

The background is a solid blue color with several overlapping, curved, semi-transparent shapes in various shades of blue, creating a dynamic and layered effect. The shapes are primarily located in the upper and middle portions of the page, leaving the bottom portion clear for the text.

Pupil Premium Strategy Statement

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

Academy overview

Detail	Data
Academy name	Co-op Academy Clarice Cliff
Number of pupils in academy	394
Proportion (%) of pupil premium eligible pupils	49.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025
Date this statement was published	25th October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	
Pupil premium lead	Matthew Plant
Governor / Trustee lead	Tony Stephens

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£306,081.30
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£306,081.30
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

Statement of intent

At Co-op Academy Clarice Cliff, we acknowledge through our internal assessments and monitoring that a significant proportion of our pupils are identified as Pupil Premium and, therefore, may be termed "disadvantaged." Our goal is to foster an inclusive culture with high expectations for all pupils, where pupil needs, not labels, drive our Pupil Premium strategy, with robust pastoral care at its core. We believe that "every interaction with disadvantaged pupils and their families has the power to bring about positive change." It is our intention to ensure that all pupils, regardless of their background or the challenges they face, make good progress relative to their starting points.

We understand the necessity of recognising and addressing the impact and challenges of socioeconomic disadvantage on learning. By addressing these gaps, we aim to lay a solid foundation for a comprehensive and effective support package. Our strategy emphasises early intervention, which is crucial for giving Pupil Premium pupils the best chance to thrive throughout their school journey.

To ensure our Pupil Premium spending has the greatest impact, we adhere to these key principles:

Building Belief:

We foster a culture where:

- Every child is believed in by staff
- There are "no excuses" for any child's underperformance
- Staff support every child in developing a "growth" mindset towards learning
- Each interaction with pupils and their families is seen as an opportunity to bring about positive change

Analysing Data:

We make sure that:

- All staff are involved in analysing data to understand each child's strengths and weaknesses across the school
- We use research (such as the EEF) to choose strategies that will benefit each child most effectively

Identification of Pupils:

We ensure that:

- All teaching and support staff participate in data analysis and identification of every pupil through planning and progress meetings
- Every staff member is aware of each Pupil Premium and vulnerable child
- Each child benefiting from Pupil Premium funding receives the support they need, not just those who are underperforming
- We target underachievement at all levels, ensuring that no child is overlooked

- We consider each child's individual needs carefully to provide the most effective additional support

Quality First Teaching:

We ensure that:

- Every child receives high-quality teaching with high expectations
- We address any variations in teaching quality within the school
- Good or outstanding practices are shared across the school to benefit every child
- High-quality diagnostic assessments are used to support each child's learning needs

Increasing Learning Time:

We maximise the time each child has to "catch up" by:

- Improving attendance and punctuality for all pupils
- Providing earlier intervention to support every child
- Targeting interventions within lessons to address each child's needs

Individualising Support:

We make sure that:

- Each child's individual needs are assessed to identify barriers to their learning
- Communication between support staff and class teachers is regular to support every child effectively
- High-quality interventions are provided across all phases to benefit each child
- Support staff receive high-quality professional development to enhance their effectiveness in supporting every child
- We work with other agencies to bring in additional expertise for the benefit of every child
- Interventions are tailored to meet the unique needs of each child

The provisions considered by the Governors include:

- Providing consistently strong quality first teaching for every child
- Implementing high-quality, evidence-based interventions to offer early, targeted support to each pupil
- Offering high-quality professional development opportunities for all staff to ensure exceptional teaching for every child
- Delivering pastoral and behavioural support to help every pupil and their family
- Assisting with activities, educational visits, residentials, and school uniforms to ensure every child has access to enriching learning experiences
- Providing additional teaching and learning support based on effective diagnostic assessments to benefit each child
- Ensuring consistent support for high attendance to benefit every pupil

Challenges

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

Challenge number	Detail of challenge
1	Attendance data shows that non-Pupil Premium pupils consistently achieve higher attendance rates than Pupil Premium pupils as a group, although rates of attendance are improving over time for Pupil Premium pupils. By the end of the academic year, although Pupil Premium attendance reached 92.6%, non-Pupil Premium attendance remained significantly higher. Although persistent absence fell from 24.21% to 21.5%, Pupil Premium children continue to be overrepresented.
2	There have been improvements in end of year outcomes for Pupil Premium pupils over time. Despite this, there are attainment gaps to address. In Reading, 63% of pupil premium pupils achieved the expected standard at the end of Key Stage 1 compared to 67%. 14.8% achieved greater depth compared to 18.5%. This is below national standards. In writing, 52% achieved the expected standard compared to 57%. At Key Stage 2, in reading Pupil Premium attainment rose by 9% to 66%, narrowing the gap with all pupils (67%). However the percentage of pupils achieving greater depth was low overall for all pupils (9.1% and 10%). In Writing at Key Stage 2, attainment is broadly in line with other pupils. However the percentage achieving greater depth is half of other pupils (9% compared to 18%).
3	At the end of Key Stage 2, 58% of Pupil Premium pupils achieved the expected standard in mathematics. While there is no significant gap between pupil premium and other pupils, attainment overall is below national standards, indicating a need to ensure pupils have acquired the basic skills in maths needed to prepare them for the next stage in education. The percentage of pupils achieving greater depth in Key Stage 2 is also significantly below national for pupil premium and all pupils. This is not showing the accelerated progress that has been achieved in other areas.
4	There are low levels of language on entry to the academy as identified by baseline assessments and Well Comm assessments, which potentially hinders Pupil Premium pupils' progress across the curriculum. At the start of the year, 72.3% of these pupils in Nursery required intervention, while 75% in Reception initially needed support. This is supported by research into the language gaps that exist by the age of 5 between disadvantaged and other pupils. As pupils transition to Key Stage 2, language development challenges can impact overall achievement across the curriculum, particularly for mobile pupils as evidenced in writing attainment.
5	Pupil Premium pupils are over-represented in the number of behaviour incidents, which include low-level disruptions and suspensions. This is evidenced through weekly behaviour data analysis as well as end of year statistics. Comparisons indicate that these pupils account for 50% more overall incidents than their peers.
6	National statistics show that the academy is situated in an area of high deprivation, ranking in the bottom 2.5 of schools nationally. Analysis of barriers to attendance and engagement suggests that rising poverty

levels in the local area potentially prevent some pupils thriving. This includes limited life experiences as well as academic opportunities.

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>Good attendance secured for pupil premium pupils.</p>	<p>Attendance for pupil premium pupils will be 94%.</p> <p>Persistent absentee levels for pupil premium pupils will be 15%.</p> <p>Barriers to attendance will have been identified and clear strategies in place will evidence a positive impact.</p>
<p>End of Key Stage 1 and Key Stage 2 attainment in writing and reading for all pupils, including PP pupils, will have increased to be broadly in line with national averages.</p>	<p>Attainment in writing at the end of KS1 for pupil premium pupils will be at least 60% expected and 10% greater depth.</p> <p>Attainment in writing at the end of KS2 for pupil premium pupils will continue to be in line with non pupil premium.</p> <p>Attainment in reading at the end of KS1 for all pupils will be at least 68% expected for pupil premium pupils and 18% greater depth.</p> <p>Attainment in reading at the end of KS2 for all pupils, including pupil premium, will be 70% expected and 20% greater depth.</p>
<p>End of Key Stage 1 and Key Stage 2 attainment in maths for all pupils, including Pupil Premium pupils, will increase to be broadly in line with national averages.</p>	<p>Attainment in maths at the end of Key Stage 1 for all pupils will be 75%, with Pupil Premium pupils achieving at least 68% expected and 18% greater depth.</p> <p>Attainment in maths at the end of Key Stage 2 for all pupils will be 75%, with Pupil Premium pupils achieving at least 70% with at least 15% greater depth.</p>
<p>Pupils will be able to articulate what they know, understand and can do effectively. Language will not be a barrier to learning.</p>	<p>WellComm assessments will demonstrate excellent progress for all pupils in Nursery, Reception, and Key Stage 2 from baseline to end-of-year outcomes. By the end of the year, 90% of Nursery pupils will be at age-related expectations on the WellComm assessments, as will 90% of Reception pupils.</p> <p>Pupils in Key Stage 2 requiring Well Comm intervention will make strong progress from their initial baseline, with at least 90% of pupils no longer requiring intervention.</p>
<p>Reduction in the amount of behaviour incidents overall, including for Pupil Premium pupils.</p> <p>Reduction in the amount of fixed term suspensions.</p>	<p>Incidents of low level behaviour will show a reduction per term overall and particularly for PP pupils from the previous year.</p> <p>The number of suspensions will decrease. Where suspensions do occur, a comprehensive support plan will show improvements for individual pupils over time.</p>

All pupils will have access to a wide range of experiences including extra curricular clubs and trips which significantly enhance their wellbeing and attendance.	Analysis of trips and clubs will show that these are well attended by all pupils throughout the year and that pupil premium pupils are accessing a wide range of experiences.
	Pupil premium pupils will have accessed a wide range of experiences in addition to extra-curricular clubs across all year groups.

Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost	£167657
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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>English</i></p> <p><i>Professional development for all staff aligned with the whole-school writing cycle.</i></p> <p><i>Implementation of the new spelling scheme to meet pupils' needs.</i></p> <p><i>Professional development focused on adaptive teaching strategies.</i></p> <p><i>Review of adaptive teaching strategies.</i></p> <p><i>Professional development for the implementation of the new handwriting scheme.</i></p>	<p>EEF Implementation Guide</p> <p>The guidance emphasises:</p> <ul style="list-style-type: none"> Engaging stakeholders to help shape outcomes while offering clear direction. Uniting people around the implementation process, its methods, and its importance. Continuously reflecting, monitoring, and adapting to enhance implementation. <p>The guidance suggests:</p> <ul style="list-style-type: none"> Applying behaviours and contextual factors through a structured, day-to-day process. Using practical, tailored implementation strategies in four phases: Explore, Prepare, Deliver, and Sustain. Viewing implementation as a continuous process of learning and improvement. 	2, 3

[EEF Improving Literacy](#)

Ronald Kellogg, an American literacy expert, argues that writing can be as cognitively demanding as chess. It is demanding because children need to coordinate several different processes. For instance, children need to work out what they want to communicate and how, handwrite or type accurately, regulate their own thoughts and behaviour, and monitor their work. Pupils will need extensive instruction, practice, and feedback to become skilled at coordinating these aspects of writing.

To develop pupils' ability to write at greater length, it can be helpful to think of writing as a task made up of five stages: planning, drafting, revising, editing, and publishing. Children can be taught, through modelling and scaffolding, strategies which support them to undertake each of these stages of the writing process.

The report goes on to suggest that teachers should:

Consider the types of spelling errors pupils are making to identify appropriate strategies for improving pupils' spelling. Explicitly teach spellings and provide pupils with extensive opportunities to practise them. Pupils should also practise sentence combining and other sentence construction techniques

Pupil voice surveys of marking and feedback.

Staff survey of marking and feedback.

New feedback policy to be embedded and sustained.

Professional development to be delivered around Rosenshine strategies.

EEF +6 months

Very high impact for very low cost based on extensive evidence.

Providing feedback is a well-evidenced approach and has a high impact on learning outcomes.

Feedback can be effective during, immediately after and some time after learning. Studies have shown positive effects of feedback from teachers and peers. Studies of verbal feedback show slightly higher impacts overall (+7 months).

[Feedback | EEF](#)

2, 3

[Rosenshine's Principles](#) combines three distinct research areas (cognitive science, classroom practices, cognitive support) and how they complement each other by addressing how:

- People learn and acquire new information
- Master teachers implement effective classroom strategies
- Teachers can support students whilst learning complex material

Professional development for all staff focused on strategies to improve reading attainment across KS1 and KS2.

Monitoring and assessment practices refined to track progress in reading.

Professional development on adaptive teaching strategies to ensure reading instruction meets the diverse needs of all pupils, including those eligible for Pupil Premium.

Curriculum review and enhancement of the reading program to ensure it is aligned with national standards and supports all pupils in reaching expected levels.

[EEF- Reading Strategies](#)

Reading comprehension strategies are techniques that help students understand text better. Key points from the EEF include:

- Progress impact: Students can gain an average of six months' additional progress.
- Effective techniques: Strategies include summarisation, questioning, inferring, and clarifying.
- Best practices: Works well when combined with phonics, especially for younger or struggling readers.
- Low cost: Minimal expenses involved, mainly for teacher training and materials.
- Disadvantaged students: Particularly beneficial for those from disadvantaged backgrounds.

2, 4

Professional development for all staff focused on strategies to enhance maths attainment across KS1 and KS2, with a specific focus on closing the gap for Pupil Premium pupils.

Monitoring and assessment practices

[EEF Maths](#)

- Importance of Early Mathematics: Early years provide a crucial foundation for mathematical understanding, impacting future learning.
- Effective Teaching Strategies:
 - Use concrete objects and visuals to help children

3

<p><i>refined to track progress in maths.</i></p> <p><i>Professional development on adaptive teaching strategies to ensure maths instruction meets the diverse needs of all pupils, with particular focus on Pupil Premium pupils.</i></p> <p><i>Curriculum review and enhancement of the maths program to ensure it aligns with national standards and supports all pupils, including Pupil Premium pupils, in reaching the expected levels.</i></p>	<p>understand mathematical concepts.</p> <ul style="list-style-type: none"> ○ Promote mathematical talk through discussions, questioning, and explanations. ○ Provide opportunities for children to explore and manipulate mathematical ideas through play. <ul style="list-style-type: none"> ● Curriculum Focus: <ul style="list-style-type: none"> ○ Ensure a broad curriculum that covers numbers, patterns, shapes, and measures. ○ Emphasise the importance of spatial awareness and geometry in early learning. ● Assessment Practices: <ul style="list-style-type: none"> ○ Regularly assess children's understanding to tailor teaching to their needs. ○ Use formative assessments to inform planning and instruction. <p>As stated by the EEF:</p> <p>"Early mathematics is not just about numbers; it encompasses a range of skills and concepts that are essential for later success in learning."</p>	
<p><i>Provide Professional development and refresher training for EYFS and KS1 staff on WellComm.</i></p> <p><i>EYFS leaders to monitor and review the quality of WellComm provision regularly.</i></p> <p><i>Expand Wellcomm to KS2 following successes in EYFS</i></p>	<p>Oral language interventions EEF</p> <p>"Developing children's spoken language skills is a crucial foundation for their learning across the curriculum, impacting their overall educational outcomes." (EEF)</p> <p>Very high impact for very low cost based on extensive evidence.</p> <p>Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. Some studies also often report improved classroom climate and fewer behaviour issues following work on oral language.</p>	<p>4</p>

<p>Analyse WellComm assessment data termly to identify and address support needs.</p> <p>Facilitate staff meetings to share strategies and address challenges.</p> <p>Ensure WellComm strategies are integrated into the EYFS, KS1 and KS2 curriculums.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost	£56416
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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading interventions to be delivered in Y6 by the STLPs and TLAs based on regular assessments.</p> <p>Targeted interventions to ensure more pupils reach greater depth in reading.</p>	<p><u>EEF +4 - small group tuition</u> Small group tuition is defined as one educator working with 2-5 pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area.</p> <p>It is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>Small group tuition EEF</p>	2
<p>All pupils across KS2 who are new to the school to complete phonics assessments on entry.</p> <p>Rapid Catch Up phonics intervention to be delivered daily to identified pupils.</p> <p>Assessments to be completed half-termly.</p>	<p><u>EEF +5 - Phonics</u></p> <p>High impact for very low cost based on substantial evidence.</p> <p>Phonics is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered</p>	2, 4

<p><i>Little Wandle SEND programme to be implemented for KS2 SEND pupils.</i></p>	<p>as regular sessions over a period up to 12 weeks.</p> <p>EEF toolkit phonics</p>	
<p><i>All staff to be trained in delivering WellComm interventions.</i></p> <p><i>WellComm interventions to be delivered regularly based on WellComm assessments across EYFS.</i></p> <p><i>WellComm approaches to continue to be integrated in EYFS provision.</i></p> <p><i>WellComm to be introduced into Key Stage 2.</i></p> <p><i>Baseline assessments to be introduced for all new pupils to the academy.</i></p>	<p><u>EEF +6 - Oral Language interventions</u> Very high impact for very low cost.</p> <p>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom.</p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>The EEF identifies that programmes delivered one to one have a higher impact. Therefore, for pupils identified with a speech and language difficulty, one to one intervention will also be provided over a sustained period.</p> <p>EEF toolkit oral language interventions</p>	<p>4</p>
<p><i>Implementation of targeted interventions to support Pupil Premium pupils in maths by STLPs and TLAs.</i></p> <p><i>Review of maths teaching approach to ensure high quality reasoning activities.</i></p> <p><i>Review approach to calculations to ensure pupils secure basic number skills.</i></p> <p><i>Targeted interventions to ensure more pupils reach greater depth in maths.</i></p>	<p><u>EEF- Improving Maths at KS2</u></p> <p>Small group interventions are highlighted in the EEF Guidance Report on Improving Mathematics in Key Stages 2 and 3 as a powerful approach to enhancing student learning. These interventions enable teachers to tailor their instruction to meet individual needs, fostering a collaborative environment where students can actively engage with mathematical concepts. The report states, "Small group interventions can be particularly effective in supporting students' understanding and retention of key mathematical skills." This effectiveness is attributed to several factors: targeted instruction allows for immediate feedback, encourages participation and discussion among peers, and creates opportunities for deeper exploration of content. By focusing on the specific challenges students face,</p>	<p>3</p>

<i>In class intervention (same day) to close gaps as they become apparent.</i>	small group interventions not only improve understanding but also build confidence in their mathematical abilities.
<i>SATs booster groups to target specific gaps in children's knowledge.</i>	

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

Budgeted cost	£46870
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Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Behaviour lead to complete regular analysis of behaviour data and make adaptations as appropriate.</i>		
<i>Behaviour lead to engage with parents to support improvements in behaviour including sharing of the expectations.</i>	<u>EEF +4 months</u> Moderate impact for low cost based on limited evidence.	
<i>Range of strategies in place to support behaviour and wellbeing throughout the academy.</i>	The EEF references that both targeted interventions and universal approaches have positive overall effects (+ 4 months). The appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.	5
<i>Regular CPD for all staff on the behaviour policy and strategies.</i>		
<i>Review of lunchtime provision to ensure the behaviour policy is consistent during unstructured times.</i>		
<i>Action plan for attendance linked to identified barriers.</i>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	
<i>Review of the attendance policy.</i>	Working together to improve school attendance	1, 6

<p><i>Staff ambassadors to support the attendance team.</i></p> <p><i>Family Support Assistant to be an integral part of the attendance team to support individual pupils and families to overcome barriers to attendance.</i></p> <p><i>Early Help support to continue to be offered as a supportive message to overcome attendance barriers.</i></p> <p><i>Bespoke attendance rewards and incentives to encourage pupils to attend school regularly.</i></p>	<p>“Listening to and learning from parents in the attendance crisis” - September 2023</p> <p>Listening to, and learning from, parents in the attendance crisis</p>	
<p><i>A wide range of extra curricular activities will be available throughout the year including participation in the arts, physical activities and outdoor activities.</i></p> <p><i>The extra-curricular leader will regularly monitor participation in these activities for all pupils and share findings with SLT.</i></p> <p><i>Strategies will be put in place to ensure participation in a broad range of activities.</i></p>	<p>EEF guidance - Arts Participation - +3</p> <p>Moderate impact for very low cost.</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Improved outcomes have been identified in English, Mathematics and Science. Benefits have been found in both primary and secondary schools.</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</p> <p>EEF guidance - Outdoor adventure learning</p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.</p>	<p>1, 5, 6</p>

EEF guidance - Physical Activity - +1

Low impact for very low cost

Participating in sports and physical activity is likely to have wider health and social benefits.

There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.

Total budgeted cost

Total budgeted cost

£270943

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 2023 to 2024 academic year.

Pupil premium strategy outcomes

Attendance

By the end of the academic year, Pupil Premium (PP) attendance reached 92.6% (from 89.99% in the previous year), with Persistent Absenteeism (PA) decreasing to 21.3% from 24.86% last year. An impact analysis highlighted that a child-centred and family-centred approach is more effective than traditional methods like the Education Welfare Service. This insight will guide the upcoming strategy to offer more personalised support for improving attendance.

Weekly attendance meetings with the Head of School and Attendance Team address concerns and determine next steps. Actions include sending first concern letters, requesting medical evidence, and issuing Penalty Notice Letters (PNWL) or fines for persistent issues. Punctuality is monitored with 'late gates,' and significant punctuality concerns are addressed by offering places in the free 2 Track Breakfast Provision. Children arriving after register closure receive an acceptable 'U' mark.

Attendance clinics and interventions involve face-to-face meetings, telephone calls, and Dojo messages. PA children are supported with attendance charts, incentives, and weekly Dojo updates. Evidence is gathered for PNWL and holiday fines, and individual pupil caseloads are tracked. Engagement strategies include 'Be in to be in with a chance to win!' spot prizes, attendance bears for top-attending classes, and termly prize draws for students with 96% attendance and no late marks. Monitoring is integrated into early help and Child Protection plans.

Ensuring continued improvement in attendance for Pupil Premium children and those who are persistently absent remains a priority, requiring sustained focus and strategic support.

Writing Outcomes

2018 / 2019		2021 / 2022		2022 / 2023		2023 / 2024	
All pupils	Pupil Premium	All pupils	Pupil Premium	All pupils	Pupil Premium	All pupils	Pupil Premium
63%	46.4%	71%	63%	76%	56.5%	78%	79%

Attainment for Pupil Premium pupils in writing has reached 79% at the end of KS2, slightly higher than the 74% achieved by non-Pupil Premium pupils. This outcome reflects the success of targeted support and interventions for Pupil Premium pupils, contributing to strong writing

performance across the board. Continued focus on effective strategies will be important to sustain and further enhance writing outcomes for all pupils.

- Year 3: 47.8% of PP pupils achieved the expected standard in writing. This shows that just under half of the PP pupils are meeting the expected standard, indicating a need for continued support in this year group.
- Year 4: 51.5% of PP pupils met the expected standard, slightly over half of the cohort. This is the strongest performance among the three year groups, showing some positive impact of interventions.
- Year 5: Only 37.5% of PP pupils achieved the expected standard, which is the lowest percentage among the three year groups. This may indicate significant challenges in this cohort, suggesting that additional targeted support is necessary to improve outcomes in writing.

Overall, the data indicates that while there is some success, particularly in Year 4, writing remains an area of concern, especially in Year 5. The need for focused interventions to support Pupil Premium pupils in writing is evident across all year groups.

The Key Stage 1 writing data, with 42.9% of Pupil Premium pupils achieving the expected standard in Year 1 and 51.9% in Year 2, provides important context for understanding the Key Stage 2 data.

Impact on Key Stage 2 Data:

1. Foundation for Future Performance:
 - The attainment in Key Stage 1 suggests that many Pupil Premium pupils begin Key Stage 2 with weaker writing skills. This early gap can make it challenging for them to meet the expected standards in later years, as seen in the mixed results across Year 3 to Year 5.
2. Progression Trends:
 - The data indicates a slight improvement from Year 1 to Year 2, which demonstrates that with the right interventions, children make progress. The modest percentages also imply that a significant number of pupils continue to struggle with writing as they advance through the stages.
3. Year 5 Concerns:
 - The particularly low attainment in Year 5 (37.5%) could be linked to these early difficulties. If pupils are not catching up by Year 2, they are likely to face even greater challenges in upper Key Stage 2, where the writing demands increase.
4. Targeted Support Needed:
 - Given the Key Stage 1 data, it's clear that interventions need to start early and be sustained throughout Key Stage 2 to improve writing outcomes. The trend suggests that with continued support, the gaps identified in Key Stage 1 will reduce by the time pupils reach the end of Key Stage 2.

The Key Stage 1 data highlights the need for early and consistent intervention in writing for Pupil Premium pupils. Addressing these gaps sooner will lead to improved outcomes in Key Stage 2, helping to prevent the lower attainment levels observed in some year groups.

Reading Outcomes

2018 / 2019		2021 / 2022		2022 / 2023		2023 / 2024	
All pupils	Pupil Premium	All pupils	Pupil Premium	All pupils	Pupil Premium	All pupils	Pupil Premium
45%	44%	58%	44%	59%	57%	67%	66%

Attainment for Pupil Premium pupils has increased by 9% from the previous year, reaching 66% at the end of KS2. This improvement has narrowed the attainment gap, bringing Pupil Premium pupils closer to the attainment level of non-Pupil Premium pupils, who achieved 67% this year. Additionally, 9% of Pupil Premium pupils achieved greater depth, showing encouraging signs of higher-level attainment. With continued targeted support, this percentage will rise in future years. While there remains a slight gap, the progress reflects a positive trend.

Phonics Performance:

- Significant improvement in phonics scores is evident, especially in Year 2, where the pass rate jumped from 43% in 2023 to 86% in 2024. Cumulatively, 96% of the Year 2 pupil premium cohort achieved the expected standard compared to 89% of other pupils. Year 1 also showed an increase from 70% in 2023 to 86% in 2024.
- In 2024, Pupil Premium pupils outperformed their non-Pupil Premium peers. This marks a significant improvement from 2023, where Pupil Premium pupils were at 43% and non-Pupil Premium pupils at 56%. The remarkable progress among Pupil Premium pupils highlights the effectiveness of targeted interventions and support.

Interpretation:

- The dramatic improvement in phonics scores for Pupil Premium pupils, particularly in Year 2, demonstrates that interventions and quality first teaching aimed at improving early reading skills have been successful. Pupils respond to “keep up not catch up” intervention where same day intervention is provided. Regular and careful assessment also contributes to accelerated progress. This improvement will contribute to closing the gap in reading attainment as these pupils progress through school.

Reading Attainment in Key Stage 1:

- Pupil Premium
 - Year 1: 60.7% of pupil premium pupils met the expected standard.
 - Year 2: 63% of pupil premium pupils met the expected standard.
- All pupils
 - Year 1: 66.1% of all pupils reached the expected standard.
 - Year 2: 66.7% of all pupils reached the expected standard.

Interpretation:

Reading attainment has demonstrated a positive improvement from Year 1 to Year 2, rising from 60.7% to 63% of pupil premium pupils reaching the expected standard. While there are still challenges for some Pupil Premium pupils when compared to all pupils, this upward trend in performance highlights a solid foundation for continued growth in reading skills.

Reading Attainment in Key Stage 2:

- Year 4: 54.6% of Pupil Premium pupils met the expected standard.
- Year 5: 50% of Pupil Premium pupils met the expected standard.
- Year 6: 66% of Pupil Premium pupils met the expected standard.

Interpretation:

- The data shows a slight dip in Year 5 compared to Year 4, followed by an improvement in Year 6. This demonstrates that targeted interventions and the cumulative effect of improving phonics and early reading skills are having a positive impact by the time pupils reach Year 6.
- The increase in attainment from Key Stage 1 to the end of Key Stage 2 (from 63% in Year 2 to 66% in Year 6) demonstrates progress over time.

Overall Conclusion:

- Phonics Improvement as a Key Driver: The substantial improvement in phonics scores, particularly for Pupil Premium pupils, has positively influenced reading attainment, especially as pupils advance through Key Stage 2.
- Continued and potentially intensified support for reading, particularly in the transition from Key Stage 1 to Key Stage 2, is crucial. Building on the success in phonics, interventions that focus on fluency, comprehension, and vocabulary may further enhance reading outcomes for Pupil Premium pupils.

Language as a Barrier to Learning

Nursery: Initially, 72.3% of Pupil Premium pupils required intervention. By the end of the year, 88.9% of these pupils are now at age-related expectations, reflecting a substantial improvement (+61.2%).

Reception: Similarly, 75% of Pupil Premium pupils initially needed intervention, but by year-end, 93.8% are at age-related expectations, marking a significant increase (+68.8%).

Closing the Gap:

- In Reception, one Pupil Premium pupil who was significantly behind has made remarkable progress, moving from the 18-23 month band to the 42-47 month band.
- In Nursery, the two Pupil Premium pupils not yet at age-related expectations are now on track to meet them by the end of Reception.

Overall Impact:

- The improvement in age-related expectations has contributed to better GLD (Good Level of Development) outcomes in Reception, which increased by 3.5% from the previous year, reaching 70.2%.
- Pupils are now more confident and articulate, aligning with the intended outcome that language would not be a barrier to learning.

Conclusion:

The interventions in Nursery and Reception have had a profound positive impact, particularly for Pupil Premium pupils, significantly increasing the number of pupils at age-related

expectations and enhancing their confidence and engagement across the curriculum. Continued focus on language development will be key to sustaining this progress.

As a result, we will be extending these interventions into KS2, particularly due to the high mobility of pupils, many of whom may not have developed the appropriate language skills needed for their stage of learning. This will ensure ongoing support and will help to bridge any gaps in language development.

Behaviour

Reduction in Behaviour Incidents: Significant progress has been made in reducing behaviour incidents involving Pupil Premium (PP) pupils. By the summer term, PP pupils represented 48% to 53% of those receiving low-level sanctions, reflecting a positive improvement compared to previous terms. This demonstrates ongoing efforts are having an impact.

Low-Level Incidents: While Pupil Premium pupils continue to be over-represented, the proportion is lower when compared to previous terms.

Termly Reduction in Incidents: There has been noticeable improvement, with data reflecting some fluctuations. The increase in incidents during the summer term can be attributed to enhanced monitoring and compliance checks, which are helping to identify and address issues more effectively. This proactive approach is contributing to a reduction in overall incidents.

Impact of Interventions:

- Pastoral and Behavioural Support: Interventions like Vici, Drawing and Talking, and Stay Well have shown benefits for some Pupil Premium pupils. For instance, 4 out of 7 pupils receiving therapeutic interventions had reduced behaviour incidents, indicating that these approaches are effective but need broader implementation.

Data Analysis Insights:

- Correlation with SEN: The high correlation between Pupil Premium pupils and SEN suggests a need for strategies that address both behavioural and emotional needs. Integrating SEN support alongside behavioural interventions has been crucial to ensuring that PP pupils are not over represented in behavioural incidents.

Behaviour Contracts:

- Success Rate: Behaviour contracts were effective when parental engagement was strong. Improving family involvement, especially where engagement was low, enhanced the success of these contracts.

Professional Development:

- Ongoing professional development: Regular professional development on behaviour management and emotional support is important. Ensuring that training is responsive to classroom needs and provides practical strategies will support behaviour improvement.

Strategic Planning:

- Data Monitoring and Use: Accurate data collection and monitoring are essential for identifying trends and adapting strategies. Future plans will continue to utilise data insights to ensure that interventions are purposeful and continue to be effective.

Long-Term Goals:

- Sustained Improvement: Continuing to embed successful practices and refining strategies based on data is essential. Focusing on early identification in EYFS and KS1 will help achieve long-term success.

Interventions and policy revisions have successfully reduced behaviour incidents and lowered the representation of Pupil Premium pupils in more significant sanctions. While some challenges persist with low-level behaviour, our ongoing focus on data accuracy, early intervention, and targeted support for Pupil Premium pupils, alongside improved family engagement and staff development, will drive continued positive progress and lasting improvements.

Engagement/ Extra- Curricular Activities

The data outlines the participation of Pupil Premium and non-Pupil Premium pupils in extracurricular activities over the Autumn and Spring Terms of 2023-2024, along with proposed next steps to improve equity in access to these activities.

Analysis of Current Data

1. Overall Participation:

- The data includes 15 extracurricular provisions, with participation percentages and the gap between Pupil Premium and non-Pupil Premium pupils.
- In 6 out of the 15 activities (40%), Pupil Premium pupils had higher participation rates than non-Pupil Premium pupils.
- 1 provision (6.7%) had an equal participation rate between Pupil Premium and non-Pupil Premium pupils.
- In 8 out of the 15 activities (53.3%), non-Pupil Premium pupils had higher participation rates.

2. Provisions with Significant Disparities:

- Rock Band and Share a Story show the most significant gaps in favour of non-Pupil Premium pupils, with gaps of 34% and 60%, respectively. This suggests that Pupil Premium pupils are underrepresented in these provisions.
- Violins and Mini Model Making show significant gaps in favour of Pupil Premium pupils, with gaps of 76% and 32%, respectively. These activities appear to resonate more with Pupil Premium pupils.

3. Balanced Participation:

- Lego Club had an equal distribution, indicating a balanced appeal across both groups.

4. Trends:

- Non-Pupil Premium pupils tend to participate more in provisions related to creative and academic skills, such as Rock Band and History.
- Pupil Premium pupils show stronger participation in provisions like Violins, Games & Puzzles, and Fitness Club, suggesting these activities might be more accessible or appealing to them.

Challenges Identified

1. Accessibility and Engagement:
 - The data reflects a disparity in how different groups engage with the provisions, possibly due to barriers such as awareness, interest, or perceived relevance of the activities.
 - Pupil Premium pupils are underrepresented in certain activities, which may be due to factors like lower visibility of these provisions among Pupil Premium families or other socio-economic barriers.
2. Life and Academic Experience Gaps:
 - The data indirectly highlights gaps in the life and academic experiences of Pupil Premium pupils, as indicated by their lower participation in certain enriching activities like Rock Band and History.

Next Steps and Recommendations

The suggested next steps aim to close the participation gap and ensure a more equitable distribution of opportunities:

1. Pupil Voice and Inclusive Planning:
 - Involving pupils, particularly from Pupil Premium groups, in suggesting and planning extracurricular activities to align provision with their interests and needs, increasing engagement.
2. Improved Communication:
 - Enhancing the advertising of these provisions, especially targeted at Pupil Premium families, can help raise awareness and potentially increase participation. The proposed strategies (e.g. academy website, 'Buzy Beez' provision) will ensure that information reaches those who may not be as engaged.
3. Utilisation of New Facilities:
 - The introduction of new outdoor sports facilities offers an excellent opportunity to diversify extracurricular offerings, potentially attracting more Pupil Premium pupils.
4. Strategic Planning:
 - Developing a year-long overview of extracurricular provisions will help ensure a balanced offering, potentially catering better to both Pupil Premium and non-Pupil Premium pupils and encouraging more consistent participation.
5. Focus on High Disparity Areas:
 - Specific focus will be given to provisions with the most significant gaps, like Rock Band and Share a Story, to understand and mitigate the barriers preventing Pupil Premium pupils from participating.

The data highlights promising successes in engaging Pupil Premium pupils in extracurricular activities, with several provisions showing increased participation. While there are still areas for improvement, the proposed next steps will address these gaps, ensuring that all pupils, regardless of socio-economic background, can fully access and benefit from enriching extracurricular experiences.

Externally provided programmes

Programme	Provider
Vici coaching - The Still Method	Vici Tuition
Relationships without Fear	GLOW