

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Biscovey Academy
Number of pupils in school	228
Proportion (%) of pupil premium eligible pupils	35%
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	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mr Joshua Tyers
Pupil premium lead	Mrs Chanel Sanders
Governor / Trustee lead	Sally Hannaford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135605
Recovery premium funding allocation this academic year	£13195
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£148800

Part A: Pupil premium strategy plan

Statement of intent

At Biscovey Academy we have a high proportion of pupils who are in receipt of Pupil Premium funding, (typically at least one third). Our main objective is to support disadvantaged pupils to achieve well in Reading, Writing and Mathematics and in the wider curriculum. In order to achieve this, we recognise the importance of supporting disadvantaged pupils to develop socially and emotionally.

Ultimately, we want for all pupils to succeed. This strategy plan outlines the support in place to improve outcomes in Reading, Writing, Mathematic and across the curriculum, through improving teaching and learning. Improving attendance across the school and lowering persistent absenteeism amongst disadvantaged pupils will be key to raising attainment. The plan outlines the strategies that will facilitate improvement and includes evidence based research to support the decision making. This plan is set out in a tiered approach to outline teaching strategies, targeted strategies and wider strategies.

The key principles of the strategy statement are:

- Attendance of all pupils, including disadvantaged will improve to be at least in line with national averages
- Children will be supported to become fluent and confident readers with strong comprehension skills
- The teaching of mathematics will allow for all pupils to make good progress, increasing the percentage of children attaining EXS+
- Children's outcomes in writing will improve to be at least in line with national averages
- A trauma informed schools approach will be embedded and children's social and emotional learning will be a priority
- The curriculum will allow for children to succeed across all subject areas

Challenges

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

Challenge number	Detail of challenge
1	Attendance: In recent years, attendance for Pupil Premium children has consistently fallen below the attendance of all pupils. Persistent absence has also been higher for pupil premium children. Persistent absence for pupils in 2022/2023 was 18.2%. This has also fallen for disadvantaged pupils for 2022/2023 to 30.77%.
2	Attainment in Reading:

	<p>Reading continues to be a current area for development across the school. Attainment for all pupils in reading is below national averages. The impact from school closures, during COVID 19, is still evident and is reflected in children's outcomes.</p> <p>In 2022/2023 at the end of KS2, of all pupils, 58.5% gained EXS+ in reading. This is significantly below the national average of 73%.</p>
3	<p>Attainment in Writing:</p> <p>Children's outcomes in writing are below national averages. Consistency in teaching of writing has been a priority and will continue to be a focus. To ensure that this positively impacts on the outcomes for pupils.</p> <p>In 2022/2023 at the end of KS2, of all pupils, 66.3% gained EXS+ in writing. This is below the national average of 71%</p>
4	<p>Attainment in Mathematics:</p> <p>The percentage of children achieving EXS+ in mathematics is below the national average. The teaching of mathematics has been identified as a focus on the school development plan, to ensure consistency in maths teaching and raising outcomes for all pupils, including disadvantaged.</p> <p>In 2022/2023 at the end of KS2, of all pupils, 58.5% gained EXS+ in Maths. This is below the national average of 73%</p>
5	<p>Embedding a Trauma Informed Approach and Supporting Children's Social and Emotional Learning:</p> <p>A high proportion of pupil premium children are identified as having an identified SEMH need.</p> <p>Biscovey Academy serves a community with high levels of deprivation, as shown by the position on the school deprivation indicator being in quantile 4. There is reflected in the social, emotional health of pupils and children's self-esteem and engagement in learning is poor.</p>
6	<p>Ensuring High Expectations for Learning Through Delivery of an Ambitious Curriculum:</p> <p>Children's life experiences have been limited due to COVID19. At Biscovey Academy we have planned a curriculum that is ambitious, broad and balanced. As a school, we strive to deliver high-quality teaching across the curriculum. Embedding and refining the curriculum to improve teaching and learning will be a priority.</p> <p>For disadvantage children, we know that enriching experiences are limited and therefore plan to enrich school experiences for disadvantaged children.</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>Attendance:</p> <p>Attendance for disadvantaged pupils will be at least in line with national averages.</p>	<ul style="list-style-type: none"> Over three years there will be an upward trend for attendance of all, including disadvantaged The days lost due to fixed term exclusions will decrease

	<ul style="list-style-type: none"> • Attendance and persistent absence percentages to be in line with national averages • For disadvantaged children's attendance to be at least in line with non-disadvantaged
<p>Attainment in Reading: Disadvantaged pupils outcomes in reading will be at least in line with national averages and broadly in line with all pupils.</p>	<ul style="list-style-type: none"> • Implemented reading strategies to have a positive impact on outcomes for children • Over the next three years, outcomes in reading will be on an upward trend and at least in line with national averages • Disadvantaged children will be achieving in line with non-disadvantaged pupils for reading.
<p>Attainment in Writing: Disadvantaged pupils outcomes in reading will be at least in line with national averages and broadly in line with all pupils</p>	<ul style="list-style-type: none"> • Children's outcomes in writing will improve and data will show outcomes to be at least in line with national averages • Disadvantaged children will be achieving in line with non-disadvantaged pupils for writing • High quality delivery of structured writing lessons will be monitored
<p>Attainment in Mathematics: Disadvantaged pupils outcomes in mathematics will be at least in line with national averages and broadly in line with all pupils.</p>	<ul style="list-style-type: none"> • Through high quality teaching, children's fluency, recall of number facts, problem solving and reasoning will improve • The percentage of children reaching the expected level will be at least in line with national averages • Monitoring will evidence high-quality delivery of maths lessons
<p>Embedding a Trauma Informed Approach and Supporting Children's Social and Emotional Learning: Children will feel safe and secure, this will be reflected in engagement in lessons and outcomes</p>	<ul style="list-style-type: none"> • Identified children will be supported by a TIS practitioner, where appropriate. • The amount of days missed due to fixed term exclusions will decrease • Pupil will feel safe and secure and positive behaviours for learning will be evident through monitoring • Outcomes across the curriculum will improve as a result of children's social and emotional needs being met • Social and emotional learning will support all pupils to self-regulate and be able to develop skills for life.

<p>Ensuring High Expectations for Learning Through Delivery of an Ambitious Curriculum: Children will receive high-quality learning experiences across an ambitious, broad and balanced curriculum</p>	<ul style="list-style-type: none"> • High expectations will be embedded for behaviours and learning, this will be evident in children's outcomes and through monitoring • The ambitious 'Dare to Dream' curriculum will be embedded and will be refined, as needed to allow for continued improvements • As a result, all children, including disadvantaged will receive high quality learning across a broad and balanced curriculum • Children's outcomes across the curriculum will be at least in line with national averages • Disadvantaged children will access wider learning opportunities

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: £ 69662.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving the quality of teaching in mathematics:</p> <ul style="list-style-type: none"> <i>High quality mathematics teaching will allow for all children to participate in lessons and for all children to make progress within lessons.</i> <p>High-quality wave one teaching will be monitored by maths lead. Continuous Professional Development (CPD) will be delivered and tailored to teacher need to support improvement.</p> <p>Model lessons will be shared to improve teaching.</p> <p>There will be support in place from the trust mathematics lead to continue improve outcomes for pupils, providing CPD to the mathematics lead and to teachers.</p> <p>Lessons will follow the White Rose schemes (maths mastery programme) ensuring consistency across the school.</p> <p>SODA (Start of the day) pre-teaching activities will be delivered daily to support children to make good progress in maths.</p> <p>Pre-block assessments are in place to ensure teaching is aimed at children's gaps. End of unit assessment ensures that teaching is targeted.</p> <p>Daily keep up session have been implemented to ensure children are ready to move on.</p>	<p>The EEF states that; "Mastery learning is a cost-effective approach, on average, but is challenging to implement effectively."</p> <p>Therefore, we have taken the time to plan effective implementation and use ongoing monitoring to ensure high-quality delivery of mastery teaching in maths.</p> <p>The EEF goes on to explain that; "There is large variation behind the average impact – mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics."</p> <p>"Mastery learning has been used successfully across the curriculum but particularly for reading, mathematics and science. Effects are higher in mathematics and science (+6 months)." (EEF: 2021)</p> <p>The EEF outlines the recommendation that high-quality teaching should "enable pupils to develop a rich network of mathematical knowledge" and to teach pupils strategies for solving problems in the Improving Mathematic Teaching in Key Stage 1 and Key Stage 2. (EEF:2021)</p>	<p>4</p>
<p><i>Improving the quality of teaching of Reading:</i></p> <ul style="list-style-type: none"> <i>Support all children to develop fluency in reading through the 'Vipers' programme.</i> 	<p>"There are no quick ways to develop reading fluency and most pupils will benefit from being explicitly taught and being encouraged to practise."</p>	<p>2 6</p>

<p><i>Vipers is a 45 minute group shared daily reading session.</i></p> <p><i>In Vipers all books are linked to topic and the reading spine to incorporate the development of a 'love for reading'.</i></p> <p><i>(Those working below age related expectations (ARE) will be supported through the teaching of Read Write Inc's Fresh Start Programme- see targeted support)</i></p> <p><i>Children will be assessed every half term to be monitor progress, plan targeted groups and to target teaching.</i></p> <ul style="list-style-type: none"> • <i>Regular monitoring will take place to monitor the quality of teaching for reading by reading lead.</i> • <i>Accelerated Reader will be effectively used across the school.</i> <p><i>All children will have regular library slots and be able to access books and quizzes at their own level.</i></p> <ul style="list-style-type: none"> • <i>Children will be heard reading in school regularly.</i> <p><i>Targeted reading monitoring sheets will outline children at need of daily, regular or weekly reading.</i></p> <p><i>Reading lead will monitor reading in classes.</i></p> <p><i>Vocabulary will be explicitly taught in a tiered approach to support the development of a wide range of vocabulary.</i></p>	<p>Strategies in school, including AR reader, will support accuracy, automaticity and prosody-leading to fluency for children's reading and supporting comprehension.</p> <p>Reading comprehension can be improved by teaching pupils specific strategies that they can apply both to monitor and overcome barriers to comprehension. (EEF: 2021)</p>	
<p><i>Improving the quality of teaching of Writing:</i></p> <ul style="list-style-type: none"> • <i>High-quality delivery of writing lessons.</i> <p><i>A whole school writing approach has been adopted. This encompasses the use of high-quality texts to support writing outcomes and to immerse children in key texts.</i></p> <p><i>Children will be exposed to fiction, poetry and non-fiction texts.</i></p> <p><i>Meta-cognition strategies are used through the school writing process to support children's learning.</i></p> <p><i>Training will be delivered to support continuous improvement of the teaching of writing.</i></p>	<p>The EEF explains that writing can be thought of as a task made up of five stages: planning, drafting, revising, editing, and publishing. Pupils should be taught each of these components and underlying strategies. (EEF:2021)</p> <p>Talk for Writing combines the five stages and teaches children the composition of writing. Talk for Writing is delivered using metacognition strategies "Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning." (EEF:2021)</p>	3

<p>A reading spine is in place, promoting high-quality texts and supporting the teaching of Writing.</p> <p>Vocabulary will be explicitly taught in a tiered approach to support the development of a wide range of vocabulary.</p>	<p>Studies focussing on metacognition and self-regulation strategies suggest that up to 8 months of progress can be made when strategies are used effectively.(EEF:2021)</p>	
<p>Delivery of Ambitious Curriculum:</p> <ul style="list-style-type: none"> High-quality teaching will be delivered across the school's 'Dare to Dream' curriculum. <p>Across the school the 'Dare to Dream' curriculum will continue to be embedded and refined.</p> <p>Subject leaders will be pro-active in monitoring the delivery of teaching and CPD will be planned to continually improve teaching.</p> <p>Subject leaders will attend subject specific network meetings, feeding back to teaching staff.</p> <p>Outcomes for children across the curriculum will be monitored.</p>	<p>OFSTED state the importance of monitoring how "leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life" (OFSTED:2019).</p>	6
<p>Improving Behaviours for Learning:</p> <ul style="list-style-type: none"> A whole school approach to social and emotional learning will support pupils to be ready to learn. <p>Explicit teaching of social and emotional learning will be delivered to all through assemblies, daily interactions and as part of teaching to allow pupils to develop socially and emotionally.</p> <p>Consistent behaviour management systems and rewards will promote positive behaviours throughout the school.</p> <p>Metacognition strategies will be used as part of high-quality wave one teaching, across the curriculum to enable learners to be aware of how they think and how they learn .</p>	<p>"Paying attention to positive behaviours is an effective strategy for reinforcing skills, and it is relatively easy to build into the everyday classroom environment. This can be supplemented by recognition and rewards related to positive social and emotional behaviour" and "Teaching SEL skills in the context of the wider curriculum is engaging and helps children to apply what they have learnt." (EEF:2021)</p> <p>"Teaching learning behaviours will reduce the need to manage misbehaviour." (EEF:2021)</p>	5 6

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

Budgeted cost: £ 40333

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><i>Trauma Informed Schools:</i></p> <ul style="list-style-type: none"> <i>The TIS approach will be embedded across the school.</i> <p>Children with Adverse Childhood Experience (ACE) scores will receive targeted TIS sessions from a TIS practitioner to support their individual needs.</p> <p>Motional screening will take place to highlight needs of pupils and to support action-planning for individuals.</p>	<p>The EEF supports that “pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.” (EEF:2021). The use of TIS will support pupils with their self-regulation and social and emotional skills enabling them to develop positive behaviours to learning. The impact for behaviour interventions can have an impact of up to +5 months for mathematics and +4 months for literacy or science. (EEF:2021)</p>	5
<p><i>A range of targeted support tutoring will be used to support children throughout the school. Morning maths sessions will be in place before school 3 times a week. After school maths sessions will be in place twice a week. Maths SPAG interventions will take place weekly.</i></p> <p><i>Fresh start:</i></p> <ul style="list-style-type: none"> <i>Targeted support to prevent children falling behind in reading</i> <p><i>Highlighted children will have daily Fresh start sessions, continuing from KS1 teaching of Read Write Inc. Children will be assessed every half term. Reading lead will monitor the delivery of Fresh Start. Following specialist external training and development last year, this year CPD will be ongoing for staff delivering Fresh start by; watching model lessons and through individual support from reading lead where required.</i></p>	<p>Teaching assistant interventions have an impact through providing additional support for pupils that is targeted to their needs.</p> <p>“This approach typically involves a teaching assistant providing additional or intensive support to small groups or individual pupils in a particular area of the curriculum (such as literacy or mathematics), usually in the form of structured interventions. In all studies, teaching assistants received additional training and support to deliver the interventions.”</p> <p>The impact of is typically much higher than deployment in everyday classroom environments. The average months' progress is 5 months. ” (EEF: 2018).</p> <p>Evidence shows disadvantaged children receive similar or slightly greater benefit from phonics interventions and approaches, due to the systematic delivery.</p> <p>“It is possible that 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.” (EEF: 2021)</p>	2

<p>Children accessing Fresh Start will have phonetically decodable reading books sent home.</p> <ul style="list-style-type: none"> Year 6 children will be targeted through a comprehension and SPAG intervention. <p>Impact and delivery of interventions to be monitored.</p> <p>Tutoring will be delivered by both teachers and HLTA's across Reading, writing and maths to close the gap and to support progress for children working below the expected level for their age this will be delivered before and after afterschool.</p>		
<p>Providing opportunities for children to access enriching curriculum activities:</p> <p>Music Lessons through 'Music Nurture' will be provided for some disadvantaged children that have been highlighted as needing additional support.</p> <p>Children will be given the opportunity to learn to play a musical instrument through Rock Steady.</p>	<p>The EEF states that "arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum". Furthermore, up to 3 months progress has been evident in English, mathematics and science. (EEF:2022)</p>	6
<ul style="list-style-type: none"> Children working below ARE in maths will be supported to close the gap. <p>Number sense lessons will be delivered for children in Y3 that need support with fluency and number facts. Y3 staff to be trained in delivering number sense.</p> <p>Number sense times table fluency will be implemented across the school.</p> <p>SATs bootcamp support lessons will be delivered to pupils at risk of not meeting EXS+ in Y6.</p>	<p>In Improving Mathematic Teaching in Key Stage 1 and Key Stage 2 the EEF recommend that structured interventions should be guided by assessment and should motivate pupils. (EEF:2022)</p>	

<p>IDL screening will take place for children working at PKS to highlight any number SEN or dyscalculic tendencies- this will inform interventions.</p> <p>For CPD lesson visits to KS1 will support provision for children working significantly below age related expectations.</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 38802.67

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Improving Parental Engagement:</i></p> <ul style="list-style-type: none"> <i>Engagement in reading at home will continue to be promoted</i> <p><i>Reading rewards in place to encourage engagement include;</i></p> <p><i>Millionaire's club and the Author's club.</i></p> <p><i>Accelerated Reader App is accessible from home.</i></p> <ul style="list-style-type: none"> <i>Maths home learning will be promoted to support progress</i> <p><i>Timetable Rockstars will be promoted and continue to be accessible at home and once weekly for pupils in school.</i></p> <p><i>Additional maths homework will be sent home in Y6.</i></p> <p><i>Sumdog online maths programme will be accessible at home to promote mathematics learning.</i></p> <p><i>Parental maths workshops have been introduced to support parents with maths</i></p>	<p>The EEF explains that "parental engagement has a positive impact on average of 4 months' additional progress" However they outline that It is crucial to consider how to engage with all parents to avoid widening attainment gaps. (EEF:2021)</p> <p>It is crucial to support children's social and emotional development as the EEF state that "evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. (EEF:2021)</p>	<p>2</p>

<p>development – this is fully funded and led by Truro college- this is to remove barriers to learning mathematics and to support parents to develop confidence in maths.</p> <ul style="list-style-type: none"> • Parents and families will be supported emotionally and socially. <p>SPACE programme will run half termly for parents and staff to support emotional regulation awareness.</p> <p>A parent support advisor is in place and works with families and pupils to support them with a range of challenges. There will continue to be a focus on fostering relationships with families to support the well-being of pupils.</p>		
<p><i>Improving Attendance:</i></p> <ul style="list-style-type: none"> • Raising attendance will be a priority <p>Rigorous approaches will be in place to promote and improve attendance and levels of persistent absence.</p> <p>Class teachers will be proactive in meeting with parents to talk about attendance.</p> <p>Aspire Academy Trust's attendance policy will be followed.</p> <p>A member of SLT will be attendance officer.</p> <p>Good attendance will be celebrated.</p> <p>Lateness will be targeted to minimise lost learning for children.</p> <p>An ambitious curriculum will support the improvement of</p>	<p>The DFE states that “the most effective schools consistently promote the benefits of good attendance at school, set high expectations for every pupil, communicate those expectations clearly and consistently to pupils and parents, systematically analyse their data to identify patterns to target their improvement efforts, and work effectively with the local authority and other local partners to overcome barriers to attendance. They also recognise that attendance cannot be seen in isolation and that the foundation to good attendance is a calm, orderly, safe and supportive environment in which all pupils want to attend and can learn and thrive. (DFE:2022)</p>	<p>1 2 3 4</p>

<i>attendance and lowering persistent absences.</i>		
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Total budgeted cost: £ 148797.97

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Activity	Outcome																
Development of 'Dare to Dream' curriculum.	<p>Opportunities for enrichment are thought to have contributed to an increase in attendance and improvement with engagement in learning.</p> <p>The curriculum has been developed and mapped out with subject leaders planning the progression for their subject areas. It allows pupils to build on previous learning in small steps to ensure that they know more and remember more. Over the past year the curriculum has been embedded and adjusted to meet pupil need. This will continue to be an area of focus.</p>																
<p>Reading</p> <p>Continue to develop and embed VIPERS as a whole school reading offer.</p> <p>Fresh Start used as a whole school intervention.</p> <p>Ongoing CPD and monitoring to ensure high quality delivery of fresh start.</p> <p>Accelerated Reader used to promote regular assessment of reading and access of level appropriate texts.</p>	<p>Last year outcomes and the delivery of VIPERS and Fresh start were monitored with focussed support put in place to support continuous improvement.</p> <p>Reading outcomes have improved for all pupils. However, there still needs to be a focus on closing the gap for PP eligible pupils. The end of KS2 data for reading is as follows for last year:</p> <table border="1"> <thead> <tr> <th></th> <th>2021-2022</th> <th>2022-2023</th> <th>National Averages 2022-2023</th> </tr> </thead> <tbody> <tr> <td>Non PP</td> <td>60.5%</td> <td>73.5%</td> <td>Awaiting release</td> </tr> <tr> <td>PP pupils</td> <td>47.2%</td> <td>36.4%</td> <td>Awaiting release</td> </tr> <tr> <td>Whole Cohort</td> <td>54.1%</td> <td>58.5%</td> <td>73%</td> </tr> </tbody> </table>		2021-2022	2022-2023	National Averages 2022-2023	Non PP	60.5%	73.5%	Awaiting release	PP pupils	47.2%	36.4%	Awaiting release	Whole Cohort	54.1%	58.5%	73%
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<p>Writing</p> <p>To develop the delivery of writing lessons.</p> <p>To embed a developed whole school approach to teaching writing and SPaG.</p>	<p>The Talk for Writing approach has been adapted to meet the needs of pupils. This has been developed by teachers and encompasses the key elements of the T4W program. Literacy lead has been proactive in supporting the delivery of T4W and planning focus texts with each year group. This year the delivery of T4W will continue with further CPD provided for staff to continue to develop high-quality teaching.</p> <p>Last years data outcomes show that outcomes for all pupils have increased slightly on the previous year.</p> <table border="1"> <thead> <tr> <th></th> <th>2021-2022</th> <th>2022-2023</th> <th>National Averages 2022-2023</th> </tr> </thead> <tbody> <tr> <td>Non PP</td> <td>84.2%</td> <td>78%</td> <td>Awaiting release</td> </tr> <tr> <td>PP pupils</td> <td>44.4%</td> <td>48.5%</td> <td>Awaiting release</td> </tr> <tr> <td>Whole Cohort</td> <td>64.9%</td> <td>66.3%</td> <td>71%</td> </tr> </tbody> </table>		2021-2022	2022-2023	National Averages 2022-2023	Non PP	84.2%	78%	Awaiting release	PP pupils	44.4%	48.5%	Awaiting release	Whole Cohort	64.9%	66.3%	71%
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Maths	A new mathematics lead was appointed part way through the academic year 2022-2023. The mathematics lead is being																

<p>To introduce Power Maths across the school.</p> <p>To monitor provision and offer CPD to all staff as required.</p> <p>To introduce Number Sense as a whole school intervention- ongoing monitoring to ensure high quality delivery of Number Sense.</p>	<p>supported by the trust maths lead to drive improvement for maths. Last year, the White Rose schemes of learning were re-introduced across the school to support the teaching of maths mastery. There is a clear structure for maths lessons which incorporates opportunity to review previous learning, introduce tiered vocabulary and introduce new concepts in small steps. This year the consistency across the school will be monitored.</p> <p>Number sense has been introduced in Y3 as a continuation from the KS1 program used at the Infant school. The times table fluency sessions have been introduced to support children's fluency in preparation for the multiplication check and to support maths progress.</p> <p>Last years data shows that pupil premium children did not achieve in line with national averages. A focus on maths across the school will be a priority.</p> <table border="1" data-bbox="639 629 1241 949"> <thead> <tr> <th></th> <th>2021-2022</th> <th>2022-2023</th> <th>National Averages 2022-2023</th> </tr> </thead> <tbody> <tr> <td>Non PP</td> <td>71.1%</td> <td>75.5%</td> <td>Awaiting release</td> </tr> <tr> <td>PP pupils</td> <td>47.2%</td> <td>33.3%</td> <td>Awaiting release</td> </tr> <tr> <td>Whole Cohort</td> <td>59.5%</td> <td>58.5%</td> <td>73%</td> </tr> </tbody> </table>		2021-2022	2022-2023	National Averages 2022-2023	Non PP	71.1%	75.5%	Awaiting release	PP pupils	47.2%	33.3%	Awaiting release	Whole Cohort	59.5%	58.5%	73%
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Whole Cohort	59.5%	58.5%	73%														
<p>Purchase of standardised diagnostic assessments (STAR Reader and Maths)</p> <p>Accelerated Reader</p>	<p>The assessments were used to successfully diagnose gaps in learning and support significant progress, particularly in maths with the number of children reaching EXS+ rising from starting points. This year the assessments will be used to continue to supported progress in maths.</p> <p>Accelerated reader has been successfully implemented and this will continue to be used to support comprehension skills.</p>																
<p>To develop a strong staff team who are able to lead and deliver and Trauma Informed approach to school life.</p> <p>All members of staff have received basic T.I.S training.</p> <p>Currently, we have 4 fully trained TIS practitioners, one of whom is a TIS trainer.</p> <p>We also have one member of staff who will train as a mental health practitioner.</p>	<p>TIS practitioners have supported children to access learning and there has been a decrease in exclusions to 3 days. This is a significant improvement on 2021-2022 where there were 34 days of exclusions and 1 permanent exclusion. So far, this year, there have been no exclusions. Timetabled 3 1:1 sessions for identified pupils with fully trained practitioners have supported children's social and emotional learning. All staff have all had CPD and individual TA training around activities. This will continue to be a priority.</p>																
<p>To deliver SPACE program to groups of identified parents (Supporting Parents and Children Emotionally)</p>	<p>The SPACE programme was successfully delivered to selected groups of parents and this was a positive experience for developing relationships with parents. We will continue to use the SPACE program.</p>																
<p>For a member of staff to train as a mental health practitioner, then deliver therapeutic sessions to identified children.</p>	<p>Last year a new mental health practitioner was trained to support mental well-being of pupils and staff and further develop the schools' ethos. This has supported the improvements in exclusion rates and attendance of pupils.</p>																
<p>Attendance</p> <p>For a member of SLT with responsibility for attendance to monitor and oversee attendance, feeding back to the SLT to consider whole school approaches.</p>	<p>Last year we noticed the impact that strategies have had on improving attendance. There was a significant focus on raising attendance across the school with clear and consistent strategies in place. Teachers have worked directly with parents to tackle attendance issues. The aim is to bring attendance inline with national averages. Therefore, outcomes for pupils will improve.</p>																

<p>For weekly attendance meetings to take place between attendance officer and the SLT attendance lead.</p> <p>For monthly attendance meetings to take place between the attendance officer, the SLT attendance lead and the education's welfare officer.</p> <p>To follow the Aspire Academy Trust attendance policy.</p>	Year	BA whole school attendance	National whole school attendance	BA persistent absentees	National persistent absentees															
	2021-2022	91.5%	93.1%	28.8%	22.3%															
	2022-2023	94.15%	93.4%	18.2%	22.3%															
<p>Curriculum enrichment activities and social and emotional learning strategies have supported the improvement in attendance.</p> <p>For disadvantaged pupils:</p>																				
<table border="1"> <tr> <td>Year</td> <td>BA disadvantaged attendance</td> <td>National disadvantaged attendance</td> <td>BA disadvantaged persistent absentees</td> <td>National disadvantaged persistent absentees</td> </tr> <tr> <td>2021-2022</td> <td>89.19%</td> <td>89.6%</td> <td>46.62%</td> <td>35.4%</td> </tr> <tr> <td>2022-2023</td> <td>91.59%</td> <td>89.3%</td> <td>30.77%</td> <td>35.7%</td> </tr> </table>						Year	BA disadvantaged attendance	National disadvantaged attendance	BA disadvantaged persistent absentees	National disadvantaged persistent absentees	2021-2022	89.19%	89.6%	46.62%	35.4%	2022-2023	91.59%	89.3%	30.77%	35.7%
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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
SCARF	Coram Life Education
Music Express	Collins
Fresh Start	Oxford University Press
Trauma Informed Schools	TIS UK
Arena PE	Arena PE
Third Space	

