

<p>Improve the self -regulation skills of our disadvantaged pupils.</p>	<p>Observations and student attainment will show that:</p> <p>All students will develop a greater awareness of their learning and their personal strengths and weaknesses with a particular process.</p> <p>Students will be aware of how they plan, monitor and evaluate their own learning, across all subjects.</p> <p>They will be able to think deeply about their learning and become comfortable and familiar with the metacognitive elements of learning to the point where it is habitual.</p>
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<p>Fresh Start CPD for delivery of robust KS2 reading intervention</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	
<p>£10,679</p> <p>Delivery of small group interventions by the Teaching Assistant based on gaps analysis from diagnostic assessments</p> <p>Interventions on sentence structures (CUSP), early reading, spelling and phonics (Nessy) and maths fluency (Ark Maths meetings, Times Table Rockstars).</p> <p>Work with ARK Maths Mastery to embed teaching for Mastery across the year groups</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>EEF research relating to the impact of targeted support pupil progress and attainment.</p> <p>The Ark Mathematics Mas*ⁿBT 0 0 5 0.5 reMs onome -11(</p>	<p>2, 3, 4, 5,</p>

<p>Enrichment Pots £3,700 (37x£100)</p>	<p>Providing pupils and parents with a bespoke enrichment pot, allows them to have some ownership over how the funding for their child is spent. They can decide how to</p> <p>needs. This may be to attend alternative clubs, to support with the cost for school trips or to purchase school uniform. Feedback from parents has been positive and they have appreciated the financial assistance so that our disadvantaged pupils are able to have the same opportunities as their peers.</p>	<p>4, 5</p>
<p>Trip Subsidy £5,550 (37 x £150 per family)</p>	<p>Providing disadvantaged families with financial support in order for pupils to engage with enrichment, team-building and collaborative opportunities such as Year 6 camp has been proven as a successful strategy. It has allowed the children to access activities along with their peers that might not have been able to happen without financial support. Feedback from pupils, parents and</p>	

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments. Schools are not required to publish this data due to the effects of COVID-19 for this academic year; COVID-19 has had a significant impact on the education system so because of this it is more difficult to interpret these results on their own. Due to the historical nature of the school this is a new school and therefore we have no prior data or historical data this also makes analysis more complicated.

Data from tests and assessments suggest that the progress and attainment disadvantaged pupils in 2021/22 was below our expectations, the data trends in every class show that Non-PP are performing higher than PP eligible pupils.

Our analysis suggests that the reason for this is primarily the historical nature of the school most of the children sitting the assessments lacked exposure to the National Curriculum until the Avanti Trust took over the now closed Steiner School in 2019 and were then met with the challenges that COVID-19 brought on. This has led to si and understanding with little time to close these before the first formal assessments.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils is high. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Teaching

The investment in improving teaching and learning from the Ambition Institute took a turn in the middle of the year when the school turned its attention to more pressing in house CPD. A new reduced giving a greater time for the focus of high-quality planning to be on the core subjects. With a change in leadership, there is still work to be done for there to be a shared understanding and language around what effective, quality first teaching looks like.

A new early reading lead has had a positive impact on the phonics screening results in KS1 with a 96% pass rate in June 2022. This is promising data and signifies that with robust phonics teaching all children have a better chance at success.

We have identified that Ark Maths needs further implementation and have commissioned an external deep dive in Maths for the Autumn term in order to develop the approach into 22-23. The mastery approach gives all children the opportunity to achieve success, and that is why we believe with further work it will help disadvantaged children to make significant progress in their Maths. The new Assistant Principal now takes ownership of the Maths curriculum and will continue to drive improvement across the school through ARK specific CPD that will work on closing gaps and deepening conceptual understanding in Maths.

A new resource has been put in place since September 2022 (CUSP Unity Schools) to teach the National Curriculum. This will provide quality, ambitious resources, including a rich literature spine, to support the learning of all children.

Targeted support

Small group and 1:1 tuition proves to be successful when implemented carefully and focussed on the specific gaps of our children. Newly appointed phase leaders are working alongside the senior leadership team and class teachers to ensure that additional adults are used effectively. Changes in leadership, support staff and staff absence have impacted the effectiveness of interventions and therefore targeted academic support remains a key part of our strategy.

Wider strategies

Absence among disadvantaged pupils was 4.55% higher than their peers in 2021/22 and Persistent absence for all children in 2021/22, not including covid related absences, was high 27.59%. We recognise, the continued need for strategies to be in place to address absenteeism and why raising attendance for all children is still a focus of our current plan.

Further information (optional)

In planning our new pupil premium strategy for 2022/2023, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. The Assistant Principal, leading on pupil premium, has attended professional development with the advisor for improving outcomes for disadvantaged pupils for the Unity Schools Partnership, Marc Rowland, which has enabled us to put in place a more effective strategy for the coming years.

We have used the advice from the review, the work with Marc Rowland and the research provided from the EEF to help us to design an implementation strategy which will have the most impact on our pupils.

We will continue to use the EEFs implementation guidance to support us to evaluate the approach and adjust our plan to secure better outcomes for all our pupils.