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Pupil Premium Strategy Statement

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.

Academy overview

Detail	Data
Academy name	Co-op Academy Princeville
Number of pupils in academy	450
Proportion (%) of pupil premium eligible pupils	PP Eligible - 34% PP Recipient - 31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	September 2024
Date on which it will be reviewed	Half termly
Statement authorised by	ACC
Pupil premium lead	Gemma Shaw
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£199,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£199,800
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

Statement of intent

At Co-op Academy Princeville we are passionate about nurturing children's aspiration, independence, determination, creativity and collaboration – we encourage children to take risks in their learning. Our children immerse themselves in learning opportunities that inspire them and are equipped for success; we empower them to make a difference in their future. We pride ourselves on our knowledge of our children: children come first in all that we do. We work hard to know every child, to know their strengths, interests and talents, so that learning is always challenging and exciting. Our children are our biggest strength, and make us proud of their achievements – every child, every day.

At Co-op Academy Princeville, our pupils sometimes face challenges which have the potential to hinder equitable access to education, when compared to their peers nationally.

- The proportion of pupils who speak English as an additional language (60%); speaking 32 different languages other than English. The proportion of pupils from minority ethnic backgrounds is much higher than the national average at 95%.
- The proportion of pupils who have SEN and/or disabilities is below average, with 10.3% requiring SEND support or have EHCPs, and a high proportion of New to English Learners.
- Child poverty is an acute problem within the community – 34% of the schools population is disadvantaged (Pupil Premium); however, a greater proportion experience disadvantage, but have no recourse to public funds.
- Bradford has the second highest rate of unemployment in the country (6.7%), with rates of unemployment within the areas around the Academy as high as 28.6%.
- The proportion of disadvantaged pupils, who are known to be eligible for support through the pupil premium funding, is above average; However, many of our families are new to the country, are refugees or asylum seekers and consequently are not eligible for free school meals immediately. The proportion of pupils who join and leave the school other than at the usual times is slightly higher than nationally and many children who arrive at school have little or no English many of which have not been to a school in their country of origin.
- The majority of our children arrive at school with low standards of English and communication, which are below their peers Nationally. For many, this barrier is linked to acquisition of English and a lack of modelled English language beyond school, 60% speak English as an additional language.

- For many of our migrant families who are New to, or recently arrived in the UK, education is not the norm, and this can lead to challenges with engagement, academic achievement, and language acquisition.
- The early years includes provision for two-year-old children, a Nursery where children attend part time, and two Reception classes where children attend full time.
- A high proportion of our children also have communication barriers linked to Speech, Language and communication needs on arrival in Early Years; for many of our children school is their first engagement with an educational setting, many have not experienced any pre-school groups or activities. None of the schools pupils were at the expected standard on arrival (RBA 2023)
- Due to high levels of economic deprivation, many of our children have limited resources outside of school to provide out of hours learning support, or high-quality life experience.
- Our children enter Nursery and Reception well below age related expectations in many areas, and are generally below in all areas of the EYFS curriculum. We have identified limited experience of life outside that of their immediate locality as having an impact on their ability to learn from the world around them. Many are unable to play, talk or investigate at a level comparable to their peers nationally.
- Poor attendance has historically been a challenge, whilst attendance for pupil premium children has risen nearly 2% to 93%, which is broadly in line with whole school data, this year it remains a focus within our academy as it is still not high enough. Persistent absence is high within the Academy and is a key focus for improvement, with many pupil premium pupils having a higher rate (23%) compared to all pupils (18.9%).

Our rationale for Spending

At Co-op Academy Princeville, we direct resources into overcoming the key barriers faced by our pupils eligible for Pupil Premium. The identification of these barriers have involved collaborative input from pupils, teachers, parents and Governors in order to ensure we have a rich insight into where to focus our strategy. Our subsequent strategy focuses on improving attendance, academic and pastoral support, the curriculum, raising standards of spoken and written English, continuing improvements seen in the wider curriculum, and empowering practitioners with the skills and resources required to break down barriers.

Our approach is driven by high quality teaching. Our Curriculum is broad, balanced, cohesive and well-sequenced, and builds on the life experiences of our pupils, whilst supporting them to grow in confidence, ambition and experience. We acknowledge that some pupils need extra opportunities to practise, rehearse and revisit core knowledge including language, vocabulary, reading and number work. As well as offering high quality teaching and learning, our pupil premium strategy plan includes details of targeted academic support, including for those pupils who are in the lowest attaining 20% and are not yet achieving ARE. The targeted academic support focuses on raising pupils' attainment through small groups and one:one intervention. Therefore, we allocate a half of our Pupil Premium funding to enable small group interventions and tuition to take place.

To ensure that teaching is of the highest quality, and all children experience stretch and challenge in their learning, the academy invests in continuing professional development for practitioners, including a programme of coaching and support to ensure that high quality pedagogy leads to strong progress for all.

We continue to be determined that we will empower our pupils so that they have the opportunity to make a positive contribution to society. With the aim of improving pupils' life chances we are passionate about giving our pupils opportunities outside of their usual experiences and environment. To this end, we spend 25% of the Pupil Premium grant on improving the quality of educational offer pupils receive through curriculum development and quality assurance. Professional development for our teaching staff is a fundamental part of this.

For most of our pupils, developing a rich vocabulary is a high priority in order to develop confidence in sharing their own thoughts and opinions with others. We expect children to engage actively in lessons and to develop a strong work ethic. Learning about careers and employability is a key focus and this is an intrinsic part of our curriculum. Our children will have ambition and high aspirations for their futures. Each child's capacity to see possibilities in the world will be developed—their horizons broadened. Children will know that their aspirations will be reached through hard work and determination. Our intention is that, when children leave Princeville, they do so with the knowledge and understanding to be able to play an active role in today's society. We believe that Careers Related Learning (CRL) is critical in delivering aspiration and ambition for our pupils and our community, We are also part of the Skills Builder Partnership <https://www.skillsbuilder.org/> where our children are explicitly taught eight different skills to boost academic outcomes, perseverance and self-belief.

Wider strategies are employed to support our families to access the help that they need, and to provide the holistic support that leads to positive engagement and good attendance, such as a funded breakfast club provision, school uniform support programme, food vouchers and workshops for parents.

We believe that responsibility leads to success, and our children have a range of opportunities for pupils to engage with our Co-op Values: self-help, self-responsibility, democracy, equality, equity and solidarity.

Self help – so that children learn how to empower themselves and by doing this have an insight into how they can contribute positively to society.

Self-responsibility – so that they know the importance of taking responsibility for, and answering to their own actions.

Democracy and equality – so they begin to understand the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance.

Equity and solidarity – so that they know how important it is to hear every individual's voice.

These opportunities include access to our Edible Playground, School Council representation (for all ages), Buddies (to support positive play and interaction), and a bespoke programme of mentoring for pupils who need it.

We are acutely aware that, if pupils do not have good attendance rates, they will not benefit from our educational offer and their chances of future success will be limited. Therefore, a quarter of our Pupil Premium funding is allocated to supporting pupils and their families to attend well, and to pupils' social and emotional well-being.

Challenges

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

Challenge number	Detail of challenge
1	Raise aspirations and standards in reading, writing, maths and language acquisition, narrowing the gap between disadvantaged pupils and their peers. .
2	Our PA rate for disadvantaged pupils is higher compared to other groups / national rates. Attendance rates are still slightly lower for disadvantaged pupils. The school suffers from significant levels of mobility which results in attendance being challenging.
3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and families.
4	Very low starting points which means pupils have skills and abilities that are generally below those typical for their age, particularly in Early Years and children who are new to country and school.
5	Limited access to wider experiences within the community; extra curricular opportunities, visits and aspirational influences and role models.

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>Increase the proportions of pupils achieving ARE in all areas.</p>	<p>Pupils across school achieve well, including EYFS, KS1 and KS2 who are pupil premium will achieve their target set out by Trust (informed by FFT Aspire) or beyond</p> <p>This will be evident through:</p> <ul style="list-style-type: none"> -Book scrutiny -Pupil Voice -WellComm assessments -Formative assessment - Pupil progress and data analysis - Reception pupil progress (communication & language and Literacy data). - PP data vs Non PP data - Improved Scaled scores (Y2 & 6)
<p>Reducing the attainment difference between pupil premium and national others.</p>	<p>Diminishing the difference snapshots show that pupils accessing the pupil premium grant have raised attainment.</p>
<p>Progress of pupils becomes average or above at the end of KS2.</p>	<p>Progress scores improve from being 'below average'. 0 or above.</p>
<p>Pupils have experienced an extended offer from the academy through extra-curricular, educational visits and careers related learning.</p>	<p>All pupils have had the opportunity to be part of extra-curricular clubs.</p> <p>All pupils have had the opportunity to attend educational visits.</p> <p>All pupils have had a visit, visitor or experience related to future careers.</p>
<p>To improve oral language skills and vocabulary amongst disadvantaged pupils and to reduce the word gap (Jean Gross).</p>	<p>Assessments and observations indicate significantly improved language among disadvantaged pupils. This is triangulated with other sources of evidence including:</p> <ul style="list-style-type: none"> - WellComm assessments - Reports completed by the SALT - book scrutinies (Use of subject specific vocabulary) - Reception Baseline Assessment - formative assessments - word gap activities
<p>Good attendance for disadvantaged pupils (and reduced rates of persistent absence)</p>	<p>The average attendance for disadvantaged and non-disadvantaged cohorts will be the same</p> <p>There will be no difference between the cohorts for rates of persistent absences.</p> <p>Data will be analysed and broken down per half term to identify any trends and allow early identification of attendance decreasing.</p>
<p>To support the emotional wellbeing and mental health of all pupils, particularly disadvantaged pupils.</p>	<p>Pupils who need support will be offered this either through in-house provision or will be helped to engage with effective external agencies.</p>

- Effect size calculator to track the effectiveness of any interventions or workshops
- Pupil voice
- External agency reports.

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

£ 49,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively RWInc consultant	DfE guidance on reading EEF research on Phonics	1, 4
Joint monitoring and support with RWI Consultants Phonics monitoring and evaluation by subject leader	EEF research on Phonics DfE guidance on reading	1, 4
All staff have the knowledge they need to deliver a high quality curriculum ensuring teaching and learning is at least good	https://www.gov.uk/government/speeches/hmci-commentary-curriculum-and-the-new-education-inspection-framework	1, 2,3,4,5
Implementation of WellComm to support EYFS learners	EEF Putting Evidence to Work	1
Development of curriculum to promote careers and aspirations (see CRL development plan)	https://www.thecdi.net/New-Career-Development-Framework	1,2,3,4,5
Ensure teaching identifies and addresses pupils' gaps in learning	https://educationendowmentfoundation.org.uk/news/eef-blog-the-impact-of-covid-19-and-catching-up	1,2,3,4,5

EAL resources and training for staff	Bell Foundation Bulletin	1,4
Direct professional coaching and support	EEF Putting Evidence to Work	4, 5

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

Budgeted cost	£ 99,900
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Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of quality RWI and Fresh Start interventions and Fast Track tutoring	EEF research on Phonics DfE guidance on reading	1,2,3,4.5
Small group and 1:1 tutoring for disadvantaged learners (focus on closing gaps in Maths and English), including Early Reading	EEF 1:1 Tuition	1,4,5
Small group interventions for reading, writing and maths for disadvantaged pupils falling behind age-related expectations	EEF research on Phonics DfE guidance on reading EEF research on TA interventions	1,4,5
Speech and language intervention WELL COMM	https://educationendowmentfoundation.org.uk/news/62000-reception-pupils-to-take-part-in-early-language-programme	1,4
Booster sessions for Year 6 and Year 5 Pupils	EEF 1:1 Tuition	4, 5

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

Budgeted cost	£ 49,950
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Activity	Evidence that supports this approach	Challenge number(s) addressed
SEMH interventions such as Zones of Regulation support pupils to develop self-regulation and coping strategies	Now You See Us - Nurture UK	3
Visits or visitors are part of the curriculum offer including: museums, galleries, libraries, parks, gardens, higher education institutes and workplaces	https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework-for-september-2023	1,2,3,4,5
Monitoring and analysis of pupils' engagement in and commitment to extracurricular offer and educational enhancements inc educational visits.	https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework-for-september-2023	1,2,3,4,5
Pastoral support is in place to ensure the wellbeing, safety and behaviour for learning of pupils allowing them to be ready to learn	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/senior-review https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies	1,2,3,4,5
Attendance management monitoring, prizes and rewards for disadvantaged learners	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities DfE - Supporting the Attainment of Disadvantaged Pupils	1,2,
Targeted Breakfast club	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast <u>Despite reduced impact on academic outcomes directly, evidence supports improved attendance, and this increased welfare, wellbeing, and increases potential for achievement</u>	1,2,3
Talk and Toast for all PP children to have enrichment social time over daily breakfast time.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	1,2,3
Increase the parental engagement with the academy through	https://educationendowmentfoundation.org.uk/news/review-of-evidence-on-parental-engagement	1,2,3,4,5

welcome meetings, workshops, information evenings, parents' evening and the availability of a safe space		
Cooking groups to foster good social skills and build self- confidence		3,4,5

Total budgeted cost

Total budgeted cost	£199,800
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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.

Pupil premium strategy outcomes

To improve oral language skills and vocabulary amongst disadvantaged pupils

Through learning walks and pupil voice the academy identified at the beginning of the year that disadvantaged pupils had limited vocabulary and language skills, particularly in Early Years.

We invested in a speech and language therapist to work within Early Years to support early identification of specific needs. When comparing the baseline assessment to the summative assessment it was clear to see that children's vocabulary, understanding and language acquisition had improved. This was evident on the 12 children's WellComm assessment, phonology screening and blank levels assessment.

At the beginning of the year the academy completed pupil voice with a selection of disadvantaged children. It was noticeable how they struggled to articulate their learning and understanding. The academy has reviewed the English curriculum to ensure there was a bigger focus on vocabulary. At the end of the year these pupils could talk confidently and coherently using new vocabulary linked to their curriculum focuses.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils

	<u>Non - disadvantaged - Autumn</u>	<u>Disadvantaged - Autumn</u>	<u>Non disadvantaged - Summer</u>	<u>Disadvantaged - Summer</u>
<u>Year 1</u>	89.6%	90.5%	91.4%	91.4%
<u>Year 2</u>	90.1%	91.4%	91.5%	91.6%
<u>Year 3</u>	90.1%	91.1%	91.6%	91.7%
<u>Year 4</u>	90.1%	92.1%	91.5%	92.2%
<u>Year 5</u>	90.04%	91.6%	91.6%	91.7%
<u>Year 6</u>	89.9%	91.5%	91.5%	91.2%

Autumn

- All disadvantaged students' attendance was higher in Autumn when compared to non disadvantaged students.
- All disadvantaged students' attendance improved when comparing Autumn attendance and end of year attendance, apart from in Y6. This was due to 5 children on extended leave.

Summer

- Disadvantaged students' end of year attendance in Y2, Y3, Y4 and Y5 was higher when compared to non disadvantaged students.
- Disadvantaged students in Y1 were in line with non disadvantaged students when comparing end of year attendance.
- Y6 was the only year group where non disadvantaged students attendance was higher than disadvantaged students. This was due to extended leave and 1 case of severely absent.

To support the emotional wellbeing and mental health of all pupils

The above outcomes in relation to phonics and the wider curriculum contributed substantially to impact within this objective. Further impact was achieved through targeted pastoral and family support initiatives:

Behaviour and Inclusion Manager worked alongside families supporting them in accessing outside agencies and services. Welfare visits carried out to support families and encourage positive engagement with school. Parental surveys and feedback show this had a positive impact on the well-being of pupils and their families.

We recognise the importance of enabling pupils to be resilient and supporting good mental health and wellbeing. We support and promote positive mental health and wellbeing by training 8 mental health and well-being leads. This has enabled us to identify and recognise emerging issues as early and accurately as possible. This resulted in targeting specific children, including disadvantaged pupils, to access early support through workshop interventions.

Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are reduced or alleviated. This is done through deploying the pastoral team to support our disadvantaged including Looked After children with behavioural and emotional difficulties, working with them to overcome barriers to learning.

Speech, Communication and Language therapists had a significant impact on pupils' language development. This aided early identification of language development delays and ensured early intervention took place.

Pupil premium children are all offered a subsidised breakfast club place, which ensures children regularly eat breakfast and have a positive start to the day. They are also given free uniforms throughout the year in order to ensure pupils are warm and have a sense of belonging.

The academy had 2 children who were displaying behaviours that were escalating towards permanent exclusion. Through a programme of 1:1 sessions in school, working alongside external agencies and working with parents both children remained in school and avoided permanent exclusion. The academy had 42 children who struggled emotionally at various points in the year. They received a weekly session in a nurture group which ran for 7 weeks. As a result of this we observed increases in confidence, positive interactions between peers, reduced feeling of anxiety and better engagement in lessons. This evidence was gathered through feedback from pupil voice and parent workshops.

To ensure that the school delivers an aspirational curriculum, which meets the needs of all Learners

We offer a free breakfast club for pupil premium children. This ensures that these children come to school on time and receive a healthy breakfast. The Academy's curriculum is developed and personalised towards the community we work in. It is designed to ensure children are provided with a broad range of opportunities to enhance their life experiences. It celebrates the diversity of the children and the community they are from. Observations, book scrutinies and pupil voice demonstrate that children show a love for learning and can talk articulately about what they have learnt.

The school invested heavily in professional development for teachers and associate colleagues, including working alongside consultations to develop the curriculum. This has been the highest impact work undertaken by the school to date, and the impact of this work is visible within the classroom and the improvement of curriculum delivery.

The Accelerated Reader package, along with its integrated STAR assessment features demonstrated promise, and an investment has been made to see the benefit of this work in the last year. This has resulted in Keystage 1 Pupil Premium learners achieving broadly in-line with National Average and Keystage 2 Pupil Premium significantly narrowing the gap towards the National Average.

A high proportion of our disadvantaged pupils attended additional activities at zero cost. This resulted in raising aspirations for disadvantaged groups, inspiring them by our curriculum, giving them the necessary experiences to enhance their cultural capital through curriculum linked visits, residentials and visitors to school including providing a wide range of extra-curricular Activities. The school offers lunchtime clubs and after school clubs 4 nights per week. These clubs are always fully attended. Most disadvantaged children attend at least 1 club per half term. This ensures they get a chance to access 6 different clubs across the year.

The academy organised sporting competitions for children from Year 2 - 6. This gave the children the chance to visit other schools and compete competitively. This helps to build resilience and gives children opportunities to try a range of different sports that are different to what we offer as part of our PE curriculum. Pupil voice feedback highlights that children enjoy being to compete with other schools and enhance their team building skills. They enjoy representing their school and they said they feel a sense of pride and achievement when they win medals.

A variety of small group nurture groups were run across the year for specific children who were identified based on need. Pupil voice feedback showed that children benefited from attending the nurture groups because they understood how to deal with scenarios and situations better. The feedback also said children feel like they learnt strategies to help them manage their emotions in different scenarios.

Further improve the progress made by disadvantaged and mobile pupils, so they achieve similarly to their peers, both in school and nationally.

The academy increased expenditure on Covid Catch-up, and this was expanded further due to the continuing impact of the Covid-19 pandemic. Provision included Easter School for Year 1 and Year 6 learners, a designated Covid catch-up teacher for Years 2 and 6, delivering 32.5 hrs of catch up tuition per week; this programme. This clearly led to improvements in attainment for pupil premium learners; however, the deficit for these pupils was not eradicated within this period of expenditure.

The combination of these strategies, with further intensive Early Reading Interventions, led to a narrowing of the gap in many areas of learning, despite the disproportionate impact of the lockdown on disadvantaged learners nationally.

In Keystage 1, Pupil Premium learners attained broadly in-line with National Average attainment in all subjects; which was a substantial improvement on the entry point for the cohort, and represented a narrowing of gap

Small group phonic sessions and targeted phonic interventions in Year 1 ensured that a high proportion (85%) of the cohort passed their phonic screening and achieved above the National Average. Disadvantaged pupils were given targeted support to accelerate their progress.

Continue to tackle deprivation of all kinds, including but not limited to: Language, Finance and Cultural Capital

The above outcomes in relation to phonics and the wider curriculum contributed substantially to impact within this objective. Further impact was achieved through targeted pastoral and family support initiatives:

Behaviour and Inclusion Manager worked alongside families supporting them in accessing outside agencies and services. Welfare visits carried out to support families and encourage positive engagement with school. Parental surveys and feedback show this had a positive impact on the well-being of pupils and their families.

We recognise the importance of enabling pupils to be resilient and supporting good mental health and wellbeing. We support and promote positive mental health and wellbeing by training 8 mental health and well-being leads. This has enabled us to identify and recognise emerging issues as early and accurately as possible. This resulted in targeting specific children, including disadvantaged pupils, to access early support through workshop interventions.

Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are reduced or alleviated. This is done through

deploying the pastoral team to support our disadvantaged including Looked After children with behavioural and emotional difficulties, working with them to overcome barriers to learning.

Speech, Communication and Language therapists had a significant impact on pupils' language development. This aided early identification of language development delays and ensured early intervention took place.

Pupil premium children are all offered a subsidised breakfast club place, which ensures children regularly eat breakfast and have a positive start to the day. They are also given free uniforms throughout the year in order to ensure pupils are warm and have a sense of belonging.

To improve the attainment made by disadvantaged pupils, so they achieve similarly to their peers.

Year 1 pupil premium children were given 1:1 tutoring for phonics. They received at least 3 sessions per week. 14% of pupil premium learners were predicted to pass the PSC in Autumn. After receiving 1:1 tutoring 85% passed the PSC. 100% of the disadvantaged children in Year Two passed the phonics resit check.

All disadvantaged learners in Year 6 received additional tutoring from the National Tutoring Programme to narrow the gap between their peers. The baseline SATs paper outlined that disadvantaged students were 17+% behind their peers in Reading, Writing and Maths. After receiving small group tutoring and accessing a broad and balanced curriculum the gap between disadvantaged learners and their peers narrowed to 7% or less in Reading, Writing and Maths.

	All pupils	Disadvantaged pupils
Combined	58%	52%
Reading	78%	72%
Writing	62%	56%
Maths	75%	68%

All disadvantaged learners in Year 2 received additional tutoring from the National Tutoring Programme to narrow the gap between their peers. The baseline SATs paper outlined that disadvantaged students were 34+% behind their peers in Reading, Writing and Maths. After receiving small group tutoring and accessing a broad and balanced curriculum the gap between disadvantaged learners and their peers narrowed to 20% or less in Reading, Writing and Maths. Despite this gap narrowing there were 10 disadvantaged children who joined the cohort after Spring 1, which meant they made less progress when compared to the disadvantaged children who were present for the full academic year. Therefore this increased the gap slightly in Spring 2.

	All pupils	Disadvantaged pupils
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Combined	65%	54%
Reading	69%	54%
Writing	65%	54%
Maths	74%	54%

In Autumn pupil progress none of the disadvantaged students were outperforming their peers. However by the end of the academic year 7 classes across the school had disadvantaged pupils outperforming their peers.