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Pupil Premium Strategy Statement

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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.

Academy overview

Detail	Data
Academy name	Co-op Academy Woodslee
Number of pupils in academy	241
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	1.10.2021
Date on which it will be reviewed	30.09.2022
Statement authorised by	AGC Co op Academy Woodslee
Pupil premium lead	Susannah McShane
Governor / Trustee lead	Mark Williams/

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 90,000.00 (budget)
Recovery premium funding allocation this academic year	£ 9,860.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ Nil
Total budget for this academic year	£ 99,860.00

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year

Part A: Pupil premium strategy plan Statement of intent

Statement of intent

It is our intent to deliberately assign the Pupil Premium funding to provide first rate quality teaching across our academy through specific CPD. The Pupil Premium sits at the heart of a whole academy effort, with all staff at Woodslee understanding the strategy and their role within it prioritising the achievement of our children from disadvantaged backgrounds.

All of our disadvantaged pupils live in areas identified as the [second most deprived](#) in the UK with [high levels of unemployment](#) and [47% of crime](#) in the area recorded as violent crime and anti-social behaviour.

Objectives:

We intend to improve the outcomes of pupils from disadvantaged backgrounds in:
academia;
social, moral and emotional development;
school attendance;

1. All disadvantaged pupils to reach national expectations in reading, writing and maths; in social, emotional, moral and mental health development; in language acquisition
2. All disadvantaged pupils are 'ready' for Key Stage 3 socially, morally and emotionally.
3. Academically able pupils from disadvantaged backgrounds perform well and receive just as much focus and opportunity as less academically able pupils.
4. Professional development, training and support for teaching staff is consistent, appropriate and effective.
5. Targeted support for pupils who are working below national expectations is appropriate and effective.
6. All disadvantaged pupils meet and exceed the National attendance target
7. All disadvantaged pupils are prioritised and a series of non-negotiables are consistently applied across the academy.

Ultimately, as a result of the sharp and rigorous focus on the impact of the Pupil Premium, our disadvantaged pupils leave Woodslee with aspirations beyond their circumstance and the foundation in their primary education from Co op Academy

Woodslee secures that every disadvantaged pupil's aspiration is within their reach when moving into Key Stage 3. Our 'Mighty Oaks' become happy, healthy, empowered young people who participate and contribute to society positively. We know that the Premium alone will not close the gap, but, if the strategy is executed meaningfully, the focus it provides will improve teaching and improve outcomes for our children.

In order for every Pupil Premium child to receive excellent teaching, the teachers need to have a comprehensive understanding of the intended job and purpose of the Premium, to know the specific areas where the Premium is spent and the expected impact it will have when implemented meaningfully and with purpose. This plan outlines this.

This plan reflects the socio-economic and academic barriers that we have within our Woodslee family however some of these barriers are more prevalent as a result of lockdown and pupil's current lack of ability to retain previously learnt knowledge in basic skills.

Our new strategy will be embedded within the whole school ethos.

The key principles of our strategy plan:

1. Feedback is a gift
Improve teaching by improving the [quality of the feedback](#) our disadvantaged children engage in. [Evidence](#) informs us that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. The impact of improving feedback both written and oral to learners is + 6 months and shows high effects on learning.
2. It ain't what you do, it's the way that you do it
Professional Development is the bedrock of [High-quality teaching](#). Creating opportunities for additional time and space for teachers to prioritise continuing professional development is crucial for disadvantaged children at Woodslee, especially in Reading, Writing and Maths. Reflection and self evaluation are core principles for teachers to live by in assessing the quality of provision for our pupil premium pupils.
3. If it's not written down, it didn't happen
Care and commitment using evidence based research to inform decision making on the intended spend of the Premium is key to the strategy being successfully implemented. Robust and rigorous monitoring, regular review points each term and feedback will ensure that EVERY child from a disadvantaged background at Co op Academy Woodslee will make progress academically or socially, emotionally and morally as a result of targeted and focussed expenditure.

Challenges

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

All challenges have been identified through the gathering of evidence from: Assessments, learning walks, pupil office sessions, staff and parent feedback.

Challenge number	Detail of challenge
1	<p>Attendance – low attendance means less exposure to teaching and can often result in a higher risk of children falling behind in their learning, making below expected progress</p> <p>22.5% of disadvantaged pupils have been ‘persistently absent’ during Autumn Term. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress and particularly impacts upon the social and emotional education of the pupil.</p>
2	<p>Social & Emotional needs – in light of current Coronavirus and Lockdown restrictions, limitations and long waiting lists in public health services such as CAHMS, Speech and Language and Healthcare we have observed have a detrimental impact on pupils’ mental wellbeing, their holistic development and this has resulted in slow gains (progress and attainment) within the classroom and socially and emotionally.</p> <p>Teacher referrals for support have markedly increased during the pan-demic. 38 pupils (of whom are disadvantaged) currently require additional support with social and emotional needs, with 20 (17 of whom are disadvantaged) receiving small group interventions.</p>
3	<p>Gaps in learning - can result in pupils not meeting age related expectations in reading, writing and maths at the end of Key Stage.</p> <p>Outcomes in Summer Term 2 assessments, both Teacher assessments and from NTS tests tell us that gaps in learning in vocabulary, grammar, basic maths concepts and number knowledge impact upon our disadvantaged pupils’ ability to ‘catch up.’</p>
4	<p>Language, in some cases, limited vocabulary and language skills can impact upon learning.</p> <p>Learning walks and learning outcomes have shown us that our children are coming into school with less vocabulary than usual. This has impacted on our younger children being unable to communicate their feelings, their understanding and as a result their ability to self-regulate is impaired. In older year groups, due to the lack of opportunities for daily reading, children’s writing and reading has been affected by their lack of opportunities to engage with vocabulary beyond their home experiences.</p>
5	<p>Enrichment and Experiences – pupils should be provided with additional enrichment opportunities, Coronavirus has impeded the opportunity for children to have real life clubs, visits to places of interest and meaning and have missed opportunities to develop skills.</p> <p>Pupil Voice panels and behaviour learning walks tell us that all pupils have not been able to visit local places of interest or participate in group activities. This impacts on their socialising skills, their knowledge of the wider world and the cultural heritage that our area</p>

has to offer. Lockdown has impeded our children's opportunities to develop their self awareness and their understanding of society, tolerance and equality and diversity.

6

Consolidation of Learning - some pupils may not engage positively with homework/home learning and do not reinforce prior learning nor build upon knowledge gained with the classroom environment. Some parents responded in questionnaires that they could not always and some shared that bad habits had set in where older children became so conditioned by the medium of school led remote learning that children felt disconnected by the learning content. Parents of younger children said that they could not support their children fully in their learning as they had to work too.

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>Targeted support for pupils who are working below national expectations is appropriate and effective.</p>	<p>SEND and Pupil Premium Reviews reflect that interventions are robust, monitored effectively and are effective.</p> <p>Pupil Progress Meetings reflect that the needs of PP children have been identified and that progress is being made with the Premium funding by class teachers.</p> <p>Class teachers report the impact of the premium expenditure on their own CPD.</p>
<p>All disadvantaged pupils make accelerated academic progress based on a thorough and robust needs assessment by class teachers and SLT.</p>	<p>The % of PP pupils in the following areas meets National Expectations. (2019)</p> <p>Reading: 73%</p> <p>Writing: 68%</p> <p>Maths: 67%</p> <p>Combined: 51%</p> <p>Higher Standard or Greater Depth RWM Combined at 5%+</p> <p>All disadvantaged pupils, excluding SEND where appropriate, leave Reception with a GLD or there is accelerated progress from the Reception Baseline evidenced through attainment and progress in the ELGs.</p> <p>All disadvantaged Key Stage 1 Pupils excluding SEND where appropriate, are on track to achieve their end of Key stage 2 target in Reading, Writing and Maths, combined and singularly.</p>
<p>All disadvantaged pupils are 'ready' for Key Stage 3 socially, morally and emotionally.</p>	<p>Transition documentation reflects that there has been an impact of targeted emotional intervention e.g. ELSA, Forest Schools, Young Tritons, Mini Mermaids.</p> <p>Secondary School readiness RAG chart reflects that 90% of Y6 pupils are 'ready.'</p>

<p>Academically able pupils from disadvantaged backgrounds perform well and receive just as much focus and opportunity as less academically able pupils.</p>	<p>Parent and child evaluations identify the impact of the premium.</p> <p>5% +of PP pupils achieve a greater depth in RWM combined.</p> <p>Learning walks identify that Pupil Premium children are given extra as part of learning or from book looks.</p>
<p>Professional development, training and support for teaching staff is consistent, appropriate and effective.</p>	<p>Staff evaluations identify progress from the baseline.</p> <p>National College logs identify that training has been specific.</p> <p>Learning walks identify that training has been implemented and where there has been progress made.</p>
<p>Pupil Premium families have been given tools to support and develop their own parenting offer through our Family Partnership offer.</p>	<p>Entry and Exit data and evaluations identify that children and parents have learnt something e.g. a new approach to managing their own feelings or responding to events.</p> <p>Parents can report that they can offer their children more stimulating experiences indoors and outdoors to develop skills in resilience for the child and parent and to develop language.</p>
<p>All disadvantaged pupils attend school every day, attend extra curricular clubs and have roles of responsibility in school.</p>	<p>All disadvantaged pupils have attendance BIL with National: FSM data 2019: overall absence rate of 7.5%, compared to 4.2% for non-FSM pupils.</p> <p>The Attendance data for disadvantaged pupils who are 'Red or Amber' on our in-house tracking system improves each term.</p> <p>School tracking system analysis.</p>

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	£ 49,930 (50%)
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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A strong CPD offer for teachers with additional time (in addition to PPA) is in place.</p> <p>Most teachers at Woodslee are in the 21-35 age bracket and were RQTs during lockdown. .</p>	<p>Teachers Continuing Professional Development</p> <p>Evidence tells us that quality CPD has a greater impact on Pupil attainment than other interventions.</p> <p>CPD programmes have the potential to close the gap between beginner and more experienced teachers: the impact of CPD on pupil outcomes (effect size 0.09) compares to the impact of having a teacher with ten years' experience rather than a new graduate (0.11). CPD also has similar attainment effects to those generated by large, structural reforms to the school system (0.1).</p> <p>https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</p>	3,4,6
<p>Improving Literacy in Key Stage Two</p>	<p>Our children have missed out on vital building blocks for Literacy due to Lockdown. Evidence tells us the importance and impact of consolidating their literacy skills, building their vocabulary and developing their fluency</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	3,4,6
<p>Maths in EYFS and KS1</p>	<p>Evidence tells us that equipping our children with basic number knowledge, basic maths concepts and understanding of numbers is key and</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	3,6
	<p>Evidence tells us that quality maths teaching in Key Stage 2 can affect the life</p>	3,6

Maths in Key Stage 2 and 3	<p>long learner: https://www.pnas.org/content/118/24/e2013155118</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	
Improve Teacher Feedback	<p>Evidence tells us that teacher feedback is crucial in order for the learner to make progress. http://www.columbia.edu/~mvp19/ETF/Feedback.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback-marking</p>	3,4,6
EYFS Communication and Language approaches	<p>Speech, language, and communication are critical areas of development for children. They support many other aspects of development, including cognitive, social, and literacy development. More than 50% of Woodslee children entering reception have language levels below what is expected for their age. Since the beginning of the COVID-19 pandemic, this statistic has worsened as language development has regressed for many children, leaving them behind their peers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	4

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

Budgeted cost	£ 24965 (25%)
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Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant Led Interventions and CPD	<p>Research tells us that if you want to get the best out of your pupils then schools need specialist help. TAs can only become specialists if they receive specific and effective CPD.</p>	3, 6

	<p>https://thirdspacelearning.com/blog/how-the-best-schools-use-teaching-assistants-effectively/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	
IDL for reading and writing	<p>Research across 40 years shows that a multisensory independent learning programme approach improves children's reading and spelling, especially those who are dyslexic.</p> <p>https://www.idlsgroup.com/case-studies/the-effectiveness-of-idl-literacy-a-summary-of-research#:~:text=This%20study%20included%20around%201%2C200,hours%20on%20the%20IDL%20programme.</p>	3,6
Dynamo Maths	<p>Case studies and evidence of the Dynamo Maths approach tell us that this approach has an impact and improves outcomes for SEN pupils. We have 8/14 children in our current Y3 who are SEND and PP.</p> <p>https://dynamomaths.co.uk/wp-content/uploads/2017/01/CaseStudy-WorcestershireSchools.pdf</p> <p>https://dynamomaths.co.uk/wp-content/uploads/2017/01/PresentationWCESUniversityofOxford-EvidenceofSupport-Release.pdf</p>	3,6
Teacher led tutoring	<p>Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-to-one tuition may make, on average, 5 months additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1031705/School-Led_Tutoring_Guidance.pdf</p>	6,3,4

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

Budgeted cost	£24965 (25%)
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Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA	<p>Intervention for the development of Social and Emotional learning may be particularly beneficial for children from poorer backgrounds as research shows they tend to exhibit worse emotional health and lower self-control than wealthier peers, a gap evident by age three.</p> <p>https://epi.org.uk/publications-and-research/social-and-emotional-learning/</p> <p>https://www.elsanetwork.org/wp-content/uploads/2017/11/Impact-of-ELSA-on-Children-in-Care-Spring-2018.pdf</p>	2
Mini Bus	<p>REsearch tells us that it is vital that children attend school, particularly to recover the losses that the implication of the pandemic caused.</p> <p>https://srcd.onlinelibrary.wiley.com/doi/full/10.1111/cdev.13658</p> <p>Attendance internal data- impact of school mini bus Academic Year 2020-21:</p> <p>Fs1-Y6 12.95% PA went down to 6.22% (32 children to 16 children)</p> <p>FS2→ Y6 24 10.57% by Summer 2 it was 5.7%</p> <p>Y1-Y6 10.82 (21) went down to 12 6.15%</p>	1
Forest Schools	<p>https://www.highspeedtraining.co.uk/hub/what-is-a-forest-school/</p>	1, 2, 4
Drawing and Talking Therapy	<p>https://www.primarytimes.co.uk/news/2016/09/drawing-and-talking-helps-teachers-tackle-children-s-mental-health-issues</p>	2
Counselling (Kids.calm)	<p>https://www.place2be.org.uk/media/8d89618b4b1a3c4/place2be-2019-service-report.pdf</p>	2

Total budgeted cost

Total budgeted cost	£ 99860
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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.

Pupil premium strategy outcomes

Add your pupil premium strategy outcomes here.

Pupils' outcomes for 2021 (school's internal data):

EYFS GLD 36% (PP 20%)

SEND= Special Educational Needs and Disability

BME= Black and Minority Ethnic

EAL= English used as an additional Language

GLD= Good Level of Development

RWI= Read Write Inc

Areas of strength:

BME pupils are outperforming non BME pupils for GLD, BME at 33.3% and non BME at 20%.

Disadvantaged pupils are closest to their non disadvantaged peers in making relationships which reflects the impetus in the Foundation Stage on Personal, Social and Emotional development, the gap is 2.2%.

Boys who are on track in reading (52.6%) is higher than girls (42.9%), girls writing is higher and this is reflected in Moving and Handling with girls at 42.9%

Areas that Require improvement:

The gap between Disadvantaged and Non disadvantaged must be reduced, the lowest points for disadvantaged pupils is in writing and Shape, Space and Measure and Moving and Handling. Limited opportunities for children from disadvantaged backgrounds

Lowest points that require urgent response for the whole class: Moving and Handling (33.3%), Writing (30%) and Speaking (33.3%)

Y1 PSC 70% (PP 29%)

There are significant issues with phonics and PP boys in Year 1. The original forecast was for 44% of PP children to have met the phonics screening check threshold at the end of Summer Term 2 2021 based on Autumn Term 1. Lockdown 1 really affected this cohort as pupils engaged virtually but had the challenge of not being able to apply learning as they normally would have had they been in school as per the RWI daily sessions. Presently we are on track for 55% with 1 more child achieving the standard at the end of the Summer Term if we continue with the support we have in place around phonics, RWI lessons and the support for the lowest 20%.

Y2 PSC 82% (PP 64%)

2/14 PP children were not accessing a mainstream Y2 class full time . In a similar picture to Year 1, Year 1 and Year 2 have mixed groups for phonics and are grouped by their sets, smaller groups in individual sets e.g. Set 1 sounds would help the teacher to pitch and meet the

needs accurately however this cannot happen at present due to restrictions. The children who did not meet the check threshold for the second year running receive daily intervention as part of the Covid Catch up expenditure.

Phonics data based on most recent RWI assessments: 2021: includes one new pupil

Pupils with no SEND needs	25 (75.76%)	(23/25) 92%
All pupils	33	(25/33) 83%

8/14 pp pupils in Y2 are SEND.

Phil Pearce, Shaheen Myers and Jack Sowter observed phonics teaching on Monday 7 June at Co op Academy Woodslee after Susannah McShane visited Co op Academy Nightingale in Leeds. Co op Academy Nightingale is where Karine Hendley (Ofsted inspector as part of the review team) identified the best phonics teaching she had ever seen in her inspection journey as a HMI. Areas to improve are: allowing for staff to give longer pauses and not jumping in with the 'special friend' before the children. Set and establish higher expectations for children in phonics teaching once modelling has been completed. Once bubbles are merged (still in place due to increased transmission rate of Delta Variant) then sets 1,2 and 3 do not need to be together and we can pitch accurately. Tightening up of consistent teaching- already observed by HT and phonics team from Trust as there has been progress in the teaching of phrases, routine and RWI learning behaviours made since the review.

KS1

R 61% (PP 36%) GD 15% (PP 14%)

W 36% (PP 29%) GD 0% (PP 0%)

M 61% (PP 43%) GD 0% (PP 0%)

C 36.36% (PP 21%) GD 0% (PP 0%)

Areas of strength:

Strong attainment picture for PP girls in Reading, Writing, Maths singularly and combined. Strongest progress in Maths for all pupils which is evident from outcomes in Spring end of term testing and books.

The gap between disadvantaged and non disadvantaged is narrowest in Maths.

Strong picture of Maths for girls with 43.3% at ARE.

Areas that Require improvement:

Combined ARE at 36.36%, Writing is the weakest area for this cohort with (42.42% at ARE), followed by Reading (57.58% at ARE). We have observed progress in writing in books using Pathways to Write; however this framework for teaching has not had enough time to have the desired impact.

Boys reading, writing and maths singularly are significantly lower than girls, when we remove the 2 included in the data who do not access a mainstream Year 2 classroom, the difference is still not significantly an improvement as there are 8/10 boys who have not attained in RWM combined and made the necessary progress. This is largely due to being SEND and their

participation with lockdown 3 and virtual teaching. 5/10 boys are at ARE in Maths, 1/10 in writing and 4/10 in reading.

The greatest difference between disadvantaged and non disadvantaged pupils is in reading 45% difference.

KS2

R 82% (PP 80%) GD 23% (PP 27%)

W 74% (PP 67%) GD 15% (PP 0%)

M 74% (PP 67%) GD 13% (PP 0%)

C 60.53% (PP 57.14) GD 5.26% (PP 0%)

Areas of strength:

Boys in this cohort have outperformed girls in Reading, Writing, Maths singularly and combined. RWM Combined has a 12% difference between boys and girls, this is different to the National picture as girls were performing strongest. Higher attainment from boys can be attributed to the higher attendance levels from the boys in this cohort and the focus on boys writing at the beginning of the year. The greatest difference between boys and girls (26%) is in reading and maths is a close second (25%). This is largely due to three girls being Persistent Absentees.

SEND pupils in Year 6 National RWM combined was 22%, Woodslee SEND pupils who achieved ARE in RWM combined was 18.75%.

Remote learning registers indicate good attendance from pupils, mainly boys, during Lockdown 3. Additional tasks set via Seesaw were completed and this is the age group that found remote learning not as tricky as others across the school who relied on adult support within the home.

73% of Pupil Premium pupils achieved ARE in reading.

Areas that Require improvement:

The gap for disadvantaged pupils in writing is the greatest with a difference of 9%, then Maths the difference is 6% and reading 1%.

0% of disadvantaged pupils in reading and writing achieved a Greater Depth, 7.14% (1/14) achieved a Greater depth in Maths.

RWM combined Greater Depth 2/38 pupils- 5.26%- forecast had been 11%.

Girls RWM is lower than the boys. Girls' writing and Maths

2 boys at GD in RWM combined and 0 girls.

Grammar is significantly below- Pupil Progress meetings identified that children were forgetting basic skills identifying that the learning of these across Key Stage Two was not 'sticky' enough. Occasional lack of CL for proper nouns; 'god', egypt

Occasional slip of apostrophes used in plurals(Do Hindu's believe in reincarnation?; Judaism prayers are shorter).

History:

Occasional slips of capitals for common nouns and lower case for proper nouns.

Some unnecessary apostrophes and missing apostrophes.

Slip in tense- ' I seen'.

Slips in pluralisation rules (familys).

Division, fractions, ratio, proportion and algebra.

Attendance Data:

Academic Year 2020-21:

Fs1-Y6 12.95% Autumn Term PA went down to 6.22% Summer Term (32 children to 16 children)

FS2→ Y6 24 Autumn Term 10.57% by Summer 2 it was 5.7%

Y1-Y6 Autumn Term 10.82% (21) went down to 12 6.15% Summer Term 2

The whole school attendance percentage (F2-Y6) met the National target of 95% in Spring 2. There have been issues in attendance for four PP pupils in Foundation Stage 1 (3 persistently absent and 1 Covid related) however since the intervention of the attendance team we have observed an increase over Summer term one. Through a whole team approach, parents are actively informing the office about their child's absence and will follow this up by providing evidence. Parents are aware that absences will only be authorised when medical evidence is provided.

PP Children who are identified as 'at risk or persistently absent' are regularly tracked and a whole team approach is used. Early help support is being offered by the Family Partnership Worker and the Early Help Champion to the identified families; informal TAFs are in place to monitor individual cases. In particular cases, we have seen almost a 10% increase in the attendance from Spring term two to Summer term one. Teachers are conducting back to school interviews with children and any discrepancies that are identified are discussed with parents by the attendance team. The attendance team discusses individual cases regularly in the fortnightly meetings that take place. Escalations for individual cases have commenced and the Locality Attendance Officer is aware of particular cases.

A high percentage of our absences are still being reported as COVID related. We have recently had multiple confirmed positive cases within the Year 4 cohort and as a result the Year 4 bubble has been closed. All three PP children in Year 4 have experienced absence which is COVID related.

Externally provided programmes

Programme	Provider
IDL Interdisciplinary Learning for Reading and Writing	IDL https://idlsgroup.com/about-idl
Dynamo Maths- Dyscalculia	https://dynamomaths.co.uk/
Drawing and Talking Therapy	https://cpduk.co.uk/providers/drawing-and-talking-ltd
ELSA	https://www.elsanetwork.org/about/ The ELSA network

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year? Total: £620= £310 pp	2 Service children attended the academy in Academic Year 2020-21 Child A: Y6 child Specific Learning Difficulty Attended a Residential trip, was issued with a chromebook and learning materials. IDL Child B: Y2 child Speech and Language difficulty identified in 2019 Attended three Speech and Language sessions following a speech and language assessment, resources for home and school purchased to support with recommendations from SALT report.
What was the impact of that spending on service pupil premium eligible pupils?	Child A: Summer Term report 2021 Reading: Child A's reading has improved this year, she is able to read with an adult and is building her confidence when reading daily to the class. She can understand the difference between fiction

and nonfiction texts and when reading 1:1, she can discuss previous themes in a text and predict what she thinks will happen next.

Writing:

Child A's writing has developed a lot over the past year. She has been able to write in a variety of different genres and with support, can include some of the grammatical features she has been taught over the past year. I have been impressed with use of adjectives to make her writing more interesting.

Dynamo maths progress: 80% in NTS test

IDL Progress: Reading +6 months

Spelling: 1 year and 4 months

Child B Summer Term report 2021

Child B can confidently add and subtract using efficient written methods and has shown good understanding of inverse relationships. He can recall all of his 2, 5 and 10 times tables and is beginning to apply his skills to solve problems. B has a good understanding of money and can find various combinations of coins to find totals. He can identify 2D shapes and describe their properties using the correct mathematical vocabulary.

Reading:

B reads a variety of age-appropriate books with increasing speed and without undue hesitation. He can read most common exception words and is able to segment unfamiliar words accurately. B shows a good understanding of the texts he reads and is able to answer questions and make predictions.

Writing:

B writes effectively for different purposes by taking his time to think about the structure and flow of his writing. He uses a range of punctuation correctly, including apostrophes for contractions and commas for lists. B can spell accurately using his phonic knowledge and can spell many tricky words. He can use conjunctions in his writing and some adverbs.

NTS Testing

Reading
Working at age related expectations
99/130

Writing
Working at age related expectations

Phonics
Working at age related expectations
37/40

Maths
Working at age related expectations
108/130

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Use this space to provide any further information about your pupil premium strategy.

For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Further information