

# 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	Monks Coppenhall Academy & Nursery
Number of pupils in school	562 (excluding Nursery)
Proportion (%) of pupil premium eligible pupils	35% (excluding Nursery)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2022 - 2025
Date this statement was published	Autumn 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Carl Leech, Principal
Pupil premium lead	Robert Alcock, Vice Principal
Governor / Trustee lead	Gordon Fairbairn – Pupil Premium Governor Julie Alexander-Orrell – Pupil Premium Trustee

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£229,890
Recovery premium funding allocation this academic year	£23,635
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£253,525

## Part A: Pupil premium strategy plan

### Statement of intent

At Monks Coppenhall Academy, we recognise through our internal data and tracking that disadvantaged children have lower attainment than their peers. It is our intention that all children, irrespective of their background or any challenges they face, make at least good progress and achieve well in relation to their starting points across all subjects.

Reception baseline data for September 2022, shows that in Literacy 30% of disadvantaged children were working at expectation, compared to 50% of non-PP. A gap was also evident in mathematics, with 30% of disadvantaged children working at expectation, compared with 63% of non disadvantaged.

Studies show that in some socially disadvantaged areas around 50% of five year olds have significant language delays. The WellComm language screening results from 2021 indicate that only 33% of pupils entered Monks Coppenhall academy with age appropriate language skills and that 30% of pupils entered the academy with significant language delays (pupils learning EAL not included).

At the end of Key Stage One and Key Stage Two (2021-22), a smaller percentage of disadvantaged children achieved the expected standard in reading, writing and mathematics when compared to non-PP.

In 2021-22, at the end of Key Stage Two, a greater percentage of disadvantaged children achieved greater depth in mathematics and reading compared to non-PP. However, non-PP children outperformed PP in writing (% at greater depth). At the end of Key Stage One, non-PP children outperformed PP children in all subjects when looking at greater depth.

Internal mental health and wellbeing assessments have identified a large number of children who require additional intervention for Social Emotional and Mental Health (SEMH). In addition, we will consider the challenges faced by vulnerable children, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

We adopt a tiered approach to supporting disadvantaged children with Quality First teaching at the heart of everything we do. Through formative and summative assessment, children are identified for targeted support through evidence-based interventions and tutoring. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged

children in our school (EEF Guide to Pupil Premium Autumn 2021). It is our intention that non-disadvantaged children’s attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for children whose education has been worst affected, including non-disadvantaged pupils.

To ensure our approach is effective we will:

- set challenging work for disadvantaged children
- assess children early in order to intervene promptly
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve through staff appraisal and pupil progress meetings

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with children indicate a vocabulary deficit on entry to school and underdeveloped oral language skills among many children. These are evident from Reception through to Year 6 and in general, are more prevalent among our disadvantaged children than their peers. This impacts on their ability to fully comprehend and understand age-appropriate texts.
2	Assessments, observations, and discussions with children suggest disadvantaged children have generally attained lower in reading, writing and mathematics than their peers.
3	On entry to Reception, disadvantaged children arrive below age-related expectations in all areas and lower than non-disadvantaged.
4	Our assessments (including ‘Me and My feelings’ questionnaire), observations and discussions with children and families have identified social and emotional issues for many children and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.  As a result, markedly more children have been identified for additional support through wellbeing programmes, the mental health support team and in addition a large increase in Early Help assessments led by our Family Link Workers.
5	Our attendance data indicates that attendance and punctuality among disadvantaged children is lower than for non-disadvantaged children.  A greater percentage of disadvantaged pupils have been ‘persistently absent’ than their peers during the academic year 2020-21 and 2021-22. Our assessments and observations indicate that absenteeism is negatively

	impacting some disadvantaged pupils' progress in reading, writing and mathematics.
6	As a result of high levels of deprivation in the local area, many of our disadvantaged children do not always to access cultural capital experiences and opportunities.

## 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
Improved oral language skills, vocabulary and reading amongst disadvantaged children.	Assessments and observations indicate significantly improved oral language among disadvantaged children.  This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved writing attainment among disadvantaged children.	KS2 writing outcomes in 2024/25 show that at least 60% of disadvantaged children in this cohort met the expected standard.  (52% of disadvantaged children in this cohort also have Special Educational Needs)
Improved outcomes for disadvantaged children in Reception.	An increase in the percentage of disadvantaged children achieving the 'expected' level at the end of the EYFS in relation to their baseline assessment.  75% of disadvantaged children achieve the 'expected' level at the end of EYFS.  Nursery PP children have been targeted for extra support.
Improved maths and reading attainment for disadvantaged children at the end of KS2.	KS2 outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard for reading and 65% in maths. This is from the below or well below age related expectations on entry to school. By the end of KS2 the attainment gap will have reduced and these children will be more in line with their non-pp peers.
To achieve and sustain improved wellbeing for all children in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent questionnaires and teacher observations</li> <li>• quantitative data (e.g. 'Me and My Feelings', Southampton Score, Boxall Profile)</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged children</li> </ul>

<p>To achieve and sustain improved attendance for all children, particularly our disadvantaged children.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"><li>● the overall absence rate for all children being no more than 4%, and the attendance gap between disadvantaged children and their non-disadvantaged peers being reduced by 1.7%.</li><li>● the percentage of all children who are persistently absent being below 8% for disadvantaged.</li></ul>
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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: £19,323**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Participation in the Raising Attainment for Disadvantaged Youngsters (RADY) Programme for Year 3 children.</p> <ul style="list-style-type: none"> <li>● Equitable approaches to teaching and learning are planned.</li> <li>● Teachers apply the concept of proportional representation into their practice (e.g. questioning, groupings, levels of challenge etc.)</li> </ul>	<p>The programme is designed to gain a thorough knowledge of disadvantaged children and explore what is hindering their attainment, with a focus on diagnosing pupils' needs.</p> <p><a href="#">Improving Literacy at Key Stage 2 EEF – Recommendation 6</a></p>	<p>1, 2 &amp; 5</p>
<p>Delivery of 'Ready Steady Write' and 'Ready Steady Comprehension' English programmes.</p> <p>(Subscription and training costs)</p>	<p>Steps to Read provides a clear teaching sequence to reading sessions that explicitly teaches reading skills and strategies in a cumulative way through evidence-based approaches.</p> <p>Read to Write empowers teachers to provide high-quality teaching of writing through children's high-quality literature (Vehicle Texts). The units of work centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities.</p> <p><a href="#">Improving Literacy at Key Stage 2 Guidance Report EEF</a></p> <p><a href="#">Improving Literacy in Key Stage 1 Recommendation 1, 4 and 5</a></p>	<p>1, 2, 3</p>
<p>Purchase of 'Accelerated Reader' for use from Year 2-6.</p> <p>Children will take half-termly assessments to ensure that they are</p>	<p>Accelerated Reader (AR) is a reading management and monitoring programme that aims to foster independent reading. The internet-based software assesses reading age, and suggests books that match pupils' needs and interests.</p>	<p>1, 2</p>

<p>reading books that match their needs.</p>	<p>Pupils take computerised quizzes on completion of a book to check understanding.</p> <p><a href="#">EEF Accelerated Reader Project</a></p> <p><a href="#">EEF Accelerated Reader – What does the research tell us?</a></p>	
<p>Purchase of standardised diagnostic NTS assessments.</p> <p>Mentoring for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1, 2
<p>Embedding Word Aware and metacognitive approaches across the school to consolidate understanding and extend vocabulary.</p> <p>We will retrain staff and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests children in areas of high deprivation are language deprived. Research has found that disadvantaged pupils have been worst affected by the impact of the pandemic. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">Improving Literacy at Key Stage 2 Guidance Report EEF</a></p> <p><a href="#">Preparing for Literacy Improving communication, language and literacy in early years Guidance Report</a></p> <p><a href="#">Why Closing the Word Gap Matters -Oxford Language Report</a></p>	1, 2
<p>Continuation of Read Write Inc spelling programme from Year 2-6 through high quality CPD/resources</p>	<p><a href="#">Improving Literacy in Key Stage 1 – Strand 6</a></p> <p><a href="#">Improving Literacy in Key Stage 2 (2<sup>nd</sup> Edition) – Strand 5</a></p>	
<p>Purchase access to a <a href="#">DfE validated Systematic Synthetic Phonics and Spelling programme</a> (RWI) to secure stronger phonics teaching for all children.</p>	<p>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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Continuation of the 'Mastering Number Programme' in Reception, Year 1 and Year 2 (developing number sense and fluency with calculation).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics.</p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Early Years and Key Stage One</a></p> <p>Teaching of Mathematics, drawing on evidence-based approaches:  <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>	<p>1, 2, 3</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

**Budgeted cost: £122,573**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Participation in the Raising Attainment for Disadvantaged Youngsters (RADY) Programme for Year 3 children.</p> <ul style="list-style-type: none"> <li>Adjusted target setting with the aim of reducing attainment gaps between PP and non PP</li> <li>Forensic analysis to determine gaps in knowledge, skills and understanding in order to target teaching and support</li> </ul>	<p>The programme is designed to gain a thorough knowledge of disadvantaged children and explore what is hindering their attainment, with a focus on diagnosing pupils' needs.</p> <p><a href="#">Improving Literacy at Key Stage 2 EEF – Recommendation 6</a></p>	<p>1, 2, 4 &amp; 5</p>
<p>Additional phonics sessions targeted at disadvantaged children who require further phonics support. This will be delivered through the Read Write Inc programme, including the bottom 20%.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">Read Write Inc Research and Evidence</a></p>	<p>2</p>



<p>'Ready Steady Jump' reading intervention programme, delivered by trained teaching assistants.</p>	<p>The 'Ready Steady Jump' approach is tailored to the needs of individual children with a focus on comprehension strategies. This is delivered by trained teaching assistants through 1:1 sessions, four times a week, over a period of 10 weeks.</p> <p><a href="#">Improving Literacy at Key Stage 2 Guidance Report EEF – Recommendation 7</a></p>	<p>1, 2</p>
<p>Providing school-led tutoring for targeted children in reading, writing and maths.</p> <p>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>
<p>Speech and Language support for targeted children, delivered by a qualified Speech and Language Therapist and Assistant.</p>	<p>There is a strong evidence base that suggests children in areas of high deprivation are language deprived. Research has found that disadvantaged pupils have been worst affected by the impact of the pandemic. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils.</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 3</p>
<p>Targeted reading interventions delivered by high quality teaching assistants to address gaps in learning.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3</p>

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

**Budgeted cost: £113,924**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Participation in the Raising Attainment for Disadvantaged Youngsters (RADY) Programme for Year 3 children.</p> <ul style="list-style-type: none"> <li>Ensuring proportional representation in school events, activities, clubs, roles and responsibilities.</li> </ul>	<p>The programme is designed to gain a thorough knowledge of disadvantaged children and explore what is hindering their attainment, with a focus on diagnosing pupils' needs.</p> <p><a href="#">Art Participation EEF</a></p>	6
<p>Use of drama (through an external provider - Artis) to promote creative writing and confidence in writing skills, including the development of vocabulary</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p><a href="#">Arts Participation</a></p>	2, 4, 6
<p>Individual and small group music tuition for disadvantaged pupils (Love Music Trust, Music 4 Life and specialist music teacher)</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p><a href="#">Arts Participation</a></p>	4, 6
<p>Implementation of mental health and emotional wellbeing support through bespoke interventions (e.g. Art Therapy, ELSA, Next Steps, Magic Carpet, Friendship Terrace, MHST) in order to equip children with the tools and resources to address mental health challenges that interfere with life, learning and wellbeing</p>	<p>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><a href="#">Social and Emotional Learning Toolkit - EEF</a>  <a href="#">The Impact of Emotional Literacy Support Assistant Cheshire East (ELSA)</a></p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	4
<p>Whole staff training on behaviour management and anti-bullying approaches (KIVA) with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	4, 5
<p>Employment of Family Link Workers and bilingual teaching assistants, working with parents and children.</p>	<p>Engaging with parents is crucial when supporting families in crisis and supports children's attendance and emotional wellbeing.</p>	4, 5, 6

	<p>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>Home-School Link Worker – <a href="#">Mentoring Toolkit EEF</a></p>	
<p>Embedding principles of good practice set out in the DfE’s Working Together to Improve School Attendance 2022, including assisted places at Breakfast Club and commissioning of an Education Welfare Management Officer.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="#">Improving school attendance: support for schools and local authorities EEF Report – Breakfast Clubs</a></p>	5
<p>Lunchtime and after-school clubs delivered by a specialist PE provider.</p>	<p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs.</p> <p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</p> <p><a href="#">Physical Activity EEF</a></p>	4, 5, 6
<p>Provide enrichment opportunities and activities (e.g. Love Music Trust, New Vic Theatre, Residential visits, Hi-Impact Computing, workshops)</p>	<p>Addressing the cultural capital deficit for some disadvantaged children.</p>	4, 6
<p>Help towards the cost of educational trips or visits for disadvantaged children.</p>	<p>Addressing the cultural capital deficit for some disadvantaged children.</p>	4, 6
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

**Total budgeted cost: £255,820**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

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

#### **Academic Year 2022-23 Review**

##### **Attendance**

	All	Disadvantaged
School	94.3%	93.1%
National*	93.8%	91.3%

\*Based on Fischer Family Trust (FFT) national data

The attendance of disadvantaged children has continued to improve and was significantly above FFT national at 1.8%. Persistent absence has reduced and was 18.7% for the academic year 2022-23, which was an improvement from the previous year (2021-22) of 40%.

However, disadvantaged children do not attend as well as all pupils and this continues to be a focus of weekly attendance analysis and subsequent actions.

##### **Early Years**

At the beginning of the Autumn Term (2022-23) 30% of PP children were on track for Literacy and 30% were on track for mathematics. By the end of the year, this had risen to 59% for Literacy and 71% for maths. 50% of PP children achieved a good level of development compared to 62% for the whole cohort. 51.6% of children eligible for Free School Meals achieved GLD.

##### **Phonics Check (Year 1)**

	% achieved	<a href="#">National</a>
All pupils	87%	75%
Disadvantaged	52%	62%
Non disadvantaged	92%	80%

Ongoing 'Read Write Inc' CPD is in place for all teachers, including those who are new to the department or role. Children in Reception-Year 2 who are in the bottom 20% for attainment, including those who are disadvantaged, are receiving daily 1:1 intervention to support progress in retention of sounds and application of phonetic knowledge. Phonics workshops have been hosted to empower parents/carers to support at home and all disadvantaged children in Reception have been given resources to support this.

##### **Key Stage One Attainment**

Outcomes	Reading			Writing			Mathematics		
	Below ARE (%)	Exp Standard+ (%)	High Standard (%)	Below ARE (%)	Exp Standard+ (%)	High Standard (%)	Below ARE (%)	Exp Standard+ (%)	High Standard (%)
All Pupils:76	38%	62%	14%	39%	61%	1%	33%	67%	20%
Disadvantaged:23	44%	56%	13%	47%	53%	0%	42%	58%	12%
Non-disadvantaged:53	36%	64%	15%	37%	63%	2%	29%	71%	24%
National 2023 (all pupils)	31%	69%	19%	39%	61%	8%	28%	72%	17%

In Year 2, disadvantaged children in KS1 did not attain as well as their non-disadvantaged peers. However, the percentage of disadvantaged children achieving the expected standard was in line with [national statistics](#) in reading (school 56%; national 54%) and maths (school 58%; national 56%). Writing outcomes were above national statistics (school 53%; national 44%).

### Key Stage Two Attainment

Outcomes	Reading			Writing			Mathematics		
	Below ARE (%)	Exp Standard+ (%)	High Standard (%)	Below ARE (%)	Exp Standard+ (%)	High Standard (%)	Below ARE (%)	Exp Standard+ (%)	High Standard (%)
All Pupils:61	30%	70%	31%	30%	70%	7%	25%	75%	18%
Disadvantaged:22	48%	52%	5%	56%	44%	0%	44%	56%	5%
Non-disadvantaged:39	17%	83%	37%	11%	89%	11%	11%	89%	26%
National 2023 (all pupils)	29%	73%	29%	27%	71%	13%	27%	73%	23%
National Disadvantaged		60%			58%			59%	

The attainment of disadvantaged children is in line for mathematics (Exp+) and below for reading and writing. It is worth noting that many of the disadvantaged children in this cohort have multiple barriers to learning (e.g. SEN, EAL, social care involvement).

### Key Stage Two Progress

Progress from KS1 to KS2 is average for disadvantaged children. However, analysis shows that children with only one barrier (PP) perform commensurate to their non-PP peers. See table below for pupils with KS1 data.

2023	No of Pupils	Reading Progress	Writing Progress	Mathematics Progress
All Pupils	54	1.7	0.3	1.6
All Disadvantaged Pupils	20	1.2	- 1.6	0.8
Disadvantage pupils without SEND	13	2.2	0.2	0.7

### Teaching Strategies

NTS tests continue to be used alongside daily formative assessments to inform future planning and to track progress over time.

Monitoring of reading and writing shows that rich vocabulary is being introduced and discussed through 'Ready Steady Comprehension' and 'Ready Steady Write' lessons. Word Aware is also embedded across the school and used in foundation subjects.

The Mastery Approach to mathematics is being engaged with by all Reception/KS1 teachers and training has been delivered to all staff through White Rose Maths. Assessments show that children are developing their understanding of number facts and the composition of numbers.

### Targeted Support

The use of additional phonics sessions with the 'bottom 20%' of children, some of whom were disadvantaged children, has impacted on progress in reading, as evidenced through their assessments and book bands.

Pupil progress meetings were used to identify children who would benefit from additional tutoring, delivered by teachers or qualified teaching assistants (School Led) or through Connex Education (Tuition Partner). Impact reports from each group have been received and used to inform future planning. On average, based on NTS summative tests, disadvantaged children made accelerated progress as a result of taking part in tutoring. Additional interventions have been delivered by teaching assistants and progress has been tracked. 77 disadvantaged children have benefited from additional reading support this academic year.

Speech and Language Therapy was being delivered to 20 disadvantaged children at universal, targeted, and specialist levels. In addition, teaching staff are empowered to support pupils' speech and language development through working with the academy SALT, receiving communication sheets for pupils in their class who are on the SALT caseload, training, and having regular access to the academy SALT for advice and support.

Children in Early Years and KS1 continue to access Artis sessions. Disadvantaged children have the opportunity to attend an additional lunchtime club aimed at developing creativity and vocabulary through drama.

Love Music Trust, Music 4 Life and a specialist music teacher delivered small group and individual music lessons, including disadvantaged children.

### **Wider Strategies**

Targeted Mental Health and Wellbeing support has been provided by four ELSAs (Emotional Literacy Support Assistants), the Mental Health Support Team and the Academy's trainee Art Therapist. Children are referred by class teachers or after completing the 'Me and My Feelings' questionnaire. Our two 'Family Link Workers' also work with our most vulnerable children to develop trusting relationships and provide wellbeing support. 72 disadvantaged children received support during the last academic year.

The school continues to engage with a commissioned Education Welfare Management Officer. During the year 2022-23, the persistent absence of all children has decreased, including those in receipt of PP. The revised Attendance and Punctuality Policy has been successful in implementing the guidance contained in 'Working Together to Improve School Attendance' (DFE). Attendance for all groups continues to improve.

Enrichment opportunities for disadvantaged children are continuing to address the cultural capital deficit through lunchtime clubs, residential visits, trips, inspirational speakers, workshops and musical performances. 61% of disadvantaged children attended a lunchtime club and, on average, 26% attended an extra-curricular after school club.

School visits and residential visits continue to be subsidised.

## Externally provided programmes

Programme	Provider
Not applicable	