



This statement details our academy’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.

Academy overview

Detail	Data
Academy name	Churchwood Primary Academy
Number of pupils in the academy	212
Proportion (%) of pupil premium eligible pupils	41% (86 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2024
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Rob Smith (Principal)
Pupil premium lead	Jackie Oakman (SENDCo)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120,200
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£120,200

Part A: Pupil premium strategy plan

Statement of intent

At Churchwood Primary Academy we have high expectations of each child to achieve well and we pride ourselves on having an ethos that delivers excellence and promotes learning in a caring, supportive environment, which is in line with the University of Brighton Academies Trust's mission to 'inspire pupils and staff to flourish and achieve their best.' We respect each child as an individual, guiding and supporting them to nurture their potential.

We recognise that our curriculum needs to be well-planned, progressive and knowledge-rich, offering wide opportunities to develop our pupils' cultural capital. It is our curriculum offer, combined with high quality teaching and learning, which ensures that our pupils develop the required level of knowledge achieve their ambitions in their future lives.

The barriers preventing disadvantaged pupils from thriving in the classroom and in wider school life can be complex and multifaceted. While the specific challenges may vary depending on the context and region, some common barriers include:

- Local community needs
- Safeguarding issues outside of the academy
- Specific pupil needs which can impact on their ability to focus and engage in learning – needs such as Speech and Language (weak language and communication skills), Special Educational Needs, mental health and well-being and adverse childhood experiences.
- Lack of self-belief and confidence, along with limited resilience
- More frequent behaviour difficulties linked to Social, Emotional, Mental Health needs
- Attendance and punctuality issues
- Historic lack of aspiration and opportunities in the local area
- Socioeconomic Factors such as limited access to educational resources, such as books, technology, as well as extracurricular activities and offsite visits
- Awareness of academy approaches and initiatives in place
- Parental engagement

There may also be complex family situations that prevent pupils from flourishing. The challenges are varied and there is no "one size fits all". As such, we strongly believe that our provision should be tailored to meet the needs of our pupils.

We ensure that targeted provision is made for those pupils who belong to vulnerable groups, ensuring that these interventions are based on accurate assessment and a clear understanding of pupils' starting points, as well as their barriers to learning.

Our over-arching objectives for disadvantaged pupils are:

- To ensure that our pupils attend school regularly and become confident, secure and caring individuals who achieve personal success and develop a lifelong love of learning.
- To narrow the attainment gap between disadvantaged pupils and their non-disadvantaged peers nationally.
- To ensure that our disadvantaged pupils make accelerated progress
- To ensure that our pupils have positive mental health and wellbeing and feel happy and safe to learn.

To achieve these objectives, we will:

- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Provide an engaging broad and balanced knowledge-rich curriculum that is aspirational for all pupils.

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- Ensure high-quality teaching is at the heart of our approach that meets the needs of our pupils.
- Ensure that accurate assessment is completed and the needs of pupils are accurately identified.
- Provide high-quality staff continuous professional development so that all staff are well-equipped to meet the needs of all pupils.
- Ensure that we act early to intervene at the point need is identified.
- Ensure that barriers to learning are identified and actions taken to address these, both within the home environment and the school environment.
- Support payment for activities, educational visits and residentials. Ensuring pupils have first-hand experiences to use in their learning in the classroom.
- Support for pupils social, emotional and mental health within a supportive and nurturing environment

Pupil Premium funding is allocated following a needs analysis which identifies priority groups and individuals. The limits of the funding and resources means that some pupils who are eligible for Pupil Premium funding will receive additional support when their need is identified. In addition, pupils who are identified as socially disadvantaged and who do not directly receive Pupil Premium funding may also have additional support to meet their needs.

Challenges

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

Challenge number	Detail of challenge
1 <i>(School Improvement Plan: Priority 6)</i>	Phonics Assessments, observations and discussions with pupils suggests some disadvantaged pupils have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Speech, Language and Communication Needs (SLCN) A high percentage of disadvantaged pupils enter the academy with significant gaps in their speech, language and communication skills. This impacts on all areas of the curriculum as these pupils do not have age-appropriate receptive or expressive language. In addition, many of our disadvantaged pupils have impoverished vocabulary, which is a direct indicator of future attainment. There is direct evidence that the Covid-19 pandemic has negatively impacted pupils' SLCN - https://www.bbc.co.uk/news/education-63373804 across the UK. Churchwood already had a significantly high proportion of pupils who had SLCN and the impact of the pandemic has meant that an increasing percentage of pupils have high level SLCN which require specialist support.
3 <i>(School Improvement Plan: Priorities 5, 6 & 7)</i>	Narrowing the attainment gap across Reading, Writing & Mathematics Statutory Assessments across the academy indicate a clear attainment gap in relation to the national average. Within this, there is a clear gap in attainment between disadvantaged and non-disadvantaged pupils which needs to narrow. In 2023, only 25% of disadvantaged pupils achieving the expected standard in Reading, Writing and Mathematics in Key Stage 2 outcomes. National average was 44%. Further to this, the attainment gap between disadvantaged pupils and non-disadvantaged pupils within Churchwood's outcomes was -16%.
4	Attendance and Punctuality issues High levels of pupil persistent absence, especially for disadvantaged pupils, means that often pupils miss valuable learning time which impacts on their acquisition of knowledge. An increased

(School Improvement Plan: Priority 2)	percentage of disadvantaged pupils have poor attendance, compared to their non-disadvantaged peers. At the end of the 2022-23 academic year, persistent absence was at 26%.
5	<p>Cultural Capital: Broaden Access to Wider Opportunities</p> <p>Opportunities for broader lived experiences out of school are limited. Local free resources such as museums, library, beach and country park are not always accessed. Opportunities for visits to non-local areas are also limited. This has had a significant impact on pupils' mental health and wellbeing, as well as parental mental health.</p> <p>Increases to the cost of living also impact on our families' capacity to access wider opportunities. The greater the increase in transport costs, as well as basic cost of living costs, the less opportunities our pupils will have to broaden their horizons outside of school.</p>
6	<p>Social and Emotional Difficulties</p> <p>Assessments, observations and discussions with pupils suggest some disadvantaged pupils require more support to develop their social and emotional literacy in order to be able to display pro-social behaviours and access learning.</p>

Intended outcomes

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

Intended outcome	Success criteria
<p>Phonics</p> <p>Improved phonics outcomes among disadvantaged pupils.</p>	<ul style="list-style-type: none"> Phonics Screening Check outcomes are significantly improved at the end of Year 1 and 2 among disadvantaged pupils. This is evident when triangulated with sources of evidence such as lesson visits, pupil engagement and ongoing formative assessment.
<p>Speech, Language and Communication Needs (SLCN)</p> <p>To ensure that pupils develop age-appropriate speech, language and communication skills and that speech and language difficulties do not impact on a pupil's access to the curriculum.</p>	<ul style="list-style-type: none"> Assessment, observations and discussions will indicate that disadvantaged pupils on the speech and language caseload will demonstrate significantly improved SLCN. Evidence of this will be seen via: <ul style="list-style-type: none"> Progress against management plan targets Language Link data Pupil engagement in lessons Provision in classrooms will support pupils with SLCN to access the aspirational curriculum and be able to communicate their needs. Ultimately, discharge from the caseload.
<p>Narrowing the attainment gap across Reading, Writing and Mathematics.</p> <p>Improved outcomes among disadvantaged pupils in Reading, Writing, Mathematics and Science.</p>	<ul style="list-style-type: none"> Key Stage 2 (KS2) Reading, Writing and Mathematics outcomes in 2023-24 show that the percentage of disadvantaged pupils meeting the expected standard is closer to National or that they make clear progress related to starting points.
<p>Attendance and Punctuality issues</p> <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils by working</p>	<ul style="list-style-type: none"> Persistent Absence will be closer to the national averages and ideally below 10%

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with parents to understand and overcome barriers to attendance.	<ul style="list-style-type: none"> Overall attendance will be closer to national average and is targeted to be above 96% Parents and pupils understand the importance of coming to school and feeling supported to attend.
Cultural Capital: Lack of Access to Wider Opportunities Improved access for disadvantaged pupils, and participation in, enrichment activities that will enhance their cultural capital (these could include: contributions to offsite visits, participation in extra-curricula provision or enrichment programmes).	<ul style="list-style-type: none"> Assessments, observations and discussions with pupils indicate significantly improved access to enrichment activities for disadvantaged pupils. Positive Pupil Voice reflecting greater engagement and enjoyment in school. Enrichment activities offer pupils a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data.
Social and Emotional Difficulties To ensure that our pupils have high standards of social and emotional literacy and display pro-social behaviours that means they are emotionally ready to learn.	<ul style="list-style-type: none"> There will be decreased incidents of pupils showing emotional deregulation. Pupils will have improved self-esteem and confidence in their learning. Pupils display more pro-social behaviours when interacting with their peers. Lesson observations will demonstrate pupils who are happy, safe and ready to learn.

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: £40,645

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional teachers to work within Year 6 cohort to allow Year 6 cohort to be taught as two small classes for maths and English sessions.</p> <p>(£30,773 proportion of salary)</p>	<p>EEF Toolkit: Reducing Class Size (+2 months)</p> <p>EEF Toolkit: Feedback (+6 months)</p> <p>Evidence: As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.</p> <p>A reduction in class size allows the pupils to receive precision teaching that targets gaps in</p>	<p>Challenge 3</p> <p>Success will be seen:</p> <ul style="list-style-type: none"> <i>Accelerated progress in data captures that demonstrates increased knowledge retention</i> <i>Improved end of year data outcomes, demonstrating a narrowing of the disadvantaged gap compared to 2022-23.</i>

	their knowledge base. Further to this, it allows increased time for bespoke targeted feedback.	
<p>CPD further development of the Writing teaching pedagogy (through the Talk for Writing approach) for teachers and support staff to enable improved wave 1 teaching and subsequent outcomes for all pupils</p> <p>(£3,233)</p>	<p>EEF Guide to Pupil Premium</p> <p>Evidence: Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches.</p> <p>Hornby (2015 p.2) suggests that Inclusive education ‘encompasses the process of school transformation and a focus on children’s entitlement and access to education.’ There is a need within the academy for consistency and effective provision for pupils entitled to the Pupil Premium Grant. Staff’s understanding of the Quality First Teaching principles are fundamental for this to be achieved.</p>	<p>Challenge 3</p> <p>Success will be seen...</p> <ul style="list-style-type: none"> • <i>in the delivery of quality first writing teaching offering pupils a language rich approach.</i> • <i>The gap in attainment, in writing, between 2022/23 and 2023/24 will decrease.</i>
<p>Purchase of a DfE validated Systematic Phonics programme (Little Wandle) to secure stronger phonics teaching for all pupils.</p> <p>(£750)</p>	<p>EEF Toolkit: Phonics (+ 5 months)</p> <p>Evidence: Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p>	<p>Challenges 1 & 3</p> <p>Success will be seen...</p> <ul style="list-style-type: none"> • <i>Increase in the percentage of pupils achieving the Phonics Screening Check pass mark.</i> • <i>Lesson observations indicate fidelity to programme and strong knowledge retention.</i>
<p>Access to high quality CPD through Communication, Learning, Autism Support Service (CLASS) so that identified strategies are embedded into routine educational practices to support disadvantaged pupils with autism across the academy.</p>	<p>EEF Toolkit: Social and Emotional Learning</p> <p>Evidence: 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)</p>	<p>Challenges 2, 3 & 6</p> <p>Success will be seen...</p> <ul style="list-style-type: none"> • <i>In delivery of support for mainstream ASD pupils is reflected in outcomes</i> • <i>Evidence of inclusive teaching where differentiation and scaffolding achieved</i>

<p>(£2,000)</p>		<p><i>positive outcomes for SEND pupils</i></p> <ul style="list-style-type: none"> • <i>Evidence that SEND pupils are closing the attainment gap</i> • <i>Development of staff practice and confidence to support inclusion within the mainstream classroom.</i>
<p>Access to high quality CPD through the Team Around the School and Setting (TASS) to support inclusive high-quality wave 1 classroom provision</p> <p>(£3,889)</p>		<p>Challenges 4 & 6</p> <p>Success will be seen...</p> <ul style="list-style-type: none"> • <i>Evidence of inclusive well-matched teaching and learning.</i> • <i>Improved pupil outcomes.</i> • <i>Reduction in behavioural incidents.</i>

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

Budgeted cost: £51,633.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide catch up interventions for targeted pupils who require additional support to retain the academy's knowledge-rich Phonics and Mathematics curriculums.</p> <p>(£38,397.50 proportion of salaries)</p>	<p>EEF Toolkit: Teaching Assistant Interventions (+4 months)</p> <p>EEF Toolkit: Small Group Tuition (+4 months)</p> <p>EEF: Toolkit: Feedback (+6 months)</p> <p>Evidence: targeted academic support can support pupil progress and can be employed to help boost language development, literacy, or numeracy as well as other subject areas. Interventions should be carefully linked to classroom teaching and matched to individual pupils' specific needs, while</p>	<p>Challenges 1 & 3</p> <p>Success will be seen:</p> <ul style="list-style-type: none"> • <i>Through entry and exit data, the impact of specific and time limited interventions will be evident in the achieving of SMART goals used to drive the intervention.</i> • <i>Pupil attainment and progress relative to their initial starting point will</i>

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	not inhibiting their access to the wider curriculum.	<p><i>improve within termly data captures.</i></p> <ul style="list-style-type: none"> • <i>Increasing % of pupils attaining the expected end of year or key stage standard in Reading, Writing and Maths.</i>
<p>Reading Interventions: Lexia Core 5</p> <p>(£2,850)</p>	<p>EEF Toolkit: Phonics (+5 months)</p> <p>EEF Toolkit: Reading Comprehension activities. (+6 months)</p> <p>Evidence: research-proven model to provide an explicit, structured, systematic, and personalised learning approach to the five areas of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension.</p>	<p>Challenges 1 & 3</p> <p>Success will be seen...</p> <ul style="list-style-type: none"> • <i>Evidence of pupil progress within the tracking element of the programme – against entry and exit data.</i> • <i>Evidenced in improved outcomes within Star Reader assessments.</i> • <i>Increased pupil performance within lessons.</i>
<p>To provide speech and language therapy to a caseload of pupils with significant speech, language and communication difficulties through:</p> <p>Implementation of thorough assessments of speech, language and communication needs.</p> <p>Delivery of speech and language therapy as part of the academy's wider Speech and Language team, responsible for one fifth of the caseload.</p> <p>(£10,386)</p>	<p>EEF Toolkit: Oral Language Interventions (+6 months)</p> <p>Evidence: impact of approaches that developed oracy and speaking and listening skills.</p> <p>Clear evidence for the provision of Speech and Language Therapy from Evidence based pathways to intervention for pupils with Language Disorders accepted version 7.pdf (stir.ac.uk)</p>	<p>Challenges 1, 2 & 3</p> <p>Success will be seen...</p> <ul style="list-style-type: none"> • <i>Pupils are discharged from the caseload with no further concerns</i> • <i>Pupil achievement of small step targets</i> • <i>Increases in pupil confidence for supporting SLCN</i> • <i>Improvement in progress and attainment against the taught curriculum</i>

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

Budgeted cost: £27,921.50

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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Cultural Capital</p> <p>Funding to support to access curriculum enrichment experiences, both off site visits and enriched experiences within the Academy</p> <p>(£7,085.86)</p>	<p>Learning is contextualised in concrete experiences and language rich environments. Support pupil engagement in wider opportunities to develop cultural capital, opportunities that otherwise might not be available.</p> <p>Evidence: Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>The Outdoor Education Advisers' Panel (OEAP) state 'outdoor learning and off-site visits can have a profound effect on children and young people and their well-being; positively influencing behaviour and relationships, developing self-confidence and raising achievement.'</p> <p>EEF Toolkit: Physical Activity (+1 month) Physical activity has important benefits in terms of health, wellbeing and physical development. Enjoying extra-curricula activities can have a positive impact on pupils perception of school.</p>	<p>Challenges 3 & 5</p> <p>Success will be seen...</p> <ul style="list-style-type: none"> • <i>When all pupils entitled to the Pupil Premium Grant will be able to attend off site visits and enriched experiences within the Academy.</i> • <i>Positive Pupil Voice reflecting greater engagement and enjoyment in school.</i> • <i>Enrichment activities offer pupils a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</i>
<p>Provision of an Attendance Officer to promote positive attendance amongst pupils and work with families to support improve attendance of children who are vulnerable/need support to attend school.</p> <p>(£10,983 proportion of salary)</p>	<p>EEF Toolkit: Parental Engagement (+4 months)</p> <p>Evidence: Pupil attendance is a significant priority for us as if pupils are not in school, they are unable to learn. The Department for Education recognises the link between excellent school attendance and educational outcomes.</p> <p>Attendance data must be rigorously scrutinised to identify patterns of poor attendance to work with parents/carers to resolve them before they become entrenched.</p> <p>The DfE published research to indicate the impact of poor attendance on attainment - Absence and attainment at key stages 2 and 4: 2013 to 2014 - GOV.UK (www.gov.uk)</p>	<p>Challenges 3 & 4</p> <p>Success will be seen...</p> <ul style="list-style-type: none"> • <i>Persistent Absence will be closer to the national averages and ideally below 10%</i> • <i>Overall attendance will be closer to national average and is targeted to be above 96%.</i> • <i>Parents and pupils understand the importance of coming to school and feeling supported to attend.</i>

<p>Employment of Parent Support Advisor to co-ordinate a package of services in and out of the academy that will improve the child's/young person's behaviour, motivation, self-esteem, educational attainment and mental well-being, as well as offering advice and guidance to the family on how to access a range of appropriate services.</p> <p><i>(£9,852.64 proportion of salary)</i></p>	<p>EEF Toolkit: Parental Engagement (+4 months)</p> <p>Evidence: Pupil attendance is a significant priority for us as if pupils are not in school, they are unable to learn. The Department for Education recognises the link between excellent school attendance and educational outcomes. Overcoming barriers is an essential component in increasing pupil attendance.</p> <p>The DfE published research to indicate the impact of poor attendance on attainment - Absence and attainment at key stages 2 and 4: 2013 to 2014 - GOV.UK (www.gov.uk)</p> <p>Evidence: The Department for Education widely recognises that a child's emotional health and well-being influences their cognitive development and learning, as well as their physical and social health and their mental well-being as an adult. DfE Promoting Pupils' Mental Health and Wellbeing</p>	<p>Challenges 1, 2, 3, 4 & 6</p> <p>Success will be seen...</p> <ul style="list-style-type: none"> • Increase in the number of disadvantaged pupils in school • Secure relationships with identified families • Parent Surveys • Pupil Voice • Decrease in numbers of families in Pupils in Need, Child Protection due to increase in families accessing early intervention from home school link worker. • Number of successful MHST referrals • Positive parent and pupil feedback
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Total budgeted cost: £120,200.00

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

EYFS Data					
At the end of EYFS, our outcome data was as follows:					
	Communication and Interaction	Physical Development	Personal, Social, Emotional Development	Good Level of Development (GLD)	National (GLD)
All pupils	90%	87%	87%	50%	65%
Disadvantaged pupils	100%	88%	88%	57%	49%
Non-disadvantaged pupils	100%	91%	86%	48%	69%
<p>Targeted support through interventions, including Speech and Language, have had a slight positive impact, with an increase of pupils achieving GLD in 2023, compared to 2022. Of particular note, the percentage of disadvantaged pupils at Churchwood achieving GLD was higher than National. Within this cohort, there were 27% disadvantaged pupils. Of these pupils, 5 have complex SEND needs.</p>					

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KS1 Data

At the end of Year 1, our phonics outcome data was as follows:

	Phonics Screening Pass	National
All pupils	55%	75%
Disadvantaged pupils	53%	62%
Non-disadvantaged pupils	57%	80%

Phonics shows a decrease from 2022 for disadvantaged and non-disadvantaged pupils. The implemented interventions did secure the attainment of targeted pupils, however this has not impacted upon the overall percentage of pupils achieving the expected pass mark.

In 2023-24, greater CPD to support the implementation of fidelity to the Little Wandle approach is needed, along with rigorous and targeted interventions, provided by the support staff within the phase.

At the end of Key Stage 1, our outcome data was as follows:

	Reading	Writing	Maths	RWM
National	67%	58%	68%	53%
All pupils	29%	11%	29%	11%
Disadvantaged pupils	20%	0%	20%	0%
Non-disadvantaged pupils	38%	23%	38%	23%

Unfortunately, there has been a decrease of both disadvantaged and non-disadvantaged pupils achieving the expected standard from 2022. Further to this, the gap between the attainment of the two groups remains of significant concern.

In 2023-24, there needs to be greater tracking of the combined measure to ensure that attainment in a missing subject from disadvantaged pupils is targeted and intervention provided where required.

KS2 Data

At the end of Key Stage 2, our outcome data was as follows:

	Reading	Writing	Maths	RWM
National	73%	71%	73%	59%
All pupils	48%	48%	55%	38%
Disadvantaged pupils	50%	33%	50%	25%
Non-disadvantaged pupils	47%	59%	59%	41%

Data at the end of Key Stage 2 remains a concern. The impact of the pandemic have been significant on this cohort of pupils and there remains a significant disadvantaged gap within the academy and a significant gap between pupil attainment at Churchwood against National. There have been increases since 2022 for Disadvantaged pupils, which can be contributed to the allocation of an additional teacher to work within the Year 6 cohort, reducing the class sizes, alongside the staff CPD around the implementation of Talk for Writing.

Speech and Language Therapy (SALT)

In the Academic Year 2022-2023, there were 48 pupils on the Speech and Language Therapy caseload. 85% of these pupils fall within the moderate-severe range with 49% with severe needs. During this time 5 pupils were discharged due to their progress in speech and language skills, meaning they no longer required therapy intervention as their

speech and language skills were assessed to be within the typical range. 6 pupils were discharged due to leaving for other schools. 42 review assessments were completed by the Speech and Language Therapist, producing up to date profiles of needs to further advise classroom staff of children's strengths, needs and required support strategies as well as to enable bespoke therapeutic support for their speech and language. The Speech and Language Therapist completed 7 full initial assessments. This allowed needs to be identified needs and provided classroom support and bespoke advice for each of these pupils during the academic year 2022-2023. During the academic year 2022-2023 22% of the pupils on the therapy caseload met 2 or more of their small step speech and language targets. 78% of pupils met 3 or more of their speech and language targets during 2022-2023 academic year, leading to 37 updated management plans (containing their small step SMART targets) being required across the year.

Attendance

Pupil attendance remained a challenge throughout 2022-23. Parents continued to be anxious about sending their pupils in if they were slightly unwell and there were significant numbers of families where mental health impacted the ability to bring the child to school.

Overall pupil attendance was 92.49% (National: 94%) with the attendance of disadvantaged pupils at 91% and the overall attendance of non-disadvantaged pupils at 93.67%. At the end of the 2021-22 academic year, the gap in attendance between disadvantaged and non-disadvantaged was 4.12%, this has reduced to 2.67% at the end of the 2022-23 academic year.

A new Attendance Officer was appointed in April 2023. They have completed their induction training and have ensured the Attendance Policy (processes and procedures) are fully embedded within the academy. They have started to form positive relationships with parents and carers which is starting to have an improvement on attendance figures. At the end of the 2021-22 academic year, overall attendance of disadvantaged pupils was 88.41%. This has improved by +2.59% by the end of the 2022-23 academic year (91%).

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
Lexia Core 5	Lexia UK
Language Link	Speechlink Multimedia Ltd
Speech Link	Speechlink 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

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What was the impact of that spending on service pupil premium eligible pupils?	N/A
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