

Pupil premium strategy statement (Updated Sept 23)

This statement details our school's use of pupil premium (and recovery) 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	Fishtoft Academy
Number of pupils in school	61
Proportion (%) of pupil premium eligible pupils	28 = 47%
Academic year/years that our current pupil premium strategy plan covers	2021-24
Date this statement was published	30.09.21
Initial Review	20.09.22
2 nd Review	10.08.23
Date on which it will be reviewed again	Sept 24
Statement authorised by	C. Early
Pupil premium lead	C. Early
Governor / Trustee lead	

Funding overview (2023-24)

Detail	Amount
Pupil premium funding allocation this academic year	£ 33,465
Recovery premium funding allocation this academic year	£ 3,335
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	£36800

Part A: Pupil premium strategy plan

Statement of intent

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

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

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

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

When planning Pupil Premium spending the Academy aims to ensure that our provision closely matches the needs of our pupil premium children. These needs are varied and so the school adopts a range of strategies to address these. Regular reviews of impact ensure that provision changes to meet the changing needs of pupil premium children across the Academy. Interventions across the school are streamlined to those which have been proven to have the most impact; though the main aim is for learners to 'keep up' not 'catch up'.

Our goal is for every child to:

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

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning, including the use of small group work & 1:1 tuition.
- Target funding to ensure that all pupils have access to first hand learning experiences
- Provide appropriate pastoral care to support pupils in their emotional and social development.

Challenges

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

Challenge number	Detail of challenge
1	<p>Oral Language and Communication: Oral language skills and communication in Reception and Year 1 (and in other year groups) are lower for some pupils eligible for PP than for other pupils. This slows reading and writing progress in subsequent years. Oral language skills and breadth of vocabulary continue to be a concern across the school.</p> <p>2023.24 update: 25% (2/8) of PP eligible cohort attained ELG for speaking at the end of EYFS, compared with 75% (3/4) of their non-PP eligible peers.</p>
2	<p>Word Reading & Comprehension: Not enough children leave EYFS being able to decode to an age-appropriate standard. Moving into KS1, they are not fluent enough at reading to be able to comprehend the texts read and this in turn impacts upon their ability to write.</p> <p>2023.24 update: 25% (2/8) of PP eligible cohort attained ELG for word reading at the end of EYFS, compared with 75% (3/4) of their non-PP eligible peers.</p>
3	<p>Number Sense: Pupils eligible for PP do not have a sound knowledge of place value and the number system (number fluency) to be able to calculate efficiently and accurately or reason and problem-solve as they move through the school. This is especially evident in KS2.</p> <p>2023.24 update: 25% (2/8) of PP eligible cohort attained ELG for Maths (Number) at the end of EYFS, compared with 75% (3/4) of their non-PP eligible peers.</p>
4	<p>Special Educational Needs: 7 of the PP eligible cohort have identified special educational needs. This equates to 30.4% of the PP entitled cohort. These pupils have multiple barriers to learning to overcome in order to make expected progress.</p> <p>2023-24 update: 14 pupils out of the 27 PP eligible pupils have identified SEN needs. This equates to 51.8% of the PP entitled cohort.</p>
5	<p>Attendance: 4 pupils eligible for PP funding are PA children. (17% of the PP eligible cohort). This has a significant impact on their in-school hours and causes them to fall behind.</p>
6	<p>Emotional readiness to learn: 10 of those eligible for PP funding (43%), currently or have had either social care involvement; been Children in Care / formerly in care; been open to TAC, are registered as Young Carers or are from households where we have had an operation encompass notification (D.V.). Their emotional readiness for learning can be a barrier to their progress.</p> <p>2023-24 update: This has now risen to 17 of those eligible for PP funding. (63%)</p>

Intended outcomes

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

Intended outcome	Success criteria
Improved oral language and early reading skills for disadvantaged learners in EYFS in Y1, which will directly impact on their reading and writing abilities moving forwards.	<p>100% of disadvantaged learners achieve ELG for Speaking. (Unless identified as having SALT needs)</p> <p>At least 80% of disadvantaged learners in EYFS achieve ELG for word reading..</p> <p>At least 75% of disadvantaged learners meet the required standard in the Y1 Phonics Screen.</p> <p>At least 90% of disadvantaged learners meet the required standard in the Phonics Screen by the end of Y2, if this was not met at the end of Y1.</p> <p><i>See ADP for individual year group reading and writing targets.</i></p>
Accelerated progress for disadvantaged learners in KS2 for reading and writing in order that increasing percentages of learners have age appropriate knowledge and skills, increasing their 'secondary readiness'.	<p>Disadvantaged learners make accelerated progress when compared to non-disadvantaged learners in reading and writing in KS2.</p> <p>The attainment of disadvantaged learners in reading & writing is at least in line with that of non-disadvantaged learners in all year groups.</p> <p>At the end of KS1 and 2, percentages of disadvantaged learners meeting the expected standard are in line with National Average in reading and writing. (2019 Writing: KS1 – 69%, KS2 - 78%)</p> <p><i>See ADP for individual year group reading and writing targets.</i></p>
Accelerated progress for disadvantaged learners in KS2 for maths in order that increasing percentages of learners have age appropriate knowledge and skills, increasing their 'secondary readiness'.	<p>Disadvantaged learners make at least the same progress as their non-disadvantaged peers for maths in KS2.</p> <p>The attainment of disadvantaged learners in maths is at least in line with that of non-disadvantaged learners in all year groups.</p> <p>At the end of KS1 and 2, percentages of disadvantaged learners meeting the expected standard are in line with National Average in maths. (2019 Maths: KS1 – 76%, KS2 - 75%)</p> <p>The above is confirmed accurate via internal and external agreement trialling.</p>
Higher rates of progress in reading and writing for PP eligible pupils who have SEN.	Disadvantaged learners with SEN needs make similar progress to 'all students' in reading and writing.
Improved attendance of PP pupils, thereby ensuring access to learning.	Barriers to PP attendance have been identified and support has been put in place to overcome these.

<p>PA children who are entitled to PP funding, show term-on-term improvement in attendance.</p>	<p>Through close monitoring, and following the School's Attendance Policy, disadvantaged learners have a similar attendance rate as all other children (95% and above).</p> <p>Reduction in the number of PA disadvantaged learners to 5% or less.</p>
<p>Emotional / behavioural needs of pupils addressed. Pupils are more able to engage in learning and achieve higher rates of progress.</p>	<p>Disadvantaged learners have developed their social and emotional skills through focused therapy work and are ready to learn on a daily basis.</p>

Activity in this academic year (2023.24)

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: **£30,544.48**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maintain three-class structure of the Academy.</p> <p>This will allow the maintenance of significantly reduced class sizes.</p> <p>£27,120.70</p>		1,2,3,4,6
<p>Ensure that disadvantaged children achieve in line with non-disadvantaged children in phonics.</p> <p>All staff, inc. TAs to receive relevant training on Phonic teaching & delivery</p> <p>Focus on early language and vocabulary acquisition in EYFS</p> <p>Cost of EYFS Specialist to provide training & on-going training: £3423.78</p>	<p>Communication and Language Approaches</p> <p>Oral Language Interventions</p> <p>Phonics</p> <p>Effective Professional Development Guidance Report</p> <p>EY-peer-to-peer-search-protocol.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	1,2
<p>CPD for staff on effective formative and summative assessment – to identify gaps quickly.</p> <p>To narrow the attainment gap between disadvantaged and non-disadvantaged pupils</p> <p>Built into the cost from the T&L Development Lead:</p>	<p>Feedback Toolkit “Teacher Feedback To Improve Pupils Learning”</p> <p>Feedback Approaches and educational attainment in children and young people The impact of Feedback on student attainment: a systematic review Published: August 2021 Authors: Mark Newman, Irene Kwan, and Karen Schu-can Bird (EPPI-Centre, UCL Institute of Education); Hui-Teng Hoo (Nanyang Technological University, Singapore)</p> <p>Effective Professional Development Guidance Report</p>	1,2,3,4

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

Budgeted cost: **£52,507.63**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure consistent and robust approach to Guided Reading and Reading for Pleasure</p> <p>Phonics Shed: £703.80 Phonics Books: £541.88</p>	<p>Oral Language Interventions Toolkit</p> <p>Phonics Toolkit Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p>	1,2
<p>Targeted support for chn using QFT & targeted interventions (small group/1:1 work) to narrow the progress and attainment gap between disadvantaged & non-disadvantaged pupils</p> <p>TA support staff: £43,895.50 (inc. targeted intervention) PiXL Assessment Package - £910 INSIGHT - £89.70 Tapestry - £29.90 NELI Language Intervention – £162.75 Provision Map: £437 Literacy Shed: £46 Get Spelling: £101.10 Grammarsaurus: £151.80 Use of Teaching & Learning Development Lead: £5483.20</p>	<p>Making Best Use of Teaching Assistants EEF Guidance toolkit Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,4

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

Budgeted cost: **£9028.59**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free access to Breakfast Club.	How Can Schools Support Parents' Engagement in their Children's Learning? Evidence from Research and Practice	5,6

<p>Use of FSW to ensure that families with poor attendance are supported effectively. BASC Fees: £392.80 Shared Education Team costs: £1101.24 Family Support Worker: £7332.40</p>	<p>Published September 2019 Authors: Nick Axford¹, Vashti Berry², Jenny Lloyd², Darren Moore², Morwenna Rogers², Alison Hurst², Kelly Blockley¹, Hannah Durkin² and Jacqueline Minton² ¹University of Plymouth ²University of Exeter</p> <p>EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net) Magic Breakfast EEF (educationendowmentfoundation.org.uk) Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	
<p>Disadvantaged chn to have funded trips and visits places. To ensure the curriculum is balanced and carefully sequenced, and the Creative Curriculum allows opportunities for cultural development. Build self-esteem, confidence and positive behavioural attitudes through school initiatives and ethos. Access for PP chn to online learning platforms LBQ Software: £114.75 Numbots: £43.70 TT Rockstars: £43.70</p>	<p>Improving School behaviour EEF Guidance Report</p> <p>Behaviour Improving Behaviour in Schools: Evidence Review Published: December 2019 Authors: Darren Moore¹, Simon Benham-Clarke², Ralph Kenchington², Chris Boyle¹, Tamsin Ford², Rachel Hayes² and Morwenna Rogers², Jacqueline Minton² ¹Graduate School of Education, University of Exeter ²University of Exeter Medical School</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk) Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p>	6

Total budgeted cost: £92,080.70

Part B: Review of outcomes in the previous academic year

Detail	Actual Amount Received
Pupil premium funding allocation this academic year	£33,654.00
Recovery premium funding allocation this academic year	£3444.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£577.35
Total budget for 2022-23: If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£37,675.35

Teaching (for example, CPD, recruitment and retention)

Activity	Planned Expenditure	Actual Expenditure
Maintain three-class structure of the Academy. This will allow the maintenance of significantly reduced class sizes.	£37,000	Class Teacher average cost = £53, 210 46.2% of the above = £24,583.02
Continued Stage not Age teaching in small groups for Phonics. (RWInc Programme) by appropriately trained adults. RWInc. Training Portal & RWInc Development Days to ensure consistency in delivery.	£2, 380	£1,800 (Development Day Mini Bundle) £750.00 Phonics Online training subscription. 46.2 % of the above = £1,178.10
Implement Talk for Writing strategies.	£500 (Book Costs)	£100.97 (3 manuals) £83.43 (EYFS Books) 46.2% of the above = £85.19
Increase staff knowledge, skills and understanding in relation to the development of reading	£2000 - Pixl membership	£2000 46,2% of the above = £924.00

prosody to support comprehension. (PiXL reading prosody training & follow up instructional coaching as monitoring dictates)		
Further develop teacher knowledge, skills and understanding in relation to QFT for maths via the adoption of Broadbent Maths sequences to support planning. (Subscription to Broadbent Maths & Linked CPD).	£200.00	£200.00 46.2% of the above = £92.40
Further develop staff knowledge of specific SEN needs and how best to support such learners within QFT.	Additional SENDCO support time - £7,250 (1/2 day a week).	£3,869.10 46.2% of the above = £1787.52
	Total planned expenditure:	Total actual expenditure: £28,650.23

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

Activity	Planned Expenditure	Actual Expenditure
Targeted Reading Interventions: 1:1 phonics (RWInc) for those not meeting age-related expectations for phonics (focused on developing decoding and fluency skills). Lexi Core 5 intervention. PiXL Reading Therapies	Lexia Cost £384 + 39% of cost of additional adults to facilitate delivery of targeted interventions £6,433 per adult x 1.5 = £9655	12 licences @ £32/licence/yr = £380 46.2% of the above = £177.40 + staffing (2 afternoons a week) = £14,230.40 46.2% of the above = £6574.44
Targeted Writing interventions:	Cost of adults to deliver the above interventions listed above.	Included in the above staffing costs.

Implementation of Pixl Suite of therapies.		
Targeted Maths Interventions: Implementation of Pixl Suite of Therapies.	Cost of adults to deliver the above interventions listed above.	Included in the above staffing cost.
Easter School Booster Support for Y6 pupils. 1 members of staff for 1 week + attendance rewards.	£1000	16 hours @ £30/hr = £480.00 46.2% of the above = £221.76
	Total planned expenditure: £11039.00	Total actual expenditure: £6913.60

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

Activity	Planned Expenditure	Actual expenditure
Evidence-based interventions lead by Early Help and Wellbeing Support Worker (Friends Resilience programme, Lego Therapy, etc) to address emotional resilience & low-level mental health concerns.	39% of Inclusion Team costs (proportionate to PP profile of Academy) £ 1408.00	£1623.00 46.2% = £749.82
Support from Trust Attendance Team (Education Welfare Officer) to provide targeted support to assist PA families in attending school more frequently.	39% of Inclusion costs (proportionate to PP profile of Academy) – Covered above.	£3051.00 46.2% = £1409.00
Provide financial support for the PP entitled pupils via support with provision of uniforms, educational visits and breakfast club access.	£2200 (£100 per child)	£262.50
	Total planned expenditure: £3608.00	Total actual expenditure: £2421.32

Strategy allocation (actual funding received): £37,675.35

Strategy actual expenditure: £37,985.15

Carry Forward into 23/24: £0 (- £309.80)

Pupil premium strategy outcomes

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

EYFS Data*:

	ALL % (11 pupils)	PP % (7 pupils – 4 of which have SEND)
Speaking	36%	1 = 14%
Word Reading	36%	1 = 14%
Comprehension	55%	3 = 43%
Writing	64%	4 = 57%
Number	36%	1 = 14%
Numerical Patterns	36%	1 = 14%
GLD	36% (Provisional National = 67%)	1 = 14%

Note: The progress and attainment of EYFS pupils during 2022.23 was significantly impacted by instability in staffing therein.

Phonics Data:

	ALL % (7 pupils)	PP % (3 pupils; 1 SEND & 1 recent joiner)
Y1 Phonics Screening	5 = 71% (Provisional National 79.5%)	2 = 67% (National %)
	ALL % (5 pupils)	PP% (2 pupils, 1 with SEND)
Y2 Phonics Screening (cumulative)	4 = 80% (National %)	2 = 100% (National %)

Y2 data:

Attainment	ALL % (6 – 3 SEND, 1 recent arrival)	PP % (3 – 2 SEND inc. 1 x EHCP in process)
Reading	67% (Prov. National 69%)	67% (National %)
Writing	67% (Prov. National 59%)	67% (National %)
Maths	67% (Prov. National 70%)	67% (National %)
R, W & M Combined	67% (Prov. National 55%)	67%

Progress:

Y6 data:

Attainment	ALL % (6 pupils, 3 SEN)	PP % (3 pupils – 3 SEND inc. 1 x EHCP)
Reading	87% (National 73%)	67%
Writing	87% (National 71%)	67%
Maths	87% (National 73%)	67%
R, W & M Combined	87% (National 59%)	67%

Progress:

Intended outcome	Success criteria	Actual Outcome
Improved oral language and early reading skills for disadvantaged learners in EYFS in Y1, which will directly impact on their reading and writing abilities moving forwards.	<p>100% of disadvantaged learners achieve ELG for Speaking. (Unless identified as having SALT needs)</p> <p>At least 80% of disadvantaged learners in EYFS are on green RWInc band or above by the end of EYFS.</p> <p>At least 75% of disadvantaged learners meet the required standard in the Y1 Phonics Screen.</p> <p>At least 90% of disadvantaged learners meet the required standard in the Phonics Screen by the end of Y2, if this was not met at the end of Y1.</p>	<p>14% of disadvantaged learners achieved ELG for Speaking. (Note 4/7 = 57% of disadvantaged learners had SAL needs)</p> <p>29% of disadvantaged learners were on green RWInc band or above by the end of EYFS.</p> <p>67% of disadvantaged learners in Y1 met the required standard in the in the Y1 Phonics Screen. (Note: The 1 pupil not meeting the required standard joined the school from another setting in April)</p> <p>100% of disadvantaged learners met the required standard by the end of Y2.</p>

Accelerated progress for disadvantaged learners in KS2 for reading and writing in order that increasing percentages of learners have age appropriate knowledge and skills, increasing their 'secondary readiness'.

Disadvantaged learners make accelerated progress when compared to non-disadvantaged learners in reading and writing in KS2.

The attainment of disadvantaged learners in reading & writing is at least in line with that of non-disadvantaged learners in all year groups.

At the end of KS1 and 2, the percentage of disadvantaged learners meeting the expected standard are in line with National Average in reading and writing. (2019 Writing: KS1 – 69%, KS2 - 78%)

KS2 progress:

Reading	Progress (All)	Progress PP
Y3	-0.1	0
Y4	+1.4	+1.7
Y5	+0.3	+0.2
Y6	+3.3	

Writing	Progress (All)	Progress PP
Y3	-0.3	-0.3
Y4	+2.0	+1.3
Y5	+1.4	+2.2
Y6	+3.2	

Attainment:

67% of disadvantaged learners (16/24) attained ARE in reading for their respective year groups by the end of the academic year 2022-23.

50% of disadvantaged learners (12/24) attained ARE for writing for their respective year groups by the end of the academic year 2022-23.

Y2 Attainment data:

	PP%
Reading	67%
Writing	67%

Note: The one child not attaining ARE was an SEN child with an EHCP in process.

Y6 Attainment Data:

	PP%
Reading	67%
Writing	67%

Note: The one child not attaining ARE was an SEN child with an EHCP.

Accelerated progress for disadvantaged learners in KS2 for maths in order that increasing percentages of learners have age appropriate knowledge and skills, increasing their 'secondary readiness'.

Disadvantaged learners make at least the same progress as their non-disadvantaged peers for maths in KS2.

The attainment of disadvantaged learners in maths is at least in line

Y2 Attainment data:

	PP%
Maths	67%

The one child not attaining ARE was an SEN child with an EHCP in process.

	<p>with that of non-disadvantaged learners in all year groups.</p> <p>At the end of KS1 and 2, percentages of disadvantaged learners meeting the expected standard are in line with National Average in maths.</p> <p>(2019 Maths: KS1 – 76%, KS2 - 75%)</p> <p>The above is confirmed accurate via internal and external agreement trialling.</p>	<p>Y6 Attainment Data:</p> <table border="1" data-bbox="978 219 1369 398"> <tr> <td></td> <td>PP%</td> </tr> <tr> <td>Maths</td> <td>67%</td> </tr> <tr> <td colspan="2">The one child not attaining ARE was an SEN child with an EHCP.</td> </tr> </table> <p>KS2 progress:</p> <table border="1" data-bbox="978 483 1361 723"> <thead> <tr> <th>Maths</th> <th>Progress (All)</th> <th>Progress PP</th> </tr> </thead> <tbody> <tr> <td>Y3</td> <td>- 0.1</td> <td>+0.3</td> </tr> <tr> <td>Y4</td> <td>+1.0</td> <td>+0.3</td> </tr> <tr> <td>Y5</td> <td>+1.7</td> <td>+2.5</td> </tr> <tr> <td>Y6</td> <td>-0.3</td> <td></td> </tr> </tbody> </table>		PP%	Maths	67%	The one child not attaining ARE was an SEN child with an EHCP.		Maths	Progress (All)	Progress PP	Y3	- 0.1	+0.3	Y4	+1.0	+0.3	Y5	+1.7	+2.5	Y6	-0.3										
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<p>Improved attendance of PP pupils, thereby ensuring access to learning.</p> <p>PA children who are entitled to PP funding, show term-on-term improvement in attendance.</p>	<p>Barriers to PP attendance have been identified and support has been put in place to overcome these.</p> <p>Through close monitoring, and following the School's Attendance Policy, disadvantaged learners have a similar attendance rate as all other children (95% and above).</p> <p>Reduction in the number of PA disadvantaged learners to 5% or less.</p>	<p>Attendance Data (Not inc. EYFS):</p> <table border="1" data-bbox="978 1429 1369 1529"> <tr> <td>All learners</td> <td></td> </tr> <tr> <td>PP</td> <td></td> </tr> </table> <p>PP attendance is in line with the 95% target set.</p> <p>The were 4 disadvantaged learners classed as PA at the end of the academic year 2022-23. (Note: All had attendance of 88% of above (%))</p>	All learners		PP																											
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<p>Emotional / behavioural needs of pupils addressed. Pupils are more able to engage in learning and achieve higher rates of progress.</p>	<p>Disadvantaged learners have developed their social and emotional skills through focused therapy work and are ready to learn on a daily basis.</p>	<p>14 disadvantaged learners accessed support from the Inclusion / Safeguarding team and/or the Academy's Family Support Worker. (TAC, CIN, CP or CIC, etc).</p>																														

Externally provided programmes

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

Programme	Provider
Lexi Core5	Lexia Learning