

Pupil premium strategy statement – Co-op Academy New Islington

This statement details our school’s use of pupil premium (and recovery premium for the 2024 to 2025 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	Data
Number of pupils in school	373 (as of 15.12.24)
Proportion (%) of pupil premium eligible pupils	15.82%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/25 2025/26 2026/27
Date this statement was published	20.12.24
Date on which it will be reviewed	11.07.25
Statement authorised by	Joshua Berry
Pupil premium lead	Joshua Berry
Governor / Trustee lead	Nick Lowry

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99160
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£99160

Part A: Pupil premium strategy plan

Statement of intent

We believe in maximising the use of the Pupil Premium Grant (PPG) by utilising a long-term strategy aligned to our Academy Development Plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning that are identified and thus addressed.

As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required to overcome that barrier, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly. All pupils are supported to be the very best that they can be in all aspects of their education and personal development.

School leaders, at all levels, work hard to ensure that activities focus on controllable factors – we focus on the fundamental aspects of education - teaching and learning. We make the biggest difference to the life of all our educationally disadvantaged pupils by having direct knowledge of what goes on in the classroom, and the impact of our daily interventions. A strong focus on a well-balanced education allows for positive social mobility for all children.

As a forward-thinking academy, we constantly seek ways to refine and improve our current pedagogy, looking inwards, accessing our strong school leadership, and outwards for the next school improvement strategy backed by research and linked to our current priorities.

Our principles for Pupil Premium Spending:

- 1. We believe that quality first teaching is the most powerful and effective way to improve outcomes for all pupils. The highest expectations of all staff and pupils and a clear and shared understanding of what constitutes high quality classroom practice through highest expectations, urgency, flexibility, immediate intervention, challenge, support and high-quality adult-child interactions.*
- 2. We recognise that many of our disadvantaged pupils have multiple vulnerabilities and economic disadvantage alone is not necessarily a barrier but is recognised as a risk. We address this at source, timely and effectively.*

3. *We recognise the vital importance of an open and enthusiastic culture and positive relationships (staff, pupils, parents, and the wider community)*
4. *Leadership at all levels with a clear and shared ambition for and understanding of the learning needs of our disadvantaged pupils and collective responsibility for raising standards of teaching and learning and outcomes across the whole school community.*
5. *We know that some pupils from disadvantaged backgrounds may have limited communication and language skills on entry to school but that teaching our pupils to read, write and communicate well will open doors for them.*
6. *We believe that where pupils' confidence and self-esteem is low, they benefit greatly from social, culturally-rich, wider life experiences, including outdoor learning and opportunities to experience time away from home*
7. *We recognise that the earlier that we help our families and pupils, the more effective this is in improving the life chances of our disadvantaged pupils.*
8. *Fostering an open, honest and positive relationship with our families and wider community.*
9. *We believe that many of our disadvantaged pupils who also have SEND and safeguarding needs, require a highly personalised and adaptive approach in order to give them the best possible life chances.*

Challenges

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

Challenge number	Detail of challenge
1	Vocabulary: Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among some disadvantaged pupils. On average, our disadvantaged pupils have a lower starting point in Speech and Language on entry to school when compared with their peers. This therefore impacts on their fluency when reading and ability to decode when reading. For our disadvantaged pupils, the lack of exposure to high quality texts outside of the academy setting impacts on the quality of writing too.
2	Phonics: Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This can negatively impact on their development as early readers.

3	Pupil Premium pupils are more likely to have multiple levels of vulnerabilities: These include social and emotional needs, early intervention and social care involvement, SEND, attendance issues than their non-PP peers. PP pupils with multiple levels of vulnerabilities are currently less likely to attain as highly as PP pupils. There is a strong correlation in our academy between pupils who receive PP and have SEND difficulties such as Autism, dyslexia and moderate learning difficulties. There is also a high correlation between PP pupils and pupils with SEMH needs.
4	Attendance: Attendance and punctuality can cause a significant loss of learning time for pupils. Our attendance data over time indicates that attendance and punctuality among disadvantaged pupils has been lower than for non-disadvantaged pupils. This is caused by a range of factors, but negatively impacts on their attainment and progress.
5	Behaviour at home and family relationships: Some families report the challenges they face managing the behaviour of pupils at home. Pupils and families do not always seek help and support from other agencies to support the development of their pupils, for example Speech and Language, keeping appointments, accessing with multi-agency services.
6	Aspiration, enrichment and confidence: Within the group eligible for pupil premium, this is lower than their non-PP peers. There is a need for them to believe that they can achieve academically and have high expectations for themselves. Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably a lack of enrichment opportunities during their out of academy lives.
7	Readiness for Learning: Some pupils come to school and are not prepared with the necessary equipment; breakfast/lunch and homework is not completed. Through pupil voice meetings, there is a need to provide the offer to some of our most vulnerable families an option to attend breakfast provision.
8	English as an additional language: A large proportion of our families have English as a second, or even third language. This is again a factor that can limit their social mobility. We aim to facilitate their race to become fluent in the English language. Children who are PP and have English as an additional language require extensive support to ensure that they are high school ready.
9	Experiences: Being a school in Manchester city centre comes with many geographical advantages but can lead to disadvantaged pupils not gaining the same cultural capital as their peers which can lead to reduced vocabulary acquisition and language development.

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>High quality first teaching and interventions focused on Reading and Phonics take place in Early Years/ Year 1 and beyond to close the gap as early as possible.</p>	<ul style="list-style-type: none"> - Results of Y1 Phonics screening test and assessments within the Read Write Inc programme will show all pupils making good progress. All pupils (unless with specific diagnosed need) will pass the phonics screen by at least the end of Y2. - PP pupils' attainment is in line with national 'other'. - All PP pupils (unless with specific cognition and learning diagnosed need) will attain GLD at the end of EYFS and EXS at KS1; with an increased % of pupils making accelerated progress. - Accelerated progress for pupils in receipt of interventions and other targeted support. - Narrowing of gaps between PP and non-PP children sitting Y1 phonics screening - Y2 phonics screening retakes evidence no gap between PP & non-PP children (where there are no multi-vulnerable or SEND impact)
<p>Effective teaching supported by evidence informed CPD for teachers and support staff is embedded and impacts on continually improving teaching and attainment of pupils.</p>	<ul style="list-style-type: none"> - Quality, effective teaching is evident through learning walks, subject deep dives and book looks. - Learning environment and CPD in the use of concrete resources across the curriculum ensures teaching is supportive of disadvantaged pupils' needs; particularly in Maths and Phonics. - Effective implementation, particularly in the preparation stage of key development strategies such as language and Social and Emotional Learning. - Effective use of research particularly for diagnostic assessment for a range of specific SEND needs. - Quality feedback is live and further improves pupil learning and continues to address misconceptions swiftly. - Use of research to support the teaching of disadvantaged pupils with SEND in mainstream education ensures disadvantaged pupils with SEND achieve the best possible outcomes in identified year groups.
<p>Attainment and progress gaps are narrowed for all disadvantaged pupils so that by</p>	<ul style="list-style-type: none"> - Majority of children reach age-related expectations for Reading, Writing and Maths and RWM combined at the end of Key Stage 2, with minimal difference between disadvantaged and non-disadvantaged cohorts.

<p>the end of Key Stage 2 compares favourably with other pupils nationally including those that are more able</p>	<ul style="list-style-type: none"> - PP pupils' attainment for RWM combined is in line or better when compared with national all. - Rigorous assessment of pupils' individual needs are continuously carried out across the school in all curriculum areas. - Subject leaders are aware of the needs of disadvantaged pupils in their subject and take collective responsibility for diminishing any gaps caused by socio- economic disadvantage, ensuring good outcomes for disadvantaged children. - Gaps in knowledge and learning are addressed immediately and effectively by the teachers across each year group through the use of a spiral curriculum and explicit teaching of key content. - Improved maths attainment for disadvantaged pupils achieving greater depth at the end of KS2. - Learning environment is supportive of disadvantaged pupils' needs e.g. use of concrete resources in mathematics, access to a range of resources to support adaptive teaching strategies. - Use of rigorously evaluated interventions delivered by teachers and support staff continue to be in place to address the gaps. - High quality on-going CPD and resources ensure that all staff have high expectations of ALL pupils.
<p>Reduce the number of pupils whose attendance falls below 90%. Improve overall PP attendance and punctuality so that all year groups have attendance above average.</p>	<p>Overall attendance for PP pupils, including FS2, is at/greater than 96% Sustaining high attendance is demonstrated by the following outcomes:</p> <ul style="list-style-type: none"> - Overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. - Percentage of all pupils who are persistently absent is reduced. - Breakfast provision provided to families/children who are persistently late - Reduction in the number of persistent absentees among pupils eligible for PP through Early Help and personalised Improving Attendance Action Plans
<p>Achieve and sustain improved wellbeing and enrichment opportunities for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing for each of our pupils, demonstrated by:</p> <ul style="list-style-type: none"> - Qualitative data from student voice, pupil and parent surveys and teacher observations - A reduction in pupils on SEND register for SEMH - A reduction of behaviour incidents for those PP pupils identified as having SEMH.

	<ul style="list-style-type: none"> - An increase in participation in out of school learning and enrichment activities, particularly among disadvantaged pupils. - Positive relationships maintained with parents; all families are held in high regard by the school and feel a sense of their belonging to our school community. - Targeted use of Forest School to develop challenge, character and resilience for our disadvantaged children. - Pupil leadership roles boost self-esteem and confidence for all disadvantaged children. - Integrated behavioural strategies, personal development tools and reward systems to support wellbeing and nurture a positive ethos to their school life.
Pupils are exposed to a wide range of social/cultural and outdoor experiences to develop their aspirations	<ul style="list-style-type: none"> - Enrichment experiences for learning that some pupils would not usually experience. - Careers, personal development and aspiration education weaved through the whole curriculum. - Maintain and increase access and participation in wider curriculum opportunities- financial support and payment plans provided for families who need it. - Monitoring, and book looks, evidences pupils are using new language and vocabulary across the wider curriculum. - Pupil articulation is improved through a wider and more robust level of vocabulary. - Increased attendance of PP pupils at before/after school clubs and holiday periods; barriers to attendance for these opportunities are regularly reviewed and the offer amended to support vulnerable families. - Enrichment opportunities are carefully mapped out and targeted to ensure all children leave the academy having a wide range of essential enrichment experiences.
Pupils entering KS1 are ready to access the National Curriculum	<ul style="list-style-type: none"> - GLD outcomes at the end of EYFS evidence that disadvantaged pupils meet the expected standard in line with their peers (except where significant SEN is present). - Pupils entering KS1 have a solid foundation to reading, writing and maths. - Pupils are on track to achieve the required outcomes in Y1 phonics screening.
Children who are classed as EAL attain in line with their peers	<ul style="list-style-type: none"> - Use of supportive materials to engage and challenge children with English as an additional language, allowing attainment in Reading, writing and maths to be in line with peers.

	<ul style="list-style-type: none"> - Teachers have a robust toolkit of strategies and resources to support sustained progress of children who are categorised as EAL. - English as an additional language is not a barrier to academic success. - Children with English as an additional language are confident in using a range of more complex vocabulary.
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £57,361

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching and Targeted interventions in EYFS/Key Stage 1/Key Stage 2</p> <p>Delivery of bespoke interventions to identified disadvantaged pupils in order to address the next steps in their learning.</p> <p>Disadvantaged pupils to perform in line with their peers and meet the end of key stage expectations.</p> <p>Teaching support workers support and deliver effective interventions High Level Teaching Support Worker to provide additional subject time for subject leaders to ensure that teaching strategies/sessions allow for attainment in the wider curriculum of PP children</p>	<p>Assessment data and outcomes will evidence the impact of the allocated teacher and the high quality teaching and intervention Marking and feedback will instantly address any misconceptions and evidence progress in learning and attainment. 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>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 3, 4, 8</p>

<p>Additional targeted reading and phonics in KS2 (tracking of pupils who did not meet phonics threshold by end of Year 2)</p> <p>Y6 after school booster sessions in Spring to target specific pupils who are needing catch up, acceleration</p> <p>Time for class teams to prepare for and attend Pupil Progress meetings ensuring progress is measured, analysed and acted upon after each Assessment Point</p> <p>SENCO – time with SLT and class teachers with appropriate intervention for pupils at risk of under attainment. Adaptive teaching methods a key focus for school improvement.</p>		
<p>Purchase of standardised diagnostic assessments.</p> <p>NTS Assessments purchased for all cohorts Y1 - Y6</p> <p>On going 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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>3, 6</p>
<p>Embedding activities across the school curriculum.</p> <p>These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Subject specific vocabulary planned by subject leaders and delivered in all topic areas to increase vocabulary use of pupils.</p> <p>Vocabulary and retrieval activities provided in all sessions</p>	<p>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. This also supports children with English as an additional language to strengthen their use of familiar language in context:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 3, 4, 6, 7, 8, 9</p>

<p>Additional resources to support Little Wandle phonics teaching scheme</p> <p>DfE validated Systematic Synthetic Phonics programme</p> <p>to secure stronger phonics teaching for all pupils.</p> <p>EY / KS1 Reading Books to ensure the books link to Little Wandle Letters and Sounds and accelerate reading.</p> <p>Purchase of additional books to engage all learners, regardless of gender or level of economic background</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Fund teacher release time to embed key elements of guidance in school</p> <p>Times Table Rockstars to support with key times table knowledge which can provide a barrier to other learning</p> <p>Subscription to White Rose Maths scheme to develop CPA approaches to maths</p> <p>Subject lead delivers regular PDM/CPD of teaching and learning related to use of WRM as vehicle for maths</p> <p>Trust level maths CPD developing and analysing latest subject knowledge and teaching</p>	<p>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>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf</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> <p>EEF Impact of Mastery Learning</p>	<p>3, 4, 6, 7, 8, 9</p>
<p>Leaders monitor learning and teaching across the school and</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</p>	<p>1, 2, 3, 5, 6, 7, 8</p>

<p>use outcomes to inform bespoke CPD.</p> <p>Subject leaders work with other subject leaders in school-to school partnership work together to share best practice</p> <p>Trust level CPD in all areas of the curriculum to develop monitoring and implementation of curriculum areas</p> <p>Subject Leadership non-contact time provided through use of Higher Level Teaching Assistant- (minimum x1 per half term).</p>	<p>Quality teaching helps every child High quality curriculums inspire learners</p> <p>Development and retention of staff is key. Ensuring every teacher is supported and developed is essential to achieving the best outcomes for pupils. Providing high quality, bespoke opportunities for professional development support this</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £25,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil progress review and monitoring ensures well targeted intervention groups for reading, writing and maths.</p> <p>Interventions for disadvantaged pupils falling behind age related expectations in phonics, Reading, Writing and Maths</p> <p>Teaching support staff across all cohorts deliver high quality interventions to vulnerable groups/pupils</p>	<p>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 and in small groups. For tuition led by Teaching support assistants, interventions are likely to be particularly beneficial when support staff are experienced, well-trained and supported – for example, delivering a structured intervention:</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils,</p>	<p>1,2 ,3, 6, 7, 8</p>

	<p>particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a set period of time:</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	
<p>Purchase of WELLCOMM for use whole school.</p> <p>Priority for support in Nursery/Reception for children assessed as having the lowest language starting points.</p>	<p>Evaluations support the impact of WELLCOMM for pupils with speech and language.</p>	1, 2
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Whole school staff training to update existing staff and train new staff on Read, Write Inc.</p> <p>New to school staff attend RWI training Phonics sessions for all children who didn't attain Y1 phonics screening</p> <p>'Catch up' phonic resources/sessions for children in Y3/4/5/6</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks (EEF Toolkit)</p> <p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. All staff to lead effectively are released once a term</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3, 7, 8
<p>Interventions and CPD aimed at supporting the SEMH needs of pupils and improving attendance for pupils in both disadvantaged and SEND demographics</p>	<p>Social and emotional skills support effective learning and are linked to improved outcomes later in life.</p> <p>The EEF's Improving Social and Emotional Learning in</p>	5, 6, 7

<p>Positive Regard - Behaviour intervention for children struggling to access the classroom environment</p>	<p>Primary Schools guidance report outlines five core competencies that can be taught explicitly to support pupil development.</p> <p>The EEF's Improving Behaviour in Schools guidance report presents six recommendations on how to develop and refine your school's approach to managing behaviour.</p> <p>The EEF's Teaching and Learning Toolkit strands on social and emotional learning and behaviour interventions present evidence and advice.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £12999

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Skills Builder</p> <p>We provide a comprehensive personal development scheme that sits within and alongside our curriculum aimed at providing all children with the key skills they need to be successful in and out of education. These skills are particularly pertinent to disadvantaged pupils who may not have the same regular opportunities to</p>	<p>Recent research shows that building skills like teamwork and problem solving in the classroom boosts academic outcomes and increases perseverance. Into adulthood, higher essential skills halve the likelihood of being out of work and increase earnings across a lifetime.</p> <p>Ultimately, this leaves learners at risk of a 'skills trap.' A lack of early advantage and opportunity can lead to a perpetually lower trajectory – a lower skilled job, lower income, fewer opportunities to build skills in the future and overall lower levels of life satisfaction.</p> <p>https://www.skillsbuilder.org/educators</p>	<p>1, 3, 4, 5, 6, 9</p>

<p>develop these skills outside of school.</p>		
<p>Embedding principles of Improving School Attendance</p> <p>Leadership time to track and analysis data for attendance</p> <p>Case studies and progress summaries updated termly including attendance provision map.</p> <p>Weekly/half termly/yearly rewards for promoting good attendance</p> <p>Funded breakfast club places for vulnerable PP children</p> <p>TeamTeach Family liaison CPD for key staff to support families with persistently absent children</p>	<p>Embedding principles of good practice set out in the DfE's advice</p> <p>Working together to improve school attendance - GOV.UK</p> <p>DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Attendance of PP children to be inline with school targets</p>	<p>3, 4, 7, 9</p>
<p>Pupil Wellbeing and Behaviour</p> <p>The school utilises a restorative approach that supports children to discuss their actions, and emotions using the zones of regulation as a scaffold.</p> <p>High quality intervention programme for</p>	<p>Pupils are ready to learn and able to manage their emotions; self-regulation improves</p> <p>PP pupils are self-assured learners and engage fully in all aspects of school life as a result they make rapid and sustained rates of progress</p> <p>Staff aware of and supporting identified pupils Pupils' basic and self-esteem needs are met.</p>	<p>4, 5, 6, 7</p>

<p>targeted pupils - Social/Emotional interventions -1:1 sessions in the morning followed by provision for children demonstrating high level of SEMH needs in the afternoons.</p> <p>Jigsaw PSHE is an accredited curriculum that provides children with the communication tools they need to develop their emotional regulation and understanding of key issues</p>	<p>Through personalised strategies pupils can explore, be aware and share their feelings with others.</p> <p>Reduction in number of off task or behaviour incidents</p> <p>Exclusions are incredibly rare and as a last resort</p> <p>Effective use of CPOMS to ensure pupils are safe and that social needs and concerns are addressed quickly.</p> <p>Pupils able to articulate what their aspirations are in life- setting goals high</p>	
<p>Pupils are exposed to a wide range of social/cultural and outdoor experiences to develop their aspirations and cultural capital</p> <p>Variety of theme days/events/visitors/ competitions provide additional experiences for subjects. These are subsidised for PP pupils.</p> <p>Strong links with the local community provide opportunities to connect with their locality on regular basis</p> <p>Organised trips that are linked to curriculum & support is provided financially if necessary</p>	<p>Pupils have the opportunity to take part in regular activity which will enhance their understanding of the world, vocabulary and social and emotional wellbeing. Research links many benefits of working outdoors on a child's development, especially children who live in inner-city areas. Many children in these geographical locations are disadvantaged, and so outdoor can be a vehicle for greater attainment and wellbeing.</p> <p>https://www.field-studies-council.org/2023/06/12/why-outdoor-education-is-a-essential-part-of-every-childhood/</p> <p>PP Pupils will widen their range of transferable skills across all subjects. Pupils achieve beyond what it expected nationally to ensure they have a sense of direction which stretches beyond academic</p> <p>Quality experiences are a core part of the curriculum</p> <p>The school community grows as relevant local visitors are welcomed in to work with pupils Feedback</p>	<p>1, 4, 6, 9</p>

<p>Curriculum led trips that are well planned for.</p> <p>Residential are organised and financial support is offered for key families; payment plans are provided</p>	<p>from parents and pupils evidence growing understanding of the wider world and aspiration.</p> <p>To reduce the overall financial burden upon Pupil Premium children's parents / carers, the school will part fund the overall cost of the residential trips where required, to enable accessibility for all. Pupils in every year group have access to an exciting, 'cultural capital building' opportunities</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies</p>	
<p>Wraparound provision</p> <p>Staff costs, to provide low cost breakfast and childcare for vulnerable families and children.</p> <p>Well established before-school support such as breakfast club for pupils.</p> <p>Materials/resources to provide a balanced breakfast</p> <p>Staffing, external of school staff, to support ratios within breakfast club provision</p>	<p>Increased early morning learning and creative opportunities for pupils supporting parents have requested a breakfast club for additional support with home lives and working families. In their 2006 Eating Breakfast report, Health4Schools claimed: "Research has shown that children who skip breakfast perform less well academically, socially and emotionally, whereas eating breakfast improves children's problem solving abilities, their memory, concentration levels, visual perception and creative thinking." Providing children with breakfasts can help to boost their attention span, concentration, and memory.</p> <p>https://www.lifespan.org/lifespan-living/why-breakfast-so-important-kids</p>	<p>3, 4, 5, 7</p>
<p>Improving the physical environment for the Early Years</p>	<p>Analysis of our context from 'Beyond the School Gate' shows that our children have limited access to outdoor space and lack the opportunities to develop their gross and fine motor skills. Developing</p>	<p>1, 3, 5, 6, 7, 9</p>

<p>Development of indoor and outdoor provision to further develop provision for Reception pupils</p> <p>Enhancement of Early Years play area, engaging equipment, daily opportunities for outdoor learning and free time.</p>	<p>motor skills at an early age will have a long term impact on the children's progress and ability to self-regulate.</p> <p>Physical development approaches EEF (educationendowmentfoundation.org.uk)</p> <p>https://www.nhs.uk/live-well/exercise/exercise-health-benefits/</p>	
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £99160

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024 Key Stage 2 Outcomes 2023-24						
EXS	National ALL	National Non-Disadvantaged	National Disadvantaged	New Islington ALL	New Islington Non-Disadvantaged	New Islington Disadvantaged
RWM	61%	67%	46%	52%	55%	47%
Reading	74%	80%	62%	71%	77%	59%
Writing	72%	78%	58%	58%	58%	59%
Maths	73%	79%	59%	73%	81%	59%

Our Key Stage 2 data indicates that generally we have a similar gap between disadvantaged pupils and non-disadvantaged pupils as the national picture. We aim to considerably reduce this disparity through the actions outlined in this strategic plan and the progress towards this outcome will be regularly reviewed throughout the three-year cycle.

Year 1 Phonics Outcomes 2023-24						
EXS	National ALL	National Non-Disadvantaged	National Disadvantaged	New Islington ALL	New Islington Non-Disadvantaged	New Islington Disadvantaged
Phonics Screening	80%	84%	68%	85%	87%	67%

Our phonics data indicates a gap between disadvantaged pupils' attainment in early reading when compared to their non-disadvantaged peers. This gap is roughly in line with national data. As with our KS2 data, we aim to considerably reduce this disparity through the actions outlined in this strategic plan and the progress towards this outcome will be regularly reviewed throughout the three-year cycle.

Attendance 2024-25 YTD (Reviewed Termly)				
	Local Authority ALL	New Islington ALL	New Islington Non-Disadvantaged	New Islington Disadvantaged
Attendance	93.9%	95.3%	96.2%	91.2%

Our attendance figures highlight a gap between the average attendance between disadvantaged pupils and their non-disadvantaged peers. This is exacerbated with children where there are multiple layers of disadvantage such as PP and SEND.

While our data currently indicates a gap in overall attendance our strategies main focus is to reduce the amount of persistent absenteeism for children who fit into this category. These children's attendance is tracked and discussed at regular intervals each half term and strategies are put in place to support families to improve attendance.

Externally provided programmes

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

Programme	Provider
White Rose Maths and Science	White Rose Hub
Literacy Tree	Literacy Tree
Little Wandle Letters and Sounds	Little Wandle
Times Table Rockstars	Maths Circle
GetSet4PE	GetSet4PE
Jigsaw PSHE	Jigsaw PSHE Ltd
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