

# Huntingdon Pupil premium strategy statement

This statement details Huntingdon Academy'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	Data
School name	Huntingdon Academy
Number of pupils in school	404
Proportion (%) of pupil premium eligible pupils	44.3%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2023/2024 2024/2025 2025/2026
Date this statement was published	06 December 2022
Date on which it will be reviewed	01 November 2023
Statement authorised by	Ross Middleton
Pupil premium leads	Louise Yarnell/Rebecca Riley
Governor / Trustee lead	Rachel Lewis

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 267,305
Recovery premium funding allocation this academic year	£25,955
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b> <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>	£286,400

## Part A: Pupil premium strategy plan Statement of intent

### School Vision

At Huntingdon Academy our vision is 'Individual growth. Empowerment for all.' We have a commitment to creating a culture and climate where all pupils can thrive and reach their potential. We relentlessly pursue the best practice in quality first teaching and ensure that our positive behaviour policy enables our pupils to believe in their capabilities and develop strategies for overcoming potential barriers they face. Our team will go above and beyond expectations to work with our children and our community to support our pupils to access a broad and enriched curriculum. We have a committed pastoral team to support our families and young people which is underpinned by a whole school ethos that every pupil has the right to an outstanding education and our mission is to implement any strategies within our power to enable this to happen.

**Context:** Huntingdon Academy is located within the City of Nottingham. Nottingham ranks 6<sup>th</sup> out of the 317 districts in England of Income Deprivation Affecting Children (ID 2019: IDACI, Rank of Average Score).

Pupils attending Huntingdon Academy in January 2023 had an average IDACI deprivation score of 0.4 (based on residence). This means that 37.8% of pupils may have been experiencing family income deprivation in comparison with 29.7% of pupils for Nottingham overall and 16% nationally.

The overall crime rate in Nottingham in 2022 was 125 crimes per 1,000 people. compared to Nottinghamshire's overall crime rate of 83 per 1,000 residents. For England, Wales, and Northern Ireland as a whole, Nottingham is among the top 5 most dangerous cities and Huntingdon Academy is walking distance to the city centre.

In December 2022 (most recent data), Nottingham had the worst crime rate for bicycle theft, with 35 crimes reported and a crime rate of 0.11 per 1,000 inhabitants. Most recent data also shows that burglary, criminal damage and arson have increased. The most common crimes in Nottingham are violence and sexual offences. This is 4.9% higher than 2021's figure. Huntingdon Academy was recently directly impacted by a knife crime.

Huntingdon Academy has 13 out of 17 possible ethnic groups and the average number of groups for this phase of education is 9. 40 different languages are spoken by children throughout the school with the top 3 languages being English, Kurdish and Arabic.

## **Vision for Pupil Premium**

As a school we believe that all pupils have an entitlement to achieve their potential whatever their circumstances. As a school we will provide opportunities to break through barriers, increase resilience and place inclusivity at the heart of all we do. As leaders, we will ensure that all resources are effectively deployed to ensure that every child has an equal opportunity to succeed.

Our vision is to ensure that teaching and learning meets the needs of all pupils, and that appropriate provision is made for pupils in vulnerable groups. This also includes ensuring that the needs of socially disadvantaged pupils (FSM) are identified, and strategies put in place to narrow the gap in their attainment.

We recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered, or qualify, for free school meals. As a result, we allocate pupil premium funding to support any pupil or group of pupils the school has legitimately identified as being socially disadvantaged.

## **Strategies and Objectives**

At Huntingdon Academy we endeavour to implement the following strategies to support all disadvantaged pupils:

- clear, responsive leadership;
- having a whole-school ethos of attainment for all;
- addressing behaviours for learning and conduct behaviours that prevent pupils from learning;
- monitoring and addressing low attendance;
- facilitating high quality teaching for all through continued professional development of staff;
- meeting individual learning needs including those pupils who are the most able and seemingly need no support;
- deploying staff effectively, both teaching and support staff;
- using pupil progress data to inform the planning of interventions and provision.

### **Our ultimate objectives are to:**

- remove barriers to learning created by poverty, family circumstance and background;
- narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally;
- ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum;
- develop confidence in their ability to communicate effectively in a wide range of

contexts;

- enable pupils to look after their social and emotional wellbeing and to develop resilience;
- access a wide range of opportunities to develop their knowledge and understanding of the world.

### **Achieving our objectives:**

In order to achieve our objectives and overcome identified barriers to learning we will:

- provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching;
- provide targeted intervention and support to quickly address identified gaps in learning, including the use of small group work;
- target funding to ensure that all pupils have access to trips, residential and first hand learning experiences;
- provide opportunities for all pupils to participate in enrichment activities including sport and music;
- provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1.	<p><b><u>Language development and communication</u></b></p> <p>Starting points are significantly low on entry to school, and often, pupils display poor language and communication skills. This can also include limited English language acquisition, making it difficult for children to access the curriculum on entry to school.</p> <p>46% of pupils at Huntingdon are identified as speaking English as an additional language. Many pupils do not have access to books at home and are not surrounded by books to immerse them in language exposure. In our current Reception, we have 45% of pupils who are EAL. Over 50% of the Reception cohort have been assessed as vulnerable in regard to speaking ability and word recognition.</p>

2	<p><b><u>High number of safeguarding concerns impacting on mental health and wellbeing/emotional wellbeing within the school community.</u></b></p> <p>There were 853 concerns raised last academic year. The need for mental health and pastoral support required for the school community, including parents and pupils, is vast. In addition to the cost-of-living crisis is also impacting on our children and families.</p> <p>64% of children in Reception are assessed as vulnerable with regards to managing themselves and 54% are assessed as vulnerable regarding self-regulation and building relationships. There has also been an increase in the number of children and their families moving into the area from overseas who may have experienced traumatic circumstances.</p>																				
3.	<p><b><u>Attainment</u></b></p> <p>30% of our pupil premium children are on the SEND register. Low attainment and slow progress rates can be made by pupil premium children who also have SEND. Children can have gaps and misconceptions resulting in them finding it difficult to retain/recall prior knowledge.</p> <p>Children enter Huntingdon Academy well below national average. Year on year, the school closes the gap and by the end of Key Stage 2 pupil premium children have outperformed both the national average for PP and the national average for non-PP. The school's relentless pursuit of quality first teaching, adaptive teaching and learning and effective use of adults ensures this success. The school needs to continue this pursuit and look to close the gap of the greater depth pupil premium children achieving in line with their peers by the end of Key Stage 2.</p>																				
4.	<p><b><u>Attendance and punctuality</u></b></p> <p><b>Attendance for disadvantaged pupils in academic year 2022-2023</b></p> <table border="1" data-bbox="465 1023 1666 1417"> <thead> <tr> <th data-bbox="465 1023 779 1106">2022 - 2023</th> <th data-bbox="779 1023 1072 1106">PP</th> <th data-bbox="1072 1023 1377 1106">Non-PP</th> <th data-bbox="1377 1023 1666 1106">+/-</th> </tr> </thead> <tbody> <tr> <td data-bbox="465 1106 779 1182">F2</td> <td data-bbox="779 1106 1072 1182">83.95%</td> <td data-bbox="1072 1106 1377 1182">88.48%</td> <td data-bbox="1377 1106 1666 1182">-4.53%</td> </tr> <tr> <td data-bbox="465 1182 779 1259">1</td> <td data-bbox="779 1182 1072 1259">88.58%</td> <td data-bbox="1072 1182 1377 1259">93.3%</td> <td data-bbox="1377 1182 1666 1259">-4.72%</td> </tr> <tr> <td data-bbox="465 1259 779 1335">2</td> <td data-bbox="779 1259 1072 1335">88.72%</td> <td data-bbox="1072 1259 1377 1335">95.3%</td> <td data-bbox="1377 1259 1666 1335">-6.58%</td> </tr> <tr> <td data-bbox="465 1335 779 1417">3</td> <td data-bbox="779 1335 1072 1417">94.4%</td> <td data-bbox="1072 1335 1377 1417">95.3%</td> <td data-bbox="1377 1335 1666 1417">-0.9%</td> </tr> </tbody> </table>	2022 - 2023	PP	Non-PP	+/-	F2	83.95%	88.48%	-4.53%	1	88.58%	93.3%	-4.72%	2	88.72%	95.3%	-6.58%	3	94.4%	95.3%	-0.9%
2022 - 2023	PP	Non-PP	+/-																		
F2	83.95%	88.48%	-4.53%																		
1	88.58%	93.3%	-4.72%																		
2	88.72%	95.3%	-6.58%																		
3	94.4%	95.3%	-0.9%																		

4	94.8%	95.5%	-0.7%
5	90%	96.07%	-6.07%
6	92.59%	96.4%	-3.81%

PP attendance: 91.12% 30.54% PA (out of the 168 PP pupils, 52 were classed as PA)

Non-PP attendance 94.12% 15.33% PA

452 on roll. 284 pupils non-PP. 168 pupils PP

PP attendance: 91.89% 27.81% PA (out of the 168 PP pupils, 43 were classed as PA)

Non-PP attendance 95.13% 9.91%PA.

**PP data for Sept 22 to Dec 22**

PP attendance: 93.6%. 22.52% PA (42 pupils)

Non-PP attendance: 95.9%. 11.06% PA

**PP data for Sept 23 to Dec 23**

PP attendance: 93.4%. 19.42% PA (27 pupils)

Non-PP attendance: 96.5%. 8% PA

We are closing the gap between our PP children and non-PP children's attendance but as can be seen, there are still gaps between our PP and non-PP children. PP attendance for the year 2022/2023 is 94.9% which is slightly below national average. Our non-PP attendance for 2022/2023 was 95%. For year 1 – Year 6 we had 53 children who were classed as having persistent absence and 40 are pupil premium children so persistent absence is the main concern with regards to pupil premium children. Punctuality continues to be a challenge for some of our families with some pupil premium families consistently arriving late. From looking at the data (Sept to Dec) for the last two academic years, despite being slightly down by 0.2% this time last year for PP attendance, our PP PA is down by 15 pupils and our non PP attendance and PA is better than this time last year so we are making improvements to reduce our PA figures and improve our attendance within these groups but need to continue to support our disadvantaged pupils and their families in this area.

**Enrichment, life experiences and aspirations**

5.

Pupils have limited experiences outside of school and their immediate community. Some members of our community have low aspirations and have not continued in further education themselves. Many families have limited finances to support their children to experience enrichment opportunities. This has been exasperated in recent years by the pandemic and now with the cost-of-living crisis. A focus for 2023-24 will be ensuring that all

pupils have access to day trips, residential trips, first hand learning experiences and opportunities to participate in enrichment activities including sport and music.

6.

**Increased level of SEND.**

The school has increasing numbers of children who have special educational needs. There is an increasing amount of research to link high levels of deprivation with increased likelihood of special needs.

<https://www.jrf.org.uk/child-poverty/special-educational-needs-and-their-links-to-poverty>

The current level of high-level additional needs in EYFS is the highest the academy has seen. Some members of our community are reluctant to acknowledge their children have additional needs. The language barrier with some of our parents having English as an additional language can mean that communicating the complexities of additional needs and supporting the families to access the pupil premium funding can be complex.

Class	Number in class	Year group	SEN support
F1	33	F1	4
F2	57	F2	10 – 18%
Y1	57	Y1	10 -18%
Y2	58	Y2	11 -19%
Y3	59	Y3	16 -27%
Y4	59	Y4	9 -15%
Y5	58	Y5	8 – 14%
Y6	59	Y6	12 – 20%



## 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>To continue to improve the teaching of reading, phonics and oracy to ensure progress in language development, including the use of vocabulary.</p>	<p>All teaching (including the teaching of reading and phonics) is good and there is effective use of evidence-based oracy strategies to support talk in lessons. Assessment data will demonstrate progress being made in reading and phonics.</p> <p>Vocabulary progression for specific subjects is developed and implemented across F1- F6 to support development of language on entry and across the school.</p> <p>Triangulation of monitoring indicates that there is a significant improvement in language development.</p>
<p>Improvement in attainment for disadvantaged pupils reaching the expected standard is in line with their peers at the end of KS2.</p> <p>Improvement in attainment for disadvantaged pupils reaching greater depth standard in in line with their peers at the end of Key Stage 2.</p>	<p>Outcomes for disadvantaged pupils reaching the expected standard in reading, writing and maths will have increased from the starting point by end of:</p> <p>2023/2024, 2024/2025. 2025/2026.</p>
<p>To sustain attendance of disadvantaged pupils to ensure it is in line with the national average (96%)</p>	<p>Attendance of disadvantage pupils being maintained at 96% termly, or if not, action is taken immediately to provide support/targeted intervention to the family.</p> <p>Attendance for disadvantaged pupils at the end of the academic year is at least 96%.</p> <p>The % of pupils who are persistently absent is below the national average.</p> <p>Weekly and termly attendance data will demonstrate improvements in attendance.</p> <p>Persistent absence from pupil premium children is reduce through attendance officer's work with families in conjunction with SLT, teachers and teaching assistants.</p>

<p>To increase enrichment opportunities for all pupils in order to provide a broad, balanced and aspirational curriculum.</p>	<p>Opportunities are accessed, tracked and monitored by all disadvantaged pupils across the academic year, resulting in a significant increase in enrichment opportunities by disadvantaged pupils.</p> <p>Qualitative data from disadvantaged pupils, parents and teachers demonstrates the impact of enrichment opportunities on their learning journey during their time at Huntingdon.</p>
<p>To ensure that all children with SEND have their needs met and make progress.</p>	<p>Lesson observations show adaptive teaching strategies are used to enable all pupils to access their learning.</p> <p>Children with high level need have the appropriate care from both inside of school and from outside agencies.</p> <p>Provision maps and IEPs have the attention to detail needed to ensure that children can make progress. Children make progress against their targets.</p> <p>The school has an inclusive approach which involves adaptive teaching practices within the classroom to ensure children with SEND and children with SEND and pupil premium to access a broad and balanced curriculum.</p>
<p>To improve mental health and wellbeing for all pupils in school, which ultimately has an overall impact on the behaviour of pupils across school.</p>	<p>Improved levels of mental health and wellbeing can be seen through:</p> <p>Quantitative data from wellbeing assessments, and internal intervention shows an overall improvement in mental health and wellbeing (Think Children/MHST)</p> <ul style="list-style-type: none"> <li>• Triangulation of data and pupil/parent voice, plus any additional data through external agency support shows impact of actions taken.</li> <li>• A reduction in the number of referrals being made for external services.</li> <li>• Positive behaviour for learning is consistently role modelled throughout school.</li> <li>• Behaviour monitoring shows children have outstanding behaviours for learning.</li> </ul>

## 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: **Total - £16930**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school culture and climate is established for the moral purpose of working at Huntingdon Academy.</p> <p>2 weekly briefing with vision and values present: always containing inspiration, wellbeing element.</p> <p>Any new initiatives scrutinised for impact v workload to ensure that anything colleagues are asked to do is purposeful and makes a difference to young people.</p> <p>Recruitment to seek people who wish to make a difference to the lives of socially disadvantaged pupils.</p> <p>Culture and climate constantly nurtured and attended to enable all teachers to achieve.</p> <p>Strong behaviour system consistently embedded, and teachers supported</p>	<p>EEF found that schools with higher levels of disadvantaged pupils face the biggest recruitment and retention challenges. ‘These schools, on average, have higher levels of staff turnover, as well as more unfilled vacancies and fewer subject-specialist teachers.’</p> <p>Currently our retention is strong, and any turnover has been for promotion or movement to our partner school. We look forward to further recommendations from the EEF on how to continue to foster a culture and climate to enable colleagues to flourish in an area of deprivation.</p>	<p>1,2,3,4,5,6</p>

<p>with any challenging behaviours and high-level special needs.</p> <p>High challenge v high support leadership style used to enable colleagues to achieve their potential.</p> <p>Leaders that are trained in coaching and listening to ensure they can offer the leadership support that is needed to support colleagues dealing with the school's challenges.</p>		
<p>Small group reactive intervention approach during lessons.</p> <p>Pre teaching approach.</p> <p>Review, adapt and embed feedback policy (live and facilitative marking)</p> <p>Teaching assistants upskilled on feedback and how to create an inclusive environment without creating dependency.</p>	<p>Using effective feedback and marking during lessons and immediately after has seen rapid improvements to pupil's outcomes in school. This includes quality of work, presentation, quantity and attainment results Professional dialogue with teaching staff has resulted in discussions about using Tas daily to deliver immediate intervention following feedback from the class teacher.</p> <p>As per the EEF effective feedback increases progress by 6+ months. EEF states 'Providing feedback is well-evidenced and has a high impact on learning outcomes.'</p> <p>EEF Teacher Feedback to Improve Pupil Learning states that explicit feedback that focuses on moving the learning forward is the most impactful.</p>	1,2,3, 6
<p>All lessons have strengthening and deepening included in their delivery.</p> <p>Teachers identify in pupil progress meetings PP children who are greater depth and ensure that barriers are removed to enable them to succeed.</p> <p>The quality first teaching needed to ensure this is occurring in lessons is monitored through immersion days, book looks and pupil voice.</p> <p>Curriculum Leader has a day release time every half term to conduct pupil</p>	<p>The impact of mastery learning approaches is an additional five-month progress, on average, over the course of a year. There is a lot of variation behind this average. It seems to be important that a high bar is set for achievement of 'mastery' (usually 80% to 90% on the relevant test). By contrast, the approach appears to be much less effective when pupils work at their own pace. Mastery learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	1,2,3, 6

<p>voice targeting children who are pupil premium and greater depth.</p> <p>Units of work are book ended with Hooks at the beginning of learning and Mastery events at the end.</p> <p>Teachers are clear on the 'sticky knowledge' that needs to be mastered from the unit of work.</p> <p>Revisiting sessions are planned into the beginning of every half term to see if the children know more and remember more.</p> <p>Flashbacks are planned into every lesson within the curriculum.</p> <p>Teachers identify the pupil premium children in their pupil progress meetings, identify any obstacles and seek to remove them.</p>		
<p>Adaptive teaching colleague meeting and working group.</p> <p>TA enrichment session/collaborative coaching on adaptive teaching.</p> <p>Immersion focusing on inclusive classrooms for SEND.</p> <p>Reasonable adjustment maps identify children's potential barriers to learning so teachers can respond.</p> <ul style="list-style-type: none"> <li>• Autism Team</li> <li>• Behaviour Team</li> <li>• Principles of Theraplay</li> <li>• Trauma Informed Practice</li> <li>• Proprioception</li> </ul>	<p>'Adapting' rather than 'Differentiation' ensures that no ceiling is put on children's learning. Teaching and learning that uses scaffolds, manipulatives, pre teaching to support learners is evidenced as ensuring that learners reach their potential.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching">https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching</a></p>	<p>6, 3, 1</p>

<ul style="list-style-type: none"> <li>• Read Write Inc</li> <li>• Musical Interaction Intensive Interaction Structured teaching PECs Emotional regulation</li> <li>• Restrictive Physical Intervention</li> <li>• Emotion coaching R2i training 3 session CPD cycle: adaptive teaching Theraplay Proprioception training Inset day- review of Send documents/adaptive teaching/target setting</li> </ul>		
<p>Quality CPD and mentoring support for 4 ECTs and one new teacher.</p>	<p>Quality instructional coaching is evidenced as having the greatest impact on beginning teachers. <a href="https://www.instructionalcoaching.com/">https://www.instructionalcoaching.com/</a></p>	<p>1,2,3,4,5,6</p>
<p>Quality first teaching by providing CPD in reading, oracy and phonics.</p> <p>Implement an oracy-rich learning environment: sentence stems, bullseyes, washing lines, working walls.</p> <p>Deliver communication and language interventions for children identified as requiring further support in this area Talkboost in EYFS (F2).</p> <p>Parental workshop on phonics in Spring and at the end of Summer 2 2023.</p> <p>1:1 reading opportunities for PP children with literacy volunteers</p>	<p>Research completed by the Sutton Trust states “The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year’s learning.” <a href="#">Improving the impact of teachers on pupil achievement in the UK – interim findings</a></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:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Why closing the gap matters (Oxford Press) suggests that the importance of pupil’s vocabulary in relation to their academic success ‘Vocabulary is a huge predictor of how far children from any background will succeed at school and beyond.’</p> <p>Communication and language approaches in the Early years has low cost and high impact. On average, the EEF has found that pupils who engage in communication and language approaches make 6+ months additional progress and it has been seen to have slightly larger effects for children from disadvantaged backgrounds.</p>	<p>1, 2, 6</p>

<p>Oral language development through an oracy rich curriculum.</p> <p>TA CPD and development on 1:1 reading and effective reading strategies.</p> <p>Whole school CPD on RWI</p> <p>RWI Resources</p> <p>6 Teaching assistants used to deliver effective phonics lessons across the school</p> <p>Resources (books, stimulus)</p> <p>Talk Boost</p> <p>Accelerated Reader</p>	<p>Speech and communication lie at the heart of classroom practice. It is the predominant way in which teachers provide instruction and support to their students and is central to how most students engage with the curriculum. Without strong communication strategies, pupils struggle to articulate: their learning; challenges they are facing; misconceptions they have; their feelings and emotions. An oracy rich curriculum, with additional interventions to support pupils lacking in the 4 areas of oracy, can impact holistically on pupil's attainment and wellbeing.</p> <p>Why closing the gap matters (Oxford Press) suggests that the importance of pupils' vocabulary in relation to their academic success 'Vocabulary is a huge predictor of how far children from any background will succeed at school and beyond.'</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are in-expensive to implement with high impacts on reading:</p> <p>Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21</a></p>	<p>1, 2, 3</p>
<p>Reading comprehension- structured approach across the school using VIPERS.</p> <p>English Lead quality assuring and embedding a consistent approach.</p>	<p>Huntingdon Academy wants every child to love reading. A love of reading will enable children to read with greater enthusiasm and confidence which will enable better access to learning in turn.</p> <p>Education Endowment Foundation (EEF), Reading comprehension strategies increase progress by 6+ months.</p> <p>1 between 2 books for all pupils on PP to use during class sessions for novel study in years 3 – 6 enables pupils to take ownership of the text and read at their own pace. Additional small group interventions using VIPERS text level questions has been proven to develop comprehension skills and word level progress. It comes highly recommended through professional dialogue with our wider community of Trust schools and through our Teaching School.</p>	<p>1, 2, 3</p>
<p>F1 and F2</p>	<p>The EEF has found that high quality interventions in Early Years has positive benefits. +5 months. Improving the adult to child ratios</p>	<p>1,2,3</p>

<p>Mastery Maths approach to continue-intensive 1:1 and small group support with literacy and Maths from experienced TA.</p> <p>Indoor and outdoor fine, gross motor provision/resources and opportunities for writing.</p> <p>Narrative approach Language Intervention</p> <p>Use of Seesaw to help support parents with academic understanding home with their child.</p>	<p>allows for additional staff to interact with the children during play based learning; additional interventions for key children; additional inputs for key individuals including SEND support.</p> <p>An audit of the Early Years Foundation Stage provision showed that there could be more resources to give opportunities for children to develop their writing skills and that more written practise may help raise standards.</p> <p>The EEF research shows that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. Studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year.</p> <p>Pupils learning at home will often need to work independently. Multiple reviews identify the value of strategies that help pupils work independently with success. Games for learning were found to have a high impact on vocabulary learning in foreign languages also using technology to support retrieval practice and self-quizzing can help pupils retain key ideas and knowledge.</p> <p>EEF Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. Some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p>	
<p>Y1</p> <p>Children are taught in small groups for phonics that are pitched correctly to ensure they make rapid progress.</p>	<p>Schools should use a systematic phonics programme or approach with secure evidence of effectiveness. However, in the UK there are currently only a small number of phonics programmes that have been rigorously evaluated.</p>	<p>1,2,3,6</p>



<p>Teaching assistants and Teachers deliver the phonics interventions.</p> <p>Mental oral starters introduced to English lessons based on RWI strategies to increase pupil's engagement with phonics in writing.</p> <p>After school phonics tuition offered to all pupils in Year 1.</p> <p>Additional 1:1 reading for children with reading volunteers (Year 6 pupils) once a week.</p> <p>Specialist SEND provision unit to support children with significant SEND and pupil premium.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p>	
<p>Y2- Yr. 5</p> <p>Quality first adaptive teaching. All adults have had CPD on the school's feedback policy to identify misconceptions swiftly and remove barriers through the school's live feedback policy</p> <p>Teaching assistant deployed in each class at Key Stage 1 and across year groups at Key Stage 2.</p>	<p>Using effective feedback and marking during lessons and immediately after has seen rapid improvements to pupil's outcomes in school. This includes quality of work, presentation, quantity and attainment results. Professional dialogue with teaching staff has resulted in discussions about using TAs daily to deliver immediate intervention following feedback from the class teacher.</p> <p>As per the EEF effective feedback increase progress by 6+ months. EEF states 'Providing feedback is a well-evidenced and has a high impact on learning outcomes.'</p> <p>EEF Teacher Feedback to Improve Pupil Learning states that explicit feedback that focuses on moving the learning forward is the most impactful.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p>	<p>1,2,3, 6</p>
<p>Y6</p> <p>Small group TA (4 days a week) support targeting to development of EXS R/W/M</p>	<p>The evidence from the last academic year shows children who regularly attended had faster progress rates. 121 tuition and SATs boosters have contributed to the rise in our end of key stage data for</p>	<p>1,2,3</p>

Booster Clubs for Year 6 pupils for Reading and Maths.

Additional part time teacher to support children in Year 6 to meet expected standards.

Children identified as struggling with fluency accessing Fresh Start programme.

the past 3 years. The 121 or very small group interventions support PP pupils meet predicted targets and challenge those who are ready.

Support for key learners with additional support needs: the intended benefit is to target the specific requirements of these key children. In turn this increases the time the teacher and class teaching assistant can spend directly working with pupils. The evidence from last year shows Y6 pupils made the fastest rates of progress in school, with this measure being one aspect of that accelerated progress.

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

Budgeted cost: **Total - £223,119**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>From January MHST worker in one day a week.</p> <p>1:1 and group work for identified MHST pupils and families and deliver specific programmes of work</p> <p>Louise Yarnell member of SLT to be the mental health lead.</p> <p>Elsa Training for 2 teaching assistants to begin their training in Spring 2023</p>	<p>As per the EEF Social and emotional learning intervention is noted as having has a moderate impact that can improve pupil progress by 4+ months.</p>	<p>4</p>
<p>Year 6 intervention teacher.</p>		
<p>3 SEND Teaching assistants for EYFS and Key Stage 1</p> <p>SENCOs to spend 4 days every half term immersing themselves in the provision for our SEND children to monitor the impact</p>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Recommendations_Poster.pdf?v=1702634780">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Recommendations_Poster.pdf?v=1702634780</a></p> <ul style="list-style-type: none"> <li>• Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND.</li> </ul>	

<p>that the teaching assistants have when working on a 1:1 with a pupil with significant need as well as the work in classrooms regarding adaptive teaching.</p>		
<p>Phonics groups for EYFS, Key Stage 1 and Year 3</p>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Literacy%20KS1%20Guidance%20Report%202020.pdf?v=1702625167">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Literacy KS1 Guidance Report 2020.pdf?v=1702625167</a></p>	

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

Budgeted cost **Total - £56352.91**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Fortnightly Huntingdon Post which includes, photos and videos</p> <p>Twitter and Instagram account to secure further reach.</p> <p>Parents' Evenings that showcase personal development and curriculum led by pupils.</p> <p>Homework projects which conclude with a gallery sharing event.</p> <p>Christmas Crafts which are non-threatening to encourage parents and carers into school.</p> <p>Tears and Tissues for EYFS parents to create relationships right from the onset of school life.</p> <p>Pastoral workshops on anxiety, SEND to support parents and carers support their children.</p>	<p>Parental engagement has a positive impact on average of 4 months additional progress. It is crucial to consider how to engage well with all parents to avoid widening attainment gaps.</p> <p>EEF found that homework has a positive impact on average (+5 months). Homework linked to classroom work tends to be more effective in particular studies that included feedback on homework.</p>	<p>1,2,3,4,5,6</p>
<p>Uniform, shoes milk and other items are purchased for our disadvantaged, vulnerable families who are in need and financially struggling.</p>	<p>Our pupil premium children may be placed at a further disadvantage due to financial constraints the result in them not accessing having school uniform. The school will support financially PP parents with this</p>	<p>2</p>
<p>Wrap around care and breakfast club.</p>	<p>Ensure PP children (and other targeted children) have a positive start to the day with a decent breakfast.</p> <p>Increase attendance of the PP and targeted children using the service. To ensure we provide opportunity for key children to access additional opportunities for learning (Arts, crafts, PSHE activities) to enjoy a free breakfast and free care prior to the main school day. This enables those children to effectively access learning during the school day</p>	<p>4 ,5</p>
<p>Music tuition</p>	<p>Music tuition last year was accessed by PP pupils in either flute/guitar. Although the EEF rates pupil attainment impact as low, the challenge, determination and resilience</p>	<p>2, 5</p>

Year 4 access guitar lessons Small Year 5 and 6: flute lessons and guitar lessons.	that comes with learning a new instrument are excellent life lessons for many of our PP children with external barriers. Music also increases enjoyment of learning for many of our pupils.	
After school club clubs that are broad and balanced.  After school clubs monitored to ensure that PP children are accessing them and that any barriers are removed.	There is some evidence to suggest that disadvantaged pupils might benefit more from additional school time.  To increase the likelihood of additional school time benefitting disadvantaged pupils, school leaders should consider how to secure engagement and attendance among those from disadvantaged backgrounds.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a>	2, 5
Digital technology used to support adaptive teaching for SEND pupils  Individualised learning for very significant SEND children including sensory circuits and play therapy.	Additional SEN staff support in EYFS, Y1, Y2, Y3 are allocated to provide support for PP children with additional and differing needs. These pupils are given personalised support to ensure the best possible outcomes.	1, 2, 3
Attendance and pastoral officer deployed by school. Support from the Attendance officer to raise standards of attendance for pupil premium pupils by working with families to remove the barriers to attending.  Collecting children from home. Listening sessions with parents. Signposting agencies for support. Mentoring for school refusers. Liaising with class teachers and making reasonable adjustments. Hot chocolate with Mrs Riley reward.	Attendance has been identified as being a barrier to learning. Too many of our eligible Pupil Premium pupils are out for extended periods with holidays and whilst attainment figures have risen, there is still room for further improvement and maintaining of results. This means the dedicated time to support our families has and will continue to improve the attendance rates.  Whilst the investment in a Family support worker does not always directly show an impact on learning via progress or attainment in the work done, they do support effectively with enabling school to ensure key children's families are supported with providing effective care and support for our pupils. As per the EEF parental engagement as having a moderate impact that can improve pupil progress by 4+ months.	4
Continue to embed attendance policy and amend in light of new guidance.	As per the EEF parental engagement as having a moderate impact that can improve pupil progress by 4+ months.	4

<p>Continue to enhance the robust systems and procedures for attendance.</p> <p>Continue to establish with parents' good attendance habits that were evident pre-pandemic- messages through comms and SLT presence at the gates in the morning to talk to parents and carers.</p> <p>Attendance has a distributed section in weekly newsletter and individual newsletter per half-term.</p> <p>Day out/ticket incentives for 100% F2/KS1 – rewards KS2 – tokens for healthy tuck shop as an incentive.</p> <p>Attendance officer doing group intervention with PA children.</p>	<p>NFER research found that schools which are more successful in promoting high attainment have a number of things in common. It identified seven building blocks of success, of which number 2 is addressing behaviour and attendance.</p> <p>DfE Improving attendance at school notes without the opportunity to receive good teaching, every day, from the start of their school career, their most deprived pupils are unlikely to narrow the gap with their peers. These schools are on the lookout for poor patterns of attendance in their nurseries and address them as soon as they become concerned.</p>	
<p>Support from the Inclusion Lead to develop strong relationships with parents across the school through a range of communication methods.</p> <p>Support meetings and workshops.</p> <p>Help filling out forms and accessing agency support.</p>	<p>As per the EEF parental engagement as having a moderate impact that can improve pupil progress by 4+ months.</p>	2,4,5,6
<p>Fund the cost of out of school trips/experiences.</p> <p>Ensure children access residentials- Year 2,4 and 6</p>	<p>Evidence shows that pupils' learning is enhanced through greater engagement in immersive education. EEF 3-6months increase in learning progress.</p> <p>Creative and connected curriculum shown to improve pupils' engagement and raise standards.</p>	5
<p>Fund the cost of clubs to ensure most clubs are free of charge and if they come at a cost ensure that PP children have financial support to attend.</p>	<p>Evidence shows that pupils learning is enhanced through greater engagement in immersive education. EEF 3-6months increase in learning progress.</p> <p>Creative and connected curriculum shown to improve pupils' engagement and raise standards</p>	5

<p>Cultural Capital embedded through curriculum. British Values assemblies and events in school such as Diwali celebration, EID fayre and Christmas crafts.</p> <p>Votes for schools and Picture news to support British values and oracy debate.</p> <p>Children having roles in school to enable them to have a sense of belonging and develop skills in line with the school's curriculum drivers.</p> <p>Ambassadors Prefects School Council Citizenship Huntingdon Recruitment Agency to support children to understand the world of work.</p>	<p>Votes for Schools provides weekly resources for teachers to support discussion on a challenging topical issue and the opportunity for children to vote and comment on a key question. We then make the data and comments public, hugely raising the profile of Student Voice. They also get influential people and organisations to respond to the children so that they know they have been heard. It increases pupil knowledge of cultural capital, the value of their voice and helps them to see their place in a democratic society.</p>	<p>1, 2, 3, 4, 5,</p>
<p>Medical TA to support our PP children with medical needs access a broad and balance curriculum.</p>		
<p>Welfare and Wellbeing. Contingency fund for acute issues</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set funding aside to respond quickly to needs that have not yet been identified.</p>	<p>2, 4, 5</p>
<p>Parent workshops both internal and external providers including behaviours support, English language lessons, phonics maths and reading guidance, cookery &amp; mental health.</p>	<p>Evidence suggests parental support has the greatest impact on a child's academic success</p>	<p>1, 2, 3, 4, 5, 6</p>

**Total budgeted cost: £286401.90**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline outcomes for disadvantaged pupils in the 2022 to 2023 academic year and explain how their performance has been assessed.*

**Summary: how well are eligible pupils doing? Is the difference diminishing?**

- The overwhelming majority of strategies employed in 2022 - 2023 led to diminished differences at Huntingdon Academy with PP and Non-PP outcomes now broadly in line overall. A big focus on the English domains across the school and raising those achieving GDS is a priority.

. Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

We currently have no service pupil premium eligible pupils in school.

**The impact of that spending on service pupil premium eligible pupils**

N/A

Nos57185!

Review of Previous Year 20222023

Progress against intended outcomes			
Intended outcome	Strategies used	Impact to date	Next steps/recommendations
<p>1. To continue to improve the teaching of reading, phonics and oracy to ensure progress in language development, including use of vocabulary</p>	<ul style="list-style-type: none"> <li>• Small group reactive intervention approach and pre teaching approach.</li> <li>• Quality first teaching by providing CPD in reading, oracy and phonics.</li> <li>• Implementation of an oracy-rich learning environment.</li> <li>• Parental workshop on phonics.</li> <li>• 1:1 reading opportunities for PP children with literacy volunteer F1/Y1/Y2</li> <li>• Oral language development</li> <li>• Resources (books, stimulus)</li> <li>• Reading comprehension</li> <li>• PALS READING</li> <li>• Staff training in 121 supports in reading.</li> <li>• Use of Seesaw to help support parents with academic understanding at home with their child.</li> <li>• Phonics resources distributed to all PP families.</li> <li>• Investment in reading for pleasure books including books which reflect diversity.</li> <li>• Reading library in every classroom and reading rich environment in school.</li> </ul>	<p><b>Year 1 Phonics</b></p> <p>Our children enter our EYFS setting with very low starting points and although our % is slightly lower than previous years, this is due to a small % of EAL children with limited English joining our school during the Summer term. Excluding these children from the data means the data is above the National average. The gap between our PP children and our non pp children is 17%.</p> <p><b>KS1 2023 Data (Reading ARE +)</b></p>	<ul style="list-style-type: none"> <li>• Continue rigorous implementation of phonics scheme and teaching in EYFS and KS1.</li> <li>• Continue rigorous implementation of Read, Write Inc scheme and teaching in Y2 to Y6.</li> <li>• Increase the amount of pupil premium pupils reaching EXP and GDS at the end of KS1.</li> <li>• Increase in the amount of pupil premium pupils reaching GDS in reading and writing at the end of KS2.</li> <li>• Continue with Oracy assemblies as a whole school approach to language development.</li> <li>• Implement accelerated reader.</li> <li>• Closely track the progress of pupil premium children in pupil progress meetings.</li> </ul>

**EYFS**

- Talk Boost delivered for communication and language interventions for children identified as requiring further support in this area.
- Narrative approach Language Intervention

Pupil Premium	Disadvantaged	33	31	24	63.6%	51.6%	54.2%	▲+2.6%	52.7%	53.9%	52%	54%	n/c	in line
	Other	24	29	35	87.5%	79.3%	80.0%	▲+0.7%	67.6%	69.0%	72%	73%	▲+7%	+2

The percentage of PP children at the end of Key Stage 1 achieving the expected standard is broadly in line with the pupil premium national average. The % of children achieving greater depth in reading is broadly in line with pupil premium national average. However, despite closing the gap there is still a gap of 24% between our PP children and our non-PP children at the end of Key Stage 1 but it has been significantly closed since entry.

**Y1**

An additional phonic group targeted at the at-risk PP children.

Additional 121 reading for 10 PP children with reading volunteers once a week.

**KS2 2023 Data (Reading ARE +)**

Pupil Premium	Disadvantaged	21	30	31	76.2%	70.0%	87.1%	▲+17.1%	61.0%	59.8%	63%	60%	▲+27%	+8
	Other	8	29	25	100%	72.4%	92.0%	▲+19.6%	74.7%	73.4%	79%	78%	▲+14%	+3

Our pupil premium children continue to thrive in their reading abilities and the % of PP children leaving Huntingdon achieving the expected standard for reading increases year on year with 87.1% achieving ARE in 2023 which is well above the national average. Although there is still a gap between our pupil premium children and our non-PP children, school has successfully closed the gap to 5%.

**Y2/Y3/Y4/Y5/Y6**

- Immediate identification of pupils below or at risk of falling below in reading and writing for additional interventions.
- Accelerated reader

Lesson observations, book scrutinies and pupil voice show that a consistent approach is being used to deliver quality first teaching in phonics with clear fidelity to read, write, inc. Monitoring shows that all classes have systems in place to ensure the bottom 20% are heard read regularly. CPD has impacted on both teachers and teaching assistants having a consistent approach to the teaching of reading and this

		<p>is evidenced through the school's monitoring system. Learning walks show that there is a culture and climate demonstrating the importance of reading.</p> <p>Lesson observations, planning documents and smart notebooks show that there is a consistent approach to lesson design and all lessons have key vocabulary and sentence stems to support the children. Investment into CPD and quality first teaching ensures that ECTs and teachers new to school have adapted to the Huntingdon expectations of lesson design and all lessons are language rich.</p>																																																													
<p>2. Improvement in attainment for disadvantaged pupils reaching the expected standard is in line with their peers at the end of KS2.</p>	<ul style="list-style-type: none"> <li>• Academic mentor used in Yr3.</li> <li>• Additional teacher in Y6.</li> <li>• Curriculum development to ensure reading and writing is linked thematically to foundation subjects.</li> <li>• Immersive curriculum opportunities 'hooks'</li> <li>• CPD includes team teaching and planning.</li> <li>• Maths CPD and how to provide scaffolding/challenge in lessons.</li> <li>• Writing CPD on sequencing of writing outcomes.</li> <li>• Allocation of additional part-time teacher in Y6, running small group and targeted interventions.</li> <li>• Purchasing of study guides for reading, maths and GPS for pupil premium pupils in Y6.</li> <li>• Termly Pupil Progress meetings.</li> <li>• Half termly assessment</li> </ul>	<p><b>KS2 2023 Data (RWM Combined ARE)</b></p> <table border="1"> <tr> <td>Pupil</td> <td>Disadvantaged</td> <td>21</td> <td>30</td> <td>31</td> <td>76.2%</td> <td>66.7%</td> <td>83.9%</td> <td>▲+17.2%</td> <td>42.6%</td> <td>47.2%</td> <td>43%</td> <td>44%</td> <td>▲+40%</td> <td>+12</td> </tr> <tr> <td>Premium</td> <td>Other</td> <td>8</td> <td>29</td> <td>25</td> <td>100%</td> <td>65.5%</td> <td>92.0%</td> <td>▲+26.5%</td> <td>63.9%</td> <td>64.1%</td> <td>65%</td> <td>66%</td> <td>▲+26%</td> <td>+6</td> </tr> <tr> <td>EAL</td> <td>EAL: Yes</td> <td>11</td> <td>34</td> <td>21</td> <td>72.7%</td> <td>79.4%</td> <td>85.7%</td> <td>▲+6.3%</td> <td>56.0%</td> <td>56.7%</td> <td>61%</td> <td>60%</td> <td>▲+26%</td> <td>+5</td> </tr> <tr> <td></td> <td>EAL: No</td> <td>18</td> <td>25</td> <td>35</td> <td>88.9%</td> <td>48.0%</td> <td>88.6%</td> <td>▲+40.6%</td> <td>54.0%</td> <td>57.1%</td> <td>58%</td> <td>59%</td> <td>▲+30%</td> <td>+10</td> </tr> </table> <p>The achievements of our pupil premium children continue to improve year on year and in 2023 83.9% achieved the expected standard in reading, writing and maths which is well above the National average. However, there is still a small gap between our PP children and our non-PP children of 8%. But this has been closed significantly by the school.</p>	Pupil	Disadvantaged	21	30	31	76.2%	66.7%	83.9%	▲+17.2%	42.6%	47.2%	43%	44%	▲+40%	+12	Premium	Other	8	29	25	100%	65.5%	92.0%	▲+26.5%	63.9%	64.1%	65%	66%	▲+26%	+6	EAL	EAL: Yes	11	34	21	72.7%	79.4%	85.7%	▲+6.3%	56.0%	56.7%	61%	60%	▲+26%	+5		EAL: No	18	25	35	88.9%	48.0%	88.6%	▲+40.6%	54.0%	57.1%	58%	59%	▲+30%	+10	<ul style="list-style-type: none"> <li>• Implement accelerated reader.</li> <li>• Continue to promote the importance of reading with home by use of seesaw, investment in books for home, parent reading library, accelerated leader board promoted in achievement assembly.</li> <li>• Continue to use teaching assistants to hear the bottom 20% readers daily. Continue to use immersions and TA observations to quality assure the TA practice.</li> <li>• Continue to invest in vibrant and inviting texts around school which represent our diversity.</li> <li>• Invest in prizes for accelerated reader board.</li> </ul>
Pupil	Disadvantaged	21	30	31	76.2%	66.7%	83.9%	▲+17.2%	42.6%	47.2%	43%	44%	▲+40%	+12																																																	
Premium	Other	8	29	25	100%	65.5%	92.0%	▲+26.5%	63.9%	64.1%	65%	66%	▲+26%	+6																																																	
EAL	EAL: Yes	11	34	21	72.7%	79.4%	85.7%	▲+6.3%	56.0%	56.7%	61%	60%	▲+26%	+5																																																	
	EAL: No	18	25	35	88.9%	48.0%	88.6%	▲+40.6%	54.0%	57.1%	58%	59%	▲+30%	+10																																																	

	<ul style="list-style-type: none"> <li>points.</li> <li>• Writing moderation led by KS1 and KS2 writing moderators in school.</li> <li>• New class set of iPads &amp; CPD on use of Padlet/Showbie as interactive learning tool and electronic portfolio of learning.</li> </ul>																																		
<p>3. To sustain attendance of disadvantaged pupils to ensure it is in line with the national average (96%)</p>	<ul style="list-style-type: none"> <li>• Continue to embed attendance policy and amend in light of new guidance.</li> <li>• Continue to enhance the robust systems and procedures for attendance.</li> <li>• Continue to establish with parents good attendance habits that were evident pre-pandemic.</li> <li>• Attendance newsletter section in fortnightly newsletter.</li> <li>• Day out/ticket incentives for 100% KS1 – rewards</li> <li>• KS2 – tokens for healthy tuck shop.</li> <li>• Attendance officer doing group intervention with PA children.</li> <li>• Support from the Attendance officer to raise standards of attendance for pupil premium pupils by working with families to remove the barriers to attending.</li> <li>• Wrap around care and breakfast club.</li> </ul>	<p>A high proportion of PA are pupil premium.</p> <p>Out of 46 children classed as persistent absentees in Y1-Y5 over academic year 2022-2023 35 are pupil premium. Overall average for PP attendance 91.36%.</p> <table border="1" data-bbox="779 802 1606 1431"> <thead> <tr> <th>Year Group</th> <th>PP</th> <th>Non-PP</th> <th>+/-</th> </tr> </thead> <tbody> <tr> <td>F2</td> <td>82.9%</td> <td>89.9%</td> <td>-7%</td> </tr> <tr> <td>1</td> <td>92.9%</td> <td>93.1%</td> <td>-0.2%</td> </tr> <tr> <td>2</td> <td>94.2%</td> <td>95.2%</td> <td>-1%</td> </tr> <tr> <td>3</td> <td>94.4%</td> <td>95.2%</td> <td>-0.8%</td> </tr> <tr> <td>4</td> <td>94.6%</td> <td>94.8%</td> <td>-0.2%</td> </tr> <tr> <td>5</td> <td>91.4%</td> <td>95.5%</td> <td>-4.1%</td> </tr> <tr> <td>6</td> <td>94%</td> <td>95.7%</td> <td>-1.7%</td> </tr> </tbody> </table>	Year Group	PP	Non-PP	+/-	F2	82.9%	89.9%	-7%	1	92.9%	93.1%	-0.2%	2	94.2%	95.2%	-1%	3	94.4%	95.2%	-0.8%	4	94.6%	94.8%	-0.2%	5	91.4%	95.5%	-4.1%	6	94%	95.7%	-1.7%	<ul style="list-style-type: none"> <li>• Whole school academic improvement plan target for academic year 2023-24.</li> <li>• Strategic plan for improving attendance across the academy, with particular focus on attendance of persistent absentees, and pupil premium pupils.</li> <li>• Communication of attendance expectations and how this is promoted around the school site.</li> <li>• Implement tracking system for monitoring of persistent absentees (which will also include pupil premium pupils).</li> <li>• Introduce cool cats attendance and punctuality.</li> <li>• Attendance officer to attend pupil progress meetings to support whole school approach to attendance.</li> <li>• Home visits, meetings in</li> </ul>
Year Group	PP	Non-PP	+/-																																
F2	82.9%	89.9%	-7%																																
1	92.9%	93.1%	-0.2%																																
2	94.2%	95.2%	-1%																																
3	94.4%	95.2%	-0.8%																																
4	94.6%	94.8%	-0.2%																																
5	91.4%	95.5%	-4.1%																																
6	94%	95.7%	-1.7%																																

	<ul style="list-style-type: none"> <li>• Hot chocolate with Head of school for 100% attendance- termly.</li> <li>• Attendance officer collects children to remove barriers regarding transportation.</li> <li>• Attendance officer joins caseload meetings to identify vulnerable children with regards to attendance.</li> <li>• Pizza express incentive for termly 100% attendance.</li> <li>• Certificates and recognition given in achievement assemblies.</li> <li>• Shopping voucher for parents and gift cards for children termly.</li> <li>• Bus passes provided for families.</li> </ul>	<p><b>Case study</b> We have some strong case studies of success with some of our pupil premium children, where relationship building with home, reasonable adjustments and work with teachers has enabled PA pupils to increase their attendance</p> <p>KS1 pupil's Attendance for 22/23 was 79.8%. This time last year it was 65.5%, it is currently 93%. Working closely with parent over the academic year has made a huge improvement to this child's attendance. This academic year he has won the most improved pupil and been invited for hot chocolate.</p> <p>KS2 pupil's attendance for 22/23 was 57.4%. This time last year it was 73.6%, it is currently 84.2%, multi-agency working with EWO, class teacher and SENCo. This pupil has also been invited to have hot chocolate for his improved efforts.</p> <p>We are closing the gap between our PP children and non-PP children's attendance but as can be seen, there are still gaps between our PP and non-PP children. PP attendance for the year 2022/2023 is 94.9% which is slightly below national average. Our non-PP attendance for 2022/2023 was 95%. For year 1 – Year 6 we had 53 children who were classed as having persistent absence and 40 are pupil premium children so persistent absence is the main concern with regards to pupil premium children. Punctuality continues to be a challenge for some of our families with some pupil premium families consistently arriving late on a spot check of 14/16 lates were pupil premium children. The attendance officer and school knows who these families are and is working with them to support their punctuality.</p>	<p>school, signposts to outside agencies for PA children and their families.</p> <ul style="list-style-type: none"> <li>• Book in meetings with attendance officer and Head of School regarding PAs.</li> <li>• Embed system and culture where teachers are talking to children and parents regarding attendance for example in daily interactions but also in parents' evenings.</li> <li>• Celebrate 100% attendance in achievement assemblies.</li> <li>• Continue to have an attendance slot on Huntingdon Post.</li> </ul>
<p>4. To increase enrichment opportunities for all pupils in order to provide a broad, balanced and aspirational curriculum.</p>	<p>Continued refinement of the development and implementation of Personal Development offer across the school including:</p> <ul style="list-style-type: none"> <li>• Fund the cost of out of school trips/experiences and clubs.</li> <li>• Outdoor adventures/experiences and immersive curriculum.</li> </ul>	<p>Pupil voice shows that pupils have a strong personal development and character development. For example, 100% of Year 6 pupils interviewed could articulate the importance of celebrating different faiths.</p> <p>71% of our PP children access after school provision and there is a culture amongst staff of seeking to remove barriers for pupil premium children for example children whose parents have had limited English, teachers have built in time to</p>	<ul style="list-style-type: none"> <li>• Offer extra-curricular activities to pupils in EYFS.</li> <li>• Widen extra-curricular offer – lots of pupils in pupil voice requested a wider/different range of clubs.</li> <li>• Consider after school wrap around care provided by external provider.</li> </ul>

	<ul style="list-style-type: none"> <li>• Music tuition</li> <li>• After school club clubs.</li> <li>• Refining and improvement of safeguarding curriculum.</li> <li>• Links with Citizenship UK and Nottingham Contemporary</li> <li>• Cultural Capital</li> <li>• British Values</li> <li>• Votes for schools/Picture news</li> </ul>	<p>explain the clubs carefully and support parents with filling out the form.</p> <p>All classes have a budget that teachers use to create engaging hooks into the curriculum. Pupil voice shows all children are enjoying their lessons and can articulate their learning showing that they are learning more and remembering more.</p>	
<p>5. To improve mental health and wellbeing for all pupils in school, which ultimately has an overall impact on the behaviour of pupils across school.</p>	<ul style="list-style-type: none"> <li>• Mental health and Well-being – addressed by our PSHE curriculum using Jigsaw as a basis. This connects the pieces of Personal, Social, Health and Well-Being Education with a block of lessons specifically focusing on Mental Health for each year group. The programme teaches children emotional literacy, social- and lifelong skills, RSE/RSHE and resilience in an age-appropriate manner.</li> <li>• An Educational Mental Health Practitioner is based in the school one day a week and works closely with Louise Yarnell the mental health lead to ensure that the mental health needs within the school are identified and bespoke interventions offered.</li> </ul>	<p>2 children accessed Think Children in the Autumn term before they closed. 1 of the children was pupil premium. This child after Think children was able to emotionally regulate better to cope in class.</p> <p>6 children accessed the Mental Health Support Team 4/6 pupils were pupil premium pupils.</p> <ol style="list-style-type: none"> <li>1. One parent, after initial assessment, felt that she could not complete the parenting course and that it was too much.</li> <li>2. One of the children had an initial assessment and this was passed through to CAMHs by the team as it was felt that this was the best pathway to meet needs. This enabled him to be seen quicker by CAMHs as the MHST referral highlighted his needs.</li> <li>3. After initial assessment one child and parent had one to one work which enabled him to get back into class full time.</li> <li>4. One child had an initial assessment at the end of summer term and is waiting for group sessions.</li> </ol> <p>Pupil voice shows that 100% of children can articulate what being mentally healthy means and can articulate how they keep themselves both physically and mentally</p>	<ul style="list-style-type: none"> <li>• TA to be trained as an ELSA and run specific ELSA sessions.</li> <li>• Theraplay training to take place and then sessions from Y1-Y6. This is adult-directed, structured play group that incorporates playful, cooperative and nurturing activities that enhance the emotional well-being of children.</li> </ul>

	<p>MHST offer interventions that have been shown to help support children and young people overcome difficulties with their mental health and wellbeing.</p> <ul style="list-style-type: none"> <li>• Think Children – school well-being facilitator (finished) <ul style="list-style-type: none"> <li>•</li> </ul> </li> <li>• Parent coffee morning and workshops on anxiety.</li> </ul>	<p>well. Book scrutiny and lesson observations in PSHE show a consistent approach to quality first teaching in this area of the curriculum.</p> <p>All colleagues are clear on how to support children to manage their mental health. 100% of colleagues know to report any concerns regarding a pupils' mental health onto 'my concern.'</p>	
--	--	---	--



## 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>
FSM vouchers due to COVID	Nottingham City Council
Seesaw	<a href="https://web.seesaw.me/">https://web.seesaw.me/</a>