</p>
<p>Academically able pupils from disadvantaged backgrounds perform well and receive just as much focus and opportunity as less academically able pupils.</p>	<p>The mastery approach is used in lessons to ensure that children thrive in the classroom, improving and increasing the depth and breadth of their knowledge.</p> <p>Parent and child evaluations identify the impact of the premium.</p>

	<p>Learning walks and pupil voice panels have identified that Pupil Premium children are given extra as part of learning or from book looks.</p>
<p>Professional development, training and support for teaching staff is consistent, appropriate and effective.</p>	<p>All teaching staff receive CPD that is tailored to their needs. This is through weekly staff meetings, National College and training provided by the Trust.</p> <p>Staff evaluations identify progress from the baseline.</p> <p>National College logs and whole staff CPD log identifies that training has been specific.</p> <p>Learning walks identify that training has been implemented and where there has been progress made.</p>
<p>Pupil Premium families have been given tools to support and develop their own parenting offer through our Family Partnership offer.</p>	<p>Early help is provided to all who need it. This can be through signposting to services by class teachers and teaching assistants or bespoke packages coordinated by the Early Help Team, led by the family partnership worker.</p> <p>Entry and Exit data and evaluations identify that children and parents have learnt something e.g. a new approach to managing their own feelings or responding to events.</p> <p>Parents report that they can offer their children more stimulating experiences indoors and outdoors to develop skills in resilience for the child and parent and to develop language.</p>
<p>All disadvantaged pupils attend school every day, attend extra curricular clubs and have roles of leadership responsibility in school.</p>	<p>Attendance is tracked every day by the attendance team. Phone calls home are made to children who are not in school. The school mini bus service collects children who are persistently absent.</p> <p>The Attendance data for disadvantaged pupils who are ‘Red or Amber’ on our in-house tracking system improves each term.</p> <p>School tracking system analysis.</p> <p>All Pupil Premium children attend at least one extra curricular club per week. Some children attend piano, guitar, Rocksteady and ukulele lessons.</p> <p>Many children have special roles and responsibilities across school, such as having a leadership role in the pupil parliament, being a</p>

Co-op Young Leader, member of Pupil Parliament, E-Cadet, Eco Warrior or a Mental Health Mini.

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

£ 45,833 (50%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
The attainment and progress of PP pupils is raised	A Maths consultant is appointed to support the academy in raising improvements in Maths by developing TA and Teacher CPD in their teaching of Maths particularly to use AFL in Maths to inform teaching of maths. https://www.ucl.ac.uk/ioe/research-projects/2022/jul/understanding-how-we-can-raise-attainment-mathematics	3,6
Raising attainment in Grammar, Punctuation and Spelling and handwriting across the school: Purchase and implementation of Spelling Shed and Letterjoin	Evidence tells us the importance and impact of consolidating their literacy skills, building their vocabulary and developing their fluency. The long shadow of lockdown continues to affect pupil performance. See EEF evidence https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	3,4,6
Maths in EYFS and KS1 Support from OLOP	Evidence tells us that equipping our children with basic number knowledge, basic maths concepts and understanding of numbers is key https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths	3,6
Maths in Key Stage 2 and 3	Evidence tells us that quality maths teaching in Key Stage 2 can affect the life long learner: https://www.pnas.org/content/118/24/e2013155118 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	3,6
Greater Depth for Pupil Premium children across the school	Evidence tells us that more successful schools implement their strategies in greater depth and with more attention to detail and by promoting an ethos of attainment for all pupils, rather than	

<p>The mastery approach used across all lessons, ensuring children develop the depth and breadth of their knowledge. SLE support</p>	<p>stereotyping disadvantaged pupils as a group with less potential to succeed. DFE- Supporting the attainment of disadvantaged pupils</p>	
<p>Improve Teacher Feedback</p> <p>Training via staff meetings</p> <p>Feedback policy referred to during staff training</p> <p>Skinny policy stuck on all classroom walls and referred to by teachers</p> <p>‘Purple Pen’ time planned explicitly into lessons</p>	<p>Evidence tells us that teacher feedback is crucial in order for the learner to make progress. http://www.columbia.edu/~mvp19/ETF/Feedback_k.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback-marking</p>	<p>3,4,6</p>
<p>EYFS Communication and Language approaches</p> <p>RWI small groups with frequent pinny time</p> <p>Language rich environment</p> <p>3+ stories per day</p>	<p>Speech, language, and communication are critical areas of development for children. They support many other aspects of development, including cognitive, social, and literacy development. More than 50% of Woodslee children entering reception have language levels below what is expected for their age. Since the beginning of the COVID-19 pandemic, this statistic has worsened as language development has regressed for many children, leaving them behind their peers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	<p>4</p>
<p>Oracy opportunities built into the curriculum to raise attainment</p>	<p>https://www.learningimperative.co.uk/</p>	<p>4,3,6</p>

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

<p>Budgeted cost</p>	<p>£ 22,916 (25%)</p>
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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching Assistant Led Interventions and CPD</p> <p>All TAs trained to deliver RWI tutoring</p> <p>Daily RWI tutoring</p>	<p>Research tells us that if you want to get the best out of your pupils then schools need specialist help. TAs can only become specialists if they receive specific and effective CPD.</p> <p>https://thirdspacelearning.com/blog/how-the-best-schools-use-teaching-assistants-effectively/</p>	<p>3, 6</p>

<p>Oracy</p> <p>Fortnightly TA meetings to share good practice and improve CPD</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	
<p>IDL for reading and writing</p> <p>Daily small group intervention led by TA</p>	<p>Research across 40 years shows that a multi sensory independent learning programme approach improves children’s reading and spelling, especially those who are dyslexic.</p> <p>https://www.idlsgroup.com/case-studies/the-effectiveness-of-idl-literacy-a-summary-of-research#:~:text=This%20study%20included%20around%201%2C200,hours%20on%20the%20IDL%20programme.</p>	<p>3,6</p>
<p>Dynamo Maths</p> <p>Daily small group intervention led by TA</p>	<p>Case studies and evidence of the Dynamo Maths approach tell us that this approach has an impact and improves outcomes for SEN pupils.</p> <p>https://dynamomaths.co.uk/wp-content/uploads/2017/01/CaseStudy-WorcestershireSchools.pdf</p> <p>https://dynamomaths.co.uk/wp-content/uploads/2017/01/PresentationWCESUniversityofOxford-EvidenceofSupport-Release.pdf</p>	<p>3,6</p>
<p>Home Learning- online platforms</p> <p>In school learning: LBQ</p> <p>Provide personalised, live feedback to both teachers and students</p> <ul style="list-style-type: none"> ● Facilitate teacher intervention based on need ● Assess learning and progress through effective questioning ● Engage students of all ages and confidence levels ● Reduce teacher workload in planning and marking. 	<p>https://funtech.co.uk/latest/benefits-virtual-learning-environments-classrooms</p> <p>https://my.chartered.college/impact_article/learning-by-questions-using-evidence-to-develop-teaching-and-learning-software/</p>	<p>3,6</p>

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

<p>Budgeted cost</p>	<p>£22,916 (25%)</p>
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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Play Times and Lunch Times are regarded as extra to the curriculum and children are given structured play opportunities</p> <p>The Rainbow Restaurant is furnished to allow for social development.</p>	<p>SVSH panels describe playtimes and lunchtimes as not always fair, there is inequality in the games played by children and views of some PP children are not inclusive.</p> <p>https://modesthive.com/why-we-gather-around-the-dining-table-and-eat-together/</p> <p>https://www.nhsggc.org.uk/kids/resources/ot-activityinformation-sheets/sitting-at-the-table/#:~:text=Sitting%20at%20a%20dining%20table,good%20way%20to%20do%20this.</p> <p>https://www.teachwire.net/news/whats-better-for-primary-pupils-structured-breaktimes-or-free-play/</p>	2,4,5
<p>Mini Bus</p> <p>Children who are persistently absent are collected each morning</p>	<p>Research tells us that it is vital that children attend school, particularly to recover the losses that the implication of the pandemic caused. Pupil voice tells us that those who are late to school feel embarrassed because they have missed learning and they do not like going into the classroom late.</p> <p>https://srcd.onlinelibrary.wiley.com/doi/full/10.1111/cdev.13658</p>	1,2
<p>Judo for all</p>	<p>Pupil voice and learning walks inform us that our PP children are not as equipped as non PP counterparts with resilience and opportunity to team build.</p> <p>https://www.highspeedtraining.co.uk/hub/what-is-a-forest-school/</p>	1, 2, 4
<p>Enrichment opportunities</p>	<p>Parent surveys indicate that they cannot afford for their children to attend clubs or be part of a team due to cost and being time poor due to zero hour contracts and work commitments or because they are raising a young family.</p> <p>https://www.cmu.edu/news/stories/archives/2020/may/enrichment-programs-help-children-build-knowledge.html</p>	2,3,4,5
<p>Drawing and Talking Therapy</p>	<p>Pupils who struggle to communicate their feelings beyond the Early Years have used this type of approach to understand their emotions and there has been impact of this as individuals from Y6 (2021-22) to discover and communicate emotions through a non-directed technique, setting it apart from existing solution-focused and cognitive-based therapies and interventions.</p> <p>https://www.primarytimes.co.uk/news/2016/09/drawing-and-talking-helps-teachers-tackle-children-s-mental-health-issues</p>	2

<p>Little Troopers for service children</p>	<p>Little Troopers is a registered charity supporting all children with one or both parents serving in our British Armed Forces (regular or reserve). These children face unique daily challenges due to their parents career choice especially when they experience repeated separation of varying lengths of time from their serving parent(s) due to exercises and operations plus moving home and school frequently due to service requirements. Little Troopers have fundamental resources available to help ease and aid any separation period. Little Troopers</p>	<p>2</p>
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Total budgeted cost

<p>Total budgeted cost</p>	<p>£ 91,665</p>
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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 2021 to 2022 academic year.

Pupil premium strategy outcomes

Pupils’ outcomes for 2023

EYFS GLD PP 62.5%

<p>EYFS GLD Woodslee: 67%</p>	<p>National GLD: 67.6%</p>
<p>EYFS GLD PP Pupils: 50%</p>	<p>National GLD: 67.6%</p>

*Comparison to PP nationally be added following validation in November 2023

Areas of strength:

EYFS strengths are the areas of Physical Development, Personal, Social and Emotional Development and maths. This is due to an increased focus in these areas, engaging with outside personnel for support and advice and weekly supportive visits from the Trust EYFS director.

What had an impact?

Personal PSED interventions according to need.
 Whole class focus on PSED, rooted in the whole school policy of Restorative Practice, linked to our Co-op values.
 Successful grant application for improvements to the outdoor provision, resulting in purchase of equipment linked to physical development.
 Whole school focus on the improvement of maths, introduction of Maths No Problem and increased CPD for staff.

Areas that Require improvement:

Communication and Language, Literacy and Understanding of the World need development.

KS1 Outcomes

Reading:

All Pupils 74% (National 69%)

All pupils GD 15% (National 19%)

Disadvantaged Pupils 55%

Writing:

All Pupils 63% (National 61%)

Disadvantaged Pupils 45%

Disadvantaged Pupils Higher Standard 10%

Maths:

All Pupils 81% (National 71%)

All pupils highway standard 15% National 17%

Disadvantaged 82%

Combined:

All pupils 63% (National 57%)

Disadvantaged 45%

Higher Standard or Greater Depth RWM Combined: 0%

Areas of strength:

All pupils are above national in all areas

All pupils are broadly in line with national for greater depth in reading and maths

Disadvantaged pupils are doing better than peers in maths

What had an impact?

Whole school focus on maths improvement: daily fluency lessons in addition to maths lessons; increased CPD; purchase of resources; increased learning walks and coaching from SLT

Areas that Require improvement:

Pupil Premium children are not doing as well as their peers in reading and writing. 1 of these children has SEND needs meaning they are not accessing the mainstream curriculum and have a bespoke curriculum instead. 1 of these children was new to Woodslee at the time of assessment, and also has SEND needs affecting their performance in reading and writing.

The main area of weakness within the Pupil Premium group for writing was their basic skills of grammar and punctuation. To improve this next year, the English leader will ensure the children have a rich diet of GPAS, supported with the introduction of daily Ninja grammar and spelling work.

The main area of weakness in reading is the children's reading fluency and lack of reading at home. To address this, children will receive extra reading practise and tuition in school.

Phonics Outcomes

All pupils- Y1 78% (National 80%)

Disadvantaged 83%

All pupils- Y2- 97%

Disadvantaged- 98%

KS2 Outcomes

Reading:

All Pupils: 71% (National 74%) Higher standard 31% (National at a higher Standard 29%)

Progress: +0.4

Disadvantaged Pupils : 100% Higher standard 66%

Progress: +5.1

Writing:

All Pupils 76% (National 73%) Higher Standard 9% (National at a higher Standard 13%)

Progress: +0.7

Disadvantaged Pupils : 100% Higher standard 66%

Progress: 0.8%

Maths

All Pupils 66% (National 74%) Higher Standard 14% (National at a higher Standard 25%)

Progress: -1.1

Disadvantaged Pupils : 66% Higher standard 0%

Progress: 0

Reading, Writing and Maths (RWM) Combined:

All Pupils 48% National 61%

Disadvantaged Pupils 66%

Higher Standard RWM Combined at

All Pupils 6% National 8%

Disadvantaged Pupils 0%

Areas of strength:

All pupils are broadly in line with national in reading and above national at Greater Depth. Pupil Premium children are doing better than their peers in all subjects. Their value added progress measure in reading is +5.1, demonstrating excellent progress.

What had an impact?

Extra small group tuition was provided for PP children to plug gaps identified through gaps analysis. The use of the pupil premium spreadsheet allowed effective tracking of pupils pastoral needs. The improved enrichment curriculum provided children with greater confidence and resilience in their abilities and

Areas that Require improvement:

Pupil premium children are behind their peers in attaining greater depth. This will be a focus for next year.

Attendance Data:

Through a whole team approach, parents are actively informing and engaging well with the Early Help and Administration Officer in our academy office about their child's absence and will follow this up by providing evidence. Parents are aware that absences will only be authorised when medical evidence is provided.

Early Help has been in place to support families. Early Help offer include support of bus, before and after school club or support with improving routines in the home.

Attendance Passports have been in place to improve awareness of attendance.

PP Children who are identified as 'at risk or persistently absent' are regularly tracked and a whole team approach is used. In particular cases, we have seen almost a 10% increase in the attendance from Spring Term 2 to Summer Term 1. Teachers are regularly conducting 'back to school interviews' with children and any discrepancies that are identified are discussed with parents by the attendance team. This has had an impact and reduced the % of Persistently Absent Pupils. The attendance team discusses individual cases regularly in the fortnightly meetings that take place. Escalations for individual cases have commenced and the Locality Attendance Officer is aware and offering support for these particular cases.

Year 1-Year 6 attendance was 96% for the academic year 2022-23 which is above National.

Pupil Premium PA is 9.18% below the National figure of 12.1%.

Absence rate: Authorised absence overall 3.3% (National 3.4) Unauthorised absence overall 1.8% National 1.3%

The Persistent Absentees percentage has reduced by 4.34% (13 children)

Year 3 has the best overall attendance of 96.7%. Year 3 also has the lowest PA of 3% and 0% PP PA.

Year 4 PA % reduced by 14.5% from Autumn term to Summer 2.

Externally provided programmes

Programme	Provider
IDL Interdisciplinary Learning for Reading and Writing	IDL https://idlsgroup.com/about-idl
Dynamo Maths- Dyscalculia	https://dynamomaths.co.uk/
Drawing and Talking Therapy	https://cpduk.co.uk/providers/drawing-and-talking-ltd
The Learning Imperative (CPD for TAs and teachers- I do, we do, you do approach)	https://www.learningimperative.co.uk/
Maths consultant	Yet to be appointed
LBQ	https://www.lbq.org/

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year? Total: £620= £310 pp	2 Service child attended the academy in Academic Year 2022-23 Child A: Y3 child Speech and Language difficulty identified in 2019 Attended three Speech and Language sessions following a speech and language assessment, resources for home and school purchased to support with recommendations from SALT report. A Chromebook was given to the family to support home learning. Extra reading tuition was provided for both children. Both children accessed dynamo maths and
What was the impact of that spending on service pupil premium eligible pupils?	Child A: Summer Term report 2023 Reading: A has such a love for reading which has been lovely to see this year. He reads regularly at home and this has helped to develop his inference and prediction skills. He can retrieve information from the text to support his answers and he can summarise the main events in a story. A was nominated for a reading hero award earlier in the year for his dedication to reading! Well done! Writing: A has made huge improvements to their writing this year and is able to write for a range of different purposes. A's writing is legible and A is always the first to finish handwriting in the morning. A has been inspired by lots of different books this year and can use a variety of fronted adverbials to make his writing more interesting. A can spell different homophones correctly and

	<p>is starting to include a variety of punctuation in his written work.</p>
	<p>Child B Summer Term report 2023 B has made good progress with Communication and Language skills and is able to use recently introduced vocabulary in independent play. They have made good progress in Phonics and are able to apply what has been learnt to spelling words when writing. B has good listening skills during a session and she is able to respond appropriately</p>

