

Part B: Review of the previous academic year 2023/24

Outcomes for disadvantaged pupils

The evaluation of our pupil premium strategy for the academic year 2023/24 continues to indicate significant improvements attributable to the positive interventions and programmes of support we have implemented. These improvements are particularly evident among those pupils eligible for pupil premium funding. Our ongoing assessments reveal a consistent pattern of academic progress across key areas.

Pupil Premium children across the academy made significant progress in the year 2023-24 compared to the previous year with 61% of pupil premium children meeting age-related expectations in writing at the end of key stage two, 55% in reading and 55% in Mathematics. At the end of 2022-23, this was 56% in writing, 50% in reading and 38% in mathematics. In key stage one, each cohort has increased the percentage of pupil premium children achieving the age-related expectations. Years 3, 5 and 6 have increased the percentage of pupil premium children achieving age-related expectations from the previous year.

Quality first teaching and a renewed focus on pedagogy in the classroom, targeted intervention from well-trained and highly-skilled members of support staff and online platforms have ensured that these children have made sufficient progress and secured the Essential Skills of their year group.

Central to our approach has been the timely and purposeful nature of the interventions we have provided. Each initiative has been carefully evaluated to ascertain its effectiveness and ensure that the desired outcomes are achieved. This rigorous evaluation process allows us to adapt and refine our strategies, maximising the impact on pupil progress and attainment. Throughout the year, we have maintained a focus on enhancing KS2 pupil outcomes, and there has been a marked improvement in the levels of progress demonstrated in standardised tests. This aligns with our overarching aim to elevate educational attainment and ensure that every child reaches their full potential.

Our pupil premium strategy has contributed towards the observable improvements in school attendance. Our data indicate that overall attendance has increased by more than 2% compared to the previous academic year, with notable gains in specific year groups, including Reception, Year 1, Year 2, Year 4, and Year 6. This improvement in attendance not only illustrates the effectiveness of our outreach and engagement initiatives but also correlates with enhanced pupil outcomes. Consistent attendance

plays a crucial role in academic success, and our efforts to encourage regular school attendance have evidently contributed to a more conducive learning environment.

In addition to academic achievement and attendance, we have also seen significant improvements in pupil behaviour. These behavioural enhancements have led to increased levels of pupil engagement in learning activities, contributing to a more positive classroom atmosphere. As a result, we have witnessed a reduction in the number of behavioural incidents and suspensions when compared to the previous academic year. This decline is indicative of a more supportive and inclusive school culture that promotes positive behaviours and relationships among pupils.

The success of our pupil premium strategy is ultimately a reflection of our commitment to raising the educational outcomes for all pupils, particularly those who are disadvantaged. We recognise that continuous improvement in educational performance necessitates a multifaceted approach, encompassing academic interventions, enhancements to attendance, and strategies to foster positive behaviour.

As we look to the future, we remain dedicated to refining our strategies to ensure even greater success for our pupils. We will continue to assess the effectiveness of our interventions and adapt our approaches based on the evidence gleaned from ongoing evaluations. The insights gained from this year's review will be instrumental in shaping our future initiatives, allowing us to build on the progress we have already achieved while addressing the evolving needs of our pupils.

The outcomes of our pupil premium funding strategy for the academic year 2023/24 are encouraging, demonstrating the impact of our sustained efforts. We remain committed to this vital work, steadfast in our belief that every child deserves the opportunity to thrive and succeed in their educational journey.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Wellcomm	GL Assessment
NELI	Nuffield
Online Rocket Phonics	Rising Stars
Lexia Core 5 Reading	Lexia
My Maths	Oxfordshire University Press

CEM	Cambridge
NTS	Rising Star Assessments
Times Table Rock Stars	TTRS
Purple Mash	Purple Mash
Mathletics	Mathletics
Boost	Rising Stars
Tutoring Programme	

Activity in this academic year

This details how we spent our pupil premium **this academic year** to address the challenges highlighted in our 3 year plan.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed	RAG
Additional classroom-based staff	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. Making Best Use of Teaching Assistants EEF	1,2,3,4,8	
Purchase of CEM and other standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,2,4,5,8	
Improve and maintain provision for the 'most'	NFER report: Promote an ethos to succeed, focus on high quality teaching. Have clear, responsive leadership: setting	2,3,6,7,8	

<p>disadvantaged children, for example, through integrating the use of the Birmingham Hippodrome and Birmingham Conservatoire into the curriculum, as well as utilising and increasing engagement through the passport to success programme.</p> <p>Reduce barriers for attending extra- curricular activities to improve academic progress and also promote cultural capital.</p>	<p>ever higher aspirations and devolving responsibility for raising attainment to all staff, rather than accepting low aspirations and variable performance.</p> <p>Studies by EEF: Arts participation (+2months), behaviour interventions (+3months), sports participation (+2months) and holiday schools/activities (+2 months)</p>		
<p>Further develop and embedded in class approaches to the development of communication and language and early reading skills.</p>	<p>Numerous EEF reports highlight the need for taking a balanced approach to the development of early reading and the impact this can have on pupil outcomes.</p> <p>Communication and language approaches (+6 months), Phonics (+5 months), Reading and comprehension strategies (+6 months), Oral language intervention (+6 months)</p>	1,2,3,5,6,8	
<p>Development of mathematics teaching in line with DfE and EEF guidance. Trust expert support and NCETM trained leads has been given to develop Maths leads and 4 teachers.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</p>	3,4,6,7,8	
<p>Further develop curriculum provision so that it supports resilience and the development of pupil wellbeing strategies</p>	<p>Explicitly teaching and building opportunities for social and emotional learning through broader curriculum is highlighted by the EEF</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	3,6,7,8	
<p>Provide targeted staff CPD to</p>	<p>Systematically and strategically implementing staff CPD improves the</p>	1,2,3,4,8	

ensure quality first teaching	pedagogy and rates of attainment for learners. Characteristics of Effective Teacher Professional Development EEF (educationendowmentfoundation.org.uk)		
Contingency fund to ensure we can develop approaches that effectively respond to additional challenges as they arise	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.	All	

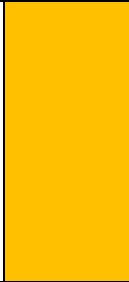

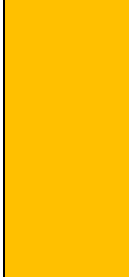
Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed	RAG
Inclusion support: Provide additional support for PP children who are SEN or at risk of exclusion and work alongside SLT /staff to improve outcomes	NFER report: Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments. Studies by the EEF: Social and emotional support (+4months), behaviour interventions (+3months).	1,2,3,4,6,8	
Provide targeted support in early reading development, including additional phonics, developing wider reading strategies and supporting reading at home.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Numerous EEF reports highlight the need for taking a balanced approach to the development of early reading and the impact this can have on pupil outcomes. Speech and language approaches (+6 months), Phonics (+5 months), Reading and comprehension strategies (+6 months), Oral language intervention (+6 months)	1,2,3,6,7,8	
Implement a maths based intervention with a focus on early number skills, including small	EEF research in structured interventions indicate high efficacy if a number of criterion are met. Recommendations 5 and 6: unpacking the evidence EEF (educationendowmentfoundation.org.uk)	3,4,6,7,8	

group tuition in maths			
Embed and evaluate a communication and language intervention	EEF report into developing pupil communication and language skills indicates high impact on pupil outcomes. Communication and language approaches EEF (educationendowmentfoundation.org.uk)	1,2,3,6,7,8	
Engage with, and go beyond, the School Led Tutoring Programme to ensure that our pupils in most need of lost learning catch-up regularly access online tuition, alongside a programme of mentoring.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,4	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed	RAG
Improving access to ICT/technology in order to support home learning	Studies by EEF: Use of technology (+4months), Collaborative working (+5months).	1,2,4,5	
Remove financial barriers to educational and aspirational experiences by subsidising associated costs where appropriate.	Studies indicate the positive impact of curriculum and wider school enrichment activity on pupil outcomes. Enrichment Theory, Research and Practice: (PDF) Enrichment Theory, Research, and Practice (researchgate.net)	2,3,6	
Promoting and maintaining the high value placed on regular school attendance	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Working together to improve school attendance - GOV.UK (www.gov.uk)	3,7,8	

<p>Develop a mentoring provision to support children with acute SEMH needs</p>	<p>EEF report highlights the need to provide additional support for children who have possible SEMH needs. Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>3,7,8</p>	
<p>Provide a free breakfast provision for disadvantaged pupils</p>	<p>Research indicates that providing pupils with a breakfast has a direct impact on outcomes in reading, writing and maths. EEF statement: re-publication of the evaluation of school... EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4,7,8</p>	
<p>Support for families aiming to develop their parenting skills and/or further engage with their child's learning.</p>	<p>Supporting the families of our pupils on their parenting journeys will have a significant impact on the lives of our pupils. EEF report indicates that parental engagement has an impact of +4 months Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,4,5</p>	

Total spend: £188,530