

Huntingdon Pupil premium strategy statement

This statement details Huntingdon Academy's use of pupil premium (and recovery premium for the 2022 to 2023 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	437
Proportion (%) of pupil premium eligible pupils	43.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 2023/2024 2024/2025
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 lead	Louise Yarnell
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	£27,985
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
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>	£ 295,290

Part A: Pupil premium strategy plan

Statement of intent

At Huntingdon Academy we endeavour to fulfil the Pupil Premium Policy set out by the L.E.A.D Academy Trust by deploying the following Trust strategies to diminish the difference in attainment for pupils in receipt of the Pupil Premium funding.

- 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

Context:

Huntingdon Academy is located within the City of Nottingham. Nottingham ranks 4th out of the 326 districts in England of Income Deprivation Affecting Children. Nottingham is the most deprived of all the Core Cities, including cities such as Manchester (5th) and Liverpool (8th). The school's IDACI figure of 0.59, making the school one of the top 20% most deprived schools in the country. According to the Indices of Deprivation, 95.7% of children come from 30% of the poorest households. Over half (57.5%) of children are classed as Free School Meals under the new classification (FSM at any point in the last six years). This is nearly three times the national average value. The crime and disorder statistics for the St Ann's area are 543 crimes per 1000 people compared to 150 nationally. Attainment on entry to Foundation One is well below average. Huntingdon

Academy has 13 out of 17 possible ethnic groups and the average number of groups for this phase of education is 9.

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, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, 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.

Challenge number	Detail of challenge
1.	<p><u>Language development and communication</u></p> <p>Starting points are significantly low on entry to school, and often, pupils displaying 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>47.7% of pupils at Huntingdon are identified as speaking English as an additional language, 20.9% nationally. Many pupils do not have access to books at home and are not surrounded by books to immerse them in language exposure.</p>
2	<p><u>Mental Health and Wellbeing/Emotional wellbeing need of the school community</u></p> <p>The need for mental health and wellbeing support needed for the school community, including parents and pupils is vast, in addition to the cost of living crisis and the impact of this on our children and families. Families within the community are often very proud and do not ask for help or support, or access it when it is offered, even if they do need this support.</p>
3.	<p><u>Attainment</u></p> <p>Low attainment and slow progress rates made by pupil premium/ disadvantaged children, in particular our SEND PP Cohort. The children have gaps and misconceptions resulting in them finding it difficult to retain/recall prior knowledge</p> <p>Y2</p>

	<ul style="list-style-type: none"> • 56% of Pupil Premium children are ARE combined compared with 67% Non-PP children. However only 9 children are PP in Year 1. The largest disparity is within reading and writing. <p>Y3 – Key year group focus</p> <ul style="list-style-type: none"> • 31% PP pupils made ARE or above in comparison to 67% of non-PP peers. The largest subject disparity is in reading (35% vs 70%) and maths (46% vs 82%) <p>Y4</p> <ul style="list-style-type: none"> • The percentage of PP children achieving ARE is relatively similar to that of non PP pupils with PP pupils outperforming non PP in writing. The largest disparity is in maths (67%, 76%). <p>Y5</p> <ul style="list-style-type: none"> • 62% of PP pupils made ARE or above in comparison with 70% of non-PP peers. The largest subject disparity is in maths (71% vs 84%) <p>Y6</p> <ul style="list-style-type: none"> •65% PP pupils made ARE or above in comparison to 71% of non-PP peers. 																												
4.	<p><u>Attendance and punctuality</u></p> <p>Attendance for disadvantaged pupils in academic year 2021-22 was lower from F2- Y5.</p> <table border="1" data-bbox="371 938 1270 1317"> <thead> <tr> <th>Year group</th> <th>PP</th> <th>Non-PP</th> <th>+/-</th> </tr> </thead> <tbody> <tr> <td>F2</td> <td>88.14%</td> <td>90.62%</td> <td>-2.48</td> </tr> <tr> <td>Y1</td> <td>89.88%</td> <td>90.46%</td> <td>-0.58</td> </tr> <tr> <td>Y2</td> <td>94.48%</td> <td>94.84%</td> <td>-0.36</td> </tr> <tr> <td>Y3</td> <td>94.23%</td> <td>94.51%</td> <td>-0.28</td> </tr> <tr> <td>Y4</td> <td>92.58%</td> <td>92.75%</td> <td>-0.17</td> </tr> <tr> <td>Y5</td> <td>90.06%</td> <td>96.20%</td> <td>-2.14</td> </tr> </tbody> </table> <p>Out of 78 children classed as persistent absentees in Y1-Y5 over academic year 2021-2022 40 are pupil premium.</p>	Year group	PP	Non-PP	+/-	F2	88.14%	90.62%	-2.48	Y1	89.88%	90.46%	-0.58	Y2	94.48%	94.84%	-0.36	Y3	94.23%	94.51%	-0.28	Y4	92.58%	92.75%	-0.17	Y5	90.06%	96.20%	-2.14
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5.	<p><u>Enrichment, life experiences and aspirations</u></p> <p>Pupils have limited experiences outside of school and their immediate community. Parents 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 2022-23 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.</p>																												

Intended outcomes

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

Intended outcome	Success criteria
<p>To continue to improve the teaching of reading, phonics and oracy to ensure progress in language development, including use of vocabulary</p>	<p>All teaching (including the teaching of reading and phonics) is good and there are effective use of evidence based oracy strategies to support talk in lessons.</p> <p>Assessment data will demonstrate progress being made in reading and phonics.</p> <p>Vocabulary progression for specific subjects is developed and implemented across F2-Y6 to support development on 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>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>2022/2023, 2023/2024, 2024/2025.</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>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 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> <ul style="list-style-type: none"> • Quantitative data from wellbeing assessments, and internal intervention shows an overall improvement in mental health and wellbeing (Think Children/MHST) • Triangulation of data and pupil/parent voice, plus any additional data through external

	<p>agency support shows impact of actions taken</p> <ul style="list-style-type: none"> • A reduction in the number of referrals being made for external services <p>Positive behaviour for learning is consistently role modelled throughout school</p>
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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: £190,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group reactive intervention approach and pre teaching approach	<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 delivery 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>	1,2,3
<p>Quality first teaching by providing CPD in reading, oracy and phonics</p> <p>Implement an oracy-rich learning environment.</p> <p>Deliver communication and language interventions for children identified as requiring further support in this area Talkboost.</p> <p>Parental workshop on phonics</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." Improving the impact of teachers on pupil achievement in the UK – interim findings</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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1, 2

<p>1:1 reading opportunities for PP children with literacy volunteer F1/Y1/Y2</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>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>Oral language development</p> <p>TA training and development</p> <p>Staff CPD</p> <p>Resources (books, stimulus)</p> <p>Talk Boost</p>	<p>Speech and communication lies 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 their facing, misconceptions they have or manage 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 inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3</p>
<p>Reading comprehension</p> <p>PALS READING</p> <p>Reading Recovery: Switch</p> <p>Staff training in 121 support in reading</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. To raise numbers of Pupil Premium Pupils reading at home at least three times a week to over 95%.</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 thought professional dialogue with our wider community of schools.</p>	<p>1, 2, 3</p>

	<p>Use of DADWAVERS and VOCABULARY NINJA resources to support PP with EAL during English writing sessions to support and/or extend work dependent of ability level of pupil.</p> <p>Reading Recovery is a literacy programme designed for the lowest achieving children primary aged that enables them to reach age-expected levels within 20 weeks. It involves a short series of daily one-to-one lessons for 30 minutes with specially trained teachers. It had proven results in year 3 last year.</p> <p>EEF states that. 'Switch-on Reading appears to be effective for weak and disadvantaged readers at the stage of transition to secondary school.'</p>	
<p><i>F2</i></p> <p><i>Mastery Maths approach to continue-intensive 1:1 and small group support with literacy and Maths from experienced TA.</i></p> <p><i>Indoor and outdoor fine, gross motor provision/resources and opportunities for writing.</i></p> <p><i>Narrative approach Language Intervention</i></p> <p><i>Use of Seesaw to help support parents with academic understanding home with their child.</i></p>	<p>The EEF has found that High quality interventions in Early Years has positive benefits. +5 months. Improving the adult to child ration allows for additional staff to child interaction 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</p>	<p>1,2,3</p>

<p><i>Phonics resources distributed to all PP families</i></p> <p><i>Boromi/Keepmi</i></p>	<p>decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p>Positive feedback from parents re this borrowing scheme where children take home educational interaction encouraging toys. Teach First Innovation Award Boromi Bags are part of a programme that helps young children develop the foundations they need to thrive and reach their potential, supporting parents to stimulate and learn through play, interaction and most importantly through increased language opportunities.</p>	
<p>Y1</p> <p><i>Additional ta to teach 5 - 8 PP children in small group for Mathematics and English writing each day.</i></p> <p><i>Mental oral starters introduced to English lessons based on RWI strategies to increase pupil's engagement with phonics in writing.</i></p> <p><i>An additional phonic group targeted at the at risk PP children.</i></p> <p><i>Additional 121 reading for 10 PP children with reading volunteers once a week.</i></p> <p><i>Specialist SEND provision unit to be established to support 5 significant SEND pupils with 2-1</i></p>	<p>The EEF has found that High quality interventions in Early Years has positive benefits +5 months.</p> <p>Small group teaching enables the focus of work to be at all times personalised to individual needs.</p>	1,2,3
<p>Y2</p> <p><i>Immediate identification of pupils below or at risk of falling below in reading and writing for additional interventions</i></p> <p><i>Hold counselling sessions x 2 weekly for pupils suffering with bereavement</i></p>	<p>Research from the EEF suggests that interventions in pupil's early years of education, including that for year 1, Disadvantaged children benefit from high quality programmes, especially where these include a mixture of children from different social backgrounds and a strong educational component. Through such high quality provision with well trained staff, disadvantaged pupils can add an additional 5 months progress in a year.</p> <p>To support key children by lowering/removing barriers to learning for key children in need of specific support due to external factors.</p>	1,2,3
<p>Y3</p>	<p>Through the identification of potentially higher attaining PP pupils staff can plan for small group</p>	1,2,3

<p><i>Intervention support in RWM to ensure PP pupils meet predicted targets</i></p> <p><i>Intervention support in RWM to ensure PP pupils meet predicted targets</i></p>	<p>intervention which targets specific learning outcomes. This facilitation should enable pupils to make better than average progress and reach potential. The EEF research shows this arrangement enables teachers and teaching assistants to deliver concise and effective instruction exclusively to a small number of learners. It also means feedback and marking can be immediate and have a great impact.</p>	
<p>Y4</p> <p><i>Small group intervention support in RWM to ensure PP pupils meet predicted targets</i></p> <p><i>Embed 'Let's think' and 'mastery maths' strategies to support GD pupils in achieving</i></p>	<p>Through the identification of potentially higher attaining PP pupils staff can plan for small group intervention which targets specific learning outcomes. This facilitation should enable pupils to make better than average progress and reach potential. The EEF research shows this arrangement enables teachers and teaching assistants to deliver concise and effective instruction exclusively to a small number of learners. It also means feedback and marking can be immediate and have a great impact.</p> <p>The evidence from the last academic year shows children who regularly attended guided group sessions for maths had faster progress rates and made better than average progress.</p>	1,2,3
<p>Y5</p> <p><i>Small group intervention support in RWM to ensure PP pupils meet predicted targets</i></p> <p><i>Focus intervention small group</i></p> <p><i>Embed 'Let's think' and 'mastery maths' strategies to support GD pupils in achieving.</i></p>	<p>Through the identification of potentially higher attaining PP pupils in RW & M staff can plan for small group intervention which targets specific learning outcomes. This facilitation should enable pupils to make better than average progress and reach potential. The EEF research shows this arrangement enables teachers and teaching assistants to deliver concise and effective instruction exclusively to a small number of learners. It also means feedback and marking can be immediate and have a great impact.</p>	1,2,3
<p>Y6</p> <p><i>Small group TA support targeting to development of EXS and GD readers</i></p> <p><i>Additional part time teacher to focus on GD reading writing and maths</i></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 the past 3 years. The 121 or very small group interventions support PP pupils meet predicted targets and challenge those who are ready.</p> <p>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.</p>	1,2,3

	This is a similar rationale for the EAL support that they have received – the results show the potential that small group, individualised teaching can have for pupils. This needs to be translated into writing too.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>From January MHST worker in one day a week. 1:1 and group work for identified MHST pupils and families and deliver specific programmes of work</p> <p>Think Children – school counsellor</p> <p>Louise Yarnell member of SLT to be the mental health lead</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>NFER research found that strong social and emotional support strategies to help pupils in need of additional support, including through working with their families.</p>	4
<p>121 and small group intervention support across school.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Through the identification of potentially higher attaining PP pupils in RW & M staff can plan for small group intervention which targets specific learning outcomes. This facilitation should enable pupils to make better than average progress and reach potential. The EEF research shows this arrangement enables teachers and teaching assistants to deliver concise and effective instruction exclusively to a small number of learners. It also means feedback and marking can be immediate and have a great impact.</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.</p> <p>The school will support financially PP parents with this</p>	2
<p>Continue to embed attendance policy and amend in light of new guidance</p> <p>Continue to enhance the robust systems and procedures for attendance</p>	<p>As per the EEF parental engagement as having a moderate impact that can improve pupil progress by 4+ months.</p> <p>NFER research found that schools which are more successful in promoting high attainment have a number</p>	4, 5

<p>Continue to establish with parents good attendance habits that were evident pre-pandemic.</p> <p>Attendance newsletter 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</p> <p>Attendance officer doing group intervention with PA children</p>	<p>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>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. 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>

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

Budgeted cost: £ 75,290

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Outdoor adventures/experiences and immersive curriculum</p>	<p>Adventure education involves collaborative learning experiences and increased high level activity and often over comes emotional challenges. According to the EEF all these experiences contribute significantly to pupil's enjoyment, readiness to learn, awareness of the world beyond school and the pupil's own community. It also has impact on non-cognitive outcomes such as self-confidence and building relationships.</p>	<p>2, 5</p>
<p>Music tuition</p>	<p>Music tuition last year was accessed by 62 PP pupils in either clarinet, flute or violin. Although the EEF rates pupil attainment impact as low, the challenge, determination and resilience 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.</p>	<p>2, 5</p>
<p>After school club clubs</p>	<p>Greater enjoyment of school and learning Reduction in of lunchtime incidents for key children attending. Children will return more settled to learning and therefore make more of their learning opportunities. This</p>	<p>2, 5</p>

	will also mean other pupils do not have any interruptions to their learning. Increase in positive play experiences. Improved attitudes to learning and school readiness Improved enjoyment of school Ensure a balance of boys and girls attending The number of children who will attend clubs over the year will be at least 25% of KS1 and KS2.	
Additional EAL teacher Digital technology Individualised learning	Additional SEN staff support in Y1, Y2 and Y4 need to be allocated to provide PP children with additional and differing needs are given personalised support to ensure the best possible outcomes for all pupils. Out EAL support teacher has made significant contributions to the attainment of pupils at the end of key stage 2. Her vast subject knowledge, support and ability to work with intimate small groups can be used to effectively challenge our PP EAL pupils.	1, 2, 3
Support from the Attendance officer to raise standards of attendance for pupil premium pupils by working with families to remove the barriers to attending	Attendance has been identified as being a barrier to learning. Too many of our eligible Pupil Premium pupils are out for extended periods with holiday 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 in impact on learning via progress or attainment 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.	4
Support from the Inclusion Lead to develop strong relationships with parents across the school through a range of communication methods	As per the EEF parental engagement as having a moderate impact that can improve pupil progress by 4+ months.	2,4,5
Fund the cost of out of school trips/experiences	Evidence shows that pupils learning is enhanced through greater engagement in immersive education EEF 3-6months increase in learning progress Creative and connected curriculum shown to improve pupils' engagement and raise standards	5
Fund the cost of clubs	Evidence shows that pupils learning is enhanced through greater engagement in immersive education EEF 3-6months increase in learning progress Creative and connected curriculum shown to improve pupils' engagement and raise standards	5
Personal development, Cultural Capital and British Values Votes for schools Picture news	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 increase pupil knowledge of cultural capital, the value of their voice and helps them to see their place in a democratic society.	1, 2, 3, 4, 5

Welfare and Well being Contingency fund for acute issues.	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.	2, 4, 5
Parent workshops both internal and external providers including behaviours support, English language lessons, phonics maths and reading guidance, cookery & mental health.	Evidence suggests parental support has the greatest impact on a child's academic success	1, 2, 3, 4, 5

Total budgeted cost: £29,5290

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.

Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

We strongly discourage comparing your school's 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are.

You can compare your school's disadvantaged pupils' performance data to local and national averages, with caution.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

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

- The overwhelming majority of strategies employed in 2021 - 2022 led to diminished differences at Huntingdon Academy with PP and Non-PP outcomes now broadly in line overall. Within this there are still key groups, Year 2 and Year 5, where work needs to be targeted as these are the cohorts with the most significant difference to diminish. A big focus on the English domains across the school and raising those achieving GDS is 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

Number of pupils F2	Strategies used:	Impact	Next Steps/recommendations																		
<p>Number of children:</p> <p>18 pp</p> <p>41 non PP</p> <p>Percentage of class: 30.5%</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>-Parental workshop on phonics</p> <p>-Support available from class teacher for how to help at home</p> <p>-Seesaw used regularly as a platform for home learning and parental interaction</p> <p>-additional 1:1 reading opportunities for PP children with literacy volunteer</p>	<p>Data:</p> <table border="1" data-bbox="656 376 1234 874"> <thead> <tr> <th data-bbox="656 376 992 520">ARE</th> <th data-bbox="992 376 1099 520">PP (18)</th> <th data-bbox="1099 376 1234 520">Non-PP (41)</th> </tr> </thead> <tbody> <tr> <td data-bbox="656 520 992 587">Word Reading</td> <td data-bbox="992 520 1099 587">66.7</td> <td data-bbox="1099 520 1234 587">73.2</td> </tr> <tr> <td data-bbox="656 587 992 654">Word Writing</td> <td data-bbox="992 587 1099 654">66.7</td> <td data-bbox="1099 587 1234 654">65.9</td> </tr> <tr> <td data-bbox="656 654 992 721">Comprehension</td> <td data-bbox="992 654 1099 721">88.9</td> <td data-bbox="1099 654 1234 721">87.8</td> </tr> <tr> <td data-bbox="656 721 992 788">Number</td> <td data-bbox="992 721 1099 788">72.2</td> <td data-bbox="1099 721 1234 788">75.6</td> </tr> <tr> <td data-bbox="656 788 992 874">Numerical Pattern</td> <td data-bbox="992 788 1099 874">77.8</td> <td data-bbox="1099 788 1234 874">75.6</td> </tr> </tbody> </table> <p>Overall, this academic year pp children outperformed non pp. At the end of SUM 2 66.7% of the pp children achieved a good level of development. This is compared to 65.9% for non pp children. There are 3 PP children with SEN needs and a further 1 with suspected SEN. 7 of our PP children have EAL.</p> <p>Review of each action point:</p> <p><u>Mastery Maths</u></p> <p>In Numerical pattern, PP children outperformed non-pp (77.8 and 75.6). In Number non-PP outperformed PP children (75.6 and 72.2). In Mathematics</p>	ARE	PP (18)	Non-PP (41)	Word Reading	66.7	73.2	Word Writing	66.7	65.9	Comprehension	88.9	87.8	Number	72.2	75.6	Numerical Pattern	77.8	75.6	<p>Next Steps:</p> <p>-continue use of TA to support children in targeted areas through intervention</p> <p>-Continue 1:1, or small group support for pupils with challenging behavioural or SEND needs</p> <p>-PP children to continue receiving extra 1:1 reading opportunities</p> <p>-endeavour to ensure good engagement with Seesaw next year</p> <p>-run parent workshops within F2 to support the teaching of phonics/reading</p>
ARE	PP (18)	Non-PP (41)																			
Word Reading	66.7	73.2																			
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Numerical Pattern	77.8	75.6																			

	<p>-NCETM maths fluency sessions added to the curriculum, daily inputs to whole class</p>	<p>(Number), of the children who did not achieve ARE; two children had very poor attendance (one with ongoing major safeguarding concerns), two children have SEN needs and one child has EAL. This year we implanted a mastery maths approach and implanted small group support where needed. We also implanted 4 X weekly fluency sessions following the NCETM mastering number programme.</p> <p><u>ndoor and outdoor resources for writing</u></p> <p>In writing PP children outperformed non-PP (66.7 and 65.9). Of the PP children who did not reach ARE (6 children), two children have SEN, two children have very poor attendance and one child has EAL.</p> <p>This year we worked hard to audit our environment to ensure lots of opportunities for writing across the provision. We wanted to ensure writing was bought into their play, be it inside the classroom or outside. We will continue to look for ways to implement writing opportunities in our prevision.</p> <p><u>Parental engagement</u></p> <p>This year we have worked hard to ensure great parent-school communication. We have been able to deliver phonics workshops as well as individual meetings with parents to support their teaching of word reading and writing. We have given PP children an additional reading opportunity each week with a literacy volunteer. For word reading 66.7% of PP achieved ARE. Of the PP children who did not reach ARE (6 children), two children have SEN, two children have very poor attendance and one child has EAL. Parental engagement with Seesaw has been generally high, however PP engagement is 50%. We have used this to communicate messages, show the children's learning and set home learning activities. This will be a target for next year, to ensure more PP children and parents engage with the platform.</p>	
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		<p><u>Talk Boost</u></p> <p>We have continued to implement an oracy-rich learning environment. We have also delivered communication and language interventions for children identified as requiring further support in this area or perhaps with EAL. The data below shows PP versus non-PP data for Communication and Language early learning goals. All PP children, except two pupils with SEN and limited language, achieved the ELG in speaking and listening, attention and understanding.</p> <table border="1"> <thead> <tr> <th></th> <th>PP (18)</th> <th>Non PP (41)</th> </tr> </thead> <tbody> <tr> <td>Listening attention and understanding</td> <td>88.9%</td> <td>82.9%</td> </tr> <tr> <td>speaking</td> <td>88.9%</td> <td>85.4%</td> </tr> </tbody> </table>		PP (18)	Non PP (41)	Listening attention and understanding	88.9%	82.9%	speaking	88.9%	85.4%												
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Number of pupils Y1	Strategies used:	Impact	Next Steps/recommendations																				
9_/58	ily Phonics interventions 1 to 1 Phonics interventions daily Maths Fluency sessions and interventions	<table border="1"> <thead> <tr> <th>Data:ARE+</th> <th colspan="2">PP (9)</th> <th colspan="2">NON PP (49)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>8</td> <td>88%</td> <td>33</td> <td>56%</td> </tr> <tr> <td>Writing</td> <td>8</td> <td>88%</td> <td>30</td> <td>51%</td> </tr> <tr> <td>Maths</td> <td>9</td> <td>100%</td> <td>31</td> <td>56%</td> </tr> </tbody> </table>	Data:ARE+	PP (9)		NON PP (49)		Reading	8	88%	33	56%	Writing	8	88%	30	51%	Maths	9	100%	31	56%	<p>Next Steps:</p> <ul style="list-style-type: none"> • Continue to prioritise phonics interventions for children as these have been successful. • Continue with reactive marking/feedback to ensure gaps are identified quickly within Maths. Teaching and
Data:ARE+	PP (9)		NON PP (49)																				
Reading	8	88%	33	56%																			
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Combined	8	88%	29	49%				
	<p>Paired reading</p> <p>Additional afternoon Phonics sessions</p> <p>English starter (linked to Phonics)</p> <p>Use of flashbacks</p> <p>Maths Fluency sessions</p> <p>Handwriting interventions</p> <p>Access to the Hive</p> <p>In class SEN support (through EQUALS)</p> <p>Morning activity</p> <p>Reading volunteer</p>	<p>Phonics Data: 81% of children passed the phonics screening check. 88% of the total number of pupil premium children met the expected standard.</p> <p>Review of each action point:</p> <ul style="list-style-type: none"> Phonics and early intervention had a positive impact on the outcomes of pupil premium children. Additional interventions and 1 to 1 reading support mean PP children who were not SEND met ARE. High level of SEND, these children have access to HIVE and small group support which has supported them in making good progress. Regular counselling sessions (weekly) for children with significant social care involvement has been consistent. This has helped especially with behaviour and emotional regulation. TA are aware of PP children and these are targeted in daily intervention which means 8/9 met ARE in writing and 9/9 (100%) met ARE in maths. Effective TA support. 1 to 1 Phonics support has helped identify gaps and ensure children keep up, not catch up. Daily flashbacks and oral starters have supported retrieval and key skills. 8/9 PP children ARE combined. 	<p>interventions means Maths ARE % are strongest.</p> <ul style="list-style-type: none"> Continue shared use of support staff in the afternoon to target specific children who could be ARE. Writing and reading seems to be slightly lower in attainment. Specialist provision for SEND in the Hive. Ensure daily 1 to 1 reading is taking place to target the % of children who didn't meet ARE and who are not SEND. 					

Number of pupils Y2	Strategies used:	Impact	Next Steps/recommendations																									
<p>25/60</p> <p>Percentage of class: 42%</p>	<p>-targetted phonics interventions for identified children</p> <p>-TA small group work in writing, reading and maths</p> <p>-daily 1:1 reading with identified children</p> <p>-targetted reading, writing and maths interventions in the afternoon</p>	<p>Data from KS1 SATS:</p> <table border="1" data-bbox="678 304 1518 727"> <thead> <tr> <th data-bbox="678 304 1016 443">ARE+</th> <th colspan="2" data-bbox="1016 304 1256 443">PP (25)</th> <th colspan="2" data-bbox="1256 304 1518 443">NON PP (35)</th> </tr> </thead> <tbody> <tr> <td data-bbox="678 443 1016 512">Reading</td> <td data-bbox="1016 443 1122 512">13/25</td> <td data-bbox="1122 443 1256 512">54.2%</td> <td data-bbox="1256 443 1384 512">25/35</td> <td data-bbox="1384 443 1518 512">75.8%</td> </tr> <tr> <td data-bbox="678 512 1016 580">Writing</td> <td data-bbox="1016 512 1122 580">10/25</td> <td data-bbox="1122 512 1256 580">41.7%</td> <td data-bbox="1256 512 1384 580">23/35</td> <td data-bbox="1384 512 1518 580">69.7%</td> </tr> <tr> <td data-bbox="678 580 1016 649">Maths</td> <td data-bbox="1016 580 1122 649">11/25</td> <td data-bbox="1122 580 1256 649">45.8%</td> <td data-bbox="1256 580 1384 649">27/35</td> <td data-bbox="1384 580 1518 649">81.8%</td> </tr> <tr> <td data-bbox="678 649 1016 727">Combined</td> <td data-bbox="1016 649 1122 727">10/25</td> <td data-bbox="1122 649 1256 727">41.7%</td> <td data-bbox="1256 649 1384 727">23/35</td> <td data-bbox="1384 649 1518 727">69.7%</td> </tr> </tbody> </table> <p>Review of each action point:</p> <p>18/25 (72%) of PP children passed the phonics screening test in year 2</p> <p>Good progress has been made by PP children</p> <p>2 children (8%) achieved greater depth combined</p> <p>Due to consistent reading interventions and moving guided reading session to phonics groups, reading data for PP is the highest at 54.2%</p>	ARE+	PP (25)		NON PP (35)		Reading	13/25	54.2%	25/35	75.8%	Writing	10/25	41.7%	23/35	69.7%	Maths	11/25	45.8%	27/35	81.8%	Combined	10/25	41.7%	23/35	69.7%	<ul style="list-style-type: none"> - Continue to scrutinise progress data to identify any under achieving groups or individuals and then create bespoke interventions - Continue shared use of TAs in the afternoon to target specific intervention needs. -Delivering guided reading lessons in Phonics groups has been successful - Use of targeted 1:1 phonics interventions has been successful. - PP children are still achieving significantly lower compared to children who are non-PP in writing, reading and maths so further support will need to be provided - Use of 1:1 TA for a child with significant learning and behaviour needs has been successful. This support will continue into year 3 - Continue shared use of TAs in the afternoon to target specific intervention needs.
ARE+	PP (25)		NON PP (35)																									
Reading	13/25	54.2%	25/35	75.8%																								
Writing	10/25	41.7%	23/35	69.7%																								
Maths	11/25	45.8%	27/35	81.8%																								
Combined	10/25	41.7%	23/35	69.7%																								

Number of pupils Y3	Strategies used:	Impact	Next Steps/recommendations																									
22/54 Percentage of class:	TA support RWM – 12.5 hrs weekly Intervention teacher support RWM – 10 hrs weekly Reading fluency intervention(TA) – 2.5 hrs weekly Reading comprehension intervention (intervention teacher) – 2 hrs weekly Maths intervention (Intervention teacher) – 2 hrs weekly Phonics teaching (intervention teacher) – 1.5 hrs weekly	Data: <table border="1" data-bbox="638 400 1480 823"> <thead> <tr> <th data-bbox="638 400 976 539">ARE+</th> <th colspan="2" data-bbox="976 400 1214 539">PP (22)</th> <th colspan="2" data-bbox="1214 400 1480 539">NON PP (32)</th> </tr> </thead> <tbody> <tr> <td data-bbox="638 539 976 611">Reading</td> <td data-bbox="976 539 1081 611">14/22</td> <td data-bbox="1081 539 1214 611">63.6%</td> <td data-bbox="1214 539 1346 611">23/32</td> <td data-bbox="1346 539 1480 611">74.2%</td> </tr> <tr> <td data-bbox="638 611 976 683">Writing</td> <td data-bbox="976 611 1081 683">13/22</td> <td data-bbox="1081 611 1214 683">59.1%</td> <td data-bbox="1214 611 1346 683">22/32</td> <td data-bbox="1346 611 1480 683">66.7%</td> </tr> <tr> <td data-bbox="638 683 976 754">Maths</td> <td data-bbox="976 683 1081 754">14/22</td> <td data-bbox="1081 683 1214 754">63.6%</td> <td data-bbox="1214 683 1346 754">26/32</td> <td data-bbox="1346 683 1480 754">83.9%</td> </tr> <tr> <td data-bbox="638 754 976 823">Combined</td> <td data-bbox="976 754 1081 823">11/22</td> <td data-bbox="1081 754 1214 823">50%</td> <td data-bbox="1214 754 1346 823">21/32</td> <td data-bbox="1346 754 1480 823">65.6%</td> </tr> </tbody> </table> <p data-bbox="638 823 976 858">Review of each action point:</p> <p data-bbox="638 895 1525 1034">Based on teacher assessments in July 2022 it can be seen that PP pupils have underperformed compared to their peers. It should be taken into consideration that 3 of these pupils have high levels of SEND, 2 of which access the SEND unit and 1 of which has 1:1 support within the classroom.</p> <p data-bbox="638 1142 1547 1209">TA and intervention teacher support was used to identify gaps in learning and target these in reading, writing and maths.</p>	ARE+	PP (22)		NON PP (32)		Reading	14/22	63.6%	23/32	74.2%	Writing	13/22	59.1%	22/32	66.7%	Maths	14/22	63.6%	26/32	83.9%	Combined	11/22	50%	21/32	65.6%	Next Steps: <ul style="list-style-type: none"> - Continue to scrutinise progress data to identify any under achieving groups or individuals and then create bespoke interventions - Use of flashbacks in English and maths to cover gaps identified - Used of shared TA to deliver identified intervention in the afternoons - Targeted use of TA in mornings to work with identified groups - Provision for SEND pupils in the learning tree - Provision of SEND pupil for 1:1 support
ARE+	PP (22)		NON PP (32)																									
Reading	14/22	63.6%	23/32	74.2%																								
Writing	13/22	59.1%	22/32	66.7%																								
Maths	14/22	63.6%	26/32	83.9%																								
Combined	11/22	50%	21/32	65.6%																								

Number of pupils Y5	Strategies used:	Impact	Next Steps/recommendations																									
<p>34/60 57%</p> <p>Percentage of class:</p> <p>5A 17 57%</p> <p>5Y 17 57%</p>	<ul style="list-style-type: none"> TA interventions for E, R and M 1 to 1 reading for children below free readers J.W support with spelling/memory. Differentiated for LA and GD children. 4 children accessing the learning tree. 	<p>Data:</p> <table border="1" data-bbox="678 347 1518 770"> <thead> <tr> <th data-bbox="678 347 1014 491">ARE+</th> <th colspan="2" data-bbox="1014 347 1256 491">PP (34)</th> <th colspan="2" data-bbox="1256 347 1518 491">NON PP (26)</th> </tr> </thead> <tbody> <tr> <td data-bbox="678 491 1014 560">Reading</td> <td data-bbox="1014 491 1122 560">23</td> <td data-bbox="1122 491 1256 560">67%</td> <td data-bbox="1256 491 1386 560">25</td> <td data-bbox="1386 491 1518 560">96%</td> </tr> <tr> <td data-bbox="678 560 1014 628">Writing</td> <td data-bbox="1014 560 1122 628">22</td> <td data-bbox="1122 560 1256 628">65%</td> <td data-bbox="1256 560 1386 628">23</td> <td data-bbox="1386 560 1518 628">88%</td> </tr> <tr> <td data-bbox="678 628 1014 697">Maths</td> <td data-bbox="1014 628 1122 697">25</td> <td data-bbox="1122 628 1256 697">73%</td> <td data-bbox="1256 628 1386 697">26</td> <td data-bbox="1386 628 1518 697">100%</td> </tr> <tr> <td data-bbox="678 697 1014 770">Combined</td> <td data-bbox="1014 697 1122 770">22</td> <td data-bbox="1122 697 1256 770">64%</td> <td data-bbox="1256 697 1386 770">23</td> <td data-bbox="1386 697 1518 770">88%</td> </tr> </tbody> </table> <p>Review of each action point:</p> <p>4 children are accessing the learning tree. The children who are PP who have not made reading ARE are Tony, Victoria, Rhyley, Macaulley, Muhammad, Cole and Tyler. Victoria, Maculley and Rhyley have poor attendance. (Vicky could make ARE if she attended school every day). All these children work with a TA for reading and writing to have extra support (minus Victoria). Cole and Tyler both have additional needs and have outside agencies involved. For writing it is the same children plus Jaden.</p> <p>All children who are working in Miss Ward's English group are making progress in reading and writing. In English they no longer need differentiated work from the rest of the class it is now just TA supported.</p> <p>A GD maths intervention was attended by 8 (pp and none pp) children. This was for children who could push to be GD. We currently have 6 PP who are we</p>	ARE+	PP (34)		NON PP (26)		Reading	23	67%	25	96%	Writing	22	65%	23	88%	Maths	25	73%	26	100%	Combined	22	64%	23	88%	<p>We have base lined the children ready for year 6 SATs and have identified gaps.</p> <p>Interventions planned with TA and intervention teacher.</p> <p>Writing is a focus for PP premium boys next year working towards ARE.</p>
ARE+	PP (34)		NON PP (26)																									
Reading	23	67%	25	96%																								
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		<p>aiming to get to GD by the end of year 6. (this has risen by 3 from the start of year 5).</p> <p>Small group catch up interventions have taken place daily to ensure the gap is not getting bigger and children are catching up with their peers on any missed/ not understood learning.</p>																										
Number of pupils Y6	Strategies used:	Impact	Next Steps/recommendations																									
<p>Number of children:</p> <p>27/58</p> <p>Percentage of year:</p> <p>47%</p>	<p>Strategies used:</p> <p>Small group interventions</p> <p>1:1 interventions during school time</p> <p>1:1 interventions after school</p> <p>Booster groups after school/holidays</p> <p>EAL reading groups</p>	<p>Data:</p> <table border="1"> <thead> <tr> <th>ARE+</th> <th colspan="2">PP (27)</th> <th colspan="2">NON PP (32)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>20</td> <td>74%</td> <td>24</td> <td>75%</td> </tr> <tr> <td>Writing</td> <td>21</td> <td>78%</td> <td>19</td> <td>59%</td> </tr> <tr> <td>Maths</td> <td>22</td> <td>82%</td> <td>25</td> <td>78%</td> </tr> <tr> <td>Combined</td> <td>20</td> <td>74%</td> <td>18</td> <td>56%</td> </tr> </tbody> </table> <p>Review of each action point:</p> <p>PP pupils making EXS combined did not reach 90% but has improved. The amount of PP pupils reaching EXS combined is higher than that of non PP pupils. EAL teaching in small groups has a huge impact on the reading scores for pp pupils but non PP pupils are still at a higher percentage. Part time teacher was very successful and helped PP pupils reach GD targets.</p> <p>Vigorous booster for those with lower reading attainment improved scores but we did not reach the 90% predicted.</p>	ARE+	PP (27)		NON PP (32)		Reading	20	74%	24	75%	Writing	21	78%	19	59%	Maths	22	82%	25	78%	Combined	20	74%	18	56%	<p>Next Steps:</p> <p>PP GD writing group to continue.</p> <p>EAL teacher/additional support required for PP attainment to progress in reading (small groups in the afternoon and 1:1)</p> <p>Part time intervention teacher could still be required to boost all areas for PP to reach the goal of 90%</p> <p>Easter/afterschool booster to continue</p>
ARE+	PP (27)		NON PP (32)																									
Reading	20	74%	24	75%																								
Writing	21	78%	19	59%																								
Maths	22	82%	25	78%																								
Combined	20	74%	18	56%																								

		Small group GD PP group was somewhat successful but due to covid bigger gaps were needing to be filled.	
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Strategy	Number of pupils	Impact	Next Steps/recommendations																																				
Attendance officer and family support worker	46 (34 families) PP pupils have been on my caseload since starting this role in October 2021	<table border="1"> <thead> <tr> <th>Pupil Premium</th> <th>Attendance</th> <th>Lates</th> <th>Unauthorised Absence</th> <th>Authorised Absence</th> <th>Persistent Absence</th> </tr> </thead> <tbody> <tr> <td>Overall no EYFS</td> <td>93.08%</td> <td>0.87%</td> <td>1.59%</td> <td>5.33%</td> <td>26.30%</td> </tr> <tr> <td>Overall</td> <td>92.75%</td> <td>0.85%</td> <td>1.72%</td> <td>5.53%</td> <td>25.10%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Non Pupil Premium</th> <th>Attendance</th> <th>Lates</th> <th>Unauthorised Absence</th> <th>Authorised Absence</th> <th>Persistent Absence</th> </tr> </thead> <tbody> <tr> <td>Overall no EYFS</td> <td>93.62%</td> <td>0.56%</td> <td>1.35%</td> <td>5.03%</td> <td>18.60%</td> </tr> <tr> <td>Overall</td> <td>93.40%</td> <td>0.52%</td> <td>1.40%</td> <td>5.20%</td> <td>18.80%</td> </tr> </tbody> </table> <p>To improve attendance and reduce leave of absence/holidays all leave is unauthorised and referred to EWS for a penalty notice to be issued. This academic year 8 PP pupils have taken leave and been referred to EWS. 3 of these children (one family) have been taken to court due to not paying the fine. Despite families still taking leave it is hoped that the impact this will have will be next academic year when less families take leave of absence.</p> <p>Since October the following intervention has been carried out with these PP families;</p> <p>Attendance letters – 23</p> <p>Home visits – 10</p> <p>Meetings – 14</p> <p>EWS referrals – 5</p> <p>An example of my impact is a child whose attendance was 80% last academic year with 18 lates, this year her attendance is 85% with 14 lates. Prior to meeting with her dad she had had 13 days</p>	Pupil Premium	Attendance	Lates	Unauthorised Absence	Authorised Absence	Persistent Absence	Overall no EYFS	93.08%	0.87%	1.59%	5.33%	26.30%	Overall	92.75%	0.85%	1.72%	5.53%	25.10%	Non Pupil Premium	Attendance	Lates	Unauthorised Absence	Authorised Absence	Persistent Absence	Overall no EYFS	93.62%	0.56%	1.35%	5.03%	18.60%	Overall	93.40%	0.52%	1.40%	5.20%	18.80%	<p>Continue with monitoring attendance from 97% and intervene earlier especially those children with poor attendance from this academic year. Continue to unauthorise all leave of absence and refer to EWS. More work needs to be done around leave of absence, too many families have taken leave this term which has had an impact on attendance and PA figures. Those families who have had an extended leave of absence will be invited into school in September for a meeting.</p> <p>Refer to EWS sooner (10 unauthorise absences in a 10 week period)</p> <p>Continue with termly newsletter and a letter from head teacher and myself beginning of</p>
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	<p>absence and 14 lates, following this meeting in February, she has only had a further 5 days absence and 3 lates.</p> <p>Another family that I have been working with was a PA pupil last year and this academic year is no longer due to intervention.</p> <p>When a child is absent from school I will make contact by phone either texting the parent or phone call, if a child is absent without reason, I will home visit on day 3 to ascertain reason for absence.</p> <p>To reduce lateness I am on the late gate from 9.00am to 9.30am signing in all children and speaking to them and parents as to why they are late.</p> <p>We have a weekly attendance board in the hall which shows every class attendance and the best attendance in key stage 1 and 2 receive a certificate, trophy and an extra 15 minutes at playtime. We also award pupils at the end of the academic year with family prizes – those with good attendance go into a prize drawer.</p> <p>By being in school every morning I am on hand to see parents when they bring their children to school, I have had several meetings with parents that haven't been prior arranged due to being in school on a daily basis.</p> <p>Half termly reports to the head teacher with a break down of attendance and PA figures.</p> <p>Fortnightly, I run a report from F2 to year 6 and attendance below 97%, any attendance that has dropped in those 2 week will be sent a letter and if no improvement then parents are invited in for a meeting.</p> <p>Pupils that are PA have been written to and invited in for a meeting to prevent them becoming a PA next year.</p>	<p>September with expectations around attendance.</p>
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<p>Inclusion and personal development</p>	<p>12 Think Children</p> <p>4 MHST</p>	<p><u>School Counsellor</u></p> <p>Think Children - evidence show that over 80% of children continued to show improvement after the sessions have ended, demonstrating these are long lasting positive changes</p> <p>While parent's courses have been delivered by our Mental Health support Teams the uptake from the community has been poor.</p> <p>MHST have worked with 4 children all of which were pupil premium with 100% pupil engagement and the children reflected that they felt better against the initial issues and that they now had some coping strategies.</p>	<p>Next year have a MHST worker in school one day a week for 1:1 and group work. Staff to have mental health CPD and parents to have an anxiety workshop.</p> <p>Continue with Think Children – closely track the children that access and outcomes.</p> <p>Senior mental health lead to be identified and fully trained. An audit of provision to be done alongside members of staff.</p>
<p>Collaborative learning, teamwork and resilience</p>		<p><u>Small group reactive intervention approach and pre teaching approach</u></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 delivery immediate intervention following feedback from the class teacher.</p>	
<p>Breath of life experiences</p>		<p><u>Outdoor adventures/experiences and immersive curriculum</u></p> <p>Provision of funding to cover partial costs of educational visits and experiences ensures that all pupils have equal learning opportunities throughout their time in school. This year has seen PP funding be allocated to outdoor learning experiences, online learning provisions access to reading materials and engaging online provision thought the museum.</p> <p>Education experiences such as these impact all areas of a curriculum and learning. Research shows it improves quality of extended writing, improves pupils talk and ability to discuss and rationalise ideas.</p>	<p>The learning experiences that our pupil premium pupils we able to access 2021-2022 were;</p>

		<p>Adventure education involved collaborative learning experiences and increased high level activity and helped pupils to overcome emotional challenges. According to the EEF, all these experiences contribute significantly to pupil's enjoyment, readiness to learn, awareness of the world beyond school and the pupil's own community. It also had impact on non-cognitive outcomes such as self-confidence and building relationships. Unfortunately, many of these palces remained closed during lockdown until June.</p> <p>These enrichment activities provided a range of positive outcomes: effective stimuli for projects, topics and writing, they also enabled staff to increase the wider awareness of the world as part of SMSC and the PSHE curriculum.</p>											
Wider curriculum support for potential higher attaining pupils	55 PP	<p><u>Music tuition</u></p> <p>Research shows that Music stimulates all areas of the brain in a way that prepares pupils for learning. Accessing music through the pupil premium can raise standards in children's well - being and cognitive skills. We have seen many of our PP children 'shine' in school performances, contributions to the city wide performances at the Nottingham Albert Hall and attainment of musical grade certificates. 55 PP pupils were allocated 121 or small group music instructions for the year with a choice of clarinet, flute or violin.</p>											
EAL & SEND pupil attainment		<p>Pupil Premium EAL children accessing EAL support teacher data;</p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>RWM</th> </tr> </thead> <tbody> <tr> <td>PP EAL pupils</td> <td>ARE 92% & 46% GDS</td> <td>ARE 92% & 23% GDS</td> <td>ARE 100% & 38% GDS</td> <td>ARE 92% & 23% GDS</td> </tr> </tbody> </table>		Reading	Writing	Maths	RWM	PP EAL pupils	ARE 92% & 46% GDS	ARE 92% & 23% GDS	ARE 100% & 38% GDS	ARE 92% & 23% GDS	
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		<p>This shows that intervention for EAL pupils is developing not only lower attaining pupils but having impact on those with GD potential.</p> <p>This year, Mrs Walker's support was directed at times to supporting our SEND pupils. She was highly successful at the development of our SEND unit for KS1 and the establishment of a second SEND unit servicing KS2.</p> <p>35 pupils across years 2 – 6 accessed her EAL tuition and those that entered school with little or no English saw rapid progress with basic standard English. Of the 35 PP pupils in Year 6, 13 were on the EAL register and all accessed support in small group sessions.</p> <p>Phonics, early intervention maths and clicker 7 were all used effectively to support SEND bridge gaps in their early learning experiences and access classroom experiences alongside their peers during foundation subjects too.</p> <p>SENDCO contribution supported staff in the effective development of SEND provision within the classroom, disseminated best practice for specific learning barriers and increased accuracy of pupil assessment.</p> <p>BSquared is being used effectively across school to monitor progress of SEND pupils and Equals has been introduced across KS1 as an effective teaching strategy aimed at explicit gaps in SEND pupil's knowledge. This includes the wider world, science and our community.</p>	
Oral language development	F2 16	<p>Speech and communication lies 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. Staff continue to embed speech and language acquisition into their classroom practices.</p> <p>Talkboost has been introduced to 16 children in F2 and we have seen 11 children make accelerated progress in their CLL. Of the remaining 5, 3 are on the SEND register, 1 child has been on a reduced timetable of half days since September and the remaining child did not start school with us until October speaking no English</p>	

		on arrival. Whilst she has made accelerated progress since, this is not reflected in the stepped assessment on the schools data system.	
Reading comprehension		<p><u>Reading Recovery (SWITCH ON)</u></p> <p>All children who have accessed switch on reading recovery made progress in their reading attainment. Although they have not met ARE, their tracked movement between the books bands highlights increased progress against their previous year's attainment.</p> <p><u>Reading</u></p> <p>All staff have seen a huge improvement in children's understanding of the 6 reading domains. From feedback, the purchasing of 1 between 2 shared texts, use of vipers and access to literacy shed have all had a very positive impact on the enjoyment and engagement of reading within their class.</p>	
Welfare and Well being		<p><u>Contingency fund for acute issues.</u></p> <p>Await review from office for spending total and no. pupils.</p> <p><u>Parental Emergency Fund</u></p> <p>Await review from office for spending total and no. pupils.</p>	
121 and small group intervention support across school.		Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	

Parental guidance, support and educations		Parent workshops both internal and external providers including behaviours support, English language lessons, phonics maths and reading guidance, cookery & mental health.	
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Externally provided programmes

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

Programme	Provider
FSM vouchers due to COVID	Nottingham City Council
Seesaw	https://web.seesaw.me/