



# Featherstone All Saints C of E Academy

## Pupil Premium Strategy

2023 - 2024



This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 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.

SCHOOL OVERVIEW	
DETAIL	DATA
SCHOOL NAME	Featherstone All Saints C of E Academy
NUMBER OF PUPILS IN SCHOOL	203
PROPORTION OF PUPIL PREMIUM ELIBILBLE PUPILS	35 currently eligible (17.2%) funding for 45 received
PUPIL PREMIUM ALLOCATION THIS ACADEMIC YEAR	£72,955
ACADEMIC YEAR/YEARS THAT OUR CURRENT PUPIL PREMIUM STRATEGY PLAN COVERS (3 YEAR PLANS ARE RECOMMENDED)	Autumn 2021 – Autumn 2024
DATE THIS STATEMENT WAS PUBLISHED	31 <sup>st</sup> December 2023
DATE ON WHICH IT WILL BE REVIEWED	July 2024
STATEMENT AUTHORISED BY	Louise Sennett
PUPIL PREMIUM LEAD	Katherine Meek
GOVERNOR / TRUSTEE LEAD	Linsey Boyle

FUNDING OVERVIEW	
DETAIL	AMOUNT
PUPIL PREMIUM FUNDING ALLOCATION THIS ACADEMIC YEAR	£72,955
RECOVERY PREMIUM FUNDING ALLOCATION THIS ACADEMIC YEAR	£6253
PUPIL PREMIUM FUNDING CARRIED FORWARD FROM PREVIOUS YEARS (ENTER £0 IF NOT APPLICABLE)	£0
TOTAL BUDGET FOR THIS ACADEMIC YEAR <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>	£79,208

**PART A: PUPIL PREMIUM STRATEGY PLAN**

**STATEMENT OF INTENT**

At Featherstone All Saints C of E Academy we set high expectations for all pupils in our school and believe that, with high quality teaching, targeted small group and 1to1 support, social and emotional development, effective engagement with parents and a personalised approach to meeting children’s needs, every child can fulfil their individual academic, social and emotional potential.

Strong leadership ensures that the Pupil Premium funding is allocated effectively each year to have the necessary impact across school to support pupils to achieve at least the same academic outcomes as non-disadvantaged pupils with similar starting points, and so that they have equal access to the extended curriculum and enrichment opportunities, reducing educational inequity. Our strategy supports these aims by ensuring pupils receive high-quality teaching in all subjects, but with a specific focus on reading, writing, maths and phonics.

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 and those with special educational needs.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

We aim to embed the importance of cultural and arts opportunities in supporting the wider learning of disadvantaged students, enhancing cultural capital and removing barriers to accessing and understanding the wider curriculum. Our personalised curriculum led by strong subject leaders provides children in receipt of Pupil Premium, with opportunities to develop their confidence, independence and enables them to be successful learners who will thrive in later life and make a positive contribution to society.

Leaders also use the funding to create opportunities for children to develop skills including resilience, perseverance, self-esteem through quality, targeted care for children and families. We work closely with external agencies, for example, Future in Minds, the Children’s First Hub, Educational Psychologist to support pupils socially and emotionally alongside developing pupils’ own metacognition and self-regulation.

The strategies we employ at Featherstone All Saints CoE Academy are evidence-informed using recommendations outlined by Education Endowment Foundation and the DFE.

**CHALLENGES**

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

Challenge Number	Detail of Challenge
1	Internal and external assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Writing scrutiny and grammar checks evidence that disadvantaged pupils have reduced oral communication and range of vocabulary.

	The Yorkshire dialect has a negative impact on standard English particularly in writing. It has been identified pupils often struggle with using grammar correctly and this impacts on their writing particularly for disadvantaged boys.
2	Evidence from staff discussions, pupil voice and reading records show that reading for disadvantaged pupils is limited due to their infrequent reading at home, particularly during lockdowns and school holidays. Pupils often struggle with their fluency and their comprehension. Although many children achieve age expected they remain slightly below NA. No children achieved greater depth reading in the SATS 2019.
3	Entry assessments and observations identify our disadvantaged children typically enter Featherstone All Saints with lower levels of communication and language skills than non-disadvantaged. This includes speech difficulties and a lack of exposure to a wide range of vocabulary and reading opportunities.
4	Some children in receipt of Pupil Premium have limited life experiences beyond their home and immediate community, creating a 'cultural capital' disadvantage. They may also have limited access to books, libraries and technology (such as computers, Wi-Fi etc).
5	Parental engagement of disadvantaged pupils is often below non-disadvantaged. This is evidenced through parents who attend parents' evenings, parental engagement on class dojo and parents who attend support sessions led by EWO, FIM, CFH, EP etc.
6	Attendance of disadvantaged children is below non disadvantaged. In addition, the % of disadvantaged pupils who were persistently absent over the past 3 years has remained below national average.
7	Some pupils in receipt of Pupil Premium are not socially and emotionally ready to access learning due to a lack of self-belief, determination and resilience. They can struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve. A small number of disadvantaged children arrive in school not ready to learn due to issues at home.
8 (new 2023)	Our assessments indicate that Pupil Premium pupils with Special Educational Needs do not always make good progress.

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 Outcomes	Success Criteria
Narrow the attainment gap between disadvantaged and non-disadvantaged pupils in writing.	KS2 outcomes in 2024 show that the gap has significantly narrowed to in line with NA. 100% of non-SEND pupils meet the standard in phonics screening in Year 1 in 2024
Increase the % of pupils achieving the higher standard in reading, writing and maths at the end of KS2.	KS2 outcomes in 2024/25 show the % meeting the higher standard in reading, writing and math is at least in line with NA.
Oral language and development of vocabulary improved across all disadvantaged pupils	EYFS, KS1 and KS2 outcomes in 2024 show that the gap has significantly narrowed to in line with NA.
The gap in cultural capital will be addressed supporting children to	Experiences and visitors planned for all pupils. Ensure that these provide opportunities for improving language, imagination and

have high aspirations for themselves and others.	communication as well as impacting on children’s social and emotional wellbeing.
All disadvantaged pupils will meet at least national expectations for attendance and persistent absence.	Attendance sustained as in line with national average for disadvantaged pupils. PA reduced to inline with NA for all disadvantaged pupils.

**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.

<b>TEACHING</b> (for example, CPD, recruitment and retention)		
<b>Budgeted cost:</b>	<b>£6,000</b>	
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further embed dialogic activities across all subject areas.</p> <p>CPD training to support teaching staff to extend vocabulary across the curriculum.</p> <p>Plan clear opportunities across the curriculum for high quality class discussions.</p> <p>Embed and develop the teaching of VIPERS through quality CPD, release time for English lead</p> <p>Specific focus on reading fluency to bridge the gap between phonics, decoding and comprehension.</p>	<p>There is a 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 reading EEF: Oral Language +6 months</p> <p>There is strong evidence that lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text EEF: Comprehension +6months</p>	1, 2, 3, 8
<p>Purchase Little Wandle (validated systematic synthetic phonics programme) to secure better outcomes for all pupils in phonics.</p> <p>Training for all staff throughout school to secure outstanding practice.</p>	<p>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 pupils:</p> <p>EEF: phonics +5 months</p>	1, 2, 3, 8

<p>Further develop Little Wandle coaching and modelling sessions to improve practice at all levels.</p> <p><b>New staff to complete training for Little Wandle</b></p> <p><b>Work with the English Hub to further develop early reading – half termly observations, meetings with the early reading lead</b></p> <p>Develop the use of Little Wandle in KS2 through structured Rapid Catch-up sessions.</p> <p>Purchase Rapid Catch-up texts suitable for KS2 pupils.</p> <p>Plan extra decoding sessions in Year 3 to bridge the gap.</p> <p>Support SEN pupils to make good progress in phonics using the targeted Little Wandle SEN support programme.</p>		
<p><b>Develop the teaching of writing across school through focused CPD training for all staff.</b></p> <p><b>Develop a clear progression of grammar and writing genre across the school.</b></p> <p><b>Writing feedback policy to be written and shared with all staff.</b></p> <p>Continue to embed feedback strategies to support pupils to reach the higher standard.</p>	<p>Strategies should be described and modelled before pupils practise them with feedback. Support should then be gradually reduced as pupils take increasing responsibility</p> <p>EEF: Feedback +6months</p>	<p>1</p>
<p><b>Develop a teaching for mastery approach with a focus on maths. 2 teachers to attend the maths hub working groups. (Maths Hub support not continued into 2023)</b></p>	<p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic</p> <p>EEF: mastery +5 months</p>	<p>1, 2, 3</p>

<p>Maths leader to develop the mastery maths approach using White Rose Maths</p> <p>Lead staff meetings to develop teaching for mastery across the school. Link approach to other subjects including writing and reading</p> <p>Staff training to support the use of manipulatives enabling pupils to achieve the higher level.</p>		
<p>Purchase NFER standardised assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>EEF: Feedback +6 months</p>	<p>1, 2, 3</p>
<p>Develop metacognition and self-regulation approaches of pupils.</p> <p>CPD training to develop strategies for staff to improve pupils' ability to develop their metacognition and self-regularly strategies.</p> <p>Craig Batley – October 2021</p> <p>Staff meeting to further develop and embed all adults understanding of metacognition and self-regulation</p> <p>Learning walks and pupils voice to identify strategies in place to improve metacognition and self-regulation strategies.</p>	<p>Strong evidence shows explicit teaching of metacognitive and self-regulatory strategies could encourage disadvantaged pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> <p>EEF: metacognition and self-regulation + 7 months</p>	<p>1, 2, 3, 7, 8</p>
<p>Refine the quality of social and emotional (SEL) learning.</p> <p>Improve SEL approaches for all staff through CPD training</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p>	<p>4, 5, 6, 7,8</p>

Further embedding of the SCARF programme throughout school	EEF: SEL +4months	
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**TARGETED ACADEMIC SUPPORT**  
(for example, tutoring, one-to-one support structured interventions)

**Budgeted cost:** £53,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional support for children requiring intervention (1:1 and smallgroup support) led by skilled TAs.</p> <p>Teachers to monitor teaching assistant interventions to ensure they are well delivered.</p> <p>See PP provision maps – autumn, spring, summer</p> <p>Class teachers and SENCO to track the impact of interventions. Regularly feedback to leaders.</p>	<p>Moderate impact Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils.</p> <p>EEF: Teaching assistants +4months</p>	1, 2, 3, 8
<p>Targeted Feedback session planned to support pupils writing in Key Stage 2.</p> <p>English leader (AN) to work alongside KS2 staff to develop the editing strategy to enable children to become more independent when writing.</p>	<p>Strong evidence shows that done well, feedback supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.</p> <p>EEF: Feedback +6 months</p>	1
<p>Purchase age-appropriate programmes to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills</p> <p>Blast Training for EYFS and KS1 staff.</p> <p>Implement the BLAST</p>	<p>Oral language approaches have a high impact on pupil outcomes. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: EEF: Oral language +6 months</p>	1, 2, 3

<p>intervention across EYFS and where appropriate in KS1.</p>		
<p>Appointment of an early reading leader to provide high quality training for reading intervention across the school – appointed ERL on maternity leave HoS to lead reading during 23/24</p> <p>Teaching assistants to lead 1:1 and small group sessions.</p>	<p>Targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one</p> <p>EEF: Oral language +6 months</p>	<p>2, 3</p>
<p>Additional phonics sessions led by the trained staff targeting disadvantaged pupils.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p>	<p>1, 2, 3</p>
<p>Engaging with the National Tutoring Programme (White Rose maths) to provide a tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>Tutoring lead to plan high quality targeted tutoring to meet specific needs.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>EEF: one to one tuition + 5months Small group tuition + 4 months</p>	<p>1, 2, 3</p>

**WIDER STRATEGIES**

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

<b>Budgeted cost:</b>	<b>£20,208</b>	
<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>

<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <ul style="list-style-type: none"> <li>Weekly meetings to track attendance particular focus on PA, DH and LM</li> <li>Monthly meetings with the EWO.</li> <li>Regular meetings with parents on Fasttrack</li> <li>Attendance leader and Deputy Headteacher released</li> </ul> <p>Further embed strategies to improve attendance through a focused action plan targeting pupils and parents – prizes, weekly updates</p> <p>Further develop strategies to improve parental engagement in reducing unauthorised absence.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>4, 5</p>
<p>Monthly drop-in sessions / coffee morning for parents led by the Learning Mentor, early reading, phonics lead. Plus, external agencies where appropriate.</p> <p>Plan in year overview of parent engagement opportunities lead by the Learning Mentor, SENCO and leaders.</p>	<p>Strong evidence shows by designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading</p> <p>EEF: Parental engagement +4 months</p>	<p>2, 3, 4, 5, 6, 7</p>
<p>Learning mentor to lead weekly sessions with pupils to support their social and emotional learning.</p> <p>Termly meeting with Future in Mind and the Children First Hub to support pupils needs.</p> <p>TAS meetings to identify external support for pupils identified</p>	<p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>EEF: SEL +4 months</p>	<p>1, 2, 3, 4, 5, 6, 7</p>
<p>Provide pupils with opportunities to develop their</p>	<p>Moderate evidence that there is intrinsic value in teaching pupils creative</p>	<p>4, 7</p>

<p>cultural capital needs. Including support for school trips, after school clubs.</p> <p>Forest school and outdoor adventure learning on a regular basis.</p> <p>Peripatetic music lessons available for all disadvantaged pupils in Years 3, 4, 5, 6</p> <p>Further develop after school clubs to offer a range of creative opportunities.</p>	<p>and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. EEF: Arts +4 months</p> <p>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>Contingency fund for acute issues.</p> <p>Remind parents that support is available for acute issues.</p>	<p>We have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. For example, school uniform, food vouchers, breakfast club</p>	<p>1, 2, 3, 4, 5, 6, 7</p>

<b>TOTAL BUDGETED COST:</b>	<b>£ 79,208</b>
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**PART B: REVIEW OF OUTCOMES IN THE PREVIOUS ACADEMIC YEAR**

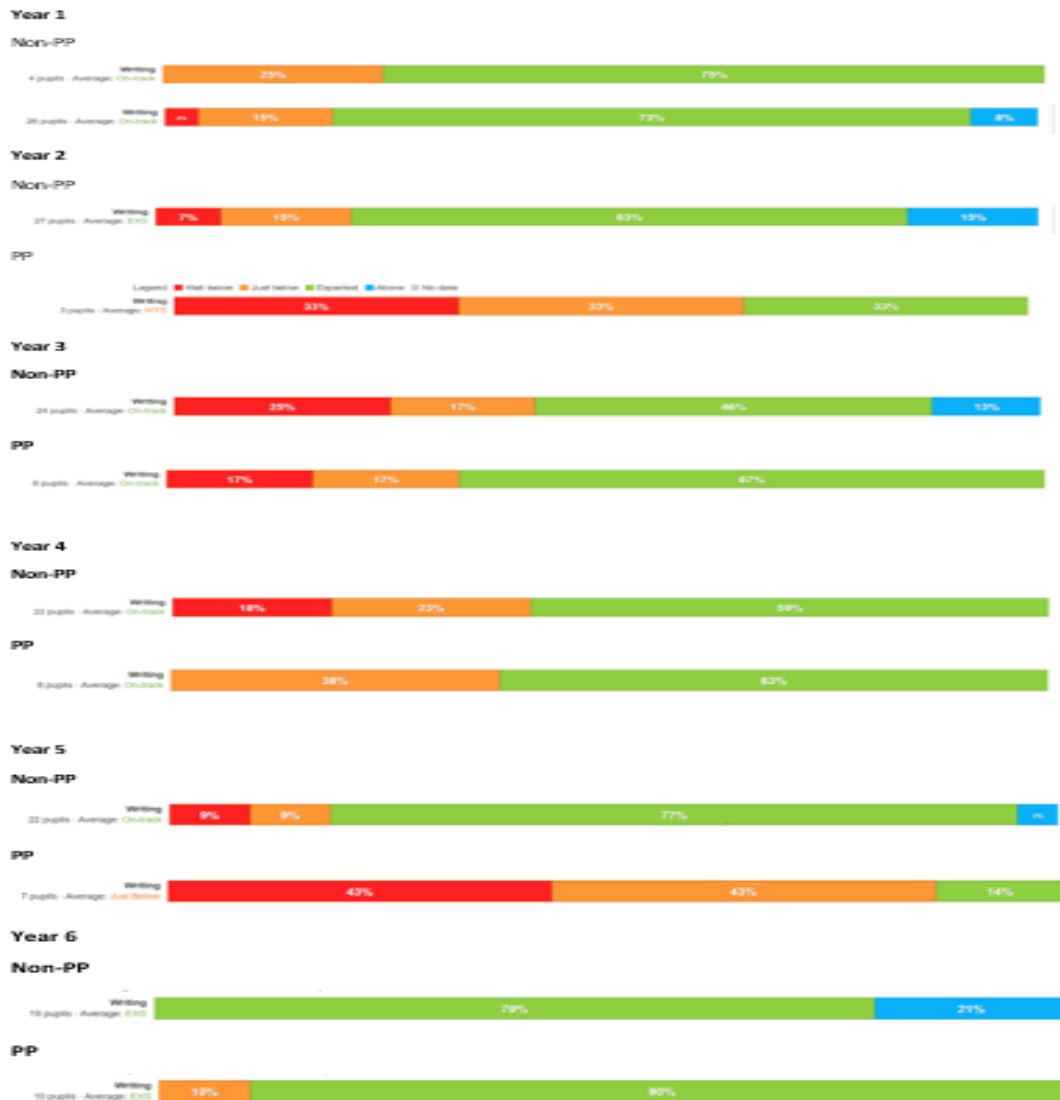
<p><b>PUPIL PREMIUM STRATEGY OUTCOMES</b></p>
<p>This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.</p>
<p>Intended outcomes by Autumn 2024</p> <ul style="list-style-type: none"> <li>• Narrow the attainment gap between disadvantaged and non-disadvantaged pupils in writing.</li> <li>• Increase the % of pupils achieving the higher standard in reading, writing and maths at the end of KS2.</li> <li>• Oral language and development of vocabulary improved across all disadvantaged pupils</li> <li>• The gap in cultural capital will be addressed supporting children to have high aspirations for themselves and others.</li> <li>• All disadvantaged pupils will meet at least national expectations for attendance and persistent absence.</li> </ul> <p>We have analysed the performance of our school’s disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.</p>

Our internal and external assessments during 2022/23 suggested that the performance of disadvantaged pupils was above national in writing and maths, and slightly below NA in reading (70% NA 73%) at the end of Key Stages 2

The impact of Covid-19 continues to be mitigated by our resolution to maintain and develop a high-quality curriculum. This is reflected in the progress most children made. Termly provision maps are used to identify current progress of all PP pupils and the impact of intervention. Further development of pupil progress meetings in 2023/24 will support regular analysis of data and challenge the support implemented.

Writing Data from Year 1 to 6

Data shows that although the gap is narrowing for pupils reaching the expected level in writing. The number of pupils reaching the higher standard in writing continues to be an area to develop. We are aware that low numbers of PP children in KS1 influences the data however year 5 required further targeted support particularly for those PP with SEN and social/emotion needs in 2023/24.



EYFS GLD

1 pupils PP	PP	Non-PP	NA
	Expected	Expected	Expected
EYFS GLD	0%	74%	63%

In 2022/23 only 1 pupil was identified as PP in the Reception class. This pupil was SEN and despite making good progress didn't achieve GLD. The implementation of Little Wandle phonics has improved outcomes with the PP child on track in phonics at the end of the EYFS.

Pupils in the EYFS access a wide range of vocabulary through a clear hierarchical approach to vocabulary which is evidenced throughout the areas of provision and identified on planning for adult use. Pupils and staff are using the vocabulary to support learning across the EYFS setting. Language and communication continue to be an area to develop. In 2023/24 we will continue to embed current practice alongside implementing more focused language support for specific children using the BLAST intervention particularly to support SEN pupils.

Year 1 Phonics Screening Check

5 pupils PP	PP	Non-PP	NA
	Expected	Expected	Expected
Phonics Screening	100%	88%	79% (all pupils)

Through continuing the high-quality training of all staff, the Little Wandile synthetic phonics programme the progress in phonics has been supported. 100% of PP children achieved the appropriate standard in the phonics screening. Daily keep-up targeting identified pupils ensuring they remained on track and any gaps filled. In 2023/24 this will be further embedded through regular coaching session from the Early Reading Lead. There will be a particular focus on supporting pupils with SEN needs to make good progress in phonics, reading and writing.

Year 2 Phonics Screening Check (pupils passing in either Year 1 or Year 2)

3 pupils PP ( 2 SEN)	PP	Non-PP	NA
	Expected	Expected	Expected
Phonics Screening	67%	93%	79% (2022)

In 2022/23 67% of pupils achieved the expected level in the phonics screening check (2/3). 100% of Non-SEN PP children achieved the expected level. The impact of regular Little Wandile training for all staff is evident across phonics, reading and writing work.

Year 2 SATS Tests + teacher assessment

3 pupils (2 SEN)	PP		Non-PP		NA	
	Exp +	Ex	Exp +	Ex		
Reading	33%	0%	78%	22%	68%	8%
Writing	33%	0%	78%	15%	60%	8%
Maths	33%	0%	89%	26%	70%	16%

In 2022/23, 2 out of 3 pupil premium children at the end of KS1 had SEN. 1 child was just below reaching the expected standard in all 3 areas through targeted support. This pupil along with the working below pupil will continue to be targeted in KS2 and tracked by the SENCO. We had no pupils reaching the higher standard in all 3 areas. This area will be further developed in 23/24 through continuing to develop high-quality teaching, targeted support and rigorous moderation to meet the higher standard.

The implementation of the Little Wandle reading groups led by both teaching staff and teaching assistants alongside the whole class teaching of VIPERs has supported the children to develop their decoding, vocabulary and comprehension skills. In 2023/24 the focus will be to adapt our approach to further develop fluency through targeting decoding intervention using the Rapid Catchup.

Continuing to receive support from the English Hub in 23/24 will further develop early reading across the EYFS and KS1 and support narrowing the gap in KS2 reading through high quality CPD opportunities.

Year 6 10 PP (2 SEN)	PP		Non-PP		NA	
	Exp +	Ex	Exp +	Ex	Exp+	Ex
Reading	70%	30%	73%	47%	73%	24%
Writing	90%	0%	100%	21%	71%	13%
Maths	90%	20%	84%	42%	73%	29%

Our end of KS2 data indicates that disadvantaged pupils achieved above NA in writing and maths. Reading was slightly below NA at expected level but above NA at exceeding level with 30% of PP children achieving the higher level.

This was a result of high-quality whole class teaching, supporting pupils through 1 to 1 reading and targeted individual and group support. Half termly gap analysis taken from previous SATS papers helped to inform teacher and intervention specialist thus supporting children to achieve.

In 2023/24 the focus to improve reading fluency will support pupils to be in-line with NA at the expected level. High quality CPD training will develop teachers understanding to produce high quality whole class reading fluency sessions to improve comprehension skills. The English leader will track progress of all pupils and plan targeted intervention for children falling behind. This will include the Little Wandle Rapid Catch up and extra decoding sessions.

Across school, staff have continued to develop a writing curriculum that supports children to explore a range of genres. This had a particular impact in the progress made in year 6 through providing engaging texts for all abilities, however further targeting for pupils to achieve the higher standard is needed in 23/24.

Further development of targeted feedback and the improvement of pupils editing their own work has supported pupils' ability to recognise and identify mistakes in their work to reach the expected standard. In 2023/24 we will further develop this approach across KS2 with a particular emphasis on children reaching the greater depth standard.

Teaching key vocabulary in all subjects across the curriculum has developed the range of vocabulary used in pupils writing. This was reflected in the positive outcomes at both internal and external writing moderation, particularly commended on by the local authority moderation. In 2023/24 the English lead will continue to develop this approach with KS2 staff to ensure consistent results across the key stage.

In 2022/23 the school continued to receive support from the Maths Hub attended by 2 members of teaching staff, providing support for mastery maths, however it was felt the support received wasn't as good as in the previous year and the decision to not continue with this support was made. The teaching of maths continues to improve through the use of White Rose Maths to providing a consistent approach across school. In 2023/24 the maths leader will further embed the use of manipulatives particularly in KS2.

Across subjects, it was recognised that the children’s ability to persevere when in academic difficulty was developing through strategies as a result of all staff attending the CPD training by Craig Batley on meta-cognition and self-regulation. A number of pupils still required further consistent support to embed this practice. In 23/24 we will continue to embed and monitor this through drops ins and pupil voice and providing further CPD training.

Overall attendance in 2022/23 of PP children was 95.07% which was above national average. This was a result of a consistent approach to the academy attendance policy. Daily monitoring of pupil’s attendance enabled action to be taken quickly to support disadvantaged pupils attending school. Pupils identified as PA were fast tracked to emphasise the importance of them attending school and meetings arranged with the parents and the EWO. The implementation of weekly, half termly, termly and yearly rewards supported the initiative to improve school attendance with positive outcomes.

In 23/24 we aim to continue embedding the attendance strategy through further targeting parents, identifying weeks of lower attendance and strategically planning 100%-week prizes to compensate for falls in attendance.

The improvement of wellbeing and mental health of pupils continue to be a significant need. In 2022/23 due to staff absence, learning mentor support was limited at the beginning of the year. However, with the appointment of a new learning mentor in the spring term support was put in place and a new learning mentor room created to provide a safe environment for the children to share their needs. Daily support was provided to pupils identified as particularly struggling. These children received small group and individual intervention by the learning mentor and external agencies such as FIM, the educational psychologist and the Children’s First Hub.

We supported parents through providing drop-in sessions and regular support network updates using Class Dojo. CAHMS provided support to parents through focused sessions including supporting children with sleep difficulties, anxieties and self-regulation. In 2023/24 we aim to further support parents with regular drop-in sessions with professionals supporting a range of needs.

In 2023/23 we continued to support the demand for financial support due to the current economic issues, we identified a number of families needing financial support – uniform, school residential trips, basic food supplies particularly during the winter months. We envisage that this will increase over the next year and for this reason have allocated more funding to this area in 2023/24.

**EXTERNALLY PROVIDED PROGRAMMES**

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

<b>Programme</b>	<b>Provider</b>
TT Rockstars	Maths Circle
Literacy Shed	Literacy Shed
Learning by Questions - maths	LBQ
Little Wandle Synthetic Phonics Scheme	Wandle Partnership
Kapow	Kapow
Grammarsaurus	Grammarsaurus
Rising Stars	Hachette UK
White Rose Maths	White Rose Maths

**SERVICE PUPIL PREMIUM FUNDING (OPTIONAL)**

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

**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.*