

Pupil premium strategy statement - Minchinhampton C Of E Primary Academy

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	286
Proportion (%) of pupil premium eligible pupils	40 (13.98%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022-2025
Date this statement was published	31.12.2023
Date on which it will be reviewed	31.07.2024
Statement authorised by	Nick Moss
Pupil premium lead	Amy Kingscote
Governor / Trustee lead	Claire-Louisa Patnicroft

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,000
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£4640
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	n/a
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>	£52,640

Part A: Pupil premium strategy plan

Statement of intent

Ultimately we believe education itself should be about self-empowerment for people, self-empowerment now and for a lifetime.

The vision assumes a deep rooted faith in humanity and the vision expects fascination with the individual, with ourselves, with others. 'The same things which are helps to one person towards cultivation of his higher nature, are hindrances to another....Such are the differences among human beings...that unless there is a corresponding diversity in their modes of life, they neither obtain their fair share of happiness, nor grow up to the mental, moral and aesthetic stature of which their nature is capable.' -John Stuart Mill. 'Every individual carries within himself not only his individuality but also all of humanity with all its potentialities.' Erich Fromm Beyond The Chains of Illusion p.27

The vision is framed in the present: the premise being that if we want to make the world a better place, we need to start right here, right now...with the people and the resources we have in front of us. 'How might education be received by children if the long term promise was not employment but a fulfilling life? And if that promise was not held as a long term goal but started now- our fulfilling life started in the here and now?' -Debra Kidd, 2014.

We are committed to an education that benefits us all, to a socially just, more equal society. 'Through greater equality, we gain a world where status matters less... where social anxieties are less inhibiting of social interaction and people are less plagued by issues of confidence, self-doubt and low self-esteem' (Wilkinson & Pickett, 2019). 'Knowledge, like air, is vital to life. Like air, no-one should be denied it' (Alan Munro). 'We feel equal in class. Other people don't come across as better than me. They may know more about something but the teachers want us to share our learning.' (Pupil self-report 2020)

Our starting assumption is that we are all born with a desire for knowledge and we must do everything we can, as a primary school, to maintain and nurture that desire as well as offer pupils the opportunity to think beyond their own experiences and enable them 'to think the unthinkable and not yet thought...' (Bernstein, 2000). 'We begin with the hypothesis that any subject can be taught effectively in some intellectually honest form to any child at any stage of development' -(Jerome Bruner). 'The mind is not a vessel to be filled but a fire to be kindled.' -(Plutarch).

It follows that we believe everyone has something to offer... that therefore one size does not fit all. "It's not how smart you are that matters, what really counts is how you are smart" (H. Gardiner). ...to avoid a culture of comparison; ... 'If you compare

yourself with others, you may become vain or bitter, for always there will be greater and lesser persons than yourself' (Max Ehrmann, <https://en.wikipedia.org/wiki/Desiderata>)... instead to nurture courage and humility; to recognise strength and appreciate variety, appreciate differences...to be fascinated by other people. We look to find what is great inside all of our children: we want to dig it out and share it with the world.

The focus of our pupil premium strategy is to support disadvantaged pupils to feel valued and connected; to know their strengths; to enjoy learning; to think beyond their experiences and achieve everything they are capable of, including progress and attainment in line with their potential.

To achieve this, we must consider the very real challenges faced by vulnerable pupils, which can and will affect their confidence and capacity for learning. We must work tirelessly to support them and their families with these challenges, while at the same time building on strength.

We must strive for an appreciative, fully inclusive school culture. We must be mindful that everything about the institution of school has the potential to either enhance or undermine the lot of any child but especially one who already has some disadvantages: - the language we use, our relationships policy, our curriculum, our pedagogy. We must aim for all staff to live this ethos and to take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. To achieve our vision we need to have integrity, to practice what we preach. The principles in this vision must permeate all 2 thought and action; we must constantly and consistently model it. 'I believe that education means to acquaint the young with the best heritage of the human race. But while much of this heritage is expressed in words, it is effective only if these words become reality in the person of the teacher and in the practice and structure of society. Only the word that has materialised in the flesh can influence man; the idea that remains a word influences only words.' Erich Fromm *Beyond The Chains of Illusion* p.167

High-quality teaching should remain at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support, for example vocab, phonics, reading, their knowledge base. Quality of teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

We are committed to certain core principles which run through all aspects of teaching and learning- the curriculum, our pedagogy, assessment, professional development.

- Clarity of learning, including clarity of purpose, clarity of instruction and coherence and consistency in the school's learning journey.

- Fostering people's (children and adults alike) agency/ autonomy in their own learning; trusting them by giving them the opportunity to play, take risks, innovate, imagine and question; expecting them to engage in self-reflection. 'If you put fleas in a shallow container they jump out. But if you put a lid on the container for just a short time, they hit the lid trying to escape and learn quickly not to jump so high. They give up their quest for freedom. After the lid is removed, the fleas remain imprisoned by their own self-policing. So it is with life. Most of us let our own fears or the impositions of others imprison us in a world of low expectations' (John Taylor Gatto). 'I have also enjoyed the Science lessons where we mummified apples and got to see whether or not they rotted in the different substances. It was gross to see the final results! I like the fact we get to do our own experiments in class and find out the results for ourselves rather than being told them.' Year 4 pupil 2019

- Staying responsive to needs and interests and research, including teaching which is truly formative—that constantly looks for proof of learning close to the coal face. 'Formative learning is like an educational positioning system- good teachers:- establish where pupils are at; identify the learning destination; carefully plan a route; make regular checks re progress along the way; adjust course as conditions dictate' -Dylan Wiliam. 'Progress is not about putting numbers onto spreadsheets. It is about seizing on small but significant moments of opportunity. Clues. Being open to possibility. Being positive.' -Debra Kidd, 2014

- Staying responsive requires flexibility in our thinking; the willingness to seek out possibilities; the openness to spot and make small changes, to read nuance in a situation and ultimately to shift into 'alternative modes of becoming.' '...unless you are open to possibility- able to seize opportunities as they arise, recognise misconceptions, misunderstandings, disengagement you are lost.' (Debra Kidd, 2020) This openness involves some risk - 'The pond skater sits, perilously positioned but highly attuned, waiting for the something to make the danger worthwhile.' Responsiveness involves being present, 'Nothing ever happened in the past; it happened in the now. Nothing will ever happen in the future, it will happen in the now.' (Eckhart Tolle, 1999)

- Staying responsive requires 'playfulness as a state of mind - a mind in which readiness, responsiveness and an ability to to recognise the extraordinary in the ordinary' (Debra Kidd, 2015). 'Life must be lived as play.' -(Plato)

- Responsive teaching relies in turn on the quality of relationships in the classroom; on the adults' commitment to each and every individual in the classroom; on our capacity as teachers to extend ourselves beyond ourselves and fully attend to our pupils. Relationships in the classroom are 'rooted in the affective dimension and require watchfulness, humility and flexibility... A teacher who has great relationships notices things. The minutiae matter.' (Debra Kidd, 2014). We need to be fascinated by our pupils; we need to give them the space to show us who they are and what they know. 3 'Learning in our class is really fun. Our teachers make it

fun and enjoyable. There is an 'air' in the room that they create. They are interested in what we have to say. In science my teacher asked us what we knew and she learnt things from us as well as us learning from her. It's like a circle – we may have different ways to learn and we get to share that with others- we get to throw the learning back.' (Pupil self report 2020). 'Learning requires positive relationships - whether between learners and teachers, or between learners and their peers...the more safe and trusting these relationships are, the more children will learn.' (J Hattie) To be responsive, we need to actively listen to our pupils. 'By far the most common and important way in which we can exercise our attention is by listening.' (M Scott Peck - The Road Less Travelled p.109)

- Stimulating investment and thinking including a strong emphasis on talk and on a philosophical approach to learning. We want our children to be challenged and enjoy their learning all the more for it. 'Thinking is always experiencing, experimenting...and what we experience, experiment with, is what's coming into being, what's new, what's taking shape' (Debra Kidd, 2015). 'I enjoyed the owl pellets lesson because it was a gruesome lesson. I don't know many schools that would let their pupils dissect owl pellets and look for bones belonging to the prey of a barn owl!' Year 4 pupil 2019

- Learning approaches that are explicitly and implicitly devoted to giving every child equal access to the curriculum and an equal opportunity to engage and thrive. We use the expressions 'more experienced' or 'previously high attaining' rather than 'more able.' 'We begin with the hypothesis that any subject can be taught effectively in some intellectually honest form to any child at any stage of development" (Jerome Bruner).

Challenges

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

Challenge number	Detail of challenge
1	<p>Confidence, school sureness and relationships</p> <p>-Disadvantaged pupils more likely to suffer low self-esteem and more likely to compare themselves unfavourably with others.</p> <p>-Disadvantaged pupils less school sure. Families more likely to have had negative school experiences. Families more likely to be more challenged supporting children with school learning.</p>

	<p>-Very significant disparity in confidence/levels of engagement between a school sure majority and a not so school sure minority.</p> <p>-Less likely to feel the education provided is relevant to them.</p>
2	<p>Cost of living</p> <p>-Pressures on family life including basic needs, employment, adult education.</p> <p>-From interactions with vulnerable families, cost of living crisis impacting on mental health, functioning of family life.</p>
3	<p>SEN and identified additional needs</p> <p>-School data trends show pupils who both PP and SEN less likely to achieve ARE.</p> <p>-School's SEN profile has grown in last few years.</p> <p>- Number of children with neurodiversity masking in mainstream environment leads to toxic stress and reduction of 'window of tolerance' and increase in demand avoidant behaviours.</p> <p>- Impact of covid19 showing some children have delay in their emotional and social development. Interventions are needed to close the gap in these areas.</p>
4	<p>Trauma and Toxic stress</p> <p>-Disadvantaged pupils more likely to have experienced ACES which in turn likely to result in some kind of trauma</p> <p>- Persistent ACEs leads to toxic stress and reduction of 'window of tolerance' and increase in demand avoidant behaviours.</p> <p>- Staff need to be skilled and trained in trauma, hyper and hypo arousal responses to threats and PACE to support changing needs.</p> <p>- Protective And Compensatory Experiences need to be identified, recognised and facilitated to support recovery.</p>
5	<p>Mental health</p> <p>-More PP pupils struggling with their mental health now compared to pre-covid levels (see cost of living also.)</p> <p>- Where mental health crises related also in part to SEN (especially ASD/ADHD), the number of children with neurodiversity masking in mainstream environment leads to toxic stress and reduction of 'window of tolerance' and increase in demand avoidant behaviours.</p> <p>- Protective And Compensatory Experiences need to be identified, recognised and facilitated to support recovery.</p>
6	<p>Attendance</p> <p>-Our attendance data (2022-2023) indicates that attendance among disadvantaged pupils is 2.7% lower than for non-disadvantaged pupils. (94.53 Non-PP: 91.83 PP)</p>

	- Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
7	Knowledge /vocab -Disadvantaged pupils more likely to have less world knowledge and less developed vocabulary. -Disadvantaged pupils more likely to feel disenfranchised by a school's curriculum offer
8	Reading and writing -School experience is that PP children are less likely to be supported at home with reading. -Internal and external assessments over time have shown progress and attainment of disadvantaged pupils to be below that of non-disadvantaged pupils. -See reading/ writing data in 'Further Information' below
9	Maths -Internal and external assessments over time have shown progress and attainment of disadvantaged pupils to be below that of non-disadvantaged pupils. -See maths data in 'Further Information' below

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
Confidence, school sureness and relationships <u>Focus:</u> <ul style="list-style-type: none"> • strengths questionnaires • restorative practice (EEF +4) • relational circles (EEF +4) • curriculum designed around vulnerable interests • Minchkins (EEF +4) • MAPS (EEF +4) • Multi agency community group • AFA meetings/ other parental engagement (EEF +5) • Relationships Charter and policy 	<p>Higher levels of confidence by 2025 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant improvement in reading engagement of specific pupils • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • strengths questionnaires completed and regular time with allocated keyworker to continue to develop strengths • Qualitative feedback from interviews with pupils re curriculum and learning <p>Higher levels of school sureness by 2025 demonstrated by:-</p> <ul style="list-style-type: none"> • Parents engaging in school events (reading event etc) when offered • Regular attendance at Minchkins by staff from EYFS/KS1

<ul style="list-style-type: none"> • Pastoral Key Worker scheduled time each term with vulnerable pupils • Vulnerable pupil tracking and monitoring in Inclusion Folders 	<ul style="list-style-type: none"> • Regular attendance at MAPS by staff (SENCO & HT) • Qualitative feedback from interviews with pupils re curriculum and learning <p>Ever improving and maintained relationships:-</p> <ul style="list-style-type: none"> • Parent feedback re heard and understood • Improvements in parental engagement – attendance at meetings
<p>Cost of living <u>Focus (EEF +4) :</u></p> <ul style="list-style-type: none"> • Uniform provision for disadvantaged • Charity referrals (food, clothing, kids accessories, household supplies) • Dry food cupboard • Referrals to charity events such as Christmas hampers, holiday schemes, HAF project • Book swap shop • Breakfast club – Ecotricity Nurture club • Breakfast club – School Fun Club • Supporting families to access ticketed events to enrich experiences 	<p>Families supported through a combination of community /school based initiatives that ensures:-</p> <ul style="list-style-type: none"> • Members of school community accessing support and food from the school and pastoral lead • Families accessing free books • Improvements in attendance and a positive start to the morning impacting on their wellbeing and academic outcomes. • Welly exchange and uniform provision for those identified as needing support in clothing • Children experiencing poverty identified • Sustainable numbers of children identified and invited to Nurture breakfast club (free breakfast/gentle start to the school day) • Accurate PP/FSM numbers by continuing to support families in applying for PP. • Developing relationships with families that school are approached if/when circumstances change to support. • Early Help referrals and referrals to charities to offer support. • Working with school PTA to offer tickets free to events so their families do not miss out (Christmas fayre Santa's grotto, fireworks night) • Directing families to agencies to support with financial eligibility (including supporting DLA requests) • Funding some children to attend extra curricular events such as residential, when we know they are in financial need.
<p>SEN and identified additional needs <u>Focus:</u></p> <ul style="list-style-type: none"> • MAPS (EEF +4) • CPD • SEN Policy • School Offer (EEF +4) • Monitoring and review (EEF +4) • Targeted interventions and roll out (EEF +7) 	<p>Families and children supported by:-</p> <ul style="list-style-type: none"> • Ongoing review and improvements to SEN systems to ensure better understanding, identification, co-production of plans, • CPD (in house and externally) • SEN survey (3x yearly) – sees year on year improvements in feedback • Governor monitoring and evaluation - positive experience for SEN pupils • Interviews of SEN pupils demonstrating their voice heard + increased confidence and satisfaction

<ul style="list-style-type: none"> • Screening materials for early identification (EEF +4) 	<ul style="list-style-type: none"> • SEN monitoring 3x yearly identifying successes and improvements • Screening tools purchased and used to early identify need • SENCO/HT attendance at each MAPS session to develop relationships with parents • Termly virtual meetings with LA Casework to ensure right provision for high needs children • Purchasing resources to support children with understanding their needs and explaining their needs to others • Young Carers referrals and support • Referrals to TIC+ • Inclusion folders monitoring • Keyworker time to develop and identify strengths of SEN/vulnerable children • Developing communication of SEN provision and impact with parents.
<p>Trauma and Toxic stress <u>Focus:</u></p> <ul style="list-style-type: none"> • Staff training in ACEs • Developing staff knowledge in hyper/hypo arousal and window of tolerance • Embedding PACE approach throughout school • CPD on demand avoidance • Strengths identified through questionnaire and My Journey 	<p>Families and children supported by:-</p> <ul style="list-style-type: none"> • Staff knowledge and understanding developed • Staff skilled in managing demand avoidant behaviour • PACE and WINE embedded and evidenced as ethos throughout school • CPOMS evidence • Restorative practice • Relationships with children and families developed – children and families feel supported • Early identification of need • Zones of Regulation assessments to support protective and compensatory factors • Key worker identified, strengths assessments completed via questionnaire/My Journey.
<p>Mental health <u>Focus:</u></p> <ul style="list-style-type: none"> • Therapies (play therapist, cranial osteopath, cooking teacher, drumming teacher, mentoring, forest school) • 1:1 with pastoral lead • Keyworker identified (EEF +2) • Strengths questionnaire/My Journey and ongoing sessions with keyworker • Referrals to services to bridge gap between 	<p>Families and children supported by:-</p> <ul style="list-style-type: none"> • Vulnerable children identified and tracked via inclusion folder • Key worker identified • Strengths questionnaire/My Journey's completed • Planned time with Key Worker to develop and continue strengths • Zones of Regulation curriculum rollout throughout school • In class regulation stations set up and facilitation by trusted adults • Children will have accessed pastoral support or therapy to help them improve their wellbeing, attendance, self-esteem or academic progress. • Improved emotional regulation- see wellbeing tracking/ CPOMS/ RAG forms

<p>NHS/Education for mental health</p> <ul style="list-style-type: none"> • Group/ class social emotional learning (EEF +5 and +4) • Trauma informed CPD • Whole school- self regulation/ metacognition (EEF +7) • Zones of Regulation as a curriculum and intervention (EEF +7 and +4) 	<ul style="list-style-type: none"> • Referrals to agencies to support with mental health (CAMHS, TIC+, therapists) • Funding obtained for those disadvantaged to access therapy if needed
<p>Attendance</p> <p><u>Focus:</u></p> <ul style="list-style-type: none"> • mentoring (EEF +2) • family support (EEF +4) • monitoring and reporting • attendance plans (EEF +4) • nurture breakfast club (EEF +4) • Key Worker support • Zones of Regulation intervention/curriculum (EEF +4 and +7) • Attendance lead – Alex Sheen 	<p>Sustained improvements to attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 6%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • Attendance at breakfast club having direct impact on school attendance • Families engaging with attendance plans • Relationships built with families to support attendance • Termly attendance monitoring by Attendance lead, vulnerable children identified and brought to attention of AK/NM
<p>Knowledge /vocab</p> <p><u>Focus</u></p> <ul style="list-style-type: none"> • Developing experiences, knowledge and vocab to be more in line with advantaged peers • Support children to feel empowered to access the curriculum offered. • Language interventions - NELI in EYFS and Elklan in KS1/2 (EEF +6) 	<p>Children supported by;</p> <ul style="list-style-type: none"> • PP children attending extra curricular clubs, sports events that are equal to those non-PP • PP children being offered Elicitation, prior learning of new topics and experiential learning to close the gap between PP/Non-PP experiences. • Attainment of PP children is in line with non-PP peers across the curriculum in particular foundation stage subjects. • Curriculum adapted and opportunities to share personalised interests given
<p>Reading, Writing, Maths</p> <p><u>Focus</u></p> <ul style="list-style-type: none"> • Intervention to support closing the gap in attainment between PP and non-PP peers (EEF +4) • Structured learning methods within lessons 	<ul style="list-style-type: none"> • Reading workshops and support for parents in how to help their children read at home (EEF +4) • Phonics workshops and support for parents in helping their children learning phonetic skills (EEF +5) • Attendance of parents at reading afternoons for KS1 pupils • Attainment between non-PP and PP children is reduced.

supporting mastery learning (EEF +5) <ul style="list-style-type: none"> Paired work and learning partners changing regularly for breadth of learning experience (EEF +5) Beanstalk intervention (EEF +6) 	<ul style="list-style-type: none"> PP children are not attaining lower than non-PP peers.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £47,650.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD ACES/Trauma Demand Avoidance Effective Language	Attendance of training. In house and external training attended. Evidence of staff using training through monitoring and supervision meetings.	1, 3, 4, 5
Restructuring of Teaching Assistants Phase Teams for Teaching assistants	Interventions being delivered across phase developing all areas of identified need/vulnerability. Intervention tracking. Assessment and improvement of resilience through specific assessment tools.	1, 3, 4, 5, 7, 8, 9
Pastoral Lead/SENCO/Designated Mental Health Lead Salary	Staff member in roll. Referrals to services for support. Early Help referrals. Relationships with families, evidence through parent feedback/consultation.	2, 6
Attendance Lead salary	Termly monitoring, reporting and recording of attendance. Attendance plan facilitation.	6, 2

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £4700.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Alternative provision/Therapies Mentoring Cooking Drumming Play Therapy Cranio-osteopathy	Reports and feedback from facilitators and parents.	1, 3, 4, 5
CPD – Drawing & Talking Therapy	Pastoral Lead trained in delivering 1:1 Drawing and Talking Therapy. Identified Children attending sessions. CPOMS SEMH profiling improvement in scoring. SDQ questionnaire improvement in scoring.	1, 3, 4, 5
Pastoral support Key Worker identified Progress monitored and tracked in inclusion folders.	Scheduled termly time with keyworker celebrating strengths, connection and relationship building. Strengths questionnaires completed with KS2. My Journey's completed with KS1.	1, 3, 4, 5

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

Budgeted cost: £1000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Breakfast club	Attendance and register. Impact on attendance. CPOMS entries. Family feedback of support.	6, 2
CPD – Zones of Regulation and Emotional regulation strategies	CPOMS. SEMH profiling toolkit. SEMH interventions and support. Needs being met across school – inclusion folders.	1, 3, 4, 5

Early identification Assessment and screening tool to early identify needs	Needs being met. Parental relationship – right support at right time. Referrals to agencies for further support. Strategies being put into place to support need – monitoring.	1, 3, 4, 5, 7, 8, 9
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Total budgeted cost: £ 53,350.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Trust PP Outcomes and trends

In our DGAT schools, especially for our most vulnerable and disadvantaged pupils, how do we ensure a culture of:

- Positive Relationships
- Highest Expectations
- Leadership at all levels

The Trust data for 2022/23 for pupils in receipt of PPG was positive, in all areas PP was at least in line with National and improved within Trust on the previous year. Writing and achieving Greater Depth in RWM are the key priorities for PP for 2023/24.

Minchinhampton PP outcomes and trends

We mirror the trends seen with Trust data where pupils in receipt of PP was overall positive.

End of EYFS Data - Number of children meeting Expected development and GLD

EYFS Areas of development Prime areas of development	Pupil Premium Children (Total PP = 3)	Non PP Children (Total non PP = 31)	% of children meeting GLD (Total PP = 3)	% of children meeting GLD (Total non PP = 31)
Listening, Attention and Understanding	0%	83.9%	0%	61.3%
Speaking	33.33%	93.5%		
Self Regulation	0%	80.6%		
Managing Self	0%	77.4%		
Building relationships	0%	90.3%		
Gross Motor skills	33.33%	96.8%		
Fine motor skills	0%	93.5%		
Comprehension	33.33%	96.8%		
Word Reading	0%	87.1%		
Writing	0%	77.4%		
Number	33.33%	77.4%		
Numerical Patterns	33.33%	80.6%		
Past & Present	33.33%	93.5%		
People, Culture and Communities	0%	83.9%		
The Natural World	66.66%	96.8%		
Creating with materials	66.66%	93.5%		
Being imaginative and expressive	33.33%	93.5%		

PP End of Year Attainment Data - School vs Local Authority and National trends Reading, Writing and Maths - KS1 and KS2

Y1-4 & Y6 Data shows the percentage of our children working at expected or higher ARE, is **above National and Local Authority for Reading, Writing and Maths.**

Y5 Data shows the percentage of our children working at expected or higher ARE, is **above National** but **below Local Authority in Maths and Writing**.

PP Statutory Y6 Data shows the percentage of our children working at expected or higher ARE, is **above National and Local Authority**.

Primary Age Related Overview							
Report run on: 29/11/2023 15:43:23							
2022-2023 Summer 2 Summative against ARE Year 2, Year 3, Year 4, Year 5, Year 6, Year 7 Pupil Premium (39 Pupils)							
Just At or higher in all subjects 70.3% (26)				Above or higher in all subjects 16.2% (6)			
	No Assessment	Significantly Below	Below	Just At	Securely At	Above	Significantly Above
Reading	5.1% (2)	10.8% (4)	2.7% (1)	27.0% (10)	40.5% (15)	18.9% (7)	
Writing	5.1% (2)	13.5% (5)	13.5% (5)	16.2% (6)	37.8% (14)	18.9% (7)	
Mathematics	5.1% (2)	10.8% (4)	10.8% (4)	13.5% (5)	43.2% (16)	21.6% (8)	

Non-Pupil Premium End of Year Data - Reading, Writing and Maths

Primary Age Related Overview							
Report run on: 29/11/2023 15:42:34							
2022-2023 Summer 2 Summative against ARE Year 2, Year 3, Year 4, Year 5, Year 6, Year 7 Not Pupil Premium (234 Pupils)							
Just At or higher in all subjects 91.7% (211)				Above or higher in all subjects 13.9% (32)			
	No Assessment	Significantly Below	Below	Just At	Securely At	Above	Significantly Above
Reading	1.7% (4)	1.7% (4)	4.8% (11)	7.0% (16)	51.3% (118)	35.2% (81)	
Writing	1.7% (4)	2.6% (6)	5.2% (12)	13.0% (30)	61.3% (141)	17.8% (41)	
Mathematics	1.7% (4)	1.7% (4)	2.2% (5)	12.2% (28)	59.6% (137)	24.3% (56)	

SEN Register and PP

Total number of pupils on SEN register: (79 / 301) 26% of total academy population

Pupil premium children: (17) 22% of SEND and 41% of PP in Academy (42)

My Plan	My Plan +	EHCP pending	EHCP active
9 children / 52.9%	2 children / 11.76%	4 children / 23.53%	2 children / 11.76%

Attendance and PP

Attendance figures of PP vs Non-PP children for Academic Year 2022-2023

Average Attendance % of PP	Average Attendance % of Non-PP
92.12	94.61
Persistent absence of PP vs Non-PP children for Academic Year 2022-2023	
% of Persistent absence PP	% of Persistent absence Non-PP
24.39	9.4
Exclusions and PP Exclusions of PP children vs Non PP children 2023-present	
Number of PP children excluded and for how many sessions	Number of Non-PP children excluded and for how many sessions
14	7

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Attendance of after school clubs and sporting events delivered by Sports Coach.
The impact of that spending on service pupil premium eligible pupils
Social and Emotional development. Developing child's strengths in sport and confidence in participating in inter school competitions.