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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	221
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	1.10.2022
Date on which it will be reviewed	30.09.2023
Statement authorised by	Susannah McShane [Woodslee]
Pupil premium lead	Julia Haggett [Woodslee]
Governor / Trustee lead	Mark Williams/ Claire Henderson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 94,180 (budget)
Recovery premium funding allocation this academic year	£ 10,150.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ Nil
Total budget for this academic year	£ 104,330.00
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

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.

All of our disadvantaged pupils live in areas identified as the [second most deprived](#) in the UK with [high levels of unemployment](#) and [47% of crime](#) in the area recorded as violent crime and anti-social behaviour.

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 new strategy will be 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	<p>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.</p> <p>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.</p>
2	<p>Social & Emotional needs – in light of Coronavirus lockdowns, limitations and long waiting lists in public health services such as CAHMS, 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.</p> <p>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 F1-Y5 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 all pupils have not been able 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 may 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 as they had to work too.</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>Outcomes in Attainment and Progress for Disadvantaged pupils at Co-op Academy Woodslee. (2022)</p> <p>KS2 outcomes:</p> <p>Reading: 56% (National 63%) Higher standard 17% (National at a higher Standard 17%) Progress: +0.1</p> <p>Writing: 72% (National 56%) Higher Standard 0% (National at a higher Standard 6%) Progress: +0.7</p> <p>Maths: 22% (National 57%) Higher Standard 0% (National at a higher Standard 12%) Progress: -4.6</p> <p>Reading, Writing and Maths (RWM) Combined: 22% National 43% Higher Standard RWM Combined at 0%</p>

	<p>KS1 outcomes:</p> <p>Reading: 0% (National %)</p> <p>Writing: 14% (National %)</p> <p>Maths: 0% (National %)</p> <p>Combined: 0% (National 42%)</p> <p>Higher Standard or Greater Depth RWM Combined: 0%</p> <p>Reception outcomes:</p> <p>62.5% GLD</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. SVSH panel identifies a culture of equality with female PP pupils and sports. 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>

Learning walks identify that training has been implemented and where there has been progress made.

Pupil Premium families have been given tools to support and develop their own parenting offer through our Family Partnership offer.

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.

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.

Parents can 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.

All disadvantaged pupils attend school every day, attend extra curricular clubs and have roles of leadership responsibility in school.

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.

All disadvantaged pupils have attendance BIL with National: FSM data 2019: overall absence rate of 7.5%, compared to 4.2% for non-FSM pupils.

The Attendance data for disadvantaged pupils who are 'Red or Amber' on our in-house tracking system improves each term.

School tracking system analysis.

All Pupil Premium children attend at least one extra curricular club per week as part of our 'acorn time' offer. Some children attend piano, guitar and ukulele lessons.

Many children have special roles and responsibilities across school, such as having a leadership role in the pupil parliament, being a 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

£ 52,165 (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	Our children have missed out on vital building blocks for Literacy due to Lockdown. Evidence tells us the importance and impact of consolidating their literacy skills, building their vocabulary and developing their fluency 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 The mastery approach used across all lessons, ensuring children develop the depth and breadth of their knowledge. SLE support	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 stereotyping disadvantaged pupils as a group with less potential to succeed. DFE- Supporting the attainment of disadvantaged pupils	
Improve Teacher Feedback Training via staff meetings Feedback policy referred to during staff training Skinny policy stuck on all classroom walls and referred to by teachers 'Purple Pen' time planned explicitly into lessons	Evidence tells us that teacher feedback is crucial in order for the learner to make progress. http://www.columbia.edu/~mvp19/ETF/Feedback.pdf https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback-marking	3,4,6
EYFS Communication and Language approaches RWI small groups with frequent pinny time Language rich environment 3+ stories per day	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. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	4
Oracy opportunities built into the curriculum to raise attainment	https://www.learningimperative.co.uk/	4,3,6

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

Budgeted cost

£ 26,082 (25%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Teaching Assistant Led Interventions and CPD</p> <p>All TAs trained to deliver RWI tutoring</p> <p>Daily RWI tutoring</p> <p>Oracy</p> <p>Weekly TA meetings to share good practice and improve CPD</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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assitants</p>	<p>3, 6</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. We have 8/14 children in our current Y3 who are SEND and PP.</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 In school learning: LBO 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>	3,6
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost	£26,083 (25%)
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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.</p> <p>Pupil voice tells us that those who are late to school feel embarrassed because they</p>	1,2

	<p>have missed learning and they do not like going into the classroom late. https://srcd.onlinelibrary.wiley.com/doi/full/10.1111/cdev.13658</p> <p>Attendance internal data- impact of school mini bus</p> <p>FS2→ Y6 24 10.57% by Summer 2 it was 5.7%</p> <p>Y1-Y6 10.82 (21) went down to 12 6.15%</p>	
<p>Forest Schools</p> <p>Classes attend Forest Schools on a timetable, developing skills such as resilience and team building.</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. https://www.highspeedtraining.co.uk/hub/w/hat-is-a-forest-school/</p>	1, 2, 4
<p>Acorn Time- 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. 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. https://www.primarytimes.co.uk/news/2016/09/drawing-and-talking-helps-teachers-tackle-children-s-mental-health-issues</p>	2

Total budgeted cost

Total budgeted cost	£ 104,330
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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 2022

EYFS GLD PP 62.5%

EYFS GLD Woodslee: 65%	National GLD: 65.2%
EYFS GLD PP Pupils: 62.5%	Non disadvantaged pupils in Woodslee: 66.7%

*Comparison to PP nationally be added following validation in November 2022

Areas of strength:

Boys who are on track in reading (52.6%) is higher than girls (42.9%), girls writing is higher and this is reflected in Moving and Handling with girls at 42.9%

Disadvantaged pupils are most successful in Listening, Attention and Understanding and speaking (75% ARE). which reflects the impetus in the Foundation Stage on Communication and Language.

What had an impact?

1:1 sessions of RWI daily and targeted oracy intervention

Areas that Require improvement:

The gap between Disadvantaged and Non disadvantaged must be reduced, the lowest points for disadvantaged pupils are in self-regulation and managing self. From meetings with parents 70-80% have identified that there is limited understanding to how to develop the managing of self self-regulation and of children are given a toy or other stimulus

to overcome this, we have planned for 3 Love Learning events where parents attend and learn about our responses to behaviours and how we teach our children and weekly stay and play sessions so that parents can be supported with using different approaches to behaviours communicated by the child.

Y1 PSC 80% (PP 66.7%)

Four out of six PP children met the phonics standard by the end of Y1. The pass mark was 33/40. One PP child with EAL scored 30/40 so did not meet the standard. When he began Woodslee he did not speak any English, so, although he did not meet the standard, the phonics teaching and intervention that he received made a good impact.

Both children who did not meet the threshold, will continue to receive daily intervention to support them to catch up.

Y2 PSC 93.1% (27/29) (PP 100.0% (5/5))

Pupil Premium children are doing better than non-pupil premium children.

Children are taught in phonics groups closely matched to children's phonics development. The reading leader carried out side-by-side phonics coaching to ensure high quality practice and reviewed children's progress every six weeks to ensure they were being stretched and challenged effectively. All children working below expectations received daily phonics and reading intervention to help them to catch up.

KS1 Outcomes

R 48.28% (14/29) (PP 0%)

W 37.93% (11/29) (PP 20% 1/5)

M 41.38% (12/29) (PP 0%)

C 34.48% (10/29) (PP 0%)

Areas of strength:

The gap between disadvantaged and non-disadvantaged is narrowest in writing.

There are 6 PP children in Y2. 50% of them have diagnosed SEND and a further 20% currently on the SEND diagnosis pathway. One child has diagnosed absences (petit mal seizures), which means she misses around 20% of information during teaching and learning sessions.

She receives personalised learning and individual catch up interventions every day.

What had an impact?

Smaller group teaching which focussed on specific gaps in skill and knowledge i.e. use of capital letters, reading allowed sentences for sense.

Areas that Require improvement:

Writing is the weakest area for this cohort with (0% of PP Pupils at ARE). We have observed progress in writing in books using Pathways to Write however basic skills of spelling, punctuation and grammar have gaps. Spelling Shed has now been introduced to address the gaps, thus improving teacher subject knowledge and home learning via interactive games. Maths No Problem is taught across the school to address the weakness in maths. All staff have received training and side-by-side coaching to ensure that teaching and learning improves. Children have gaps in basic skills of times tables and number bonds. To address this, daily maths fluency lessons have been timetabled in addition to the daily 1 hour maths lesson. All children have a log in for Times Tables Rockstars and Numbots so they can practise at home.

KS2 Outcomes

Disadvantaged pupil progress scores for last academic year (2022)

Measure	School Disadvantaged	National Disadvantaged (2019)	National Non-Disadvantaged (2019)
Reading	+0.1	-0.6	0.3
Writing	+0.7	-0.5	0.3
Maths	-4.6	-0.7	0.3

Disadvantaged pupil performance overview for last academic year (2022)

Measure	Score	National Disadvantaged	National Non-Disadvantaged
Meeting expected standard at KS2 RWM	22%	43%	65%
Achieving high standard at KS2	0	3%	9%

KS2 Attainment Comparison to Disadvantaged National

	Disadvantaged	National disadvantaged
Reading	56%	63%
Writing	72%	56%
GPaS	61%	59%
Maths	22%	57%
Combined	22%	43%

Areas of strength:

Writing is a significant area of strength for disadvantaged pupils who attend Woodslee. Progress in Reading and Writing progress and the attainment for pupils in GPaS exceed the averages for disadvantaged pupils nationally.

What had an impact?

Out of the PP children, 6 received RWMC with 3 boys and 3 girls. SEND pupils in Year 6 National RWM combined was %, Woodslee SEND pupils who achieved ARE in RWM combined was 18.75%.

Areas that Require improvement:

Where the strategy has not been effective has been in Mathematics. Our pupil premium children did not perform well in comparison to other disadvantaged pupils nationally. Maths is a significant area of improvement for all pupil premium pupils. Lower attainment outcomes in maths brought the RWMC score down.

The inconsistent outcome in Maths is a result of lots of experimentation and variation in Maths strategies from 2016. Maths No Problem ensures access for all learners to a Mastery programme, however this Year 6 cohort were still in need of support in basic recall of number facts, fluency practice and concrete understanding of essential mathematical knowledge. We have also considered the impact of the pandemic on the Y6 pupils who did not rehearse basic skills whilst away from school or had the tools/support to do this in their home environment despite online teaching. These pupils returned to school unsure of how to demonstrate 'basics' such as: how to use a ruler or unable to name basic 2d shapes such as a pentagon- (GD Maths pupil in KS1- at ARE in Maths at the end of KS2).

Attendance Data:

[Academic Year 2021-22:](#)

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 2021-22 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.

[360 review](#) conducted and positive practice with some advisories identified.

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
LBO	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	1 Service child attended the academy in Academic Year 2021-22 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.
What was the impact of that spending on service pupil premium eligible pupils?	Child A: Summer Term report 2021 Reading: Child A's reading has improved this year, she is able to read with an adult and is building her confidence when reading daily to the class. She can understand the difference between fiction and nonfiction texts and when reading 1:1, she can discuss previous themes in a text and predict what she thinks will happen next. Writing: Child A's writing has developed a lot over the past year. She has been able to write in a variety

of different genres and with support, can include some of the grammatical features she has been taught over the past year. I have been impressed with use of adjectives to make her writing more interesting.

Dynamo maths progress: 80% in NTS test

IDL Progress: Reading +6 months

Spelling: 1 year and 4 months

Child B Summer Term report 2021

Child B can confidently add and subtract using efficient written methods and has shown good understanding of inverse relationships. He can recall all of his 2, 5 and 10 times tables and is beginning to apply his skills to solve problems. B has a good understanding of money and can find various combinations of coins to find totals. He can identify 2D shapes and describe their properties using the correct mathematical vocabulary.

Reading:

B reads a variety of age-appropriate books with increasing speed and without undue hesitation. He can read most common exception words and is able to segment unfamiliar words accurately. B shows a good understanding of the texts he reads and is able to answer questions and make predictions.

Writing:

B writes effectively for different purposes by taking his time to think about the structure and flow of his writing. He uses a range of punctuation correctly, including apostrophes for contractions and commas for lists. B can spell accurately using his phonic knowledge and can spell many tricky words. He can use conjunctions in his writing and some adverbs.

NTS Testing

Reading

Working at age related expectations

99/130

Writing

Working at age related expectations

Phonics

Working at age related expectations

37/40

Maths

Working at age related expectations

108/130

