



Pupil Premium Strategy Statement

2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School Overview

Detail	Data
School name	Ribbon Academy
Number of pupils in school	497
Proportion (%) of pupil premium eligible pupils	29.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2023
Date this statement was published	11.11.2022
Date on which it will be reviewed	14.07.2023
Statement authorised by	Ashleigh Sheridan (Headteacher)
Pupil premium lead	Stuart Houghton (Deputy Headteacher) Deanne Richardson (Assistant Headteacher for Inclusion)
Governor / Trustee lead	Kathy McAvoy

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 222, 985
Recovery premium funding allocation this academic year	£ 24, 795
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 247,780



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Part A: Pupil Premium Strategy Plan

Statement of Intent

At Ribbon Academy, we strive to ensure all of our children have the opportunity to realise and fulfil their potential - regardless of their individual starting points. Our school vision outlines our drive for all children to 'Grow Together' ensuring each child achieves the success they deserve.

Pupil Premium Funding ensures that staff at Ribbon Academy can improve the learning and development of all disadvantaged pupils, as this should not be a factor in their rate of progress, academic attainment, and their development as a well-rounded individual. It is our job to make sure disadvantaged pupils leave Ribbon with the same skills, knowledge and understanding as their peers to provide them with the foundation required to ensure the best chance of success in their next phase of education.

High-quality teaching and learning is central to our approach ensuring disadvantaged children receive the most support where required throughout all areas of the curriculum at Ribbon. This approach has proven to have the most impact on closing the disadvantaged gap. Implicit to our outcomes detailed below, non-disadvantaged attainment will be sustained and improved alongside their disadvantaged peers.

In order to achieve our aims, we use the findings from current research to inform our decisions, which take into account local and national factors. We have made our decisions in accordance with research findings from the Department of Education (DfE), Education Endowment Foundation (EEF) and other relevant research to identify those factors (within the menu of approaches) with the most impact on raising the achievement of our disadvantaged pupils. Please find these listed below:

- **High Quality Teaching**
 - Developing high quality teaching, assessment and curriculum
 - Evidence-based Professional Development for staff
 - Effective mentoring and coaching
 - Use of technological learning resources
- **Targeted Academic Support**
 - Effective deployment of both Higher Teaching Learning Partners (HTLPs) and Teaching and Learning Partners (TLPs)
 - Interventions to support speech and language development
 - Wave 1, 2 and 3 intervention approach to support children to 'keep up', not 'catch up' with their peers.
 - Allocation of one-to-one and/or small group tutoring
 - Focused activities/ initiatives targeted towards the needs of disadvantaged learners.
- **Wider Strategies**
 - Communicating with and supporting families
 - Supporting pupils' social, emotional wellbeing and mental health needs
 - Addressing attendance and punctuality issues
 - Provision of extra-curricular activities and experiences.



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Challenges

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

Challenge number	Detail of challenge
1	<p>Teacher and statutory assessments, observations and pupil voice indicates gaps in core areas of the curriculum for many disadvantaged pupils. These are more evident in Reception where a gap of -24% is evident of disadvantaged children achieving GLD in comparison to their non-disadvantaged peers.</p> <p>End of KS 1 data currently showcases a gap between disadvantaged learners to their non-disadvantaged peers across all core subjects – writing (20%), maths (-22%), and reading (34%). This has increased significantly since the covid-19 pandemic.</p>
2	<p>Statutory Phonics Screening Check highlights disadvantaged pupils have greater difficulty with phonics, and therefore word reading than their peers. Data showcases an 18% gap, with 62% of disadvantaged learners meeting the minimum threshold in comparison to 80% of non-disadvantaged learners.</p> <p>This limited ability to word read, impacts the confidence and fluency of the reader and therefore limits their accessibility to independent comprehension activities.</p>
3	<p>A deficit in speech and language skills and early language acquisition is evident through teacher assessments, observations, pupil voice and external specialist support amongst disadvantaged pupils.</p>
4	<p>Our assessments, observations, discussions with families and work with 'Place 2 Be' indicates an increase in social and emotional issues for many pupils (particularly those classified as disadvantaged). These challenges are indirectly affecting learning behaviours</p> <p>There are 49% of children who are on our SEND register with Social & Emotional Mental Health needs that are classified as disadvantaged.</p>
5	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 3% lower than that of non-disadvantaged pupils</p> <p>The amount of Persistent Absentees (PAs) for disadvantaged pupils is double that of non-disadvantaged pupils. Our assessments and observations indicate that absenteeism (and punctuality) is negatively impacting on these disadvantaged pupils' progress and attainment.</p>
6	<p>With the aim of retaining learning, connected learning is encouraged to make knowledge and skills more meaningful for our learners. However, experiences outside of school are limited for disadvantaged families therefore limiting the development of cultural capital and the connections to learning this brings and therefore impacting understanding and links across the curriculum.</p>
7	<p>Through pupil voice, future 'aspirations' for disadvantaged learners are limited with children showcasing a lack of awareness of opportunities for both further education and potential careers.</p>
8	<p>End of Early Years assessment data and observations highlight a significant gap of 24% with only 44% of children achieving GLD, in comparison to their peers 68%, having already made significant progress from their starting points. The areas of</p>



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development that are foundational for future learning, require additional support whilst delivering National Curriculum content from Years 1 and onwards.

Intended Outcomes

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

Intended outcome	Success criteria
Further develop high-quality Teaching & Learning strategies to refine the process of learning, assessing and intervening, where appropriate, among disadvantaged pupils.	Assessments and observations indicate highly functional support systems available in school for all children to 'keep up' with their peers, particularly among disadvantaged pupils. Strategies to include: - <ul style="list-style-type: none">• Efficient use of teaching toolkit.• Effective teacher assessment responds to need• Wave 1, 2 and 3 intervention is used purposefully to support all learners, where required.
Accelerated progress in reading among disadvantaged pupils	<ul style="list-style-type: none">• Great levels of progress from individual starting points in line with national average.• KS2 reading outcomes in 2022/23 show that more than 70% of disadvantaged pupils met the expected standard.• KS1 reading outcomes in 2022/23 show that more than 55-60% of disadvantaged pupils met the expected standard.
Accelerated progress in writing in reading among disadvantaged pupils	<ul style="list-style-type: none">• Great levels of progress from individual starting points in line with national average.• KS2 writing outcomes in 2022/23 show that more than 65% of disadvantaged pupils met the expected standard.• KS1 reading outcomes in 2022/23 show that more than 70% of disadvantaged pupils met the expected standard.
Accelerated progress in maths in reading among disadvantaged pupils	<ul style="list-style-type: none">• Great levels of progress from individual starting points in line with national average.• KS2 maths outcomes in 2022/23 show that more than 70% of disadvantaged pupils met the expected standard.



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Intended outcome	Success criteria
	<ul style="list-style-type: none"> KS1 reading outcomes in 2022/23 show that more than 55-60% of disadvantaged pupils met the expected standard.
Further develop high-quality phonics Learning strategies to refine the process of learning, assessing and intervening, where appropriate, among disadvantaged pupils.	<ul style="list-style-type: none"> Great levels of progress from individual starting points in line with national average in the Phonics Screening Check. 70% of Year 1 disadvantaged pupils to pass the phonics screening and develop fluency in reading. Disadvantaged pupils' phonics pass rate narrowed to within 10% of non-disadvantaged pupils pass rate.
To achieve and improve attendance for all pupils, particularly disadvantaged pupils.	<ul style="list-style-type: none"> An overall improved attendance of all striving for 97%+ average over 2022-23. An improvement of disadvantaged pupils attendance within 95 and 97%. Disadvantaged pupils' attendance gap narrowed to within 2% of all pupils' attendance. Unauthorised Persistent
Provision of high-quality support strategies for those with social and emotional needs to develop to manage, cope well or overcome challenges, particularly among disadvantaged learners.	<ul style="list-style-type: none"> Pupil voice shows that children receiving SEMH support feel well-supported and improvements in their well-being are evident.
Improve speech and language skills and vocabulary among disadvantaged pupils	<ul style="list-style-type: none"> Children who enter school with Speech and Language need is identified swiftly, assessed and support provided. Identified objectives for improvement are established for each learners and progress is evident from starting points. Significant need is identified and specialist S&L assessment and support is provided. Ongoing concerns with S&L across the school are supported internally with specialist intervention programmes, where progress is evident.
To ensure rapid progress is made over the course of Early Years from each child's entry point.	<ul style="list-style-type: none"> Great levels of progress from individual starting points in line with national average in children achieving GLD. 55-60% of Reception disadvantaged pupils to achieve GLD.



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Intended outcome	Success criteria
	<ul style="list-style-type: none"> Disadvantaged pupils' GLD percentage narrowed to within 10-15% of non-disadvantaged pupils GLD percentage.
To develop aspirations among disadvantaged learners, where they strive for more.	<ul style="list-style-type: none"> Through pupil voice, children across Upper School have an awareness of future opportunities for education and careers. Through pupil questionnaires, children are confident in their ability to access further education and/or a career of their choice.
Provide a broad range of experiences for all learners, to significantly improve available connections for learning with a greater need for disadvantaged pupils.	<ul style="list-style-type: none"> A significant increase of participation in enrichment activities, particularly among disadvantaged pupils. Sourcing of tailored enrichment activities to support the targeted need of pupils, particularly disadvantaged pupils.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 20,604

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school focus on high standards of Quality First Teaching , where approaches to Teaching and Learning are adapted to the needs of the children and staff (teachers/ HTLPs/ TLPs/ Academic Mentors) deployment is effective to support children, manage misconceptions	<p>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils; investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes.</p> <p>Mastery learning has been used successfully across the curriculum but particularly for reading, mathematics and science. Effects are higher in mathematics and science (+6 months) than reading (+3 months).</p>	1 and 2



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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>and make effective assessments.</p> <p>Total - £3968</p>	<p>Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors. Feedback has effects across all age groups. Research in schools has focused particularly on its impact on English, mathematics and, to a lesser extent, science.</p> <p>Research Links: -</p> <ul style="list-style-type: none"> • Mastery learning EEF (educationendowmentfoundation.org.uk) • Feedback EEF (educationendowmentfoundation.org.uk) • High Quality Teaching • Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) • Improving Mathematics in Key Stages 2 and 3 • The Great Teaching Toolkit 	
<p>Purchase high quality texts to engage and motivate pupils to read during morning 'Book Club' as a 'soft landing' to school.</p> <p>Books - £1000 Soft Start - £5777 Total - £6777</p>	<p>It is important to identify the appropriate level of text difficulty, provide appropriate context to practise the skills, increase desire to engage with the text and provide enough challenge to improve reading.</p> <p>Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.</p> <p>Research Links: -</p> <ul style="list-style-type: none"> • Extending school time EEF (educationendowmentfoundation.org.uk) • Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) • Open University Reading for Pleasure 	1 and 2
<p>High-quality provision and teaching provided in Early Years with tailored resources and initiatives to engage pupils' interest in learning, promoting progression in development</p>	<p>Research shows that at all levels of communicative development in the preschool years (0–5), the right environmental support has the potential to make a real difference to children's language learning, and, consequently, to their later academic success. However, ensuring that all children benefit from rich environmental support requires a coherent approach.</p> <p>Research Links: -</p>	2, 3 and 8



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Activity	Evidence that supports this approach	Challenge number(s) addressed
Total - £2000	<ul style="list-style-type: none"> Early Years Toolkit Early Language Development EEF 	
<p>Utilize Durham Learning Resources to supplement Quality First Teaching with resources, artefacts and teaching material that is supportive to providing real-life experiences to make connections when learning.</p> <p>Total - £2026</p>	<p>It is suggested that it is critical for the pupils to discern (i) historicity, (ii) historical representativeness and (iii) intercultural interaction in relation to artefacts and historical narratives. The study suggests that teachers could start from archaeological artefacts to activate pupils' historical consciousness, rather than from textbook narratives and that pupils' perceptions should be seen as a resource in enabling historical learning. Also, historical enquiry appears to be a reasonable approach to teaching intercultural perspectives on a historical content.</p> <p>Research Links: -</p> <ul style="list-style-type: none"> Historical Enquiry with Archaeological artefacts Patrick Johansson High Quality Teaching The Great Teaching Toolkit 	1 and 6
<p>Ongoing training of Early Years and Key Stage 1 staff members in the Sounds-Write Phonics Programme (Synthetic Phonics) to ensure high-quality teaching and learning with fidelity shown to the school's chosen phonics scheme Sounds-Write (Pupil Premium Plus)</p> <p>Total - £2,500</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. There is some variation in impact between different phonological approaches. Synthetic phonics approaches have higher impacts, on average, than analytic approaches.</p> <p>Research Links: -</p> <ul style="list-style-type: none"> Phonics EEF (educationendowmentfoundation.org.uk) Case Studies from Sounds-Write Practitioners 	1, 2 and 8
Reading Plus as a supplementary reading initiative, providing specialised support and activities to improve speed and fluency of	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming,	1



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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>reading, with access at both home and school.</p> <p>Total - £3,333</p>	<p>challenge. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p> <p>This study examined silent reading rates (SRRs) in relation to students' estimated academic vocabulary grade levels (EVGLs) and comprehension accuracy (Comprehension Items Correct; compIC). These results suggest that vocabulary knowledge and SRR increase in concert among students with good comprehension, whereas SRRs measured in the absence of good comprehension are less meaningful and may indicate inadequate skills or insufficient motivation to fully comprehend what is being read.</p> <p>Students who engaged in the recommended amount of Reading Plus instruction over the course of the 2019-2020 school year significantly increased their capacity to comprehend increasingly complex texts, developed their capacity to understand higher levels of general academic vocabulary, and improved their reading efficiency.</p> <p>Research Links: -</p> <ul style="list-style-type: none"> • Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) • Interaction of Silent Reading Rate, Academic Vocabulary, and Comprehension • Reading Plus Middle School National Results 2019-2020 	

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

Budgeted cost: £ 114,715

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Effective staff deployment to ensure ongoing support for children across the school through 'Wave 2'</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year; research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive</p>	<p>1, 2, 3, 6, 7 and 8</p>



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<p>and Wave 3' intervention; personalised learning through online subscriptions; targeted small group and 1:1 support across core subjects.</p> <p>Academic Mentor - £3483</p> <p>HTLP/ TLP Support/ 0.5 AHT – £101089</p> <p>Lexia - £1543</p> <p>Total - £106,115</p>	<p>benefit of between four and six additional months on average; diagnostic assessment can be used to assess the best way to target support. On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting</p> <p>Short, regular 1:1 sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Studies comparing one to one with small group tuition show mixed results. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective.</p> <p>Research Links: -</p> <ul style="list-style-type: none"> • Small group tuition EEF (educationendowmentfoundation.org.uk) • Mentoring EEF (educationendowmentfoundation.org.uk) • One to one tuition EEF (educationendowmentfoundation.org.uk) • Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) • Lexia English Standards Progress Report 	
<p>Purchase of a Speech and Language (Infant and Junior) programme to assess, identify need and tailor intervention to each child to further develop early language.</p> <p>Total - £1500</p>	<p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. Most of the studies focus on reading outcomes. The small amount of studies that do study maths and science show small positive effects. Language approaches in these subjects may be used to explicitly practice subject specific vocabulary.</p> <p>The studies in the Toolkit indicate that language interventions with frequent sessions over a</p>	<p>3 and 8</p>



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	<p>sustained period may have a larger impact, overall. Approaches that are delivered one-to-one also have larger impacts.</p> <p>Research Links: -</p> <ul style="list-style-type: none"> • Oral language interventions EEF (educationendowmentfoundation.org.uk) 	
<p>Collaborative learning opportunities developing key character traits and life skills focusing on leadership, friendship and life-skills.</p> <p>CNS Leadership - £2375 Friendship Group - £704 Ribbon Recycles - £1658</p> <p>Total - £4737</p>	<p>The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year. However, the size of impact varies, so it is important to get the detail right. Collaborative learning can describe a large variety of approaches, but effective collaborative learning requires structured approaches with well-designed tasks lead to the greatest learning gains. Most of the positive approaches include the promotion of talk and interaction between learners.</p> <p>The evidence indicates that groups of 3–5 is most effective for collaborative learning approaches – there are smaller positive impacts for both paired work and collaborative learning activities with more than 5 pupils in a group.</p> <p>Research Links: -</p> <ul style="list-style-type: none"> • Collaborative learning approaches EEF (educationendowmentfoundation.org.uk) 	4, 6 and 7
<p>An opportunity for collaborative learning through 'The Brilliant Club' with high-achieving peers to experience university life and develop aspirations for Further Education when children grow up, alongside ensuring high-levels of attainment in learning.</p> <p>Total - £2,363</p>	<p>Studies in England suggest that different socioeconomic groups have similar levels of aspiration for their future outcomes and that differences in participation rates in higher education are largely driven by academic attainment. Given the broad range of attitudes, behaviours and beliefs surrounding aspirations in communities with higher rates of poverty, schools should avoid generalisations.</p> <p>Aspiration interventions without an academic component are unlikely to narrow the disadvantaged attainment gap. Teacher expectations play a role in shaping pupil outcomes and teachers should aim to communicate a belief in the academic potential of all pupils.</p> <p>Research Links: -</p> <ul style="list-style-type: none"> • Aspiration interventions EEF (educationendowmentfoundation.org.uk) • Collaborative learning approaches EEF (educationendowmentfoundation.org.uk) 	7



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

Budgeted cost: £ 66,214

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supportive service from our Family Support Advisor to challenge poor attendance and punctuality, as well as providing vital support to pupils and families directly or collaboratively with external services.</p> <p>Total - £12, 693</p>	<p>Recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (including through effective use of pupil premium funding) to create, build and maintain systems and performance. Current attendance for disadvantaged pupils is 93.7% against 95.7% for all pupils.</p> <p>Research Links: -</p> <ul style="list-style-type: none"> • DfE Attendance Guidance 	5
<p>Supportive service from our 'Inclusion Team' who provide tailored support for families with identified needs.</p> <p>Total - £12, 693</p>	<p>Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p> <p>Research Links: -</p> <ul style="list-style-type: none"> • Parental engagement EEF (educationendowmentfoundation.org.uk) • National Evaluation of Family Support Programs 	4
<p>Provision of a dedicated Place2Be mental health professional, who is an integral part of the school team, supporting the ongoing wellbeing need across school through assessment, delivery, facilitating staff professional development and liaising with families and professionals.</p>	<p>Place2Be collect evidence and data about the work they do and use it to measure impact (through entry/exit SDQs). This helps to constantly improve the service. The work has a profound effect on children's mental health, illustrated by statistics.</p> <p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Interventions which focus on improving social interaction tend to be more successful (+6 months) than those focusing on</p>	4



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<p>Total - £28, 368</p>	<p>personal and academic outcomes (+4 months) or those aimed at preventing problematic behaviour (+5 months)</p> <p>Research Links: -</p> <ul style="list-style-type: none"> • Social and emotional learning EEF (educationendowmentfoundation.org.uk) • Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) • Place 2 Be CORC Report 	
<p>Provision of high-quality trips, visits and experiences for all (with access to two mini-buses) to ensure connected learning is possible and supports meaningful teaching and learning that is retained.</p> <p>Total - £5440</p>	<p>Cognitive and affective learning can occur as a result of class visits to out-of-school settings, and learning outcomes are fundamentally influenced by the structure of the field trip, setting novelty, prior knowledge and interest of the students, the social context of the visit, teacher agendas, student experiences during the field trip, and the presence or absence and quality of preparation and follow-up.</p> <p>Research Links: -</p> <ul style="list-style-type: none"> • A Short Review of School Field Trips: Key Findings from the Past and Implications for the Future • Making the case for field trips: what research tells us and what site coordinators have to say 	<p>6</p>
<p>Collaborative behaviour and character development intervention with 'Dare to Aspire' to develop readiness to learn, motivation and resilience.</p> <p>Total - £3000</p>	<p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required. Approaches which focus on self-management and those involving role play or rehearsal are associated with greater impact.</p> <p>Research Links: -</p> <ul style="list-style-type: none"> • Behaviour interventions EEF (educationendowmentfoundation.org.uk) • Collaborative learning approaches EEF (educationendowmentfoundation.org.uk) 	<p>1, 4, 5 and 7</p>
<p>Outdoor adventure learning in the form of Forest School with 'Sc.Out'Ed where the science curriculum meets the outdoor. A collaborative learning approach to develop behaviour and character traits to promote resilience,</p>	<p>Outdoor adventure learning may play an important part of the wider school experience; social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year; outcome are measured from entry/exit scores on SDQs.</p> <p>Research Links: -</p>	<p>1, 4, 5 and 7</p>



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<p>motivation, self-efficacy and teamwork whilst engaging pupils in learning.</p> <p>Total - £3610</p>	<ul style="list-style-type: none"> • Outdoor adventure learning EEF (educationendowmentfoundation.org.uk) • Wilderness Schooling North-East Wellbeing 	
<p>Anti-bullying workshop delivered by Big Foot Arts delivering tailored programmes for KS1 and KS2 through 'Arts' style delivery to engage and promote retention of learning.</p> <p>Total - £410</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</p> <p>Research Links: -</p> <ul style="list-style-type: none"> • Arts participation EEF (educationendowmentfoundation.org.uk) • Behaviour interventions EEF (educationendowmentfoundation.org.uk) 	4

Total budgeted cost: £ 201,533



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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 2021 to 2022 academic year.

Aim	Success Criteria	Outcome
Accelerated progress in reading	Good levels of progress from individual starting points in line with national average.	Overall Data Analysis <ul style="list-style-type: none">Disadvantaged Expected Standards data show 46% (January) in comparison to 58% (July). This evidences a 12% growth from January to July (Disadvantaged) highlighting the closing of the gap.Whole school Expected Standards data shows 66% (January) in comparison to 69% (July). This evidences a 2% growth from January to July. Progression is evident, but not as significant as disadvantaged children.In summary, a -20% gap in January has been narrowed to a -11% gap in July in reading. Specific Initiatives Sounds Write <ul style="list-style-type: none">Sounds-Write training has already provided an initial impact on the quality of phonics/ reading delivery with consistency expectation. However, as training has been received over the course of the 2021/22



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Aim	Success Criteria	Outcome
		<p>academic year, full potential of the intended impact is yet to be seen. This action will continue into 2022/23.</p> <p>Reading Plus and Accelerated Reader</p> <ul style="list-style-type: none">• DHT, AHT (Reading Leader) and E-Reading Leader have undertaken a curriculum review throughout the course of the year, to identify strengths and development areas. As a result, the 2021/22 curriculum has been refined and Quality of Education has improved. Evaluation processes have also supported a refinement of the 2022/23 curriculum implemented.• Reading Plus has been used effectively with weekly reports showcasing engagement and progress of all children, ensuring opportunities for early intervention when needed. Due to effective school systems, the E-Reading Leader received the National Award for KS2 Teacher of the Year. <p>Brilliant Club</p> <ul style="list-style-type: none">• Brilliant Club attendees have demonstrated success and developed aspirations through the project. Disadvantaged data (considering specific children's achievements) is as follows: -• Y6 – 67% EXS, 33% GDS• Y5 – 100% EXS, 75% GDS• This initiative successfully develops confidence and security in achieving expected standards but further develops aspirations, drive and provides specific feedback to support children with attaining GDS. <p>North East Well-being Projects</p> <ul style="list-style-type: none">• Wilderness Schools (North East Well-being Project) further developed SEMH skills (particularly resilience and self-regulation) through outdoor learning opportunities preparing a selection of Y6 children for



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Aim	Success Criteria	Outcome
		<p>learning within the classroom. 60% of disadvantaged children reached Expected Standard Resulting in Y6 SATs.</p> <ul style="list-style-type: none"> Curious Beasts (another North East Well-being project) further developed SEMH skills supporting learning for children in Year 3/4 where 80% of disadvantaged learners achieved EXS in reading. <p>Nessy/ Lexia</p> <ul style="list-style-type: none"> Nessy has been used as a literacy intervention for disadvantaged children with SEND. Data shows in Y6 both children reached EXS resulting at 100%. Lexia has been used as a literacy intervention for disadvantaged children. End of year data shows in Y6 all children reached reading EXS resulting at 100%. Across the rest of key stage two, progress has been seen with children accessing Nessy. However, most disadvantaged children accessing this programme have SEND. 18% of these children are now working at EXS+ in reading. Progress and attainment in Lexia is significantly higher, with disadvantaged children across Upper KS 2. 63% of children are now working at EXS+ standard in reading. <p>Tutoring</p> <ul style="list-style-type: none"> Additional after school tutoring has supported 7 out of 7 children disadvantaged children to achieve EXS+ in Reading – totalling 100% <p>Next steps: -</p> <ul style="list-style-type: none"> Reduced class sizes to support with assessment and support during learning in-class.



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Aim	Success Criteria	Outcome
		<ul style="list-style-type: none"> Support in analysing E-reading statistics from E-Reading Leader. Engagement of a select Year 5/6 children with Brilliant Club to develop aspirations. Monitoring and evaluation of Sounds-Write QFT across school. Use and support provided to learners via Lexia and Nessy.
Accelerated progress in writing	Good levels of progress from individual starting points in line with national average.	<p>Overall Data Analysis</p> <ul style="list-style-type: none"> Disadvantaged Expected Standards data show 41% (January) in comparison to 53% (July). This evidences a 12% growth from January to July (Disadvantaged) demonstrating the closing of the gap. Whole school Expected Standards data shows 60% (January) in comparison to 62% (July). This evidences a 2% growth from January to July. Progression is evident, but not as significant as disadvantaged children. In summary, a -19% gap in January has been narrowed to a -9% gap in July in writing. <p>Specific Initiatives</p> <p>Curriculum Review</p> <ul style="list-style-type: none"> DHT and AHT (Writing Leader) have undertaken a curriculum review throughout the course of the year, to identify strengths and development areas of the Writing Curriculum. As a result, the 2021/22 curriculum, writing cycle, and the purposeful teaching of key grammar features has been refined and therefore the Quality of Education has improved. Evaluation processes have also supported a refinement of the 2022/23 curriculum implemented. <p>Sounds Write</p>



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Aim	Success Criteria	Outcome
		<ul style="list-style-type: none">• Sounds-Write training has had an initial impact on the quality/ stamina in writing with an improved accuracy to teaching/ supporting spelling accuracy through consistent expectations of delivery and how to approach misconceptions. However, as training has been received over the course of the 2021/22 academic year. Full potential of the intended impact is yet to be seen. This action will continue into 2022/23. <p>Speech and Language</p> <ul style="list-style-type: none">• Speech and Language is a foundation to any young person's ability to write. Access to regular Speech and Language assessments and advice this year, has supported us to identify key issues, allocate specific intervention to ensure ongoing progress. A high percentage of progress is evident across all children receiving S&L support.• 25% of disadvantaged children who were previously not meeting EXS+ in writing are currently obtaining this standard. <p>North East Well-being Projects</p> <ul style="list-style-type: none">• Wilderness Schools (North East Well-being Project) further developed SEMH skills (resilience and self-regulation) through outdoor learning opportunities preparing a selection of Y6 children for learning within the classroom. 10% of disadvantaged children reached Expected Standard in Writing. Considering baseline assessment significant progress was made with each of the other 90% disadvantaged learners.• Curious Beasts (another North East Well-being project) further developed SEMH skills supporting learning for children in Year 3/4 where 60% of disadvantaged learners achieved EXS in writing. <p>Brilliant Club</p>



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Aim	Success Criteria	Outcome
		<ul style="list-style-type: none"> Brilliant Club attendees have demonstrated success and developed aspirations through the project. Disadvantaged data (considering specific children's achievements) is as follows: - Y6 - 100% EXS, 33% GDS Y5 – 75% EXS, 50% GDS This initiative successfully developed confidence and security in achieving expected standards but further developed aspirations, drive and generated targeted feedback to support the attainment of GDS. <p>Tutoring</p> <ul style="list-style-type: none"> Additional after school tutoring has supported 6 out of 7 disadvantaged children to achieve EXS+ in Writing – totalling 86%. <p>Next steps: -</p> <ul style="list-style-type: none"> Reduced class sizes to support with assessment and support during learning in-class Brilliant Club for select children in Year 5/6 to develop aspirational learning and motivation to learning. Monitoring and evaluation of QFT in Sounds-Write Speech and Language intervention to be refined, focused and delivered more regularly across school via Language Link and Speech Link – in-school 'champions' to be established.
Accelerated progress in maths	Good levels of progress from individual starting points in line with	<p>Overall Data Analysis</p> <ul style="list-style-type: none"> Disadvantaged Expected Standards data show 50% (January) in comparison to 59% (July). This evidences a 9% growth from January to July (Disadvantaged). This demonstrates the closing of the gap.



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Aim	Success Criteria	Outcome
	national average.	<ul style="list-style-type: none"> Whole school Expected Standards data shows 65% (January) in comparison to 68% (July). This evidences a 6% growth from January to July. Progression is evident, but not as significant as disadvantaged children. In summary, a -15% gap in January has been narrowed to a -9% gap in July in writing. <p>Curriculum Review</p> <ul style="list-style-type: none"> DHT and Maths Leader have undertaken a curriculum review throughout the course of the year, to identify strengths and development areas. As a result, the 2021/22 curriculum, support with fluency and approach to problem solving and reasoning has been refined and therefore Quality of Education has improved. Evaluation processes have also supported a refinement of the 2022/23 curriculum implemented. <p>North East Well-being Projects</p> <ul style="list-style-type: none"> Wilderness Schools (North East Well-being Project) further developed SEMH skills (resilience and self-regulation) through outdoor learning opportunities preparing a selection of Y6 children for learning within the classroom. Disadvantaged children who attained Expected Standard+ includes: - Y6 - 100% EXS, 33% GDS Y5 - 100% EXS, 75% GDS Curious Beasts (another North East Well-being project) further developed SEMH skills supporting learning for children in Year 3/4 where 60% of disadvantaged learners achieved EXS in maths. We have found confidence and willingness to try and persevere as key areas of improvement. <p>Tutoring</p>



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Aim	Success Criteria	Outcome
		<ul style="list-style-type: none"> Additional after school tutoring has supported 5 out of 7 children disadvantaged children to achieve EXS+ in Writing – totalling 71%. <p>Next steps: -</p> <ul style="list-style-type: none"> Reduced class sizes to support with assessment and support during learning in-class Supportive use of Mathletics targeting gaps in learning and conceptual understanding Plus 1 programme to target foundation and fluency knowledge/ skills. (KS 1) Power of 2 programme to target foundation and fluency knowledge/ skills. (KS 2)
Phonics	Good levels of progress from individual starting points in line with national average in the Phonics Screening Check.	<p>Overall Data Analysis</p> <p>Year 1 Phonics 2022</p> <ul style="list-style-type: none"> Disadvantaged Expected Standards+ showed 52% (January) in comparison to 62% (July). This highlights a +10% increase on standards. Whole Year Group data showed Expected Standards + being 65% in January, in comparison to 74% in July. This shows a growth of +9%, meaning Pupil Premium and Non-Pupil Premium progress is in line with one another. <p>Year 2 Phonics 2021/22</p> <ul style="list-style-type: none"> Whole School Data in Autumn 2 shows 78% of children reaching Expected Standards+ in phonics, in comparison to 93% by July 22. A huge growth of +15%.



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Aim	Success Criteria	Outcome
		<ul style="list-style-type: none">Disadvantaged analysis shows 60% of children reached Expected Standards+ in phonics in Autumn 2, in comparison to 85% by July 2022. A larger growth of +25%. <p>Reception Phonics</p> <ul style="list-style-type: none">Current Word Reading assessment shows that 66% of the cohort are achieving GLD, whereas 44% of disadvantaged children are achieving GLD. This shows a gap of 22%. Clear evidence of progress has been evident from starting points, particularly for disadvantage children. More time is required and expert delivery/ intervention to support with the closing of the gap. <p>Next steps: -</p> <ul style="list-style-type: none">Expert delivery from of Phonics from SeptemberIncreased Parent Workshops supporting home engagementMonitoring and evaluating of QFT as well as Wave 1 and Wave 2 support.



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Aim	Success Criteria	Outcome
Improved attendance	Disadvantaged pupils' attendance gap narrowed to within 1% of all pupils' attendance	<ul style="list-style-type: none"> Attendance is a priority across school, where our Family Support Advisor works tirelessly with families to maintain good standards of attendance and reduced incidents of Persistent Absenteeism. At the beginning of the year, attendance of disadvantaged children was 92.01 in comparison to 94.64 for all pupils. This is a difference of -2.63. At the end of the year, attendance of disadvantaged children was 92.62 in comparison to 94.01 for all pupils. This is a difference of -1.39. This means an improvement of +1.24% Comparing Pupil Premium (92.62) v Non Pupil-Premium (94.95) by the end of 2021-22 showcases a difference of only -2.33, ensuring that the attendance gap has reduced and is being managed well with the systems in place. Covid is still having an impact on school attendance due to isolation periods, extended sickness and vulnerability of people in households. <p>Next steps: -</p> <ul style="list-style-type: none"> Increased hours of Family Support Advisor Parent initiatives with new AHT for Inclusion Rewrite the Attendance Policy after a review of expectations and procedures.



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Externally Provided Programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Accelerated Reader	Renaissance Learning
Sounds-Write Phonics	Sounds-Write
Curious Beasts	North East Well-Being
Wilderness Schools	North East Well-Being
Place2Be	Place2Be
Reading Plus	Reading Plus
The Scholars Programme	The Brilliant Club
Commando Joe	CJ's Education Services

Service Pupil Premium Funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A



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Further information (optional)

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