

Part A: Pupil premium strategy plan

Statement of intent

2	Engaging the families of disadvantaged learners facing the most challenges
3	To develop children's metacognition strategies and recall of key knowledge and skills across the curriculum. This is a challenge that can inhibit students' ability to learn.
4	To improve the literacy outcomes of students giving them the confidence to access the whole curriculum. Students in our academy have reading ages that are below the national expectation, which is an issue we are addressing.

Intended outcomes

This explains the outcomes we are aiming for

	At least 75% of children will be able to articulate the key elements of presentational talk
To develop children's metacognition strategies and recall of key knowledge and skills across the curriculum	End of Unit assessments to be adapted and mark schemes to be produced to ensure consistency Tracking of data to support subject monitoring and impact future teaching & learning End of unit assessments will show at least 75% of children achieving the expected level of recall in each subject Subject leaders to continue evaluate impact within each subject area and have data as a key element of this
Improve the quality and consistency of teaching and learning with a specific focus on improving outcomes in Maths and English	Reading engagement strategy to be embedded and consistent home reading to be evident with at least 75% of children Teaching & learning QA and monitoring to show evidence of progress of reading, writing and maths teaching with all staff identified as requiring support
Improve aspirations and self-esteem of the disadvantaged cohort through engagement in school life, self-regulation and extracurricular opportunities available.	Improvement in disadvantaged PASS Survey results compared to 22-23 Each child will have at least 2 trips and 2 extra curricular opportunities All children will receive 2 books to take home throughout the year Introduction of 'be your best...' will mean that at least 85% of children can articulate what this means for them
Increase Progress in Reading	Achieve national average progress scores in KS1 and KS2 Reading
Increase Progress in Writing	Achieve national average progress scores in KS1 and KS2 Writing
Increase Progress in Mathematics	Achieve national average progress scores in KS1 and KS2 Maths
Increase attainment in Phonics Screening test	Achieve national standard in PSC (75% in 2022) and 70% of disadvantaged children. Sheffield area currently joint lowest in country at 77% (target to exceed this as a minimum)

	<p>for all students. Interweaved within this is how all students will be able to access and make progress through the curriculum, including disadvantaged students.</p> <p>Implementing this intent by delivering an exemplary curriculum accessible to all students in the classroom. Explaining how disadvantaged students will make progress and 'catch-up' during annual curriculum meetings within departments then to be shared with PP lead, which are then followed up during 'walkthrus'.</p>	
<p>Primary Phase Develop children's skills and confidence to participate in oracy tasks</p>	<p>EEF- 6+ months progress 'very high impact for a very low cost- based on extensive evidence' On entry to school, disadvantaged children's spoken language development is significantly lower than their more advantaged peers. (Voice 21) Researchers have studied UK children born at the millennium. They found that at age three, the language skills of children in the poorest 20% of the population were, on average, more than 17 months behind children in the wealthiest 20%</p>	1, 4
<p>Develop children's metacognition strategies and recall of key knowledge and skills across the curriculum</p>	<p>EEF- 7+ months progress 'very high impact for a very low cost- based on extensive evidence' General findings suggest this supports all children, with some evidence finding a particular advantage for disadvantaged children</p>	3, 4

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

Budgeted cost: £273,036

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy and reading drive	Literacy support and a whole school approach to reading. Reading ages re-tested using Salford reading test to offer	4

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Intended outcome	Success criteria
Progress 8	<p>Disadvantaged students are to achieve the same or better progress score compared to non-disadvantaged.</p> <p>Evaluation: Disadvantaged students scored progress of 0.00, compared to -0.21 in 2019. Their progress was positive in maths and the open bucket. The gap is now 0.08 between PP and non-PP students.</p>
Attainment 8	<p>Achieve the national average for attainment for all pupils through high quality teaching in every lesson to diminish attainment gaps between disadvantaged and non-disadvantaged students.</p>

	<ul style="list-style-type: none"> - 4R's learning strategies taught as a drop down day each half term- revisited and referred to in lessons (pupil voice to add further detail and review) <p>Subject leaders to evaluate impact within each subject area (this will allow specific targets and success criteria to be set once baseline is fully established)</p> <p>Subject monitoring schedule implemented across each subject with set success criteria from curriculum leads. Directed time allocated each week. External support and CPD for subject leaders has taken place with more planned in future.</p>
Improve the quality and consistency of teaching and learning with a specific focus on improving outcomes in Maths and English	<p>Increase in the disadvantaged cohort achieving 4+ and 5+ in Maths and English.</p> <p>Tutor programmes implemented in maths and English</p> <p>TA roles adapted to 'specialists' roles to ensure coverage and quality of interventions</p>
Improve aspirations and self-esteem of the disadvantaged cohort through engagement in school life, self-regulation and extracurricular opportunities available.	<p>Improvement in disadvantaged PASS Survey results</p> <p>Pupil voice survey to add further evidence and review</p> <p>Beyond the Four Walls external service has provided each class with 2 trips (1 Geography and 1 experience), as well as extra curricular enrichment activities across the year</p> <p>Additional support with 'riding for focus groups'</p> <p>PASS survey results analysis lead to specific actions from class teachers (impact to be judged with next set of PASS results)</p> <p>Thrive strategy impacted by staff resignation- inclusion team to evaluate current points and plan to revive this strategy</p> <p>Appointment of Rachel Grice as personal development lead to further driver our extracurricular opportunities</p>
Increase Progress in Reading	<p>Achieve national average progress scores in KS2 Reading</p> <p>Evaluation upon release of data</p>
Increase Progress in Writing	<p>Achieve national average progress scores in KS2 Writing</p> <p>Evaluation upon release of data</p>
Increase Progress in Mathematics	<p>Achieve national average progress scores in KS2 Maths</p> <p>Evaluation upon release of data</p>

Increase attainment in Phonics Screening test