

Kettering Buccleuch Academy

Primary Pupil Premium Strategy Statement

This statement details our school'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 that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Kettering Buccleuch Academy
Number of pupils in school	1632
Proportion (%) of pupil premium eligible pupils	28.4% Primary 22.0 % Secondary
Academic year/years that our current pupil premium strategy plan covers	September 2024 to 2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Richard Shaw/Angela O'Neill
Pupil premium lead	Frances Dempster (strategic lead) Laura Woolford (Primary lead)
Governor / Trustee lead	Tony Burrows

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£456,470.00 Primary - £176,120.00 Secondary – £280,350.00
Recovery premium funding allocation this academic year	None
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£456,470.00

Statement of intent

Kettering Buccleuch Academy is committed to providing an excellent education through which all pupils are able to progress, achieve and go on to succeed in life. Our approach is underpinned by a sense of moral purpose and commitment to doing what is right for children and young people, supporting colleagues to achieve excellence and acting with integrity in all our dealings within and beyond our community, in the interests of young people everywhere. We summarise this ethos as 'The Best in Everyone'. This ethos has even more meaning when considering our disadvantaged young people, where it is vital, they make the most of every opportunity available to them whilst at school. This ethos is also underpinned by our core values of 'Respect', 'Ambition' and 'Determination' which are designed to ensure that our disadvantaged students: value themselves and others; achieve the best for themselves and overcome any obstacles to reach success.

We recognise that disadvantaged students often face more barriers than non-disadvantaged students and this is why we use our pupil premium funding to ensure that, where these barriers exist, our most vulnerable students receive additional support. This ensures that their progress is maximised and the gap between disadvantaged students and their peers is closed. In short, we have a relentless focus on high standards and high expectations. We aim to create a positive learning environment where the 'street stops at the gate' and where we help every student to succeed.

Regular tracking of where the money is spent, and its impact, is crucial to utilise the funding effectively and we pride ourselves on closely analysing data to identify trends. We then use this data to dig deeper into finding the root causes behind any issues. Furthermore, this investigative approach enables us to adapt teaching and learning initiatives and intervention strategies if they are not having the intended impact. We do not make assumptions about the needs of our disadvantaged students but instead use our data to target intervention where needed.

Our pupil premium strategy is rooted in research. We believe that high quality teaching and learning with a relentless focus on the progress of disadvantaged students, is the key to success. The collective effort of all colleagues within the academy to prioritise the disadvantaged cohort is seen to be the most effective in achieving our goals.

The key elements of our strategy are:

- That in all areas of academy life, disadvantaged students are prioritised because we see the vital importance of understanding each child as an individual so we can intervene early.
- That additional support and challenge through effective classroom strategies are given to all disadvantaged students.
- That there is a relentless drive to ensure that disadvantaged students attend school.
- That disadvantaged students are subject to the same high standards regarding completion of work.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment</p> <p>Our challenge is to ensure that PP students make at least the same progress as non-disadvantaged students at all Key Stages. At KBA, our highly aspirational curriculum ensures that all students make progress and that by following it, PP students can match the achievement of non – PP students nationally.</p> <p>KS2 2023 data showed that PP children's progress is in line with non- Pupil Premium children's progress in reading, writing and maths.</p> <p>Reading - PP +0.3 / non-PP +0.2 Writing – PP +0.1 / non-PP +0.2 Maths – PP +0.3/ non PP +0.3</p> <p>48% PP children achieved RWM combined. This is +2% from last year. Only 21% were on track for combined at the beginning of year 6.</p> <p>End of KS2 data shows that despite the progress PP children have made, there is a large attainment gap as PP children have much lower starting points compared to Non-PP children.</p> <p>48% PP achieved combined (RWM) compared to 84% non-PP children. -36% attainment gap.</p> <p>Reading gap -18% Writing gap- -29% Maths gap – 31%</p> <p>There is a significant attainment gap when children join in EYFS.</p>
2	<p>Reading and phonics</p> <p>PP students have lower reading ages and are subsequently not as fluent readers, on average, than non-PP students in all year groups across KS1 and KS2. PP children do not read for as many minutes per day when compared to non-PP students using Boom Reader log.</p> <p>Teacher assessments in 2024 show that phonics attainment in Year 1 has improved significantly this year. 80%pp passed the phonics test compared to 63% last year. The number of PP children passing phonics is significantly higher than UL average. Significant focus on PP reading (daily readers) has resulted in a smaller attainment gap when compared to other subjects. However, there is still a large attainment gap in reading in all year groups. -18% KS2, 2024.</p> <p><i>Only 10% disadvantaged children who leave primary with their reading below the expected level, pass GCSE English and maths. Source: Now the whole school is reading: supporting struggling readers in secondary schools – gov.uk</i></p>
3	<p>Attendance</p> <p>To ensure PP students achieve at least 95% attendance. PP attendance 23-24 – 94.5% Non PP attendance – also 95.5%</p>

	Number of persistent absentees is much higher in PP compared to non-PP. 22.9%PP 7.8% non-PP. Pastoral team are regularly required to support with attendance via phone calls and home visits. Without rigorous monitoring and intervention, PP attendance figures would be much lower.
4	Welfare Welfare issues and mental health challenges are more prevalent now, this is evidenced by an increase in CPOMs and referrals. Increased used of external support particularly around mental health and anxiety. This is impacting the attendance of some PP children.
5	Maths Attainment gaps in maths increase as children reach KS2. PiXL question level analysis has shown that the large attainment gaps in maths are caused by gaps in knowledge from previous year groups and gaps in basic arithmetic skills. Children's fluency in maths and basic maths skills, combined with the inability to recall and review known facts in maths is a challenge. The attainment gap is the largest in maths, but this is partly due to attainment for non-PP in maths being extremely high. 90% non-PP achieved expected standards in maths KS2 SATs 2024, compared to 55% PP.
6	Writing and vocabulary Upon moderation, PP children were analysed to have poorer presentation and more basic punctuation errors than non-PP. Research from EEF shows that there is already a huge vocabulary gap between PP and non-PP by the age of 3. Non-PP 1100 words on average, PP 500 words on average. Attainment gaps in writing remain in every year group but increase significantly as children progress through KS2 and language and vocabulary becomes more advanced. Writing attainment is lower than reading and maths attainment.

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 – Accelerate the progress of PP children so that it is in-line or exceeding the average progress of non-PP children.	The progress score for PP children exceeds the progress score for non-PP children in reading, writing and maths by the end of KS2. Reducing attainment gap between PP and non-PP due to accelerated progress of PP children. All PP children off track for making expected progress to be identified as target children and offered additional support to accelerate progress. Dec 2024 update: Progress is currently in-line with non-PP students. Reading - PP +0.3 / non-PP +0.2 Writing – PP +0.1 / non-PP +0.2 Maths – PP +0.3/ non PP +0.3
Attainment – PP attainment in RWM increases and attainment gaps reduce.	Increasing attainment of PP students evident in RWM. Close tracking of gaps and test scores to enable personalised support to be implemented quickly for any PP children off track.

	<p>Ensure that PP attainment meets, and where possible exceeds, the national average for PP attainment.</p> <p>Dec 2024 update: Reading gap – -18% Writing gap- -29% Maths gap – 31%</p>
<p>Increase % of children achieving RWM combined in KS2 SATS</p>	<p>At least 50% of Pupil Premium students to achieve RWM combined by Sum 25.</p> <p>All children off track for 1 subject, identified and targeted through tailored interventions.</p> <p>Rising trajectory: RWM combined for pupil premium is 48% (KS2 SATS 2024) Was 46% SATS 2023 Was 36% SATS 2022</p>
<p>Increase PP attendance and reduce the rate of persistent absentees.</p>	<p>Ensure attendance meets national average and is at least 95%.</p> <p>Reduce % PP persistence absence by supporting individual students and reducing barriers.</p> <p>Continuous monitoring and tracking of attendance to quickly identify students and improve their attendance.</p> <p>PP mentoring for the most vulnerable students.</p> <p>Dec 2024 update: PP- 94.5% Non PP 95.5% <i>%PP children with persistent absence is much higher than % non-PP with persistent absence.</i> PP 23.3% Non PP 7.8%</p>
<p>Phonics- To maintain the % of PP children passing their phonics test in Y1 so that this meets or exceeds Nation Averages.</p>	<p>Ensure PP attainment for phonics in Year 1 matches or exceeds the national average.</p> <p>To target all PP children with rapid catch-up interventions to ensure a high success rate during the phonics screening.</p> <p>Dec 2024 update: 80% of PP children passed phonics screening. 80% for non-pp children. Exceeds UL Average. <i>Note: 65% of PP children passed phonics screening in 2023.</i></p>
<p>To increase the % of PP children meeting GLD by the end of EYFS.</p>	<p>Increased % of PP children achieving GLD by the end of Reception.</p> <p>Targeted interventions for any PP children off track.</p> <p>Early identification of additional needs or barriers so that support is quickly implemented.</p> <p>December 2024 update: 54% PP children achieved GLD 70% of non-pp children on track for GLD 16% attainment gap</p>

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: £ 110,120.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Academic achievement</p> <p>KBA is fully staffed by high quality staff. Leadership and SLT all to have teaching responsibilities and their expertise is shared across all year groups. All classrooms to have highly trained support staff to ensure students are supported in all lessons.</p> <p>SLT and Leadership have a monitoring timetable and PP children are an area of focus for each learning walk. CPD to be tailored around findings from learning walks as well as staff and pupil voice.</p> <p>Support staff to have tailored training linking to their role to ensure they are making as much impact in the classroom as possible.</p> <p>Continue to embed a culture of quality first teaching by ensuring all staff apply the Rosenshine principles, supported by the launching of Teaching and Learning Reviews and instruction coaching.</p> <p>Teachers receive training on supporting PP children through instructional coaching to ensure that PP remain a high priority for all staff. Best practise examples shared regularly. Embed principles of positive discrimination to ensure that PP receive targeted questioning, additional feedback and additional praised linked to effort.</p> <p>Metacognition opportunities for all children daily to develop positive learning behaviours positive attitudes for PP children.</p>	<p>‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them’</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> <p>In order for mastery approaches to be effective for pupils with gaps in understanding, it is crucial that additional support is provided. Approaches that simply build upon foundational knowledge without targeting support for pupils that fall behind are unlikely to narrow disadvantage gaps.</p> <p>Closing the Disadvantage Gap (EEF Toolkit) ASE IIS.pdf</p>	<p>1,2, 5, 6</p>

<p>CPD</p> <p>Training once a term to include a focus on teachers knowing the PP children off track and their gaps. Rigorous gap analysis to enable teachers to target and close specific gaps in R,W and M. Target children (children off track for Expected) displayed in all classrooms so that middle and senior leaders can monitor these key children when conducting learning walks.</p>	<p>‘Evidence consistently shows the positive impact that targeted academic support can have, including on 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.’</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/bitesize-support/Pupil_Premium_Guidance_iPDF.pdf</p>	<p>1,2,5 and 6</p>
--	---	--------------------

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

Budgeted cost: £ 43,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early phonics intervention</p> <p>Ensure all relevant staff (including new staff) have received expert training to deliver the Little Wandle/ Letters and Sounds Revised Phonics Scheme and keep up strategy for PP children to stop them from falling behind their non-PP peers.</p> <p>Little Wandle up and running with PP intervention groups happening if children do not understand a sound. Current data shows 80% passed phonics screening in 2024. Only 65% PP passed in 2023. Attainment is now in-line with non-PP phonics attainment.</p> <p>All Year 2 children who did not pass phonics screening to receive daily phonics interventions to target gaps.</p> <p>Secure the foundations of language and literacy in EYFS. PP Children who require support to develop language skills are identified early and proven strategies for intervention are put into place to impact positively on attainment. NELI (Nuffield Early Language Intervention) used as a strategy to plug gaps in children’s vocabulary knowledge.</p>	<p>‘Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 6</p>

<p>Reading</p> <p>Fully embed a culture of rich vocabulary through explicit teaching, supported by high quality texts. Continue to embed the whole school approach to reading comprehension lessons based on common gaps. High quality, age appropriate texts used to inspire and challenge PP children and develop a love of reading.</p> <p>PP children in EYFS, KS1 and KS2 will be priority readers and will read to an adult 1:1 at least 3 times per week to develop fluency and comprehension.</p> <p>Echo reading included in all reading lessons (Y2-Y6) to model fluency, accuracy and expression.</p> <p>Daily pre-teaching of reading and vocabulary to PP children who are not on track to make expected progress in reading.</p> <p>Wellcomm tool introduced to identify vocabulary gap and offer targeted vocabulary interventions based on key gaps.</p>	<p>'Reading comprehension strategies are high impact on average (+6months). Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches. No particular strategy should be seen as a panacea, and careful diagnosis of the reasons why an individual pupil is struggling should guide the choice of intervention strategies.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1, 2, 6</p>
<p>Maths achievement</p> <p>Provide maths intervention to ensure PP students can access the material expected across the academy.</p> <p>Pixl testing and gap analysis used termly to ensure that planning is well pitched to target PP gaps and misconceptions as they arise.</p> <p>For the sequence of teaching of Maths to show consistency of approach to mastery and reasoning; small steps built on prior learning. PP children prioritised in these daily lessons using targeted questioning and instant feedback.</p> <p>Additional maths fluency sessions in afternoons for Y1-6. Focus on gaps in knowledge from previous PiXL assessments.</p> <p>Small group, targeted tuition after school with skilled teaching assistant. Groups will share common gaps to ensure sessions are targeted. Close tracking of achievement for children</p>	<p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> <p>In order for mastery approaches to be effective for pupils with gaps in understanding, it is crucial that additional support is provided. Approaches that simply build upon foundational knowledge without targeting support for pupils that fall behind are unlikely to narrow disadvantage gaps.</p> <p>Closing the Disadvantage Gap (EEF Toolkit) ASE IIS.pdf</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups,</p>	<p>1, 5</p>

<p>attending. Incentives to encourage attendance and metacognition opportunities in sessions to build resilience.</p>	<p>or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	
<p>Writing achievement</p> <p>Additional feedback in every lesson to edit and improve writing.</p> <p>Close monitoring of effort and presentation in writing books. PP priority for writing lead as PP writing attainment is lower than reading and maths.</p> <p>High quality vocabulary and texts used to support closure of the vocabulary gap.</p> <p>Pre-teaching for PP children off track to make expected progress in writing.</p> <p>All PP children sat with a higher attaining pupil to model vocabulary and conversation during 'turn and talk' tasks and peer editing.</p>	<p>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.</p> <p>There is some evidence that collaborative learning approaches may benefit those with low prior attainment by providing opportunities for pupils to work with peers to articulate their thinking, share knowledge and skills and address misconceptions through peer support and discussion.</p> <p>Closing the Disadvantage Gap (EEF Toolkit) ASE IIS.pdf</p>	<p>1, 6</p>

Wider strategies

Budgeted cost: £ 23,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Cultural Capital</p> <p>Work with the 'Open Learning Partnership' and Oundle school to provide PP children with opportunities to participate in STEM/ ARTs based experiences, outside of their local area delivered by experts in their area. Provide opportunities for PP children to collaborate with children from a wide range of backgrounds.</p> <p>Organise and fund a trip to the Houses of Parliament for 30 PP children. Provide opportunities for children to share their learning with the school during assemblies and school council discussions following the experience.</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 both primary and secondary schools. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	<p>1,3, 4</p>
<p>Welfare</p> <p>Rainbow Room launched in term 1, 2, 3 and 4 for KS2 and Term 5 for children in KS1. Focus on developing SEL and improving children mental health. Nurture breakfast club set up for PP children to include reading opportunities while having breakfast. Supports attendance and punctuality of PP children, particularly those with 1 working parent who cannot afford additional childcare. Nurture lunchtime club set up in Term 1,2 and 3 to offer visit to library and additional reading time to promote love of reading. Personalised nurture support for children where mental health is a barrier to achievement. 1:1 mentoring with AHT for PP children with significant barriers to learning caused by mental health.</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional selfregulation, both of which may subsequently increase academic attainment. Schools should carefully consider how targeted approaches are deployed to support pupils with additional social or emotional needs. SEL needs will be based on a variety of factors that may not correspond to academic progress and should be carefully monitored.</p>	<p>1-6</p>

	Closing the Disadvantage Gap (EEF Toolkit) ASE IIS.pdf	
<p>Attendance Ensure all disadvantaged students achieve at least 95% attendance.</p> <p>Attendance to monitor attendance and pastoral team to carry out home visits for PA. Regular and efficient communication home when absence is recorded. Pastoral team supporting parents to reduce and remove barriers. 1:1 mentoring for PA to unpick and reduce barriers to attendance.</p> <p>Attendance data recorded on all target children posters and all PP children will decreasing attendance or attendance below 95% quickly identified and supported.</p> <p>Counselling and wider support offered to any students with identified needs.</p> <p>Students will low attendance directed to breakfast and nurture clubs to reduce anxiety in students at the beginning of the school day.</p>	<p>Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place.</p> <p>Working together to improve school attendance - GOV.UK</p> <p>Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	1-6
<p>Parental engagement</p> <p>Parent open mornings linked to various topics - book and biscuit, growth mindset praise, maths problem solving, science experiments.</p> <p>Ensure that parental engagement is high for our PP students and every opportunity is seized to invite parents to additional events, training, and consultation evenings to help support their children.</p>	<p>Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p> <p>https://www.ase.org.uk/sites/default/files/Closing%20the%20Disadvantage%20Gap%20%28EEF%20Toolkit%29%20ASE%20IIS.pdf</p>	1,2, 4, 5, 6
<p>Buddying system set up with secondary pupils supporting PP readers, and raising aspiration for Primary PP children.</p>	<p>While there is limited evidence that specifically examines pupils from a disadvantaged background, studies have shown that pupils who are</p>	1, 2, 6

	<p>low attaining typically receive additional benefits from peer tutoring.</p> <p>Peer-led tutoring approaches may help pupils to close gaps in their learning by offering targeted, peer-led support to consolidate within class learning, practice skills, and identify and overcome misconceptions. There is also some evidence to suggest that peer-led tutoring can offer tutors the chance to revisit and revise skills, prior knowledge, and develop metacognitive understanding of topics</p> <p>https://www.ase.org.uk/sites/default/files/Closing%20the%20Disadvantage%20Gap%20%28EEF%20Toolkit%29%20ASE%20IIS.pdf</p>	
--	--	--

Total budgeted cost: £ 176,120.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

<p>Attainment</p> <p>Higher attainment outcomes for PP than in previous years. Above National Average for disadvantaged children in reading (NA-62%). Below National Average in Writing (NA-58%) and in maths (NA-59%). Rising trajectory of attainment in reading, writing and maths.</p> <p>KS2 SATs results:</p> <p><i>Reading 73% (was 65% 2023), Writing 55% (was 54% 2023), Maths 55% (was 52% 2023). Combined 48% (was 46% 2023 and 36% 2022).</i></p> <p>Above National Average for Disadvantaged children combined attainment 2024 (46%)</p> <p>Rising attainment for Non- PP means that an attainment gap remains; however this is closing in all year groups apart from Y1 and Y5. Strategies in Y1 are focused around improving transition from EYFS as children have struggled with the jump to formalised learning this year. EYFS and KS1 lead working closing to improve transition for September 2025. Y5 non-PP students are high attainers. Y5 attainment is higher than in other year groups. Small group tuition for PP students is now in place to ensure gaps are targeted before children reach year 6.</p> <p>Progress</p> <p>PP progress in-line or above progress of non-PP children in reading, writing and maths.</p> <p>Reading - PP +0.3 / non-PP +0.2</p>

Writing – PP +0.1 / non-PP +0.2

Maths – PP +0.3/ non PP +0.3

Pixl question level analysis has enabled planning and interventions to be much more targeted allowing gaps to be closed quickly. Pixl is now embedded across the school from Y2-Y6. By targeting the largest gaps first, we were able to ensure the most significant gaps are closed so year on year, this should continue to reflect in an increasing number of PP children achieving expected standards in RWM. Constant regrouping and rigorous data analysis enabled the children to make more progress than in previous years. Pixl will now be used to ensure PP tuition is tailored to close specific gaps quickly. Tuition groups are smaller so children in the groups share similar gaps. This is accelerating the progress of all PP children off track to reach expected standards by the end of the academic year.

Reading and vocabulary

Dec 2024 updates

Current PP data shows children are making expected progress in 'reading age' in

Year 3 = +5 months progress

Year 4 = +12 months progress

Year 5 = +5 months progress

Year 6 = +6 months progress

PP have made more progress in reading than non-PP. Average +2% pp.

High quality, age appropriate texts are now mapped out to ensure a wider coverage of explicitly taught vocabulary across the school. All children from EYFS-Y6 are exposed to ambitious 'words of the week' and pupil voice shows that children can recall and define these words. Both reading and writing lessons have explicitly taught and modelled vocabulary daily. All pupil premium children who are off track for reaching expected standards in reading or writing read with an adult daily to improve vocabulary and comprehension. This year, Wellcomm speech and language toolkit is being used to identify vocabulary gaps; all children that flag as red receive daily intervention to build vocabulary.

Welfare

Dec 2024 updates:

- Monitored weekly by SLT.
- Welfare Solutions brought in to aid with PCM meetings and tracking of persistent absentees and to share expertise.
- 94.5% PP attendance 95.5% non-PP attendance for year.

PP attendance was 94% last year.

Welfare and pastoral teams continue to provide a broad range of support for students facing mental health difficulties. Our robust monitoring of student welfare ensures that all students have the support they need to be happy and successful in school as evidenced by our attainment figures.

Attendance

Average PP attendance has increased since last year and is now broadly in-line with Non-PP attendance. However, a small number of PP children are persistent absentees. We are working closely with these children and their families to support them with access help from external agencies. Our

pastoral team continue to provide as much support as possible to remove and reduce barriers to attendance for all children.

Cultural Capital

All PP children have accessed trips, and a broad range of clubs both within and outside of the school day. Trips are mapped out to ensure an extensive range of opportunities are on offer for children as they progress through the school. We continue to support and encourage all PP children to attend clubs and trips whenever a barrier is identified.

Conclusion

We continue to strive for the best possible outcomes for all disadvantaged students. By closely monitoring the progress of individuals and identifying their gaps, we are able to ensure that all children reach their full potential. Learning walks evidence quality first teaching across the school with positive discrimination being used to accelerate the progress of disadvantaged children. The rising trajectory of results for disadvantaged children evidences the impact of the strategies in place. We continue to adapt and refine our approaches based on data and evidence findings to ensure the best possible outcomes for all disadvantaged children.

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
Times table Rockstars	Times Tables Rock Stars (trockstars.com)
SATS Companion	SATs Companion Year 6 Catch Up Year 6 Intervention KS2 Practice
Boom Reader	Boom - Teacher Portal (boomhub.app)
PiXL	The PiXL Club - PiXL Primary
Steplab (instructional coaching)	Steplab Login (ambition.org.uk)
Votes for schools	VotesforSchools - Personal Development, SMSC & PSHE