

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	September 23
School name	West Vale Academy
Number of pupils in school	101
Proportion (%) of pupil premium eligible pupils	42 (42%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Amanda Bennett (CEO)
Pupil premium lead	C Akroyd
Governor / Trustee lead	Debbie Shutter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,340
Recovery premium funding allocation this academic year	£8,700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£82,040

Part A: Pupil premium strategy plan

Statement of intent

At West Vale Academy, we believe that all children should reach their full potential, whatever their background or circumstances. We want all children to leave the school with the essential knowledge and skills that they need for future success encompassing the core values of care, share, discover and learn.

Our Pupil Premium strategy is informed by high quality research to ensure we provide the best possible route to improve the educational outcomes of children. This is done through a tiered model with focuses on

- *high quality teaching*
- *targeted academic support*
- *wider strategies*

We firmly believe that Quality First Teaching is the most important tool schools have to improve outcomes for disadvantaged pupils. With this in mind, our Pupil Premium Strategy will be rooted strongly in providing highly skilled staff to provide quality first teaching and learning. This will be matched with an equal emphasis on providing wellbeing support to ensure pupils are emotionally ready to learn. We aim to work with parents to form a partnership in ensuring that our disadvantaged children are offered wider opportunities and experiences through our curriculum design and to ensure parents are as fully involved as possible in encouraging and supporting their children to progress. Raising attendance for this group of children is a key factor in this.

Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments and observations indicate a significant gap in reading, writing and mathematics for the majority of our disadvantaged pupils.</p> <p>In writing, in some year groups (Y4 and Y5) non pupil premium are outperforming pupil premium children. Particular year groups of concern being Y4 (33% pupil premium at expected/greater depth) and Y5 (57% of PP children at expected or greater depth)</p> <p>In reading, there are particular year groups of concern such as current Y5 (64% pupil premium at expected/greater depth vs 89% of non-pupil premium children), current Y4 (67% vs 80% of non PP).</p> <p>In maths, there are particular year groups of concern such as current Y6 57% pupil premium at expected/greater depth vs 80% of non-pupil premium children), Y5 (50% vs 78% of non PP), current Y4 (67% of PP vs 80% non PP)</p>
2	Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	The indices of deprivation show that in the Greetland and Stainland ward 11.3% of children aged 0-15 are from income deprived families. As a school we have found through staff observations that financial barriers for parents affect their ability to provide wider experiences for their children.
4	43% of our Pupil Premium children are also SEND.
5	To increase parental engagement, particularly the percentage of pupil premium parents accessing school workshops and events.
6	In the academic year 2022-23 the attendance of pupil premium children was 91.85% and 95.51% for non-pupil premium (a gap of 4.34%). 25% of persistently absent children are pupil premium. We are keen to improve the attendance of PP children and reduce the persistent absentees as we feel this will also support challenge numbers 1,2 and 3.

Intended outcomes

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

Intended outcome	Success criteria
<p>Challenge 1</p> <p>Pupil Premium children's attainment progress and attainment in reading, phonics, writing and maths is equal to or greater the national data for pupil premium children.</p> <p>Where in school data evidences there is a gap between pupil premium and non-pupil premium peers this will be reduced (see above data).</p>	<p>Pupil Premium pupils achieve at or above national average progress scores in KS2.</p> <p>Attainment data shows Pupil Premium children are achieving at or above the national expectations in EYFS, KS1 and KS2.</p> <p>Data shows that the gap (where identified) has been reduced between pupil premium and non-pupil premium pupils by the end of the strategy plan.</p> <p>EEF 'five a day' will be introduced and embedded within all classrooms.</p>
<p>Challenge 2</p> <p>Disadvantaged pupils are exposed to a wider range of vocabulary across all areas of the curriculum which will become embedded into their written and spoken work.</p>	<p>Use of language screener in reception to identify gaps and deliver targeted interventions to address this.</p> <p>Consistent approach to teaching vocabulary across school.</p> <p>Disadvantaged pupils will use Tier 2 vocabulary in their written and spoken work.</p> <p>Accelerated progress for children where oracy interventions have been implemented.</p> <p>Through careful monitoring, pupils will be observed using higher level vocabulary in both spoken and written work.</p>
<p>Challenge 3</p> <p>Disadvantaged pupils will have access to a wider range of experiences through an enriching curriculum and access to extra-curricular activities</p>	<p>Extra-curricular clubs will be offered and supplemented to all disadvantaged pupils.</p> <p>A wider range of visits and visitors will take place throughout the year to expose children to wider cultures and events and provide them with experiences beyond the classroom.</p>

	Data will evidence the impact of the opportunities and experiences provided across the curriculum, including participation in clubs and events.
<p>Challenge 4</p> <p>Disadvantaged pupils, particularly those with SEND will make accelerated progress.</p>	<p>Lessons will be differentiated and adapted to ensure children's needs are target.</p> <p>Specific interventions linked to individual children's needs will be used consistently across the school in order that children can access appropriate support.</p> <p>There will be clear evidence of the gap being narrowed through learning walks, book looks and data drops. These will be ratified by our Academy Improvement Team during our 'typicality' weeks.</p>
<p>Challenge 5</p> <p>To increase parental engagement for PP children.</p>	<p>Coffee morning to further engage parents of disadvantaged parents in the use of our online learning platform and explore how 'home experiences' can be widened, e.g. free days out.</p> <p>Paper letters to support families with data issues</p> <p>Seesaw tracking evidences parental engagement.</p> <p>Attendance at school events and workshops show an increased level of parental engagement.</p>
<p>Challenge 6</p> <p>Improve the attendance of PP children to 95% + and reduce the number of persistent absentees for PP children (see above data)</p>	<p>Clear structure for contacting parents immediately where attendance drops below 95%.</p> <p>Attendance will be monitored regularly. Attendance for disadvantaged pupils, where attendance is below 95% will improve. Increased levels of attendance for PP children. Reduced levels of PP persistent absentees.</p> <p>Children, parents and staff surveys evidence positive attitudes to learning and behaviour. End of year data reflects good or better for progress vulnerable/pupil premium children.</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

Budgeted cost: £ 42,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training 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>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</p>	1
<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>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	1
<p>Strategic deployment of staff to enable single year group maths teaching in KS2.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p>	1

	<u>Improving Mathematics in Key Stages 2 and 3</u>	
Training and coaching on maths priorities linked to school improvement plan.	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><u>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</u></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><u>Improving Mathematics in Key Stages 2 and 3</u></p>	1
Professional development linked to EEF approaches on SEND 5 a day and metacognition due to SEND PP cross over.	<u>https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes</u>	1,4
Dedicated management time for robust analysis of PP data. Allowing for timely intervention to identify and address the causes of limited progress for PP learners in key subjects in key year groups. Time allocated to follow up on trends in data with lesson observations, book scrutinies and pupil interviews to identify next steps to allow for rapid progress.	<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><u>https://educationendowmentfoundation.org.uk/t/tiered-model/1-high-quality-teaching/</u></p> <p>The evidence supports that data analysis is important to identify areas of concerns within the data and pin point what element needs support/ addressing.</p> <p><u>https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2F</u></p>	1,4
Use of technology in order to support	<u>https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-</u>	5

high quality teaching and learning and to foster links between home and school.	reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216	
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2
Before and after school tutoring with school staff focused on reading and maths skills.	https://educationendowmentfoundation.org.uk/support-for-schools/making-a-difference-with-effective-tutoring	1
Management time to facilitate the release of staff member to support with coaching and mentoring on the teaching of reading skills.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1
Phonics coaching and ECT mentoring	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1

Targeted academic support

Budgeted cost: £ 20,510

Activity	Evidence that supports this approach	Challenge number(s) addressed
Same day intervention to offer maths catch up	Improving mathematics in KS2 and KS3 document EEF. Use structured interventions to provide additional support. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/same-day-intervention#:~:text=Compliance%20analysis%20suggests%20that%20pupils,to%20pupils%20in%20control%20schools	1,4
1:1 phonics interventions in KS1	One to one tuition EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,4
1:1 and small group interventions for lowest 20% who did not reach standard in the phonics screening check.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,4
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,4

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

Budgeted cost: £20,510

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Expose children to a wide variety of subject areas, arts and wider personal development opportunities to ensure they have the knowledge and cultural capital they need to succeed in life</p>	<p>Evidence from this report suggests that early years and primary school experiences, along with better home learning environments in the early years and up to the age of seven, provide a significant boost in attainment for children at the age of 11 and help to counteract disadvantage. It recommends that reading for pleasure, educational trips and out-of-school studying opportunities should be provided to promote attainment for disadvantaged students at all ages,</p> <p>http://www.educationengland.org.uk/documents/pdfs/2015-sutton-subject-to-background.pdf</p> <p>This report recommends Increasing the organisational capacity of schools to support their extra-curricular provision and improve information on the availability of activities in local areas</p> <p>http://www.educationengland.org.uk/documents/pdfs/2015-sutton-subject-to-background.pdf</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</p>	<p>2</p>
<p>Pastoral team to work with children 1:1 and in groups to remove barriers to learning and support social and emotional development</p>	<p>This EEF report on Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.</p> <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/</p>	<p>5</p>
<p>School to use electronic method of communication</p>	<p>This report found that parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the Teaching and Learning Toolkit suggests that</p>	<p>5</p>

<p>on to inform parents of key dates, messages and progress with learning.</p> <p>Regular analysis of families accessing notifications on seesaw, workshops/ invitations sent to hard to reach parents.</p>	<p>effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Parental_Engagement_-_Evidence_from_Research_and_Practice.pdf?v=1631189626</p>	
<p>Monitor and support families with attendance</p>	<p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes: more intensive programmes for families in crisis.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222</p>	<p>5 and 6</p>
<p>Monitor and support families with safeguarding concerns and ensure excellent levels of communication regarding these. Ability to track and monitor incidents.</p>	<p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes: more intensive programmes for families in crisis.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/pages/projects/Attendance-REA-protocol-21092021.pdf?v=1632734921</p> <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/</p>	<p>5</p>
<p>Funding of Milk in KS1</p>	<p>Research carried out by the Education Endowment Foundation shows the impact of breakfast on attainment. Schools providing nourishment also saw an improvement in pupil behaviour and attendance.</p>	<p>6</p>

	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast/	
Support for children to access and complete home learning.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	5

Total budgeted cost: £ 82,040

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.

In 2022/23 we used current educational research to shape our Pupil Premium offer in line with EEF findings. We invested funding through our CPD offer into further developing teacher pedagogy in line with the EEF guidance on effective strategies to improve progress in English and Mathematics.

Challenge 1 : Writing

At the start of the academic year there were key year groups where in writing, non-pupil premium were outperforming pupil premium children. Pupil premium funding was used to deliver interventions to target children such as a phonics GPC for our Y1/2 children of whom 75% of the PP children within the intervention were able to recognise all of the initial phonemes they found difficult at baseline. Funding was also used to allow the use of an extra teacher to target a group of children who were not targeted to pass the check, 100% of the PP children within the target group passed the screener.

YEAR 1 PHONICS ANALYSIS			
PERCENTAGE PASSING THE TEST (NATIONAL AVERAGE)			
	2019	2022	2023
All Pupils	75% (82%)	80% (75%)	92% (11/12 pupils)
PP	80%	40%	100% (7/7 pupils)
KEY POINTS	<ul style="list-style-type: none"> - The Year One cohort consists of 12 children. - Phonics has been taught by LH Principal for a group of children who were targeted to pass the check. - The one child did not pass the check has SALT difficulties. This child has had daily intervention but was unable to say and blend the sounds correctly. - All children scored highly in the test with the lowest mark being 36/40. 		

YEAR 2 PHONICS RE-TEST ANALYSIS			
PERCENTAGE PASSING THE TEST			
	2019	2022	2023
All Pupils	100% (52%)	0%	33% (1/3 pupils)
PP	0 PP chn	0%	33% (1/3 pupils)
KEY POINTS	<ul style="list-style-type: none"> - 3 children resat the Phonics check with 2/3 passing. - One of the children who did not pass has an EHCP and paperwork has been submitted for the other child. Both children are working significantly behind. Both children have had daily intervention in addition to their Phonics lesson. 		

A particular year groups of concern was Y2 (25% pupil premium at expected/greater depth vs 70% of non-pupil premium children) and Y6 (57% PP at expected vs 67% non). We used funding on CPD to support our whole school writing structure and delivery to maximise outcomes for children, we also used conferencing to support our children with the editing process. At the end of

the academic year, in Y2 in writing 50% of PP reached expected in writing with 17% achieving greater depth. In Y6 71% of PP achieved expected with 7% achieving greater depth

Challenge 2 Reading

At the start of the academic year particular year groups of concern were Y2 and current Y3. We focused on use of CPD around the teaching of reading and also implemented the intervention reading rocketeers. The intervention was used for Y3/4/5 children who were making limited progress. Following the intervention, 80% of the PP children attending were on track to meet end of year targets. In Y3 progress is being made to close the gap as 10% more PP children are now at age related expectations than at the end of the previous academic year although work still needs to continue to close the gap further. Reading At the start of the academic year particular year groups of concern were Y2 and current Y3

Reading will remain a focus to work on using tuition to target key children, we will also work on CPD around the teaching of reading and use of daily reading time.

Challenge 3 Maths

In Maths, we focused on use of tutoring for Y6 and Y2 children before and after school and also using the school led tutoring funding. Staff received coaching and mentoring on delivering split year group teaching and CPD on how to adapt and deliver the curriculum to accelerate progress.

Additionally, we focused on use of tutoring for Y6 and Y2 children before and after school and also using the school led tutoring funding. 89% of the Y6 pupil premium children attending the tutoring achieved expected in the KS2 SATS and 100% of the Y2 PP pupils attending tutoring achieved expected in the KS1 SATS.

YEAR 2 SATS TEST								
PERCENTAGE PASSING THE TEST (NATIONAL AVERAGE)								
	READING		WRITING		MATHEMATICS			
	Expected +	Above	Expected +	Above	Expected +	Above		
2019 All	73%	0%	50%	0%	66%	4%		
2022 All	73.7% (67%)	21.1%	68.4% (58%)	0%	78.9% (68%)	5.3%		
2023 All	80% (12/15 pupils)	27% (4/15 pupils)	80% (12/15 pupils)	20% (3/15 pupils)	80% (12/15 pupils)	20% (3/15 pupils)		
2023 PP	50% (3/6 pupils)	17% (1/6 pupils)	50% (3/6 pupils)	17% (1/6 pupils)	50% (3/6 pupils)	17% (1/6 pupils)		
Combined	2018	All	62%		2019	All	46%	
		PP				PP		
	2022	All	68%		2023	All	80% (12/15 pupils)	
		PP				PP	50% (3/ 6 pupils)	

YEAR 6 SATS TEST						
PERCENTAGE PASSING THE TEST (NATIONAL AVERAGE)						
		READING	WRITING	MATHEMATICS	COMBINED	SPAG
2019		80% (73%)	76% (68%)	80% (76%)	68% (65%)	76%
2022		68% (75%)	60% (69%)	54% (71%)	50% (59%)	72% (72%)
2022 GD		32%	0%	20%	12%	16%
2023		74% (23/31 pupils)	74% (23/31 pupils)	77% (24/31 pupils)	58% (18/31 pupils)	71% (22/31 pupils)
2023 GD		13% (4/31 pupils)	10% (3/31 pupils)	3% (1/31 pupils)	0%	13% (4/31 pupils)
2023 PP		64% (9/14 pupils)	71% (10/14 pupils)	64% (9/14 pupils)	50% (7/14 pupils)	64% (9/14)
2023 PP GD		14% (2/14 pupils)	7% (1/14 pupils)	0%	0%	14% (2/ 14 pupils)
KEY POINTS		<ul style="list-style-type: none"> - Year 6 test outcomes in line with predictions. - All subjects are in line or above national averages for 2023. - Children have made good progress from year 2 data, which is as below: <u>EXS at Y2</u> Reading- 73% Writing- 50% Maths- 65% - Children started from low starting points at the beginning of the year 6 and have made accelerated progress from baseline testing in Autumn 2022 (as below baseline scores): Maths- 13% Reading- 43% SPAG- 32% - Two children joined the cohort in March 2023, both of these children came working below standard and have continued to be working below standard. These children were not included in the original predictions. If these children had not joined the data would be have been: Maths- 82% Reading- 76% SPAG- 76% - Three children achieved a scaled score of 99 in reading, all of which we had expected to achieve 100 and this has impacted the combined. Two papers we are sending for re-marking. - Two children achieved a scaled score of 99 in SPAG, both of which we had expected to pass. - Two children, who we had targeted for GDS, in maths achieved a scaled score of 109, so just missed out on achieving GDS. One paper being sent for re-marking. 				

Staff received coaching and mentoring on delivering split year group teaching and CPD on how to adapt and deliver the curriculum to accelerate progress. In Y3 10% more PP children are working at age related and a 7% increase of PP children achieving age related in Y5.

Maths will remain a focus with funding being used to allow for straight year group teaching of maths in the academic year and further CPD around the introduction of same day catch up interventions and arithmetic starters and a weekly test. We will also continue to deliver tutoring for target children.

Challenge 4 Curriculum Engagement

Funding was used to ensure our Pupil Premium children were able to access a variety of clubs to support their interpersonal and team work skills.

Club Participation Autumn Term 2023-24

Name of Activity	PP %	SEND %	Combined %
Art	27%	33%	13%
Skateboarding	25%	35%	12%
Nature	47%	47%	14%
Homework	40%	43%	11%
Choir	46%	33%	14%
Lego	64%	29%	15%
Judo	33%	25%	12%
Performing arts	40%	33%	11%
OOSC AM	39%	19%	14%
OOSC PM	22%	41%	15%

Club Participation Spring Term 2023-24

Name of Activity	PP %	SEND %	Combined %
School Led Tutoring	42%	36%	17%
OOSC AM	39%	19%	14%
OOSC PM	22%	41%	15%
Mindful colouring	33%	0%	0%
Breakdancing	30%	40%	15%
Nature Club	40%	40%	20%
Homework	43%	22%	14%
Performing Arts	33%	22%	11%
Choir	48%	33%	21%
Art Club	11%	33%	0%

Club Participation Summer Term 2023-24

Name of Activity	PP %	SEND %	Combined %
School Led Tutoring	22%	33%	17%
OOSC AM	39%	19%	14%
OOSC PM	22%	41%	15%
Puzzles and games KS1	25%	8%	8%
Glow in the dark	19%	31%	13%
Debate	29%	43%	14%
Puzzles and games KS2	31%	23%	8%
Homework	30%	50%	20%
Multi Sports	36%	29%	22%
Mini Golf	44%	25%	0%
Choir	31%	31%	15%

Challenge 5 Behaviour and Mental Health

Throughout the academic year we continued to enhance our nurture support and wellbeing provision through the support of our Senior Learning Mentor and Calderdale MHST. In the EHNA 74% of children surveyed classed their mental health and wellbeing as the top category of thriving.

Previously, poor behaviour had impacted on the academic progress of the children. Our behaviour survey completed showed that 100% of the children understand the new behaviour systems which had been introduced, 86% of children now feel there are consequences for bad behaviour and 86% of children would rate behaviour a 4 or 5 out of 5 – no one rated behaviour any lower than 3 compared to previously when some children would rate behaviour as a 1 or 2. During our pupil voice behaviour survey in February 100% of the children said the children in their class behaved well 100% of children felt that children with protected characteristics are treated the same as everyone else, 100% of the children could identify what constitutes bullying and 100% of the children enjoy lunch and playtimes. A staff survey conducted in February on behaviour showed that 100% of

staff felt that behaviour has improved since last year, 100% of staff felt behaviour is good or outstanding. 100% of staff felt behavioural incidents were dealt with effectively in line with the school's behavioural policy, 100% felt that behaviour had also improved at break and lunchtimes

Challenge 6 Parental Engagement

A lack of engagement from some of our disadvantaged families was identified in regards to supporting home learning and accessing our online learning platform. 47% of our PP families were not accessing our online communication system at the start of the year. We worked with families to offer workshops to support their use of this and it has now been reduced to 21%. It has been identified that the 21% are often families who may struggle with data usage and so paper copies are offered for these target families. We have delivered a homework club throughout the year to support our disadvantaged pupils with completing their home learning. 40% of the club's attendees have been pupil premium children.

Challenge 7 Attendance

At the start of the academic year 36% of our persistent absentees were pupil premium. Much work was done to track and monitor then intervene which has led to a reduction of 11%. Systems to track attendance are much more robust and good attendance is celebrated.

Additional challenges occurring in year :SEND

SEND across the school has steadily increased throughout the academic year 22-23 from 19% to 29% due to improved identification and improved access to external services. It has been identified that 44% of our pupil premium children are also SEND which has impacted our pupil premium spend. Funding has been used on staff CPD to identify and target SEND learners and the use of the educational psychologist to support identification and target setting. Our tracking and assessment systems needed to be enhanced further, with a more effective way of tracking progress as well as attainment. The purchase of a new assessment system and tracking system allowed us to accurately identify where many of our SEND learners were working in order to identify and address key gaps. We were then able to deliver targeted interventions to focus on closing the gaps – see running log at the bottom of the document for further information. The assessment tool has also enabled subject leaders to be able to track progress and attainment for all pupils and identify gaps more easily.

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
Nuffield Early Language Intervention (Neli)	Elkhan - OUP

