

# Pupil premium strategy statement – Mill Hill Primary 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	462
Proportion (%) of pupil premium eligible pupils	56%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023 2023-2024 2024-2025
Date this statement was published	Sept 2022
Date on which it will be reviewed	Sept 2023
Statement authorised by	Adele Mills – Principal
Pupil premium lead	Adele Mills (Principal) Jane Yates (Business Manager) K Edwards (Pupil Premium Champion)
Governor lead	Kath Smith (Chair of Governors)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</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.	£0
<b>Total budget for this academic year</b>  <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>	£307,708

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap, and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupil's outcomes and raise expectations of what they can achieve

Approaches	
High quality teaching	Staff at Mill Hill Primary Academy are fully aware that pupil progress is entirely related to the quality of the teaching and learning that is provided on a day to day basis. Staff training is solely aimed at improving the quality of learning and teaching. Staff embark on tailor made CPD programs based on their areas for development. There are regular CPD sessions for all aspects of the curriculum but, we have had a focus on phonics, reading and writing. The quality of learning and teaching is closely monitored by academy leaders at all levels, but particularly by the Senior Leadership Team.
	Staff, both in their roles as teachers and support staff are aware of which students are eligible to benefit from the Pupil Premium funding. They are acutely aware of the resources available and therefore can ensure that relevant pupils are in a position to receive the appropriate provision as required. Staff are also aware of the achievement data around eligible pupils. This identification/promotion strategy of eligible students means that all staff have a professional appreciation of the Pupil Premium initiative. Although eligibility is high profile this is not visible to other pupils. We are also supported by a Trust Director for Inclusion.
	A member of our WISH team is the Pupil Premium Champion. She ensures that all the children eligible for PP have access to support both in and outside of the Academy. Such interventions include for example, music lessons, uniform support, trips and homework sessions.

	<p>The academy has rigorous procedures for monitoring data for all students across the academy. The key to successful data management is using the analysis of this data to allow strategic interventions to be put into action to ensure that individual and groups of students continue to make the progress expected of them. Data procedures at Mill Hill Primary Academy feed into all aspects of academy performance to monitor student progress, attendance, behaviour and other factors that may occur outside of the academy. The data also allows analysis of staff and subject performance and thus the quality of the curriculum. Decisions on the academy budget are often derived from the analysis of data; hence both academic and non-academic interventions draw on the budget and subsequently the allocated Pupil Premium funds.</p>
	<p>At Mill Hill Primary Academy we put children at the heart of everything we do. Our exciting and creative curriculum is designed to enable children to reach their full potential by developing a love of learning, a desire to succeed, a determination to overcome barriers and an opportunity to excel regardless of their starting point or background. We have carefully mapped out our curriculum to ensure that all subject content is linked, considers prior and future learning to ensure that our children know and remember more. Our school motto of "Work Hard, Dream Big and Never Give Up" is the founding principal and our driving force to ensure all pupils work hard and achieve their dreams. Please see our curriculum documents for more details.</p>
	<p>Our Enable and Extend co-ordinator works with staff and pupils to ensure all children have the opportunities to excel.</p>
	<p>We are fully staffed with highly skilled and experienced teachers. All classes have one highly skilled LSP.</p>
	<p>We recruit very strong new teachers through our strong links with local IT providers and our staff turnover is very low.</p> <p>We have a number of very strong ECT/IT mentors and have also developed a strong sense of mentoring and coaching through our extended leadership structures including subject leaders, shadow subject leaders and phase leaders.</p> <p>We have extensive ICT resources that support high quality teaching and learning easy.</p> <p>Provision has been made available for all students to study outside of curriculum time. This is through online platforms such as Class DOJO, Bug Club, Times Tables Rock Stars, Maths Watch and Prodigy Maths.</p>

<b>Approaches</b>	
<b>Targeted Academy support</b>	Improving pupils' literacy skills is a key factor in not only improving their attainment, but also to allow greater access to a whole range of essential life skills. A strategic program to develop literacy is underway across the academy. Students are identified and placed on a wide program of literacy intervention. These include talk boost, phonics (Little Wandle), reading interventions (Enabling Reading and Reading squad), writing catch up sessions, Lexonik and LSP/WISH interventions. We also work very closely with an external advisor in the development of our reading and writing journey's and interventions. The Vice Principal oversees SEND, phonics and early reading. Our Assistant Vice Principal oversees the reading and writing journey's. Pupil progress in literacy is tracked and monitored allowing for further strategic interventions to be initiated. Further information is available about the progress made in literacy.
	Mathematics intervention programs are in place in all year groups with each class having an experienced LSP attached to it. This ensures that children can be given direct and instant intervention by the class teacher or the LSP. There are regular and planned catch up sessions provided by class teachers and LSPs. Pupil Premium has been used to staff and resource the progress agenda in Mathematics. Close monitoring is undertaken for those disadvantaged students. We are also supported by Maths Excellence Partnership and a Trust Director for Maths.
	Personalised support is made available for students as the need arises. Academically this may be in the form of specialist mentor/learning support provision, praise/reward schemes. Alternatively specialist intervention of a pastoral nature may be required (self-esteem, domestic support etc.), to enable pupils to achieve. Funding from Pupil Premium is made available for this as required. This is quite often through our WISH Hub (Welfare, Inclusion and SEND). In addition to our SENCO there is our WISH lead (who is also a member of SLT, our Designated Safeguarding Lead and Deputy SENCO, an Attendance officer/Family liaison, a behaviour for learning mentor, a PP champion/behaviour for learning mentor and an EHCP champion.
	Our Vice Principal is our new SENCO and she is supported in her role by the WISH Hub and the Enable and Extend co-ordinator. LSP's deliver targeted intervention of pupils.
<b>Wider strategies</b>	Mill Hill Primary Academy is a fully inclusive academy that believes in the education of the whole child. Whilst we fully embrace the need for academic success, we also highly value the provision for extra-curricular opportunities. Pupil Premium funding is used to ensure that all students have equal access to trips (including a residential), courses, sporting opportunities, opportunities within the arts (including free music tuition) etc. A full program of enrichment activities (many of which are funded by the academy) are made available to all pupils and Pupil Premium allows equal access. Mill Hill is an extended academy that provides breakfast clubs in the morning, after school care and a variety of social and academic provision at the end of the day. The substantial rewards package is aided by Pupil Premium which embeds an ethos of commitment to success and a student desire to succeed. Uptake of such extra-curricular provision is very strong.
	The link between good attendance and achievement is undeniably strong. Mill Hill Primary Academy has robust systems to monitor attendance and intervene when necessary. Attendance for disadvantaged students is monitored and acted upon as appropriate. We have a dedicated Attendance officer and we use Pupil Premium funds to buy in additional EWO support and promote rewards. We are also supported by a Trust Director for Inclusion.

	<p>Our Welfare, Inclusion and SEND Hub (WISH) provides significant emotional and academic support for our children, many of which are vulnerable and Pupil Premium. This hub provides intervention sessions, behaviour for learning rewards, parental workshops, daily classroom assistance and a SEND support programme. The team consists of our WISH lead (who is our DSL and Assistant SENCO), our Family Support Worker/Attendance Officer, our Behaviour for Learning Mentor (who is our PP champion), our Welfare and Inclusion Support Practitioner and our CIC and EHCP Champion.</p>
	<p>Careers advice, information and guidance remains high on the agenda for supporting our pupils to become well rounded students. Access to opportunities for disadvantaged pupils is made available through our curriculum and extended curriculum programmes and residentials. We have also been supported by the Opportunity Area and have passed the primary Quality Award for its Careers Related Learning Programme incorporating the 8 Gatsby Benchmarks.</p>

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Economic deprivation</b></p> <p>We have a large and above national average number of PP children and this has grown over the last few years due to a rise in unemployment quite often linked to the pandemic. We have seen an increase in the number of families needing additional help from the school to access support services such as local food banks. High levels of parental need and for many parents/carers they do not have the skills to fully support their child's learning. This high level of deprivation linked with many parent's/carers low literacy levels does limit many of our children's wider experience of the world and vocabulary.</p> <ul style="list-style-type: none"> <li>• Stoke-on-Trent is one of the most deprived local authority areas in England. There are high levels of child poverty, fuel poverty, poor housing conditions, low levels of educational attainment and poor health outcomes for its population. The Indices of Multiple Deprivation 2019 rank Stoke-on-Trent as the 13th most deprived local authority (out of 317) in England. Over half of areas in Stoke-on-Trent (51%) are classified among the most deprived 20% in England, and approximately one-third of areas (32%) fall in the most deprived 10%, with almost one-third of the population in the city living in areas classified amongst the 10% most deprived in England (2019 data).</li> <li>• 2019 – Stoke was 13th/317 LA's - most deprived</li> <li>• 2023 – Stoke is 4th/317 LA's most deprived</li> <li>• Tunstall/Burslem 2 &amp; 3/37 wards most deprived. 70% of our children from these wards.</li> <li>• In the 2018 Social mobility index, which compares the chances across the country that a child from a disadvantaged background will do well at school and get a good job, Stoke on Trent's ranking was 263 out of 324 districts. The social mobility index by constituency (October 2018) showed constituencies as follows: North was 388/533, Central was 424/533 and South was 262/533. Mill Hill Primary Academy is in the bottom 40% by early years' life stage.</li> <li>• The Living Standards Outlook 2021 report, as published by Resolution Foundation, reported that:              "Although relative poverty fell in 2020-21, by the end of the Parliament in 2024-25, we estimate 23.0 per cent of individuals will be living in relative poverty – up from our estimate of 21.1 per cent in 2020-21. We also expect child poverty to rise, with some 730,000 more children living in poverty by 2024-25 compared to 2020-21, meaning that by the end of the Parliament we expect one-in-three children will be living in poverty in the UK." (The Resolution Foundation: 2021).</li> <li>• According to the MOSIAC type (2021) 43.4% of our families are on a budget compared to 19.3% of all pupils across the city. This is more than likely higher in 2023.</li> </ul>

	<ul style="list-style-type: none"> <li>• 56.8% of academy population are classed in the MOSAIC (2021) group I (family basics) compared to 28.9% of all pupils across the city. This is more than likely higher in 2023.</li> <li>• According to the English indices of deprivation (2019) 54.6% of our children fall in the 0-10% deprived compared to 42.2% of all pupils across the city. 39.7% of our children are classed as 10-20% most deprived compared to 21.6% locally. This is more than likely higher in 2023.</li> <li>• According to IDACI (2019) 66.2% of our children are classed as 0-10% most deprived compared to 31.8% locally. 14.8% in 10%-20% and 13.5% 20%-30%. This is more than likely higher in 2023.</li> <li>• Researchers from Staffordshire University and York University with Citizens Advice Staffordshire North and Stoke-on-Trent produced a report in 2023 which looked at how austerity cuts to health, welfare and social services are driving increasing poverty and destitution in Stoke-on-Trent. The report points to the fact that as of October 2022, 30,669 people in Stoke-on-Trent were claiming Universal Credit – 88% up on pre-pandemic levels. They claim that last year's autumn statement from the Chancellor failed to tackle Stoke-on-Trent's underlying problems, and would actually inflict more pain and destitution on the city. In Stoke-on-Trent live they claim the report says that the city is heading towards a humanitarian crisis due to rising living costs and extremely low pay and benefits.</li> </ul>
2	<p><b>In year transfers</b></p> <p>There has been an increase in the number of pupils coming into the academy via in year transfers particularly EAL with a wide range of accessibility requirements. 47 (June 19 – May 20) 11 (June 20 – Sept 20). 25 (Sept 20 – July 2021). 16 (September 2021 to July 2022 26). Sept 2022 to date 28 (7 from outside the UK including Kenya, Romania, Zimbabwe, Malawi and Nigeria with very little spoken English).</p> <p>2021 Mobility was 4.2% compared to 3.8% locally. 2022 Mobily was 7.9% compared to 4.9% locally.</p>
3	<p><b>Communication and language skills for children in Early Years</b></p> <p>Many children on entry to nursery have very low baseline skills and many are not toilet trained (please see baseline testing and speech screens).</p> <p>Poorer Speech Language &amp; Communication skills on entry to Nursery &amp; Reception, impacts on subsequent attainment in EYFS and securing the GLD at end of this age phase.</p> <p>Many of our children do not have a rich literacy background in terms of their language, vocabulary, variety of reading experiences or reading stamina. Many enter school without a prior knowledge of nursery rhymes and a lack of phonic knowledge. Some children are unable to communicate needs, feelings, thoughts, ideas and knowledge effectively due to a vocabulary deficit. Some children are unable to understand and follow instructions, have poor listening skills and short attention spans. This means children can struggle with retention of key skills or the application of those skills and mastery of higher order skills.</p> <p>Some of our younger children arrive without basic age appropriate or key foundational skills on entry to school. Some lack experience in and are therefore unwilling to engage in practical play, outdoor activities or hands on sensory activities, with a majority of their life experiences and leisure time being limited or of a virtual nature. Children can also find it hard to distinguish between virtual experiences and real-life expectations.</p>

	<p>Assessments, observations and discussions with pupils indicate oral language skills are underdeveloped and there are vocabulary gaps among many disadvantaged pupils. This impacts subsequent attainment in EYFS, those securing the GLD at end of this age phase, especially disadvantaged &amp; vulnerable pupils</p> <p>In 2020/2021 we had 12 new starters into reception 2020/21 with 6 having no nursery experience. In 2021/2022 we had 13 new starters of which 7 had no prior school experience. In 2022/2023 this was 9 children. All these new starters scored very low in their initial assessments. We have 10 children in nursery with speech and language difficulties and 13 in reception.</p>
4	<p><b>Closing the learning gaps post pandemic.</b></p> <p>Only 40% of children were actually in school during the first national school closures, many of which were in the last 2 weeks of the summer term. During the second national school closures the number of children in school was 28%. Our home learning provision was strong with 3 live lessons per day, the use of our online learning platform and differentiated PowerPoint lessons and work packs (please see ECLT Executive Leader's report). We monitored the children's engagement daily making daily phone calls, and door knocks and involving our EWO. We unfortunately had 27 children who did not engage with their learning at this time even though all efforts were made to contact them, provide support and to help with any ICT issues. This did mean that 94% of our children were engaged either in live lessons or by uploading work onto the school's online platform. 90% of children with SEND were engaging in learning over the lockdown period compared to 58% National average, 31% were in school. Engagement was monitored weekly by our SENCO and supportive phone calls and home visits were in place.</p> <p>We did see a significant increase in the engagement in online learning during the second lock down and most classes averaged 60-80% attendance in the live lessons. However, whilst class teachers did their very best during this time it is not same as being in the classroom with your class teacher and your peers.</p> <p>It was clear following the back to school assessments in March 2021 that there were significant gaps in the children's learning, particularly so for our younger children. However, the end of year assessments in 2021 suggested that the gaps closed rapidly and this continued in the 2021/2022 academic year. Culminating in strong and improved KS2 results, stringer KS1 results, Year 1 phonics results showing progress from their GLD and 50% success rate in year 2 Phonics retakes. Current data, shows that through the implementation of Little Wandle Phonics, re-mapping of our reading and writing journeys, middle leaders writing the learning journeys for their subjects and blocking we have seen learning gaps close significantly with most children now on track and making really strong progress. This is particularly the case for the consistent application of White Rose Maths across the school, progress made in reading, writing, phonics and maths.</p>
5	<p><b><u>Technology inequalities</u></b></p> <p>For many children, a lack of technology devices/internet at home and parents/carers with very limited technology skills has, and still is a barrier to their learning. During the national school closures, we provided over 70 laptops to our children and internet data. It was the case though, that many of the younger children did struggle as parents/carers were unable to support them in accessing the online learning due to their limited skills. From March 2021 we provided</p>



	all children in year 5 (current year 6) with a chrome book and have been working hard to ensure that they have the skills to work independently on any online learning. We have also managed to ensure that years 1, 2, 3 and 5 have 30 Chromebooks (60 PAN each year group), year 4 have 60 (60 PAN) and years 1, reception and nursery have banks of laptops and iPads too. We also delivered parent/carer workshops. We had, and still have, a robust home learning package available for children covering any absence if necessary.
6	<p><b>Social and emotional issues for a small group of disadvantaged &amp; vulnerable pupils can have a detrimental effect upon their academic progress and self-confidence.</b></p> <p>Some children lack confidence with social interactions and inter personal skills. They can demonstrate difficulty in managing their own emotions or in developing &amp; maintaining friendships, with a lack of social and emotional resilience. A lack confidence also creates difficulty in some making relationships and have a lack strategies to cope with stress and problem solve. Some children have physical manifestations of social and emotional issues that arise from a variety of factors.</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>Improved oral language skills and vocabulary among disadvantaged pupils in EYFS.</p> <p>Higher % of children achieving GLD end of EYFS, especially among disadvantaged.</p> <p><i>(Challenge 3)</i></p>	<p>Children in Nursery &amp; Reception class make accelerated progress in language and communication by the end of each year. Assessments and observations indicate significantly improved oral language among disadvantaged &amp; vulnerable pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Outcomes in 2022/23 2024/25:</p> <p>End of EYFS data sees an increase from our 2022 result of 652% GLD over next three years to 70-75% for "All Pupils."</p> <p>End of EYFS data sees an increase from our 2022 result of 57.1% GLD over the next three years to 60-67% for disadvantaged pupils closing the gap to our Non Disadvantaged pupils at 73.1% 2022.</p>
<p>Improved Phonics for disadvantaged and vulnerable pupils in KS1.</p> <p>Improved vocabulary knowledge and application for all children but especially</p>	<p>Outcomes in 2022 - 2025:</p> <ul style="list-style-type: none"> <li>KS1 Y1 Phonic Screen outcomes sees an increase from our 2022 Results of 58.8.% over the next three years to 70-75% for our disadvantaged pupils passing the</li> </ul>

<p>amongst disadvantaged &amp; vulnerable at KS1 &amp; KS2</p> <p><i>(Challenge 2,3, 4)</i></p>	<p>Phonics Screen, closing the gap to our Non Disadvantaged pupils at 79.1% 2022.</p> <ul style="list-style-type: none"> <li>• KS1 Y2 Phonic Screen Accumulative outcomes sees an increase from our 2022 Results of 86.5% over the next three years to 90% for our disadvantaged pupils passing the Phonics Screen, closing the gap to our Non Disadvantaged pupils at 100% 2022.</li> <li>• Assessments and observations indicate significantly improved oral language among disadvantaged pupils at KS1 &amp; KS2. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment (Little Wandle), particularly for disadvantaged &amp; vulnerable pupils.</li> </ul>
<p>Raised Attainment for disadvantaged pupils in Reading, Writing, Maths and Combined subjects at Expected and at the Higher standard to close the gap to our Non disadvantaged pupils children in school.</p> <p>Reduced Attainment gap in Scaled Scores KS2 for disadvantaged pupils compared to our Non-disadvantaged pupils</p> <p><i>(Challenge 2, 4 and 5)</i></p>	<ul style="list-style-type: none"> <li>• Teaching across the Academy is consistently strong or better.</li> <li>• CPD is used effectively to support staff's subject knowledge and career development.</li> <li>• Performance management and monitoring structures are robust and effective in supporting staff.</li> <li>• Interventions are having an impact on pupils' knowledge and understanding.</li> <li>• Staff use assessments and tracking systems effectively to identify pupils and priorities for their learning.</li> <li>• The reading and writing journeys have been successfully embedded further.</li> <li>• White Rose Maths continues to be consistently and successfully delivered across the academy.</li> <li>• The blocked curriculum model is being consistently delivered offering breadth as well as enriching and deepening knowledge. It is successfully getting the children to know and remember more.</li> </ul>

	<p>Outcomes in 2022 - 25</p> <ul style="list-style-type: none"> <li>• KS1 Disadvantaged pupils outcomes sees an increase from our 2022 Results of 63.9% in Reading, 50% in Writing &amp; 55.6% in Maths at Expected over the next three years to 70% - 75% across all three subjects. Thus closing the gaps to non-disadvantaged: Reading 70.8%, Writing, 62.5% Maths 79.2%.</li> </ul> <p>Continue to increase the number of disadvantaged children at KS1 achieving GDS. In 2022 this was 16.7% in Reading, 5.6% in Writing and 11.1% in Maths. Compared to 8.3%, 4.2% and 12.5% for non disadvantaged.</p> <ul style="list-style-type: none"> <li>• KS2 Disadvantaged pupils' outcomes sees an increase from our 2022 "Expected" results of 52.9% Reading, 64.7% Writing, 78.3% Maths and 67.6% to 70-80% across all 3 subjects. Reduce the gap to non-disadvantaged from 2022 Reading 61.5%, Writing 65.4%, Maths 76.9%</li> <li>• Improved the combined 'at Expected' from the 2022 results of 44.1% disadvantaged and 53.8% non-disadvantaged. Over the next three years to 60%+ for disadvantaged pupils</li> <li>• GPS. – continue to improve from 2022 f 61.8% for disadvantaged to 70%+ over the next 3 years. There is very little difference in the performance of PP and non PP.</li> <li>• Continue to increase the number of children reaching GDS (disadvantaged and non-disadvantaged). In 2022 for disadvantaged this was 11.8% GPS, 14.7% reading, 0% Writing, and 5.9% Maths. The aim over the next three years would be to close the gap to non-disadvantaged for GPS and reading and increase all</li> </ul>
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	disciplines to be close to the national average.
<p>Pupils make strong progress from KS1 to KS2</p> <p><i>(Challenge 2, 4 and 5)</i></p>	<ul style="list-style-type: none"> <li>Progress score for subjects continue to improve from the scores of 2019 for disadvantaged and non-disadvantaged. In 2022 this was -5 reading, -1.7 writing and -2.3 maths compared to -3.7, -1.6 and -2.6 for disadvantaged</li> </ul>
<p>Pupils make strong progress across Science and the foundation subjects.</p> <p><i>(Challenge 2, 4 and 5)</i></p>	<ul style="list-style-type: none"> <li>KS2 Science attainment continues to grow from 85% to 90+% over the next three years.</li> <li>Internal data tracking, lesson observations and the student voice show that they are, making very strong progress.</li> </ul>
<p>To sustain improved wellbeing for pupils in our school, particularly our disadvantaged pupils and their families.</p> <p><i>(Challenge 1)</i></p>	<ul style="list-style-type: none"> <li>The impact of social &amp; emotional issues is lessened for disadvantaged &amp; vulnerable pupils upon their learning.</li> <li>We have a number of children accessing our school councillor</li> <li>Attendance figures remain at National or better.</li> <li>The number of children arriving late to school remains low.</li> <li>Continue to work with local councillor to improving housing conditions.</li> <li>Families readily contact us for support.</li> <li>WISH intervention strategies to support the children and their families continue to be exceptionally well embedded.</li> <li>Pupil and parent surveys remain strong.</li> <li>The number of children accessing trips, enrichment activities and extracurricular activities remain strong, particularly among disadvantaged &amp; vulnerable pupils.</li> </ul>
<p>To sustain improved attendance for all pupils particularly our disadvantaged pupils and reduce the numbers of children who are persistently absent from school.</p>	<ul style="list-style-type: none"> <li>Sustained, strong attendance from 2022 – 2025. To be at/close to the National. TALK ABOUT GAPS AND PREVIOUS PP</li> <li>Reduce the number of children that are persistently absent.</li> </ul>

<p><b><u>(Challenge 1, 2, 4, 5)</u></b></p>	<ul style="list-style-type: none"> <li>• Attendance data analysed effectively to identify trends and target particular pupils and families with support.</li> <li>• Continue to reward children and families for having good attendance.</li> <li>• Breakfast &amp; Care Club access used strategically to improve attendance and punctuality, particularly among disadvantaged &amp; vulnerable pupils.</li> </ul>
<p>A range of opportunities provided for children with disadvantaged &amp; vulnerable pupils to maximise learning through accessing additional in school support.</p>	<ul style="list-style-type: none"> <li>• All year 6 pupils have a chrome book that can be taken home. KS1 and KS2 all have easy access to ICT facilities in school.</li> <li>• After school club participation is monitored to ensure that disadvantaged children have a breadth of opportunities and are supported with homework.</li> <li>• The WISH team provide additional support to children with reading sessions and homework clubs.</li> <li>• Disadvantaged &amp; vulnerable pupils have priority access to books in the school Library.</li> <li>• Our reading zones, librarian and book share promotes reading opportunities &amp; a love of reading to impact on reading and writing through enriched vocabulary. <ul style="list-style-type: none"> <li>• Disadvantaged &amp; vulnerable can access &amp; attend computing club.</li> </ul> </li> <li>• Strong pupil and parent voice.</li> <li>• All children are provided with reading books.</li> <li>• Support from PTFS with all children receiving a book at Christmas.</li> </ul>
<p>A range of opportunities are provided for disadvantaged &amp; vulnerable pupils to gain wider life experiences and support children from less advantaged backgrounds of all abilities to fulfil their potential now and in the future.</p>	<ul style="list-style-type: none"> <li>• All year groups to attend at least 1 visit linked to their curriculum and all children attend.</li> <li>• Plethora of extra-curricular activities on offer that are very well attended.</li> </ul>

	<ul style="list-style-type: none"> <li>• Camping enrichment is offered to all year 4, 5 and 6 children.</li> <li>• The Academy works closely with Character Education to ensure that all the children have a wide range of enrichment opportunities.</li> <li>• Weekly music lessons. Free peripatetic lessons.</li> <li>• Half termly behaviour for learning treats.</li> </ul>
Effective support for families through WISH, Parent group, training workshops to upskill families to support with learning. Bespoke Family support given matched to needs and priorities by designated families team and liaison outside agencies	<ul style="list-style-type: none"> <li>• Effective support through Early Help</li> <li>• Family links meetings</li> <li>• Regular contact from parents to WISH.</li> <li>• Attendance by disadvantaged pupils' families at parents' evenings is strong.</li> <li>• Targeted children invited to Hub clubs during school holidays.</li> <li>• Increased levels of engagement with Parent workshops for support with Reading, Phonics &amp; Maths.</li> <li>• Strong pupil and parent voice.</li> </ul>

## 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: £158,946

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club and wrap around care Programme staffing	<a href="#">st-social-mobility-report-1.pdf (suttontrust.com)</a> <a href="#">A 10-step Pupil Premium plan (headteacher-update.com)</a>	1,2,3,4,5

Staffing and learning activity resources  WISH Learning support assistants support costs  SEND additional Support Programme staffing  Homework Club Resources  Learning resources  External Consultant to provide CPD for English, Maths and the curriculum and intervention for children	<a href="https://educationendowmentfoundation.org.uk/feedback/">Feedback   EEF (educationendowmentfoundation.org.uk)</a>	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £79,565

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Years additional support programmes  Intervention programmes in Phonics EY/KS1/LSK2  Intervention in close gaps in learning	<a href="https://educationendowmentfoundation.org.uk/phonics/">Phonics   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/oral-language-interventions/">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://publishing.service.gov.uk/the-reading-framework-teaching-the-foundations-of-literacy">The reading framework - teaching the foundations of literacy (publishing.service.gov.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-1/">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-2/">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/reading-comprehension-strategies/">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,4

	<p><a href="#"><u>Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</u></a></p> <p><a href="#"><u>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</u></a></p> <p><a href="#"><u>Education Endowment Foundation   EEF</u></a></p> <p><a href="#"><u>Small group tuition   EEF (educationendowmentfoundation.org.uk)</u></a></p> <p><a href="#"><u>One to one tuition   EEF (educationendowmentfoundation.org.uk)</u></a></p> <p><a href="#"><u>Extending school time   EEF (educationendowmentfoundation.org.uk)</u></a></p> <p><a href="#"><u>Individualised instruction   EEF (educationendowmentfoundation.org.uk)</u></a></p> <p><a href="#"><u>Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</u></a></p> <p><a href="#"><u>Homework   EEF (educationendowmentfoundation.org.uk)</u></a></p> <p><a href="#"><u>Using Digital Technology to Improve Learning   EEF (educationendowmentfoundation.org.uk)</u></a></p> <p><a href="#"><u>The parent's guide to the pupil premium   TheSchoolRun</u></a></p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £69,197

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>EWO additional support</p> <p>Careers, raising the aspirations of children</p> <p>Enrichment Activities</p> <p>Instrumental Tuition Programme</p> <p>Behaviour for learning rewards programmes</p> <p>Attendance Rewards</p> <p>Uniform</p>	<p><a href="https://educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="https://publishing.service.gov.uk/unlocking-talent-fulfilling-potential">Unlocking Talent, Fulfilling Potential</a> (<a href="https://publishing.service.gov.uk">publishing.service.gov.uk</a>)</p> <p><a href="https://educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="https://educationendowmentfoundation.org.uk/mentoring">Mentoring   EEF</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="https://publishing.service.gov.uk/working-together-to-improve-school-attendance">Working together to improve school attendance</a> (<a href="https://publishing.service.gov.uk">publishing.service.gov.uk</a>)</p> <p><a href="https://www.gov.uk/delivering-education-s-progressive-promise">Delivering education's progressive promise: using the Pupil Premium to change lives - GOV.UK</a> (<a href="https://www.gov.uk">www.gov.uk</a>)</p> <p><a href="https://educationendowmentfoundation.org.uk/aspiration-interventions">Aspiration interventions   EEF</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="https://educationendowmentfoundation.org.uk/arts-participation">Arts participation   EEF</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="https://publishing.service.gov.uk/developing-character-skills-in-schools">Developing character skills in schools</a> (<a href="https://publishing.service.gov.uk">publishing.service.gov.uk</a>)</p> <p><a href="https://publishing.service.gov.uk/section-1-the-importance-of-reading-and-a-conceptual-model">Section 1: The importance of reading and a conceptual model</a> (<a href="https://publishing.service.gov.uk">publishing.service.gov.uk</a>)</p> <p><a href="https://sagepub.com/spending-the-pupil-premium">Spending the pupil premium: What influences leaders' decision-making? - Rebecca Morris, Graeme Dobson, 2021</a> (<a href="https://sagepub.com">sagepub.com</a>)</p> <p><a href="https://educationendowmentfoundation.org.uk/parental-engagement">Parental engagement   EEF</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="https://educationendowmentfoundation.org.uk/homework">Homework   EEF</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>1,4,6</p>

**Total budgeted cost: £307,708**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Area of Focus	Budget Allocation	Evaluation
Breakfast Club and wrap around care Programme staffing	£9,212	Breakfast club attendance has steadily increased to 38 with a high proportion of those attending being PP. Pupils have access to games and educational resources and are given breakfast. Staff have noted a calmer and more settled start to the day for these children. After school club numbers also remain strong and have enabled many parents/carers to get back into work. Children are provided games and learning opportunities and supported with their home work by the staff.
EWO additional support	£35,867	This has significant improvement in attendance and reduction in persistent absence and lates. There are regular attendance clinics and send letters home, fines and door knocks. Please see evidence in WISH below in the Academy SEF & internal tracking in WISH.
Attendance rewards programmes	£7,000	<p>As above. Also a large number of children managed to maintain 100% attendance last year.</p> <p>Academic Year 21/22</p> <p>Half term 1 – 158 (35.7%) pupils with 100%</p> <p>Half term 2 – 163 (36.8%) pupils with 100%</p> <p>Half term 3 – 176 (38.4%) pupils with 100%</p> <p>Half term 4 – 166 (35.8%) pupils with 100%</p> <p>Half term 5 – 204 (43.7%) pupils with 100%</p> <p>Half term 6 – 155 (33.3%) pupils with 100%</p>
Early Years additional support programmes	£25,240	Over the years, significant progress has been made in the number of children achieving GLD. Back in 2014 this was only 9% of children. We have been at 60%+ for the last 5 years, rising to 68% in 2020 which would have been close to the national average. Unfortunately, teacher assessments for 2021 suggested that the GLD had significantly declined to 37% with the issue being in reading. Many children in this cohort did enter the Academy with low starting points (from internal baseline assessments and we did have 14 children start nursery in nappies). We also feel that this cohort has been significantly

		<p>impacted upon by the national COVID 19 lockdowns. During the first lockdown (from March 2020) this cohort were in Nursery and not one of the identified year groups to be in school, thus missing 5 months of key learning and skill development. During the second national lockdown (January 2021) and now in Reception, they once again were not classified as a priority year and missed three months of education. Whilst online learning was provided for the children, with three live lessons per day and supplementary resources provided for parents/carers, they did find it difficult to home school this age group. Considering the low starting points for this year group and the national picture that children from deprived areas and younger children have been significantly impacted upon due to the time not spent in school, it is not that surprising that our GLD predictions are very low. Actions were put in to place to close these learning gaps and this can be seen in their much improved phonics results. Between 2019-2022 children with PP performed very well.</p> <p>Pleasingly, our current Nursery children have made better progress from their low starting points. Current internal assessments suggest that 71% of the nursery children are where we would expect them to be and on track to achieve GLD. We are very hopeful that these children will maintain this progress into Reception and thus have a GLD % at national or even above next year.</p> <p>In January 2022 our "Rising 3" programme commenced in Nursery with entry points at January and April (after the child's third birthday). We have had 17 children (half of the new nursery cohort) between Jan 2022 and the end of the academic year. These children have settled in exceptionally well and made good progress. This will give these children a really good platform to start their nursery experience with us from September 2022. We currently have 12 children ready to start in January 2023 and 2 in April 2023.</p>
Intervention programmes in Phonics	£16,370	<p><b>PHONICS – Year 1</b></p> <p>Significant progress has been made in the number of children passing the phonics test over the screen few years. We have been in the 70+% for a number of years. Teacher assessments (19/20, 20/21) suggested that this had been maintained with 71% and 73% respectively of children achieving the phonics standard. Whilst we are below the % national average this equates to 5 children and does show progress from their GLD assessments.</p> <p>Phonics results for 2022 show a decline being at 64%. We feel that the pandemic and national school closures did severely affect the progress of this year group. (Please see previous notes) this can also be seen in their 37% GLD assessment from Reception (with reading being the issue). We have worked really hard with this year group to close the gaps in learning in particularly reading, with a number of interventions that can be detailed. Indeed, we secured 22 more children at the expected level for phonics from their 37% GLD Reception assessments. The 2022, 64% phonics score is just 4 children off our previous levels, the</p>

		<p>local authority average of 72% and 10 children away from previous national average scores. We have always prioritised reading, as can be noted in our last inspection and recently to further enhance this provision we have implemented "Little Wandle" phonics scheme and a reading squad across Reception and Year 1. We feel strongly that Little Wandle is having a significant impact on closing the gaps in phonics across the school. Indeed, the 4 children who were close to achieving the expected standard during the test did get there by the end of this academic year – bringing us back to the 70%+ mark. 17 children were a little further away from the expected standard. However, our internal tracking of phonics does show incremental progress throughout the year. With the current additional interventions in place we are confident that 7 of these children will be at the expected standard by October half term taking us to a 76% pass rate. We will work very hard to ensure the remaining 10 children will be secure in phonics by the end of year 2 and in time for their retake next summer. Little Wandle is having significant impact in the current year 1 with 65% already on track to pass the phonics.</p> <p>NB – year 1 2020 phonics was cancelled with children completing the screen in December 2020. 75% passed the screen but, unfortunately there were no retakes that year due to the national cancellation.</p> <p><b>PHONICS – Year 2 retakes</b> Over the years, significant progress has been made with the number of children being successful in the year 2 phonics retake. In 2019 this was 75%.</p> <p>There were no year 2 retakes in 2020 or 2021 due to the pandemic.</p> <p>In 2022 there were 10 retakes with 50% being successful and above the LA average of 35%. We will work hard with the interventions listed in the year 1 phonics to ensure the remaining 5 children are supported with their phonics as they move into year 3. Of these 5 children, 1 will have an EHCP in the near future and 3 made progress from their year 1 phonics screen. Only 1 child (with significant barriers to learning) regressed. 92% of the current year 2 cohort have passed their phonics screen.</p>
Intervention to close the gaps in learning	£27,482	<p>The 2022 KS1 SATs results have shown strong progress considering the length of time schools were closed due to the pandemic and reflect their GLD of 66%. In Reading and Writing we have remained in the high 60% for expected+ for the last 3 years with Maths only recently (this year) only dropping slightly to the high 50's%. Whilst not at the heights of 2019 for GDS again, this has remained strong between 10-13% over the last 3 years. It is important to note that this cohort had 60% disadvantaged compared to 38% for the LA and 16.3% NA.</p> <p><b>Reading</b> EXP+ results this year were 1.6% above the LA average and -0.7% away from the NA. GDS was -1.7% away from the LA average and -4.8% away from the National</p> <p><b>Writing:</b> EXP + results this year were -3.4% below the LA average and -3.3% from the National. GDS was -3.7% from the LA average and -3.2% from the National</p>

		<p><b>Maths:</b> EXP+ results this year were -0.8% from the LA average and -3.2% from the National Average GDS was -1.9% from the LA and -3.6% from the National.</p> <p>We are very pleased with the above data being in line/above LA and National averages as the difference is between 1 – 3 children. We are particularly pleased considering the previous information about the number of disadvantaged children in this cohort compared to local and national figures. It has been well documented that the pandemic and national school closures have had significant impact on disadvantaged children.</p> <p>Reading: <b>2019:</b> 72% EXS+ and 27% GDS. <b>2020:</b> 67% EXS+ and 11.6% GDS. <b>2021:</b> 58% EXS+ and 8% GDS. <b>2022:</b> 67% Exp+ and 13% GDS</p> <p>Writing: <b>2019:</b> 62% EXS+ and 7% GDS. <b>2020:</b> 68% EXS+ and 13.5% GDS. <b>2021:</b> 54% EXS+ and 2% GDS. <b>2022:</b> 55% Exp+ and 5% GDS</p> <p>Maths: <b>2019:</b> 75% EXS+ and 20% GDS. <b>2020:</b> 68% EXS+ and 6.6% GDS. <b>2021:</b> 66% EXS+ and 12% GDS. <b>2022:</b> 65% Exp+ and 12% GDS</p> <p><b>YEAR 4 MTC:</b></p> <p>2022 – 26% scored 25/25 which is just below the National Average of 30%, only 2 children short. 53% of children scores the mean score of 20/25 and we have 29% of children in the lowest quintile of 15 and below.</p> <p><b>KS2:</b></p> <p>Between 2016 and 2018 – combined EXS % rose from 27.8% to 49.2%, dipping in 2018 to 37%.</p> <p>Between 2016 and 2018 – combined GDS increased slightly from 2% to 4% in 2018.</p> <p>Between 2016 and 2018, progress in all areas across a 3-year period has been at or above national</p> <p>2019 data was very disappointing and showed a key decline against previous years. The key area affecting progress 2019 was KS1 to KS2 progress. However, there was a significant jump in attainment between EY GLD (9%) to KS1 data. Whilst disappointing these results were very cohort specific (please see previous SEF).</p> <p>2020 teacher assessments show a significant improvement in KS2 attainment and progress from 2019. Expected reading rose from 45% to 70%, writing 52% to 61%, Maths 56% - 70% and combined 38% - 61%. GDS rose in reading 10% - 13.3% and in writing 2% - 5.5% it's slightly dipped in Maths 9% - 6.6%. % combined GDS slightly dipped from 4%- 3.3%. Progress figures rise in reading from -5.3 to -0.04, writing -5.5 to 0.22 and Maths-4.1 - -0.08.</p> <p>2021 teacher assessments were pleasing considering the school closures due to the pandemic with EXP reading 68%, writing 60%, maths 63% and combined 53%. GDS reading 17%, writing 12%, maths 20% and combined GDS 12%. Considering the amount of lost learning this cohort compares similarly to the previous year. Any reductions in % can be equated to 1 – 6 children.</p> <p>2022 SATS show strong progress from 2019 with an increase in the number of children getting EXP+ in SPAG, Reading, Maths, Writing, and Science. WRM combined also improved and so did</p>
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		<p>the progress scores. Those children eligible for FSM/PP have shown an increase in attainment from 2019 – 2022</p> <p>Across all key stages our internal data is showing that we are rapidly closing the learning gaps.</p>
Careers, raising the aspirations of children	£5,000	<p>The children's attitude to their education is positive and they are committed to their learning. Through our regular assemblies/work in class the children constantly revisit our school motto of "work hard, dream big and never give up". They are becoming really resilient to set backs and take pride in their achievements. We have maintained our assemblies through Zoom – which the children love!</p> <p>Our house system is also a strength of the school. House points are given to the children by the staff with weekly house updates in our assembly and have significantly improved behaviour and attitudes. Children will receive badges dependant on how many house points they achieve. Children with PP achieve just as well as non PP. Relationships among the children and the staff reflect a positive and respectful culture where the children are, and feel safe.</p>

Area of Focus	Budget Allocation	Evaluation						
WISH Learning support assistants support costs	£81,822	<ul style="list-style-type: none"><li>All stakeholders have high expectations for pupils' behaviour and conduct. The behaviour structure and the creation of the WISH hub in September 2019 has had a significant impact on improving the behaviour and attitudes of our children, particularly the most vulnerable children. The children understand our high expectations and routines and this is reflected in their positive behaviour and attitudes. Low level disruption is rare and does not disrupt the school day. The behaviour of pupils in classrooms and on the playground is also good. Pupils show respect for others ideas and views and bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread. All safeguarding systems are in place and highly effective to ensure pupils are kept safe.</li><li>Children being late to school is rare.</li><li>Parents/carers surveys are extremely positive regarding behaviour, leadership and pastoral support. Parents/carers have also inundated the Academy with support and thanks during the pandemic via our online platform, emails, letters, social media and nominations for awards. Pupil voice surveys are also very positive.</li><li>Attendance data has also improved.</li></ul> <p><b>Excluding Non-Compulsory School age pupils with dates of births after 31/03/2013</b></p> <table><tr><td>2017- 2018 – 94.00%</td><td>2018-2019- 94.8%</td></tr><tr><td>Sept – Mar 2019-2020 – 95.3%/end of year 947</td><td></td></tr><tr><td>2020-2021 – 95%</td><td>2021-2022 – 93.5%</td></tr></table> <p>We have been in line with the National Average for a number of years. There has been a reduction in unauthorised absence. 2017/18 3.3%, 2018/19 2.7%, 2020/21 2.1% and 2021-2022 1.62%.</p> <p>Through highly effective monitoring and attendance clinics with parents/carers the Academy had begun to reduce the rate of persistent absence from 15.8% (17/18) to 13.02% (18/19) and 12.2% by Feb 19/20. This rose to 14% (March 2020) with parents choosing to remove their children from school during the 2 weeks prior to the national lock down. We were confident, through our monitoring and tracking that PA would have remained at 12% if not for the national lockdown. At the end of the academic year 2020/2021 this figure was 16.23%, whilst above previous national averages, consideration must be given to the impact the global pandemic has had on such figures. It is also important to note that a number of families did take holidays during the last half term of the 20/21 academic year and we were impacted upon by two Eid celebrations.2021-2022 was 19-35 – again affected by Covid 19,</p>	2017- 2018 – 94.00%	2018-2019- 94.8%	Sept – Mar 2019-2020 – 95.3%/end of year 947		2020-2021 – 95%	2021-2022 – 93.5%
2017- 2018 – 94.00%	2018-2019- 94.8%							
Sept – Mar 2019-2020 – 95.3%/end of year 947								
2020-2021 – 95%	2021-2022 – 93.5%							



		Eid and holidays. There are no significant difference between PP and non PP students.
SEND additional Support Programme staffing	£63,574	<ul style="list-style-type: none"> <li>• Visually impaired pupil has made accelerated progress with braille in all areas</li> <li>• Speech and language has significantly improved, this will be backed up with standardised assessments.</li> <li>• IDL - All children are making good progress and are becoming independent learners.</li> <li>• Pupil and parent/carer voice is very strong regarding provision and support.</li> <li>• The number of SEN children recently in detention/reflection is exceptionally low.</li> </ul>
Enrichment Activities	£2,000	<ul style="list-style-type: none"> <li>• A wide variety of clubs are offered to the children. The funding ensured that resources were available for the children to participate in craft, construction and sports for example. External providers for cricket and songbirds were also on offer.</li> <li>• 60% of children have participated in at least one club</li> </ul>
Digital technology to support learning at home	£4,500	<ul style="list-style-type: none"> <li>• All pupils have access to Timetables Rockstars, Maths box, and Bug Club. We also use Big Cat Collins. We have purchased 30 chrome books for each year group (1 – 5) and all children in year 6 have a chromebook. We have also purchased additional iPads for Nursery and Reception.</li> </ul>
Instrumental Tuition Programme	£9,381	<ul style="list-style-type: none"> <li>• 20 children had access to instrumental lessons and completed individual programmes and achieved the required standards. Pupils performed in assemblies and in celebration events. Anecdotal comments from the pupils reflect an increase in confidence, pride and self-esteem in their improvements and successfully accredited musical talents and skills. Children across the school are engaging in music enthusiastically. All children have City Music school lessons through the year and we run a “songbirds” after school club as well as participating in many local initiatives. We also have a dedicated music room.</li> </ul>
Enrichment activities within the curriculum – trips/visits support funding	£5,000	<ul style="list-style-type: none"> <li>• All children have the opportunity to participate in at least 1 trip and have visitors in school. We have offered all children a plethora of enrichment activities. Please see “Personal Development” on our website.</li> </ul>
Behaviour for learning rewards programmes	£10,000	<ul style="list-style-type: none"> <li>• Numbers in reflection and detention has significantly reduced in comparison to previous years.</li> <li>• Numbers missing the half termly B4L treat has significantly reduced to 0 at the end of the academic year.</li> <li>• Please see the evidence under WISH and SEF regarding the evidence for improved behaviour and attendance. The pupils have an excellent attitude to their learning and low level disruptions are extremely rare.</li> <li>• Very strong pupil and parent/carer voice.</li> </ul>
Homework Club Resources	£1,650	<ul style="list-style-type: none"> <li>• Additional resources were purchased. Magic Home work has been sent home half termly.</li> <li>• Planners for all children.</li> <li>• Homework clubs and support on offer at lunch and after school.</li> </ul>

		<ul style="list-style-type: none"> <li>Please see previous evidence on improving attendance, behaviour and attitudes and outcomes. Significantly more children are now completing homework tasks and reading regularly.</li> </ul>
Lunch club Activities Including support programme from Port Vale	£8,000	<ul style="list-style-type: none"> <li>Our dinner supervisors provide a wide variety of lunchtime activities. This ensured well supervised and safe lunchtime activities, which contributed to health, well-being and staying active.</li> <li>We have invested heavily in resources for the pupils to play with.</li> <li>We have seen a significant decrease in behaviour issues during lunchtime as can be seen in the very low numbers of children in reflection, detentions and missing the B4L half termly treat.</li> <li>Attendance figures are also improving and are now strong.</li> </ul>
Uniform	£500	<ul style="list-style-type: none"> <li>Parents/carers are still taking advantage of the spare school <b>uniform</b> that we have in school. There has recently been a 'stock system/Inventory' set up and is adjusted accordingly when the uniform is requested.</li> <li>All children on PP have received support with uniform.</li> </ul>
Learning resources	£10,000	<ul style="list-style-type: none"> <li>A significant amount has been spent ensuring that our indoor spaces are bright, vibrant and welcoming.</li> <li>Maths text books were purchased for all children in KS2.</li> <li>We have significantly increased the amount of learning and recreational activities and spaces outside.</li> <li>Our reading zones and schemes are now very well resourced with new reading books.</li> <li>Others: Education City, Timetables Rock Stars, Twinkle, Pupils planners, Jigsaw, Sporting Stars.</li> </ul> <p>Please see previous evidence regarding attendance and behaviour and attitudes. More children are now reading widely and often.</p>
Training Budget/CPD	£8,000	<ul style="list-style-type: none"> <li>External Training provided for Phonics, Maths, Music, vocab, our reading &amp; writing journey and re-mapping of the whole curriculum.</li> <li>CPD records show a significant amount of training opportunities were undertaken.</li> <li>All categories of the SEF/Ofsted framework show a strong and improving picture. Please see Academy SEF for more details.</li> </ul>

## 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: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*