

# Pupil premium strategy statement:

## Birkenhead High School Academy

This statement details our school's use (whole Academy) of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

## School overview

Detail	Data
School name	Birkenhead High School Academy
Number of pupils in school	1207 (including nursery and 6 <sup>th</sup> form)
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-26
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	R Mahony
Pupil premium lead	G.Saccheri
Governor / Trustee lead	Denise Lynch

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£265,540
Recovery premium funding allocation this academic year	£ 46,994
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£312,534

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high progress scores across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We want to ensure that pupils feel safe and happy in school and ready to learn. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

We will offer high quality teaching to all our disadvantaged pupils and ensure that intervention for all pupils, including disadvantaged pupils, is closely matched to ongoing and accurate assessment. Our strategy aims to offer targeted support to help pupils catch up on lost learning. This includes the use of small group tuition funded by the National Tutoring Programme. High quality teaching and good levels of attendance are key to pupil progress, and this will be a focus for all our pupils as proven to be the best way to close the achievement gap. At the same time, we will develop our pupils' character and resilience through a range of enrichment and leadership activities.

We will provide:

- Consistently high quality teaching and learning, incorporating effective adaptive teaching strategies
- A programme of high quality CPD for all staff
- A culture of reading and enjoyment of literature
- Efficient diagnostic and assessment of gaps from primary to secondary schools
- Support for skills and resources needed to access learning (literacy and numeracy interventions, including targeted phonics)
- Support to families of and students with SEND
- A strategy for behaviour for learning which allows all children to succeed, based on praise and positive reinforcement
- A culture of high expectations for behaviour, attendance and attitude to learning within an immersive environment committed to learning
- An enrichment programme for all, so that pupils have equal opportunities to enjoy a varied co-curricular programme of activities
- Rich oracy with ALL children ALL the time in ALL subjects

Together, the focus on reading, oracy, co-curricular activities and a culture of success will contribute to the development of cultural capital for disadvantaged pupils.

Finally, we will underpin achievement by offering outstanding pastoral support.

We will achieve our objectives by ensuring the school development plan reflects these objectives; remaining focused year on year on strengthening provision in consistent key areas of development.

We will evaluate the implementation of our development plan, assessing impact and responding to identified areas for development.

## Challenges

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

Challenge number	Detail of challenge
1a	<p><i>Our observations and assessments of Junior pupils in reading indicate that there are gaps in the vocabulary and comprehension in reading skills across the year groups. End of summer 2023 assessments show that a significant percentage of our PP pupils are off track in reading.</i></p> <p><i>Whilst our Y1 Phonics Check results in 2022-23 were high, this does not translate into the reading and writing assessments as these children move into Year 2 in 2023-34. 2 out of 3 Y1 PP pupils passed the phonics check, with the average score for PP pupils in BHSA being 1.8 lower than the National PP score.</i></p> <p><i>The pupils who did not pass the Year 2 phonics check include PP pupils who, now in Year 3, have greater difficulty with phonics and accessing the curriculum, than their peers. This negatively impacts their development as readers.</i></p> <p><i>The difference between PP and Non PP reading ages varied by over 13 months on entry for current Y8. In current Y9 The PP and Non PP gap was smaller but overall reading ages were significantly down averaging 16 months lower than current Y8 and 16 months lower than current Y7 on entry into Y7.</i></p>
1b	<p><i>Our observations and assessments of pupils' writing indicate that there are still significant gaps in writing ability and stamina across the year groups. However, end of summer 2023 assessments show that our PP pupils made good progress (+2.1 VA). This does not reflect the picture across other year groups, therefore the challenge is to make similar progress across all year groups in writing.</i></p>
1c	<p><i>Our assessments of pupils' maths indicate that there are gaps in problem solving and reasoning tasks across the year groups and gaps in middle prior attaining pupils' key arithmetic skills. End of summer 2023 assessments show that a significant percentage of our PP pupils are off track in mathematics in Juniors. However, in the KS2 SATs in 2023, our PP pupils made good progress (+3.6 VA)</i></p> <p><i>Across Y3-5, disadvantaged MPA pupils are shown to be less able than their non-disadvantaged MPA peers to maintain working at age related expectations and are more likely to not Achieve Standard by the end of KS2. This is a challenge to ensure that all PP pupils do achieve a scaled score of at least 100 by the end of KS2.</i></p> <p><i>In Y8 and Y9 the quantitative CAT have a PP - non PP gap of -4.5 and -3.2 respectively.</i></p>

## Key Stage 3 Attainment

The below table is based on Y9 data. NB Disadvantaged students = Pupil Premium Students  
The targets for each subject are based on the Year 9 FFT(20) outcomes for the end of KS4 for this particular cohort. Achieving these targets would place us in the top 20<sup>th</sup> percentile of schools nationally.

Subject	Actual 2021 On Track+	Actual 2022 On Track+	Actual 2023 On Track+	Target 2024 On Track+
English %	81.6	86	89.7	90
Disadvantaged %	70	78	84.6	90
Maths %	93	89	78.4	90
Disadvantaged %	90	81	73.1	90
Science %	85.7	76	88.1	90
Disadvantaged %	71.4	69	84.6	90

- 1d *Low vocabulary acquisition for many disadvantaged children throughout the academy as observed by class teachers and teaching assistants in lessons and assessments. Many children are in need of development of speaking and listening skills.*
- 1e *Many children with special educational needs are waiting for paediatrician appointments, referrals, educational psychologists and assessment towards EHCP. These students require greater support in school.*
- 1f *An increasing number of children in all Key Stages have been affected by adverse childhood experiences leading to mental health problems such as anxiety and extreme behaviours, including those in EYFS and KS1.*
- 2 Our observations, and Accelerated Reader Star tests, as well as phonics screening at KS3 show that some PP pupils are not reaching Age Related Expectations for reading.
- 3 Our observations and discussions with children and families, as well as attendance records, show that some disadvantaged pupils have been negatively affected by the pandemic in a range of areas including social and emotional wellbeing, progress and financial stability and security. These findings are supported by national statistics and also by attendance/wellbeing data. Our attendance data now shows that .xxxxxx  
  
Persistent absenteeism has reduced since the pandemic .

Persistant Absence %		
Year	Seniors	Juniors
2122	29.4	15.3
2223	22.3	9.8
2324 (YTD)	22.4	13.1

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We recognise that some disadvantaged pupils still have social/emotional issues as a result of the pandemic, and a range of social/family issues. Our focus is on improving the attendance for this cohort of students

Below is the FSM E6 attendance difference for 22/23

FSM6			All	Year 7	Year 8	Year 9	Year 10	Year 11
FSM6	125	School	88.8%	92.7%	91.8%	89.1%	83.5%	87.3%
		FFT National	85.3%	88.7%	86.2%	84.2%	83.0%	82.9%
		Difference	+3.5% ●	+3.9% ●	+5.7% ●	+4.9% ●	+0.5%	+4.4% ●
Not FSM6			All	Year 7	Year 8	Year 9	Year 10	Year 11
Not FSM6	549	School	92.8%	95.1%	91.6%	94.5%	92.4%	90.0%
		FFT National	92.6%	94.4%	93.1%	92.1%	91.7%	91.4%
		Difference	+0.2%	+0.7%	-1.5% ●	+2.4% ●	+0.7%	-1.3% ●

23/24 until Feb 24

FSM6			All	Year 7	Year 8	Year 9	Year 10	Year 11
FSM6	125	School	88.1%	93.2%	89.0%	87.4%	90.6%	80.4%
		FFT National	85.9%	90.2%	86.8%	85.0%	83.5%	83.1%
		Difference	+2.2% ●	+3.0% ●	+2.3% ●	+2.5% ●	+7.1% ●	-2.7% ●
Not FSM6			All	Year 7	Year 8	Year 9	Year 10	Year 11
Not FSM6	547	School	92.0%	92.9%	92.3%	89.3%	94.0%	91.3%
		FFT National	93.1%	95.1%	93.5%	92.7%	92.2%	92.0%
		Difference	-1.1% ●	-2.2% ●	-1.2% ●	-3.4% ●	+1.8% ●	-0.7%

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PP students made improved progress in the 2223 KS4 outcomes. While still a gap in progress students are still making more than expected progress in all categories of P8 with the exceptions of maths and science

### Attainment and progression of vulnerable groups at KS4

#### Headline Measures (disadvantaged)

There are 29 disadvantaged students at BHSA in the current Y11 cohort (2023/24).

<b>Total number of disadvantaged pupils in Y11 (22/23)</b>	<b>29 (1 no KS2)</b>
<b>High Prior Attainers</b>	<b>2</b>
<b>Middle Prior Attainers</b>	<b>17</b>
<b>Low Prior Attainers</b>	<b>9</b>

	<b>18/19</b>	<b>21/22</b>	<b>22/23</b>	<b>24 Target</b>
<b>Progress 8</b>	<b>-0.13</b>	<b>-0.56</b>	<b>0.28</b>	<b>0.76</b>
High prior attaining	<b>-0.02</b>	<b>-1.12</b>	<b>0.04</b>	<b>0.85</b>
Middle prior attaining	<b>-0.20</b>	<b>-0.39</b>	<b>0.13</b>	<b>0.72</b>
Low prior attaining	<b>0.22</b>	<b>-1.30</b>	<b>0.50</b>	<b>0.85</b>
<b>Attainment 8</b>	<b>41.43</b>	<b>37.73</b>	<b>43.5</b>	<b>48.16</b>
High attaining	<b>60.58</b>	<b>39.37</b>	<b>65</b>	<b>77.0</b>
Middle attaining	<b>35.19</b>	<b>43.79</b>	<b>45.1</b>	<b>54.67</b>
Low attaining	<b>31.00</b>	<b>25.67</b>	<b>34.9</b>	<b>32.71</b>
<b>% Gaining 4 or above in Eng + Ma (5 or above)</b>	<b>47.6 (19.0)</b>	<b>54.2 (29.2)</b>	<b>62 (27.6)</b>	<b>79 (53)</b>
<b>% entered for English Baccalaureate</b>	<b>38.1</b>	<b>29.2</b>	<b>28</b>	<b>41.2</b>
<b>% achieving English Baccalaureate at 4+ (5+)</b>	<b>23.8 (4.8%)</b>	<b>20.8 (4.2)</b>	<b>20.7 (21)</b>	<b>88.2 (73.5)</b>

Name	Stu Count	KS2 Prior	9-4 E/M %	EBacc Standar d %	A8	Eng A8	Mat A8	Eng P8	Mat P8	EBacc P8	Open P8	Total P8	Positive P8 Score %
PP No	104	104	81.7	31.7	53.91	11.7	9.79	0.86	0.42	0.79	0.97	0.78	74
PP Yes	29	101.5	51.7	13.8	41.05	9.62	7.24	0.36	-0.3	-0.03	0.15	0.05	55.2

## Intended outcomes

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

Intended outcome	Success criteria
<p>All pupils, including disadvantaged pupils, are strong readers, reaching at least their chronological age on Accelerated Reader, enjoying the books they read and achieving above National Average scaled scores in reading assessments at the end of KS2.</p> <p>All students should be at their chronological age</p>	<p>In Junior School, all pupils pass the Y1 phonics check. Those pupils in Y2 &amp; across KS2 who have not passed the phonics check, to be tracked closely &amp; show improvements in their reading ages and comprehension skills, as evidenced through NfER Reading assessments, AR star reading tests and benchmarking. KS2 reading outcomes show a higher percentage of PP pupils meeting the expected standard at the end of each year.</p> <p>At senior level, all pupils should reach chronological age on Accelerated Reader, and match non-PP pupils in reading assessments in English.</p> <p>Pupils should match non-PP pupils in English reading assessments.</p> <p>Pupil voice to evidence enjoyment of reading, impact study conducted in 2022.</p>
<p>In Junior School, all disadvantaged pupils to achieve above National Average in writing assessments at the end of KS2, have improved writing stamina, handwriting and vocabulary.</p>	<p>Clear progression in writing skills planned and taught by all staff. A steady increase in percentage attaining age related expectation by 2026.</p> <p>Improved writing skills evidenced in moderation of writing pieces, triangulated with other sources of evidence, such as spelling, cross-curricular writing and longer texts.</p>
<p>In Junior School, all disadvantaged pupils to achieve above National Average in maths assessments at the end of KS2, with improved reasoning skills evidenced.</p>	<p>NfER assessments and book scrutinies to show improved levels of success at reasoning and problem solving questions attempted. NfER assessments and KS2 SATs to show an increasing amount of these question types answered correctly.</p> <p>KS2 maths outcomes overall to show an increased percentage of PP pupils meeting the expected standard in 2024, with a steady increase attaining age related expectation by 2026.</p> <p>Consistent whole school approach to maths planning (with specific reasoning &amp; problem solving tasks planned into most lessons). Small group, daily maths tuition in place for Years 3-5 led by an HLTA using the National Tutoring</p>

	<p>Programme and Success@Arithmetic intervention programme.</p> <p>Increased parental confidence in supporting children at home through maths games and workshops and increased information offered.</p>															
To achieve and sustain improved attendance for all our pupils, particularly our disadvantaged pupils.	Attendance for disadvantaged pupils will be at least equal to others, with a numerical target of at least 97%. Currently a 4% gap exists between FSM and no FSM pupils. BHSA FSM attendance is above national.															
Improved metacognitive and self-regulatory skills among disadvantaged pupils in all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects, and reduced numbers of behaviour points for non-completion of homework.															
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4 with a focus on EBacc subjects.	<p>By the end of our current plan in 2024/25 41.2% or more of disadvantaged pupils enter the English Baccalaureate (Ebacc). In the last 3 years this figure was 38/29/28% respectively - and we wish to continue this trend to ensure pupils succeed in gaining strong passes across Ebacc subjects. students directed to carefully selected pathway</p> <table border="1"> <thead> <tr> <th></th> <th>18/19</th> <th>21/22</th> <th>22/23</th> <th>24 Target</th> </tr> </thead> <tbody> <tr> <td>% entered for English Baccalaureate</td> <td>38.1</td> <td>29.2</td> <td>28</td> <td>41.2</td> </tr> <tr> <td>% achieving English Baccalaureate at 4+ (5+)</td> <td>23.8 (4.8%)</td> <td>20.8 (4.2)</td> <td>20.7 (21)</td> <td>88.2 (73.5)</td> </tr> </tbody> </table>		18/19	21/22	22/23	24 Target	% entered for English Baccalaureate	38.1	29.2	28	41.2	% achieving English Baccalaureate at 4+ (5+)	23.8 (4.8%)	20.8 (4.2)	20.7 (21)	88.2 (73.5)
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% entered for English Baccalaureate	38.1	29.2	28	41.2												
% achieving English Baccalaureate at 4+ (5+)	23.8 (4.8%)	20.8 (4.2)	20.7 (21)	88.2 (73.5)												
Improved attendance of PP students	End of year attendance of PP 88.8% compared to 92.8% for NFSM - difference of 4. This is 3.5% above national data															

## Activity in this academic year

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



## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £30,086

Activity	Evidence that supports this approach	Challenge number(s) addressed
Classroom support for specific groups of children with SEND across Years 2-6	<p>More individual attention will lead to greater progress in our pupils (EEF Toolkit +3 months)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	1e
CPD and involvement in the oracy initiative will continue to focus on improving the retention of new vocabulary and developing high quality oracy skills. Staff will continue to plan well structured, heavily vocabulary-based reading sessions. Staff to continue to use the VIPERS approach for whole class reading comprehension with support from subject leads.	<p>Children are given tools that they can use to decipher unknown words. There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions - Toolkit Strand - Education Endowment Foundation - EEF EEF- Oral Language Interventions (EEF Toolkit - reading comprehension strategies +6 months)</p>	1a, 1d
Targeted CPD sought for TAs and teachers in relation to supporting lower middle attaining pupils	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	1a, 1b, 1c
More cross phase collaboration during transition from Y6-7 and close partnership with the Junior School in order to assess, diagnose & implement action immediately upon entry to Year 7	<p>DfE document: 'Effective School Partnerships and collaboration for school improvement: A review of the evidence' (Research Report 2015)</p> <p><a href="https://assets.publishing.service.gov.uk/media/5a809a84e5274a2e8ab5117f/DFE-RR466_-_School_improvement_effective_school_partnerships.pdf">https://assets.publishing.service.gov.uk/media/5a809a84e5274a2e8ab5117f/DFE-RR466 - School improvement effective school partnerships.pdf</a></p>	5
Embedding an effective behaviour for learning policy across the school. This will include professional development for all staff	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Improving_Behaviour_in_Schools_Evidence_Review.pdf">https://educationendowmentfoundation.org.uk/public/files/Improving_Behaviour_in_Schools_Evidence_Review.pdf</a></p>	4

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

Budgeted cost: £115,272

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of School Led Tutor for targeted children in maths across Years 3-5. Targetted support for specific children in phonics, reading and writing</p>	<p>More individual attention will lead to greater progress in our pupils (EEF Toolkit +3 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>1a, 1b, 1c</p>
<p>Increased classroom TA support for specific groups of children with SEND across Years 2-6</p>	<p>More individual attention will lead to greater progress in our pupils (EEF Toolkit +3 months)</p>	<p>1e</p>
<p>Provide further training and resources to TAs and lead teachers on implementing the structured intervention programme for maths: Success@Arithmetic. Children highlighted for intervention and pre- and post-assessments carried out to track progress</p>	<p>EEF evidenced interventions</p>	<p>1c, 1e</p>
<p>Provide training to TAs and lead teachers on implementing a more structured programme of intervention for maths and literacy</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p>	<p>1a, 1b, 1c, 1e</p>
<p>Implement use of Accelerated Reader throughout KS3 to support enthusiasm for reading and track progress Use of Bedrock to increase comprehension</p>	<p>Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002). (A wealth of evidence supports this.)</p>	<p>2</p>
<p>Provide a range of text books for different subjects so pupils have exposure to non-fiction texts. Work with teachers so that they can use effective reading comprehension techniques and targeted , explicit teaching of vocabulary with this reading material. This will also develop students' ability to read complex academic texts.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p>	

Support instrumental tuition for disadvantaged pupils to develop confidence and engagement.	<a href="https://psycnet.apa.org/fulltext/2019-34936-001.html">https://psycnet.apa.org/fulltext/2019-34936-001.html</a> <a href="https://www.tes.com/magazine/archived/playing-musical-instrument-key-academic-success">https://www.tes.com/magazine/archived/playing-musical-instrument-key-academic-success</a>	3,4
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £167,175

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management approaches, including midday supervisors, with the aim of developing our school ethos and improving behaviour across school, particularly during lunchtimes.  Staff training on safer handling and use of appropriate strategies when managing challenging behaviours of pupils, particularly in EYFS-KS1	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions - EEF <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	1f
Support from learning mentors focussed on addressing emotional/social issues relating to behaviour for learning. Oversee evidence based programmes such as 'Blues' and 'Bouncing Back' as well as programmes such as 'Hooves for Healing' - animal based therapies.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	3 4
Rita The Reading Dog to support reluctant readers so that they make greater progress and enjoy the experience of reading.	BHSA has created an Impact Study, which can be provided on request.	2
Focus on attendance led by the SLT Attendance lead to monitor and oversee intervention and escalation. This will include support from learning mentors focussed on addressing emotional/social issues relating to poor attendance.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>  (Specifically "every pupil should have a supportive relationship with a member of school staff.")	4

<p>Have an available fund to support with uniform and other costs (for example revision materials) for disadvantaged families. This will overcome perceived barriers to school attendance and the attainment of disadvantaged pupils.</p>	<p>We know from experience that some families need support with uniform and other costs.</p>	
<p>Wellbeing of PP supported by financial contribution to trips and music lessons</p>		

**Total budgeted cost: £ 312,534**

## Part B: Review of of the previous academic year

### Outcomes for disadvantaged pupils

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

Junior School:

Two years of lockdowns had an impact on attainment, but catch up tutoring and focussed catch up lessons have accelerated progress. Quality first teaching led to rapid progress at the end of KS2, with positive progress scores for reading and writing and significantly improved progress scores in maths. A new phonics programme (ELS: Essential Letters & Sounds) was introduced and has seen consistency in the approach to phonics teaching across EYFS and KS1, with high pass rates in Year 1 phonic screening.

New phonics teaching, books and a focus on vocabulary acquisition in foundation subjects is beginning to show an improving picture across Junior School.

Whilst there is an improving picture for our PP pupils at the end of KS2 last year...

	Pupils	Reading SS	Reading VA	Writing SS	Writing VA	Maths SS	Maths VA	GPS SS	GPS VA	Attendance
FSM6	12	106.0	+2.8	101.8	+2.1	104.5	+3.6 ●	104.1	+1.1	93% ●
Not FSM6	44	106.4	+1.3	100.8	-0.7	102.5	-0.4	105.4	+0.4	96% ●

...our in-house data suggests that there is still an increasing number of PP pupils who have become off track in reading, writing and maths between Years 2 to 3, Years 3 to 4 and Years 4 to 5, with pupils falling behind particularly upon transition from July to the following December.

At the end of Reception, the percentage of children assessed as at a Good Level of Development was 76% overall, with 50% of children entitled to Pupil Premium funding reaching this standard (2 out of 4 pupils).

In Year 1, the percentage of children who attained the pass mark in the phonics check was 94.6% overall, with 66.7% of children entitled to Pupil Premium funding reaching this standard (2 out of 3 pupils)..

At the end of KS1, 73% attained the expected level in reading (Pupil Premium children 50%). In writing 63% attained the expected level (Pupil Premium 25%) and in maths 64% attained the expected level (Pupil Premium 50%) (4 PP pupils in Year 2)

At the end of KS2, 77% attained the expected standard in reading (Pupil Premium 83%). In writing, 73% reached the expected standard (Pupil Premium 83%). In maths, 71% reached the expected standard (Pupil Premium 92%). 66% of all Year 6 children achieved the expected standard in all three subjects (reading, writing and maths) (Pupil Premium 75%). (12 PP pupils in Year 6)

School Led tutoring will continue to be in place to support disadvantaged children who have fallen behind in their learning in order that we can close gaps in KS2.

Outcomes for Senior School students

	On Track %	Off Track %	Subject progress
Year 7	97.2	2.8	
Year 7 PP	94.5	5.5	
Year 8	84.5	15.5	
Year 8PP	81.3	18.7	
Year 9	86.3	13.7	
Year 9 PP	84.6	15.4	
Year 10			0.53
Year 10 PP			0.46
Y11			0.68
Y11 PP			0.24

Gaps do exist but at KS4 it is to be noted that PP students have a significantly higher SPI grade compared to national data sets. This is supported with attendance data as a correlation.

Bedrock impact

60% of PP made progress.

We continued to support disadvantaged pupils' wellbeing in a variety of ways, including music lessons, mentoring and a range of resources. This was successful in helping some disadvantaged pupils experience a sense of wellbeing as can be seen in our ImpactEd survey where LAC pupils (KS3) gained a score of 3.39 for 'Wellbeing' against 2.87 for Non-LAC. However, the overall wellbeing scores are still lower for all Key stages (2-4) for PP. Revision resources were provided in Science, and focused tutoring in maths and English. We were pleased with progress in these subjects.

## 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
Success@Arithmetic	School Improvement Liverpool
Pathways to Progress	The Literacy Company
ELS: Essential Letters & Sounds	Oxford Owl

Times Tables Rockstars	Maths Circle
Numbots	Maths Circle
WellComm	GL Assessments
White Rose Maths	White Rose Education
Accelerated Reader	Renaissance
Bedrock	

## Service pupil premium funding (optional)

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

### **How our service pupil premium allocation was spent last academic year**

Part of our service pupil premium is used to employ a learning mentor in Junior School to provide pastoral support for those pupils who need it, including those from service families, especially when new families join our school and during times of challenge to help mitigate the negative impact on service children of family mobility or parental deployment.

### **The impact of that spending on service pupil premium eligible pupils**

Working with the learning mentor enables the opportunity to speak to the children about how they are feeling and address any worries they may have when a family member is deployed. Similarly, this can also be a consideration for any pupil with a non-service family member who is working away from the home for significant periods of time. This helps the integration of families further from both service and civilian backgrounds.