

Darlinghurst Academy Pupil Premium Strategy Statement

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 (3-year plans are recommended)	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
Total budget for this academic year	£ 230,400

Part A: Pupil premium strategy plan

Statement of intent

At Darlington 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.

Academy priority 1	Provide targeted action to overcome barriers: unleashing the potential of all children at risk to achieve their best possible outcomes.
Academy Priority 2	<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	Impact 2021/22	Impact 2022/23	Impact 2023/24									
1 – On track	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.	Increase in PP children on track. Increased progress across statutory year groups in core subjects across both standards. Narrowed gap across all subjects at the end of key stage 2 (above national).	Increase in PP children on track and working at EXS and GDS from prior. Homework continues to be skills based – reading, writing, maths.	Increase in progress for PP across the year. Outcomes by the end of KS2 show that PP gaps are smaller than national (2024) gaps: R = -1%, W = +4%, M = -4%. Scaled scores for PP have increased since pre-COVID. <table border="1"> <thead> <tr> <th>Scaled Scores</th> <th>18/19</th> <th>23/24</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>102</td> <td>106</td> </tr> <tr> <td>GPS</td> <td>102</td> <td>105</td> </tr> </tbody> </table>	Scaled Scores	18/19	23/24	R	102	106	GPS	102	105
Scaled Scores	18/19	23/24											
R	102	106											
GPS	102	105											

				<table border="1"> <tr> <td>M</td> <td>103</td> <td>104</td> </tr> </table> <p>Combined scores have increased since 2019 to current: 53% to 76%.</p> <p>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.</p>	M	103	104													
M	103	104																		
2 – Attendance and Punctuality	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.	Identified key children. Regular AO/PP Lead/Inclusion Lead meetings has meant that focus children were tracked and intervention was in place. PP attendance, although lower than other groups (apart from SEND) point in time checks showed that PP attendance was slightly up on last year.	Identified chn who were at risk of PA. Focus in class with teachers/LSAs, pastoral and SLT. Improved attendance for those identified at risk. PP attendance lower than whole school attendance this academic year.	<p>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.</p> <p>Challenge of punctuality by AO and SLT is consistent.</p> <p>In 2023/24 PP attendance was higher than previous years at the end of Autumn and end of Summer.</p> <table border="1"> <thead> <tr> <th>Attendance%</th> <th>21/22</th> <th>22/23</th> <th>23/24</th> </tr> </thead> <tbody> <tr> <td>Aut</td> <td>93%</td> <td>91%</td> <td>94%</td> </tr> <tr> <td>Spr</td> <td>92%</td> <td>92%</td> <td>92%</td> </tr> <tr> <td>Sum</td> <td>92%</td> <td>92%</td> <td>93%</td> </tr> </tbody> </table>	Attendance%	21/22	22/23	23/24	Aut	93%	91%	94%	Spr	92%	92%	92%	Sum	92%	92%	93%
Attendance%	21/22	22/23	23/24																	
Aut	93%	91%	94%																	
Spr	92%	92%	92%																	
Sum	92%	92%	93%																	
3 – Language and Oracy Development	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	Children speaking in full sentences – TTYP – encouraging language oracy and confidence. Language rich environment and resources support language development, scaffold through the use of vocabulary banks and working walls, PP writers working with strong partners. PP theatre workshops – positive impact on children's confidence and oracy.	Promote reading for pleasure – driving up standards in literacy. Continued focus of children responding in full sentences – verbally and in writing. Language rich environments and carefully planned resources – walls, know organisers, word mats, layered lessons – vocab focus. Seating plans and LSA support, TTYP to encourage thoughts and language development, PP Theatre workshops – x36 children targeted with positive impact and progress over the 6 weeks in class and from parent feedback.	<p>Outcomes by the end of KS2 in Reading and Writing have improved.</p> <p>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.</p> <p>Promoting Accelerated Reader has increased engagement, which in turn, has increased fluency and accuracy in quizzes.</p>																

	drive to improve children's outcomes.			<p>Outcomes for PP in reading have showed that the gap is narrowing and is less than national (2024). PP 88%, non PP 89%</p> <p>Reading scaled scores have increased for reading and PP make good progress within phonics groups and into WCR.</p> <p>Standard in writing books improved across all year groups (almost in line with pre-COVID standards).</p> <p>Both internal and external moderation of writing ensures standards are good and teacher assessments are consistent.</p> <p>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.</p>
4 – Cultural Capital	Due to disruption in schooling, disadvantaged children have not had access to enrichment opportunities to support and develop their cultural capital.	Enrichment projects such as METAL, Art exhibition, A Hero's Journey, Pupil Summit and PP first in clubs has meant that PP children have had more opportunities to have exposure to enrichment and have benefitted from these. Teacher, parent and pupil feedback supports this.	PP children are participants in clubs – sports, chess, 11 plus, languages and music tuition. PP children attend all trips and the academy provides a reduction of costs for these families, FSM vouchers can be used to pay towards trips/visits.	<p>Additional communication with PP families, along with added financial support, has ensured take up of enrichment activities is strong.</p> <p>Wrap around care supports those who need it most (19 PP families across the week)</p> <p>Free school clubs enable access for all and all are full or oversubscribed.</p> <p>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.</p>
5 – Emotional Health and Wellbeing	Disadvantaged children have suffered from isolation, impacting negatively on their social skills, learning behaviours, fitness and general health and wellbeing.	PP children have been included in all aspects of the curriculum and targeted children supported to come to school, make progress and feel success. Children are fitter, behaviour is good, children show empathy towards others and demonstrate school and British values. SPACE lessons support children's health and wellbeing through inclusion and tolerance of others.	Pupil premium children are targeted for Easter and Summer School provision. Young Carers provides respite and support for children who are PP and look after family members – meet one a term and participated in half termly activities. Play therapy sessions support those in need on a regular basis. Specialist teachers provide excellent PE, ART, ODL experiences that impacts positively on children health and well-being. SPACE sessions further develop learning and life skills, equipping children to cope and thrive in a complex world.	<p>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.</p> <p>Feedback from children and families indicate that this support is much needed and appreciated.</p> <p>Children's health and wellbeing is supported through specialist teachers providing enrichment in Art, D&T, Outdoor Learning and PE.</p>

				<p>Behaviours and attitudes to learning and social interactions with others are improving due to SPACE, LLS and RE (Religious Education) curriculums.</p> <p>Rewards afternoons support children's sense of belonging and community.</p> <p>Weekly Play Therapy sessions have supported identified children with their mental health and wellbeing (x5 children).</p>
--	--	--	--	--

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	Impact 2021/22	Impact 22/23	Impact 23/24
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.	Gaps narrowed in Reading to -4%, Writing -10%, maths -11% Pupil premium children have made even better in-year progress across all subjects at the end of KS1 at both standards, and in KS2 at EXS+. At the end of KS2, at GDS PP children have made even better in-year progress in Maths and Reading.	<p>PP children have made good in year progress across at the end of KS2 across all subject at both standards.</p> <p>Our reading approach in KS1 leads to positive in year progress. Across all subjects PP outcomes have improved on past performance.</p> <p>Our focus on maths (including school-led tutoring has led to doubled outcomes). Evidence of our continued drive on raising standards for PP children.</p> <p>Aim: continued ambition for disadvantaged to raise outcomes at GDS</p> <p>Increased progress from prior attainment: R +25% M +32% W +23%.</p> <p>Narrowed gap in M at EXS+ between PP and NPP.</p>	<p>PP attainment by end of KS2 show:</p> <p>Reading = 88% (-1%)</p> <p>Writing = 88% (+4%)</p> <p>Maths = 80% (-4%)</p> <p>PP gaps are 5% or less. Closed the gap in writing.</p> <p>Scaled scores have increased year on year in all core subjects.</p> <p>Scaled score gaps have reduced in all core subjects and are less than national 2024.</p>
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	PP attendance is slightly lower than last year this time 93.6% to 93.2% (-0.4%) PP attendance has improved since the end of the spring term 91.7% to 92.9% (+1.2%)(summer term) but slightly above national FSM (92.8%) 30/136 PP (22%) children are PA compared with national FSM PA at 24.4%	PP attendance is lower than last year at this time 92.3% to 91.6% (-0.7%) PP attendance has maintained since Autumn term 91.1% to 91.8% to 91.6%. The attendance gap has narrowed in years 1,3,4 and 6. PP context has been influenced by an additional x20 children added to the cohort and movement in year is a factor.	National and regional attendance figures identify a reduction in attendance as the year goes on. Our PP data shows a similar trend. PP numbers have remained the same although we have experienced movement of around 25 leavers. PP Autumn attendance has increased year on year

	exceptional circumstances) being no more than 10% and the disadvantaged attendance gap reduces and is in line with national norms.	11/136 PP (8%) children current attainment does not match prior and they are off track	Sickness and chicken pox has played a major factor in the summer term. Key children who have not been at the academy and have since left influence the data for key year groups. 21/ 159 PP (13%) children current attainment does not match their prior and they are now off track.	PP Summer attendance is the highest it has been for the last 3 years, increasing 1% from last year Annual average PP attendance has increased 0.5% since 2021/22 and 1.3% since 2022/23 Percentage of PA (21.5%) has reduced since last academic year by 8.7%.
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.	Increase of attainment in writing at the end of KS1 29% to 40% and an increase in KS2 66% to 73% shows that PP children are applying learnt vocabulary to their writing. Pupil voice indicates that PP children enjoy their writing lessons (they find the scaffold of the layered lessons of benefit) and feel that they can use the writing walls, resource words banks, their learning partners as well as the LSA/teacher to help them transfer their ideas to writing form.	Increase of attainment in writing at end of KS1 to 29% and an increase in KS2 48% to 65% shows that PP children are applying learnt vocabulary to their writing. Children know which resources they can use in order to scaffold their learning in classes – teacher modelling, TTYP, word mats, working walls, exemplifications, verbal and written feedback in lessons, LSA support.	Closed the PP gap in writing at the end of KS2. PP children have outperformed non-PP by 4%. Writing PP = 88% Writing Non-PP = 84% Quality first teaching and rigorous assessment ensures all PP children progress from phonics teaching to either bridging or whole class reading.
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.	PP children have equal access to trips and visits – parents can use FSM voucher to supplement or pay for events. Parents can use voucher to pay for paid for clubs. Children are encouraged to participate in all clubs. PP children are involved in 11 Plus, sports, chess, art, choir, gardening, eco club and play an active role in our active citizens groups.	As last year. In addition to clubs and active citizen groups, children who are PP access music tuition such as piano and guitar. 10% of music uptake are PP. PP are targeted to attend Easter and Summer School. Uptake is high with an average of 30-40 children per day.	PP are represented in all clubs i.e. 11 Plus – 13% PP attended Chess – 15% PP attended Band – 30% PP attended PP attend all school trips and visits – equal access – funding from FSM voucher for those on FSM. Easter and summer club – just under one third of PP attend – all invited

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.	Student and parent surveys indicate that children feel safe at school and are happy to be part of DA community. Teachers and LSAs go to PP and SEND first. Identified key children are encouraged to take up enrichment where needed.	As last year. PP and SEND are highlighted in all aspects of the academy, priorities, performance management, PD, provision is inclusive of needs and priority.	Surveys across the school indicate that wellbeing is good – 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
--	---	---	--	--

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	Impact 2021/22	Impact 2022/23	Impact 23/24
<p>Whole staff Professional Development (PD) supporting current approaches to continue our relentless drive to improving Quality First Teaching (QFT) within the classroom.</p> <p>-behaviours for learning – relational approach, metacognition and self-regulation</p> <p>-scaffold</p> <p>-subject expertise – knowledge and vocabulary enrich experiences in and out of classroom</p> <p>-cultural development</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>Self-Regulation Toolkit Education Endowment Foundation (EEF)</p>	1,3,4,5	<p>Data and teacher feedback from EYFS indicates that PSED is one of the highest performing areas within the framework at DA.</p> <p>QFT has had positive impact on outcomes across the academy. T&L is good and excellent. Cultural Capital is high focus.</p>	<p>Improved scaffold in all lessons. Adjusted layered lessons to support learning across all subjects from EYFS to Y6.</p> <p>PD focused around relationship building – this is strong across the academy. Focus in next on outdoor play and lunchtimes.</p> <p>Subject expertise has been a focus area – subject reviews have been carried out across the academy with good to excellent practice across all subject areas.</p> <p>Outcomes show that PP children make in year progress and progress from prior attainment.</p>	<p>Relentless focus on quality first teaching has improved outcomes.</p> <p>Intervention and targeted support happen live in lesson time reducing time spent outside of class.</p> <p>Short, carefully mapped, targeted ensure children do not miss out on the same subject – avoiding narrowing of curriculum access.</p> <p>Strength of CPD (relational approach) has supported school behaviour approach.</p> <p>Scaffold/challenge is evident in lessons to support all learners, particularly PP and SEN.</p>

<p>-face-to-face feedback – in the moment marking</p>	<p>Feedback from teachers – positive praise demonstrates the highest impact across all ages. Feedback Toolkit EEF</p>				<p>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. We now have waiting lists for key year groups.</p> <p>Most PP children by the end of key stage 2, have met age related expectations or higher in Science.</p> <p>By the end of Key Stage 2, we have the highest outcomes in attainment in History (88%) and Science (81%) than previous years</p>
<p>Continue to deliver our synthetic phonics programme 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. Phonics/Toolkit EEF</p>	<p>1,3</p>	<p>Excellent results of 93% and 91% indicates positive impact for all children.</p>	<p>Excellent phonics results 92% pass above national with accelerated progress between the Mock in April and the actual screen check in June. Half termly assessments and adjustments of groupings ensures tailored support. 1:1 intervention for all children in addition to daily phonics sessions. Added capacity and additional 1:1 for targeted children.</p>	<p>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</p>

					<p>children make at least expected progress.</p> <p>Monitoring and focused CPD ensures phonics delivery is of the highest standard.</p>
<p>Use of number groups in year groups where there is an identified need for focused arithmetic development, securing fundamental basic skills 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>Positive results of number groups – arithmetic first/mental maths – all children receive QFT. School led tutoring for key children has yielded positive outcomes.</p>	<p>Positive impact of number groups. Arithmetic scores increased over the academic year for year groups 3-6. KS1 arithmetic development is strong – evidenced in SATS outcomes.</p>	<p>Strong teachers in number groups help children to close arithmetic and basic operation gaps.</p> <p>Children have a solid foundation of maths by the time they leave the academy.</p> <p>Year 1 – PP average arithmetic scores increased from 11.9 in Spring to 12.4 in Summer (no Autumn assessment).</p> <p>Quality first teaching, rigorous assessment and quick interventions has secured an average of 7 points progress in PP arithmetic scores.</p> <p>75% of PP children made progress in arithmetic scores from Spring to Summer.</p> <p>Year 2 – PP average arithmetic scores increased from 9.2 in Autumn to 17.1 in Summer.</p> <p>Quality first teaching, rigorous assessment and quick interventions has secured an average of 12.4 points progress in PP arithmetic scores.</p> <p>100% of PP children made progress in arithmetic scores from Autumn to Summer term</p> <p>Year 3 – 86% of PP children in number group made positive progress in test results from Autumn to Summer terms</p>

					Year 4 – 3 PP children in number group moved from working towards to expected standard
<p>Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted accurately, impacting on accurate focused support and intervention tailored to individual need.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised Tests/Assessing and Monitoring Pupil Progress EEF</p>	1,3,5	<p>Nfer allows efficient gap analysis and focused rapid intervention as a result. Teaching to need – adjusted and planned to obtain maximum results.</p>	<p>Nfer allows for standardised scores that support progress measures. Teachers are able to use the assessments to inform them of any year group gaps and individual gaps. Targeted intervention and support respond to these gaps. PP children are identified and tracked. Off track children are included in interventions and support.</p>	<p>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 Assessments support teacher assessment and inform planning/interventions ensuring gaps are minimised and progress is rapid.</p>
<p>Enhance home learning so that it focuses on key knowledge and supports/fosters independent learning, embedding concepts into the long-term memory.</p>	<p>Quality of homework task set and its relationship to in class learning is integral to learning. Homework Toolkit EEF</p>	1,3	<p>Learning at home encourages independence. Homework is adjusted to support all children – no matter background. Homework focuses on basic skills – multiplication tables (TTRS), reading (independently and using AR and Bug Club) and studying key facts and new vocabulary using curriculum knowledge organisers prepared by class teacher – supporting new knowledge and revision.</p>	<p>Independent skills continue to be a focus for homework activities. Foundation skills are practiced until they are fluent – reading, phonics, number bonds, times tables. Reading logs support reading for pleasure in the classroom, children complete these in KS2. Children complete AR tests and sound checks each week to support their progress in reading and maths.</p>	<p>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. Chn 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.</p>
<p>Embed the use of speaking in full sentences through strategies such as Talk To Your Partner (TTYP) and building on answers so that</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion,</p>	1,3	<p>Children confidence is supported through TTYP and extending full sentence – observed through regular lesson visits</p>	<p>TTYP supports confidence building and rehearsal of ideas/answers. Children have the opportunity to practice before sharing. Children are</p>	<p>Academy wide strategies (TTYP, MTYT) linked to our Excellence Framework develops language.</p>

<p>all children can formulate and articulate key ideas, consolidate and extend vocabulary.</p>	<p>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: Oral language interventions Toolkit EEF</p>		<p>and reviews of learning across the academy.</p>	<p>encouraged to build upon/add to an answer, using key vocabulary to demonstrate understanding of knowledge learnt and applied. Long term learning is further developed through the application of these skills across the curriculum at different stages of the year, demonstrating mastery.</p>	<p>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 learners across the curriculum.</p>
<p>Promote and develop Reading for Pleasure (2023-24) through World of Stories to impact positively on all children including those who are disadvantaged.</p>	<p>Curriculum equality Libraries of the world Increase oracy, writing and maths skills. Promotion of diversity. Providing good reading models.</p>	<p>1,3</p>		<p>Reading for Enjoyment lessons in LKS2 enable children to effectively talk about books. Organisation of books in classrooms along with a sunflower emblem show consistent approach</p>	<p>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.</p>

Targeted academic

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact 2021/22	Impact 2022/23	Impact 23/24
Additional 1:1 phonics sessions 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 Phonics/Toolkit EEF	1,3,5	PP children performed in line with peers – high outcomes in the phonics screen of 93% and 91% . Children move rapidly through phonics groups making 1 or more steps of progress throughout the academic year.	PP children performed in line with peers. Year 1 13/15 (87%) passed – performance in line with peers (92%) Year 2 resits 4/7 (57%) passed – performance in line with peers (50%) PP children move rapidly through phonics groups making 1 or more steps of progress within the academic year.	All PP at risk of not passing the phonics screen in Y1 and Y2 were targeted by senior staff for additional phonics interventions. 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.
Provide targeted pre and post teaching to individuals/groups, ensuring children have the necessary knowledge/key vocabulary/basic skills to access lessons .	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One-to-one tuition Toolkit EEF Small Group Toolkit EEF	1,5	Pre and post teaching has resulted in PP children making good progress and focused support has meant that most PP children have remained on track. PP children who are off track and with a low attendance (below 93%) are a key focus for next academic year.	PP children who were off track at the start of the academic year were a focus throughout the year. Children made good progress and many of the group are now on track in all subjects. We will continue to focus on those children who are at risk of PA (90%-93%).	Teachers ensure PP children who need pre/post teaching in order to support knowledge/language acquisition or to reinforce concepts required before or after lessons. LSAs are at times deployed to carry out pre-teaching to identified children or post teaching of concepts that need to be reinforced.
Engage with the National Tutoring Programme (NTP) and provide training and provision for School led tutoring targeting needs/gaps . A significant proportion of the children who receive tutoring will be	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One-to-one tuition Toolkit EEF Small Group Toolkit EEF	1,5	School led tutoring has had a good impact in Y6. All children attending the programme have made good and even better progress. Y6 PP cusp children were prioritised	School led tutoring over the past few years has had a strong impact. In particular with Y6 (62% working at EXS+)(x2 tutors). In Y5 we see the impact of (59% working at EXS+))x3 tutors). Having more tutors has meant we have been able to target more children throughout the	School led tutoring this year has been maths (arithmetic) focused and our tutors have delivered x15 sessions to identified PP and identified off track children from Y3 to Y5. Tutoring began in September this year with a focus Y5/6 group in preparation for Y6. The rest of the

<p>disadvantaged, including those who are high attainers.</p>			<p>12/19 children achieved EXS+ (63%) in the KS2 Maths SATS.</p>	<p>academic year – impacting positively on arithmetic scores and therefore enabling children to achieve the expected standard.</p> <p>Across the academy, 58 children were targeted for tutoring (inclusive of x12 children from Afghanistan) enabling 49% of the cohort to achieve EXS in Maths NFER and SATS outcomes.</p>	<p>groups began in October. Each tutor delivered to a minimum of 3 groups this academic year. Children were in groups of 3 to 6. Tutor sessions took place either before school or after school – once or twice a week – dependent of tutor availability. All tutors are staff from school. Tutoring made a significant impact on outcomes for our cusp EXS and GDS. Focus WTS children made steady progress – arithmetic scores increased over time.</p> <p>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.</p>
<p>Deliver a programme to improve listening, narrative and vocabulary skills for disadvantaged children in the EYFS who have relatively low spoken language skills. i.e. Bucket Time, helicopter stories.</p>	<p>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:</p> <p>Oral language interventions EEF</p>	<p>1,3,4,5</p>	<p>8/11 (73%) children achieved ELG in Communication – an increase on previous academic year.</p> <p>9/11 (82%) EYFS children have achieved ELG in Speaking</p>	<p>7/8 EYFS (88%) children have achieved ELG in Communication. 2 of the 5 children who did not achieve ELG in Communication have SEND and are EAL.</p> <p>6/8 (75%) achieved ELG in speaking</p>	<p>14/16 (88%) achieved ELG in communication. 2/16 children have SEN.</p> <p>14/16 (88%) achieved ELG in speaking. 2/16 children have SEN.</p>

Reading for Pleasure – World of stories.	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		For 2023-24 to promote reading for pleasure, actively involve children in the library services.	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.
Deliver Play-based learning (child-initiated and adult-led) to improve social and cognitive skills by teaching children how to play.	Positive outcomes for early learning in vocabulary, reasoning and early numeracy. Play-based learning EEF	1,3,4,5	6/11 (54%) EYFS children achieved ELG in Number,	6/8 (75%) EYFS PP children achieved ELG in PSED 3/8 (38%) EYFS PP children achieved ELG in Number	EYFS: 16 PP children achieved ELG in: Self regulation – 14/16 88% Managing self – 14/16 88% Building Relationships – 16/16 100% Number – 11/16 69% Being imaginative & Expressive – 16/16 100%

Wider strategies

Budgeted cost: £ 100,270

Activity	Evidence that supports this approach	Challenge # addressed	Impact 2021/22	Impact 2022/23	Impact 2023/24
Continue to provide holiday clubs to support emotional health and wellbeing .	Our evidence form 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. Summer Schools Toolkit EEF	2,5	Strong uptake of PP and vulnerable children during Easter Club and Summer Club. Positive feedback from parents and children through surveys. All children transitioned well post the clubs.	Strong uptake of PP and vulnerable children during Easter and Summer Club. Feedback shows that children have enjoyed the time at school and had their emotional needs met.	Consistent take up of Easter School and Summer school/clubs. (average 30 children) Feedback continues to show positive and impactful experiences for all. Next – to build on our success by looking to increase numbers

					to average of 60 children) To review incentives and timings of clubs.
<p>PD to train staff on how to build strong relationships with all children, in particular disadvantaged and vulnerable children so that barriers to learning are identified quickly and scaffold to support is in place.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions/EEF (educationendowmentfoundation.org.uk)</p>	ALL	<p>PD provided via skills workshops and main body of staff meetings on how to foster strong relationships - Paul Dix PD applied – kindness and deliberate botherdness. Pastoral team work closely with identified vulnerable families with positive relationships and outcomes.</p>	<p>PD provided skills workshops and sessions on how to develop positive relationships between all staff and children. 2-6-2 meetings held each day across the academy with the pastoral team managing barriers of children.</p>	<p>PD focus this year has been to incorporate Paul dix – WTAC relational practice. Whole school CPD – year 2. To continue to build on the relational approach. Review of behaviour strategies and policy – incorporating a more relational approach.</p>
<p>Embedding principles of good practice 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 implement procedures and for the Attendance Officer (AO) and leaders in the school to improve attendance for all children, in particular those who are disadvantaged and vulnerable.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	ALL	<p>Attendance figures higher than national figures during and post pandemic, this academic year included. National attendance data 2022 = 93.5% (Gov.uk) DA PP attendance = 92% Attendance gap = -1.5%</p>	<p>AO, VP and IL meet half termly to review impact of interventions on targeted PP children who are at risk of falling into category. Attainment of children is tracked and intervention put in place when needed to support families. National attendance data 2023 = 94.5% (Gov.uk). DA PP Attendance = 92% Attendance gap has increased slightly from last year = -2.5%</p>	<p>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%</p>
<p>Continue to provide fantastic wellbeing and enrichment opportunities for all our children through the delivery of PE, ARTS and Outdoor Learning (ODL) by our specialist team i.e. mentoring to identified targeted children, skills rich weekly subject specialist led lessons, clubs, trips and projects to help increase career awareness, improve health and</p>	<p>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 as well as research based approaches. Arts Participation Toolkit EEF Physical activity Toolkit EEF Outdoor Adventure Learning Toolkit EEF</p>	2,3,4,5	<p>Excellent enrichment at DA. PP focus on priority and inclusion.</p>	<p>Specialist providing good and excellent provision across PE, ART, ODL. All PP have access to lessons and clubs are free – PP invited to attend. Trips and visits are aimed to enrich cultural capital and aspirations for our children – careers and future pathways considered. Identified children are mentored and supported each week and at times more intensive support provided – response to need.</p>	<p>My future my Southend – support careers and aspirations across the entire school. Pupil Voice interviews show that children enjoyed the sessions and looked forward to them. They felt that they considered some of the careers and it had broadened their horizons. Following programme for an additional year. Specialist provision – PE, ART, ODL</p>

<p>wellbeing and raise aspirations.</p>					<p>Identified children are mentored and supported – responding to need.</p> <p>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.</p>
<p>Own staff used to cover classes 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>No external agencies employed throughout pandemic and post pandemic. All cover provided by cover tutors and SLT. Positive relationships with children – excellent behaviour and strong outcomes achieved.</p>	<p>No external agencies employed or sourced this year. All cover is provided by our cover tutor and SLT. Positive relationships and behaviour management approaches are consistent – ensuring best possible outcomes for all our children.</p>	<p>In school cover – relational practice.</p> <p>Long term supply used in one extreme case of absence – relational practice and support given.</p> <p>Ensures that children have high quality teaching alongside staff who already have strong relationships with them supporting better outcomes.</p>
<p>Improve the quality of Social and Emotional Learning (SEL) and foster a culture amongst all children.</p> <p>Approaches will be embedded into routines and practices. i.e. self-regulation of emotions – Zones Of Regulation (ZOR), transition on a daily basis – post holidays –end and beginning of academic year,</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): Social and Emotional Learning EEF</p>	<p>1,2,5</p>	<p>To be continued over the next academic year. ZONES included in behaviour policy – children and adults version. References made when helping children deal with regulating emotions. Mindfulness scheduled on timetable to prioritise settling post lunchtimes.</p>	<p>As before. Anchor room developed as well as outbreak spaces in each year group to support wellbeing and regulation. Consistent approach and relentless focus on routines during all aspect of the day. SEL language developed to outdoor learning during play and lunchtimes to support regulation and relationship. PD provided to Midday supervisors to help tackle behaviour, provide mediation and conflict resolution – providing consistent</p>	<p>Zones of Regulation embedded -CPD training given to all staff</p> <p>Vocabulary CPD given to all staff relating to ZOR</p> <p>Review and improvements made to behaviour policy – in line with relational practice CPD and vision.</p> <p>Play and Learning Sessions (PALS) where MDAs support social and emotional skills through play – zones demarcated in playgrounds and resources support different learning areas i.e. imaginative,</p>

lockdowns/blended learning etc.				approach and language during lunchtimes.	creative, relaxation, active and games, role play, messy play, small world, loose parts etc. Scripting to support emotional responses – staff and children. Marina – safe space to reflect and reset.
Provide ongoing technical access and support and blended learning for those children impacted by COVID-19	Evidence suggests that when children who are disadvantaged have equal access to Quality First Teaching (QFT), they can achieve outcomes similar to their peers.	ALL	Full capacity of devices and routers claimed. Incorporated during remote and blended learning. Children continue to use for online resources i.e. TTRS, AR and EAL resources for those just arrived in the country from areas of conflict.	Contingency plan in place for any blended learning needs throughout the year.	As last year.
Contingency fund for acute issues that may arise throughout the year.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	ALL	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.	All PP children new to the country have integrated well and are active citizens of the academy. Included in all events and partnership events that have taken place. Children have represented the academy at events within the community – art, sport, drama etc.
Free School Meals (FSM) Voucher – equal access to wider curriculum: supporting our families financially when specific barriers arise i.e. uniform, trips, paid for clubs, transport etc.	Based on our evidence, providing funds for those families that need it, ensures no child is disadvantaged and has equal access to enrichment opportunities.	1,2,3,4,5	£7520 used out of the v£12395. Parents used the voucher primarily on uniform, trips, extra-curricular activities and wrap around care.	£ 6,670.65 used out of the £14,475. Parents used the voucher to pay towards wrap around provision, uniform, trips and extra-curricular activities.	£4,900.00 used out of £13,555.00. Parents used the voucher primarily on ASC, Trips, uniform and Swimming. As the school has an established pre-loved uniform shop, this is no longer a need.

Total budgeted cost: £ 230,400

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 2022/23 academic year.

Success of intended outcomes for 2022/23

Ambition for all - Pupil Premium best possible outcomes

KS1 14 chn	Reading		Writing		Maths	
	EXS+	GDS	EXS+	GDS	EXS+	GDS
PP Sum	43%	14%	29%	7%	50%	7%

KS2 31 chn	Reading		Writing		Maths	
	EXS+	GDS	EXS+	GDS	EXS+	GDS
PP Aut	52%	3%	48%	3%	35%	3%
PP Sum	58%	13%	65%	3%	74%	6%

Working well

- Our reading approach in KS1 leads to positive in year progress. Across all subjects PP outcomes have improved on past performance.
- Our focus on maths (including school-led tutoring has led to doubled outcomes). Evidence of our continued drive on raising standards for PP children.
- Aim: continued ambition for disadvantaged to raise outcomes at GDS

Success and intended outcomes for 2023/24

Ambition for all - Pupil Premium best possible outcomes

End KS2 Outcomes	School PP gaps	School NPP	National Gaps 2023	National NPP 2023
Reading	-4%		-18%	
Writing	3%		-19%	
Maths	-8%		-20%	
GPS	-5%		-19%	
Reading Scaled Score	104	108	102	106
Writing scaled Score	103	107	102	106
Maths Scaled Score	103	105	101	105

- PP gaps have narrowed or closed
- PP scaled scores have increased since last year and are above national PP
- PP have made good progress from KS1 to KS2

KS2 - Attainment above National and Pre-pandemic

Subject	National 2022	School 2022	National 2023	School 2023	National 2024	School 2024
Reading	75%	78%	73%	75%	74%	89% (-J 93%)
Writing	69%	80%	71%	82%	72%	84% (-J 88%)
Maths	71%	86%	73%	83%	73%	84% (-J 88%)
GPS	72%	75%	75%	74%	72%	83% (-J 86%)
Science	79%	87%	80%	83%	81%	89% (-J 93%)
Combined	59%	69%	60%	68%	61%	77% (-J 81%)

Subject	National 2022	School 2022	National 2023	School 2023	National 2024	School 2024
Reading	28%	24%	29%	28%	TBC	32%
Writing	13%	19%	13%	15%	TBC	17%
Maths	22%	25%	24%	22%	TBC	26%
GPS	TBC	26%	30%	30%	TBC	41%
Combined	7%	9%	8%	11%	TBC	5%

- In reading, 74% of pupils nationally reached the expected standard in 2024. This figure has fluctuated between 72% and 75% since 2017. At DA 89% are EXS+. This figure is higher than pre pandemic national and academy results 2019 (83%).
- In writing teacher assessment, 72% of pupils reached the expected standard nationally in 2024. Before the pandemic, in both 2018 and 2019, this figure was 78%. At DA 84% are EXS+. This figure is higher than national and matches pre pandemic academy results 2019 (84%).
- In maths, 73% of pupils nationally reached the expected standard. Before the pandemic, this figure increased from 70% to 79% between 2016 and 2019. At DA 84% are EXS+. This figure is higher than national and pre-pandemic academy results (81%).
- Attainment amongst reading, writing and maths was lowest in writing, as in 2023. Before the pandemic, with the exception of 2018 where it was the same as maths, attainment amongst these three subjects was lowest in reading. This is not the case for DA. Our pre pandemic was lowest in maths.
- In grammar, punctuation and spelling, 72% of pupils nationally reached the expected standard in 2024. At DA 83% are EXS+. This figure is higher than pre pandemic nationally.
- In science teacher assessment, 81% of pupils nationally reached the expected standard in 2023. At DA 89% are EXS.

School Led Tutoring

Funding Overview

Detail 2021 - 24	Amount	Detail 2022/23	Amount
National Tutoring Programme: Funding 2021-2024 *130 ch (Pupil Premium) x £162 £18.00 p/hr * 12 hours tuition per academy year £216.00 Year 1 75% funded £202.50 per pupil per academic year Year 2 60% funded £129.60 per pupil per academic year Year 2 40% funded	£21,060	National Tutoring Programme: Funding 2021-24 (2021/22 £25,110 – £5,670 = £19,440) (2022/23 £20,898 - £5,082 = £15,816) (2023/24 ?	£ 19,440
Actual funding received 2021-2024	£25,117		Nil
Total Spent 2021 to 2024 Pupil Premium Grant contribution 2021 - 2024		Year 1 Total Spent (75%) 21/22 Pupil Premium Grant contribution (25%) 21/22 Year 2 Total Spent (60%) 22/23 Pupil Premium Grant contribution (40%) 22/23 Year 3 Total Spent (40%) 23/24 Pupil Premium Contribution (60%) 23/24	£5,082 £3,388

Total amount carried forward for next academic year	00.00
Ring fenced funding that is linked to pupil premium eligibility. The grant covers 75% of the cost of tuition, schools will need to find the 25% from existing pupil premium or recovery premium budgets. Each child identified in need of tuition will receive 12-15 hours of targeted support. This is a total of £202.50 (21/22) and £129.60 (22/23) per child at £18 per hour. Over the next consecutive years, the funding will drop to 60% and then 25% of the £18 unit cost. Payment schedule is over 3 instalments, and the use of a specified data form will enable the DfE to recover unspent funding and overpayments.	
<p>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. This cohort has begun and undergone a baseline assessment for arithmetic. This cohort will receive weekly tuition of 1 hour over a period of 15 weeks. Analysis of this assessment will provide areas to focus tuition. Progress will be monitored over the duration of the programme. Tutors keep a record of children's gaps and reassess at the end of the programme to measure impact. x6 Y6 children targeted in 3rd round x3 children in Y1 targeted in round 4 x6 Y5 children targeted in 5th round</p> <p>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.</p>	

58 children targeted for tutoring this academic year 2022/23. All year groups apart from Y2 were targeted. Maths was our main focus. This year 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 (see mark sheet) 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 24_25

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.**

Evidence to support funding. The Finance Officer (FO) at Darlington liaises with tutors and Vice Principal (VP) and ensures that all hours of tuition are calculated and recorded. The VP will liaise with the tutors to monitor progress of children. The VP will provide updates the Principal and governors.