

Pupil premium strategy statement 2021-24 (Including 23-24 review)

School overview

Detail	Data
Co-op Academy Medlock (formally Medlock Primary School)	
Number of pupils in school	420 (N-Y6)
Proportion (%) of pupil premium eligible pupils	46%
This strategy covers 3 years	2021-2024
Date this strategy was published	September 2023
Date on which it will be reviewed (alongside internal termly reviews)	September 2024
Statement Authorised by	Jonathan Brown (Headteacher)
Pupil Premium Lead	Ruth Nutton-Jones
Governor Lead	Simon Gatenby, Vice-Chair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£266,265
Early Years Pupil Premium	£9,188
Recovery premium (tutoring) funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£275,453

Pupil Premium strategy plan - Statement of intent

At Medlock, we have ambition for all pupils. We recognise that many of our pupils face disadvantages beyond those with access to the 'Pupil Premium fund' and so it is our aim to ensure that our strategies impact positively on all pupils. We place high quality first teaching at the heart of our approach and support staff to improve and reflect upon their practice through structured professional development. This approach to teaching and learning is supported from clearly researched and evidenced strategies:

- Teacher Feedback to Improve Learning (EEF)
- Improving Literacy in KS1 and KS2 (EEF)
- "Preparing for Literacy" (EEF)
- "Improving Mathematics in Early Years, KS1 and KS2" (EEF)
- "Putting Evidence to Work - A School's Guide to Implementation" (EEF)
- "Metacognition and Self Regulated Learning" (EEF)

We recognise many of our pupils need additional support with developing their language and communication skills and so we focus on developing these skills through a curriculum which is centred on oracy; engaging in dialogue and questioning and where teachers use models and scaffolds appropriately to best support the children to become independent learners.

We recognise some of our disadvantaged pupils need specific additional support in order to achieve well and make good progress from their respective starting points and our tiered approach ensures that those who need targeted academic or wider pastoral support have access to this when needed.

Challenges

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

Challenge number	Detail of challenge
1	Poor oral language skills and limited vocabulary, which will lead to lower outcomes in reading, writing, reasoning and self-regulation. % of children identified as SEND for 'Communication and Interaction' significantly above national.
2	Low levels of 'School readiness' in Early Years including: Listening, Attention and Understanding, Speaking, Self-Regulation as well as Word Reading, Writing and Number.
3	High Pupil mobility results in significant number of PP children arriving after EYFS (and missing the essential foundations)
4	A range of additional needs that impact on children's concentration, metacognition and Self-Regulated Learning in school. Rise in SEMH referrals in the past year.
5	Low attendance and more particularly punctuality for some disadvantaged pupils some harder to reach families
6	Assessments and observations suggest disadvantaged pupils generally have greater difficulties in meeting the expected or higher standard in reading and writing

1. Key Strategies

1. Teaching (for example, CPD recruitment and retention)

2. Targeted academic support (for example tutoring, 1-1 support, structured interventions)

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

EYFS/early intervention strategies

Evidence demonstrates high quality intervention in early years delivers on average +5 months progress - particularly for chn from low income families (EEF)

Access for 2 year old provision for vulnerable families

Communication Speech and Language (+6 months benefit - EEF)

-further embed Wellcomm intervention
- Embed interaction

Early Reading

Continue high quality internal and external support in phonics and reading practice

Early Maths

Mastering number intervention R,1,2

CPD

What is happening in the classroom makes the most difference

High quality CPD (bespoke to needs) enables teachers and teaching assistants to provide excellent education

CPD strategies based on:

7 domains of school improvement

Teachers' Continuous

Professional Development research EEF

Equivalent of 1 AHT out of class to support teachers 0.8

DHT 0.4

TLR holder EYFS 0.2

Leadership NPQs

Additional Teaching Assistants:

TAs (when used effectively following the right intervention and support) can add + 3 months progress (EEF)

- TAs used in delivering structured (proven) interventions out of class

Supporting children and families with barriers to learning (many exacerbated 'cost of living crisis'):

Pastoral team including Senior and Deputy DSL; Attendance Lead; in addition to class teachers

Mobility tracked and more intensive/bespoke support provided when necessary to support a child

Prioritise therapeutic intervention,

Enrichment Offer

SLT monitor impact of strategies to enrich the curriculum offer

Core museums and galleries offer widened. Year group 'entitlements' created

Termly monitoring of breadth of extended day offer and who is accessing

2. Intended Outcomes (specific outcomes and how they will be measured)	Success Criteria
1. Improved language and vocabulary	Formative assessments/ lesson observations/pupil voice demonstrate improved oral language which are impacting on better reading and writing outcomes
2. Improved school readiness for children who enter our 2-year-old provision, Nursery or Reception	Improved Wellcomm scores (oral language assessment) with fewer children scoring 'red' Pupil assessment milestones demonstrate more pupils are 'keeping-up' or being provided with early intervention! Families are supported swiftly to access additional Early Help or support with identification of SEND needs.
3. Children who enter school after EYFS are support to catch-up with peers	Accelerated progress from entry baseline Standardised assessments, lesson observation, book scrutiny, pupil voice demonstrate positive impact of: Spiralled curriculum; cyclical Lesson structure with clear focus on recall and vocabulary. Specific, timely intervention for new arrivals - particularly in phonics and reading
4. Children's confidence and independence academically and in their behaviours for learning improves. Children self-regulate well.	Lesson observation, pupil voice, book scrutiny demonstrate that the Teaching Principles and 7-step lesson structure are embedded. Disadvantaged children are able to access and recall prior learning and engage with teacher models and scaffolds and apply this independently during learning. <ul style="list-style-type: none"> - Outcomes are better across all aspects of the curriculum. - Children are better able to self-regulate and participate in learning across the day. - Pastoral intervention in class and more bespoke remains highest priority in school
5. Punctuality and attendance is further improved and those disadvantaged learners and their families who are targeted are well supported to improve attendance	Attendance remains at least in-line with national Maintain little or no gap in attendance between disadvantaged and non-disadvantaged groups Fewer persistent absent pupils
6. Attainment for eligible pupils, is in-line with national, particularly in writing attainment. Identified pupils make rapid progress	<ul style="list-style-type: none"> - At least 6% of disadvantaged learners achieve greater depth in reading, writing and maths combined scores at the end of KS2. - R/W/M combined figure for PP children end of KS2 to be better than National PP figures and gap between PP/All at school diminished - >20% PP chn to achieve GDS in reading - Any 'published' interventions across school demonstrate better progress than chronological age

Activity in this academic year (2023-24)

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges above

5. Planned expenditure				
Academic year	2023-24			
We have based our actions for planned expenditure of the EEF best practice guidance: To improve classroom pedagogy; provide targeted support and to support implementation of whole school wider strategies.				
I.EYFS Strategies - Early Intervention				
How will we use the EYFS PPG and PP for Reception children to ensure that barriers on entry are overcome and pupils are ready for Year 1?				
Intended outcome	Activity	What is the evidence and rationale for this choice?	How will leaders ensure it is implemented well?	Challenge number(s) addressed
Early entry in our 2 year old provision ensures PP children are better prepared for entry to school	Ensure disadvantaged children are prioritised on entry to school	<p>Early access to families means that support can be given sooner, particularly identifying SEND, speech and language needs; better liaising with Health Workers/NHS</p> <p>Higher-level language acquisition EEF evidence - Early Starting age on average contributes to +6 months progress</p>	<ul style="list-style-type: none"> - High quality CPD and support from SEND/SALT team for all EYFS staff (2 days a term) - Robust systems for allocation of places/ promotion to/ targeting of key families - 	1,2
All PP children make better than typical progress in CLL from whatever their starting point.	Further develop communication and language approaches across Early Years through explicitly planned talking, verbal expression, modelling language and reasoning through guided interaction.	There is strong evidence base that suggests oral language interventions, including dialogic activities such as high quality classroom discussion, are inexpensive to implement with high impacts on future success, particularly in	<p>High quality adult-child interactions at all opportunities</p> <ul style="list-style-type: none"> • All practitioners given regular high-quality CPD around effective interactions and adult modelling with EYFS children; including SALT intervention: 'Interaction Challenge' • WellComm interventions are consistent and constantly reviewed • All staff have additional CPD and support from 	1

	Additional ring fenced Welcomm intervention for targeted children in Nursery and Reception	reading - Education Endowment Fund - Communication and Language Approaches +5 months	<ul style="list-style-type: none"> SALT practitioner in school 0.1 a week. 	
Ensure no gap between PP chn and non PP children in word reading PP children are Key stage 1 ready Ensure >60% of PP chn meet their specific learning goal in reading and are at the right point in phonics	Reading practice staffing 7:50 All staff receive on-going training, support and coaching in teaching and delivery of 'Little Wandle' Phonics scheme Regular formal and informal observation of practice. Bi-weekly phonics 'catch up' focusing on specific areas shared with all members of the team	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged children EEF - Early Years interventions = + 5months	<ul style="list-style-type: none"> Environment, interactions and home school links clearly demonstrate early reading as priority Ensure Early Reading (inc phonics) is underpinned by excellent practitioner subject knowledge; responsive teacher observations and formative assessment practices (<i>regularly checked by English leads/DHT</i>) All adults receive bi-weekly CPD specifically upon phonics/ Early Reading Incremental progress in phonics and early reading is robustly tracked (using Little Wandle tracking) and all adults understand what a child's next step would be All PP chn have access to at least 2 1-1 precision reads 	2,6
Accelerate writing progress and increase % of PP children who secure Writing ELGs and are year 1 ready	Through high quality CPD	There is evidence that combining multiple early literacy approaches may be most effective (alongside fidelity with phonics programme) EEF + 4 months	<ul style="list-style-type: none"> Environment is print rich and environment/adults enables children to access appropriate support and challenge according to their phonic stage All adults recieve at programme of professional development in Early writing and regular joint working with KS1 team to ensure progression is well matched. 	6
Total Budgeted Cost:	£30,000 (Inc £9188 monies allocated from Nursery PP)			

Strategy 1 CPD/Teaching: How will we use PPG to improve classroom pedagogy and support whole school strategies?				
Intended outcome	Action	What is the evidence and rationale for this choice?	How will leaders ensure it is implemented well?	Challenge number(s) addressed
Accelerate writing progress across all year groups to be closer to National	<ul style="list-style-type: none"> - Further embed teacher modelling strategies introduced 22-23 - Teach pupils to use metacognitive strategies for planning and monitoring their writing - Focus on securing grammatical structures 	<p>Pupils' writing can be improved by teaching them to successfully plan and monitor their writing. Producing quality writing is a process not a single event. Teaching a number of different strategies is likely to help, depending on the current skills of the writer</p>	<ul style="list-style-type: none"> - High quality targeted CPD - Regular monitoring of books (mainly alongside class teacher/pupils); learning in lessons; pupil/staff voice 	6
<p>To further improve attainment of PP children in Reading, Writing and Maths. Ensure that RWM combined remains at or above national and that the % of PP children who achieve the higher standard at KS2 increases</p> <p>Knowledge and skills build overtime and children are able to apply this across all areas of the curriculum</p>	<p>Senior and middle leaders provide pedagogical training underpinned by our teaching principles</p> <p>With a focus on:</p> <ul style="list-style-type: none"> - Building metacognitive strategies - MODELLING AND SCAFFOLDS using EEF 7-step modelling - Sequencing learning - ADAPTIVE TEACHING 	<p>36.4% of pupils are eligible for PP Significant language barriers</p> <p>2022 showed PP chn meeting expected standard close to national Gap closing in % achieving higher standard although remains below national. 2022 progress figures were positive - except writing - continue this trajectory</p> <p>EEF feedback + 8 months https://educationendowmentfoundation.org.uk/news/eef-blog-modelling-independence-the-seven-step-model-planning-tool</p>	<ul style="list-style-type: none"> - TDT 7 domains of school improvement followed: Culture and wellbeing Focus on Improving teaching and learning Needs analysis and evaluation Internal support and challenge Use of expert knowledge Clear processes and structures for CPD Use of research and evidence 	6,3
As above	-Targeted coaching and mentoring based on needs analysis identified in appraisal	As above Analysis shows that there is no pattern or trend for underperformance in a specific	<ul style="list-style-type: none"> - Regular monitoring of books (mainly alongside class teacher/pupils); learning in lessons; pupil/staff voice 	6

	cycle alongside cycle of monitoring and support	<p>subject, year group or gender for children who qualify for Pupil Premium. And transient numbers mean there is no clear pattern of what works as each year group is different with many with PP cohort performing better than non PP</p> <p>Effective support needs to be planned according to the specific needs of the children in each cohort that qualify for Pupil Premium. As well as improvement needs of individual teachers</p> <p>Research for disadvantaged children individual teacher performance can make a real difference +/-</p>	<ul style="list-style-type: none"> - Regular tracking using teacher judgement/NFER used to support PPMs - Sample of PP children to be tracked throughout the year and used to inform SLT decisions about staff deployment, additional intervention - Analysis of QFT and intervention demonstrates that PP children working at the higher standard have the support at the point of need - Mutually agreed support to improve teacher performance 	
Build sustainable leadership capacity across school and identify leaders of implementation throughout school	<ul style="list-style-type: none"> -Support teachers and early leaders to complete NPQ qualifications -Trust Partnership Support 	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation	<ul style="list-style-type: none"> - Designated coordinator for leadership/professional development - Regular 'catch-up' meetings - Appraisal tied to correct implementation of individual plans - All plans clearly link to school development priorities 	6
To ensure all children access the best quality first teaching	<p>0.7 out of class SENDco (team) to support CPD and specialist knowledge for teachers and TAs</p> <ul style="list-style-type: none"> - Ensuring appropriate adaptations made 	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>Pupils with SEND have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school.</p>	<ul style="list-style-type: none"> - TDT 7 domains of school improvement followed: Culture and wellbeing Focus on Improving teaching and learning Needs analysis and evaluation Internal support and challenge Use of expert knowledge Clear processes and structures for CPD Use of research and evidence 	1,4,6
Associated costs:	£110,000 (Maths/English leads/ AHT/DHT/SENDco release time)			
Implementation review(s) including impact and lessons learned:				

Strategy 2 -Targeted academic support (for example tutoring, 1-1 support, structured interventions)

Intended outcome	Action	What is the evidence and rationale for this choice?	How will leaders ensure it is implemented well?	Challenge number(s) addressed
<p>Ensure that PP children 'keep up' with the pace of phonics and learn to read securely in EYFS/KS1</p>	<ul style="list-style-type: none"> - Additional TA4 role created to manage and carry out phonic 'keep-up' sessions in reception and year 1 - Act as role model for peers 	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension)</p>	<ul style="list-style-type: none"> - Learning walks/Pupil progress meetings - Regular 'catch-up' meetings 	<p>1,2,3,6</p>
<p>Ensure children entering school after official start (especially 'New International Arrivals' are well provided for</p>	<ul style="list-style-type: none"> - Ringfenced TA role(s) for EAL/ early language and phonics intervention across year 1-6 - All staff trained and supported with use of NASSEA steps - All children have peer buddies 	<p>https://www.nassea.org.uk/eal-assessment-framework/</p>	<ul style="list-style-type: none"> - Monitoring/Data analysis - Learning Walks - Pupil voice 	<p>3</p>
<p>Gap closed or no gap maintained between PP/Non pp children across years 1-6 in reading</p> <p>% of children working in each year at the higher standard is increased</p>	<p>Additional classroom TAs (beyond those attached to children with EHCP) employed to enable 'reading practice/Guided reading sessions all have sufficient adults.</p>	<p>Using TAs appropriately ensures challenge for all - our primary 'teaching principle'</p> <p>EEF research suggests correct TA deployment can add + 3 months to disadvantaged pupils</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p> <p>Being a strong reader greatest indicator for future success</p>	<ul style="list-style-type: none"> - Ensure TAs are used effectively to add value to what the teacher does, not replace them - Ensure pre and post teach are being deployed - Provide high quality CPD so that TAs are clear when and how to intervene with children and when to encourage pupil independence - Ensure TAs have enough time to be prepared for sessions and provide feedback and that they are given time to co-plan where possible - Ensure all classrooms/corridors have clear teaching spaces 	

<p>- Increase in PP children entering KS2 able to decode and read fluently (unless specific need identified)</p> <p>- Children identified as vulnerable receive support to help make accelerated progress</p>	<p>-7 members of staff trained in 'Switch-On' reading intervention</p> <p>- regular training and support focusing on diagnostic assessment/next steps</p> <p>- Weekly professional development time specifically around embedding and improving phonics and early reading practice</p>	<p>To read well children need security across different aspects of reading: <u>EEF KS2 reading guidance - Scarborough Rope</u></p> <p>EEF Switch On +10 months word reading age progress</p> <p>+ 9 months word spelling age progress; increased pupil confidence; upskilling of TAs</p>	<p>Ensure TA are used only to deliver high quality 1-1 and small group structured interventions (supported by evidence)</p> <p>Careful analysis of a range of quantitative and qualitative data enables children to be accurately targeted for the right intervention at the right time</p> <p>TAs are given regular, high quality training/coaching and mentoring internal and external (through work with Barlow Hall + English/math's Hub)</p>	
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<p>For higher attaining children eligible for PPG to achieve accelerated progress.</p>	<p>Booster groups for higher attaining pupils will receive additional intervention to ensure that they are on track to achieve greater depth/higher standard particularly in year 6</p>	<p>Use of fischer family trust target setting/Insight provides the context around high expectations.</p> <p>Evidence from previous years' published achievements show that high attaining pupils eligible for PP do achieve better when compared to No PP pupils when support is targeted</p> <p>PP money must not be used only for those children who need to catch up with peers. All PP pupils are entitled to support that will help them flourish/improve life opportunities</p>	<ul style="list-style-type: none"> - Rigorous identification of previous milestones (particularly for year groups without published data) - PPMs key PP children are focus of conversation - same children are focus of bi-weekly 'book bazaar' monitoring/ half-termly pupil interviews - acting as case studies for wider PP population - Senior Leaders ensure that all adults understand who PP children are and can justify the support they have been given 	
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<p>Total Budgeted Cost:</p>	<p>£86,000 (equivalent to 2 x TA3 1xTA4)</p>			
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July implementation review(s) including impact and lessons learned:

Strategy 3: Wider strategies (for example related to attendance,behaviour, wellbeing)

Intended outcome	Action	What is the evidence and rationale for this choice?	How will leaders ensure it is implemented well?	Challenge number(s) addressed
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<ul style="list-style-type: none"> • PP attendance figures continue to be better than National PP • PA is further reduced 	<p>Monitor and analyse punctuality and absence trends, offer support and follow action required in order to ensure all children attend regularly and on time</p>	<p>Approaches of the team are working and are to be continued.</p> <ul style="list-style-type: none"> - Some previous Early Help plans absence was targeted as a key issue (support from school has been crucial) - A minority of families have needed and will need further support with establishing or re-establishing 'school habits' 	<ul style="list-style-type: none"> • Attendance lead as member of DSL team meets weekly with HT provides at least monthly updates to Safeguarding meetings inc lead governor • All class teachers are aware of key children and work alongside attendance team to support families 	<p>4,5,6</p>
<p>Improve attainment scores Decrease SDQ scores (or show improvements in Boxall profile) for identified pupils</p>	<p>Target intervention for those identified as having SEMH and/or behavioural difficulties</p> <p>Zones of regulation embedded for across school and all adults using common language</p>	<p>Accessing therapeutic intervention and tracking the impact gives staff further information and best strategies to support vulnerable children</p> <p>If chn are not ready to learn they won't learn</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	<ul style="list-style-type: none"> • SEND/DSL leads monitor all interventions and who has accessed them • Further support provided for children once intervention has finished 	<p>4</p>
<p>To better engage and serve parents to ensure that opportunities to support pupils are utilised</p>	<p>Ensure Class Dojo is used to promote learning and as first point of communication. Build on success of 'something for the weekend' initiative</p> <p>Senior/subject leaders lead range of parent workshops and support all teachers to</p> <p>Build regular opportunities for parents to visit school and share in pupil learning</p> <ul style="list-style-type: none"> - 'Parent Coffee Morning' follows structured programme focusing on 	<p>Evidence shows that children who have support with their learning at home show greater cognitive gains.</p> <p>EEF guidance document used to support our chosen approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	<p>Continue to record Seesaw visits, website visits. Ensure all parents/carers are enabled to access Seesaw app and encouraged to do so. Regular monitoring of reading records/homework and support additional clubs set up for families who are struggling to engage DHT/subject leads monitor parental workshop offers and uptake. Key parents specifically encouraged/targeted to attend</p> <p>Extra individual meetings with parents to support their child's learning at home offered</p> <p>Parents invited to share in some of after school offer, particularly around reading</p>	<p>5</p>

	school priorities		DSL lead/DHT coordinate Early Help assessment	
<p>% of PP children reading at or beyond ARE increases across each year in KS2</p> <p>Children leave Medlock at National Expectation but more importantly, as confident and enthusiastic readers. Life long love of books</p>	<p>Further improve and diversify range and quantity of reading material for pupils with secure reading code in KS2</p> <p>Provide richer opportunities for children to discuss a text in detail</p> <p>- Reading 'book clubs' across KS2 for targeted children.</p>	<p>Higher level language acquisition (required to fully access KS2 NC) for some pupils can be affected by a paucity of peer/family role models</p> <p>Reading fluency and deeper comprehension have been identified as barriers to success in school across KS2</p>	<p>Regular reading tracking inc tracking of reading preferences using accelerated reader and pupil voice</p> <p>CPD and training for teachers and TAs on reading for pleasure</p> <p>Teachers continue link with Open University Reading Rich Pedagogies</p>	6
<p>All PP children experience ensemble instrumental or singing instruction across KS2 (with the opportunity to continue beyond the classroom) for each of the 4 years (significantly more than requirement of 1 term)</p>	<p>Ensure all chn in KS2 take part in wider opportunities sessions</p> <p>- Music lead to ensure each year group experiences at least 1 live music experience across the year</p> <p>- subsidised or free instrumental sessions available to PP chn</p>	<p>EEF arts participation + 2 months</p> <p>Instrumental take up across the school beyond wider opportunities is currently too low, particularly amongst PP chn</p>	<ul style="list-style-type: none"> - Questionnaire to discover instrumentalists across school - PP chn access additional recorder club - PP take up of subsidised 'rocksteady' places - Record pupils responses to experiencing live music 	4
Total Budgeted Cost:	£60,000			

July implementation review including impact and lessons learned:

PART B: Review of outcomes in the previous academic year (2023-24)

Pupil Premium strategy outcomes

This details the impact that our pupil premium activity has on pupils in the 2023-2024 academic year.

Post-COVID Manchester experienced the largest decrease, with the attainment gap increasing between GM by 8% and NW to 9%

Manchester children currently in Y1 and 2 will spend longer in school trying to catch up compared with their peers elsewhere. This is likely to impact their overall educational outcomes, access to opportunities and general wellbeing.

Children in Early Years are also significantly behind their peers due partly to a lack of access to early education and services during and just after the pandemic.

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EYFS

2024 PP GLD figures: **52.9%** v 50% (2.9% above All pupils figure) (22-23 those Eligible for PP - (GLD 30% V 48%) so significant improvement as an Academy in supporting our most vulnerable pupils)

% of PP children without SEND achieving GLD **64.3% above National for PP**

Significant proportion of SEND and sig SEND (7) impacting overall figures

Mobility also impacting on the cohort 10 in and 9 out across the year.

Lesson for 24-25 - EY lead and SENDco to look at programme of additional transition/induction for pupils and families, particularly those arriving mid-year.

Some children still not secure across whole of UTW aspect:

Lesson for 24-25 - continue to embed 'subject specific' substantive knowledge and develop adult delivery and facilitation of curriculum to ensure that children receive explicit instruction and intervention to close the gap on real world knowledge and understanding. Strengthen explicit teaching of CLL and vocabulary.

Writing remains behind other areas and impacts on overall GLD...

Lesson for 24-25 - increase focus on guided write and increase opportunities for pupils to write within the environment. Academy and Trust EYFS specific focus on CPD in writing. Use of Squiggle writing intervention to be implemented from N1-Reception.

Continued high levels of SEND for current cohort - focus of EYFS Academy CPD with additional support from Trust SALT Director.

Y1 phonics

Eligible for pupil premium (**84.6%** V 82%)

PP figures without SEN 16/17 - 94%

Y2 phonics re-check

Eligible for pupil premium (**90.9%** V 90%)

KS2

National disadvantage gap -3.2. School gap smaller.

Reading

KS2 (**74.2%** V 77%)

KS2 higher standard eligible for pupil premium (**24.1%** V 27%)

KS2 PP (without SEND 22 pupils) **86.4%**

KS2 progress scaled score 104 v 105.3

Writing

KS2 - (**61.3%** V 63.9%)

KS2 higher standard eligible for pupil premium (**7%** V 16.4%)

KS2 PP (without SEND 22 pupils) **72.7%**

Maths

KS2 - (**54.8%** V 65.6%)

KS2 higher standard eligible for pupil premium (**13.8%** V 24%)

KS2 PP (without SEND 22 pupils) **72.7%**

KS2 maths (and year 4 MTC) saw disappointing results after positive previous 3-year trend

Challenge across all subjects with particular focus on maths across the Academy as noted in Academy Development Plan

KS2 % of pupils achieving higher standard in R/W/M (10%V9%) 2% above National - 8%

Impact of School-Led tutoring:

KS2 (Y6) 18 children received 1-1 maths tuition 78% 14/18 achieved expected standard. All improved scores by 25 marks +

8 teachers either completed or completing NPQs - all have been able to demonstrate significant impact of their learning across school.

2 leaders deployed as SLEs in phonics and art to support schools beyond our Academy