

# Pupil premium strategy statement – *Silver Springs Primary Academy*

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	395
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2022/3 – 2024/5
Date this statement was published	Dec 23
Date on which it will be reviewed	Dec 24 (with regular interim reviews)
Statement authorised by	D Mason
Pupil premium lead	D Mason
Governor / Trustee lead	W Saville

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 234,255
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>	£ £21,330
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£ 0
<b>Total budget for this academic year</b> <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>	£255,585

# Part A: Pupil premium strategy plan

## Statement of intent

Pupil Premium funding is used to support a raft of interventions specifically targeted at the children with pupil Premium in the Academy. As just over half of the pupils in the Academy are covered by this (48%) there are some large-scale interventions and principles outlined below.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

The key principles of the use of our Pupil Premium funding are addressing individual need and equality of opportunity where there are difficult circumstances and providing strong additional academic support for our Pupil Premium students with the allocated funding.

Pupil Premium is an identified and monitored attribute for children at a whole school and departmental level. All teaching staff are aware of these children within their classes and are asked to be mindful of when and where support needs to be drawn from the funding to provide equality of opportunity.

We are aware of the principles outlined in the EEF guidance for Pupil Premium and have designed our strategy with these in mind.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Complex Family Needs</p> <p>Data for the end of the academic year showed that 1.1% of children in the school are Looked after compared to 0.76% of children across Tameside. 2.3% of children in the school are subject to child protection plans compared to 0.39% locally and 4.5% of children are subject to Early Help Strategies compared to 1.33% of Tameside children. Of our</p>

	pupil premium cohort over 95% of children are currently eligible for free school meals, which now represents over 50% of the whole school population.
2	<p>Attendance and Punctuality</p> <p>Historically absence rates have been higher than national averages for the school as a whole and for those eligible for pupil premium. However, during the last academic year we saw a significant decrease in the same figure, bring us closer to national averages.</p> <p>The group with the lowest attendance are children eligible for Free School Meals and those with an EHCP, where there are health needs. Persistent Absenteeism continues to be higher than national. A number of families have made significant improvements to their attendance as a result of initiatives led by our Attendance Team.</p>
3	<p>Social, Emotional and Mental Health</p> <p>25+ children currently in school receive support for their Social, Emotional and Mental Health needs at various levels.</p>
4	<p>School Readiness / Speech and Language</p> <p>The large majority of children enter the Foundation Stage with Speech and Language that is below the expected level for their age. Some enter with language as low as 11 to 16 months, having only one- or two-word utterances on assessment. Speech sound pronunciation is a limiting factor in progress in phonics. Over generalisation and limited vocabulary are both factors that limit progress in reading and writing.</p>
5	<p>Home Learning Environment / Readiness to Learn</p> <p>For significant numbers of children, home support for learning is a struggle. Many parents lack the confidence, organisation and skills to provide the kind of support needed for learning at home. This prevents children from consolidating learning or extending learning done in school. Restricted access to educational IT and internet in the home and wider experiences out of school time also have a bearing on children's wider vocabulary, general knowledge and confidence in a wide range of social situations.</p>
6	<p>Complex Learning Needs</p> <p>Those children with SEND are doubly disadvantaged. Their circumstances mean that they have additional SEMH or family</p>

	circumstances that make addressing their needs more complicated. Some parents may not have the skills to support them sufficiently well. 3.4% of children have Education, Health and Care Plans compared to 1.9% in mainstream primary schools nationally.
7	FSM and LAC pupils don't do as well KS1 writing and KS1 maths and Phonics

## Intended outcomes

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

Intended outcome	Success criteria
To improve outcomes for disadvantaged pupils in EYFS	10% increase in disadvantaged children achieving GLD
To improve outcomes in Communication and Language for disadvantaged group	The percentage of disadvantaged children completing the Wellcomm Programme is 80%+
To increase the percentage of disadvantaged children achieving the phonics pass mark	% of disadvantaged cohort achieving the phonics standard is at least in line with disadvantaged cohort locally and nationally
To improve the attendance and punctuality of the disadvantaged cohort	The attendance of disadvantaged children is above the national average for disadvantaged children The percentage of PA children in the disadvantaged group decreases year on year
To improve outcomes for the disadvantaged cohort in Reading and Maths at the end of Key Stage Two	% of disadvantaged children achieving Reading and Maths is in line with the percentage of children achieving writing and SPAG
To ensure that learning and conduct behaviour of FSM6 and LAC children does not negatively impact on other children's learning	Zero FSM6 and LAC exclusions
To improve the quality of provision for FSM6 children with additional needs	80%+ Disadvantaged SEND cohort achieve personal targets from interventions and targeted support and education plans.
To improve the well-being of the disadvantaged cohort	The outcomes for the well-being survey for the disadvantaged group are in line with their non-disadvantaged peers and national averages.

## 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: £ 60,775

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Additional phonetically decodable books</b> Ensure that all children have access to high quality sequenced phonetically decodable books to take home.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	4 7
<p><b>First Class Phonics</b> Approved Systematic Phonics programme</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p>	4 7
<p><b>No More Marking</b> Supporting the assessment and teaching of Writing through comparative marking and using national comparisons to identify good practice and common errors</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a></p>	
<p><b>Learning by Questions Software</b> Supports formative assessment of children's learning / prior knowledge through independent access to retrieval questions enabling teachers to check children's understanding at key points in the lesson or sequence of lessons</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a></p>	4

<p><b>Additional 0.5 SENCO Non-classroom based</b></p> <p>Additional Time for SENCO to complete paperwork of referrals, EHCP applications, hold termly 4 plus 1 review meetings, quality assure provision and oversee provision mapping, support teachers with intervention planning</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	<p>6</p>
<p><b>Specialist EYFS SEND Teacher</b></p> <p>0.4 teacher will lead the delivery and development of our small specialist class for children with complex additional learning needs</p> <p>Meeting the needs of up to 8 children</p> <p>Provide a low stimulus consistent environment</p> <p>Supporting and preparing children for transition to Year One</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p> <p><a href="https://educationendowmentfoundation.org.uk/early-years-evidence-store/personal-social-and-emotional-development">https://educationendowmentfoundation.org.uk/early-years-evidence-store/personal-social-and-emotional-development</a></p> <p><a href="https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language">https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language</a></p>	<p>6</p>
<p><b>Bug Club</b></p> <p>Annual software licence for online reading platform for KS1 and Year 3</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p>	<p>4 7</p>

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

Budgeted cost: £ 94,692

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><b>Additional Education Psychologist Time</b></p> <p>Priority given to additional Educational Psychologist time to assess disadvantaged SEND pupils</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p>	3
<p><b>10 days Speech and Language Therapist time</b></p> <p>Broker an NHS Speech and Language Therapist to screen all children in EYFS at the start of the year to ensure that all complex needs have referrals escalated for external support</p> <p>Also to ensure that we have a clear picture of all children's needs and that they are correctly placed on the intervention pathway that most suits their needs</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	4
<p><b>Wellcomm Programme</b></p> <p>Wellcomm teaching and assessment materials to support the delivery of the programme</p>	<p><a href="https://educationendowmentfoundation.org.uk/measures-database/wellcomm-the-complete-speech-language-toolkit">https://educationendowmentfoundation.org.uk/measures-database/wellcomm-the-complete-speech-language-toolkit</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p>	4

<p><b>Play Therapy</b></p> <p>Delivery of Therapeutic play for up to 32 children per year</p> <p>Diagnostic support for SENCO inc advice and guidance for next steps</p> <p>Meetings with parents with outcomes and recommendations</p> <p>1 to 1 Play Therapy options for up to 8 high needs children per year as appropriate to need including but not limited to Play therapy / Filial Therapy / Autplay /</p> <p>Contribution to SEND pathway applications / EHCPs</p> <p>Supervision of messy play delivered by school staff</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p> <p><a href="https://www.a4pt.org/page/Research">https://www.a4pt.org/page/Research</a></p>	<p>1, 3, 5, 6</p>
<p><b>Therapeutic Play Support &amp; Therapeutic Play Resources</b></p> <p>Additional TA time to support Messy Play sessions for 20 weeks 1 day per week</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p>	<p>1, 3, 5, 6</p>
<p><b>Emotional Literacy Support Assistant</b></p> <p>Learning Mentor will work primarily with disadvantaged children who have barriers to their learning and their families</p> <p>Learning Mentor will provide daily support children with additional</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p> <p><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a></p>	<p>3, 6, 1</p>



<p>needs who are subject to a behaviour plan</p> <p>Learning Mentor provides responsive and pre-emptive support for children with identified SEMH needs</p> <p>Learning Mentor will be trained in the delivery of therapeutic and SEMH interventions</p> <p>Learning mentor will be trained in parenting support and attachment</p>		
<p><b>Better Reading Partnerships TA</b></p> <p>Additional TA hours to provide Guided Reading Sessions for Y2 and Y3 children</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p><a href="https://sites.edgehill.ac.uk/everychildcounts/better-reading-support-partners/">https://sites.edgehill.ac.uk/everychildcounts/better-reading-support-partners/</a></p>	4, 6, 7
<p><b>First Class at Number</b></p> <p>Additional TA to support Maths catch up in Year 2 and 3</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p><a href="https://sites.edgehill.ac.uk/everychildcounts/eef-trial-1stclassnumber/">https://sites.edgehill.ac.uk/everychildcounts/eef-trial-1stclassnumber/</a></p>	4, 6, 7
<p><b>Phonics Catch Up Interventions</b></p> <p>Additional TA to support Phonics catch up in Y1 to Y3</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	4, 6, 7

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

Budgeted cost: £ 108,641

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Family &amp; Community Engagement Co-ordinator</b></p> <p>FaCE co-ordinator provides concentrated support for hard-to-reach families. In addition, this member of staff co-ordinates the delivery of courses for parents and families. She also leads on persistent absenteeism and supports families on CP Plans and EHPs. She is able to co-ordinate Early Intervention via Team Around the School meetings. This member of staff leads on Child Protection Training and co-ordinates and monitors training records of the staff.</p> <p>This member of staff also takes the lead on referrals for Emotional Support and Play Therapy</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p> <p><a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education--2">https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</a></p> <p><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	1, 2, 3, 5
<p><b>Safeguarding Network Subscription</b></p> <p>Training resources and Safeguarding forum subscription – wider use of this package for online training to ensure that all staff have the knowledge they need to identify vulnerability and recognise signs of concern</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	1, 3
<p><b>Safeguarding Reporting</b></p>	<p><a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education--2">https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</a></p>	1, 3

<p><b>Software</b> CPOMS Software package enabling school to monitor and respond to all safeguarding concerns</p>		
<p><b>SSS Learning</b> Online on demand CPD for Safeguarding to ensure that we have a broad range of safeguarding training readily available for staff, new staff, students etc and we are able to respond to local themes</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	1, 3
<p><b>Attendance Assistant</b> Attendance Assistant deals with all admin directly related to attendance, ensuring that procedures are effective in recording and reporting absence and reasons for absence and that appropriate referrals and proceedings are implemented.</p> <p>The attendance assistant will record all details collate information to enable FACE co-ordinator and senior leaders to identify patterns and trends.</p> <p>Effective follow up of Fixed penalty notices for parents taking children out of school during term time.</p> <p>Direct work with EWO to follow up Attendance Improvement Plans.</p>	<p><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a></p> <p><a href="https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence">https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence</a></p>	2
<p><b>Breakfast Club Subsidy</b> The aim of breakfast club is to improve</p>	<p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a></p>	1, 2, 3, 4, 5, 6

<p>attendance and punctuality of targeted children and to support parents returning to work ensuring that all these children have a nutritious breakfast and a structured calm start to the school day, as well as providing additional opportunities for physical activities, social play, support with reading and homework / peer mentoring etc</p>		
<p><b>After School Nature Beanz Clubs</b> Delivery of outdoor pursuits activities for children out of school hours, focused on the development of relationships between children, and support for forest school type activities</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	<p>1, 2, 3, 4, 5, 6</p>
<p><b>School Visits Subsidy</b> Subsidy for all children for educational visits and Robinwood to ensure that the parental contribution requested for each trip is kept as low as possible and where needed to fund paid places for Pupil Premium children, whose parents cannot afford to contribute.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p>1, 2, 3, 5</p>
<p><b>Well Together / Bounce Together</b> Enables us to monitor the well-being of our children in a meaningful way throughout the year</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p> <p><a href="https://www.well-together.co.uk/measurement">https://www.well-together.co.uk/measurement</a></p>	<p>1, 3</p>
<p><b>Storytime Magazine</b> 1 x Annual Subscription per child in Year 3 and Year 4</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	<p>4, 5</p>

<p><b>First News</b></p> <p>Annual subscription to First News paper copies and online editions for children in Years 5 and 6</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	<p>4, 5</p>
<p><b>Making it REAL</b></p> <p>a professional development programme that trains early years practitioners to deliver home visits and literacy events to disadvantaged families, with the aim of improving children's early literacy development</p>	<p><a href="https://ncb.org.uk">Microsoft Word - Making it Real - formatted (ncb.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk">Making It REAL (2023/24 and 2024/25 trial)   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>4, 5</p>

**Total budgeted cost: £ 260,135**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The performance of our disadvantaged pupils in the previous academic year and how it has been assessed.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils

#### EYFS

Areas of Learning	Target	Actual	National	Tameside
<b>Communication and Language</b>	76	73	81	76
<b>Reading</b>	75	76	76	64
<b>Writing</b>	70	68	71	64
<b>Maths</b>	72	71	77	73
<b>GLD</b>	72	67	67	61

Overall Disadvantaged children's performance did not differ vastly to similar cohorts nationally. Their achievement was lower overall to non-disadvantaged pupils both in school and nationally, despite the fact that they made excellent progress from their very low starting points. Disadvantaged Boys attainment was much lower than the national average. 53% of our boys achieved a Good Level of Development (GLD) compared to 61% nationally. It is important to note that all of our EHCP learners in the cohort are boys, which had a significant impact of this figure.

If we take out the EHCP learners, that figure rises to 64% of boys achieving GLD, which is above the national average.

73% of learners achieved the standard in Communication and Language, compared to the national figure of 81%. Again, if we take out the EHCP learners (all of whom have primary need relating to Communication and Language) this figure rises to 80% in line with National average.

#### Interventions

Despite there being no SALT, staff in EYFS have a great deal of expertise in Speech and Language Development and we implement two evidence-based programmes, WELLCOM and NELI (Nuffield Early Language Intervention.) Staff have a systematic approach to these programmes and this is in part why the result is not lower. We have budgeted for 10 days SALT for 2023 - 2024 to support with on-entry screening and early referrals.

#### PHONICS

Year Group	Target	Actual	National	Tameside
EXS	80	75	79	75
Y2	92	89		

**Context of the cohort:**

Contextually, 28% of the Year One cohort have been identified as needing additional support due to SEND. 21% of children have English as an additional language, which is in line with the national average, but significantly higher than other year groups in school. Fewer children than in other years groups are eligible for Free School Meals (47%), but this figure is still twice the National Average. In addition, the school admitted two children with additional needs at the start of the Phonics Testing Window in early June, which did impact on overall final outcomes.

### Overview

Overall, Phonics results were very pleasing with 28% of children achieving full marks on the screening check; which indicates that we have a sound curriculum and strong teaching. 42% of our children score 38 to 40 on the test compared to 35% locally. However disadvantaged children did less well than their non-disadvantaged peers.

### Significance

The outcomes for the two disadvantaged late starters have pulled the overall total down to 75%. Minus these two children, the outcome improves to 78.3% which is in line with the National Average of 79%.

Average word increase from on entry of children with a score of 31 or less (on entry to EOY): 13

The disadvantaged children who did not achieve the pass mark will receive intense intervention in Year Two and will re-sit in June 2024.

### KS1

Subject	Target	Actual	National	Tameside
Reading EXS+	67%	55%	68%	66%
Reading GDS	18%	14%	19%	13%
Writing EXS+	61%	56%	60%	56%
Writing GDS	8%	9%	8%	3%
Maths EXS+	73%	70%	71%	68%
Maths GDS	15%	14%	16%	12%
Combined EXS+	54%	53%	56%	
Combined GDS	6%	7%	6%	

### Key Points

#### Disadvantaged Group

Results for the disadvantaged cohort were significantly lower in Reading than disadvantaged and non-disadvantaged groups locally. A significant factor in this performance indicator is the fact that 47% of our disadvantaged group are also SEND. Of the Non-SEND children within this group 76% achieved the expected standard, which is higher than non-disadvantaged children locally (70.8%). This evidence suggests that the issue here is not disadvantage but SEND. However, evidence for three of these children with the most complex needs shows that they actually performed better in Reading than other subjects, despite being below the expected standard in all areas. We are confident that our interventions for reading lead to good progress from starting points for our SEND children.

#### Reading

Results in Reading (55%) were below the national average (68%) and below challenging targets. Mobility had a negative impact on our ability to meet the challenging targets set, as the evidence shows that many of the children who joined the cohort were lower ability than the children who left the year group, an

example of this is that 3 children joined the cohort with no spoken English having arrived from abroad, nonetheless these children made good progress from their starting points as seen in Phonics. Our reading benchmark testing data also shows that despite end of year SATs outcomes the disadvantaged children in Year Two have made better than "expected" progress from their starting points at the beginning of the year: 73% of children made more than 12 months progress in their reading age.

A curriculum factor that we will explore further this year is the high priority given to learning phonics in Reception and Year One, which means that less curriculum time can be devoted to teaching other decoding and comprehension strategies e.g. through guided reading. Furthermore, we will also investigate how we can further combat the fact that children now have less exposure to more complex sentences due to the nature of phonetically decodable books. We have already taken actions recommended by EEF to combat this, but we will look to see what more we can do. In addressing this we will be working with The Harmony Trust on a EYFS and KS1 Literacy Development Programme brokered by and funded by the Local Authority's PEIA plan.

A further impact of this is on reading stamina and words per minute reading speed. Some of our borderline children found it difficult with the amount of reading on the SATs paper and became tired and disinterested. Whilst there is no official time limit for the test, we would not want children to be sitting for a prolonged time with the paper.

Next year, we will be tracking wpm as well as comprehension through termly online assessment from FFT. The FFT Benchmarking Tests will give us a full picture of all aspects of children's reading and will inform our planning and intervention groups.

### Key Stage Two

Subject	Target	Apr 23 Prediction	Actual	National	Tameside
Reading EXS+	77%	67%	57%	73%	72%
Reading GDS	18%	13%	17%	29%	25%
Writing EXS+	73%	71%	70%	72%	69%
Writing GDS	10%	8%	4%	13%	8%
Maths EXS+	80%	71%	58%	73%	72%
Maths GDS	14%	13%	8%	24%	20%
Combined EXS+	71%	63%	42%	59%	57%
Combined GDS	6%	6%	0%	8%	4%
Grammar & Spelling EXS+			72%	72%	
Grammar & Spelling GDS			23%	30%	

In comparison to other year groups, this cohort was more ethnically diverse with 24% of children from other ethnic groups and 22% EAL, in line with the national averages. Mobility within the year was 17%. 31% of this year cohort joined after KS1 (ie during or after the Covid Disruption.) Of the children who joined mid-year in this year group 78% were EAL. 59% of the children were disadvantaged a quarter of these children were also SEND. 4% of children had an EHCP.

Disadvantaged pupils achieved significantly less well than their advantaged peers in Reading and Maths and combined results. Disadvantaged children achieved better in Writing and Grammar, Punctuation and Spelling, where their results were in line with their non-disadvantaged peers in school.

### Question Level Analysis



A deeper look at our disadvantaged children's responses showed us that they fared least well in the question domain that requires them to summarise more than one paragraph (reflective of the national picture). The children in the temporary teacher's class came out worst in this aspect. Teachers will continue to analyse the responses to the 2023 paper and any past papers used this year to inform future teaching.

In examining question level analysis in Maths, we can see that the children overall had a very strong knowledge of number and place value and calculation. The children did less well in aspects of maths that require them to apply this knowledge e.g. statistics, geometry, ratio and proportion.

Our evaluation of the approaches delivered last academic year indicates that impact of no speech and language therapist was detrimental to our outcomes at EYFS. We found that although we came to it late the Learning by Questions app was found to be particularly effective and something that we will seek to extend in the next academic year. Interventions around phonics and reading are effective and produce good results so should continue but a further look at the reading curriculum and the quality of teaching and learning in reading needs to take place.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations, but we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Nature Beanz After School Club	<a href="https://www.naturebeanzadventures.co.uk/">https://www.naturebeanzadventures.co.uk/</a>
First Class at Number	Every Child Counts
First Class Phonics	BC Education
BRP	Every Child Counts
Learning by questions	<a href="https://www.lbq.org/">https://www.lbq.org/</a>
No More Marking	<a href="https://www.nomoremarking.com/">https://www.nomoremarking.com/</a>
Play Therapy	<a href="https://playtherapy.org.uk/">https://playtherapy.org.uk/</a>
Wellcomm	GL Assessment
Well Together	<a href="https://www.bouncetogether.co.uk">https://www.bouncetogether.co.uk</a>

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A – no pupils currently eligible for SPPG at this school.
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A – no pupils currently eligible for SPPG at this school.