

Pupil premium strategy statement

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

School overview

Detail	Data
School name	Waterloo Primary Academy
Number of pupils in school	618
Proportion (%) of pupil premium eligible pupils	57%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23 to 2025-26
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Mark Hamblett, CEO
Pupil premium lead	Jenny Brown, Head of School
Governor / Trustee lead	Elaine Sutton, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£425,195
Recovery premium funding allocation this academic year	£46,835
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	£472,030



Part A: Pupil premium strategy plan

Waterloo Primary Academy's statement of intent

At Waterloo Primary Academy, our ultimate ambition is that all pupils, irrespective of their background circumstances, are happy, self-aware learners who can stand 'shoulder to shoulder' nationally with their peers, in term of both academic performance and personal development. We aspire that every child who attends Waterloo Primary Academy can 'achieve amazing things'. The focus of our pupil premium strategy is to support disadvantaged pupils (and their peers) to reach their potential, including achieving excellent progress, irrespective of their starting point, which is often extremely low.

Every effort is made to nurture positive, respectful relationships and to give young people the sense of belonging in their community. From this, their self-esteem and self-awareness improves, impacting positively upon their engagement with and attitudes towards their learning.

We have highly effective relationships with many agencies and use these relationships to better understand and consider the challenges and barriers faced by our children, including vulnerable children such as those who have a social worker, and work collaboratively with partners to co-produce strategies to support the removal of their educational and well-being barriers.

Ultimately, our plans outlined in this statement will support the excellent progress of all of our children; and support their unique needs, regardless of whether they are disadvantaged or not. We recognise that some of the barriers for the school community include poor written and spoken English (and illiteracy), pupil mobility, attendance and punctuality, financial hardship; low (or no) English; low aspirations, 'reluctance' to engage, poor mental health, poor digital connectivity and access to support blended learning, undiagnosed and unmet SEND including Speech Language and Communication Needs (SLCN).

High-quality teaching, complemented by specific, timely additional and developmental interventions, is at the heart of our Pupil Premium and Recovery Strategy's intent, implementation and impact, with a focus on areas in which disadvantaged pupils require the most support in order for them to be ready for the next stage in their educational journey. This is proven to have the greatest impact on closing the disadvantage attainment gap and achieving excellent progress and attainment outcomes for all. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' 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 our academic tutoring programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.



The 2019 index ranks Blackpool as the most deprived of 317 Local Authority areas in England, based on the average LSOA score and concentration of deprivation measures. It is also now the most deprived Local Authority based on the lesser-used rank of average score measure. 39 of 94 Blackpool LSOAs are in the 10% most deprived in the country, up from 36 in 2015, with 96% of LSOAs now ranking in the bottom half of the deprivation deciles. This is based on the concept that deprivation consists of more than just poverty. In contrast, poverty is related to not having enough money to live on; deprivation refers to a much broader lack of resources and opportunities.

Therefore, the intent is for Waterloo Primary Academy to ensure that pupils from and/or those affected by disadvantaged backgrounds are provided with effective support that allows them all to make good or better progress compared to those affected by similar circumstances nationally.

The wider aim of the strategy is to raise the educational achievement of disadvantaged pupils of all abilities, minimising the risk of underachievement. The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. The percentage of our pupils eligible for pupil premium (at almost 60%) is significantly higher than the national average (21%) for primary schools.

Our pupil premium strategy has been developed using current EEF guidance and follows the 4-step cyclical model:

- Ⓜ diagnose our pupils' challenges and needs
- Ⓜ use strong evidence to support our strategy
- Ⓜ implement our strategy
- Ⓜ monitor and evaluate our strategy

At the heart of our approach is high-quality teaching and all pupils having access to a relevant and engaging, broad and balanced curriculum. Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school, where funding is spent on whole-school approaches, such as high-quality teaching including for those children who need a period of catch-up. Implicit in the intended outcomes detailed below is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers. We understand the impact of missed education due to the pandemic and have addressed this through our revised teaching and learning plan, plus the appointment of an intervention teacher. However, understand that the longer-term effects of missed education, particularly in EYFS and KS1 may not be apparent for some time. Therefore, the strategy will be evaluated yearly and adapted accordingly.

The approaches we have adopted complement each other to help pupils excel. The key principles of our Strategy and Plan are to:

- Ⓜ nurture positive attitudes and relationships so that all pupils engage with their learning and believe they can achieve
- Ⓜ improve our pupils' English literacy (reading, writing and speech)
- Ⓜ improve our pupils' mathematical skills



- Ⓜ improve our pupils' attendance and punctuality
- Ⓜ improve personal development opportunities so that all pupils widen their experiences and achieve
- Ⓜ improve life chances so that when our pupils leave Waterloo, they are successful, self-aware learners, able to thrive at Key Stage 3 and beyond
- Ⓜ teach without ceilings to ensure that all pupils are challenged in their learning
- Ⓜ timely intervention to intervene at the point need is identified
- Ⓜ adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Quality of Outcomes. Assessments and monitoring insights confirm:</p> <ul style="list-style-type: none"> • many of our pupils, including disadvantaged pupils, have underdeveloped skills and knowledge resulting in some attainment in all key stages being below national eg KS2 2019: 61% combined < national 65% • despite our very best efforts, remote learning engagement was below expectations for some groups of pupils due to poor levels of take up for some
2	<p>No/low English literacy. Insights, observations and assessments including Wellcomm, EYFS Baseline, SALT along with internal phonics assessments:</p> <ul style="list-style-type: none"> • family and child language and literacy skills are low, with a high percentage of our cohort working well-below national expectations on entry, particularly in EYFS • a high proportion of our pupils have a speech, language and communication need, which influences their ability to comprehend and access learning across the whole curriculum • a high proportion of children join Waterloo in-year with undiagnosed or unmet learning needs which in turn reduces academic progress
3	<p>Attendance and punctuality rates. Poor attendance for some and lack of punctuality impact on outcomes for our disadvantaged pupils. There appears to be a minimal difference between absence and lateness of pupils eligible for pupil premium compared to pupils who are not eligible. However, as challenge #2 highlights, we have a higher number of pupils eligible for pupil premium who are not working at age-related expectations and persistent absence and lateness exacerbate this issue. Attendance and punctuality rates of pupils, data analysis, PWS (pupil welfare service), and multi-agency intelligence confirm that:</p>



	<ul style="list-style-type: none"> • attendance and punctuality of some pupils' rates are low, reducing access to our provision and teaching and learning opportunities • the legacy of the Covid pandemic has continued to impact upon the attendance and punctuality of some children due to changed lifestyles/ family circumstances and on the achievements compared to those prior to the pandemic • due to an increase in SEMH needs and to support improved punctuality, alternative morning routines have been implemented, resulting in a more universally SEMH friendly start to the teaching and learning day • some families enter Waterloo without high expectations of, and value for education.
4	<p>Social skills and emotional resilience. A lack of intrinsic motivation to engage positively in teaching and learning. From our close work with children and their families, along with strong and effective relationships with multi-agency partners, internal assessments (including referrals), confirm:</p> <ul style="list-style-type: none"> • no/low literacy skills, particularly poor language and communication skills widely impact on pupils and their family's ability to resolve differences and make appropriate choices • some families demonstrate attachment-related behaviours which impact on their attitudes, behaviours and routines which can be shared/copied by their children • many pupils and their families who join Waterloo (especially those who join in-year) have negative and or multiple experiences of school and life (often having attended schools in various LAs), impacting negatively on their confidence, attitude and engagement in learning • a number of children engage in anti-social and offending behaviours in the immediate community. This increases risks of criminalisation and negative and potentially harmful 'survival skills'. This impacts holistically. • some pupils have SEMH characteristics because of complex, inherent family SEMH needs and or substance misuse requiring multi-agency support and intervention. These environmental factors can (and do) have a detrimental impact on the aspirations and academic progress of our pupils, and those of their peers. Many lack confidence in themselves and their ability/ies and do not have the desired resilience to cope with setbacks and face new challenges positively • families who do not value their children's education can struggle with their motivation to support their children, impacting upon their children's attendance, punctuality and engagement. • through family multi-generational jobless households, a lack of hope, and self-confidence within the household and local community, many pupils have low aspirations.
5	<p>Pupil mobility and transience has an impact on teaching and learning, outcomes, and behaviour for learning. Some pupils on entry, have experienced multiple schools within their young lives. This impacts on their sense of belonging, as well as their readiness to settle and learn,</p>



	<p>further compounded by family transience. Data analysis, multi-agency intelligence, insights into our families and professional discussions confirm:</p> <ul style="list-style-type: none"> • some children on entry, have experienced multiple schools within their young lives. This has a detrimental impact on their sense of belonging, as well as their readiness to settle and learn, further compounded by family transience, often resulting in families who have difficulties in trusting and engaging with Waterloo staff for their own personal reasons. • through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school
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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
Achieve outstanding pupil outcomes for all pupil groups	2023/24: Achievement of ambitious, external and internal targets
Improved reading standards so that all children, especially disadvantaged children, can access next stage of education, including key stage 3	2023/24: within KS2, all children to be able to read at age related standard (speed, fluency, purpose and pleasure) unless an additional need prevents this. By end of Year 6, key stage 2 outcomes in reading demonstrate that disadvantaged pupils are achieving at least in-line with their national peers, unless an additional need prevents this. Progress by end of key stage 2 for stable cohorts in reading are positive.
Improved writing standards so that all children, especially disadvantaged children, can access next stage of education, including key stage 3	2023/24: within KS2, all children to be able to write at the age related standard (grammar, composition and effect, spelling) unless an additional need prevents this. By end of Year 6, key stage 2 outcomes in writing demonstrate that disadvantaged pupils are achieving at least in-line with their national peers, unless an additional need prevents this. Progress by end of key stage 2 for stable cohorts in writing are positive.
Improved standards in mathematics so that all children, especially disadvantaged children, can access	2023/24: By the end of Year 6, key stage 2 outcomes in Maths demonstrate that disadvantaged pupils are achieving



next stage of education, including key stage 3	at least in-line with their national peers, unless an additional need prevents this. Progress by end of key stage 2 for stable cohorts in mathematics are positive. The gap between disadvantaged/non-disadvantaged pupils is diminished in the Y4 multiplication check.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils and vulnerable groups	Sustained high attendance from 2022/23 demonstrated by: The overall absence rate for all pupils being no more than 5%. The percentage of all pupils who are persistently absent being no more than 5%. Reduction in fixed penalty notice and the caseload of the LA's PWO.
Pupils become more resilient socially and academically	Sustained high levels of well-being evidenced through stakeholder surveys and observation of pupil engagement/behaviours demonstrated throughout the school.

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: **£153,525**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all staff are expert in teaching of reading and, language acquisition and vocabulary.</p> <p>Senior leader / phase and year leader roles designed to deliver instructional coaching model in phase teams to develop and enhance teaching and learning particularly in English and mathematics (as well as foundation subjects), supported by target setting</p> <p>SENDCO, through instructional coaching model, supporting effective T&L across the universal offer, including early identification of need</p>	<p>Wealth of evidence supporting instructional coaching: EEF, ECT providers, TDT, Jim Knight, Dr Dan Simms ‘the best evidenced form of CPD. https://samsims.education/2019/02/19/247/</p> <p>https://scholar.harvard.edu/mkraft/publications/effect-teacher-coaching-instruction-and-achievement-meta-analysis-causal</p> <p>EEF Guidance reports: Improving Literacy in KS1 / KS2; Improving Mathematics in EYFS and KS1, and Key Stage 2 and 3.</p> <p>As above</p> <p>Embedding the 5 recommendations (SEND in mainstream) , particular focus on SEND recommendation 2 and SEND recommendation 3: https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/send</p>	<p>1, 2, 4</p>



<p>LSAs and intervention teacher/s to support provision for children with no/low English, both universal and additional. Develop baseline assessments which support early identification and targeted pre and post teaching.</p>	<p>Effective universal provision: https://www.bell-foundation.org.uk/ealprogramme/guidance/effective-teaching-of-eal-learners/ Oral Language interventions: https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions</p>	<p>1,2,4</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£153,525**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To effectively deliver a new accredited systematic and synthetic phonic programme, including providing timely support</p>	<p>Engagement with EEF: effective deployment of Teaching Assistants https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions Teaching of Systematic phonics https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics Impact of ELS (Essential Letters and Sounds), introduced in EYFS 2022 and KS1 Sept 2023</p>	<p>1,2,3,4,5</p>
<p>Speech, Language and Communication strategies / interventions delivered by in-house Elklan/NELI-trained staff. Speech & Language Therapist in school twice per week (working closely with in-house staff, Ed Psych and SENDCo)</p>	<p>Elklan: https://www.elklan.co.uk/OurWork/ EEF: Recommendation 1 https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-early-years Oral Language interventions: https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1,2,4,5</p>



<p>To effectively deliver a robust tutoring programme focusing on reading, writing and mathematics</p>	<p>Small group interventions delivered by expert 'in house' teachers and Higher Level LSAs – identifying gaps in learning and supporting accelerated progress.</p> <p>Adopting practice recognised in: https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</p> <p>Other intervention strategies delivered by skilled, trained staff include:</p> <p>Toe by Toe</p> <p>Toe by Toe is a highly structured phonics-based reading manual to help anyone who finds reading difficult. It requires 20 minutes of coaching a day. Toe by Toe is for anyone who finds reading difficult. This includes weak readers who struggle to decode or those with dyslexia, dyslexic difficulties or ADHD. Regardless of the nature of literacy problems, everyone can be taught to read using Toe by Toe.</p> <p>Colourful Semantics</p> <p>Colourful semantics is an approach created by Alison Bryan. It is aimed at helping children to develop their grammar but it is rooted in the meaning of words (semantics). Colourful semantics reassembles sentences by cutting them up into their thematic roles and then colour codes them. 1, 2, 5, 7 9 The approach has 4 key colour coded stages. There are further stages for adverbs, adjectives, conjunctions and negatives.</p> <p>Plus 1 / The Power of 2</p> <p>Plus 1 covers basic number work, such as counting forwards and backwards with numbers up to 10, adding and subtracting numbers up to 10, and introducing doubling and halving. It is for anyone who benefits from repeated practice and explanation as the book, Plus 1, stems from the need of some people to have more reinforcement and practice than is often available. Power of 2 begins with teaching number bonds to 10, and then moves on to introducing</p>	<p>1,2,4,5</p>
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	doubling, halving, addition and subtraction, rounding numbers, multiplying and dividing. It then introduces fractions and looks at worded problems and time. It covers all the aspects of mental maths needed for the mathematics curriculum.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£164,980.77**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of profiling to support identification of SEMH / wellbeing need: Nurture, inc	https://www.nurtureuk.org/reports/now-you-see-us-report/ https://www.nurtureuk.org/reports/nurture-portrait-2016-2017/ https://www.sciencedirect.com/science/article/pii/S0190740919309697	1,3,4,5
Use of Pupil Welfare Service and pastoral strategic leads, including use of attendance rewards to positively impact on attendance and punctuality	Local authority SLA; professional partner Engagement with DFE guidance: https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	1,3,4,5
Our ambitious curriculum ensures children receive a rich cultural offer but we want to enhance this further by providing our children with a broad personal development offer.	Trips, visits and experiences are meticulously planned to enable children to; use a range of social skills in a variety of contexts, promote equality of opportunity, develop confidence, gain knowledge and understanding of other faiths and beliefs, reflect on their experiences and to participate positively to artistic, musical, sporting and cultural opportunities. https://revisesociology.com/2016/04/05/cultural-capital-and-educational-achievement/ 'Cultural capital is one of the most important concepts within the sociology of education, and it goes a long way to explaining why middle-class	1,2,3,4,5



	<p>children do better in education than working class children’.</p>	
<p>To provide a robust pastoral engagement strategy with a comprehensive catalogue of services which supports all Waterloo families, especially the most vulnerable.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>Development of a new Haven Family Centre (2023); our reconfiguration of the old Haven office (now relocated), to become a family room for meetings, courses, a teaching kitchen and to work with families on budgeting, cooking, cleaning and household/domestic management.</p> <p>Due to the needs of the community and significant caseload, there is further requirement for Waterloo (via The Haven) to support our families through Early Help intervention, whilst removing as many barriers as possible to support all children’s education. At Waterloo, we are proud of the multi-agency partnerships that we have built and continue to build, including SEMH placements, Blackpool Football Community Trust; Lancashire Police; Blackpool Health; Blackpool Children’s Social Care; Pupil Welfare Service, Educational Diversity.</p> <p>The pastoral team now consists of two family support workers and a pastoral manager and are currently supporting 46 families at varying levels of need, EXCLUDING day-to-day reactive behavioural issues/SEMH. Currently 2 of the children are LAC, 3 on Child Protection plans, 5 on Child in Need plans, 12 open to intensive Early Help support, 17 receiving in-house Early Help support and the remainder undergoing assessments from children’s social care (CSC). This substantial caseload is divided among the staff members, checking in with the child/family on a daily basis and supporting with meetings.</p> <p>Typical areas of support include; housing, finances/budgeting, uniform, parenting, signposting,</p>	<p>1,3,4,5</p>



	<p>mental health, home conditions, behaviour and parental mental health.</p> <p>The Haven team are currently running some targeted support groups; as follows:</p> <ul style="list-style-type: none"> - Lego Friends (to build social skills, patience, turn taking etc SENDCo and Pastoral Manager deliver this intervention) This is delivered Across Years 2-6. - Resilience group (Family Support Worker delivers this to build confidence) – currently accessed by 6 children over a period of 6-8 weeks. - Anger Gremlin (Family Support Worker delivers this 1:1), currently accessed by 7 children over a period of 6-8 weeks. - Making Changes course will begin again on 17/01/23 (currently unsure of numbers but previously approx. 6-8 families). - Currently promoting the CAPS life skills course which we are hoping to run from our family room this year. <p>Family Support Workers (FSWs) are currently working towards the criteria needed to gain the resilience bronze award with Headstart. A lot of work with the resilience team has been completed and there is now have a resilience coach working in The Haven every week, completing 1:1 sessions with 5 children. We also have children on the waiting list for her. We also have 6 resilience champions (children) in Year 5.</p> <p>The Haven publishes a newsletter which is sent to all families every half-term.</p> <p>We continue to run a foodbank from The Haven every Friday, providing food and consumables for families in need for the weekend.</p> <p>The Haven team support on the different playgrounds every lunchtime and operate groups for the children that struggle without an adult-led activity.</p> <p>The Haven work closely with the PMHW from CAMHS. The team meet with the PMHW every 6 weeks to discuss mental health concerns and hold family consultation meetings in school to discuss the best course of action.</p>	
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	<p>The team closely our Early Help link worker and complete joint visits with her for particularly hard to reach families, every six weeks.</p> <p>We work closely with 'Kindness Counts UK' and have 6 youth champions in Year 6.</p> <p>We continue to respond to daily behavioural incidents and ensure plans are put in place for each child to reduce the frequency and severity of behaviour incidents. This could be supporting in class, supporting at difficult times (often PE) and running behavioural intervention groups (usually in the form of Lego).</p> <p>We support with KS2 swimming every Wednesday and risk assess and accompany any children deemed to be at risk of flight/compromising the safety of others.</p> <p>The team have successfully completed two 'coffee and chat' sessions in the newly created family room before Christmas, this was to support the families with Christmas presents, food and referrals for over the Christmas period. This proved very popular and saw many new faces! The aim is to continue these informal drop-in support sessions at least once every half-term. Over Christmas, 114 of our most vulnerable children were provided a huge number of Christmas presents.</p> <p>The Haven team carry out new starter meetings and greet the children and family on their first day/s.</p>	
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Total budgeted cost: £472,030



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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. The bold figure represents the greater result.

Year R

GLD (PPG)	39%
GLD (Non-PPG)	49%

Year 1

Phonics (PPG)	73%
Phonics (Non-PPG)	87%
Reading (PPG)	71%
Reading (Non-PPG)	83%
Writing (PPG)	58%
Writing (Non-PPG)	66%
Maths (PPG)	61%
Maths (Non-PPG)	73%

Year 2

Phonics (PPG)	68%
Phonics (Non-PPG)	91%
Reading (PPG)	62%
Reading (Non-PPG)	73%
Writing (PPG)	51%
Writing (Non-PPG)	73%
Maths (PPG)	59%
Maths (Non-PPG)	69%

Year 3

Reading (PPG)	65%
Reading (Non-PPG)	79%
Writing (PPG)	63%
Writing (Non-PPG)	68%
Maths (PPG)	57%
Maths (Non-PPG)	72%



Year 4

Reading (PPG)	81%
Reading (Non-PPG)	85%
Writing (PPG)	61%
Writing (Non-PPG)	85%
Maths (PPG)	56%
Maths (Non-PPG)	65%

Year 5

Reading (PPG)	48%
Reading (Non-PPG)	64%
Writing (PPG)	48%
Writing (Non-PPG)	65%
Maths (PPG)	53%
Maths (Non-PPG)	74%

Year 6

Reading (PPG)	54%
Reading (Non-PPG)	57%
Writing (PPG)	67%
Writing (Non-PPG)	71%
Maths (PPG)	52%
Maths (Non-PPG)	52%
Combined (PPG)	52%
Combined (Non-PPG)	54%
GPS (PPG)	56%
GPS (Non-PPG)	60%

Our internal assessments suggest that writing and mathematics continue to be an area requiring further focus and development to ensure that all children, including disadvantaged, are attaining and achieving at least in-line with their national peers.

A new whole-school writing process (Talk for Writing) and wider curriculum writing opportunities remains a whole school focus, with further CPD planned for teachers to effectively implement this in all areas of the curriculum, allowing fiction and non-fiction to be taught using this approach.

Our assessments and observations indicated that pupil wellbeing and mental health were still a major factor last year, primarily due to COVID-19-related issues / legacy and school absence. Furthermore, particularly acute for disadvantaged pupils, intelligence from our partners demonstrated that many families had numerous difficulties and challenges in these times of austerity and cost of living crisis. We have used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required, including increased Pupil Welfare Officer capacity as well as a Learning Mentor to support with SEMH needs across school.