



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	Silverdale Primary Academy
Number of pupils in the academy	630
Proportion (%) of pupil premium eligible pupils	27.48%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	
Pupil premium lead	Mr J Diss

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£235645
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>	N/a
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	N/a
Total budget for this academic year	£235645

Part A: Pupil premium strategy plan

Statement of intent

Inspiring our children and staff to flourish and achieve their best

Academy name: Silverdale Primary Academy

What is the pupil premium?

- The pupil premium is a sum of money given to schools each year to support:
 - Raising the attainment of disadvantaged pupils of all abilities to reach their potential
 - Children and young people with parents in the regular armed forces

Why do schools receive this?

- Research shows that children who are in low income families do less well than those who are not. They sometimes face challenges such as poor language skills, less family support and issues with attendance and punctuality. The extra funding is intended to directly benefit those pupils who are eligible.

Your child is eligible if he or she:

- Has qualified for free school meals at any point in the last six years
- Has been looked after under local authority care for more than one day, been adopted from care or has left care
- Has a parent in the regular armed forces

How is it spent?

- Academies can choose how to spend the money for the educational benefit of the pupils of the academy
- Schools are accountable for how they spend the money and Ofsted will report on the attainment and progress of disadvantaged pupils who attract the pupil premium during an inspection

How do we ensure that our spending is effective?

- Through regular monitoring of student data
- 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

Note:

- All children in Reception, Year 1 and year 2 now have free school meals, but may not be eligible for the pupil premium funding unless they qualify under low income-based criteria

Challenges

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

Challenge number	Detail of challenge
1	Low levels of engagement in reading (EYFS/KS1)
2	Emotional and social well-being; lack of emotional stability can have a negative impact on the attainment and progress of pupils. Emotional support for pupils who lack confidence and self-esteem provided through THRIVE, Forest school and subsidized class trips (e.g. PGL)
3	Poor Language/Literacy skills / Poor phonic awareness
4	Low on entry to school supported through intervention support e.g. Catch Up
5	Persistent Absence and attendance Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. 57% of disadvantaged pupils have been 'persistently absent' compared to 21.73% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress
6	Impact of Covid
7	Delayed speech and language – poor oracy language skills Families do not always seek help and support from other agencies to support the development of their children, for example Speech and Language, keeping appointments.
8	Providing meaningful and inspirational cultural capital opportunities for Pupil Premium children
9	Low levels of numeracy (EYFS/KS1)
10	To support targeted children with behaviour support and also to support SEMH

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
Progress in Reading	Achieve national average progress scores in KS1 and KS2 Reading
Progress in Writing	Achieve national average progress scores in KS2 Writing
Progress in Mathematics	Achieve average KS2 Mathematics progress in KS1 and KS2
Phonics	Achieve national average expected standard in PSC

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Other	Improve attendance of disadvantaged pupils to 95%
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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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
iSEND training courses offered to all staff	Impact upon wave 1 teaching evidenced through class room practice and observations.	1, 3, 4, 6
Science training		1, 3, 4, 6
Better Reader		1, 3 6
Accelerated reader		1, 3 6
Wellbeing Champion		2

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Premium Champion £42609.12</p> <p>Pupil Premium Champion</p> <ul style="list-style-type: none"> Data analysis to identify where the gaps are in children's learning. Regular Pupil Progress meetings with teaching staff to check progress of children (Termly) relating to attainment and progress. Termly reports on each year group's attainment /progress providing feedback to Heads of Year. 	<p>Monitor and evaluate structured interventions</p> <p>Evidence:</p> <ol style="list-style-type: none"> Accountability and oversight: The pupil premium champion will ensure that the pupil premium funding is used appropriately and effectively to support disadvantaged students. They will monitor how the funds are allocated, track the impact of interventions, and hold the school or institution accountable for achieving the desired outcomes. Strategic planning: A champion can play a crucial role in developing a strategic plan for utilizing the pupil premium funding. They can collaborate with school leaders, teachers, and other stakeholders to identify the specific needs of disadvantaged pupils, set targets for improvement, and design targeted interventions and support programs. Knowledge and expertise: A pupil premium champion can acquire in-depth knowledge about effective strategies, interventions, and best practices that have proven successful in supporting disadvantaged students. They can share this expertise with teachers and staff, provide 	1-10

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<p>Monitor and evaluate Pupil Progress Mentoring meetings</p>	<p>guidance and training, and ensure that evidence-based approaches are employed to maximize the impact of the funding.</p> <p>4. Collaboration and coordination: The champion can facilitate collaboration and coordination among different departments or teams within the educational institution. They can ensure that all relevant stakeholders, such as teachers, administrators, parents, and external agencies, are working together to provide cohesive and integrated support for disadvantaged pupils.</p> <p>5. Advocacy and awareness: The champion can act as an advocate for disadvantaged students, raising awareness of their unique challenges and needs. They can engage with parents, community organizations, and local authorities to promote a supportive environment and secure additional resources or partnerships that can enhance the provision of pupil premium initiatives.</p>	
<p>Learning Support Assistant – Social, Emotional & Mental Health (SEMH)</p> <p>2 x 23.5 hrs £31800</p>	<ol style="list-style-type: none"> 1. Assist in promoting the best possible outcomes in terms of wellbeing, learning and personal development of all pupils. 2. Provide support for groups of students with social, emotional and mental health difficulties 3. Establish productive working relationships with students with SEMH difficulties, acting as their role model and setting high expectations <p>Evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p>	10
<p>Provision of TA support Year 1 Phonics</p> <p>See Catch-Up</p>	<ul style="list-style-type: none"> • To support key aspects of learning by providing targeted wave 2 interventions and forward at an accelerated pace. <p>EEF Evidence: The purpose of phonics is to quickly develop pupils' word recognition and spelling. This involves developing a child's phonemic awareness, which is their ability to hear, identify, and manipulate phonemes (the smallest unit of spoken language), and to teach them the relationship between phonemes and the graphemes (a letter or combination of letters used to represent a phoneme) that represent them. There is very extensive evidence to support the use of a systematic phonics programme with pupils in Key Stage 1.</p> <p>23. EEF (2015) 'Teaching and Learning Toolkit: Phonics', London: Education Endowment Foundation</p>	3
<p>To support dyslexic pupil premium children through specific targeted support</p>	<ul style="list-style-type: none"> • To support dyslexic pupils with the development of language and enable access to the curriculum in their base classes. • To provide support for teachers to develop planning to best meet the needs of dyslexic pupils. 	3

£6282.12	EEF (2018) 'Teaching and Learning Toolkit: One to one tuition' and 'Teaching and Learning Toolkit: Small Group Tuition', London: Education Endowment Foundation	
Provision of an EYFS Reading Champion £11014.44	<ul style="list-style-type: none"> To support the development of literacy skills in the year group Focused reading support to raise standards and move the more able children forward at an accelerated pace. <p>EEF Evidence: Teachers play an important part in motivating children to read. Being willing and eager to read influences reading attainment by increasing the amount of reading a child undertakes. This may also lead to an increased confidence to engage with a wider range of genres. Undertaking more reading from a wider range of genres offers greater opportunities to develop deeper understanding of texts.</p> <p>22. McNally, S., Ruiz-Valenzuela, J. and Rolfe, H. (2016) 'ABRA: Online Reading Support', London: Education Endowment Foundation</p>	1,3,4
Provision of a Year 1 Reading Champion £ 11014.44	<ul style="list-style-type: none"> To support KS1 pupils who are not on track (In conjunction with Daily Supported Reading) to make accelerated progress and close the gap on their peers. To offer support and training for teachers to enable them to teach high quality reading lessons. <p>EEF Evidence: Teachers play an important part in motivating children to read. Being willing and eager to read influences reading attainment by increasing the amount of reading a child undertakes. This may also lead to an increased confidence to engage with a wider range of genres. Undertaking more reading from a wider range of genres offers greater opportunities to develop deeper understanding of texts.</p> <p>22. McNally, S., Ruiz-Valenzuela, J. and Rolfe, H. (2016) 'ABRA: Online Reading Support', London: Education Endowment Foundation</p>	1,3,4
To use digital technology to create a learning hub. This involves <ul style="list-style-type: none"> a) 1:1 learning devices (ipads) b) On-line learning programmes Employment of TA's to run and drive forward digital learning. £10885.13	<ul style="list-style-type: none"> To use digital technology to make a significant impact on learning. <p>Evidence: Studies consistently find that digital technology is associated with modern learning gains: on average an additional 4 months progress ~ Sutton Trust</p>	1 & 3
Targeted Maths support in Years 5 & 6 After school Maths intervention (15.30-16.30) x 2 sessions per week for 12 weeks	<ul style="list-style-type: none"> Focused support in Years 5 & 6 to raise standards and move the more able children forward at an accelerated pace. <p>EEF Evidence: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	4 & 9

£4500		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of Speech and Language Therapy £19253.42	<ul style="list-style-type: none"> To enable pupils with language difficulties to access the curriculum through the provision of a language rich environment, as well as wave 3 therapy for pupils who have speech and language difficulties. To support staff to plan accordingly for those children who have language difficulties. <p>Evidence: Research has shown that improving children's communication skills at an early age grants them greater access to learning opportunities as they grow older https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions</p>	7
Improving Attendance Employment of Education Welfare Officer £10000	<ul style="list-style-type: none"> EWO will meet with parents regularly to establish any barriers to a regular full time education and work in collaboration with all parties to develop strategies to ensure a positive outcome and improved attendance for the pupil and school. Support pupils and families presenting welfare and social care concerns but also robustly challenge parents who condone their children's absences from school and regularly monitor success of intervention. To act as children's education advocate and to facilitate the educational partnership between home, school, community and Local Authority, by support, liaison and negotiation and where conflict arises to give paramount consideration to the interests of the child. To take supportive/remedial action in respect of individual absentees to secure their regular attendance at school or other educational provision. Ensure compliance with all legislative requirements & undertake all recognised statutory education welfare service responsibilities. Initiate statutory action over non-attendance cases when necessary, including preparation of evidence in Court, under the Education Act 1996 and the Children Act 1989. Implement the Local Authority's Fixed Penalty Notice Code of Conduct on behalf of the Head Teacher. 	5

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	<ul style="list-style-type: none"> • To advise and support schools in the implementation of School Attendance Regulations and in the use of attendance statistics for the monitoring and management of school attendance. • To contribute pro-actively and to relevant areas of school policy and planning including the development of a whole school attendance policy and liaison with governors as appropriate. • To invoke and participate in child protection procedures, as appropriate, including making education social work contribution to design and implementation of child protection plans. • To make referral to, to liaise and collaborate in joint work with other practitioners • Provide termly reports on the impact of our service. • Provide telephone/email advice and support outside the designated days in the event of concerns arising which cannot wait until the scheduled visit, such as safeguarding issues or information required for school inspections. <p>Evidence: Research shows that regular attendance has a direct impact on achievement. NFER state 'addressing behaviour and attendance' as one of their seven building blocks to raising pupil premium attainment, including 'working with families'</p>	
<p>Catch Up Literacy/Numeracy Intervention & 1st Class @ Number</p> <p>£48614</p>	<ul style="list-style-type: none"> • To deliver key reading and maths interventions to rapidly raise pupil outcomes in reading and maths. <p>Evidence: EEF Promising Projects ~ Catch Up Literacy/Numeracy Catch Up Numeracy is a one-to-one intervention for learners who are struggling with numeracy. It consists of two 15-minute sessions per week which are usually delivered by teaching assistants. To prepare them for delivering the intervention, teaching assistants are supplied with detailed session plans and receive three half-day training sessions. The intervention breaks numeracy down into ten components, assesses children's ability on each, and targets subsequent instruction so that the tutor always addresses the exact area of weakness. Components include counting procedures, counting principles, derived fact strategies, etc. The approach is based on research indicating that numeracy is not a single 'big' skill, but a compound of several 'little' skills that seem to be quite discrete. Children (and adults) may be very strong in some skills but very weak in others, and brain-imaging studies suggest that the different skills are handled by different parts of the brain. By recognising and building on this finding, the Catch Up Numeracy intervention enables tutors to diagnose and treat problems precisely and effectively.</p>	4
<p>Disadvantaged children to take part in aspirational trips and visits and share the same experiences as other pupils</p>	<ul style="list-style-type: none"> • Disadvantaged children to take part in the same aspirational trips as their peers, such as PGL in Year 6. <p>Evidence: EEF Outdoor Learning Activity Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</p>	2

£12000		
<p>Educational Consultancy and Support and enrichment – Education Futures Trust and East Sussex Music Service</p> <p>£9000</p>	<ul style="list-style-type: none"> • To deliver key interventions throughout the course of the year to target disadvantaged pupils e.g. Shore Academy and music service • Uniform • After School Club • Breakfast Club <p>Evidence: EEF Arts Participation</p> <p>Overall, the impact of arts participation on academic learning appears to be positive. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and for disadvantaged pupils. Some arts activities have been linked with improvements in specific outcomes. There is some evidence of a positive link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	2
<p>Music teacher</p> <p>17438</p> <p>(Arts participation)</p>	<ul style="list-style-type: none"> • Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. • Participation may be organised as regular weekly or monthly activities, or more intensive programmes such as summer schools or residential courses. <p>Evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	2,3,5,8
<p>Ed supplies</p> <p>£5500</p>	<ul style="list-style-type: none"> • Research consistently demonstrates that access to adequate educational supplies significantly enhances the learning experience and academic performance of students. A multitude of studies have indicated that the availability of essential learning materials, such as textbooks, writing tools, interactive educational resources, and technology, positively correlates with improved student engagement, comprehension, and retention of information. • Students equipped with the necessary educational supplies are better able to participate actively in classroom activities, complete assignments with greater efficiency, and demonstrate a deeper understanding of the subject matter. For instance, access to up-to-date textbooks and reference materials enables students to stay abreast of current information, fostering a more comprehensive and nuanced understanding of the curriculum. • Moreover, the provision of educational supplies extends beyond traditional resources, encompassing technological tools and devices. The integration of technology in the learning process has been shown to enhance critical thinking skills, creativity, and collaborative learning experiences. Students who have access to computers, tablets, and other educational technology tools are better prepared for the demands of the modern workforce, where digital literacy is increasingly essential. 	3,8,9,10

	<ul style="list-style-type: none"> In summary, the body of evidence supporting the positive impact of educational supplies on learning outcomes is robust and varied. From traditional textbooks to cutting-edge technology, the availability of these resources is integral to creating an enriched and effective educational environment that empowers students to reach their full academic potential. <p>Evidence https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	
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Total budgeted cost: £ [insert sum of 3 amounts stated above]

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

What we spent it on	Why	Outcomes
Provision of TA support Year 1 Phonics £16658.05	<ul style="list-style-type: none"> To support key aspects of learning by providing targeted wave 2 interventions and forward at an accelerated pace. <p>EEF Evidence: The purpose of phonics is to quickly develop pupils' word recognition and spelling. This involves developing a child's phonemic awareness, which is their ability to hear, identify, and manipulate phonemes (the smallest unit of spoken language), and to teach them the relationship between phonemes and the graphemes (a letter or combination of letters used to represent a phoneme) that represent them. There is very extensive evidence to support the use of a systematic phonics programme with pupils in Key Stage 1.</p> <p>23. EEF (2015) 'Teaching and Learning Toolkit: Phonics', London: Education Endowment Foundation</p>	Year 1 Phonics: 88% of the year group passed the phonics screen. 71% of the disadvantaged children passed. This is an increase of 19% from the previous year.
To support dyslexic pupil premium children through specific targeted support £13433.92	<ul style="list-style-type: none"> To support dyslexic pupils with the development of language and enable access to the curriculum in their base classes. To provide support for teachers to develop planning to best meet the needs of dyslexic pupils. <p>EEF (2018) 'Teaching and Learning Toolkit: One to one tuition' and 'Teaching and Learning Toolkit: Small Group Tuition', London: Education Endowment Foundation</p>	Nessy Data Reading: 70 % of pupils have made significant progress over the course of the Year 92 % have made overall progress Spelling: 58 % of pupils have made significant progress over the course of the Year 86% have made overall progress
Provision of an EYFS Reading Champion £10,747.13	<ul style="list-style-type: none"> To support the development of literacy skills in the year group Focused reading support to raise standards and move the more able children forward at an accelerated pace. <p>EEF Evidence: Teachers play an important part in motivating children to read. Being willing and eager to read influences</p>	<ul style="list-style-type: none"> 85% of children (at end of Term 5) were working at or above expectation for reading. 80% of disadvantaged children were either working at or above expectation for

	<p>reading attainment by increasing the amount of reading a child undertakes. This may also lead to an increased confidence to engage with a wider range of genres. Undertaking more reading from a wider range of genres offers greater opportunities to develop deeper understanding of texts.</p> <p>22. McNally, S., Ruiz-Valenzuela, J. and Rolfe, H. (2016) 'ABRA: Online Reading Support', London: Education Endowment Foundation</p>	<p>reading. 28% of all children in the Year group were working at significantly above expectation.</p> <p>Term 6:</p>
<p>Provision of English support £12239.59</p> <p>22.5 hours (12-4.30)</p>	<ul style="list-style-type: none"> To support the development of literacy skills in the year group (Yr1/2) Focused writing support to raise standards and move the more able children forward at an accelerated pace. (Yr1/2) Lunchtime reading support in library To provide literacy / homework support for PP children in after school club <p>EEF evidence: Interventions delivered by teaching assistants or volunteers can have a valuable, cost-effective impact. Crucially, these positive effects only occur when TAs work in structured settings with high quality support and training.</p> <p>'Making Best Use of Teaching Assistants'</p>	<p>Library Club: Regular attendance by Pupil Premium children. These children have become more confident in reading.</p> <p>After School Club: Early year pupils enjoy reading with the English Champion and this has had impact on reading in class.</p> <p>Year 1: Precision Spelling ~ pupils all made progress with tricky words learnt. There was evidence of impact on children's writing and greater confidence in having a go at spellings.</p> <p>EYFS: Improvements made in letter formation.</p>
<p>Provision of a Year 1 Reading Champion £ 10209.78</p>	<ul style="list-style-type: none"> To support KS1 pupils who are not on track (In conjunction with Daily Supported Reading) to make accelerated progress and close the gap on their peers. To offer support and training for teachers to enable them to teach high quality reading lessons. <p>EEF Evidence: Teachers play an important part in motivating children to read. Being willing and eager to read influences reading attainment by increasing the amount of reading a child undertakes. This may also lead to an increased confidence to engage with a wider range of genres. Undertaking more reading from a wider range of genres offers greater opportunities to develop deeper understanding of texts.</p> <p>22. McNally, S., Ruiz-Valenzuela, J. and Rolfe, H. (2016) 'ABRA: Online Reading Support', London: Education Endowment Foundation</p>	<p>92% of all pupils are on track or above for reading. 37% of all pupils are above expectation. 80% of Pupil Premium children are at or above expectation. 20% of Pupil Premium children are above expectation</p>
<p>Provision of Behaviour and Thrive Assistants and resources £31259.43</p>	<ul style="list-style-type: none"> To deliver high quality social, emotional and mental health interventions. To reduce exclusions for disadvantaged pupils. To support attendance. <p>Evidence: Thrive has provided an effective, early intervention tool that evidences incremental progress made by children, helping them to overcome barriers to learning (evidence for Ofsted and pupil premium)</p> <ul style="list-style-type: none"> It offers a structured training programme for staff which directly increases the effectiveness of intervention. Evidence in the EEF/Sutton Trust document shows that, 	<ul style="list-style-type: none"> Thrive assessments show improved outcomes for key children. Pupil voice show that pupils feel safe and happy in school. Total number of fixed term exclusions for the year was 1. Total number of days was 2.5 days. (Term 6 [28.6.23] 2023)

	<p>for example, the positive impact of the deployment of teaching assistants is greatly-increased when a structured approach is implemented.</p>	
<p>Safeguarding / Attendance</p> <p>Co-ordinator, funding for uniform and extended school fees.</p> <p>£23564.67</p>	<ul style="list-style-type: none"> To reduce persistent absence of disadvantaged pupils To increase the attendance of disadvantaged pupils Provision of extended school places to encourage regular attendance at the academy. <p>Evidence: Durrington Research School</p> <ul style="list-style-type: none"> In ‘Supporting the attainment of disadvantaged pupils: Articulating success and good practice’ the authors discuss the importance of robust attendance data tracking and monitoring systems in schools, to address attendance issues. This allows patterns of absence to be scrutinised and then targeted interventions to be put in place. It also allows schools to monitor the effectiveness of any interventions they are putting in place to improve attendance and readjust as necessary. 	<ul style="list-style-type: none"> Overall attendance (as of 28/6/23) is currently standing at 92.42%. The attendance of the disadvantaged children currently stands at 88.18% Persistent Absence currently stands at 21.08%. This is an improvement on the previous year where the PA percentage was 24.81%
<p>Improving Attendance</p> <p>Employment of Education Welfare Officer</p> <p>£10000</p>	<ul style="list-style-type: none"> EWO will meet with parents regularly to establish any barriers to a regular full time education and work in collaboration with all parties to develop strategies to ensure a positive outcome and improved attendance for the pupil and school. Support pupils and families presenting welfare and social care concerns but also robustly challenge parents who condone their children’s absences from school and regularly monitor success of intervention. To act as children’s education advocate and to facilitate the educational partnership between home, school, community and Local Authority, by support, liaison and negotiation and where conflict arises to give paramount consideration to the interests of the child. To take supportive/remedial action in respect of individual absentees to secure their regular attendance at school or other educational provision. Ensure compliance with all legislative requirements & undertake all recognised statutory education welfare service responsibilities. Initiate statutory action over non-attendance cases when necessary, including preparation of evidence in Court, under the Education Act 1996 and the Children Act 1989. Implement the Local Authority’s Fixed Penalty Notice Code of Conduct on behalf of the Head Teacher. To advise and support schools in the implementation of School Attendance Regulations and in the use of attendance statistics for the monitoring and management of school attendance. To contribute pro-actively and to relevant areas of school policy and planning including the development of a whole school attendance policy and liaison with governors as appropriate. To invoke and participate in child protection procedures, as appropriate, including making education social work contribution to design and implementation of child protection plans. 	<p>Overall attendance (as of 28/6/23) is currently standing at 92.42%. The attendance of the disadvantaged children currently stands at 88.18% Persistent Absence currently stands at 21.08%. This is an improvement on the previous year where the PA percentage was 24.81%.</p> <ul style="list-style-type: none"> Number of children who were on the PA list has dropped since the EWO was involved in the PA cases for the Academy. Number of students who met the threshold dropped from 211 to 138.

	<ul style="list-style-type: none"> To make referral to, to liaise and collaborate in joint work with other practitioners Provide termly reports on the impact of our service. Provide telephone/email advice and support outside the designated days in the event of concerns arising which cannot wait until the scheduled visit, such as safeguarding issues or information required for school inspections. Evidence: Research shows that regular attendance has a direct impact on achievement. NFER state 'addressing behaviour and attendance' as one of their seven building blocks to raising pupil premium attainment, including 'working with families' 	
<p>Catch Up Literacy/Numeracy Intervention & 1st Class @ Number</p> <p>£28933.42</p>	<ul style="list-style-type: none"> To deliver key reading and maths interventions to rapidly raise pupil outcomes in reading and maths. <p>Evidence: EEF Promising Projects ~ Catch Up Literacy/Numeracy</p> <ul style="list-style-type: none"> Catch Up Numeracy is a one-to-one intervention for learners who are struggling with numeracy. It consists of two 15-minute sessions per week which are usually delivered by teaching assistants. To prepare them for delivering the intervention, teaching assistants are supplied with detailed session plans and receive three half-day training sessions. The intervention breaks numeracy down into ten components, assesses children's ability on each, and targets subsequent instruction so that the tutor always addresses the exact area of weakness. Components include counting procedures, counting principles, derived fact strategies, etc. The approach is based on research indicating that numeracy is not a single 'big' skill, but a compound of several 'little' skills that seem to be quite discrete. Children (and adults) may be very strong in some skills but very weak in others, and brain-imaging studies suggest that the different skills are handled by different parts of the brain. By recognising and building on this finding, the Catch Up Numeracy intervention enables tutors to diagnose and treat problems precisely and effectively. 	<ul style="list-style-type: none"> Catch Up Literacy intervention data shows that for 85% of those disadvantaged children who participated in the programme the gap closed and have made progress over time. 38% have made accelerated progress and now have reading ages that are above their chronological age. In most cases children make 7 months progress when on the programme. Catch Up Numeracy intervention data shows that 87% of those disadvantaged children who participated in the programme made progress over time. On average, the pupils made 16 months progress over the course of the intervention. 38% of the pupils have made accelerated progress and now have a numeracy age which is above their chronological age. This has also impacted on their performance within the classroom setting. <p>1st Class @ Number data shows that on average the disadvantaged children who took part in the intervention made 8.3 months progress (over 3 months). 46% of the pupils made above 9 months progress.</p>
<p>Forest School leaders and resources</p> <p>£31000</p>	<ul style="list-style-type: none"> Disadvantaged children to participate in outdoor learning to increase confidence, self-esteem and develop social skills in the context of creative, stimulating and interactive activities outside. <p>Evidence: Forest School has six principles which underpin its practice and define it from other outdoor learning experiences. A growing body of research evidence has demonstrated the benefits of</p>	<p>Disadvantaged children have greater resilience and improved social skills when taking part in educational tasks and are now able to participate effectively with greater confidence in group tasks.</p>

	<p>Forest School including improvements in: Social and emotional development, Academic attainment, School attendance, Environmental attitude and knowledge <i>Tiplady LSE, Menter H. (2020) Forest School for wellbeing: an environment in which young people can 'take what they need'. Journal of Adventure Education and Outdoor Learning</i></p> <ul style="list-style-type: none"> • 	
<p>Disadvantaged children to take part in aspirational trips and visits and share the same experiences as other pupils</p> <p>£12250</p>	<ul style="list-style-type: none"> • Disadvantaged children to take part in the same aspirational trips as their peers, such as PGL in Year 6. • Evidence: EEF Outdoor Learning Activity Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. 	<ul style="list-style-type: none"> • Year 6 participated in 4 day residential PGL visit which included abseiling, raft building, giant swing and sensory trail. This resulted in the many of the children returning to school with a more positive attitude to learning. It also made particular benefits in social and emotional outcomes for the pupils; a sense of achievement. Year 6 pupils felt better prepared for transition due to improved confidence. <p>Year group trips have included outings to London to both the British Museum and the Science Museum to enhance their understanding of the themes being learned in the Academy (e.g. The Egyptians/ Space) The children returned greatly enthused and with a real drive to develop their learning in Science and History.</p>
<p>Educational Consultancy and Support and enrichment – Education Futures Trust and East Sussex Music Service</p> <p>£9000</p>	<ul style="list-style-type: none"> • To deliver key interventions throughout the course of the year to target disadvantaged pupils e.g. Shore Academy and music service • Uniform • After School Club • Breakfast Club <p>Evidence: EEF Arts Participation</p> <p>Overall, the impact of arts participation on academic learning appears to be positive. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and for disadvantaged pupils. Some arts activities have been linked with improvements in specific outcomes. There is some evidence of a positive link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time 	<p>Key targeted pupils demonstrated improved social and emotional behaviours to enable improved access in the classroom.</p> <p>Pupil's knowledge and ability in playing musical instruments has improved. Pupils are working towards grading</p> <p>100% uptake of uniform which has enabled children to feel part of the academy community</p>
<p>£15,562.64</p> <p>Provision of Speech and Language Therapy</p>	<ul style="list-style-type: none"> • To enable pupils with language difficulties to access the curriculum through the provision of a language rich environment, as well as wave 3 therapy for pupils who have speech and language difficulties. • To support staff to plan accordingly for those children who have language difficulties. 	<ul style="list-style-type: none"> • 20% of the disadvantaged children require further action • 40% of the disadvantaged children are now back on wave action.

		40% of the disadvantaged children are now working at age appropriate standard.
<p>£32579.73</p> <p>To use digital technology to create a learning hub. This involves three strands of purchase</p> <p>c) 1:1 learning devices (ipads)</p> <p>d) On-line learning programmes</p> <p>Employment of TA to run and drive forward digital learning.</p>	<ul style="list-style-type: none"> To use digital technology to make a significant impact on learning. (Studies consistently find that digital technology is associated with modern learning gains: on average an additional 4 months progress ~ Sutton Trust) 	See Appendix A

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

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

Further information (optional)

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Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Further information (optional)

Appendix A

iPad Pupil Premium reading interventions – impact summary for 2022/23

iPads and our online subscriptions were used in 3 distinct ways during this period:

- As an intervention strategy targeting specific groups of children.
- As a whole class intervention/learning tool during some PPA times, especially in KS1.
- As a home learning resource.

Year 2 Reading Eggs intervention group –

Fast Phonics

This group comprises 3 groups totalling 24 children that were identified as being substantially below ARE in reading. All had substantial gaps in their phonics knowledge and had failed to pass the Year 1 phonics check.

Engagement: Over the course of 8 months, this group of 24 children:

- ‘Learnt’ over 7000 words
- Covered over 500 separate sounds

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- Completed lessons at home in their own time, as well as during specified intervention times.

Progress:

- Increased their average phonics screen score from 12 to 24. Included within this were 10 passing scores for children that had previously fallen well short of a passing mark.
- Most children achieved Lexile growth equivalent to around 9 months typical progress – so greater than expected progress.
- The majority of children made sufficient progress to participate fully in the regular Year 2 Destination Reader curriculum.

Year 3 Reading Eggs intervention group

This is a rolling group that operates 4 mornings a week during Year 3 Destination Reader time. This is the fourth year that this intervention has run as it was extremely successful in the last three years. It focuses on children selected by their class teachers who would struggle to access the regular Destination Reader content and require more phonics focused work to get them ready. As such, a number of children have joined this groups and then subsequently 'rolled' back into the regular DR curriculum.

Progress:

- 13 children have accessed the intervention. On average they have made the equivalent of over 1 years progress in the 8 months it has been running. Some children 'graduated', and others were moved onto the programme, depending upon their teacher's assessment of their progress in reading.
- Year 3 teachers are positive about the programme and comment how it enables the pace of the lesson with the remaining members of the class to be quicker and then for Reading Eggs participants to re-join once they have 'caught up'.
- By our AR measures children made, on average, expected progress after a period of stagnant/slow progress previously. In addition, a substantial proportion of this group of children that were judged to not be at a level that enabled them access the AR tests at all at the beginning of the year had progressed substantially to the point that they could effectively access the mainstream test for their year group.

