

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	September 23
School name	West Vale Academy
Number of pupils in school	101
Proportion (%) of pupil premium eligible pupils	42 (42%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Amanda Bennett (CEO)
Pupil premium lead	C Akroyd
Governor / Trustee lead	Debbie Shutter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,340
Recovery premium funding allocation this academic year	£8,700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£82,040

Part A: Pupil premium strategy plan

Statement of intent

At West Vale Academy, we believe that all children should reach their full potential, whatever their background or circumstances. We want all children to leave the school with the essential knowledge and skills that they need for future success encompassing the core values of care, share, discover and learn.

Our Pupil Premium strategy is informed by high quality research to ensure we provide the best possible route to improve the educational outcomes of children. This is done through a tiered model with focuses on

- *high quality teaching*
- *targeted academic support*
- *wider strategies*

We firmly believe that Quality First Teaching is the most important tool schools have to improve outcomes for disadvantaged pupils. With this in mind, our Pupil Premium Strategy will be rooted strongly in providing highly skilled staff to provide quality first teaching and learning. This will be matched with an equal emphasis on providing wellbeing support to ensure pupils are emotionally ready to learn. We aim to work with parents to form a partnership in ensuring that our disadvantaged children are offered wider opportunities and experiences through our curriculum design and to ensure parents are as fully involved as possible in encouraging and supporting their children to progress. Raising attendance for this group of children is a key factor in this.

Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments and observations indicate a significant gap in reading, writing and mathematics for the majority of our disadvantaged pupils.</p> <p>In writing, in some year groups (Y4 and Y5) non pupil premium are outperforming pupil premium children. Particular year groups of concern being Y4 (33% pupil premium at expected/greater depth) and Y5 (57% of PP children at expected or greater depth)</p> <p>In reading, there are particular year groups of concern such as current Y5 (64% pupil premium at expected/greater depth vs 89% of non-pupil premium children), current Y4 (67% vs 80% of non PP).</p> <p>In maths, there are particular year groups of concern such as current Y6 57% pupil premium at expected/greater depth vs 80% of non-pupil premium children), Y5 (50% vs 78% of non PP), current Y4 (67% of PP vs 80% non PP)</p>
2	<p>Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
3	<p>The indices of deprivation show that in the Greetland and Stainland ward 11.3% of children aged 0-15 are from income deprived families. As a school we have found through staff observations that financial barriers for parents affect their ability to provide wider experiences for their children.</p>
4	<p>43% of our Pupil Premium children are also SEND.</p>
5	<p>To increase parental engagement, particularly the percentage of pupil premium parents accessing school workshops and events.</p>
6	<p>In the academic year 2022-23 the attendance of pupil premium children was 91.85% and 95.51% for non-pupil premium (a gap of 4.34%). 25% of persistently absent children are pupil premium. We are keen to improve the attendance of PP children and reduce the persistent absentees as we feel this will also support challenge numbers 1,2 and 3.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Challenge 1</p> <p>Pupil Premium children's attainment progress and attainment in reading, phonics, writing and maths is equal to or greater the national data for pupil premium children.</p> <p>Where in school data evidences there is a gap between pupil premium and non-pupil premium peers this will be reduced (see above data).</p>	<p>Pupil Premium pupils achieve at or above national average progress scores in KS2.</p> <p>Attainment data shows Pupil Premium children are achieving at or above the national expectations in EYFS, KS1 and KS2.</p> <p>Data shows that the gap (where identified) has been reduced between pupil premium and non-pupil premium pupils by the end of the strategy plan.</p> <p>EEF 'five a day' will be introduced and embedded within all classrooms.</p>
<p>Challenge 2</p> <p>Disadvantaged pupils are exposed to a wider range of vocabulary across all areas of the curriculum which will become embedded into their written and spoken work.</p>	<p>Use of language screener in reception to identify gaps and deliver targeted interventions to address this.</p> <p>Consistent approach to teaching vocabulary across school.</p> <p>Disadvantaged pupils will use Tier 2 vocabulary in their written and spoken work.</p> <p>Accelerated progress for children where oracy interventions have been implemented.</p> <p>Through careful monitoring, pupils will be observed using higher level vocabulary in both spoken and written work.</p>
<p>Challenge 3</p> <p>Disadvantaged pupils will have access to a wider range of experiences through an enriching curriculum and access to extra-curricular activities</p>	<p>Extra-curricular clubs will be offered and supplemented to all disadvantaged pupils.</p> <p>A wider range of visits and visitors will take place throughout the year to expose children to wider cultures and events and provide them with experiences beyond the classroom.</p>

	Data will evidence the impact of the opportunities and experiences provided across the curriculum, including participation in clubs and events.
<p>Challenge 4</p> <p>Disadvantaged pupils, particularly those with SEND will make accelerated progress.</p>	<p>Lessons will be differentiated and adapted to ensure children's needs are target.</p> <p>Specific interventions linked to individual children's needs will be used consistently across the school in order that children can access appropriate support.</p> <p>There will be clear evidence of the gap being narrowed through learning walks, book looks and data drops. These will be ratified by our Academy Improvement Team during our 'typicality' weeks.</p>
<p>Challenge 5</p> <p>To increase parental engagement for PP children.</p>	<p>Coffee morning to further engage parents of disadvantaged parents in the use of our online learning platform and explore how 'home experiences' can be widened, e.g. free days out.</p> <p>Paper letters to support families with data issues</p> <p>Seesaw tracking evidences parental engagement.</p> <p>Attendance at school events and workshops show an increased level of parental engagement.</p>
<p>Challenge 6</p> <p>Improve the attendance of PP children to 95% + and reduce the number of persistent absentees for PP children (see above data)</p>	<p>Clear structure for contacting parents immediately where attendance drops below 95%.</p> <p>Attendance will be monitored regularly. Attendance for disadvantaged pupils, where attendance is below 95% will improve. Increased levels of attendance for PP children. Reduced levels of PP persistent absentees.</p> <p>Children, parents and staff surveys evidence positive attitudes to learning and behaviour. End of year data reflects good or better for progress vulnerable/pupil premium children.</p>

Activity in this academic year

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

Teaching

Budgeted cost: £ 42,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic 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>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</p>	1
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	1
<p>Strategic deployment of staff to enable single year group maths teaching in KS2.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p>	1

	Improving Mathematics in Key Stages 2 and 3	
Training and coaching on maths priorities linked to school improvement plan.	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	1
Professional development linked to EEF approaches on SEND 5 a day and metacognition due to SEND PP cross over.	https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes	1,4
Dedicated management time for robust analysis of PP data. Allowing for timely intervention to identify and address the causes of limited progress for PP learners in key subjects in key year groups. Time allocated to follow up on trends in data with lesson observations, book scrutinies and pupil interviews to identify next steps to allow for rapid progress.	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>https://educationendowmentfoundation.org.uk/tiered-model/1-high-quality-teaching/</p> <p>The evidence supports that data analysis is important to identify areas of concerns within the data and pin point what element needs support/ addressing.</p> <p>https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2F</p>	1,4
Use of technology in order to support	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-	5

high quality teaching and learning and to foster links between home and school.	reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216	
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2
Before and after school tutoring with school staff focused on reading and maths skills.	https://educationendowmentfoundation.org.uk/support-for-schools/making-a-difference-with-effective-tutoring	1
Management time to facilitate the release of staff member to support with coaching and mentoring on the teaching of reading skills.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1
Phonics coaching and ECT mentoring	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1

Targeted academic support

Budgeted cost: £ 20,510

Activity	Evidence that supports this approach	Challenge number(s) addressed
Same day intervention to offer maths catch up	<p>Improving mathematics in KS2 and KS3 document EEF. Use structured interventions to provide additional support.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/same-day-intervention#:~:text=Compliance%20analysis%20suggests%20that%20pupils,to%20pupils%20in%20control%20schools</p>	1,4
1:1 phonics interventions in KS1	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1,4
1:1 and small group interventions for lowest 20% who did not reach standard in the phonics screening check.	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1,4
Engaging with the National Tutoring Programme to provide a blend of 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>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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,4

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

Budgeted cost: £20,510

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Expose children to a wide variety of subject areas, arts and wider personal development opportunities to ensure they have the knowledge and cultural capital they need to succeed in life</p>	<p>Evidence from this report suggests that early years and primary school experiences, along with better home learning environments in the early years and up to the age of seven, provide a significant boost in attainment for children at the age of 11 and help to counteract disadvantage. It recommends that reading for pleasure, educational trips and out-of-school studying opportunities should be provided to promote attainment for disadvantaged students at all ages,</p> <p>http://www.educationengland.org.uk/documents/pdfs/2015-sutton-subject-to-background.pdf</p> <p>This report recommends Increasing the organisational capacity of schools to support their extra-curricular provision and improve information on the availability of activities in local areas</p> <p>http://www.educationengland.org.uk/documents/pdfs/2015-sutton-subject-to-background.pdf</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</p>	<p>2</p>
<p>Pastoral team to work with children 1:1 and in groups to remove barriers to learning and support social and emotional development</p>	<p>This EEF report on Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.</p> <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/</p>	<p>5</p>
<p>School to use electronic method of communication</p>	<p>This report found that parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the Teaching and Learning Toolkit suggests that</p>	<p>5</p>

<p>on to inform parents of key dates, messages and progress with learning.</p> <p>Regular analysis of families accessing notifications on seesaw, workshops/ invitations sent to hard to reach parents.</p>	<p>effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Parental_Engagement_-_Evidence_from_Research_and_Practice.pdf?v=1631189626</p>	
<p>Monitor and support families with attendance</p>	<p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes: more intensive programmes for families in crisis.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222</p>	<p>5 and 6</p>
<p>Monitor and support families with safeguarding concerns and ensure excellent levels of communication regarding these. Ability to track and monitor incidents.</p>	<p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes: more intensive programmes for families in crisis.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/pages/projects/Attendance-REA-protocol-21092021.pdf?v=1632734921</p> <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/</p>	<p>5</p>
<p>Funding of Milk in KS1</p>	<p>Research carried out by the Education Endowment Foundation shows the impact of breakfast on attainment. Schools providing nourishment also saw an improvement in pupil behaviour and attendance.</p>	<p>6</p>

	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast/	
Support for children to access and complete home learning.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	5

Total budgeted cost: £ 82,040

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.

In 2023/24 we used current educational research to shape our Pupil Premium offer in line with EEF findings. We invested funding through our CPD offer into further developing teacher pedagogy in line with the EEF guidance on effective strategies to improve progress in English and Mathematics.

Challenge 1 : Pupil Premium children’s attainment progress and attainment in reading, phonics, writing and maths is equal to or greater the national data for pupil premium children.
Where in school data evidences there is a gap between pupil premium and non-pupil premium peers this will be reduced.

At the start of the academic year there were key year groups where in writing, non-pupil premium were outperforming pupil premium children. Pupil premium funding was used to deliver interventions to target children such as a phonics GPC for our Y1/2 children of whom 75% of the PP children within the intervention were able to recognise all of the initial phonemes they found difficult at baseline. Funding was also used to fund coaching time for the phonics lead to work with the teacher who was new to early years and year one. The funding was also used to allow the phonics lead to deliver a 1:1 intervention for a child at risk of not passing the phonics screener. In our early years cohort there was one pupil premium child with significant SALT- although he didn’t get the GLD he achieved the ELG in reading due to intensive intervention. His initial baseline was 3-4 developing, he has shown an acceleration in progress as by the end of the academic year as he secured the ELG in reading. He did not achieve the speaking ELG and therefore this will continue to be a focus in the next academic year.

EARLY YEARS ANALYSIS			
PERCENTAGE REACHING A GOOD LEVEL OF DEVELOPMENT (NATIONAL AVERAGE)			
	2022	2023	2024
All Pupils	70% (65%)	64% (67%) (7/11 pupils)	67% (4/6 pupils)
PP	80%	75% (3/4 pupils)	0% (0/1 pupil)
KEY POINTS	<ul style="list-style-type: none"> - The current Reception cohort consists of 6 children. - This year out of the 6 children there is one child with significant need who will require an EHCP and 1 children with significantly delayed SALT. 		

YEAR 1 PHONICS ANALYSIS			
PERCENTAGE PASSING THE TEST (NATIONAL AVERAGE)			
	2022	2023	2024
All Pupils	80% (75%)	92% (11/12 pupils)	91% (10/11 pupils)
PP	40%	100% (7/7 pupils)	100% (6/6 pupils)
KEY POINTS	<ul style="list-style-type: none"> - The Year One cohort consists of 11 children. - This cohort have had good Phonics teaching throughout Reception and they have had the Little Wandle scheme taught consistently throughout their Reception year. - LH (Principal) has delivered 1:1 intervention for one identified child who was falling behind and this has accelerated progress. - All children scored highly in the test with the lowest mark being 35/40. 		

We focused on use of tutoring for Y6 before and after school in reading, GPS and maths and also used the school led tutoring funding to target these subjects. 100% of PP children achieved EXS in reading and 83% achieved this in maths and GPS. A small group maths intervention was also delivered daily for 2 PP pupils at risk of not achieving EXS in maths, 100% of these children achieved EXS. 67% of PP pupils achieved writing but at the end of Y5 this was 57 % so there has been an increase of 10%.

In Y2, 86% of PP children achieved EXS in R, W and M we have used additional targeted TA support to work with key PP children to improve the % of the children working at expected. A phonics intervention was deployed to support one PP child at the start of the academic year she was 21 out of 42 Phase 5 digraphs and at the end of the intervention she knew 38 out of 42. She knew 18 out of 92 phase 5 words and then knew 48 out of 92 of phase 5 words.

Challenge 2 Disadvantaged pupils are exposed to a wider range of vocabulary across all areas of the curriculum which will become embedded into their written and spoken work.

Teachers have mapped out the key vocabulary to be taught be in foundation subjects and vocabulary is incorporated into the start of lessons and children are supported to recall vocabulary that has been previously taught. A vocabulary focus has been incorporated into reading lessons to support children with their fluency and understanding of their text. In this year's KS2 SATS 16% of the marks were vocabulary questions, the number of marks to achieve EXS was 27 and for our PP pupils the average mark was 34 with the lowest score being 30. A focus for the following year will be around developing oracy across school through the use of Welcomm to target gaps in language.

Challenge 3 Disadvantaged pupils will have access to a wider range of experiences through an enriching curriculum and access to extra- curricular activities.

Funding was used to ensure our Pupil Premium children were able to access a variety of clubs to support their interpersonal and team work skills. On our pupil voice survey, 100% of our pupils felt they were able to access clubs. 68% of our PP children have accessed a club this academic year which is an increase of 10% from the previous academic year. Our Y2/3 class have learnt ukuleles 89% of the children know the C and Am chords, the string names, quarter notes, half notes, and whole notes, and can hold a steady quarter note pulse together.

Club Participation Autumn Term 1 2023-24

Name of Activity	PP %	SEND %	Combined %
Judo	0%	10%	0%
Lego Club	30%	40%	10%
Glow in the dark	100%	66%	33%
Nature club	25%	25%	8%
Boy's football club	38%	25%	13%
Tag rugby	17%	17%	17%
Homework club	38%	31%	19%
Multi-skills club	38%	25%	25%
Choir	42%	30%	12%

Club Participation Spring Term 2023-24

Name of Activity	PP %	SEND %	Combined %
Choir	34%	31%	14%
Hockey	33%	17%	0%
Bench Ball	10%	20%	10%
Homework club	60%	50%	30%
Football	50%	10%	10%
Arts and Crafts	36%	29%	14%
Food technology	40%	30%	10%

Club Participation Summer Term 2023-24

Name of Activity	PP %	SEND %	Combined %
Homework Club	50%	38%	25%
Gardening Club	46%	38%	15%
Football Club	30%	20%	10%
Athletics	50%	17%	17%
Cricket	70%	10%	10%
Choir	38%	46%	23%
Self Defence	33%	33%	11%

Challenge 4 Disadvantaged pupils, particularly those with SEND will make accelerated progress.

As of July 24, 40% of our PP children have SEND. 29% of those who are PP and SEND got EXS in R, W and M which is an increase of 11% from the previous academic year. These children have received interventions such as a small teacher group support, rapid catch up phonics and bespoke handwriting sessions.

In Y6 there were two PP children with SEND both these children received SPAG, reading and maths tutoring one child achieved EXS in reading and SPAG and other achieved it in reading and maths.

There is no SEND PP cross over in Y2.

100% of our SEND PP children achieved EXS in the phonics screener.

Challenge 5 To increase parental engagement for PP children.

We have produced an outline of parent events prior to the academic year commencing which was shared with parents, we are keen to improve parental engagement. In the academic year 23-24 we have hosted a variety of events such as SEND coffee mornings, autumn crafts, Mothers' Day Breakfasts and Fathers' Day Breakfasts. On Average our PP parent attendance has increased by 10% this academic year. 86% of our families are accessing seesaw which is our main method of communication with parents. Earlier in the year, we identified that a significant percentage of our PP families were not accessing seesaw which was then impacting on their knowledge of the children's learning and key dates/ information. In July, of the 86% of the families 88% were PP which was an increase of 18% from last year's analysis.

Challenge 6 Improve the attendance of PP children to 95% + and reduce the number of persistent absentees for PP children (see above data)

We have used our PP spend on the use of our pastoral worker to improve the attendance of persistent absentees (see below). She has led attendance workshops, attendance and punctuality meetings with parents under 90%, met with the EWS to identify children under 95%, devised attendance contracts and led reward initiatives for families where the attendance has improved. We are currently just below national for the % of our PP attendance.

Academic year 22-23	Academic year 23-24	Difference
68.9%	83.9%	Up 14.9%
17.16% Authorised		Adjusted
86.06%		Up 2.16
72.65%	81.7%	Up 9.3%
74.6%	77.1%	Up 2.5%
82.89%	85.3%	Up 2.4%
86.36%	90.7%	Up 4.4%
86.9%	90.7%	Up 3.8%
86.9%	88%	Up 1.1%
87.4%	90.2%	Up 2.8%
87.69%	94.8%	Up 7.1%
87.97%	93.7%	Up 5.8%
89.22%	95.6%	Up 6.3%
89.76%	95.4%	Up 5.5%
89.84%	98.6%	Up 8.8%
89.84%	91.8%	Up 2%

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

Programme	Provider
Nuffield Early Language Intervention (Neli)	Elkhan - OUP

Date	Actions and activities	How? What Impact Measures can you report?	Lessons learned	Next steps
Sept	PP first refusal on clubs to promote attendance and wider opportunities	Judo 0% Lego Club 30% Glow in the dark 100% Nature club 25% Boy's football club 38% Tag rugby 17% Homework club 38% Multi-skills club 38% Choir 42%	Paid for clubs have less PP attending	Ensure variety of free clubs coverage – look at days of clubs to see if this is linked to higher percentages of attendance.
Sept	Single year group teaching, maths CPD around arithmetic teaching and times tables.	See below the % of children scoring higher than their first multiplication test by the end of Sept Y2-64% Y4-71% Y5-71% Y6- 59% See below the % of children scoring higher than their first arithmetic test by the end of Sept	Times tables and arithmetic skills are improving	Drop ins to check timetabled time tables and happening – quality checking.

		Y4-71% Y5-61% Y6- 59%		
October	Robust analysis and tracking of persistent absentees.	Persistent absentees increasing 26% to 30%	SEND and PP cross over linked to medical appointments	Referrals to EWO and discussion on appts outside of school time.
November	Discreet Arithmetic lesson – straight year groups.	<p>Discreet arithmetic lessons taking place every Friday and scores recorded week on week using one drive document. All year groups 2-6 completing arithmetic starter at the beginning of each lesson.</p> <p>% scoring over 20 out of 25 Y2- 25% vs 0 in Sept % scoring above 10 out of 15 in arithmetic Y3- 69 % scoring above 10 out of 15 in arithmetic vs 31% in Sept Scoring 20 out of 25 Y4- 39% vs 0% in September % scoring over 27 out of 32 Y5- 24% vs 0% in Sept % Scoring over 30 out of 40 Y6-41% vs 14% at the start of September</p>	Y5 arithmetic is weaker, daily arithmetic starters being re-introduced key PP children being targeted.	Review of Y5 arithmetic input.

	Y2/3 Music Lessons – wider opportunities Ukulele	The children mostly know the C and Am chords, the string names, quarter notes, half notes, and whole notes, and can hold a steady quarter note pulse together.	Children working towards F and a G7 chord by the end of the academic year.	
December	Analysis of interventions	<p>Strong phonics intervention data</p> <p>Y1 GPC 50% of children were able to recognize all of the initial phonemes they found difficult at baseline.</p> <p>50% were able to recognize over 60% of the phonemes correctly.</p> <p>GPC reception 100% secure in all phase 2 single phoneme gaps following assessment.</p> <p>Rapid Catch up Phonics</p> <p>83% of the children knew at least 8 more phase 5 words containing digraphs they had previously struggled with. 100% knew more phase 3 digraphs than prior to the intervention.</p>	Potential need to change rapid catch up for older pupils to SEND catch up as some of the progress is hindered by the pace of the intervention for the needs of the children.	<p>SEND catch up to commence in January.</p> <p>Children in Y1 and R to continue after re assessment to target further gaps.</p>

		33% knew 8 or more new phase 5 digraphs. 50% knew more than 4 new phase 5 digraphs.		
January	PP first refusal on clubs to promote attendance and wider opportunities	Choir 34% Hockey 33% Bench Ball 10% Homework club 60% Football 50% Arts and Crafts 36% Food technology 40%	Paid for clubs have less PP attending –wider choice.	Ensure variety of free clubs coverage – look at days of clubs to see if this is linked to higher percentages of attendance.
February	School Led Tutoring	Reading : 0% of children in tutoring at EXS Baseline at start of tutoring 75% of children in tutoring now EXS at recent assessment Maths: 0% of children in tutoring at EXS Baseline at start of tutoring. 50% now at EXS at recent assessment 29% GD children in GD tutoring group at start of tutoring, now at	Children are making good progress within the school led tutoring however there are still target children who need further support in order to help them reach expected.	Extra tutoring for maths completed by JV for target children. Daily small maths group led by VP 1:8.

		43% at recent assessment.		
	EB – Attendance monitoring procedures.	<p>Attendance and punctuality meetings have been held.</p> <p>Document that converts how many days off = how much time over the year and shared this with parents.</p> <p>EB attending attendance briefing with local authority to find out about new procedures.</p> <p>Letter sent out to parents to inform them of the new attendance procedures.</p> <p>New attendance display in parents meeting board explaining minutes missed into lost learning time.</p>	<p>Parents were not previously aware on the time off and how this equated to hours/ days of lost learning.</p> <p>Whole school attendance 95.8% in January vs 93.66 in September %</p>	<p>Running attendance workshop to engage parents 12.3.24 – to monitor attendance and track alongside pupil's attendance.</p>
March	Single year group teaching – maths	<p>Spring 2 Data :</p> <p>Y6 EXS : 67% GDS 14% Increase of 3% EXS from Autumn, GDS remains the same.</p>	<p>Greater depth increase in Y5 and Y1. Higher GDS than last year due to GDS provision for more able learners.</p>	<p>Y6 starting small 1:8 group with Vice Principal to accelerate progress.</p> <p>20 minute maths intervention by JV in assembly time</p>

		<p>Y5 EXS 63% GDS 25% EXS decrease of 4% due to one EXS child leaving .</p> <p>1 GDS child left but two more children now as GDS from Autumn.</p> <p>Y4 EXS – 88% 18 % EXS dropped to 79% two new in year starters in Spring working below 16% GDS due to increase from 17 chn to 19.</p> <p>Y3 EXS 80% 20% GDS – in line with Autumn</p> <p>Y2 EXS 83 % GDS 25% drop from 92% EXS in Autumn loss of 1 child at EXS and new joiner in Spring working below.</p> <p>Y1 EXS 91% GDS 27% - 1 child not moved from WTS to DEV but 1 more GDS.</p> <p>R 67% EXS</p>		30 minute extra maths daily boost.
April	Phonics coaching for staff/ interventions for pupils making limited progress with phonics	Principal offering coaching sessions for 100% of PP children on track to pass phonics screening. HLTA delivering interventions on GPCs that the children are struggling with.	Increased from one phonics group to two to ensure more bespoke teaching.	To have NELI implemented to support children with SALT difficulties. Phonics interventions have already begun for children in R making limited progress.

May	Expose children to a wider variety of arts	Ukulele lessons for Y2/3	Y2s knowledge of at least two chords. Y3s know 3 or 4 chords.	To continue lessons as the cohort move to a Y3/4
June	Maths coaching/ use of technology at home.	Dedicated time completing TT Rockstars and times table learning during each morning.	<p>Average score of Y4 pupils sitting MTC was 20.2 which is in line with national. Last year it was significantly below this.</p> <p>Average score in December was 11.6</p> <p>18.3 was disadvantaged average in 22-23</p> <p>This year ours was 17.22 but we also have 55% PP/SEN cross over.</p>	Dedicated times table learning time to be factored in for Y4s next year and use of TT rockstars.
	Phonics coaching	Principal supporting with phonics – 1:1 intervention for those at risk of not passing.	91% phonics pass rate.	Use of 1:1 phonics intervention for 1 child a risk next year of potentially not passing.