

Hillocks Primary Academy

Pupil Premium Strategy Statement

2024-25

Executive Principal	Gareth Letton
Principal	Claire Gledhill
Chair of Governors	Susan Beasley

Pupil premium strategy statement

This statement details our school's use of pupil 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	Hillocks Primary Academy
Number of pupils in school	289
Proportion (%) of pupil premium eligible pupils	2022-23 - 45.8% 2023-24 – 52% 2024-25 – 48.1%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024 - 2027
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Claire Gledhill Principal
Pupil premium lead	David Britton Pupil Premium Lead
Governor / Trustee lead	Henry Reader

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2023-2024 - £224,960 2024-2025 - £223,470
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	2024-2025 - £223,470

Part A: Pupil premium strategy plan

Statement of intent

At Hillocks Primary Academy, we are committed to raising the attainment of pupils who are eligible for Pupil Premium, providing them with fair and equal opportunities to achieve and excel in all areas of the curriculum by focusing on the following objectives:

1. Developing reading skills with an emphasis on phonics in EYFS and KS1 and reading fluency & comprehension strategies in KS2.
2. Raising attainment in mathematics through the effective implementation of the trust's mathematics curriculum, the introduction of whole class fluency lessons and effective analysis of summative and formative data to address gaps in learning across all phases.
3. Improving the attendance of FSM6 children and reducing persistent absence.
4. The progress of vulnerable pupils is accelerated through the effective use of formative data to ensure that ALL pupils are challenged and where appropriate targeted interventions are taking place using QFT (Quality First Teaching).
5. To systematically address the gaps in learning linked to pupils' skills and knowledge in literacy, through the implementation of the curriculum across all phases of the school.
6. To ensure that all PP (Pupil Premium) pupils receive additional support to reduce their specific barriers to learning.

Whilst these objectives form a key part of our strategy, they are in no part exhaustive. We will monitor the progress of all Pupil Premium children rigorously by:

- tracking their attainment at frequent intervals and adjusting strategies and interventions in response to data.
- ensuring that all staff understand and accept that they are responsible for tracking the data of our Pupil Premium children.
- providing relevant CPD to ensure that staff are confident to respond quickly to this data.

Our strategy is based on the tiered approach, and we will meet these objectives by:

- providing high quality CPD for all staff.
- ensuring quality first teaching is central to our strategy.
- following the in-depth analysis of data, the delivery of appropriate and agreed intervention where necessary.
- providing access for PP children to resources and experiences that will enrich their lives and broaden their aspirations.

Our strategy aims to equip our Pupil Premium children with the skills to achieve their aspirational outcomes regardless of their starting points. By focusing on reading, our children will be well equipped for the challenges of a rich, knowledge-based curriculum. Our focus on attendance will help reduce the attainment gap by ensuring children are accessing all aspects of the curriculum.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>EYFS Outcomes</u></p> <p>On entry to Reception class on average 80% of our disadvantaged pupils arrive below age-related expectations compared to 50% of other pupils, particularly in Communication and Language. This is a key area of challenge.</p> <p>GLD Outcomes 2023-24 - Overall GLD 55.6%</p> <p>FSM (18) and FSM6 (18) children in 2023-24 achieving a good level of development increased to 61.1% (up from 45.5% in 2023) compared to 50% for non-FSM children (static from 2022-23).</p> <p>EYFS data for 2023-2024 highlighted a gap between White FSM Boys and non FSM. White FSM Boys (10) 50% vs Non FSM (18) 58% - difference of 8%.</p> <p>Additionally, 0% of the SENd children (20% of the cohort) achieved GLD with an average ELG of 3.7.</p>
2	<p><u>Closing the gap over time</u></p> <p>The EYFSP indicates that the number of children achieving expected outcomes in Literacy were below District, LA and National outcomes. This was significant difference for Word Reading (School 58.3% vs District 71.9%) and Writing (School 55.6% vs District 67.1%)</p> <p>For mathematics, the number of children achieving the expected outcome was below District, LA and National outcomes. For Number, school was 61.1% vs District 75.8% and for Numerical patterns school was 58.3% vs 74.1%</p> <p>The majority of the shortfall in EYFSP expected outcomes was related to the performance of the girls. Boys exceeded District, LA and National for comprehension and District and LA for Writing. While boys' mathematics outcomes were below District, the gap was negligible.</p> <p>Girls' outcomes were consistently and significantly below District, La and National for all ELGs – see EYFSP Table 7c for detailed breakdown. This is clearly a key focus area for this cohort moving forwards.</p> <p>FSM outcomes for ELGs in 2024 were very good. Across all ELGs (except Numerical Patterns), FSM children achieved higher than District, LA and National outcomes.</p>
3	<p><u>Phonics outcomes</u></p> <p>Year 1 phonics screening identifies two significant areas where outcomes are significantly below expected. Only 33.3% of SENd children met the required standard. WB FSM Boys (42.9%) and Boys in general (41.2%) fell significantly below expectations versus the girls in the same cohort who achieved above LA attainment levels (82.6% versus 81.1%)</p> <p>For the end of Year 2, Phonics Screening Checks indicate that progress for SEN (12 children), BME (18 children) and EAL (15 children) were significantly below LA levels. This represents 28% to 42% of the cohort. These children are now in Y3 cohort (2024-2025).</p> <p>Across Year 2, FSM and FSM6 outperformed non-FSM and non-FSM6 in phonics screening.</p>

4	<p><u>SEND outcomes</u></p> <p>SEND outcomes were low for most ELGs – approximately 50% of outcomes versus the LA. Personal, Social & Emotional Development were broadly in line District.</p>
5	<p><u>Social, Emotional & Mental Health</u></p> <p>Hillocks is situated in a very deprived community and faces significant challenges in addressing children's Social, Emotional, and Mental Health (SEMH) needs. The school plays a vital role in providing stability, nurturing relationships, and early intervention to support children's overall development. Collaboration with parents, agencies, and the wider community is essential in overcoming these barriers.</p> <p>Challenges include:</p> <ul style="list-style-type: none"> • High Levels of Need: Children experience adverse childhood experiences (ACEs), such as poverty, family instability, or trauma, which can manifest in behavioral issues, anxiety, or emotional dysregulation. • Parental Challenges: Families may face their own difficulties, such as financial strain, housing instability, or mental health issues, which can affect their ability to support their children and engage with the school. • Impact on Learning: SEMH challenges can affect attendance, focus, and behavior, impacting not only the children directly involved but also the learning environment for their peers. <p>In 23/24, safeguarding reports categorised as SEMH had the highest levels of frequency on the My Concern system.</p>
6	<p><u>KS2 Outcomes</u></p> <p>Outcomes for 2023-24 indicate that 20.8% of FSM6 (24) children achieved EXS combined. This compares to 47.6% of Non-PP (21) children who achieved EXS or higher. For WB FSM Boys (11) the percentage of children achieving EXS for reading, writing and maths was 18.2%. This compares to 40% of Non-WB FSM boys achieving EXS.</p> <p>Whole school 2023-24 outcomes for Reading, Writing and Maths were 33.3% versus 61% for Local Authority and National.</p> <p>The cohort had a large proportion of SEND children 14 children / 31% of cohort). None of these children achieved EXS for Reading, Writing and Maths whereas 17.4% of SEND children achieved EXS across the LA.</p> <p>Additionally, five children (11% of the cohort) were new to the country. While these children were entered for the end of KS2 SATs, they did not meet EXS for end of KS2.</p>
7	<p><u>Attendance</u></p> <p>Although the academy made some significant improvements to whole school attendance, reducing the % of persistent absenteeism, improving attendance remains an important focus.</p>

Whole school attendance May 23	92.1%	Whole school attendance June 23	90.9%	Whole school attendance May 24	92.3%	Whole school attendance June 24	92.2%
PA rate May 23	30.38%	PA rate June 23	36.6%	PA rate May 24	25%	PA rate June 24	22.4%

DFE data shows

Term	Attendance %	Absence %	Unauthorised absence %
Autumn 2023-2024	92.1%	7.9%	3.0%
Autumn 2024-2025	91.1%	8.9%	7.5%
Trend			
Spring 2023-2024	91.5%	8.5%	2.3%
Spring 2024-2025			
Trend			
Summer 2023-2024	90.8%	9.2%	4.2%
Summer 2024-2025			
Trend			
Overall 2023-2024	91.4%	8.6%	3.2%
Overall 2024-2025	91.1%	8.9%	7.5%
Trend			

Pupil premium attendance

Term	Attendance %	Absence %	Unauthorised absence %
Autumn 2023-2024	90.3%	9.7%	3.6%
Autumn 2024-2025	92.3%	7.7%	5.5%
Trend			
Spring 2023-2024	90.1%	9.9%	2.6%
Spring 2024-2025			
Trend			
Summer 2023-2024	89.1%	10.9%	4.4%
Summer 2024-2025			
Trend			
Overall 2023-2024	89.8%	10.2%	3.6%
Overall 2024-2025	92.3%	7.7%	5.5%
Trend			

DFE data for pupil premium shows overall attendance at 89.8%

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
<u>EYFS Outcomes</u> Improved outcomes in Early Years – Communication & Language (speaking), reading, writing, maths, PSED and understanding of the world	There is an upward trend in GLD outcomes for disadvantaged pupils closer to district and LA averages.
<u>Closing the gap over time</u> Attainment and progress for disadvantaged pupils between key stages shows a closing of the achievement gap.	<p>We have two clear aims to address the performance of Pupil Premium children by 2027-28.</p> <p>Our first aim is to close the gap between the end of KS2 attainment for non-PP children and those for FSM, FSM6 and WB FSM Boys within the academy.</p> <p>In 2023-24, EXS for Reading, Writing and Maths was 18.2% for FSM (22) vs 50% for non-FSM. - a gap of 31.8%. For FSM6 (24) this was 20.8% vs non-FSM6 (21) of 47.6% - a gap of 26.8%. For WB FSM Boys this was 18.2% vs 50% for non-FSM. - a gap of 31.8%.</p> <p>Secondly. We will aim to move the attainment of Pupil Premium children at the end of KS2 closer to that of Pupil Premium children within the Local Authority.</p> <p>In 2023-24, EXS for Reading, Writing and Maths was 18.2% for FSM (22) vs 43.8% for the LA. - a gap of 25.6%. For FSM6 (24) this was 20.8% vs 44.4% for the LA - a gap of 23.6%. For WB FSM Boys this was 18.2% vs 36.3% for the LA - a gap of 18.1%.</p>
<u>Phonics outcomes</u>	In 2024/25, Year 2 Phonics recheck for Year 2 Boys, White FSM Boys and EAL children to move to LA average of 54.7%.

Improved phonics attainment for SENd pupils in Year 1 & Year 2 re-takes.	
<u>SEND outcomes</u> Improved phonics attainment for SENd pupils in Year 2 re-checks.	In 2024/25, Year 2 Phonics recheck for Year 2 SENd children to move to LA average of 54.7%.
<u>SEMH</u> To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained elevated levels of wellbeing from 2027/28 demonstrated by: <ul style="list-style-type: none"> Qualitative data from student voice, student and parent surveys and teacher observations to show the impact additional support provided to children and their families has had to reduce barriers to learning. an increase in participation in enrichment activities, particularly among disadvantaged pupils
<u>Attendance</u> To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance from 2027/28 demonstrated by: <ul style="list-style-type: none"> The overall attendance rate for all pupils being at the national average or above and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is minimal. The percentage of all pupils who are persistently absent being below national average and that there is no significant difference between disadvantaged and non-disadvantaged pupils.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.


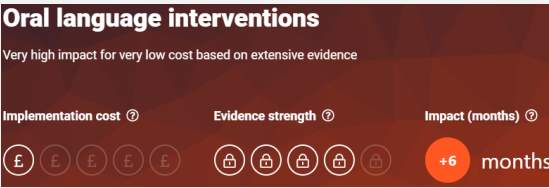
Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £23,838

Activity	Evidence that supports this approach	Challenge number(s) addressed




<p><u>Maths QFT development</u></p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE (Department for Education) and EEF guidance.</p> <p>CPD provided by Maths Lead and Strategic Maths Lead to ensure that expert mastery materials are used well to improve teaching staff's curricular and pedagogical understanding leading to improved consistency in QFT.</p> <p>We will fund teacher & the maths subject leaders' release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery and Sustaining Mastery Training).</p> <p>Implement the use of Number Sense for KS1 and KS2 to support fluency in all aspects of the four rules of calculation.</p> <p>Funding for high-quality mastery resources/materials, including the Power Maths Practice Books, Number Sense Materials and visuals and a range of appropriate manipulatives to implement the program of study.</p> <p>To implement the use of a trust-wide mathematics curriculum with support of the Strategic Maths Lead to ensure a small steps approach to learning that consolidates on prior learning.</p> <p>To target vulnerable children identified through the use of summative and</p>	<p>Mastery Learning in maths, through the implementation of the Power Maths scheme:</p> <p><i>'The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.'</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>Mathematics Problem Solving – Meta-analysis Effect size: 1.16</p> <p>https://www.visiblelearningmetax.com/influences/view/mathematics_problem_solving</p> <p>Manipulatives in Maths – Meta-analysis Effect size 0.39</p> <p>https://www.visiblelearningmetax.com/influences/view/manipulative_materials_on_math</p> <p>Teaching Assistant Interventions Effect Size 0.4</p> <p>Teaching Assistant Interventions EEF</p> <p>The automatic retrieval of basic maths facts is critical to solving complex maths problems.</p> <p>Students who automatically retrieve answers to simple problems keep their working memory free to focus on the bigger problem [1, 2].</p> <p>[1] WILLINGHAM, D., 2019. <i>Is It True That Some People Can't Do Math?</i> <i>American Educator</i>, 14-19.</p> <p>[2] HASSELBRING, T.S., GOING, L.T., 7 BRANSFORD, J.D (1987). <i>Effective</i></p>	<p>1, 2, 4, 5, 7, 8</p>
---	--	-------------------------

<p>formative data for targeted interventions within the school day and after school maths clubs.</p>	<p><i>Math Instruction: Developing Automaticity. Teaching Exceptional Children, 19 (3) 30-33</i></p> <p>Using a derived fact strategy approach is the best way to commit addition and subtraction facts to memory.</p> <p>GRAY, E. and TALL, D., 1994. <i>Duality, Ambiguity and Flexibility: A Proceptual View of Simple Arithmetic, The Journal for Research in Mathematics Education, 26 (2), 115–141.</i></p> <p>MA, L., 2011. <i>Three approaches to one-place addition and subtraction: Counting strategies, memorized facts, and thinking tools. Available at lipingma.net.</i></p> <p>[DEHAENE, S. (2011). <i>The number sense: how the mind creates mathematics.</i></p> <p>THORNTON, C.A., 1978. <i>Emphasizing Thinking Strategies in Basic Fact Instruction The Journal for Research in Mathematics Education, 9 (3) 214-227.</i></p> <p>Systematic teaching of derived fact strategies is effective for all, including children identified as low attainers.</p> <p>THORNTON, C.A., 1978. <i>Emphasizing Thinking Strategies in Basic Fact Instruction The Journal for Research in Mathematics Education, 9 (3) 214-227.</i></p> <p>Automatic retrieval of multiplication facts relies on successful rehearsal of the facts. Rehearsal of multiplication facts should focus on a few facts at a time. Retrieval should be time limited, with correct responses given when facts are not retrieved within the response time.</p> <p>ASHCRAFT, M. H. (1992) <i>Cognitive arithmetic: A review of data and theory. Cognition, 44, 75-106</i></p> <p>LOGAN & KLAPP, (1991a) <i>Automatizing alphabet arithmetic I: Is extended practice necessary to produce automaticity?</i></p>	
--	---	--

	<i>Journal of Experimental Psychology: Learning, Memory & Cognition</i>	
<p>Early reading & phonics</p> <p>All teachers of phonics will have access to the Ruth Miskin Portal training pathways to ensure quality first teaching of early reading in all groups. Leadership time will be allocated for the phonics lead, including phonics development days provided by RWI specialists.</p> <p>Learning walks and the use of IRIS will ensure that there is the systematic & consistently high-quality delivery of RWI phonics programme to ensure that children make rapid progress and swift intervention is put in place as soon as a child falls behind.</p> <p>Systems are in place to ensure a systematic and robust approach to assessment which informs planning and interventions leading to improved progress that may otherwise fall behind.</p> <p>All adults will teach vocabulary explicitly across the curriculum and model oracy skills. Teachers build in regular opportunities for children to express themselves verbally through the curriculum so that they have increased confidence and oracy skills.</p> <p>Accelerated Reader programme is used across the academy to enhance and embed early reading skills.</p>	<p>Phonics approaches have a convincing evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Evidence from EEF suggests that phonics:</p>  <p>Improving Literacy at KS1: https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/literacy-ks-1/Improving_Literacy_in_KS1_Recommendations_Poster.pdf</p> <p>Use of IRIS video technology to reflect on teaching practice.</p> <p>Video Review of Lessons. John Hattie meta-analysis Effect size 0.88 https://www.visiblelearningmetax.com/influences/view/micro-teaching~video_review_of_lessons</p> <p>Use of oracy skill-based approach has a positive impact on pupil outcomes.</p>  <p>https://educationendowmentfounda- tion.org.uk/education-evidence/teaching-</p>	1,2, 3, 5, 8

	learning-toolkit/oral-language-interventions	
<p>Effective use of data to close gaps</p> <p>Trust-wide assessment calendar training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Trust-wide formative assessments and QLA system to be developed by Strategic Maths Lead. Dedicated time for our Raising Standards Lead to coach teachers on effective use of assessment data.</p> <ul style="list-style-type: none"> Summative and formative data is used to inform progress meetings and planning for specific groups of vulnerable learners. All teaching staff are fully aware of pupil premium children in their classes / phases. <p>Collaborative data discussions take place termly focused on the needs of PP pupils. (Achievement Teams/coaching)</p> <ul style="list-style-type: none"> Phase leaders have a good understanding of the outcomes of PP/FSM pupils within phase and support their team to improve outcomes and progress for these pupils through regular data meetings (Achievement Team). Data is shared across each teaching phase (Achievement Teams) so that all teaching staff are aware of gaps in learning for PP children and what the next 	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Gathering-and-Interpreting-Data-Summary.pdf</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Diagnostic-Assessment-Tool.pdf</p> <p>A tiered approach to Pupil Premium spending.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p> <p>Direct Instruction</p> <p>https://www.visiblelearningmetax.com/influences/view/direct_instruction</p> <p>John Hattie meta-analysis Effect size 1.46</p> <p>https://www.visiblelearningmetax.com/influences/view/teacher_estimates_of_achievement</p> <p>Teacher Feedback to improve pupil learning</p>	1,2,3,4,5,7,8

<p>steps for each child are both for QFT and for targeted interventions outside the classroom.</p> <ul style="list-style-type: none"> ○ Data is used formatively to ensure that ALL learners are challenged and targeted intervention, through QFT, accelerates the progress of vulnerable pupils. ○ All teaching staff to receive CPD on effective use of QLA tools to identify and target gaps in pupils' learning through QFT and targeted interventions. ○ CPD of AFL strategies, i.e., questioning and retrieval, feedback, use of QLA data, pupil progress discussions. ○ Star Reader programme used to assess pupils reading attainment and progress. 	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback Feedback EEF</p> <p>John Hattie meta-analysis: testing. https://www.visiblelearningmetax.com/influences/view/effects_of_testing</p>	
<p>Early Years</p> <p>Phonics & Reading:</p> <p>Investment in CPD for teachers and TAs, development days for leaders and investment in RWI resources to implement the program with fidelity. TA deployment to accelerate the progress of PP pupils with phonic knowledge. Investment in high quality books and daily reading sessions as well as a vocabulary-rich environment and opportunities to talk are maximised to improve pupils understanding and comprehension.</p> <p>Number: Investment in Power Maths/White Rose Mastery pro-</p>	<p><i>'On average, oral language approaches have a high impact on pupil progress outcomes of 6 months additional progress.'</i></p> <p>Impact in Early years (+7 months) is particularly effective.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p><i>'The evaluators found some evidence that pupils eligible for free school meals (FSM) responded particularly well to Read Write Inc. Phonics and made, on average, three months more progress than pupils who were not offered the programme.'</i></p>	<p>1,3.6,8</p>

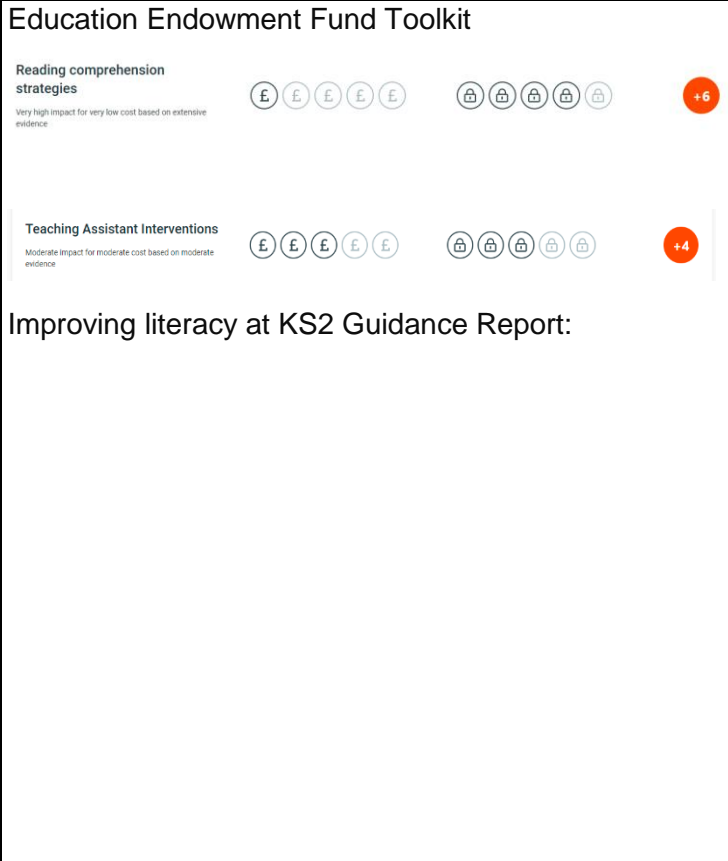
<p>gramme consistently high-quality delivery leads to improved outcomes and increased number sense.</p> <p>The curriculum offers rich opportunities to develop pupils' understanding of the world (people and communities and the world)</p> <p>Writing: CPD for teachers about early writing progression. Opportunities to develop fine motor skills within the setting as part of CP. Daily RWI sessions with a focused writing progression task. Enhancements made within the setting to encourage reluctant writers.</p>	<p>https://educationendowmentfoundation.org.uk/news/eef-publishes-independent-evaluation-of-read-write-inc-phonics-and-fresh-start#:~:text=The%20evaluations%20found%20some%20evidence,were%20not%20offered%20the%20programme.</p>					
<p>Termly data informed discussions about PP attainment and progress and teaching interventions and strategies to accelerate progress.</p> <ul style="list-style-type: none">• All data discussion meetings will have a focus on PP children; teachers will be asked what they are doing to accelerate the progress of PP children• Training for identified staff to ensure assessments are interpreted accurately	<p>Collective teacher efficacy.</p> <p>https://www.visiblelearningmetax.com/influences/view/collective_teacher_efficacy</p>	1,2,3,4,5,7,8				
<p>Whole School Reading Comprehension</p> <p>To develop reading comprehension strategies across all phases to improve reading outcomes and accelerate progress in reading for all children. We will run CPD for all staff on the use of Star Reader assessments and Accelerated Reader to improve comprehension strategies and to</p>	<p>Nunnery and Ross (2003) found positive effects on comprehension for pupils in Year 5 and 6, which found that it appears to be effective for weaker readers as a catch-up intervention prior to the start of secondary school. The studies found a mean effect size of +0.20 in primary reading.</p> <table><tr><td> STRONG FOR PRIMARY READING</td><td>NO. OF STUDIES 2</td><td>NO. OF STUDENTS 1,802</td><td>AVERAGE EFFECT SIZE +0.20</td></tr></table>	 STRONG FOR PRIMARY READING	NO. OF STUDIES 2	NO. OF STUDENTS 1,802	AVERAGE EFFECT SIZE +0.20	
 STRONG FOR PRIMARY READING	NO. OF STUDIES 2	NO. OF STUDENTS 1,802	AVERAGE EFFECT SIZE +0.20			


<p>encourage children to read for pleasure within and outside of school.</p> <p>We will invest in new reading books for all classes, using ZPD labelling to match books to reading attainment levels. We will implement a management system to control the allocation of books and ensure that all children are completing a book-specific comprehension quiz after they have read each book.</p>		
<p>Improved QFT of reading and writing</p>	<p>Implementation of new reading and writing curriculum linked to high-quality texts.</p> <p>https://www.theliteracycompany.co.uk/pathways-literacy/</p>	
<p>Development of a Coaching Champion & coaching CPD received by more staff throughout school.</p> <ul style="list-style-type: none"> Coaching champion will be trained to implement coaching strategies as a key method for CPD across the school 	<p>Effective teacher coaching leads to conditions that underpin school improvement</p> <p>https://www.visiblelearningmetax.com/influences/view/coaching</p>	1,2,3,4,5,6,7

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

Budgeted cost: £ 137,681

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p><u>Reading Interventions</u></p> <p>Pupils identified for reading interventions receive group / 1:1 reading. Teachers and TAs (teaching assistants) using Running Records to identify gaps in knowledge and develop comprehension.</p> <p>From Year 2, VIPERs is used with small groups to develop reading comprehension skills.</p>	<p>Education Endowment Fund Toolkit</p>  <p>Improving literacy at KS2 Guidance Report:</p>	<p>1, 2, 3</p>
<p><u>Purchase of Launchpad to Literacy programme</u></p> <p>Children who are at risk of not reaching the expected level for Communication and Language in EYFS will be targeted with intervention</p> <p>1:1 and small group tuition through the implementation of Launchpad to Literacy, will be used to support children's oral language development in EYFS</p> <p>Implementation of the RWI / Launchpad from</p>	<p><i>'On average, oral language approaches have a high impact on pupil progress outcomes of 6 months additional progress.'</i></p> <p>Impact in Early years (+7 months) is particularly effective.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,4</p>

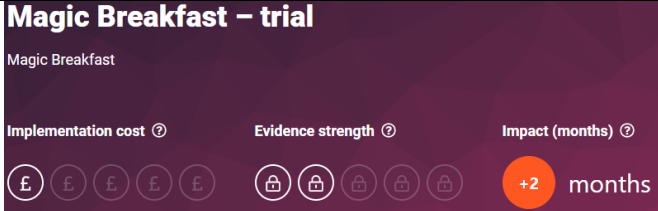
<p>Nursery into F2 to ensure that pupils make a strong start on the programme.</p>		
<p><u>Phonics Programme & Intervention</u></p> <p>The Read, Write Inc. programme is used systematically to teach phonics in EYFS and KS1.</p> <p>Where children did not pass the PST in Year 2, they will receive phonics intervention in KS2</p> <p>Additional individual and small group interventions to accelerate progress and ensure that majority of pupils do not fall behind, keeping pace with the programme.</p>	<p>Evidence from EEF suggests that phonics</p>  <p>Improving Literacy at KS1:</p> <p>https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/literacy-ks-1/Improving_Literacy_in_KS1_Recommendations_Poster.pdf</p>	<p>1,2,4</p>
<p><u>QFT Mathematics</u></p> <p>Maths is taught daily using the Power Maths/White Rose Programme and NCETM prioritisation materials</p> <p>Teachers to receive CPD focused on developing mastery approaches (Early Number Sense)</p> <p>Practical resources for the teaching of maths are available to allow</p>	<p>Mastery Learning in maths, through the implementation of the Power Maths scheme:</p> <p><i>'The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.'</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>Deliberate Practice. Effect size 0.79.</p> <p>https://www.visiblelearningmetax.com/influences/view/deliberate_practice</p> <p>Improving Mathematics in Early Years and KS1</p>	<p>1,5,7</p>

<p>deepened understanding of mathematical concepts and to promote mathematical thinking.</p> <p>TTRS is used to develop pupils' fluency related to multiplication and division in Year3 & Year4.</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/improving-mathematics-in-the-early-years-and-key-stage-1/EEF_Maths_EY_KS1_Guidance_Report.pdf</p> <p>Improved fluency and levels of automaticity in times tables knowledge:</p> <p>'The most recent speed data on more than 327,000 children shows that on average, students are 38% faster at answering times tables questions after using Times Tables Rock Stars than when they started using it.'</p> <p>https://shinetrust.org.uk/case-study/times-tables-rock-stars/#:~:text=The%20im-pact&text=The%20most%20recent%20speed%20data,when%20they%20started%20using%20it.</p>	
--	---	--

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

Budgeted cost: £ 61,951

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Nurture provision development</u></p> <p>Further development of Nurture to support barriers to learning for pupils with SEMH needs</p> <p>Establishment of Forest School provision.</p> <p>Magic Breakfast provided for all pupils</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: EEF Behaviour interventions</p> <p>Effectiveness of ELSA (Emotional Literacy Support Assistant) in schools: ELSA report</p> <p>Ensuring all children have had a free breakfast prior to starting to learn:</p>	4,6, 8

daily ensures that pupils that might not otherwise eat breakfast are ready to learn.	<p>Magic Breakfast – trial</p>  <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-break-fast#:~:text=EEF%20Summary&text=Our%20up-dated%20evaluation%20found%20that,in%20pupil%20behaviour%20and%20attendance.</p>	
<p>Pastoral Support</p> <p>The pastoral team & SEND leader work to identify vulnerable pupils such as those requiring CP, CIN and early help gain the specialist support required to keep them safe, Vulnerable families receive the support required to ensure the well-being of our pupils and to improve their outcomes.</p>	<p>Parental Expectations John Hattie's meta-analysis effect size 0.7 https://www.visiblelearningmetax.com/influences/view/parental_expectations</p> <p>Parental Involvement John Hattie's meta-analysis effect size 0.42 https://www.visiblelearningmetax.com/influences/view/parental_involvement</p>	4,6, 8
<p>SEND Provision</p> <p>Inclusion Team to provide robust system for monitoring effectiveness of provision for pupils and pupils with SEND. A considerable proportion of these pupils are disadvantaged, including those who are high attainers.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: EEF Behaviour interventions</p>	4, 6, 8
<p>Improvements in Attendance</p> <p>Inclusion team to ensure there are robust systems of intervention to improve attendance and reduce persistent absenteeism among PP pupils.</p> <p>Inclusion team provide support to families where appropri-</p>	<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Taking a personalised approach to addressing cases of persistent absenteeism: 'Sending parents of students who are persistently absent personalised letters or texts can help improve attendance, according to a new evidence review published by the Education Endowment Foundation (EEF) today.' https://educationendowmentfoundation.org.uk/news/new-evidence-review-finds-sending-personalised-letters-or-texts-can-help-but-wider-evidence-is-weak#:~:text=Sending%20parents%20of%20students%20who,to%20improve%20pupils'%20school%20attendance.</p>	8

ate, identifying pupils and families who require Early Help support through external agencies and the implementation of graduated response.		
Building Cultural Capital through access to off-site visits and experiences All pupils access educational visits linked to the curriculum to consolidate their knowledge and understanding, increase curiosity and levels of engagement and build upon their existing cultural capital.	EEF reports that SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	
Contingency fund for acute issues Poverty proofing ensures that access to resources, such as uniform, are not a barrier to learning.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	1,2,3,4,5,6,7,8

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Total budgeted cost: £

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Outcome	Evaluation of Impact				Next Steps
Improved outcomes in Early Years – CLL (speaking), reading, writing and maths and	GLD				Ensuring the rigour of daily RWInc sessions which include EYFS from the earliest point in the year. Using Making a Strong Start and LPtL in the Early Years to prepare pupils
		2022	2023	2024	
	GLD	62%	48.6%	56%	

understanding of the world.	% at re-quired standard		Cohort context 35 children 43% Boys & 57% Girls 31% (11) PP 51% (18) FSM 29% (10) SEND	Cohort context 36 children 49% Boys & 51% Girls 49% (18) PP 51% (19) FSM 16% (6) SEND	and accelerate their progress Partnership work with the Early Years leader at WPA: Curriculum Development; LPTL effective implementation; High quality continuous provision. Continue to implement & embed RWInc – Making a Strong Start/ RWI implemented consistently in F1 to feed into F2 Develop increased independent writing opportunities from the beginning of F1 Continued development of Launchpad Continue to implement & embed Power Maths & Mastering Number New EYFS Curriculum implementation
Attainment for disadvantaged pupils between key stages shows a closing of the achievement gap.	GLD Outcomes 2023-24 - Overall GLD 55.6% FSM (18) and FSM6 (18) children in 2023-24 achieving a good level of development increased to 61.1% (up from 45.5% in 2023) compared to 50% for non-FSM children (static from 2022-23). EYFS data for 2023-2024 highlighted a gap between White FSM Boys and non FSM. White FSM Boys (10) 50% vs Non FSM (18) 58% - difference of 8%.			2023-24 KS2 Outcomes Outcomes for Reading, Writing and Maths were 33.3% versus 61% for Local Authority and National. The cohort had a large proportion of SENd children (14 children / 31% of cohort). None of these children achieved EXS for Reading, Writing and Maths whereas 17.4% of SENd children achieved EXS across the LA. While all demographic groups performed below LA and National outcomes, the poorest performing demographics were FSM6, FSM, White FSM Boys, SENd and Summer Born children. Additionally, five children (11% of the cohort) were new to the country. While these children were entered for the end of KS2 SATs, they did not meet EXS for end of KS2. Outcomes for Reading for WB FSM Boys (11) was 45.5% vs 53% for non-FSM (34) Mathematics for FSM (22) was 27.3% vs 52% for non-FSM (23).	Focus on QFT, teacher development across all key stages & investment in high quality, research informed curriculum material. Robust focus on Formative assessment, effective use of formative and summative assessments and therapies, Star Reader assessment information and development of retrieval techniques to support children remembering more. Development of teachers' knowledge of PP, the specific needs of the pupils in their class and the formative use of data to close gaps in learning.

	<p>In writing, WB FSM Boys (11) was 45% vs 62% for non-FSM.</p>																									
<p>Improved phonics attainment for disadvantaged pupils in Year 1, Year 2 and Year 2 Phonics rechecks.</p>	<p>Phonics 2023-24 Year 1</p> <table><tr><th colspan="4">Phonics</th></tr><tr><th></th><th>2022</th><th>2023</th><th>2024</th></tr><tr><td>Year 1 40 children % at required standard PP total 21 children 12 children passed = 57% Non-PP - 19 children 14 Non-PP passed = 74% SEN 12 children 4 SEN children passed = 33.3%</td><td>55.3%</td><td>66%</td><td>65%</td></tr><tr><td></td><td></td><td>Cohort context 38 children 64.3% Boys & 69.2% Girls 50% (19) PP 55% (21) FSM 24% (9) SEND</td><td>Cohort context 40 children 42.5% Boys & 57.5% Girls 52.5% (21) PP 52.5% (21) FSM 30% (12) SEND</td></tr></table> <p>In 2023-24, Year 1 Phonics testing results were as follow: FSM (20) and FSM6 (20) 60% vs non-FSM 70%. This shows that the gap has widened from 5.5% to 10%</p> <p>Phonics rechecks were 66.7%, higher than LA (54.7%) and National (55%)</p> <p>Phonics 2023-24 Year 2</p> <table><tr><th></th><th>69.2%</th><th>82.5%</th><th>84%</th></tr><tr><td>Year 2 % at required standard 25 PP children total 23 children passed = 92% 19 Non-PP 13 Non-PP passed = 68% SEN 12 children 7 children passed = 58%</td><td></td><td>Cohort context 40 children 45% Boys & 55% Girls 47.5% (19) PP 55% (22) FSM 35% (14) SEND</td><td>Cohort context 43 children 64% Boys & 36% Girls 57% (25) PP 59% (26) FSM 27% (12) SEND</td></tr></table> <p>For the Year 2 cohort, FSM (24) and FSM6 (24) were above non-FSM (19) – 95.8% vs 73.7%. FSM and FSM6 were also above LA outcomes at 90.5%</p>	Phonics					2022	2023	2024	Year 1 40 children % at required standard PP total 21 children 12 children passed = 57% Non-PP - 19 children 14 Non-PP passed = 74% SEN 12 children 4 SEN children passed = 33.3%	55.3%	66%	65%			Cohort context 38 children 64.3% Boys & 69.2% Girls 50% (19) PP 55% (21) FSM 24% (9) SEND	Cohort context 40 children 42.5% Boys & 57.5% Girls 52.5% (21) PP 52.5% (21) FSM 30% (12) SEND		69.2%	82.5%	84%	Year 2 % at required standard 25 PP children total 23 children passed = 92% 19 Non-PP 13 Non-PP passed = 68% SEN 12 children 7 children passed = 58%		Cohort context 40 children 45% Boys & 55% Girls 47.5% (19) PP 55% (22) FSM 35% (14) SEND	Cohort context 43 children 64% Boys & 36% Girls 57% (25) PP 59% (26) FSM 27% (12) SEND	<p>Investment in CPD, Development Days for leaders and teachers provided by RWInc.</p> <p>Ensuring the rigour of daily RWInc sessions which include EYFS from the earliest point in the year. Using Making a Strong Start and LpTL in the Early Years to prepare pupils and accelerate their progress.</p> <p>Ensuring targeted catch-up interventions for pupils in LKS2 who have gaps in knowledge.</p> <p>Leaders (EYFS/Reading leader) attended ‘Making a strong start training – RWI) - focus on ensuring QFT in F1 and accelerated intervention for F2s in first 6 weeks of term.</p> <p>Continued development of use of Launchpad in EYFS.</p>
Phonics																										
	2022	2023	2024																							
Year 1 40 children % at required standard PP total 21 children 12 children passed = 57% Non-PP - 19 children 14 Non-PP passed = 74% SEN 12 children 4 SEN children passed = 33.3%	55.3%	66%	65%																							
		Cohort context 38 children 64.3% Boys & 69.2% Girls 50% (19) PP 55% (21) FSM 24% (9) SEND	Cohort context 40 children 42.5% Boys & 57.5% Girls 52.5% (21) PP 52.5% (21) FSM 30% (12) SEND																							
	69.2%	82.5%	84%																							
Year 2 % at required standard 25 PP children total 23 children passed = 92% 19 Non-PP 13 Non-PP passed = 68% SEN 12 children 7 children passed = 58%		Cohort context 40 children 45% Boys & 55% Girls 47.5% (19) PP 55% (22) FSM 35% (14) SEND	Cohort context 43 children 64% Boys & 36% Girls 57% (25) PP 59% (26) FSM 27% (12) SEND																							
<p>The gap for attainment for disadvantaged pupils with SEND in KS2 moves closer to that for non-disadvantaged pupils versus the Local Authority</p>	<p>Progress of SEND children was significantly below the LA average for each of reading, writing and maths</p> <p>Reading SEN (14) -20.6% (Sch vs LA)</p> <p>Maths SEN (14) -17.1 (Sch vs LA)</p> <p>Writing SEN (14) -11.7 (Sch vs LA)</p> <p>RWM Combined (14) -17.4% (Sch vs LA)</p>	<p>Further develop the role of the class teacher in promoting the progress and adaptation of the curriculum for pupils with SEND</p> <p>Focus on QFT, teacher development across all key stages & investment in high quality, research informed curriculum material.</p> <p>Robust focus on Formative assessment, use of trust-wide assessments and therapies, and targeted b-squared targets used to support children’s learning.</p> <p>Development of teachers’ knowledge of PP, the specific needs of the pupils in</p>																								

		their class and the formative use of data to close gaps in learning.																																																				
Improved reading, writing and maths attainment & progress for disadvantaged pupils at the end of KS1.	End of KS1 2023-24	EYFS teacher and Reading Leader attended RWI training ‘ Making a Strong start in the summer term. Children in F2 need to make a stronger start on the reading pathway.																																																				
	<table><tr><th colspan="9">End of Key Stage 1</th></tr><tr><th colspan="2">2021</th><th colspan="2">2022</th><th colspan="2">2023</th><th colspan="2">2024</th></tr><tr><th>EXS</th><th>GDS</th><th>EXS</th><th>GDS</th><th>EXS</th><th>GDS</th><th>EXS+</th><th>GDS</th></tr><tr><td>Read- ing</td><td>58.7</td><td>4.3</td><td>57.7</td><td>11.5</td><td>50</td><td>7.5</td><td>41%</td><td>11%</td></tr><tr><td>Writ- ing</td><td>43.5</td><td>0</td><td>57.7</td><td>0</td><td>45</td><td>0</td><td>45%</td><td>5%</td></tr><tr><td>Maths</td><td>54.3</td><td>2.2</td><td>57.7</td><td>7.7</td><td>57.5</td><td>2.5</td><td>50%</td><td>9%</td></tr></table>	End of Key Stage 1									2021		2022		2023		2024		EXS	GDS	EXS	GDS	EXS	GDS	EXS+	GDS	Read- ing	58.7	4.3	57.7	11.5	50	7.5	41%	11%	Writ- ing	43.5	0	57.7	0	45	0	45%	5%	Maths	54.3	2.2	57.7	7.7	57.5	2.5	50%	9%	Teachers in KS1 to introduce an incentive to ensure children read more at home with their parents.
	End of Key Stage 1																																																					
	2021		2022		2023		2024																																															
	EXS	GDS	EXS	GDS	EXS	GDS	EXS+	GDS																																														
	Read- ing	58.7	4.3	57.7	11.5	50	7.5	41%	11%																																													
	Writ- ing	43.5	0	57.7	0	45	0	45%	5%																																													
	Maths	54.3	2.2	57.7	7.7	57.5	2.5	50%	9%																																													
			Reading/phonics workshops to be held next year for parents.																																																			
			Continue to embed the explicit teaching of fluency across all key stages and across curriculum subjects.																																																			
		Mastery Maths programme is used and adapted to meet need.																																																				
		Assessments ensure that what has been taught is being assessed.																																																				
		Continue to embed Mastering Number in the Foundation Stage to ensure that pupils enter KS1 with a greater developed fluency and number sense.																																																				
		Consistent use of the feedback policy and use of writing indicators in Foundation Stage, KS1 & KS2 to ensure that children receive regular feedback against age-appropriate expectations and know their targets.																																																				
Improved Outcomes for Year 4 MTC	2023-24 MTC Outcomes	Invest in and implement use of Number Sense Times Tables Fluency to improve teaching of times tables across KS2.																																																				

	<table><tr><th colspan="4">MTC</th></tr><tr><th></th><th>2022</th><th>2023</th><th>This year - 2024</th></tr><tr><td></td><td>10.3% 25 marks</td><td>31.1% 25 marks (14 pupils passed)</td><td>21% 25 marks (6 children) 57% = 20+ marks</td></tr><tr><td>14 PP children 8 children 20+ = 57% 2 children 25 passed = 14% Non PP 14 8 children 20+ = 57% 4 children 25 passed = 29% SEND 9 pupils 2 children 20+ = 22%</td><td></td><td>Year 4 cohort 2023 context 45 children 56% (25) Boys & 44% (20) Girls PP (22) 49% FSM (22) 49% 27% (12) SEND</td><td>Year 4 cohort 2024 context 28 children 44% Boys & 56% Girls 52% (14) PP / 52% (14) FSM 33% (9) SEND</td></tr></table> <p>PP 14 children 8 children achieved 20+ marks = 57% 2 children achieved full marks = 14%</p> <p>Non PP 14 children 8 children achieved 20+ = 57% 4 children achieved full marks = 29%</p> <p>SEND 9 children 2 8 children achieved 20+ = 22%</p>	MTC					2022	2023	This year - 2024		10.3% 25 marks	31.1% 25 marks (14 pupils passed)	21% 25 marks (6 children) 57% = 20+ marks	14 PP children 8 children 20+ = 57% 2 children 25 passed = 14% Non PP 14 8 children 20+ = 57% 4 children 25 passed = 29% SEND 9 pupils 2 children 20+ = 22%		Year 4 cohort 2023 context 45 children 56% (25) Boys & 44% (20) Girls PP (22) 49% FSM (22) 49% 27% (12) SEND	Year 4 cohort 2024 context 28 children 44% Boys & 56% Girls 52% (14) PP / 52% (14) FSM 33% (9) SEND	<p>Use TTRS to motivate and engage children in learning key times table facts including class competition and rewards in assemblies.</p> <p>Maintain improvements in times table fluency into Year 5 and 6 to reduce cognitive load of children.</p> <p>Implement times tables after school clubs for Year 4 children.</p>																																																																																																											
MTC																																																																																																																													
	2022	2023	This year - 2024																																																																																																																										
	10.3% 25 marks	31.1% 25 marks (14 pupils passed)	21% 25 marks (6 children) 57% = 20+ marks																																																																																																																										
14 PP children 8 children 20+ = 57% 2 children 25 passed = 14% Non PP 14 8 children 20+ = 57% 4 children 25 passed = 29% SEND 9 pupils 2 children 20+ = 22%		Year 4 cohort 2023 context 45 children 56% (25) Boys & 44% (20) Girls PP (22) 49% FSM (22) 49% 27% (12) SEND	Year 4 cohort 2024 context 28 children 44% Boys & 56% Girls 52% (14) PP / 52% (14) FSM 33% (9) SEND																																																																																																																										
Improved reading, writing and maths attainment & progress for disadvantaged pupils at the end of KS2.	<p>2023-24</p> <table><tr><th colspan="4">Year 6 cohort context</th></tr><tr><th></th><th>2021-22</th><th>2022-23</th><th>2023-24</th></tr><tr><td>43 children</td><td>43 Children</td><td>45 children</td><td></td></tr><tr><td>Girls 22/</td><td>37% (16) girls/63% (27)</td><td>58% Boys (26) & 42% Girls (19)</td><td></td></tr><tr><td>Boys 21</td><td>boys</td><td>50% (22) PP / 48% (21) FSM</td><td></td></tr><tr><td>FSM6 22</td><td>FSM6 51% (22)</td><td>31% (14) SEND</td><td></td></tr><tr><td>SEND 10</td><td>SEND 30% (13)</td><td>27% (12) EAL</td><td></td></tr><tr><td>EAL 7</td><td>EAL 28% (12)</td><td></td><td></td></tr></table> <table><tr><th></th><th colspan="3">2021</th><th colspan="3">2022</th><th colspan="3">2023</th><th colspan="3">2024</th></tr><tr><th></th><th>EXS %</th><th>GDS %</th><th>Progress</th><th>EXS %</th><th>GDS %</th><th>Progress</th><th>EXS %</th><th>GDS %</th><th>Progress</th><th>EXS %</th><th>GDS %</th><th>Progress</th></tr><tr><td>Reading</td><td>59.5</td><td>11.9</td><td>-2.0</td><td>48.8</td><td>18.6</td><td>-2.4</td><td>58.1</td><td>16.3</td><td>-2.1</td><td>51</td><td>7</td><td></td></tr><tr><td>Writing</td><td>57.1</td><td>4.8</td><td>-1.1</td><td>60.5</td><td>2.3</td><td>-0.5</td><td>67.4</td><td>0</td><td>-0.1</td><td>56</td><td>7</td><td></td></tr><tr><td>Maths</td><td>52.4</td><td>9.5</td><td>-3.0</td><td>65.1</td><td>9.3</td><td>-0.7</td><td>55.8</td><td>14</td><td>-0.3</td><td>40</td><td>13</td><td></td></tr><tr><td>Combined RWM</td><td>50</td><td>4.8</td><td></td><td>39.5</td><td>2.3</td><td></td><td>46.5</td><td>0</td><td></td><td>33</td><td>2</td><td></td></tr><tr><td>EGPS</td><td></td><td></td><td></td><td>37.2</td><td>9.3</td><td></td><td>53.5</td><td>16.3</td><td></td><td>44</td><td>9</td><td></td></tr></table> <p>4 children joined the cohort during the academic year 23-24 who were from another country, and we were their first English school. One other child had joined in 2022-23 and was also new to the country. Another child joined 2 weeks before the SATs. All were below age-related expectations. A further child left at Christmas (emigrated to Australia) who would have reached EXS in all areas.</p> <p>Reading Attainment 2023-24 Reading Overall 51.1%</p>	Year 6 cohort context					2021-22	2022-23	2023-24	43 children	43 Children	45 children		Girls 22/	37% (16) girls/63% (27)	58% Boys (26) & 42% Girls (19)		Boys 21	boys	50% (22) PP / 48% (21) FSM		FSM6 22	FSM6 51% (22)	31% (14) SEND		SEND 10	SEND 30% (13)	27% (12) EAL		EAL 7	EAL 28% (12)				2021			2022			2023			2024				EXS %	GDS %	Progress	EXS %	GDS %	Progress	EXS %	GDS %	Progress	EXS %	GDS %	Progress	Reading	59.5	11.9	-2.0	48.8	18.6	-2.4	58.1	16.3	-2.1	51	7		Writing	57.1	4.8	-1.1	60.5	2.3	-0.5	67.4	0	-0.1	56	7		Maths	52.4	9.5	-3.0	65.1	9.3	-0.7	55.8	14	-0.3	40	13		Combined RWM	50	4.8		39.5	2.3		46.5	0		33	2		EGPS				37.2	9.3		53.5	16.3		44	9		<p>Increasing teaching staff's knowledge of pupil premium spend, of who these pupils are in their classes through CPD.</p> <p>Using data/assessment formatively to inform teaching will be included on the AIP with a robust focus on PP outcomes and progress, particularly in reading & maths.</p> <p>QA by leaders will focus on the PP pupils who are vulnerable not to reach age-related attainment.</p> <p>Implement new reading, writing and spelling 'Pathways' curriculum from Spring 1.</p> <p>Invest in and implement use of Number Sense Times Tables Fluency to improve teaching of times tables across KS2.</p> <p>Use TTRS to motivate and engage children in learning key times table facts including class competition and rewards in assemblies.</p> <p>Maintain improvements in times table fluency in to Year 5 and 6 to reduce cognitive load of children.</p>
Year 6 cohort context																																																																																																																													
	2021-22	2022-23	2023-24																																																																																																																										
43 children	43 Children	45 children																																																																																																																											
Girls 22/	37% (16) girls/63% (27)	58% Boys (26) & 42% Girls (19)																																																																																																																											
Boys 21	boys	50% (22) PP / 48% (21) FSM																																																																																																																											
FSM6 22	FSM6 51% (22)	31% (14) SEND																																																																																																																											
SEND 10	SEND 30% (13)	27% (12) EAL																																																																																																																											
EAL 7	EAL 28% (12)																																																																																																																												
	2021			2022			2023			2024																																																																																																																			
	EXS %	GDS %	Progress	EXS %	GDS %	Progress	EXS %	GDS %	Progress	EXS %	GDS %	Progress																																																																																																																	
Reading	59.5	11.9	-2.0	48.8	18.6	-2.4	58.1	16.3	-2.1	51	7																																																																																																																		
Writing	57.1	4.8	-1.1	60.5	2.3	-0.5	67.4	0	-0.1	56	7																																																																																																																		
Maths	52.4	9.5	-3.0	65.1	9.3	-0.7	55.8	14	-0.3	40	13																																																																																																																		
Combined RWM	50	4.8		39.5	2.3		46.5	0		33	2																																																																																																																		
EGPS				37.2	9.3		53.5	16.3		44	9																																																																																																																		

	<p>WB FSM Boys (11) 45.5% and FSM (22) 45.5% vs non-FSM 56.5%. This shows a gap of 11% - a reduction of 28.2% versus 2022-23.</p> <p>Excluding the five children who were new to the country reading at EXS would be 58% - the same as 2022-23.</p> <p>Writing Attainment 2023-24</p> <p>Writing Overall 55.6% In writing, WB FSM Boys (11) was 45% vs 62% for non-FSM.</p> <p>SENd children accounted for 31% of the cohort. In writing, SENd (14) was 14% vs non-SENd (31) 74.2%.</p> <p>Excluding the five children who were new to the country writing at EXS would be 62.5% Excluding the new to country children and SENd children writing attainment would be 77%.</p> <p>Maths Attainment 2023-24</p> <p>Maths Overall 40% SENd (14) 14% versus non-SENd (31) 52%</p> <p>FSM (22) 27% vs non-FSM (23) 52%</p> <p>None of the new to country children achieved EXS.</p> <p>Excluding the new to country children and SENd children maths attainment would be 61.5%.</p> <p>RWM Attainment 2023-24</p> <p>RWM Overall 33.3%</p> <p>FSM (22) 18.2% vs non-FSM (23) 47.8%</p> <p>SENd (14) 0.0% vs non-SENd (31) 48.4%</p> <p>Excluding the new to country children and SENd children RWM attainment would be 57.7%.</p>	<p>Implement times tables after school clubs for Year 4 children.</p> <p>Manage use of data from summative assessments to ensure gaps in learning are addressed through carefully targeted teaching and intervention programmes.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	The Nurture provision is established and provides effective short and long term support meaning that children are better placed to access the learning in class. ELSA, SEMH and wellbeing interventions ensure our most vulnerable pupils have access to a wealth of resources which enable them to come to school ready to learn	Further investment in the development and expansion of the nurture team and the professional development of teaching assistants. Increased robustness of assessment information to inform the use of intervention.

		<p>Support brokered from the SEND academies in the Trust to strengthen provision.</p> <p>Widening support for families through our family support advisor's role and involvement of external agencies & community offer.</p>																																																																				
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	<p>Summer term whole school data 23-24</p> <table><tr><td>Whole school attendance May 23</td><td>92.1%</td><td>Whole school attendance June 23</td><td>90.9%</td><td>Whole school attendance May 24</td><td>92.3%</td><td>Whole school attendance June 24</td><td>92.2%</td></tr><tr><td>PA rate May 23</td><td>30.38%</td><td>PA rate June 23</td><td>36.6%</td><td>PA rate May 24</td><td>25%</td><td>PA rate June 24</td><td>22.4%</td></tr></table> <p>DFE data</p> <table><tr><td>Term</td><td>Attendance %</td><td>Absence %</td><td>Unauthorised absence %</td></tr><tr><td>Autumn 2023-2024</td><td>90.3%</td><td>9.7%</td><td>3.6%</td></tr><tr><td>Autumn 2024-2025</td><td>92.3%</td><td>7.7%</td><td>5.5%</td></tr><tr><td>Trend</td><td></td><td></td><td></td></tr><tr><td>Spring 2023-2024</td><td>90.1%</td><td>9.9%</td><td>2.6%</td></tr><tr><td>Spring 2024-2025</td><td></td><td></td><td></td></tr><tr><td>Trend</td><td></td><td></td><td></td></tr><tr><td>Summer 2023-2024</td><td>89.1%</td><td>10.9%</td><td>4.4%</td></tr><tr><td>Summer 2024-2025</td><td></td><td></td><td></td></tr><tr><td>Trend</td><td></td><td></td><td></td></tr><tr><td>Overall 2023-2024</td><td>89.8%</td><td>10.2%</td><td>3.6%</td></tr><tr><td>Overall 2024-2025</td><td>92.3%</td><td>7.7%</td><td>5.5%</td></tr><tr><td>Trend</td><td></td><td></td><td></td></tr></table>	Whole school attendance May 23	92.1%	Whole school attendance June 23	90.9%	Whole school attendance May 24	92.3%	Whole school attendance June 24	92.2%	PA rate May 23	30.38%	PA rate June 23	36.6%	PA rate May 24	25%	PA rate June 24	22.4%	Term	Attendance %	Absence %	Unauthorised absence %	Autumn 2023-2024	90.3%	9.7%	3.6%	Autumn 2024-2025	92.3%	7.7%	5.5%	Trend				Spring 2023-2024	90.1%	9.9%	2.6%	Spring 2024-2025				Trend				Summer 2023-2024	89.1%	10.9%	4.4%	Summer 2024-2025				Trend				Overall 2023-2024	89.8%	10.2%	3.6%	Overall 2024-2025	92.3%	7.7%	5.5%	Trend				<p>See academy AIP</p> <p>Robust processes around attendance will be introduced and improving attendance for all pupils, in particular our vulnerable groups, will be objective 2 on the academy's AIP.</p> <p>Raising awareness of all stakeholders of the importance of good attendance and lost learning through weekly assemblies, emails to teachers, information to parents on newsletters, targeted attendance meetings to raise the profile and build a positive culture holding stakeholders to account.</p>
Whole school attendance May 23	92.1%	Whole school attendance June 23	90.9%	Whole school attendance May 24	92.3%	Whole school attendance June 24	92.2%																																																															
PA rate May 23	30.38%	PA rate June 23	36.6%	PA rate May 24	25%	PA rate June 24	22.4%																																																															
Term	Attendance %	Absence %	Unauthorised absence %																																																																			
Autumn 2023-2024	90.3%	9.7%	3.6%																																																																			
Autumn 2024-2025	92.3%	7.7%	5.5%																																																																			
Trend																																																																						
Spring 2023-2024	90.1%	9.9%	2.6%																																																																			
Spring 2024-2025																																																																						
Trend																																																																						
Summer 2023-2024	89.1%	10.9%	4.4%																																																																			
Summer 2024-2025																																																																						
Trend																																																																						
Overall 2023-2024	89.8%	10.2%	3.6%																																																																			
Overall 2024-2025	92.3%	7.7%	5.5%																																																																			
Trend																																																																						

Total budgeted cost: £ 189,600

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Outcome	Evaluation of Impact	Next Steps
Improved outcomes in Early Years – CLL (speaking), reading, writing and maths and understanding of the world.	<p>GLD Outcomes 2022-2023 - Overall GLD 48.6%</p> <p>EYFS data for 2022-2023 highlighted a significant gap between FSM and non FSM. FSM (18) 33% vs Non FSM (17) 64.7% - difference of 31.4%.</p> <p>FSM6 (11) 45.5% vs NonFSM6 (24) 50%.</p> <p>EYFS data for 2022-2023 shows a 4.5% gap.</p> <p>For FSM6 pupils attaining a good level of development the gap between FSM6 and Non-FSM6 has reduced since 2022.</p>	<p>Investment in CPD, Development Days for leaders and teachers provided by RWInc.</p> <p>Ensuring the rigour of daily RWInc sessions which include EYFS from the earliest point in the year. Using Making a Strong Start and LpTL in the EarlyYears to prepare pupils and accelerate their progress</p>

	<p>For FSM pupils attaining a good level of development the gap between FSM and Non-FSM has increased since 2022.</p> <p>FSM outcomes by ELG CLL (speaking) 83% Reading 50% Writing 44.4% Maths Number 44.4% Numerical Patterns 50%</p>	<p>Partnership work with the Early Years leader at WPA:Curriculum Development; LPtL effective implementation; High quality continuous provision.</p>
<p>Attainment and progress for disadvantaged pupils between key stages shows a closing of the achievement gap.</p>	<p>2022-23 KS2 Progress Outcomes Reading Progress Reading overall -1.8 FSM (20) -3.2 vs Non FSM (22) -0.5 (significant difference) WB FSM Boys (10) -3.1 vs Non WB FSM Boys (7) -5.4 FSM6 (21)-2.9 vs Non FSM6 (21) -0.7 (significant difference) Writing Progress overall 0.1 FSM (20) 0.5 vs Non FSM (22) -0.2 WB FSM Boys (10) 0.6 vs Non WB FSM Boys (7) -4.3 FSM6 (21) 0.2 vs Non FSM6 (21) 0.1 FSM & FSM6 pupils' outcomes were better in writing. Maths Progress overall -0.1 FSM (20) -1.4 vs Non FSM (22) 1.0 (significant difference) WB FSM Boys (10) 0.6 vs Non WB FSM Boys (7) -5.9 FSM6 (21) -1.0 vs Non FSM6 (21) 0.8 (significant difference)</p>	<p>Focus on QFT, teacher development across all key stages & investment in high quality, research informed curriculum material.</p> <p>Robust focus on Formative assessment, effective use of PIXL assessments and therapies, Star Reader assessment information and development of retrieval techniques to support children remembering more.</p> <p>Development of teachers' knowledge of PP, the specific needs of the pupils in their class and the formative use of data to close gaps in learning.</p>
<p>Improved phonics attainment for disadvantaged pupils in year 1 & year 2 re-takes.</p>	<p>Phonics 2022-23 In 2022-23 Year 1 phonics testing results were as follows: FSM (21) 66.7% vs NonFSM(18) 72.2% - gap of 5.5% - Closing of the gap on the previous last two years. FSM6 (19) 68.4% vs Non FSM6 (22) 63.6% - FSM6 pupils closed the gap and outcomes were greater than those of Non-FSM. Outcomes at the end of Year 2 (+resits) show that the gap is closing between FSM6 & Non FSM6. FSM6 – 78.9% vs Non FSM6 85.7%</p>	<p>Investment in CPD, Development Days for leaders and teachers provided by RWInc.</p> <p>Ensuring the rigour of daily RWInc sessions which include EYFS from the earliest point in the year. Using Making a Strong Start and LPtL in the EarlyYears to prepare pupils and accelerate their progress.</p> <p>Ensuring targeted catch up interventions for pupils in LKS2 who have gaps in knowledge.</p>
<p>The gap for attainment for disadvantaged pupils with SEND moves closer to that</p>	<p>Progress of SEND children was significantly below the LA average for each of reading, writing and maths Reading SEN (13) -28.4% (Sch vs LA) Maths SEN (13) -9.7 (Sch vs LA) Writing SEN (13) -8.2 (Sch vs LA)</p>	<p>Further develop the role of the class teacher in promoting the progress and adaptation of the curriculum for pupils with SEND</p>

for non-disadvantaged pupils.	Writing SEN (13) -9.1 (Sch vs LA)	<p>Focus on QFT, teacher development across all key stages & investment in high quality, research informed curriculum material.</p> <p>Robust focus on Formative assessment, use of PIXL assessments and therapies, and targeted b-squared targets used to support children's learning.</p> <p>Development of teachers' knowledge of PP, the specific needs of the pupils in their class and the formative use of data to close gaps in learning.</p>
Improved reading, writing and maths attainment for disadvantaged pupils at the end of KS1.	<p>KS1 outcomes 2022-23</p> <p>Reading: FSM (22) 40.9% vs Non FSM (18) 61.1% WB FSM Boys(8) 37.5% vs Non WB FSM Boys (3) 33.3% FSM6 (19) 36.8% vs Non FSM6 (21) 61.9% There was a significant gap between FSM6 pupils and non-FSM pupils with their reading.</p> <p>Writing: FSM (22) 31.8% vs Non FSM (18) 61.1% WB FSM Boys(8)12.5% vs Non WB FSM Boys (3) 33.3% FSM6 (19) 31.6% vs Non FSM6(21) 57.1% There was a significant gap between FSM6 pupils and non-FSM pupils with their writing.</p> <p>Maths: FSM (22) 54.5% % vs Non FSM 6 (18) 61.1% WB FSM Boys (8) 75% vs Non WB FSM Boys(33.3%) - WB FSM Boys outcomes were greater than FSM6 (19) 52.6% vs Non FSM6 (21) 61.9% There was a gap between FSM6 pupils and non-FSM pupils with maths outcomes.</p>	<p>Focus on QFT, teacher development across all key stages & investment in high quality, research informed curriculum material.</p> <p>Robust focus on Formative assessment, use of PIXL assessments and therapies, Star Reader assessment information and retrieval techniques to support children's learning.</p> <p>Development of teachers' knowledge of PP, the specific needs of the pupils in their class and the formative use of data to close gaps in learning.</p>
Improved reading, writing and maths attainment & progress for disadvantaged pupils at the end of KS2.	<p>2022-2023</p> <p>Reading Attainment Reading overall 58.1% FSM (21) 38.1% vs Non FSM (22) 77.3% (significant difference 39.2%) WB FSM Boys (10) 30% vs Non WB FSM Boys (7) 57.1% FSM6 (22) 40.9% vs Non FSM6 21) 76.2% (significant difference of 35.3%)</p>	<p>Increasing teaching staff's knowledge of pupil premium spend, of who these pupils are in their classes through CPD.</p> <p>Using data/assessment formatively to inform teaching will be Objective 1 on the AIP with a robust focus on PP</p>

	<p>Writing Attainment overall 67.4% FSM (21) 52.4% vs Non FSM (22) 81.8% (significant difference 29.4%) WB FSM Boys (10) 30% vs Non WB FSM Boys (7) 71.4% FSM6 (22) 54.5% vs Non FSM6 (21) 81% (significant difference 26.5%)</p> <p>Maths Attainment overall 55.8% FSM (21) 33.3% vs Non FSM (22) 77.3% (significant difference 44%) WB FSM Boys (10) 30% vs Non WB FSM Boys (7) 42.9% FSM6 (22) 36.4% vs Non FSM6 (21) 76.2% (significant difference of 39.8%)</p> <p>Combined overall 46.5% FSM (21) 23.8% vs Non FSM (22) 68.2% WB FSM Boys (10) 20% vs Non WB FSM Boys (7) 42.9% FSM6 (22) 27.3% vs Non FSM6 (21) 66.7%</p>	<p>outcomes and progress, particularly in reading & maths. QA by leaders will focus on the PP pupils who are vulnerable not to reach age-related attainment.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>The Nurture provision is established and provides effective short and long term support meaning that children are better placed to access the learning in class. ELSA, SEMH and wellbeing interventions ensure our most vulnerable pupils have access to a wealth of resources which enable them to come to school ready to learn</p>	<p>Further investment in the development and expansion of the nurture team and the professional development of teaching assistants. Increased robustness of assessment information to inform the use of intervention.</p> <p>Support brokered from the SEND academies in the Trust to strengthen provision.</p> <p>Widening support for families through our family support advisor's role and involvement of external agencies & community offer.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</p>	<p>Attendance 2022-23</p>	<p>See academy AIP</p> <p>Robust processes around attendance will be introduced and improving attendance for all pupils, in particular our vulnerable groups, will be objective 2 on the academy's AIP.</p> <p>Raising awareness of all stakeholders of the importance of good attendance and lost learning through weekly assemblies, emails to</p>

	END of SUM 2 2023	teachers, information to par- ents on newsletters, targeted attendance meetings to raise the profile and build a positive culture holding stakeholders to account.
Number of Pupils on roll minus Nursery - under	270	
Number of pupils on roll plus Nursery + under 5	324	
Overall Whole Academy Attendance	92.31%	
Total School Attendance Excluding Under 5's	90.76%	
FS2	92.52%	
FS2 minus Under 5's	92.83%	
Year 1	89.68%	
Year 2	89.51%	
Year 3	92.27%	
Year 4	94.24%	
Year 5	93.29%	
Year 6	94.24%	
Total PA rate minus nursery minus Under 5's	72 - 26.66%	
FSM PA % minus under 5's	45 - 32.14%	
FSM Average Attendance	91.44%	
Pupil Premium % minus under 5's	144 - 53.33%	
PP Average Attendance	91.51%	
Pupil Premium PA %	45 - 31.25%	
SEND PA % minus under 5's	23 - 28.39%	
SEND Average Attendance	91.16%	
LAC PA %	0	
LAC Average Attendance	N/A	
EAL PA % minus under 5's	22 - 29.72%	
EAL Average Attendance	91.65%	
Attendance % by Gender - Male	144 - 92.02%	
Attendance % by Gender - Female	126 - 92.63%	
Lates - including Under 5's + F1 - cumulative		
No of pupils who were 100% attendance per we	219	

PP PA was 31.25%

FSM ave. Attendance was 91.44%

FSM PA (minus under 5) was 32.14%

Total budgeted cost: £ 189,600

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Outcome	Evaluation of Impact	Next Steps
Improved outcomes in Early Years – CLL (speaking), reading, writing and maths and understanding of the world.	The proportion of disadvantaged children achieving a good level of development at the end of EYFS was above the Local Authority average in 2022. The gap between the proportion of disadvantaged children and non-disadvantaged children achieving GLD is in line with the gap both locally and nationally. 83.9% of the cohort achieved the expected level in CLL	Implement Launchpad to literacy

	87.5% achieved the speaking early learning goal Literacy was the limiting factor in the achievement of GLD	
Attainment and progress for disadvantaged pupils between key stages shows a closing of the achievement gap.	R FSM6 40.9% / Non-FSM6 57% W FSM6 50% / NonFSM6 71% M FSM6 50% / Non-FSM6 81% In reading and writing the gap between FSM6 and Non FSM6 is broadly similar to the LA figures. In maths there is a significant gap between FSM6 and Non-FSM6. Progress of FSM6 was significantly below the LA average for each of reading, writing and maths	Improving attainment in reading will be the main focus for the academy in 2022,2023.
Improved phonics attainment for disadvantaged pupils in year 1 & year 2 retakes.	55% of year 1 pupils passed the phonics screening check. 45% of FSM6 children passed. If children who arrived at Hillocks after the May half term are removed from the data, the figures are 58% and 50% respectively. Of 45% of children who didn't pass the check, only 12% had achieved GLD at the end of EYFS. Of the 55% of children who passed, a quarter of them didn't achieve GLD at the end of EYFS. No children passed the recheck. Internal data shows that the cohort made significant progress from January 21 following the provision of high quality CPD for staff and the implementation of a more rigorous approach to RWInc	Continue with the rigorous implementation of the RWI scheme. Ensure any staff new to the teaching of phonics receive the relevant CPD Highly skilled KS1 TA moving to lower KS2 to enhance the phonics provision for those who didn't pass the PSC in Y2.
The gap for attainment for disadvantaged pupils with SEND moves closer to that for non-disadvantaged pupils.	One SEND pupil in Y6 achieved the expected standard in reading and writing; 2 achieved it in maths. Progress of SEND children was significantly below the LA average for each of reading, writing and maths	Further develop the role of the class teacher in promoting the progress and adaptation of the curriculum for pupils with SEND

Improved reading, writing and maths attainment for disadvantaged pupils at the end of KS1.	<p>58% of children achieved the expected standard in each of reading, writing and maths at the end of KS1</p> <p>40% of FSM6 children achieved the expected standard in reading and writing. 50% achieved the expected standard in maths.</p> <p>The monitoring of progress following the restrictions caused by the pandemic indicate that the NCETM mastering number programme supported the closing of learning gaps for this cohort.</p>	<p>Reading will be a focus throughout the academy for 2022,2023</p> <p>The mastering number programme will continue in KS1</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>The Nurture provision is established and provides effective short and long term support meaning that children are better placed to access the learning in class.</p> <p>ELSA, SEMH and wellbeing interventions ensure our most vulnerable pupils have access to a wealth of resources which enable them to come to school ready to learn</p>	Continue with this approach and widen support for families through our family support
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	<p>Whole school attendance 90.92%</p> <p>FSM6 attendance 90.32%</p> <p>Persistent absenteeism among FSM6 children 38.89%</p>	2022,2023 Focus on improving attendance and reducing persistent absence for all pupils

Outcomes for disadvantaged pupils in 2020,2021

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

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

EYFS data for 2020-21 indicates that for those schools who have reported their data for this academic year in the Nottinghamshire LEA, outcomes for Early Years children were in the bottom 20%. Within this cohort, the groups who significantly underperformed were summer born, FSM and FSM6 children. In addition, boys underperformed in comparison to the girls in their cohort. It is highly likely that the performance of summer born children was further exacerbated by Covid-19 related school closures. The gap in performance for summer born children in comparison to their

autumn born counterparts for 2020-21 was greater than for the same groupings in 2018-19. (i.e., 54.9% gap in 2020-21 vs 21.8% gap in 2018-19)

Closing the gap over time

Internal and external (where available) assessments indicate that progress for WB FSM boys / FSM / FSM6 in mathematics did not lead to a closing of the gap in attainment outcomes in reading, writing and maths between disadvantaged and non-disadvantaged between EYFS in 2018-19 through to end of KS1 (2020-21). These children are now in Y3 cohort (2021-22).

Phonics outcomes

Assessments, observations, and discussions with pupils suggest disadvantaged pupils have greater difficulties with phonics than their peers. This negatively impacts their development as readers.

SEND outcomes

Our assessments and observations indicate that the education and wellbeing of many of our SEND disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. This has resulted in significant knowledge gaps, for example, due to a lack of first-hand quality first teaching and additional adult support leading to pupils falling further behind age-related expectations, especially in maths.

KS1 outcomes

Assessments and observations indicate that the education of many of our disadvantaged pupils, impacted by whole and partial school closures, has been greater than for other pupils, particularly in the youngest year groups. The end of KS1 data for reading, writing and maths indicates that outcomes for pupils at the expected standard and for those working at greater depth within the expected standard were in the bottom 20% of schools who returned their data for 2020-21 in the Nottinghamshire LEA. Underperformance of pupils in the WB FSM Boys, together with FSM and FSM6 children at the end of KS1, would appear to account for much of this shortfall. Data for the end of EYFS from 2019 shows the same anomalies in pupils' outcomes for the same groups (WB FSM Boys, FSM and FSM6). However, a sizeable proportion of these children have SEND (58.33%) and some of them receive additional funding. Their progress is now being tracked carefully using B-squared.

Pupil well-being

Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of access to support from external agencies and educational enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.

Teacher referrals for support have markedly increased during and after the pandemic. 66 pupils currently require additional support with social and emotional needs and are receiving small group interventions.



KS2 outcomes

Our assessments and observations indicate that the attainment (%) and progress for disadvantaged pupils in reading (KS2 -2.0, FSM -1.8, FSM6 -3.0) & maths (KS2 -3.0, FSM -2.5, FSM6 -2.7) for many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.

Vulnerable Pupil Group KS2 2020-21

52.4% (22) of the pupils in the cohort are eligible for free school meals in the last 6 years (FSM6). Of these 50% (11 pupils) achieved the required standard in Reading, Writing and Maths compared to 50% of pupils who are not eligible for FSM6. The FSM6 gap for Hillocks Primary Academy is 0%. Nottinghamshire's FSM6 gap is 25.4.

26.2% (11) of the pupils in the cohort have a Special Educational Need (SEN). 18.2% (2 pupils) achieved the required standard in Reading, Writing and Maths compared to 61.3% of pupils with no SEN. The SEN gap for Hillocks Primary Academy is 43.1%. Nottinghamshire's SEN gap is 52.7. 52.4% (22) of the pupils in the cohort are eligible for free school meals in the last 6 years or are children who are looked after (FSM6 & CLA). Of these 50% (11 pupils) achieved the required standard in Reading, Writing and Maths compared to 50% of pupils who are not eligible for FSM6 & CLA. The FSM6 & CLA gap for Hillocks Primary Academy is 0%. Nottinghamshire's FSM6 & CLA gap is 25.6.

		2018	2019	2020	2021
School	 Non-FSM 6	(0)	(0)	(0)	50.0 (10)
	 FSM 6	(0)	(0)	(0)	50.0 (11)
	FSM / Non-FSM GAP	-	-	-	0.0
Ashfield District	Non-FSM 6	70.5 (269)	69.1 (278)	72.1 (110)	70.5 (185)
	FSM 6	49.4 (239)	42.5 (277)	49.3 (112)	46.8 (190)
	FSM / Non-FSM GAP	21.2	26.6	22.8	23.7
LA	Non-FSM 6	70.7 (4736)	70.6 (4878)	76.4 (1978)	73.0 (2433)
	FSM 6	48.1 (1153)	48.0 (1156)	55.6 (528)	47.6 (555)
	FSM / Non-FSM GAP	22.6	22.6	20.8	25.4
National	Non-FSM 6	71.0	71.0	76.9	69.3
	FSM 6	51.0	52.0	58.4	48.5
	FSM / Non-FSM GAP	20.0	19.0	18.5	20.8

*Figures represent percent of pupils attaining the measure
GAP - percentage point difference between the groups
(123) - number of pupils within the groups
National figures are taken from NCER.*

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
GREAT Project – Y5/6 intervention programme designed to promote healthy relationships.	Equation Nottinghamshire
D.A.R.E. Drug awareness programme.	Life Skills Education Charity
Magic Breakfast	National Breakfast Programme

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA