

St Edward's Church of England Academy

Pupil Premium Strategy Statement

This statement details our Academy's use of pupil premium (and recovery 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
Academy Name	St Edward's Church of England Academy
Number of pupils in school	698 (Dec 24)
Proportion (%) of pupil premium eligible pupils	Whole school: 16.8% (117 pupils) Year 5: 15.6% (26 pupils) Year 6: 16.8% (29 pupils) Year 7: 18.9% (32 pupils) Year 8: 15.9% (30 pupils)
Academic years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2026
Date this statement was published	December 2024 (updated)
Date on which it will be reviewed	September 2025
Statement authorised by	Mrs K Smith
Pupil premium lead	Mrs J Skelding
Trustee lead	Mrs A Pass / Mr M Poyntz-Roberts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,340
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£139,340

Part A: Pupil premium strategy plan

Statement of intent

Addressing disadvantage in schools and academies countrywide is one of the greatest challenges that we as educators face. Inequality is pervasive throughout society and ‘impacts on pupils’ learning over time. It is a process, not an event, and affects every individual differently’

Marc Rowland 2021 in Addressing Educational Disadvantage in schools and Colleges

The Essex Way

It is with this in mind that all members of staff and the trustees at St. Edward’s Church of England Academy accept full responsibility for ‘socially disadvantaged’ pupils and are committed to meeting their pastoral, social and academic needs.

This commitment is reflected by our Christian vision: the promise by Jesus of ‘life in all its fullness’, and embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people. We offer a vision of human flourishing for all, one that embraces excellence and academic rigour, within a wider framework.

Our intention at St. Edward’s Church of England Academy is to enable our disadvantaged pupils to achieve in all aspects of their lives and our Christian values of Respect, Courage, Hope and Friendship underpin this. We are committed to their academic attainment and progress, attendance and engagement in wider school life, as well as their personal development and wellbeing. This includes levelling up their opportunities and aspirations and continuing to narrow any existing differences between their progress and attainment and that of their non-disadvantaged peers, both on a national level and within our academy. We intend to achieve this by careful consideration of how to spend the allocated funding, largely using evidence of effective strategies produced nationally. This includes the Education Endowment Foundation. We also evaluate the impact of our own work using internal data and analysis.

There is no doubt that carefully targeted spending of the pupil premium funding has had a significant impact in closing attainment gaps for eligible pupils in the case study schools. It is with this in mind that the key principles of our strategy plan are based on the following:

- A relational approach
- High expectations for all pupils
- Effective monitoring, tracking and analysis of data to identify tightly focused improvement priorities and evaluate the impact of our strategy
- Use of appropriate evidence-based teaching, academic intervention and wider approaches to address the root causes of underachievement for all pupils (curriculum equity is prioritised)
- The training and support of staff to deliver and sustain quality first teaching for all pupils, addressing pupil need in the classroom
- A long-term strategy for addressing disadvantage which aligns with the Academy’s Self Evaluation Form and Development Plan.

In addition, we will ensure that:

- A high profile is given to pupils in receipt of the Pupil Premium Grant.
- All staff are accountable for the attainment, progress and wellbeing of these pupils.
- The Trust Board and Senior Leadership Team, along with the Pupil Premium Lead, challenge and champion these children.

Challenges

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

Challenge number	Detail of challenge
1	Meeting national expectations and narrowing the progress and attainment gap between PP and Non-PP pupils
2	Low aspiration which can lead to a lack of engagement with education
3	Attendance levels are lower for PP pupils than Non-PP pupils, even though they are above the national average.
4	Increasing access to a wide range of life experiences to develop cultural capital
5	Enhancing our work with parents, so that they engage in the learning process and in doing so build positive relationships

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
Further improve the results achieved by disadvantaged pupils both at Key Stage 2 externally, but across all subjects over the 4-year journey at St. Edward's Church of England Academy	<ul style="list-style-type: none"> • Pupils to make expected or better progress. • Teacher assessments and end of year tests demonstrate that pupils achieve in line with starting points/national average and results are moving to be in line with non-disadvantaged pupils. • PP and Non-PP attainment gap is closing and there is not a significant difference in outcomes
Pupils will demonstrate improved engagement with school life.	<ul style="list-style-type: none"> • Pupil voice demonstrates an increase in aspirations from the measured starting point to the end. • Improved attitude to learning (ATL) scores for PP pupils • Reduction in the number of behaviour incidents recorded for PP pupils • Improved participation in clubs and activities offered at lunch and after school • Increase the number of PP pupils who take up the opportunities provided in relation to educational trips, visits and residential
Increased attendance of disadvantaged pupils and reduced persistent absence	<ul style="list-style-type: none"> • Attendance of PP pupils is within 1 percentage point of their peers.

Further improve relations with parents of disadvantaged pupils in order to ensure that parents encourage attendance, aspiration and participation in school life in order to best prepare pupils for the future

- A greater percentage of disadvantaged pupils' parents attend parents' evenings by returning to face to face evenings
- Events will be offered to targeted parents to attend as part of a parent education programme
- Homework support is available for targeted pupils
- Increased attendance of PP pupils at homework club

Activity in this academic year7

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: £97,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing CPD to ensure high quality teaching for all pupils at KS2 and 3, addressing pupil need in the classroom.	Evidence indicated that high quality teaching is the most powerful way to improve pupil attainment, particularly for socio-economically disadvantaged pupils. https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833	1 & 2
CPD to ensure that feedback is meaningful, manageable and motivating so that it is effective and focuses on the task, subject and self-regulation strategies; it provides specific information on how to improve	Providing feedback is a well-evidenced and has a high impact on learning outcomes: 6 months' additional progress when successful https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1 & 2
English and Maths Primary Specialist teachers £37,786	Small Group Tuition in English and Maths: 4 Months' additional progress https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	1, 2 & 3

<p>Key Leadership role to further develop strategies to support disadvantaged learning, including CPD for all teaching staff and TAs</p> <p>£17,561</p>	<p>Metacognition: 7 months additional progress when successful https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Oral language interventions: 5 months additional progress when successful https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Parental Engagement: 4 months additional progress when successful https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1,2,3,4 & 5</p>
<p>Key Pastoral role to support well-being across the Academy and in turn improve pastoral measures</p> <p>£22,944</p>	<p>Behaviour Interventions: 3 months' additional progress when successful https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p> <p>https://www.hopeprojectschools.co.uk/</p>	<p>2, 3, 4 & 5</p>
<p>Key Leadership role to develop Teaching, Learning and Assessment and in turn improve academic outcomes</p> <p>£19,369</p>	<p>https://educationendowmentfoundation.org.uk/the-tiered-model/1-high-quality-teaching/</p> <p>Education Endowment Foundation - Assessment</p>	<p>1, 2, 4 & 5</p>
<p>Develop positive relationships between staff and PP pupils</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-three-keys-to-unlocking-positive-learning-behaviours</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>2, 3 & 4</p>

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

Budgeted cost: £22,250

Activity	Evidence that supports this approach	Challenge number(s) addressed/ Autumn Term update
<p>Teaching of reading comprehension strategies at both key stages 2 and 3</p> <p>Peer reading at local first school</p>	<p>Targeted reading comprehension strategies. On average, reading comprehension approaches deliver an additional six months' progress.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</p>	<p>1 & 2</p>
<p>Further Development of Accelerated Reader</p> <p>£9,544</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader/</p> <p>Reading - additional 3 months progress Reading FSM – additional 5 months progress</p>	<p>1 & 2</p>
<p>Phonics Intervention TA led small group intervention</p> <p>£12,706</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children of disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1 & 2</p>
<p>Maths Master Classes, Intervention and Revision Sessions (including after school) and Parent Meeting</p>	<p>Extending school time (+3 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	<p>1 & 5</p>

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

Budgeted cost: £141,794

Activity	Evidence that supports this approach	Challenge number(s) addressed
Visits to local employers and colleges and Drop-Down Days Careers linked to curriculum Enterprise days Family learning sessions Visit to Uttoxeter races – Maths event/ raise ambitions	Impact of careers education on improving young people’s outcomes EEF impact of careers education Arts Participation: 3 months’ additional progress when successful https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/	2, 4 & 5
Increase the number of pupils who attend clubs, take on leadership roles, access trips and music lessons £3,344	Arts Participation: 3 months’ additional progress when successful https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/	4
Continued use of attendance clinics together with bespoke SEMH/ pastoral interventions specifically targeted towards vulnerable groups £135,945	Behaviour Interventions: 4 months’ additional progress when successful https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/ The EEF maintains that interventions are often ‘most effective when adapted to meet the needs of the individual’	3

Termly data meetings with leaders to focus on clearly identified priorities	Effective communication between the pastoral and curriculum teams to ensure sharing of knowledge and ensure early identification of those pupils who require interventions, particularly PP and SEND	1, 2 & 3
Parent training – Reading Cafe Parent tours, survey and additional invitation to attend Parents' Evenings	Parental Engagement Strategies: 5 Months additional progress EEF Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.	5
Academic and pastorally focussed visits to the main feeder first schools to meet and engage with parents and pupils ahead of transition	The transition between phases of education is a risk-point for vulnerable learners – EEF point 4 – closing the attainment gap. Knowing our pupils as individuals and tailoring support to meet this – EEF Blog Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.	5
Support with homework tasks via homework clubs £2,230	The EEF states that evidence shows that the impact of homework at secondary level, on average, is five months' additional progress at secondary level and 5 months , particularly with pupils in secondary schools. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-secondary/	1 & 2
Improved transition with regard to Maths and English across feeder schools and high schools Collaborative curriculum development with feeder schools and high schools re transition to GCSE syllabus to ensure curriculum continuity First school and secondary network meetings £275	EEF Key lessons learned point 15 states that sharing effective practice between schools – and building capacity and effective mechanisms for doing so – is key to closing the gap. https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Key_lessons_learned.pdf https://educationendowmentfoundation.org.uk/news/eef-blog-getting-transition-right-part-1-of-2/ https://educationendowmentfoundation.org.uk/news/eef-blog-getting-transition-right-part-2-of-2/	1 & 2

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Total budgeted cost: £ 261,704

Supplemented amount from school funds: £122,364

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Table 1: KS2 SATs Attainment Over Time from 2018-19 (pre-pandemic) to 2023-2024

HISTORICAL YEAR 6 SATS DATA plus current Progress Collection Data

	2019 (185 pupils) – Pre Covid						2022 (191 pupils) – July 2024 Leavers						2023 (184 pupils) – Current Year 8						2024 (164 Pupils) – Current Year 7						
	Expected (Number)	%	Nat %	Higher (Number)	%	Nat %	Expected (Number)	%	Nat %	Higher (Number)	%	Nat %	Expected (Number)	%	Nat %	Higher (Number)	%	Nat %	Expected (Number)	%	Nat %	Higher (Number)	%	Nat %	
Reading	131	71%	73%	49	26%	27%	130	68%	74%	48	25%	28%	139	76%	73%	49	27%	29%	128	78%	74%	49	30%	28%	
Male	63	66%	69%	15	16%	22%	69	62%	70%	20	18%	22%	68	74%	70%	23	25%		62	78%	71%	25	32%	25%	
Female	68	76%	78%	34	38%	32%	61	76%	80%	28	35%	33%	71	77%	76%	26	28%		65	76%	78%	22	26%	32%	
PP	21	62%	62%	6	18%	17%	21	62%	62%	7	21%	17%	19	56%		3	9%		20	65%	62%	5	16%	18%	
<u>Non PP</u>	110	73%	78%	43	28%	31%	109	69%	80%	41	26%	32%	120	80%		46	31%		108	81%	79%	44	33%	33%	
SEN	2	10%	36%	1	5%	8%	6	19%	37%	1	3%	8%	10	40%		2	8%		10	31%	41%	2	6%	10%	
<u>Non SEN</u>	129	78%	81%	48	29%	31%	124	78%	84%	47	30%	33%	129	81%		47	30%		118	89%	84%	47	36%	34%	
Higher	74	89%	97%	41	49%	56%	48	96%		30	60%														
Middle	55	60%	70%	8	9%	14%	76	72%		18	17%														
Lower	0	0%	17%	0	0%	1%	6	17%		0	0%														
Writing	159	86%	78%	46	25%	20%	90	47%	69%	8	4%	13%	145	79%	71%	15	8%	13%	126	77%	72%	20	12%	13%	
Male	79	82%	72%	13	14%	15%	37	33%	63%	6	5%	10%	68	74%		4	4%		59	75%	65%	4	5%	10%	
Female	80	90%	85%	33	37%	25%	53	66%	76%	2	3%	16%	77	84%		11	12%		67	79%	78%	16	19%	16%	
PP	26	76%	68%	4	12%	11%	14	41%	55%	2	6%	6%	21	62%		1	3%		18	58%	58%	1	3%	6%	
<u>Non PP</u>	133	88%	83%	42	28%	24%	76	48%	75%	6	4%	16%	124	83%		14	9%		108	82%	78%	19	14%	16%	
SEN	3	15%	34%	0	0%	3%	0	0	26%	0	0	2%	9	36%		1	4%		4	13%	30%	0	0%	3%	
<u>Non SEN</u>	156	95%	88%	46	28%	24%	90	57%	80%	8	5%	15%	136	86%		14	9%		122	92%	83%	20	15%	16%	
Higher	82	99%	98%	44	53%	46%	47	94%		8	16%														
Middle	75	82%	78%	2	2%	3%	42	40%		0	0%														
Lower	0	0%	17%	0	0%	0%	1	3%		0	0%														
Maths	147	80%	79%	39	22%	27%	125	65%	71%	38	20%	22%	134	73%	73%	31	17%	24%	117	71%	73%	20	12%	24%	
Male	75	79%	78%	20	22%	29%	72	65%	72%	25	23%	25%	66	72%		18	20%		58	73%	74%	14	18%	27%	
Female	72	81%	79%	19	22%	24%	53	66%	71%	13	16%	20%	68	74%		13	14%		59	69%	73%	6	7%	21%	
PP	24	71%	67%	4	12%	16%	16	47%	56%	2	6%	12%	17	50%		1	3%		17	57%	59%	2	6%	13%	
<u>Non PP</u>	123	81%	84%	35	23%	31%	109	69%	78%	36	23%	27%	117	78%		30	20%		100	75%	79%	18	14%	29%	
SEN	3	15%	41%	1	5%	7%	8	25%	34%	0	0	6%	8	32%		1	4%		7	22%	37%	0	0%	7%	
<u>Non SEN</u>	144	87%	87%	38	24%	31%	117	74%	81%	38	24%	27%	126	79%		30	19%		110	83%	83%	20	15%	29%	
Higher	78	94%	98%	34	43%	54%	48	96%		24	48%														
Middle	68	75%	74%	5	5%	11%	68	64%		14	13%														
Lower	0	0%	20%	0	0%	1%	9	26%		0	0%														

Combined R/W/M	122	66%	65%	26	15%	11%	77	40%	59%	4	2%	7%	115	63%	60%	10	5%	8%	102	62%	61%	5	3%	8%
Male	60	64%	60%	8	9%	9%	33	30%	55%	3	3%	6%	53	59%	57%	3	3%	7%	48	61%	57%	2	3%	6%
Female	66	69%	70%	22	23%	12%	44	55%	63%	1	1%	9%	62	67%	64%	7	8%	9%	54	64%	64%	3	4%	9%
PP	24	53%	67%	4	9%	4%	8	24%	43%	0	0	3%	11	29%		0	0%		12	39%	45%	0	0%	3%
<u>Non PP</u>	94	69%	48%	27	20%	11%	69	44%	65%	4	3%	9%	104	69%		10	7%		90	68%	67%	5	4%	10%
SEN	1	5%	18%	0	0%	1%	0	0	18%	0	0	1%	5	20%		0	0%		2	6%	21%	0	0%	1%
<u>Non SEN</u>	117	72%	70%	31	19%	10%	77	48%	69%	4	3%	9%	110	69%		10	6%		100	75%	71%	5	4%	9%
Higher	80	90%	95%	31	35%	26%	46	92%		4	8%			100%			15%							
Middle	36	42%	55%	0	0%	1%	30	28%		0	0			56%			1%							
Lower	0	0%	7%	0	0%	0%	1	3%		0	0			7%			0%							
GPS	148	81%	78%	76	42%	34%	131	69%	72%	42	22%	28%	146	79%	72%	78	43%	30%	128	78%	72%	42	26%	32%
Male	67	78%	73%	32	37%	30%	65	59%	68%	20	18%	25%	70	76%		31	34%		61	77%	68%	17	22%	29%
Female	81	84%	75%	44	46%	25%	66	83%	77%	22	28%	32%	76	83%		47	51%		67	79%	76%	25	29%	35%
PP	31	69%	66%	15	33%	21%	19	56%	59%	6	18%	17%	21	62%		8	24%		19	61%	59%	4	13%	20%
<u>Non PP</u>	117	85%	82%	61	45%	36%	112	71%	78%	36	23%	33%	125	83%		70	47%		109	82%	78%	38	29%	37%
SEN	4	21%	35%	0	0%	6%	5	16%	32%	1	3%	7%	10	40%		4	16%		7	22%	34%	0	0%	9%
<u>Non SEN</u>	144	88%	86%	76	47%	36%	126	79%	83%	41	26%	34%	136	86%		74	47%		121	92%	83%	42	32%	38%
Higher	88	99%	99%	67	75%	67%	48	96%		30	60%													
Middle	58	68%	78%	8	9%	18%	79	75%		12	11%													
Lower	0	0%	20%	0	0%	1%	4	11%		0	0%													

Average Scaled Score	2017 School	2017 National	2018 School	2018 National	2019 School	2019 National	2022 School	2022 National	2023 School	2023 National	2024 School	2024 National
Reading	103	104	106	105	104	104	102	105	105	105		105
GPVS	104	106	107	106	105	106	103	105	106	105		105
Maths	104	104	104	104	104	105	103	104	103	104		104
Progress	2016	2017	2018	2019	2022	2023	2024 (No KS1 SATS)					
Reading	-2.0	-2.8	-1.0	-1.9	-	-0.7	-					
Writing	-4.3	-0.9	0.6	0.1	-	-0.3	-					
Maths	-3.7	-1.8	-2.3	-2.1	-	-1.7	-					

School level data will be published on the website in December.

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

Key Stage 2 SATs Results 2023-2024

Y6 SATs RESULTS 2024

Reading

In Reading, 65% of PP pupils reached expected standard, 3% above the national average of 62%. 79% of non-PP pupils reached expected standard so there is a gap of 16%. However, this gap has narrowed by 8% since 2023. 16% of our PP pupils attained the higher standard (18% nationally), compared to 33% of non-PP pupils. This is a 7% increase since last year.

Writing

In Writing, 58% of PP pupils attained the expected standard in writing, which is equal to the national average. This is a 4% decrease since 2023 and compares with 82% non-PP attaining expected standard – an in-school gap of 24% compared to a 21% in 22-23.

3% of our PP pupils achieved the higher standard in 2024, the same as in 2023. This is 3% below the national average of 6% for PP pupils. The overall national average for higher writing was 13%.

Maths

In Maths, 57% of our PP pupils reached expected standard in maths, compared with the national average of 59%. This is an increase of 7% since 2023. This compares with 75% of our non-PP pupils reaching expected standard. This is a gap of 18% compared with a 20% gap nationally. 6% of our PP pupils achieved higher standard in maths, compared with 13% of PP pupils nationally (24% of all pupils nationally). This is 8% below the in-school non-PP pupils reaching higher standard. The equivalent gap between PP and non-PP pupils at the higher standard nationally is 16%.

Combined R/W/M

In terms of attaining RWM combined, 39% of PP pupils attained this in school which is lower than the national average (45%) by 6%.

However, this is an improvement of 10% since 2023. No PP pupils attained the Higher Standard in RWM compared to 4% of Non-PP pupils – the national average was 3% of PP pupils and 8% of all pupils.

Grammar, Punctuation and Spelling

In EGPS (GPVS), 61% of PP pupils achieved expected standard, compared to 59% of PP pupils nationally. The figure for all pupils nationally is 72%. The in-school gap is 21%. 13% of our PP pupils reached higher standard in GPS compared with 20% nationally (26% of all our pupils and 32% of all pupils nationally). This is a decrease of 11% since 2023.

Summary

Although there are significant gaps between attainment outcomes for PP and non-PP pupils, in-school PP students achieved better at the expected standard in Reading, Maths and combined R/W/M when compared to SATs outcomes in 2023. Writing is slightly down since 2023, but is in line with national standard for PP pupils. GPS for our pupils at expected standard is 2% above the national level for PP pupils. This indicates that the 3-year strategy continues to have an impact, but results are still being affected by the impact of the COVID-19 pandemic.

At the higher standard, PP pupils attainment is below the national average for PP pupils in all 4 measures:

Reading – we have seen an improvement in attainment of PP pupils at higher standard of 7%, though this is down 5% on 2022. The higher writing % for PP is static at 3% since 2023, but below 2019 (12%) and 2022 (6%).

Maths – we have seen an increase of 3% at higher standard since 2023, and are back to the level of 2022.

Combined – this is the third year we have 0% with higher standard in R/W/M. This was 9% pre-covid in 2019.

GPS – we have seen a drop of 11% for PP pupils at higher standard, now 13%, compared with 24% in 2023 and 18% in 2022.

There is more work to be done to support this group of pupils to attain in line with national standards and with their peers, most notably at the higher standard (outlined on the Inspection Data Summary Report– IDSR), which is why this area remains a key focus within the Pupil Premium Strategy for 2023-26.

Pupil Premium Nationally 2023-24

According to the government's provisional headline figures, nationally, the disadvantage gap index reduced to 3.12 down from 3.20 in 2023, and 3.23 in 2022. Since 2012, the gap had continued to shrink year on year.

(The disadvantage gap index summarises the attainment gap between disadvantaged pupils and all other pupils.)

The Department for Education has suggested that this year's figures show that "the disruption to learning during the Covid-19 pandemic has had a greater impact on disadvantaged pupils".

In reading, writing and maths (combined), 45% of disadvantaged pupils met the expected standard in 2024 compared to 67% of other pupils, both increasing by 1% since 2023, keeping the gap at 22 percentage points as in 2023.

Behaviour 2023-24

Analysis of behaviour incidents that occurred in the academic year 2023-24 demonstrates the strength of the pastoral team and their support of disadvantaged pupils. Of the total incidents that occurred, 33.1% were recorded for PP pupils, in comparison to 66.9% for Non-PP. This is a significant difference, however, numbers of pupils who are in receipt of pupil premium should be considered when looking at this statistic. Consequently, the Academy will continue to operate a system which employs non-teaching Pastoral Leaders for 2024-2025 who will continue this impactful work with pupils and their families.

Attendance 2023-24

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 5	97.36%	96.66%	96.37%	96.06%	95.86%	95.46%
Year 6	94.59%	94.19%	94.21%	94.07%	93.99%	93.61%
Year 7	94.59%	94.80%	94.22%	94.08%	94.14%	94.03%
Year 8	94.38%	93.31%	93.06%	93.05%	92.56%	92.61%
Whole School	95.20%	94.70%	94.41%	94.27%	94.09%	93.89%
PP	92.52%	92.03%	91.72%	91.62%	91.10%	90.77%
Non PP	95.79%	95.30%	95.00%	94.85%	94.74%	94.57%
SEN	92.36%	91.83%	91.55%	91.32%	90.95%	90.75%
Non SEN	95.79%	95.30%	95.01%	94.90%	94.76%	94.76%
SEN & PP	88.40%	87.90%	88.60%	88.70%	88.30%	88.20%
PA 90s (Pupils/%)	109/15.43%	108/15.29%	103/14.52%	98/13.78%	102/ 14.3%	116/ 16.3%

Attendance of our PP pupils for 2023-24 was 3.8% lower than our Non-PP pupils. This figure is 0.97% higher than the National Average for disadvantaged pupils. Our pastoral team continue to work closely with children and their families to improve attendance.

The gap in attendance further highlights the need for quality first teaching to engage learners when they are in school and to continue to raise aspirations so that they work to the best of their ability when in school. This will remain a priority in the 3-year Pupil Premium Strategy 2023-26.

Wider Engagement – Clubs and Activities

As outlined in the table below, by the Summer term 2024, approximately 60% of PP pupils had attended at least one club or activity either during lunch time, or after school. Although this is 15.1% lower than Non-PP pupils, it highlights how engaged a significant number of PP pupils are in school life.

	Autumn Term					Spring Term					Summer Term				
	Pupil No.	Total Number of Clubs Attended		Total Number of Pupils Attending at least 1 club		Pupil No.	Total Number of Clubs Attended		Total Number of Pupils Attending at least 1 club		Pupil No.	Total Number of Clubs Attended		Total Number of Pupils Attending at least 1 club	
Year 5	167	396	36.4%	144	86.2%	169	412	34.2%	147	35.7%	169	432	32.8%	149	88.2%
Year 6	162	314	28.8%	126	77.8%	164	337	28.0%	128	38.0%	166	389	29.5%	143	86.1%
Year 7	188	214	19.7%	104	55.3%	186	256	21.3%	108	42.2%	186	287	21.8%	132	71.0%
Year 8	193	165	15.2%	69	35.8%	191	198	16.5%	77	38.9%	191	211	16.0%	112	58.6%
Whole School	710	1089		443	62.4%	710	1203		485	68.3%	712	1319		536	75.3%
PP	127	172	15.8%	70	55.1%	127	169	14.0%	79	62.2%	128	179	13.6%	77	60.2%
Non PP	583	917	84.2%	373	64.0%	583	1034	86.0%	398	68.3%	584	1140	86.4%	459	78.6%
SEN	116	195	17.9%	90	77.6%	126	192	16.0%	92	73.0%	128	197	14.9%	88	68.8%
PP & SEN	40	42	3.9%	22	55.0%	42	43	3.6%	22	52.4%	34	44	24.6%	21	61.8%

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
Accelerated Reader	Renaissance Learning
TT Rockstars	Maths Circle Ltd
Keeping on Track	Action for Children

