



Pupil Premium Strategy Statement

2022/23 and 2023/24 and 2024/25

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	508
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2025
Date this statement was published	11.11.2022
Date on which it will be reviewed	29.10.2024
Statement authorised by	Ashleigh Sheridan (Headteacher)
Pupil premium lead	Stuart Houghton (Deputy Headteacher) Deanne Richardson (Assistant Headteacher for Inclusion)
Governor / Trustee lead	Elaine Chandler

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 222, 985 (2022-23) £ 212, 430 (2023-24) £ 279,088 (2024-25)
Recovery premium funding allocation this academic year	£ 24, 795 (2022-23) £ 23, 345 (2023-24) N/A (2024-25)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 247,780 (2022-23)



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If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year

£ 235,775 (2023-24)

£ 279,088 (2024-25)



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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 through instructional coaching model.
 - 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), Teaching and Learning Partners (TLPs) and Support Assistants (SA).
 - 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 -13% 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 (22%), maths (-9%), and reading (11%). This has reduced in reading and maths, but writing maintains a significant issue 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 14% gap, with 70% of disadvantaged learners meeting the minimum threshold in comparison to 84% 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 13% with only 55% 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.	<p>Assessments and observations indicate highly functional support systems available in school for all children to 'keep up' with their peers, particularly among disadvantaged pupils.</p> <p>Strategies to include: -</p> <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. • Introduce an instructional coaching model to refine teaching and learning strategies.
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, 2023/24 and 2024/25 show that more than 70% of disadvantaged pupils met the expected standard. • KS1 reading outcomes in 2022/23, 2023/24 and 2024/25 show that more than 55-60% of disadvantaged pupils met the expected standard.
Accelerated progress in writing 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, 2023/24 and 2024/25 show that more than 65% of disadvantaged pupils met the expected standard. • KS1 writing outcomes in 2022/23, 2023/24 and 2024/25 show that more than 65% of disadvantaged pupils met the expected standard.



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Intended outcome	Success criteria
<p>Accelerated progress in maths in reading among disadvantaged pupils</p>	<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, 2023/24 and 2024/25 show that more than 70% of disadvantaged pupils met the expected standard. • KS1 maths outcomes in 2022/23, 2023/24 and 2024/25 show that more than 55-60% of disadvantaged pupils met the expected standard.
<p>Further develop high-quality phonics Learning strategies to refine the process of learning, assessing and intervening, where appropriate, among disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Great levels of progress from individual starting points in line with national average in the Phonics Screening Check. • 65-70% of Year 1 disadvantaged pupils to pass the phonics screening and develop fluency in reading. • Disadvantaged pupils' phonics pass rate narrowed to within 10-15% of non-disadvantaged pupils pass rate.
<p>To achieve and improve attendance for all pupils, particularly disadvantaged pupils.</p>	<ul style="list-style-type: none"> • An overall improved attendance of all striving for 97%+ average over 2022/23 and 2023/24. • An improvement of disadvantaged pupils attendance within 2% of non-disadvantaged pupils. • Amount of unauthorised absences are significantly reduced. • Amount of children qualifying as 'Persistent Absentees' (PAs) to significantly reduce.
<p>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.</p>	<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. • Effective use of Place 2 Be services to support both children, and families.
<p>Improve speech and language skills and vocabulary among disadvantaged pupils</p>	<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.



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Intended outcome	Success criteria
	<ul style="list-style-type: none"> 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. 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: £ 89,119

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	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.	1 and 2



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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>(teachers/ HTLPs/ TLPs/ Academic Mentors) deployment is effective to support children, manage misconceptions and make effective assessments.</p> <p>National College CPD – £ 856 Step Lab Subscription – £ 1,010 T&L Lead Coach - £ 4,452 Additional Class Teachers - £ 79,089</p> <p>Total - £85, 407</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> <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 (publishing.service.gov.uk) • 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 - £ 3,500 Breakfast Club - £4, 428</p> <p>Total - £7, 928</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>Utilize Durham Learning Resources to supplement Quality First Teaching with resources, artefacts and teaching</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</p>	1 and 6



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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>material that is supportive to providing real-life experiences to make connections when learning.</p> <p>Total - £2, 442</p>	<p>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 	
<p>Reading Plus as a supplementary reading initiative, providing specialised support and activities to improve speed and fluency of reading, with access at both home and school.</p> <p>Total - £2, 247</p>	<p>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, 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>1</p>



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Activity	Evidence that supports this approach	Challenge number(s) addressed
	<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: £ 102,419

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' and Wave 3' intervention; personalised learning through online subscriptions; targeted small group and 1:1 support across core subjects.</p> <p>Learning Support Mentor - £ 25, 194 TLP Support- £ 74, 960 Nessy - £ 846</p> <p>Total - £ 101,000</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 benefit of between four and six additional months on average; diagnostic assessment can be used to assess the best way to target support.</p> <p>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</p>	<p>1, 2, 3, 6, 7 and 8</p>



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	<p>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 - £ 737</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 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>3 and 8</p>
<p>Collaborative learning opportunities developing key character traits and life skills focusing on leadership, friendship and life-skills.</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</p>	<p>4, 6 and 7</p>



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	<p>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) 	
<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 - £1, 528</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

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

Budgeted cost: £ 87, 549

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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 personal and academic outcomes (+4 months) or</p>	4



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<p>Total - £29, 676</p>	<p>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>Mini -buses - £8,707 Visitors - £1,465 Total - £10, 172</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>Provision of a Music Scholarship to provide opportunities for private tuition for key learners.</p> <p>Total - £2,080</p>	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>Research Links: -</p> <ul style="list-style-type: none"> • Arts participation 	<p>1, 6 and 7</p>
<p>Provision of targeted support for families, and a clear focus in improving attendance through additional support with an in-house Family Support Advisor.</p> <p>Total - £ 30,075</p>	<p>With clear links between attendance, attainment and behaviour, and in the context of increased levels of absence since the COVID-19 pandemic, attendance is a challenge and priority for schools up and down the country.</p> <p>Improving attendance is a multifaceted mission, requiring different approaches in different contexts. There are, however, some common overarching principles that can inform attendance strategies</p> <p>Research Links:-</p> <ul style="list-style-type: none"> • Working with parents to support children's learning 	<p>1, 2, 4 and 5</p>



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	<ul style="list-style-type: none">• Supporting school attendance	
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Total budgeted cost: £ 279, 088 (Remaining £272)



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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 2023 to 2024 academic year.

Aim	Success Criteria	Outcome
<p>Further develop high-quality Teaching & Learning strategies to refine the process of learning, assessing and intervening, where appropriate, among disadvantaged pupils.</p>	<p>Assessments and observations indicate highly functional support systems available in school for all children to 'keep up' with their peers, particularly among disadvantaged pupils.</p> <p>Strategies to include: -</p> <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. 	<ul style="list-style-type: none"> • Ongoing Professional Development has been well-received by staff and systems have been embedded into day-to-day practice, in order to provide a 'consistent' learning environment for all. • Learning Enquiries identify high-quality teaching and learning for all children, where the staffing structure is used efficiently to provide required for key children. • Wave 1 systems are well understood to ensure children are provided with high-quality support to keep up. The increased staffing structure allowed for this to occur more regularly across all year groups. • Wave 2 systems showcased good teacher assessment to ensure responsive teaching and learning. • Wave 3 interventions were well chosen and delivered more consistently. They were successful in plugging individual gaps for key children and will continue through to the next academic year. • School are now in a position to introduce Instructional Coaching as a tool to provide a supportive environment for the refinement and expertise of teaching across the Academy.



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Aim	Success Criteria	Outcome
<p>Accelerated progress in reading among disadvantaged pupils</p>	<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, 2023/24 and 2024/25 show that more than 70% of disadvantaged pupils met the expected standard. • KS1 reading outcomes in 2022/23, 2023/24 and 2024/25 show that more than 55-60% of disadvantaged pupils met the expected standard. 	<p>Overall Data Analysis</p> <ul style="list-style-type: none"> • Disadvantaged Expected Standards data shows 57% (July 2023) in comparison to 60% (July 2024). This evidences a 3% growth of attainment of disadvantaged children over this academic year. • Whole school Expected Standards data shows 75% (July 2023) in comparison to 75% (July 2024). This evidences a steady-state progress over the course of the academic year. • In summary, a steady-state of progress continues for all learners, whilst attainment improves at a faster rate with disadvantaged pupils, still evidencing a gap, but systems are supporting the ongoing progress of all. <p>Sounds Write</p> <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 > 2024/25 academic year, full potential of the intended impact is yet to be seen. This action will continue into 2024/25. <p>Reading Plus and Accelerated Reader</p> <ul style="list-style-type: none"> • As a result of the Curriculum Review completed by the DHT, AHT (Reading Leader) and E-Reading Leader, a refined 2022-23 curriculum was implemented with one full cycle completed. As a result, the aim for consistency in Teaching and Learning has improved the Quality of Education has improved. Evaluation processes have also supported a refinement of the 2023/24 curriculum implemented.



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Aim	Success Criteria	Outcome
		<ul style="list-style-type: none"> 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. <p>Brilliant Club</p> <ul style="list-style-type: none"> Brilliant Club attendees have demonstrated success and developed aspirations through the project. This initiative successfully develops confidence and security in achieving expected standards but further develops aspirations, drive and provides specific feedback to support the 'second-wave' of children (who were not confidently targeted GDS) with attaining GDS.
<p>Accelerated progress in writing among disadvantaged pupils</p>	<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, 2023/24 and 2024/25 show that more than 65% of disadvantaged pupils met the expected standard. KS1 writing outcomes in 2022/23, 2023/24 and 2024/25 show that more than 70% of disadvantaged pupils met the expected standard. 	<p>Overall Data Analysis</p> <ul style="list-style-type: none"> Disadvantaged Expected Standards data show 60% (July 2023) in comparison to 49% (July 2024). This evidences a 11% decline within the academic year. This is a very 'cohort-specific' variant. Whole school Expected Standards data shows 70% (July 2023) in comparison to 73% (July 2024). This evidences a 3% growth this academic year. This highlights a very similar rate of attainment, between disadvantaged children and that of the whole school. In summary, a <11% gap in writing has been maintained with disadvantaged writing as a significant area for improvement for the academy. <p>Specific Initiatives</p>



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Aim	Success Criteria	Outcome
		<p>Curriculum Review</p> <ul style="list-style-type: none"> As a result of the Curriculum Review completed by the DHT and AHT (Writing Leader) a refined 2022-23 curriculum was implemented with two full cycle completed. As a result, the aim for consistency in Teaching and Learning has improved the Quality of Education has improved. Evaluation processes have also supported a refinement of the 2024/25 curriculum implemented. <p>Sounds Write</p> <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 > 2024/25 academic year, full potential of the intended impact is yet to be seen. This action will continue into 2024/25. <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 individual children receiving S&L support. <p>Brilliant Club</p> <ul style="list-style-type: none"> Brilliant Club attendees have demonstrated success and developed aspirations through the project.



Pupil Premium Strategy Statement

2022/23 and 2023/24 and 2024/25

Aim	Success Criteria	Outcome
		<ul style="list-style-type: none"> 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>Accelerated progress in maths among disadvantaged pupils</p>	<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, 2023/24 and 2024/25 show that more than 70% of disadvantaged pupils met the expected standard. KS1 maths outcomes in 2022/23, 2023/24 and 2024/25 show that more than 55-60% of disadvantaged pupils met the expected standard. 	<p>Overall Data Analysis</p> <ul style="list-style-type: none"> Disadvantaged Expected Standards data show 63% (July 2023) in comparison to 74% (July 2024). This evidences a 11% growth in this academic year. Whole school Expected Standards data shows 75% (July 2023) in comparison to 86% (July 2024). This evidences a 11% growth from one academic year to the other. In summary, a 12% gap in maths has been maintained over this academic year, but good progress is evident across both groups. Systems are supporting the on-going progress of all. <p>Curriculum Review</p> <ul style="list-style-type: none"> As a result of the Curriculum Review completed by the DHT and Maths Lead a refined 2022-23 and 2023-24 curriculum was implemented with one full cycle completed. As a result, the aim for consistency in Teaching and Learning has improved the Quality of Education has improved. Evaluation processes have also supported a refinement of the 2024/25 curriculum implemented. <p>Brilliant Club</p>



Pupil Premium Strategy Statement

2022/23 and 2023/24 and 2024/25

Aim	Success Criteria	Outcome
		<ul style="list-style-type: none"> Brilliant Club attendees have demonstrated success and developed aspirations through the project.
<p>Further develop high-quality phonics Learning strategies to refine the process of learning, assessing and intervening, where appropriate, among disadvantaged pupils.</p>	<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. 	<ul style="list-style-type: none"> Learning Enquiries and Performance Management reviews highlight phonics teaching as consistent, showcasing fidelity to the systems with clear strategies to support struggling learners. Progress in phonics is an ongoing aim for the school. With foundational concerns (i.e. listening and attention, cognitive retention, success in blending) for children in last year's Year 1 cohort to support them with success in phonics. School is currently showcasing 71% pass rate for children classed as disadvantaged, in comparison to 79% of children altogether. Considering context, 4 of the 11 children have SEND, with 1 additional child classified as EAL. This is a gap of 8%. We strive to continue to reduce this.
<p>To achieve and improve attendance for all pupils, particularly disadvantaged pupils.</p>	<ul style="list-style-type: none"> An overall improved attendance of all striving for 97%+ average over 2022-23, 2023-24 and 2024-25. An improvement of disadvantaged pupils attendance within 95 and 97%. Disadvantaged pupils' attendance gap narrowed 	<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. In 2021-22, attendance of disadvantaged children was 92.56 in comparison to 94.23 for all pupils. This is a difference of -1.67. In 2022-23, attendance of disadvantaged children was 92.07 in comparison to 94.19 for all pupils. This is a difference of -2.12. This showcases a small decrease from the previous year's attendance. In 2023-24, attendance of disadvantaged children was 92.01 in comparison to 94.4 for all pupils. This is a difference of -2.39.



Pupil Premium Strategy Statement

2022/23 and 2023/24 and 2024/25

Aim	Success Criteria	Outcome
	<p>to within 2% of all pupils' attendance.</p> <ul style="list-style-type: none"> Unauthorised Persistent 	<ul style="list-style-type: none"> Disadvantaged children's attendance has very much remained the same from 2021-22 to 2023-24, where the gap has not widened further thanks to the initiatives in place. At the end of 2022/23, 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% from the previous academic year. At the end of 2023/24, attendance of disadvantaged children was 92.01 in comparison to 94.4% for all pupils. This is a difference of -2.39. This means improvements in attendance have somewhat maintained. Comparing Pupil Premium (92.07) v Non Pupil-Premium (95.67) by the end of 2022-23 showcases a difference of -3.6. Currently this means the gap is wider than planned for. Additional protected time for our Attendance Officer has been planned for to monitor and promote attendance expectations. Comparing Pupil Premium (92.01) v Non Pupil-Premium (96.11) by the end of 2023-24 showcases a difference of -4.1. Currently this means the gap has maintained, with initiatives having more impact on Non-PP families. Term-time holidays are having a significant impact on attendance, alongside the poor mindset of parents since the covid pandemic around the priority of attendance.
<p>Provision of high-quality support strategies for those with social and emotional needs to develop to manage, cope well or</p>	<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. 	<ul style="list-style-type: none"> Ongoing access to Place 2 Be, Place 2 Talk and the support from adults across the school is regularly referred to during Pupil Voice. Staff confidence in understanding trauma, ACES and specific need of children has been improved with access to specialist Place 2 Be webinars. Place 2 Be referral system has been used frequently



Pupil Premium Strategy Statement

2022/23 and 2023/24 and 2024/25

Aim	Success Criteria	Outcome
<p>overcome challenges, particularly among disadvantaged learners.</p>		<ul style="list-style-type: none"> • 49 children accessed Place 2 Be during the 2022-23 Academic Year, which equates to 498 sessions.81 sessions support sessions were provided for parents to access Place 2 Be services during the 2022-23 Academic Year
<p>Improve speech and language skills and vocabulary among disadvantaged pupils</p>	<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. 	<ul style="list-style-type: none"> • School SEND systems have been refined over the academic year ensuring even more effective communication with parents, to share concerns and identification of potential need to support/ refer. Systems ensure effective support is in place and key intervention takes place regularly to support ongoing progress. • This academic year 18 children received external support from Speech and Language services, where 3 children were successfully discharged. The purchase of Speech Link, Language Linke and Junior Language Link has given school the tools to support these children in-school, as well as other children who have identified need. • School successfully trained support staff with the use of the programme and has since established a specialist TLP who is overseeing the programme to ensure fidelity to the system and frequency of sessions. Support plans showcase individualised improvements within most children, against their set learning goals.



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<p>To ensure rapid progress is made over the course of Early Years from each child's entry point.</p>	<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. • Disadvantaged pupils' GLD percentage narrowed to within 10-15% of non-disadvantaged pupils GLD percentage. 	<ul style="list-style-type: none"> • Target was successfully achieved with 55% of disadvantaged children achieved GLD at the End of Reception. • The disadvantaged to whole school gap is -13% with 55% of disadvantaged children achieving GLD in comparison to 69% of children across the whole year group. This was within the target set.
<p>To develop aspirations among disadvantaged learners, where they strive for more.</p>	<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. 	<ul style="list-style-type: none"> • The Brilliant Club was a successful initiative which provided 13 children across Y5/6 to develop their awareness of the procedures of university, and how accessible it is for them in the future. <p>National Comparison Data for this cohort is: -</p>















Pupil Premium Strategy Statement 2022/23 and 2023/24 and 2024/25

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History	Residential																																																																
Geography	Art & DT																																																																
Science	Reading & Writing																																																																
RE																																																																	



Pupil Premium Strategy Statement

2022/23 and 2023/24 and 2024/25

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
Sc-Out-Ed	North East Well-Being
Curious Beasts	North East Well-Being
Place2Be	Place2Be
Reading Plus	Reading Plus
The Scholars Programme	The Brilliant Club
Commando Joe	CJ's Education Services
Anti-Bullying Workshops	Big Foot Arts Education
Sport's Makers	Sunderland Foundation of Lights
Speech Link	Speech Link Multimedia Ltd.
Infant Language Link	Speech Link Multimedia Ltd.
Junior Language Link	Speech Link Multimedia Ltd.

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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