

Pupil premium strategy statement (Updated Sept 23)

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

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

School overview

| Detail | Data |
|---|-------------------------|
| School name | Boston Pioneers Academy |
| Number of pupils in school | 404 |
| Number of PP Pupils in School | 100 = 24.7% |
| Academic year/years that our current pupil premium strategy plan covers | 2021-24 |
| Date this statement was published | 30.09.21 |
| Initial Review | 20.09.22 |
| 2 nd Review | 15.09.23 |
| Date on which it will be reviewed again | 20.09.24 |
| Statement authorised by | J Bland |
| Pupil premium lead | J Bland |
| Governor / Trustee lead | |

Funding overview (2023-24)

| Detail | Amount |
|---|-----------|
| Pupil premium funding allocation this academic year | £ 145,500 |
| Recovery premium funding allocation this academic year | £ 14,464 |
| 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 | £ 159,964 |

Part A: Pupil premium strategy plan

Statement of intent

Boston Pioneers Academy is committed to spending Pupil Premium funding in order to close the attainment gap for disadvantaged learners. We have a clear rationale that the best place to meet the needs of all pupils is through our quality first classroom offer.

Our aim is to ensure that our pupils are not disadvantaged as a result of their socio-economic context. Nevertheless, when making provision for socially disadvantaged pupils, we recognise that not all pupils who receive FSM will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for FSM. As a result, we will allocate the Pupil Premium funding to support any pupil, or groups of pupils, that the Academy has identified as being socially disadvantaged or in need of additional support.

Initiatives primarily designed to impact on PP children are therefore open to all children who are deemed to have the same need. In addition to direct spending on PP children, much of this spending will also directly or indirectly impact positively across the whole Academy.

When planning Pupil Premium spending the Academy aims to ensure that our provision closely matches the needs of our pupil premium children. These needs are varied and so the school adopts a range of strategies to address these. Regular reviews of impact ensure that provision changes to meet the changing needs of pupil premium children across the Academy.

Interventions across the school are streamlined to those which have been proven to have the most impact, though the main aim is to 'keep up' not 'catch up'. We aim to achieve this for all pupils from when they enter in Reception to when they leave our school, narrowing the attainment gaps between disadvantaged pupils and their non-disadvantaged peers both within school and nationally.

Our goal is for every child to:

- Leave as a lifelong learner, equipped with the life-skills required to confidently explore the rich, diverse world around them. (Be Curious / Be Inspired)
- Be able to communicate effectively in a wide range of contexts (Be Articulate)
- Be able to read fluently and with good understanding to enable them to access the breadth of the curriculum, which in turn will help them make sense of the world around them. (Be knowledgeable)
- Access a wide range of opportunities to develop their knowledge and understanding of the world (Be Excited)

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 first-hand learning experiences
- Provide appropriate pastoral care to support pupils in their emotional and social development.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. (Updated figures Sept. 23)

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | <p>Oral Language and Communication: Oral language skills and communication in Reception and Year 1 (and in other year groups) are lower for some pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years. Oral language skills and breadth of vocabulary continue to be a concern across the school. (38% of PP pupils attained ELG for speaking in 2021-22 & only 37% of all disadvantaged learners across the school (y1-6) attained ARE for their respective year groups for writing & only 44% for reading).</p> <p>July 23 update: Our relentless focus on Oracy has led to 87% (13/15) of our PP entitled pupils in EYFS attaining ELG for speaking at the end of 2022.23. However, this remains a key challenge as only 53% (8/15) were on track upon entry to school</p> |
| 2 | <p>Number Sense: Pupils eligible for PP, in some cohorts, attain less and make less progress than other pupils in maths as their knowledge of place value and the number system impedes their ability to understand mathematical concepts. This is especially evident in KS2. (54% of PP eligible pupils attained ELG for Maths in 2021-22 & only 48% of disadvantaged learners achieved ARE for maths)</p> <p>July 23 update: 11/15 (73%) of our PP entitled learners attained ELG in number at the end of 2022.23. However, this remains a key area as only 20% (3/15) were on track upon entry to EYFS. The main cohorts of focus are Y4-6 for the academic year 2023.24 (All having 53% or less of PP entitled learners attaining ARE at the end of last year in their respective year groups)</p> |
| 3 | <p>English as a Second Language (As of Sept 22): 40 of our 99 pupils entitled to PP funding have English as an additional language. The significant majority of these pupils have parents who have very limited English language. As a result, their only opportunity to acquire and rehearse the English language is at school and therefore this is significant a barrier to their progress, in particular in reading and writing.</p> <p>July 2023 update: 50 of our 100 pupils entitled to PP funding have English as an additional language. (50%)</p> |
| 4 | <p>Attendance: 12 pupils eligible for PP funding are PA children. This has a significant impact on their in-school hours and causes them to fall behind. (Based on 21.22 attendance data).</p> <p>July 2023 update: As of July 23, 21 of our PP entitled learners were also PA.</p> |
| 5 | <p>Emotional Readiness to learn: 40 of those eligible for PP funding, currently have (or historically have had); either social care involvement; been Children in Care / formerly in care; been open to TAC, have been living in a household where there has been DV</p> |

(Operation Encompass received) or are registered as Young Carers. Their emotional readiness for learning can be a barrier to their progress.

July 2023 update:

The number of learners eligible for PP funding who are currently or have historically received additional pastoral care or have had safeguarding involvement (TAC, CIN, CP, CiC, Op Encompass, YC, etc) is now 50.

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>Improved oral language skills for pupils eligible for PP funding, (especially in EYFS & Y1), which will directly impact on their reading and writing abilities moving forwards.</p> | <p>The gap for oral and communication skills between PP and non-PP children has narrowed.</p> <p>At least 82% of pupils eligible for PP achieve ELG for Speaking. (82% = National Average for all pupils)</p> <p>At least 75% of PP eligible pupils in EYFS are on green RWInc band or above by the end of EYFS (Placing them in a strong position to attain ARE by the end of KS1 and beyond). (Word Reading ELG 75% = National Average for all pupils)</p> <p>At least 75% of PP pupils in Y1 meet the required standard in the Phonics Screen. (75% = National Average)</p> <p>At least 87% of PP pupils meet the required standard in the Phonics Screen by the end of Y2. (87% = National Average)</p> <p><i>See ADP for individual year group reading and writing targets.</i></p> |
| <p>Quality first teaching in writing across the school is a key focus in developing the different skills and concepts required to ensure accelerated progress is evident for pupils eligible for PP funding.</p> | <p>Children eligible for PP make accelerated progress in comparison to non-PP children across all year groups in writing.</p> |

| | |
|--|---|
| | At the end of KS1 and KS2, percentages for the expected standard are in line with the National Average for writing (2022: KS1 – 58%, KS2 – 69%) |
| Quality first teaching in maths across the school is a key focus in developing the different skills and concepts required to ensure accelerated progress is evident for pupils eligible for PP funding. | Children eligible for PP make accelerated progress in comparison to non-PP children across all year groups in maths. At the end of KS1 and KS2, percentages for the expected standard are in line with the National Average for mathematics (2022: KS1 - 68%, KS2 - 71%). |
| Implement high quality intervention and therapies across the school in reading, writing and maths so that gaps in learning are narrowed. | Progress and attainment in reading, writing and maths is improved so that by the end of KS2 the gap has been closed for the progress between PP and non-PP children. |
| Higher rates of progress in reading and writing for PP eligible pupils who have EAL. (Particular focus on pupils who join the school other than in EYFS/Y1) | EAL pupils entitled to PP grant make accelerated progress when compared to 'all students' in reading and writing. |
| Attendance percentages have increased for PP and non-PP children to at least 95%. The percentage of children who are persistent absentees has decreased across the school. PA children who are entitled to PP funding, show term-on-term improvement in attendance. | Barriers to PP attendance have been identified and support has been put in place to overcome these. Through close monitoring, and following the School's Attendance Policy, the PP children have a similar attendance rate as all other children (95% and above). Reduction in the number of PA amongst pupils eligible for PP to 10% or less. |
| Support all PP children in being socially and emotionally ready to learn. | Children who are eligible for PP funding have developed their social and emotional skills through focused therapy work and are ready to learn on a daily basis. |

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2023-24)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £14,995.30 (24.7% of costings below - reflective of PP profile of school)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Continued Stage not Age teaching in small groups for Phonics. (RWInc Programme) by appropriately trained adults.</p> <p>RWInc. Training Portal & RWInc Development Days to ensure consistency in delivery.</p> <p>£3006 (Portal access + 3 development days).</p> | <p>'Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. Early literacy approaches evaluated to date led to an average impact of four additional months' progress, with the most effective approaches improving learning by as much as six months'</p> <p>EF findings from improving literacy in KS1 and 2.</p> | 1 |
| <p><i>Bespoke CPD to support teachers in the planning of learning sequences for Literacy (Specific focus: meeting the varying needs of the diverse range of learners within the Academy).</i></p> <p>£2333.20 Christine Whitney bespoke support x 4 days</p> | <p>'Bespoke continuing professional development programmes not only help educators to keep pace with the current standards of others in the sector, but also ensures that school staff and teachers can deliver high-quality teaching and impact positively on pupil outcomes.'</p> <p>National College 'The Importance of CPOD in Schools'</p> <p>-</p> | 1 & 3 |
| <p>Continue to develop staff knowledge, skills and understanding in relation to the development of reading prosody to support comprehension.</p> <p>(PiXL reading prosody training & follow up instructional coaching as monitoring dictates)</p> <p>£2,700 Pixa Membership</p> | <p>"Fluent and expressive reading is inextricably linked to comprehension because prosody helps children build a complete and more accurate picture of what's being conveyed on the page. How we adapt the pace, emphasis, phrasing and intonation of our reading helps communicate the broader and deeper meaning of what we read. Prosodic reading improves a child's comprehension and overall literacy achievement in school.'</p> <p>Raby, 2019.</p> | 1 & 3 |

| | | |
|---|--|----------|
| <p>Further develop teacher knowledge, skills and understanding in relation to QFT for maths via the further embedding of Broadbent Maths sequences to support planning (Spiral curriculum Model)</p> <p>£320.00 (Subscription to Broadbent Maths).</p> | <p>Broadbent Maths teaching sequences provide developmental subject knowledge support for both specialist and non-specialist maths primary teachers.</p> <p>Clear learning objectives and specific expected outcomes are built into this planning package. The medium-term plans provide full coverage and continuity for each year from Reception to Year 6, with a spiral curriculum that provides regular revisiting of maths areas.</p> <p>Integrating problem solving and reasoning into every unit of work provides opportunities for children to explore and investigate practical mathematics, and they will have the chance to develop their problem-solving and communication skills as well as their mathematical reasoning.</p> <p>Each <i>unit plan</i> has the appropriate small steps of progression for that year, but the full progression charts help with those children working below or beyond their age. The charts help to improve deep subject knowledge and assist teachers to differentiate effectively – identifying gaps and where to take each child next and therefore accelerating progress.</p> <p>‘The benefits of a spiral curriculum model are clear:</p> <ul style="list-style-type: none"> • Topics are revisited to consolidate understanding • Topics increase in complexity • New learning is related to previous learning • Learners’ mathematical understanding increase’ <p>(Jerome Bruner)</p> | <p>2</p> |
| <p>Continue to develop and implement Academy ELIP (English Language Immersion Program) for new to English learners who join the Academy other than in EYFS/KS1.</p> <p><i>(Language Lab New to English language learning’ programme delivered by QT).</i></p> <p>£14,500 (1.25 hours daily)</p> | <p>“EAL learners need plenty of exposure to oral language in meaningful contexts and plenty of opportunities to use oral language with their peers as well as with adults...although speaking and listening lessons can be potentially challenging for children learning EAL, when properly planned and scaffolded they provide invaluable opportunities for these learners.”</p> <p>(Learning & Teaching for Bilingual teaching in the primary years, 2006)</p> | <p>3</p> |

| | | |
|---|---|-------|
| (Daily session with EAL Inclusion Lead). | | |
| Provision of an additional teacher in y6 to substantially reduce class sizes for core subject learning (mornings only). Note: Cohort with highest proportion of PP & SEN learners). £37,122 | 'International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations' EEF: Closing the Disadvantaged gap | 2 & 3 |

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

Budgeted cost: £ 99,337.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Continued use of 'Big Talk' Pictures intervention within EYFS to support early language acquisition and communication skills. | 'Trails involving over 6000 children receiving a 10-week block of Talk Boost intervention concluded that: 81% of children reached expected levels in their ability to talk in sentences (compared to 33% before); 2. The number of children working at expected levels in using sentences more than doubled. 3. 85% of children reached expected levels in understanding and using vocabulary.' | 1 |
| Targeted Reading Interventions: 1:1 phonics (RWInc) for those not meeting age-related expectations for phonics (focused on developing decoding and fluency skills). PiXL Reading Therapies Lexia Core 5 intervention TA time to lead interventions: £85,237 | EEF Research into RWInc 1:1 phonics found a positive impact on all pupils of an additional three months progress over the course of an academic year. 'Children eligible for Free School Meals (FSM) who were offered Lexia made, on average, the equivalent of two additional months' progress in reading compared to other children eligible for FSM.' EEF – Lexia Core 5 research | 1 & 3 |

| | | |
|--|---|-------|
| | | |
| <p>Targeted Writing interventions:</p> <p>Provision of fine motor skills interventions.</p> <p>Provision of 1:1 editing sessions.</p> <p>Cost of adults to deliver the above interventions listed above.</p> | <p>EEF Research into small group support indicates, 'overall the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group, the better.'</p> | 1 & 3 |
| <p>Targeted Maths Interventions:</p> <p>Pixl Therapies.</p> <p>Cost of adults to deliver the above interventions listed above.</p> | <p>'Small group tuition has an average impact of four months' additional progress over the course of a year.'</p> <p>EEF Toolkit, Small Group Tuition research.</p> | 2 |
| <p>Easter School Booster Support for Y6 pupils.</p> <p>6 members of staff for 1 week</p> <p>£3600</p> | <p>'Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support', EEF Toolkit, Small Group Tuition research.</p> | 1-3 |
| <p>Employment of an Academic Mentor (Focus Year Group Y5)</p> <p>(£10,500 from PP budget, remainder funded by gvmt.)</p> | <p>'Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support', EEF Toolkit, Small Group Tuition research.</p> | 1-3 |

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

Budgeted cost: £ 44,752.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Continuation of Family Support worker role within the Academy to help identify and address the needs of children and families who | 'We know that social and emotional skills – such as self-awareness, social awareness, relationship skills, emotional regulation and responsible decision-making – play a crucial role in a person's development. Research shows that children with stronger social and | 4 & 5 |

| | | |
|--|---|----------|
| <p>need help to overcome barriers to learning (including attendance).</p> <p>£34,752.00</p> | <p>emotional skills are more likely to graduate from college or university, to succeed in their careers, to have positive work and family relationships, to have good mental and physical health, and to become engaged citizens. They are less likely to get involved in crime or antisocial behaviour.'</p> <p>(Early Intervention Foundation Research)</p> | |
| <p>Provide financial support for the PP entitled pupils via support with provision of uniforms, educational visits and free breakfast club access.</p> <p>£10,000 (£100 per child)</p> | <p>EEF research into impact of breakfast club provision on pupil attainment indicates that this provision 'delivered an average of 2 months' additional progress for pupils'.</p> <p>EEF school uniform research indicates that 'school uniform leads to improvements in pupils' behaviour and that although improved behaviour, on its own, does not necessarily lead to better learning, it is an important precondition'</p> | <p>5</p> |

Total budgeted cost: £ 159,084.30

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 2022 to 2023 academic year.

| EYFS Data: | | |
|--------------------|-------|------|
| | ALL % | PP % |
| Speaking | 71% | 87% |
| Word Reading | 76% | 73% |
| Comprehension | 71% | 87% |
| Writing | 71% | 73% |
| Number | 73% | 73% |
| Numerical Patterns | 69% | 73% |
| GLD | 66% | 67% |

| Phonics Data: | | |
|-----------------------------------|---------------------------------|------|
| | ALL % | PP % |
| Y1 Phonics Screening | 75% (National not yet released) | 76% |
| Y2 Phonics Screening (cumulative) | 88% (National not yet released) | 95% |

| Y2 data: | | |
|-------------------|---------------------------------|------|
| | ALL % | PP % |
| Reading | 58% (National not yet released) | 64% |
| Writing | 44% (National not yet released) | 41% |
| Maths | 65% (National not yet released) | 73% |
| R, W & M Combined | 44% | 41% |

Progress from EYFS:

All pupils:

| Subject | Below Expected | Expected Progress (0) | Above Expected |
|---------|----------------|-----------------------|----------------|
| Reading | 8% | 44% | 48% |
| Writing | 10% | 44% | 42% |
| Maths | 4% | 40% | 56% |

PP entitled pupils:



Y6 data:

| | ALL % | PP % |
|-------------------|--------------------|--------------------|
| Reading | 60% (National 73%) | 63% (National 60%) |
| Writing | 58% (National 71%) | 50% (National 58%) |
| Maths | 60% (National 73%) | 63% (National 59%) |
| R, W & M Combined | 45% (National 59%) | 50% (National 44%) |

**Progress from ks1
All pupils:**



PP entitled pupils:



| Intended outcome | Success criteria | Actual Outcome / Evaluation | |
|------------------|--|---|--|
| A | <p>Improved oral language skills for pupils eligible for PP funding, (especially in EYFS & Y1), which will directly impact on their reading and writing abilities moving forwards.</p> | <p>The gap for oral and communication skills between PP and non-PP children has narrowed.</p> <p>At least 67% of pupils eligible for PP achieve ELG for Speaking.</p> <p>At least 80% of PP eligible pupils in EYFS are on green RWInc band or above by the end of EYFS (Placing them in a strong position to attain ARE by the end of KS1 and beyond).</p> <p>At least 80% of PP pupils in Y1 meet the required standard in the Phonics Screen.</p> <p>At least 90% of PP pupils in year 2 meet the required standard in the Phonics Screen.</p> | <p>87% of pupils eligible for PP achieved ELG for Speaking.</p> <p>73% of PP eligible pupils in EYFS were on green RWInc band or above by the end of EYFS. (7% below target, yet a 71% increase from baseline)</p> <p>76% of PP entitled pupils met the required standard in the y1 phonics screen (5% below target)</p> <p>95% of PP pupils met the required std. in the Phonics Screen by the end of y2. (5% above target)</p> |

| B | <p>Quality first teaching in writing across the school is a key focus in developing the different skills and concepts required to ensure accelerated progress is evident for pupils eligible for PP funding.</p> | <p>Children eligible for PP make accelerated progress in comparison to non-PP children across all year groups in writing.</p> <p>At the end of KS1 and KS2, percentages for the expected standard are in line with the National Average for writing.</p> | <p>Y2 Attainment data:</p> <table border="1" data-bbox="879 331 1267 557"> <tr> <td></td> <td>PP%</td> </tr> <tr> <td>Writing</td> <td>41% (National comparison data not yet released).</td> </tr> </table> <p>Y6 Attainment Data:</p> <table border="1" data-bbox="879 645 1267 808"> <tr> <td></td> <td>PP%</td> </tr> <tr> <td>Writing</td> <td>50% (National Dis. 58%)</td> </tr> </table> | | PP% | Writing | 41% (National comparison data not yet released). | | PP% | Writing | 50% (National Dis. 58%) | | | | | | | | | | |
|---------|--|--|---|---------|----------------------|---------------------|---|-------|------|---------|----------------------------|------|-------|------|------|----|------|------|----|------|------|
| | PP% | | | | | | | | | | | | | | | | | | | | |
| Writing | 41% (National comparison data not yet released). | | | | | | | | | | | | | | | | | | | | |
| | PP% | | | | | | | | | | | | | | | | | | | | |
| Writing | 50% (National Dis. 58%) | | | | | | | | | | | | | | | | | | | | |
| C | <p>Quality first teaching in maths across the school is a key focus in developing the different skills and concepts required to ensure accelerated progress is evident for pupils eligible for PP funding.</p> | <p>Children eligible for PP make accelerated progress in comparison to non-PP children across all year groups in maths.</p> <p>At the end of KS1 and KS2, percentages for the expected standard are in line with the National Average for mathematics.</p> | <p>Y2 Attainment data:</p> <table border="1" data-bbox="879 875 1267 1093"> <tr> <td></td> <td>PP%</td> </tr> <tr> <td>Maths</td> <td>73% (National comparison data not yet released)</td> </tr> </table> <p>Y6 Attainment Data:</p> <table border="1" data-bbox="879 1180 1267 1344"> <tr> <td></td> <td>PP%</td> </tr> <tr> <td>Maths</td> <td>63% (National 59% Dis.)</td> </tr> </table> | | PP% | Maths | 73% (National comparison data not yet released) | | PP% | Maths | 63% (National 59% Dis.) | | | | | | | | | | |
| | PP% | | | | | | | | | | | | | | | | | | | | |
| Maths | 73% (National comparison data not yet released) | | | | | | | | | | | | | | | | | | | | |
| | PP% | | | | | | | | | | | | | | | | | | | | |
| Maths | 63% (National 59% Dis.) | | | | | | | | | | | | | | | | | | | | |
| D | <p>Implement high quality intervention and therapies across the school in reading, writing and maths so that gaps in learning are narrowed.</p> | <p>Progress and attainment in reading, writing and maths is improved so that by the end of KS2 the gap has been closed for the progress between PP and non-PP children.</p> | <p>End of KS2 progress:</p> <table border="1" data-bbox="879 1391 1319 1621"> <thead> <tr> <th></th> <th>Progress KS1-2 (All)</th> <th>Progress KS1-2 (PP)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>0.0</td> <td>-0.4</td> </tr> <tr> <td>Writing</td> <td>0.0</td> <td>-0.6</td> </tr> <tr> <td>Maths</td> <td>0.0</td> <td>-0.4</td> </tr> </tbody> </table> | | Progress KS1-2 (All) | Progress KS1-2 (PP) | Reading | 0.0 | -0.4 | Writing | 0.0 | -0.6 | Maths | 0.0 | -0.4 | | | | | | |
| | Progress KS1-2 (All) | Progress KS1-2 (PP) | | | | | | | | | | | | | | | | | | | |
| Reading | 0.0 | -0.4 | | | | | | | | | | | | | | | | | | | |
| Writing | 0.0 | -0.6 | | | | | | | | | | | | | | | | | | | |
| Maths | 0.0 | -0.4 | | | | | | | | | | | | | | | | | | | |
| E | <p>Higher rates of progress in reading and writing for PP eligible pupils who have EAL. (Particular focus on pupils who join the school other than in EYFS/Y1)</p> | <p>EAL pupils entitled to PP grant make accelerated progress when compared to 'all students' in reading and writing.</p> | <p>Progress Rates for last academic year:</p> <table border="1" data-bbox="879 1794 1267 2078"> <thead> <tr> <th>Reading</th> <th>Progress PP (All)</th> <th>Progress PP (EAL)</th> </tr> </thead> <tbody> <tr> <td>Y2</td> <td>- 0.5</td> <td>-0.7</td> </tr> <tr> <td>Y3</td> <td>+0.2</td> <td>0</td> </tr> <tr> <td>Y4</td> <td>+1.5</td> <td>+2.3</td> </tr> <tr> <td>Y5</td> <td>+1.6</td> <td>+1.6</td> </tr> <tr> <td>Y6</td> <td>+0.1</td> <td>-0.2</td> </tr> </tbody> </table> | Reading | Progress PP (All) | Progress PP (EAL) | Y2 | - 0.5 | -0.7 | Y3 | +0.2 | 0 | Y4 | +1.5 | +2.3 | Y5 | +1.6 | +1.6 | Y6 | +0.1 | -0.2 |
| Reading | Progress PP (All) | Progress PP (EAL) | | | | | | | | | | | | | | | | | | | |
| Y2 | - 0.5 | -0.7 | | | | | | | | | | | | | | | | | | | |
| Y3 | +0.2 | 0 | | | | | | | | | | | | | | | | | | | |
| Y4 | +1.5 | +2.3 | | | | | | | | | | | | | | | | | | | |
| Y5 | +1.6 | +1.6 | | | | | | | | | | | | | | | | | | | |
| Y6 | +0.1 | -0.2 | | | | | | | | | | | | | | | | | | | |

| | | | Writing | Progress PP (All) | Progress PP (EAL) |
|---|---|---|--|-------------------|-------------------|
| | | | Y2 | +0.1 | -0.1 |
| | | | Y3 | -0.5 | -0.3 |
| | | | Y4 | +0.9 | +1.5 |
| | | | Y5 | +0.9 | +0.9 |
| | | | Y6 | -0.3 | -0.5 |
| F | <p>Attendance percentages have increased for PP and non-PP children to at least 95%.</p> <p>The percentage of children who are persistent absentees has decreased across the school. PA children who are entitled to PP funding, show term-on-term improvement in attendance.</p> | <p>Barriers to PP attendance have been identified and support has been put in place to overcome these.</p> <p>Through close monitoring, and following the School's Attendance Policy, the PP children have a similar attendance rate as all other children (95% and above). Reduction in the number of PA amongst pupils eligible for PP to 5% or less.</p> | <p>PP attendance is above that of 'all pupils', yet remains below the 95% target.</p> <p>At the end of the academic year 2022.23, there were 20 DA pupils who were PA, of which 8 were supported via TAC/CIN/CP to improve attendance.</p> | | |
| G | <p>Support all PP children in being socially and emotionally ready to learn.</p> | <p>Children who are eligible for PP funding have developed their social and emotional skills through focused therapy work and are ready to learn on a daily basis.</p> | <p>37 children who are eligible for PP funding and/or their families have accessed support from the Inclusion / Safeguarding Team or the Family Support Worker over the last 12 months.</p> | | |

Spending Review:

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 5758.40 (24.4% of costings below - reflective of PP profile of school)

Actual cost: £5385.93 (24.4% of actual costings below)

| Activity | Budgeted Cost | Actual Cost |
|--|--|-------------|
| Continued Stage not Age teaching in small groups for Phonics. (RWInc Programme) by appropriately trained adults. | £4,830 (Portal access + 3 development days). | £2062.50 |
| RWInc. Training Portal & RWInc Development Days to ensure consistency in delivery. | | |
| Implement Talk for Writing strategies across the curriculum. | £6,000 | £3959 |

| | | |
|---|------------------------------|---------|
| | (Silver Package) | |
| Continue to develop staff knowledge, skills and understanding in relation to the development of reading prosody to support comprehension. (PiXL reading prosody training & follow up instructional coaching as monitoring dictates) | £2,700 Pixl Membership | £2700 |
| Further develop teacher knowledge, skills and understanding in relation to QFT for maths via the adoption of Broadbent sequences to support planning (Spiral curriculum Model) | £320.00 | £320 |
| Continue to develop and implement Academy ELP (English Language Immersion Program) language program for new to English learners who join the Academy other than in EYFS/KS1. (Language Lab New to English language learning' programme delivered by QT). | £9,750 | £13,032 |

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

Budgeted cost: £95,009 (24.4% of budgeted educational support staff costs – Reflective of PP profile of school), plus additional costings outlined below = £109, 526.40

Actual Cost: £121,198.00

| Activity | Budgeted Cost | Actual Cost |
|---|---|--|
| Continued use of 'Talk Boost' intervention within EYFS to support early language acquisition and communication skills. | | £5534.00 (All) |
| Targeted Reading Interventions: 1:1 phonics (RWInc) for those not meeting age-related expectations for phonics (focused on developing decoding and fluency skills). Lexi Core 5 intervention. (Y5 & Y6 plus Bottom 25% in KS2) PiXL Reading Therapies | Lexia costs: £2,989.20 = £717.40 (Proportionate to PP profile) Cost of Adults to Deliver Interventions. | £717.40 (24.4% of the Lexia costs of £2989.20) £103,207.72 (24.4% of the TA costs of £417,841) |

| | | |
|---|--|-----------------------|
| Herts for Reading Prosody intervention. (Y5/6) | | |
| Targeted Writing interventions: Implementation of Pixl Suite of therapies. | Cost of adults to deliver the interventions covered above. | See above |
| Targeted Maths Interventions: Implementation of Pixl Suite of Therapies. Numbers Counts intervention (Wave 3) | Cost of adults to deliver the interventions covered above. | See above |
| Easter School Booster Support for Y6 pupils. 6 members of staff for 1 week | £3600 | £2880.00 (Total cost) |
| Employment of an Academic Mentor (Focus Year Group Y5) | £10,200 (40% of salary) | £8859.00 (Total cost) |

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

Budgeted cost: £ 20,364.00

Actual cost £8,596.11

| Activity | Budgeted Cost | Actual Cost |
|--|---|---|
| Evidence-based interventions lead by Early Help and Wellbeing Support Worker (Friends Resilience programme, Lego Therapy, etc) to address emotional resilience & low-level mental health concerns. | 24.3% of Inclusion Team costs (proportionate to PP profile of Academy) £6336 | £9176 (24.3% of) = = £2229.76 |
| Support from Trust Attendance Team (Education Welfare Officer) to provide targeted support to assist PA families in attending school more frequently. | (Covered by above cost as part of inclusion team). | £10,946 (24.3% of) = £2670.82 & Managing School Attendance Training £100 |

| | | |
|---|---|---|
| Provide financial support for the PP entitled pupils via support with provision of uniforms, educational visits and breakfast club access. | £9,900 (£100 per child) | £860.00 Uniform £545.00 Hilltop |
| Establishment of Family Support worker role within the Academy to help identify and address the needs of children and families who need help to overcome barriers to learning (including attendance). | 24.3% of Family Support Worker costs (proportionate to PP profile of Academy) £4,128 (Term-time only, part time – 4.5 hours daily) | £8,274 (24.3% of) = £2018.85 & Lego Therapy Training £171.68 |

| Detail | Amount |
|---|-------------|
| Pupil premium funding allocation 22-23 | £ 120,495 |
| Recovery premium funding allocation 22-23 | £ 14,645 |
| Total budget for 22-23 | £ 135.140 |
| Actual expenditure 22-23 | £135,180.04 |
| Carry forward into 23-24 | £0 |

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 |
|--------------------------------------|-------------------------|
| Lexi Core5 | Lexia Learning |
| Talk Boost | Speech & Language UK |
| Read, Write, Inc. Fast-Track Tuition | Oxford University Press |
| Pixl Therapies | PiXL |