

## Darlinghurst Academy Pupil Premium Strategy Statement 2021-2024

This statement details our academy's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy (a three-year approach 2021-2024), 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. This statement also shows how we will use funding allocated to School Led Tutoring.

### School overview

Detail	Data
School name	Darlinghurst Academy
Number of pupils in school as Oct 22 Census	477
Proportion (%) of pupil premium eligible pupils as Oct 22 Census	30.3%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2021/22 – 2023/24
Date this statement was published	30 October 2023
Date on which it will be reviewed	1 November 2024
Statement authorised by	Emma Nicholls
Pupil premium lead	Leanne Hahn
Governor / Trustee lead	Bev Williams

### Funding overview

Detail – 2023/24	Amount
Pupil premium funding allocation (145 pupils @ £1455) (3 LAC @£2530) 30.3%	£209,520/£7590
Recovery premium 23/24 (144 pupils @ £144)	£ 20,880
<b>Total budget for this academic year</b>	<b>£ 230,400</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Darlinghurst we promote: inclusive culture, foster empowerment, raise the attainment of all of our children no matter their prior attainment, support emotional, health and wellbeing. Our academy priorities drive our approach to supporting the needs of all children, including our disadvantaged and vulnerable groups.

<b>Academy priority 1</b>	Provide targeted action to overcome barriers: unleashing the potential of all children at risk to achieve their best possible outcomes.
<b>Academy Priority 2</b>	<i>Improve children's social-emotional skills; developing effective long-term patterns of response, resulting in excellent behaviours and attitudes.</i>

Premium funding (informed by evidence-based approaches from the EEF and proven approaches for similar schools and our own successes) will be used to provide activities to: support the quality of teaching, provide targeted academic support and deal with non-academic barriers We will support the quality of teaching through the provision of PD, provide targeted academic support within year groups (provision map) and deal with non-academic barriers that disadvantaged children face such as attendance, wellbeing and relationship building. We intend implementing a 3-year approach that will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and not assumptions about the impact of disadvantage. Like the pupil premium, we will spend the recovery premium on a wider cohort of pupils than those who attract the funding and direct recovery premium spending where we think the need is greatest. The academy will use Pupil Premium and Recovery Premium funding together to support our children to make progress, increase attainment outcomes and

narrow the gap between PP and Non-PP. The academy will review and evaluate the impact of expenditure for provision at termly intervals throughout the academic year, measuring progress against the success criteria. Where available, internal and external data and information will be used to evaluate progress. We will show how we are using the recovery premium effectively by reporting on our use of recovery premium as part of our pupil premium strategy statement. As with all government funding, Darlington Academy must be able to account for how this money is being used to achieve our central goal of improving the attainment of our disadvantaged. This policy is in place to ensure funding is allocated and spent appropriately with accountability of educational performance, including scrutiny by governors and trustees. Academy leaders with responsibility for the plan, work with key stakeholders and line managers. The Principal and Vice Principal are accountable through direct line management and to the governing Body, with regular reports and updates to the governing body.

## Challenges

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

Challenge number	Detail of challenge
<b>1 – On track</b>	Due to disruption in schooling, identified children who are not on track need additional support to make expected progress by the end of the academic year across all subjects. Homework carefully structured so that all children have access and are not disadvantaged.
<b>2 – Attendance and Punctuality</b>	Due to disruption to schooling, disadvantaged and vulnerable children need support to improve attendance and punctuality: settle back into routines and feel happy and supported at school.
<b>3 – Language and Oracy Development</b>	Disadvantaged children have been among the most negatively affected during lockdown most noticeable within Communication and Language development, often living in a vocabulary poor environment. Promoting reading for pleasure to support our drive to improve children's outcomes.
<b>4 – Cultural Capital</b>	Due to disruption in schooling, disadvantaged children have not had access to enrichment opportunities to support and develop their cultural capital.
<b>5 – Emotional Health and Wellbeing</b>	Disadvantaged children have suffered from isolation, impacting negatively on their social skills, learning behaviours, fitness and general health and wellbeing.

## 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 attainment for our disadvantaged children at the end of KS2.	KS2 outcomes in core subjects show that by 2024/25 more than 85% of disadvantaged children met the expected standard.
To achieve and sustain improved attendance and punctuality for all children, in particular disadvantaged children and reduce persistent absences (PA).	Sustained high attendance from 2024/25 demonstrated by: The overall PA rate for all children (excluding those who are not on roll and those with medical/hospital exceptional circumstances) being no more than 10% and the disadvantaged attendance gap reduces and is in line with national norms.
Improved oral and language skills and use of vocabulary among our disadvantaged children	Language development is evident in the environment, through observations of dialogue and written work in books of disadvantaged children. Promoting reading for pleasure supporting our read first approach impacting on oracy and written work.

Take up and attendance of enrichment clubs, events and trips and visits are high.	Increased numbers of children attending clubs, enrichment opportunities and projects -exposing children to the best.
To achieve and sustain improved wellbeing for all our children in particular our disadvantaged	Sustained high levels of wellbeing from 2024/25 demonstrated by: Qualitative data from student voice, surveys and teacher observations.  A significant increase in participation and engagement in enrichment activities, particularly among disadvantaged children.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) over the three year period to address the challenges listed above.

### Teaching

Budgeted cost: £ 70,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Whole staff Professional Development (PD)</b> supporting current approaches to continue our relentless drive to <b>improving Quality First Teaching (QFT)</b> within the classroom.</p> <p><b>-behaviours for learning</b> – relational approach, metacognition and self-regulation</p> <p><b>-scaffold</b></p> <p><b>-subject expertise</b> – knowledge and vocabulary enrich experiences in and out of classroom</p> <p><b>-cultural development</b></p> <p><b>-face-to-face feedback</b> – in the moment marking</p>	<p>Development of metacognition and self-regulation is consistently linked with successful learning from Early Years Foundation Stage (EYFS) to Y6. Improving self-regulation skills in children is likely to have a lasting positive impact on later learning and on wider outcomes such as behaviour and persistence. Embedding self-regulation strategies is particularly beneficial to children from disadvantaged backgrounds.</p> <p><a href="#">Self-Regulation Toolkit Education Endowment Foundation (EEF)</a></p> <p>Feedback from teachers – positive praise demonstrates the highest impact across all ages.</p> <p><a href="#">Feedback Toolkit EEF</a></p>	1,3,4,5
<p>Continue to deliver our <b>synthetic phonics programme</b> to secure strong phonics teaching and outcomes for all our children, including the disadvantaged and vulnerable groups.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p><a href="#">Phonics/Toolkit EEF</a></p>	1,3
<p>Use of <b>number groups</b> in year groups where there is an identified need for focused arithmetic development, securing <b>fundamental basic skills</b> in Mathematics.</p>	<p>Our own evidence suggests that creating number groups ensures children receive teaching that can be specifically targeted to gaps in basic skills. Groups are fluid.</p>	1,5
<p>Purchase of <b>standardised diagnostic assessments</b>. Training for staff to ensure assessments are interpreted accurately, impacting on</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure</p>	1,3,5

accurate focused support and intervention tailored to individual need.	they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised Tests/Assessing and Monitoring Pupil Progress EEF</a>	
Enhance <b>home learning</b> so that it focuses on key knowledge and <b>supports/fosters independent learning</b> , embedding concepts into the long-term memory.	Quality of homework task set and its relationship to in class learning is integral to learning. <a href="#">Homework Toolkit EEF</a>	1,3
Embed the use of <b>speaking in full sentences</b> through strategies such as Talk To Your Partner (TTYP) and building on answers so that all children can <b>formulate and articulate key ideas, consolidate and extend vocabulary</b> .	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. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="#">Oral language interventions Toolkit EEF</a>	1,3
Promote and develop <b>Reading for Pleasure (2023-24)</b> through World of Stories to impact positively on all children including those who are disadvantaged.	Curriculum equality Libraries of the world Increase oracy, writing and maths skills. Promotion of diversity. Providing good reading models.	1,3

## Targeted academic

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional <b>1:1 phonics sessions</b> targeted at disadvantaged children who require further phonics support. Leaders and key staff.	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 <a href="#">Phonics/Toolkit EEF</a>	1,3,5
Provide <b>targeted pre and post teaching</b> to individuals/groups, ensuring children have the necessary knowledge/key vocabulary/basic skills <b>to access lessons</b> .	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: <a href="#">One-to-one tuition Toolkit EEF</a> <a href="#">Small Group Toolkit EEF</a>	1,5
Engage with the National Tutoring Programme (NTP) and provide training and provision for <b>School led tutoring targeting needs/gaps</b> . A significant proportion of the children who receive tutoring will be disadvantaged, including those who are high attainers.	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: <a href="#">One-to-one tuition Toolkit EEF</a> <a href="#">Small Group Toolkit EEF</a>	1,5

<b>Improve listening, narrative and vocabulary skills</b> for disadvantaged children in the <b>EYFS</b> who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="#">Oral language interventions EEF</a>	1,3,4,5
<b>Reading for Pleasure – World of stories.</b>	National Literacy Trust- providing children from disadvantaged communities the literacy skills to succeed in life. Improved cognitive development, improves mental wellbeing, has a great impact on children's educational achievement. Children who enjoy reading are x3 likely to read at their expected age level.	1,3,4,5
Deliver <b>Play-based learning</b> (child-initiated and adult-led) to <b>improve social and cognitive skills</b> by teaching children how to play.	Positive outcomes for early learning in vocabulary, reasoning and early numeracy. <a href="#">Play-based learning EEF</a>	1,3,4,5

## Wider strategies

Budgeted cost: £ 100,270

Activity	Evidence that supports this approach	Challenge # addressed
Continue to provide <b>holiday clubs</b> to support <b>emotional health and wellbeing</b> .	Our evidence from previous clubs show that children and parents from disadvantaged backgrounds benefit from focused holiday clubs. We use our own teaching staff, specialists and provide intensive, well-resourced sessions within the provision. <a href="#">Summer Schools Toolkit EEF</a>	2,5
PD to train staff on how to <b>build strong relationships</b> with all children, in particular disadvantaged and vulnerable children so that <b>barriers to learning are identified quickly</b> and scaffold to <b>support</b> is in place.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions/EEF (educationendowmentfoundation.org.uk)</a>	ALL
Embedding <b>principles of good practice</b> set out in the Department for Education's (DfE) Improving School Attendance advice. This will involve training and release time for staff to develop and <b>implement procedures</b> and for the Attendance Officer (AO) and leaders in the school to <b>improve attendance for all children</b> , in particular those who are disadvantaged and vulnerable.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	ALL
Continue to provide fantastic <b>wellbeing and enrichment</b> opportunities for all our children through the delivery of PE, ARTS and Outdoor Learning (ODL) by our specialist team i.e. <b>mentoring</b> to identified targeted children, <b>skills</b>	Positive impact and benefits to children's well-being, confident, self-efficacy, physical development, health and wellbeing and attitudes to learning, impacting on improved attendance. This has been evident in our own experiences and evidence	2,3,4,5

<p><b>rich</b> weekly subject specialist led lessons, clubs, trips and projects to help increase <b>career awareness</b>, <b>improve health and wellbeing</b> and <b>raise aspirations</b>.</p>	<p>as well as research based approaches.  <a href="#">Arts Participation Toolkit EEF</a>  <a href="#">Physical activity Toolkit EEF</a>  <a href="#">Outdoor Adventure Learning Toolkit EEF</a></p>	
<p>Own staff used <b>to cover classes</b> instead of agency staff [cover supervisors, Senior Lead Teacher (SLT), Learning Support assistants (LSAs)]</p>	<p>Our children respond better to our own staff who use a consistent approach to established routines expectations. Children know our staff and respond better in lessons.</p>	<p>ALL</p>
<p>Improve the quality of <b>Social and Emotional Learning (SEL)</b> and foster a culture amongst all children. Approaches will be embedded into routines and practices. i.e. <b>self-regulation</b> of emotions – Zones Of Regulation (ZOR), <b>transition</b> on a daily basis – post holidays –end and beginning of academic year, lockdowns/blended learning etc.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="#">Social and Emotional Learning EEF</a></p>	<p>1,2,5</p>
<p>Provide ongoing technical <b>access and support</b> and blended learning for those children <b>impacted by COVID-19</b></p>	<p>Evidence suggests that when children who are disadvantaged have equal access to Quality First Teaching (QFT), they can achieve outcomes similar to their peers.</p>	<p>ALL</p>
<p><b>Contingency fund</b> for <b>acute issues</b> that may arise throughout the year.</p>	<p>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.</p>	<p>ALL</p>
<p><b>Free School Meals (FSM) Voucher</b> – equal access to wider curriculum: supporting our families financially when specific barriers arise i.e. uniform, trips, paid for clubs, transport etc.</p>	<p>Based on our evidence, providing funds for those families that need it, ensures no child is disadvantaged and has equal access to enrichment opportunities.</p>	<p>1,2,3,4,5</p>

**Total budgeted cost:** £ 230,400

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

### Pupil premium strategy outcomes

We have analysed the performance of our school's disadvantaged pupils over the past three years and have drawn on national assessment data for KS2, phonics check results and our own internal formative and summative assessments. Our internal processes have been rigorous and designed to identify children's strengths and areas for development. Pupil progress meetings focus on the progress of those who are at a disadvantage, those who are off track and those who need stretch or challenge. Intervention is rapid and fluid, specifically targeted to individual need.

Analysis of data over the past three years indicates that the gap widened in some year groups and narrowed in others across pockets of the academy. Relentless focus on these gaps ensured that by the end of 23/24, children who are disadvantaged leave the academy with gaps narrowed or closed and children working in line with their peers.

Our end of KS2 data shows that our disadvantaged children perform better than disadvantaged children nationally.

	2023-2024			
	National (provisional)		School	
	PP	Not PP	PP	Not PP
Year 6				
Reading	62	<b>79</b>	<b>88</b>	92
Writing	59	<b>79</b>	<b>88</b>	85
Maths	59	<b>79</b>	<b>80</b>	85
Comb	45	<b>67</b>	<b>76</b>	80

As an academy we begin identification early on in the EYFS. Children are monitored and tracked throughout their time at the academy. Support is provided in class, during assessments and targeted enrichment offered to support development of the whole child.

Increase in progress for PP across the year. Outcomes by the end of KS2 show that our PP gaps are smaller than national (2024 – provisional data) PP gaps:

Combined scores have increased pre- pandemic: 53% to 76%. Children identified at Risk of PA and off track are focus children. Carefully structured skills-based homework (daily reading, spelling and arithmetic) which can be completed independently, has led to increased engagement from all families. Consistent structure across the academy supports all families. Monitoring ensures that opportunities are provided at school for additional homework support.

Quality new stock, from World of Stories, has enabled school library to be replenished. Drive for book donations has increased children's access to wider range of books and book corners in classrooms to be updated. Promoting Accelerated Reader has increased engagement, which in turn, has increased fluency and accuracy in quizzes.

Outcomes for PP in reading have showed that the gap is narrowing and is less than national (2024). PP 88%, non-PP 89%. Reading scaled scores have increased for reading and PP make good progress within phonics groups and into WCR.

Standard in writing books improved across all year groups (almost in line with pre-COVID standards). Both internal and external moderation of writing ensures standards are good and teacher assessments are consistent. Relentless focus in class with effective use of scaffolds and PP first focus has meant that children have made good progress and closed the gap in writing at end of KS2.

### **Phonics**

85% pass rate for Year 1 Phonics screen. Increase of 33% from mock in April. Outcomes are above national expectations and have been for at least the last three years.

80% of KS1 PP children made at least expected progress. 50% of these made accelerated progress.

86% of KS2 PP children made at least expected progress. 58% of these made accelerated progress.

Children grouped according to need ensure small steps progress.

The impact of identifying adult strengths and matching them to needs of groups ensures most children make at least expected progress.

Monitoring and focused CPD ensures phonics delivery is of the highest standard.

### **Number Focus:**

Strong teachers in number groups help children to close arithmetic and basic operation gaps. Children have a solid foundation of maths by the time they leave the academy.

**Year 1** – PP average arithmetic scores increased from 11.9 in Spring to 12.4 in Summer (no Autumn assessment).

Quality first teaching, rigorous assessment and quick interventions has secured an average of 7 points progress in PP arithmetic scores.

75% of PP children made progress in arithmetic scores from Spring to Summer.

**Year 2** – PP average arithmetic scores increased from 9.2 in Autumn to 17.1 in Summer.

Quality first teaching, rigorous assessment and quick interventions has secured an average of 12.4 points progress in PP arithmetic scores.

100% of PP children made progress in arithmetic scores from Autumn to Summer term

**Year 3** – Ave arithmetic scores increased in Aut 14.0 to 17.3 in Sum term. Ave Std scores increased from 103 in Aut to 106 in Sum term. 72% of PP children improved arithmetic scores from Aut to Sum term. 86% of PP children in number group made positive progress in test results from Autumn to Summer terms

**Year 4** – Ave arithmetic score increased from 16.9 in Aut to 23.4 in Sum. 84% of PP children improved arithmetic test results from Aut to Sum ter. 3 PP children in the number moved from WTS to EXS. Ave Std score increased from 105 in Aut to 108 in Sum term.

**Year 5** – Ave arithmetic score increased from 13.6 in Aut term to 20.6 in Sum term. 83% of PP children made positive progress in arithmetic test results from Aut to Sum term. Ave Std score for PP group increased from 96 in Aut term to 100 in Sum term.

**Year 6** – Ave arithmetic scores increased from 17.1 in Aut to 32.5 in Sum term. Ave Scaled score increased from 93 in Aut term to 104 in Sum term. 96% of P children made positive progress in arithmetic test results from Aut to Sum term.

### **Summative Assessments:**

Nfer arithmetic tests informed school led tutoring and supported analysis of gaps – targeted intervention to make rapid progress.

Progress monitored through analysis of summative Nfer tests ensured identified children were targeted and response was rapid

Test assessments allowed for quest level analysis informing planning/interventions ensuring gaps were minimised and progress was rapid.

### **School Led Tutoring:**

School led tutoring focused on maths (arithmetic) over the past three years, post COVID.

Tutors x15 sessions to identified WTS PP and children off track from prior attainment.



Tutoring began each academic year across Y3-Y6. Tutor sessions took place before and after school – once or twice a week – dependent of tutor availability. All tutors are staff from school. Positive impact with a high success rate of children converting to the expected standard and greater depth due to increased arithmetic fluency and skills.

### **Impact 2021/22**

In Summer 2 of 2020/21, x4 teachers were trained to participate in the NTP. We delivered tutoring via Teaching Personnel. We focused on a Y5 cohort. 15 children received x15 hours of Maths tutoring. We reviewed the resources that Teaching Personnel provided and concluded that our own resources would provide better focus intervention moving forward. This academic year 2021/22, post Y6 baseline, x15 children were identified as needing focused arithmetic tuition.

### **Impact 2022/23**

X10 tutors (3 from previous year, 7 new to tutoring)

Trained via NTP course.

Tutoring provided for off track PP and others in English and Maths.

58 children targeted for tutoring. All year groups apart from Y2 were targeted. Maths was our main focus.

We focused our tutoring across the entire academy and targeted writing, reading and maths for Year 1-6. Impact noticed in arithmetic and overall standardised scores and in particular Y6 outcomes (74%) – impact of x2 years of tutoring for identified children who were either off track in maths or cusp EXS or GDS.

Overall 26/58 (49%) are now at EXS.

### **Impact 2023/24**

X9 tutors (all experienced)

Tutoring provided to close gaps for PP children and those who were off track

98 children received tutoring during academic year 23/24

Arithmetic scores have continued to increase and conversions from WTS to EXS is evident across year groups as well as EXS to GDS in maths.

### **Autumn**

22 PP children have received tutoring in maths (arithmetic focus) since Summer 2 in Y5.

### **Spring**

36 PP children received tutoring in maths (arithmetic focus) in the Spring term across Y3-Y6 . 29/36 (81%) increased their arithmetic scores. 20/36 are now working at EXS+ (56% of these have moved from WTs to EXS+.)

### **Summer**

40 PP children received tutoring in maths (arithmetic focus) in the Summer term across Y4-Y6.

29/40 (73%) are now working at the EXS and 9/40 (23%) are now GDS.

SATS outcomes show that of the 29 children who were our focus in Y6, 24/29 converted to EXS+ (79%) [1/ 29 scored 99 and 4/29 scored between 95 and 96] and 9/15 cusp GDS (60%) converted to secure GDS.

Y6 Summer term tutoring targeted both PP and Non-PP cusp ARE and GDS - identified through arithmetic scores. 3 groups at X2 weekly sessions over 4 weeks.)

### **Impact Academic Year 2023/24**

Across the entire academic year, 110 children (PP and cusp non-PP) were targeted for tutoring this academic year 2023/24. This year we focused our tutoring on arithmetic maths and improvement in arithmetic scores, impacting on overall maths outcomes. We targeted those who were cusp EXS and cusp GDS. At the end of the academic year 78/110 (71%) have increased arithmetic scores.

### **Homework:**

Skills-based homework encourages independent learning and revision in core subjects – reading/phonics, maths (number bonds and table facts) and spelling.

Using knowledge organisers to support prior learning, new learning, vocabulary and key concepts linked to the connected curriculum ensures all learners have the same foundation knowledge.

Linking homework tasks to lessons, reinforces key concepts.

Children are able to recall and retrieve key facts in Science, History and Geography lessons which has led to better outcomes in these subjects by the end of KS2.

### **Attendance:**

High priority of key children from AO and SLT has led to PP attendance, at the end of each term, being in line or above previous academic years. Challenge of punctuality by AO and SLT is consistent. In 2023/24 PP attendance was higher than previous years at the end of Autumn and end of Summer.

Attend- ance%	21/22	22/23	23/24
Aut	93%	91%	94%
Sum	92%	92%	93%

Attendance for PP children has improved over the past 3 years.

DA PP Attendance = 93%. This is an increase on the past two years.

National attendance data 2024 = 94.7% (Gov.uk)

Attendance gap compared to ALL National (primary schools) has reduced from last year = -1.7%

### **Enrichment:**

Additional communication with PP families, along with added financial support, has ensured take up of enrichment activities is strong.

Wrap around care supports those who need it most (19 PP families across the week)

Free school clubs enable access for all and all are full or oversubscribed.

PP families encouraged to use their FSM vouchers to support payment of external provider clubs i.e. music tuition, MFL club, gymnastics etc. increasing participation.

Easter and Summer School clubs target PP families and children who are most vulnerable reducing the length of holidays and supporting transition back to the academy.

Feedback from children and families indicate that this support is much needed and appreciated.

Children's health and wellbeing is supported through specialist teachers providing enrichment in Art, D&T, Outdoor Learning and PE.

Behaviours and attitudes to learning and social interactions with others are improving due to SPACE, LLS and RE (Religious Education) curriculums.

Rewards afternoons support children's sense of belonging and community.

Weekly Play Therapy sessions have supported identified children with their mental health and wellbeing (x5 children).

Caedmon Company – A Hero's Journey: identified 36 PP children from KS2 identified to participate in workshops building confidence, self-esteem, oral and written literacy and promoting wellbeing. Positive impact on children and their families – see pupil premium page – website.

Art development: all PP children participated in a local community project that spanned over an entire term. Children met and worked alongside local artists and explored different media – career and aspiration opportunities.

### **Wellbeing:**

Surveys across the school indicate that wellbeing is good for all pupils– pupil voice and parent survey support this.

Priorities support PP and those who are vulnerable – high academy focus.

LSA and teachers – focus PP first

PP targeted for wellbeing and health .

My future my Southend – support careers and aspirations across the entire school.

Specialist provision – PE, ART, ODL

Initiatives such as gardening club, community litter picks and tree planting community events have involved and exposed our disadvantaged families to wider opportunities and experiences, enriching their scientific and geographical understanding.

### **CPD:**

Relentless focus on quality first teaching has improved outcomes.

Intervention and targeted support happen live in lesson time reducing time spent outside of class.

Short, carefully mapped, targeted ensure children do not miss out on the same subject – avoiding narrowing of curriculum access.

Strength of CPD (relational approach) has supported school behaviour approach.

Scaffold/challenge is evident in lessons to support all learners, particularly PP and SEN.

CPD develops teacher subject expertise across the whole curriculum.

Quality of lessons and assessment outcomes improved due to strong subject leaders.

Relentless focus on promoting the academy, holding community events and successful open evenings has led to us being a school of choice.

### **Oral language development:**

Academy wide strategies (TTYP, MTYT) linked to our Excellence Framework develops language.

Children's responses are developed and extended through the use of oral rehearsal, repetition, word mats and knowledge organisers (including working walls).

Increased participation and engagement in lessons for all children across the curriculum.

### **Reading for Pleasure:**

World of Stories programme enhanced book selection that represent our community.

Links made with external providers (National Literacy Trust, Juniper Education and Southend Library Service) ensure subject leaders have up to date knowledge of children's books

CPD developed subject leader expertise in reading

Review and audit of texts used in school (classroom and library).

Library slots and R4P slots included on all timetables to allow all children access to high quality texts.

CPD shared with secondary school supporting transition across phases KS2 to KS3.

Improved attendance, improved outcomes and engagement in enrichment and active groups indicate that children are happy to come to school and are engaging in lessons and enrichment – contributing to wellbeing and educational achievements.

### **1:1 Phonics:**

Senior staff interventions impacted on off track PP children. 8 PP in Y1 – 4/8 - 50% passed. Of the 4 that did not pass – 3 have SEN – of which 2 have speech, language and communication needs

1 PP in Y2 resit – scored 31 on the screen.

### **Targeted pre/post teaching:**

Pre/post teaching by LSAs impacted on PP acquisition of knowledge and language supporting regular reinforcement of concepts and improving long term memory.

Children's gaps continuously assessed and targeted – impacting on strong outcomes.

### **EYFS**

With a focus of PP children and the importance of play. The prime areas were closely monitored. Improved outcomes and engagement across the prime areas.

Improved confidence and self-regulation.

Managing of self and strong relationships developed between children.

Positive impact on social and cognitive skills, with a higher number of achieving ELG in PSED.

**Behaviour:**

CPD training of zones of regulation – embedded practice across the school.  
Consistency of approach and language to incidents of behaviour for all children.  
Behaviour policy supports all children – consistent approach using relational practice.  
Playtimes are structured and areas are zoned to support children's social and emotional skills.  
Provision supports exploration and creativity, supporting mental health and emotional wellbeing.

**Blended learning:**

All children engaged in online learning during the pandemic and received daily online lessons in core learning. Vulnerable children were invited to the academy and disadvantaged children all received laptops to complete and engage in learning each and every school day. Pastoral teams liaised with children and families on a regular basis. Engagement and attendance were monitored closely with rapid support and intervention for those who needed it.  
Contingency plan in place for any blended learning needs throughout the year.  
Devices available for all PP children.  
Silver and Gold blended learning packages in place.  
Online resources ready and available to support remote learning.

**Contingency 2021-2024:**

Purchased EAL resource for refugees taking in December and March to support language acquisition and adjusting in life in the UK. Paid for additional EAL/behaviour support LSA for EAL children and SEND/PP needs. Specialist provision to support swimming sessions, ensuring children are water confident, active inclusion in sporting events, selection of PP children and those new to the country to participate in aspiration sessions within the Caedmon Company to build on self-esteem and confidence, representation at events within the community – art, sport, drama etc.

FSM Voucher ensure all children have equal access to the curriculum. No child disadvantaged.  
Pre-loved uniform established and provides uniform to all families at a much-reduced cost. Recycling lost property that is unwanted as well as mass donations throughout the year.