



Pupil Premium Strategy Statement

This statement details our academy’s use of pupil premium (and recovery premium for the 2023 to 2024 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 last year’s spending of pupil premium had within our academy.

Academy overview

Detail	Data
Academy name	Holmbush Primary Academy
Number of pupils in the academy	181
Proportion (%) of pupil premium eligible pupils	15.5% (28 children)
Academic year/years that our current pupil premium strategy plan cover (3 year plans are recommended)	2023 - 2026
Date this statement was published	November 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Miss Stickley
Pupil premium lead	Mrs N Pilbrow

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,375
Recovery premium funding allocation this academic year	£3,770
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
School Led Tutoring Funding	£1882.50
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	£40,145 & £1,882.50= £42,027.50

Part A: Pupil premium strategy plan

Statement of intent

Our core mission of 'Inspiring our children and staff to flourish and achieve their best' is our aim for all pupils. We are committed to building positive relationships with parents and the wider community, to support our children both at home and in school. Our pupil premium strategy is rooted within this.

At Holmbush, we are determined to fulfil our academy values of 'Working Together, Nurturing Potential, Achieving Ambition and Delivering Excellence' to deliver quality teaching and learning for EVERY child. We pride ourselves on providing a safe, inclusive and secure environment, where our pupils learn to trust, respect and value every member of our academy community. Each child is seen as unique and we aim to provide equity of opportunity and a challenging curriculum that creates a strong foundation from which every child can grow.

We believe in providing children with rich, broad and creative experiences to engage and deepen their learning within a culture of high aspirations and expectations. Our curriculum is inclusive and is taught with consideration for the needs of all learners. We ensure that well planned, appropriate provision is made for pupils who belong to vulnerable groups, whilst ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

Pupil premium funding is allocated to children in receipt of free school meals and is a means to addressing some of the issues associated with social disadvantage, in particular narrowing and diminishing gaps in attainment. We acknowledge that not all pupils in receipt of free school meals are socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals. One size does not fit the needs of all. The purpose of this strategy is to ensure through recognising and removing the key challenges to learning and success, that we improve outcomes for all, including our most disadvantaged pupils. High quality teaching is at the heart of our approach as it is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our academy.

"A belief that all can succeed is fundamental to the success of the pupil premium strategy"- Blatchford, 2020

The consequences of the pandemic will be far reaching – for all children, but particularly for those from socially disadvantaged families. For many pupils, compensating for the negative impact of school closures will require a sustained and aligned response. We will continue to diligently follow a needs analysis to identify priority groups or individuals, so that children who are entitled to pupil premium funding will receive additional support when this need is identified. We will ensure that Pupil Premium and Recovery Premium funding is spent effectively: through regular monitoring and review of interventions; pupil progress and attainment information; by evaluating and reviewing our strategy; by keeping abreast of research and developments and being proactive in our approach to implementing new strategies; by not being afraid to change a strategy that isn't working.

Challenges

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

Challenge number	Detail of challenge
1 Academic Outcomes	Academy Values: Delivering excellence <ul style="list-style-type: none">Our assessments and observations indicate that the education of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, in all areas but especially in maths and writing. Children, therefore, require additional support to achieve age related expectations in core subjects.

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	<ul style="list-style-type: none"> • Assessments, observations, data analysis and discussions with pupils demonstrates disadvantaged pupils have greater difficulties with learning phonics than their peers. This negatively impacts their reading progress. • Assessments, observations, and discussions with pupils indicate underdeveloped language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among disadvantaged pupils than their peers. • Assessments and observations indicate a high number of children entering Reception and currently in our KS1, need specific Speech and Language support. 3 PP pupils have specific Speech and Language needs.
2 SEND	<p>Academy Value: Working Together SEND 20% (well above national), 3 EHCPs, 6 EHCNAs in process. 19% of SEND pupils are also on the pupil premium register.</p>
3 Attendance	<p>Academy Value: Working Together Our attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. Persistent absenteeism has improved in the last academic year from 15% to 8.8% but continues to be a focus for improvement. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress and we need these children to be in school regularly and on time so that they achieve their full potential.</p>
4 Wellbeing	<p>Academy Value: Working Together Our assessments, observations and discussions with pupils and families have identified increased levels of mental health, social and emotional well-being issues for many pupils. The Covid-19 lockdowns have had an impact on this and is evidenced by national research. The number of Early Help referrals has risen significantly and we have a high percentage of pupils with an Early Help Plan and a support worker working with the family. Some are due to socio-economic pressures at home, some caused by COVID-19 restrictions and lack of enrichment opportunities during school closure, some are more complex but are slow to be assessed due to a delay in assessments post COVID-19 restrictions and an increase in demand for assessment. These challenges particularly affect some of our disadvantaged pupils. There are currently eleven Early Help plans, two for PP pupils. We have one Child In Need plan for a PP pupil. Children requiring specific teaching in order to be socially confident and age appropriate, with regard to managing their emotions and independence skills.</p>
5 Pastoral	<p>Academy Value: Delivering Excellence</p> <ul style="list-style-type: none"> • Lack of cultural experience outside of school for the arts, performing, travel and cultural visits. • Lack of a healthy lifestyle and participation in sports, and being outside. • Lack of self-regulation can be a barrier to learning. • Lack of confidence and self-esteem can be a barrier to learning. • The impact of the cost of living crisis on children's basic needs being met: food and clothing.
6 Parental Engagement	<p>Academy Value: Achieving Ambition</p> <ul style="list-style-type: none"> • Lack of reading rich environment and reading practice at home can impact on reading enjoyment and improvement in reading. • Lack of engagement with maths homework at home can impact pupils' mathematical fluency and ability to achieve their full potential and without adults to support them, can mean that children fall further behind their peers. • Lack of attendance at school events and parent's meetings can impact on a child's engagement in learning and attitude towards their success and improvement. • Some children and their families having low aspirations for their future due to prior experiences. This means that education and home-learning is low priority within the family home for a higher proportion of disadvantaged children than non- disadvantaged. • A higher proportion of parents from disadvantaged backgrounds can result in them needing support to understand how best to meet their children's needs.

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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
To reduce and/or close the disadvantage attainment gap between children who receive pupil premium funding and other children in phonics, reading, writing and maths.	<ul style="list-style-type: none"> • PP children achieve the national average or better in the Year 1 phonics screening. • PP children achieve national average or better at EYFS, KS1 and KS2 statutory assessments. • PP children achieve the national average or better for the Year 4 Multiplication Tables Check. • PP children make accelerated progress. • Expectations are high, individual needs are supported, achievements are celebrated. • Pupil premium first and believe that all children can succeed when supported by staff and the wider community. • Same day intervention monitoring will highlight progress of disadvantaged learners.
Improved spoken language skills among disadvantaged pupils.	<ul style="list-style-type: none"> • NHS Speech and Language Assessments and private Speech and Language assessment continue to indicate significantly improved oral language among disadvantaged pupils. • Observations and lesson participation evidence improved oral language and the impact of the Word Aware programme. • Children can talk clearly in sentences, with a broad vocabulary.
Children know and can use a wide range of disciplinary vocabulary across the curriculum.	<ul style="list-style-type: none"> • Lesson observations, teacher assessments and book looks demonstrate that PP children understand and can use technical vocabulary in all curricular areas.
SEND children have support relevant to their needs, to access the wider curriculum and develop confidence, further knowledge and understanding of the world.	<ul style="list-style-type: none"> • SEND children are supported to learn across the wider curriculum, evidenced in how they talk about their learning and in their written work. • Subject Leaders have planned for the provision of an ambitious curriculum for SEND children across their subject area/s and monitoring demonstrates that staff have the knowledge to deliver this provision. • Monitoring will show that all pupils have engaged with a broad and balanced curriculum. • Evidence will be seen in pupils' books of progress in all areas of the curriculum. • Assessment systems will show expected progress from starting points in the wider curriculum subject areas.
The Trust Attendance Policy is followed to improve the level of children achieving 95% attendance or higher and that persistent absenteeism is reduced.	<ul style="list-style-type: none"> • Continued improvements are made to reduce rate of persistent absenteeism for disadvantaged pupils. • Improved percentage of pupils who are in receipt of pupil premium, who have an attendance rate of 95% or better. • Attendance rates for pupils who are in receipt of pupil premium is in line with or better than their peers.

<p>All children, including those with SEMH, are able to access learning in the classroom.</p>	<ul style="list-style-type: none"> • Outside agencies, families and school work closely together to support the needs of pupils. • All children, including those with SEMH, are able to access learning in the classroom. • All children are making progress. • Staff know and use a range of appropriate tools and techniques to support the needs of pupils with SEMH. • Monitoring across the academy will provide evidence of children being settled during lessons and accessing the learning intentions. • Evaluation of Learning Mentor work will show pupil progress. • Teachers will report improved ability to access learning. • The Zones of Regulation and therapeutic approach to behaviour management is used across the academy to support learning and social/emotional development.
<p>To engage with outside agencies in order to give parents a good understanding of how to support their children's learning/wider development and provide for their basic needs.</p>	<ul style="list-style-type: none"> • Reports from Early Help will identify improvements within the family's ability to support their child appropriately. • Parent attendance at academy led events will improve. • Regular contact with vulnerable families can be evidenced.
<p>All disadvantaged pupils have the opportunity to engage in extracurricular activities and whole school days, and are financially supported in these where necessary, so money is not a barrier to this.</p>	<ul style="list-style-type: none"> • Every PP child has the opportunity to represent the school, Swim 25m, attend a residential, take on an area of responsibility, attend a club.
<p>To provide further opportunities for children to develop 'cultural capital', world knowledge and have experiences beyond those of their immediate community.</p>	<ul style="list-style-type: none"> • All disadvantaged pupils will be given the opportunity to learn a language. • All children will have attended offsite visits and participated in visitor activities as part of the curriculum • All children will have access to the clothing, resources and food they need to be ready to learn at school and partake fully.
<p>Children in receipt of pupil premium funding have support to complete home-learning which supports their progress, particularly in reading and maths.</p>	<ul style="list-style-type: none"> • After-School Club is provided where children can be supported to complete homework. • Sustained frequency of reading as noted in children's home reading records and an increase in achievement as above. • Monitoring of maths homework in Maths Cards, on Times Tables Rock Stars and on Freckle show all PP children can access this learning and support is in place during the school day for those who don't. • Homework completion is rewarded weekly to encourage participation and a love of learning culture.
<p>The families of children entitled to pupil premium funding are engaged in the wider life of the academy and they support staff in helping with their child's learning and needs.</p>	<ul style="list-style-type: none"> • Parental engagement of hard to reach families improves. Aspire towards 100% attendance at parents evening. • Parents are contacted prior to key events to encourage participation. • Parents help to nurture the potential of their child. • Parents from disadvantaged backgrounds access support to understand how best to meet their children's needs.

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To provide specific professional development to staff in order to support learners.	<ul style="list-style-type: none"> • All staff will have been upskilled in specifically identified areas of CPD, including Sounds Write and Success at Arithmetic. • Evidence of the University of Brighton Academies Trust’s Professional Review Scheme having been implemented to support staff CPD.
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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: £ 9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching in all classes, through CPD for teachers: NPQs, Individual coaching and support Staff meeting development Planning support Subject leader development time £1000	<p><i>‘A belief that all can succeed is fundamental to the success of the pupil premium strategy.’ (Blatchford, 2020) Education Endowment Foundation ‘Effective Professional Development’ October 2021.</i></p> <p>Supporting high quality teaching is key to improving children’s outcomes. Research shows that high quality teaching can narrow the disadvantage gap and improve pupil outcomes. Effective professional development offers a valuable tool to develop teaching quality and enhance children’s outcomes in the classroom.</p> <p>What-makes-great-teaching-FINAL-4.11.14-1.pdf (suttontrust.com)</p>	1, 2
Ongoing Teaching Assistant CPD workshops to focus on specific learning needs and to cascade learning from external agencies including Speech and Language, phonics, Learning Mentoring, therapeutic behaviour management, Zones of Regulation, maths interventions. £1900	<p>Evidence consistently shows the positive impact that targeted academic support can have, including for those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy. <i>EEF Guidance</i></p> <p>Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1, 2, 4

<p>Undertake monitoring to ensure Pupil Premium children have access to the ambitious curriculum and that they receive timely and high quality feedback. Subject leaders to have release time for monitoring.</p> <p>£1250</p>	<p>High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).</p>	<p>1, 2, 4</p>
<p>Release ECT to take part in the ECT activities and middle leaders to undertake NPQH; Senior leaders to take part in coaching for leadership training to support teaching and learning across the curriculum.</p> <p>£850</p>	<p>Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.</p>	<p>1, 2</p>
<p>In literacy, embed the whole school systems of Talk for Writing, Sounds write, Daily Supported Reader, Destination Reader, Accelerated Reader to support children’s learning in Reading, Writing and Phonics.</p> <p>We will fund release time for staff to work alongside the English Lead to develop skills.</p> <p>£500</p>	<p>There is a strong evidence base that suggests seven key principles of literacy which can make a positive impact on improving pupils’ literacy. Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>Oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>The average impact of oral language interventions is approximately an additional six months’ progress over the course of a year. <i>EEF Toolkit</i></p>	<p>1, 2</p>
<p>Ensure assessment and individualised target setting is accurate and meets pupil’s needs effectively. We will fund the ability of staff to work with the designated teacher for Pupil Premium to identify and address individual needs.</p> <p>£3000</p>	<p>Accurate assessment strategies will be used to ensure pupils are able to access the curriculum and interventions that will be most effective for them.</p>	<p>1, 2</p>
<p>Embed mastery learning in maths across the academy. We will fund time for the maths lead to cascade training to staff members provided by UoBAT and the West Sussex Maths Hub.</p> <p>£500</p>	<p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills. <i>EEF Teaching and Learning Toolkit</i></p>	<p>1, 2, 4</p>

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

Budgeted cost: £ 18,227.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and Language Assessment from Private Speech and Language Therapist to identify gaps and targets for specific pupils.</p> <p>£750</p>	<p>Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	<p>1, 2</p>
<p>Additional adult support (TA) for learning including individual tutoring and targeted group learning. This will enable individual and small group interventions which target specific learning gaps.</p> <p>£5900</p>	<p>TAs to deliver high quality one-to-one and small group support using structured interventions</p> <p>https://educationendowmentfoundation.org.uk/</p> <p>Creating a positive environment for all children helps SEND and other children succeed. With the right support in the right place, all children can access education. TAs are there to support teaching. Teachers must also support the children’s learning; with effective TAs in place, they can support SEND children.</p> <p>Special Educational Needs in Mainstream Schools— Recommendations (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1, 2, 4</p>
<p>We will provide part funding for a Reading Recovery Teacher to identify and address the needs of children falling behind with reading and phonics.</p> <p>£8500</p>	<p><i>“Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.”</i></p> <p>EEF Study on systematic phonics EEF: ‘Phonics approaches have been consistently found to be effective.’</p> <p>Schools should initially focus on ensuring they offer high quality in-class support for the whole class. However, even when excellent classroom teaching is in place, it is likely that a small but significant number of children will require additional targeted literacy support.</p> <p>Use accurate assessment of capabilities and difficulties to ensure interventions are appropriately matched to pupils needs.</p> <p>Use one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	<p>1, 2, 6</p>

Engage in the School-Led Tutoring Programme to provide additional academic support, including to children who are on the Pupil Premium register or who are disadvantaged and not meeting age group expectations. £1882.50 (additional funding outside of PP)	Small group support is very effective at improving pupil outcomes. It is shown to be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. It is likely to make an impact if it is additional to and explicitly linked with normal lessons. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 2
Specific resources to support learning (including IT, Clicker8 and training). This will: provide supportive resources for children's individual learning styles to accelerate progress; support children of all abilities to ensure they are challenged in their learning. £195	Monitoring of resources in classrooms shows use and impact. Class data shows gaps have not widened in reading, writing and maths for Pupil Premium pupils	1, 2
Provide children with specific equipment and support so they can access all learning to include offsite visits. This will ensure that all pupils can access off-site visits, extra- curricular activities and the wider curriculum £1000	In addition to providing academic support, some school programmes aim to provide stimulating environments and activities or develop additional personal and social skills. These programmes are more likely to have an impact on attainment than those that are solely academic in focus. However, it is not clear whether this is due to the additional activities or to improved attendance and greater engagement. <i>EEF Teaching and Learning Toolkit</i>	1, 2, 4, 5

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

Budgeted cost: £ 14,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure pupils have access to nutritious food through hot school meals, breakfast club and after school club. £9200	A government pilot to implement free school meals for primary school children, <u>reported</u> that the universal pilot, "had a significant positive impact on attainment." Report Title (publishing.service.gov.uk)	4, 5, 6
SEMH approaches will be embedded into routine educational practices and supported by professional development and training for staff. £500	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers). EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	4, 5, 6

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<p>Subsidised extra-curricular activities to ensure all children have access to the wider curriculum.</p> <p>£1000</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>Improved outcomes have been identified in English, Mathematics and Science. Benefits have been found in primary and secondary schools.</p> <p>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>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p>	<p>4, 5, 6</p>
<p>Staff, most notably the Inclusion Manager, will work with parents to engage with outside agencies such as Early Help, in a positive way.</p> <p>£3000</p>	<p>Start by assessing needs and talking to parents about what would help them support learning: targeting is likely to be needed to use resources effectively, and avoid widening gaps. Target and communicate carefully to avoid stigmatising, blaming or discouraging parents. Focus on building parents' efficacy: that they are equal partners and can make a difference. Encourage a consistent approach to behaviour between parents and school, by sharing expectations with parents.</p>	<p>4, 5, 6</p>
<p>Targeting absences and persistent absentees, through regular monitoring by the Attendance Officer and DSL meetings to intervene, send letters to parents of those children whose attendance is below 95% and engage with parents to provide support.</p> <p>£500</p>	<p>EEF - 'increasing parental involvement in primary and secondary schools had on average 2-3 months' positive impact.' Having a dedicated person for attendance ensures that good communication and relationships are developed quickly - particularly for the most vulnerable. Early support can be given asap.</p>	<p>1, 3, 4, 5, 6</p>
<p>Uniform and resources for school.</p> <p>£100</p>	<p><i>'The Cost of the School Day in England: Pupils' perspectives'</i> published by Child Poverty Action Group identified how the hidden costs of schooling, from expensive trips to stigma about clothes, negatively impedes on children's access to education for the most disadvantaged members of a school community.</p> <p>Child poverty: The hidden costs of school spelt out (headteacher-update.com)</p>	<p>3, 4, 5, 6</p>
<p>Contingency fund for acute issues.</p> <p>£500</p>	<p>Based on prior experience, there are families who find themselves with additional difficulties as the year progresses, or children move into the area outside of funding allocation.</p>	<p>4, 5</p>
<p>Total budgeted cost: £42027.50</p>		

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Contextual information

The academy has undertaken extensive evaluation of the achievements of Pupil Premium children in the academic Year 2022-2023 and has identified that, whilst the strategy to close the gap between Pupil Premium and Non-Pupil Premium is yet to be fully realized, the effects of school closures due to the Covid-19 pandemic continues to effect pupil attainment, progress, behaviour, well-being and attendance. The academy took steps to mitigate this impact by planning a robust recovery curriculum in 2021-2023. This was monitored regularly to help all pupils meet key expectations and address gaps in knowledge due to the high numbers of pupils who missed education. As part of the catch-up provision, we provided one-to-one tutoring for selected pupils through the National Tutoring Programme. This had limited success, and was most beneficial for pupils who completed their programme consistently.

EYFS

End of year EYFS assessments made against the Early Learning Goals, showed that an area of particular need for this age group, which continues post-Covid is the 'Speaking' area of the curriculum and oral language.

Target: Due to our assessment outcomes, specialist speech and language support will be continued for these pupils and will be assessed at the start of year for the next Reception cohort in 2023-2024.

Phonics

Phonics was a priority development area for the academy in 2021-2023. Due to the Covid-19 pandemic, there was a high need for recovery and catch up support in KS1 particularly, and in lower KS2. With timely intervention, the Year 1 cohort of children who undertook the statutory phonics screening performed well and made progress to close gaps in learning from EYFS. However, of those children who did not meet the expected standard, a high percentage of these were pupil premium pupils.

Target: Monitor pupil progress regularly using Phonics Tracker and prioritise timely in class support from skilled teaching assistants and phonics intervention from our Reading Recovery teacher, so our most disadvantaged pupils have the best support to meet the expected standard.

Reading, Writing and Maths

Outcomes for children overall are good for reading across the academy, demonstrating the positive impact of reading being a priority for the academy in 2021-2023 and showing the benefit of our Reading Recovery programme and specialist teacher support. Our most disadvantaged pupils performed well generally in reading, however some disadvantaged pupils did not meet the expected standards despite support. Outcomes in writing and maths are not high enough, particularly for our disadvantaged children, especially after the disruption of the years of the Covid-19 disruptions.

Target: Continue to keep quality first teaching at the centre of the teaching and learning strategy. Continue with same-day interventions and providing targeted support for those who are falling behind. Set higher expectations in order to close the attainment gap and have significantly reduced and/or closed the gap between those children eligible for Pupil Premium and other children in reading, writing and maths. Outcomes for children on the Pupil Premium register should be in line with national averages. Engage with parents to encourage support with home learning.

Attendance

Since the pandemic, attitudes towards attendance have declined, with greater numbers of pupils attending below the national average. More significant is the increase in persistent absenteeism, which includes a high level of disadvantaged pupils. Monitoring shows there are varied reasons being given for absence and this highlights a number of focus areas where support should be given to pupils and families to improve attendance rates.

Since the pandemic, an increased number of pupils are receiving support with mental health and emotional issues from a Learning Mentor and outside agencies, which needs continued. Some families have suffered from financial

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struggles or relationship difficulties post-Covid, having a negative impact on family life and attendance. There is also evidence of reduced resilience around low-level illness and a greater number of pupils absent for reasons unrelated to illness, such as holidays.

Target: Have a high expectation for maintaining attendance above 95%. Complete half-termly attendance meetings with the DSL and Attendance Officer to monitor and consistently implement the academy Attendance Policy. Send attendance letters promptly if key attendance triggers are reached, maintain good parental engagement and plan support meetings for families where there may be persistent absence. Continue individual incentives such as non-school uniform on Mondays and Achievement Assembly on Friday to target a pattern of weekend absence.

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
Zones of Regulation	ISEND training
Therapeutic Behaviour Management	West Sussex
NELI	Nuffield Early Language
Maths Mastery	West Sussex Maths Hub
Success at Arithmetic	Brighton & Hove
Sounds Write First Rate Phonics	Sounds Write
Destination Reader	Destination Reader