

Pupil premium strategy statement- Arundel Court Primary Academy & Nursery 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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
School name	Arundel Court Primary Academy & Nursery
Number of pupils in school	545
Proportion (%) of pupil premium eligible pupils	64% (351 pupils)
Academic year/years that our current pupil premium strategy plan covers	2021- 2024
Date this statement was published	September 2022
Date on which it will be reviewed	March & July 2023
Statement authorised by	Karen Stocks (Headteacher)
Pupil premium lead	Kirsty Dixon & Anitha Venugopal (Deputy headteachers)
Governor	Charlotte Hetherington (PP Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£472,285
Recovery premium funding allocation this academic year	£68,005
School Led Tutoring Programme (60% DfE funded & 40% offset from PPG)	£51,354* (£20,541- 40% contribution from school)
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	£540,290

Part A: Pupil premium strategy plan

Statement of intent

Our key aims are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- To develop confidence in their ability to communicate effectively in a wide range of contexts.
- To improve our children's cultural capital, providing them with opportunities and experiences they would not normally have.
- To ensure disadvantaged children have access to a broad and balanced curriculum.
- To ensure our disadvantaged children receive the pastoral and emotional support they require and to develop for resilience.

Our strategy is also integral to the wider school action plan for education recovery.

Context:

Amongst our ward within Portsmouth, deprivation is high and many local factors provide complex barriers for our families. Over half of our community are disadvantaged and in receipt of some sort of financial support. Worryingly, for many of our families, work is not a route out of poverty; rather, for them low-paid work is a route into poverty. For these 'just about managing' (JAM) families work simply does not always pay the bills. The majority of families live in rented, housing association properties, including a very small proportion living in privately rented accommodation, where housing is vulnerable and increased rental costs becoming an increasing barrier our families face. Child poverty affects children's ability to enjoy their childhoods and achieve their aspirations.

Compared to IMD scores at National Lower Super Output Area Level, Arundel Court Primary level of deprivation ranks within 1% of the most deprived neighbourhoods in the country.

The single most important thing we strive to do is understand the individual needs and barriers for our most disadvantaged children and their families. We truly believe that relationships are the single, most important intervention that some children and families benefit from, making generic assumptions about poverty is damaging.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Key Principles:

- We ensure that first quality teaching and learning opportunities meet the needs for all pupils.
- Provide an ambitious and high quality curriculum so it further supports all children, particularly the most disadvantaged pupils.
- Support pupils to follow the values of the school, showing exemplary attitudes to learning.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	Children enter Early Years at low starting points and childrens’ oral language, social development and communication skills are lower than their peers nationally. Higher numbers of Year R children are not ‘school ready’ on entry to school e.g. zero pre- school experience, increased toileting issues, increased number of children with attachment and separation anxiety from parent/carer, increased number with poor listening, language, communication and interaction difficulties. Increased number of EAL children, some new to the country with communication and socail difficulties. Many children have arrive with unidentified needs, due to lack of health and early help support. Poor parenting, pandemic aftermath has had a direct impact on our most youngest children’s

	<p>social skills e.g. Health Visitors, limited or no appointments to get professional help resulting in many children being flat/housebound for months on end. Many children have needed additional transition arrangements to prepare for the next stage in learning.</p> <p>A higher than average number of children in Year R & year 1 are introverted , non expressive and have alarmingly low starting points, posing increased challenges to complete early assessments.</p>
2	<p>Fluency, word knowledge and comprehension skills have not developed in line with phonics outcomes in KS1 and need further development in KS2. Some children lack oral proficiency, have a limited range of vocabulary or find communicating and social interaction challenging, particularly in Year R & Year 1.</p> <p>Across the curriculum, but mainly in core subjects, mastery and deepening new concepts, skills and knowledge is a challenge for our most disadvantaged pupils. Lack of life experiences and practice is holding them back and preventing them from making connections across the curriculum.</p> <p>In addition children lack stamina for sustained learning, particularly in writing and maths.</p>
3	EAL and home language is a noticeable barrier this year and many year R & year 1 children have added SEN needs.
4	Boys under performance in reading and writing from an early start. Boys, particularly disadvantaged boys, compared to non-PP underperform and in some year groups there is a significant gap.
5	<p>A high proportion of disadvantaged pupils have complex needs such as social, emotional needs, persistent absences, unstable housing, living in poverty or special educational needs.</p> <p>This can affect pupils' attitude, behaviour, concentration, emotional stability and ability to fully engage with school and learning. Emotional needs have increased this year and more children are exhibiting low moods and even signs of depression. This mirrors the increasing number of parents who have mental health issues and the increased number of families accessing multi-agency support. All too often, children from the least fortunate backgrounds have been exposed to less cultural enrichment, as there is less financial/social capital.</p>

6	Parental engagement can be a barrier to some children’s learning. Many families work hard to support their children’s home learning despite barriers, such as a lack of resources, including digital devices to support home learning. More parents, for a variety of reasons (lack of early help resources, e.g. HV, CAMHS bereavement, financial worries, illness, financial hardship, poor housing etc.) are experiencing increased difficulties in managing children’s poor behaviour at home and embedding routines and boundaries. The pastoral team are supporting over 100 families who are living in crisis or severe hardship.
7	Children have poor retention of maths skills, especially where they haven’t had the repeated practice during school closures and where the mastery approach has not yet embedded in KS 2

Intended outcomes (linked to School Improvement priorities) 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.

1. Intended outcomes (also linked to J2E)		Success criteria
1	Appointed in-house Speech and language specialist to complete a targeted SAL programme for our EYFS & Year 1 children with language difficulties. Continue with strong liaison with NHS SALT services	<ul style="list-style-type: none"> • <i>Children speaking clearly and have more conversations with peers and adults are at an age appropriate level. Children are more easily understood and they are able to express themselves with more confidence.</i> • <i>Improved social skills to communicate with their peers.</i>

2	<p>Children will make expected progress in writing to extend and broaden their vocabulary. The curriculum is designed and planned to ensure that children are engaged and motivated through hooks, purposeful and first hand experiences. Children will be exposed to a variety of quality and diverse texts. Reviewing and changing the pedagogical practice which will increase children's stamina for sustained writing.</p>	<ul style="list-style-type: none"> • <i>Disadvantaged pupils with SEND make good or better progress from their starting points.</i> • <i>The curriculum's intent and implementations are embedded securely across the school.</i> • <i>All teachers and leaders use feedback and assessment effectively to support and embed learning further.</i> • <i>The curriculum is well planned, sequenced and well-remembered.</i> • <i>Increased % of number of PP children back on track – evidence from school's in-house tracking system, pupil progress meetings and pupil's books.</i>
3	<p>EAL children, particularly those with SEND and the most disadvantaged will make good progress because language needs will be identified earlier and will be well supported in class.</p>	<ul style="list-style-type: none"> • <i>EAL pupil needs receive additional support through the EMAS service.</i> • <i>Teachers and support staff receive training to support EAL pupils and differentiate planning to ensure they can access the curriculum and build on successes.</i>
4.	<p>The gender gap will be significantly reduced over the next 2 years with the aim of boys being closely aligned with girl's attainment by the end of KS 2.</p>	<ul style="list-style-type: none"> • <i>Gender gap is narrowed and in line with national average.</i> • <i>An improvement in the boy's attitudes towards reading and writing.</i> • <i>Interventions are research proven, adults are properly trained to deliver them effectively and timely, interventions are carefully tracked to ensure they are delivering the intended impact.</i>

<p>5</p>	<p>Well-being will continue take centre stage within the school community and address needs of children, staff and parents.</p> <p>School values and strapline will be collectively reviewed by the school community, which will be launched in January 2022.</p> <p>The curriculum offer, beyond the academic, will be re-introduced and extended for disadvantaged pupils.</p>	<ul style="list-style-type: none"> • <i>Children are happy and feel safe in school. All children respectfully sign up to the school values.</i> • <i>Protect topic, PSHE and assembly time.</i> • <i>Ensure that the core and the wider curriculum offers children opportunities to practice learning habits, practice and consolidate new skills, concepts and knowledge.</i> • <i>In KS 2 individual school devices are used effectively to practice, reinforce and rehearse a blended learning offer at home</i> • <i>Offer wider curriculum enrichment activities, including after school clubs, trips, and experience days e.g. sailing, Pompey Pirates (local literacy hub)</i> • <i>Offer financial assistance to educational visits and residential.</i>
<p>6</p>	<p>Parents and carers will feel supported and will be skilfully guided to find help to meet their needs.</p> <p>Parent workshops, personalised support and training will be offered or signposted, to help parents back into the world of work, to improve parenting skills or develop self-confidence e.g. IT skills, phonics workshops, money management, positive behaviour management etc.</p>	<ul style="list-style-type: none"> • <i>Parents feel more empowered and confident to be more involved with their children's education and learning.</i> • <i>Parents have opportunities to successfully complete family learning activities</i> • <i>More parents to engage with school based systems e.g. study bugs, scopay, marvellous me app and tapestry programme (Nursery to year 2)etc.</i> • <i>Children engagement with reading will improve and reading outcomes across the school will improve.</i> • <i>Core skills will improve because more children are completing home learning activities.</i>


7	All pupils to make better than expected progress in maths and to embed a maths mastery approach across the school	<ul style="list-style-type: none"> • All pupils will make expected progress • All DP to make better than expected progress, catch up and at least in line with the national average for end of Key stage 2
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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: £219,082

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Full time classroom assistants in every class.</p> <p>TA interventions to take place focusing on misconceptions in lessons and providing early bird</p>	<p><i>EEF shows +4 months progress and a large positive impact on learner outcomes, as long as they are deployed effectively.</i></p> <p><i>We have used same day interventions for core subjects previously and there is clear evidence of progress in their books when using this approach so will continue.</i></p> <p>Teaching Assistant Interventions</p> <p>Moderate impact for moderate cost based on moderate evidence</p> 	1, 2, 4




(pre-school' activities) where possible.		
In-house SALT support & CPD for all	<p><i>Research shows that vocabulary (particularly tier 2 vocabulary) needs to be the focus if you want to improve children's learning as it is vocabulary that is transferrable across the curriculum.</i></p> <p><i>The EEF shows that oral language interventions have a very high impact on progress, based on extensive evidence.</i></p> <p><i>Communication and oracy is poor, and in the past having dedicated SALT time with specific children has improved children's vocabulary as seen in their reading assessments and communication as seen by their teachers</i></p>	1, 3, 4
<p>Early Talk Boost/speech therapy</p> <p>Other activities such as, Early Talk Boost, Jiggy Wrigglers and Debutots have been bought in to improve speech and language in EYFS.</p>	<p>Oral language interventions</p> <p>Very high impact for very low cost based on extensive evidence</p> 	1
<p>Early years quality support, including 2 year old provision & a 0.8 nursery teacher</p> <p>0.2 LW phonics/reading specialist</p> <p>0.8 Phonics support (Improvement mentor)</p>	<p><i>Evidence shows that children who have attended our nursery are settled and make better progress compared to children who have attended other pre-school settings when they enter Year R</i></p> <p><i>Providing CPD/masterclasses for teachers, support staff and parent workshops for YR, Y1 & Y2</i></p>	1,2,3 & 4


Educational psychologist - 12 days purchased	<i>Many of our disadvantaged children have high emotional need, which may not have been identified out of school and can sometimes result in poor learning behaviours in school, which need specialist support</i>	1,3 & 4
Release & time for maths team (approx. 6 x PA) Providing whole school CPD	<p><i>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. Focussing on arithmetic skills & pedagogical practice.</i></p> <p>Mastery learning</p> <p>High impact for very low cost based on limited evidence</p> <div style="display: flex; align-items: center; justify-content: space-around;"> <div style="display: flex; gap: 5px;"> £££££ </div> <div style="display: flex; gap: 5px;"> 🔒🔒🔒🔒🔒 </div> <div style="background-color: #f44336; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; color: white; font-weight: bold;">+5</div> </div>	7

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

Budgeted cost: £96,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small tuition groups (in-house teachers/tutors) with an urgent focus on Maths (arithmetic) in Year 5 & 6</p> <p>Easter school planned in 2023 – Year 6 focus on additional teacher intervention on reading, GPS & maths.</p>	<p><i>The EEF shows that small group tuition has an average impact of four months' additional progress over the course of a year.</i></p> <p><i>The DfE states that tuition is most effective when children receive high quality and individualised feedback and regular assessment and monitoring – a qualified teacher has the knowledge and training for this.</i></p> <p>Small group tuition</p> <p>Moderate impact for low cost based on moderate evidence</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4</p> <p>Mentoring</p> <p>Low impact for moderate cost based on moderate evidence</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +2</p>	<p>2 & 4</p>
<p>Release time for computing team to support staff with the digital strategy/offer e.g. MST and developing a home</p>		<p>4 & 6</p>

<p>learning digital programme for year 5 & year 6 pupils.</p> <p>Continue to develop a strong parental engagement and partnership through quality digital newsletter, online tutorials and general lines of communication etc.</p>	<p>Homework</p> <p>High impact for very low cost based on very limited evidence</p> <p>  </p> <p><i>We have over 2000 followers on the schools' social media page, which includes twitter, Facebook, YouTube and Instagram and we want to continue to exploit the digital platform to engage parents with school life and children's education.</i></p> <p><i>EEF – Parental engagement has a positive impact on average of 4 months additional progress</i></p>	
<p>Boosters in maths taught by online tutors and targeted at children's specific needs using diagnostic assessment.</p> <p>Continuing to effectively use an agreed/approved tuition partner to help close the maths attainment gap.</p>	<p>EEF – small group tuition has average impact of four months' additional progress over the year</p>	<p>2</p>
<p>0.6 fourth Year 6 teacher</p>	<p><i>The EEF shows that small group tuition has an average impact of four months' additional progress over the course of a year.</i></p>	<p>2, 4 & 5</p>

	<i>The DfE states that tuition is most effective when children receive high quality and individualised feedback and regular assessment and monitoring – a qualified teacher has the knowledge and training for this.</i>	
Employment of a 0.3 teacher to support recovery work & tutoring in Y2.	<p><i>The EEF shows that small group tuition has an average impact of four months' additional progress over the course of a year.</i></p> <p><i>The DfE states that tuition is most effective when children receive high quality and individualised feedback and regular assessment and monitoring – a qualified teacher has the knowledge and training for this.</i></p> <p>One to one tuition</p> <p>High impact for moderate cost based on moderate evidence</p> 	2 & 4
<p>Employment of a 0.8 school based librarian.</p> <p>Further embed and advertise the impact of the newly bought accelerated reader programme.</p> <p>High quality texts in class used in guided reading, across the curriculum and in our library.</p> <p>Continuing to build up a diversity of texts.</p>	<i>The Centre for Literacy in Primary Education states that ‘the use of high quality books within the reading curriculum is at the heart of a school’s successful approach to become motivated and independent readers. If children enjoy reading, they read more frequently and become better readers.’</i>	1, 2 & 4
Continue to effectively use the	<i>With the new DfE phonics guidance, we must ensure children have access to phonetically decodable books for them to improve their reading.</i>	1 & 2

0.2 phonics and reading specialist teacher role and her assistant across the school. Lead on the systematic reading and phonics recovery programme

Regular non-contact time planned for the English team to successfully implement a strategic English catch up plan. Lead on training and professional support across all year groups.

Continue to develop pupils' higher-order reading skills in KS 2

Phonics

High impact for very low cost based on very extensive evidence



EEF- reading comprehension strategies are high impact – on average +6 months additional progress over the year

Reading comprehension strategies



Very high impact for very low cost based on extensive evidence



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

Budgeted cost: £202,876




Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The Inclusion team, offer high quality pastoral support through:</p> <ul style="list-style-type: none"> • Employment of three highly skilled, experienced and qualified pastoral/safeguarding/inclusion workers • Lego therapy, social groups and Circle of Friends • Working with a wide range of professional agencies e.g. social care, police, health, LA Link worker etc. • Supporting and advising parents emotionally • Subsidised breakfast club places for disadvantaged children and children with poor attendance. • Well organised calm club at break times is available for 	<p><i>Many of our disadvantaged children have high emotional need, which may not have been identified out of school and can sometimes result in poor learning behaviours in school, which need specialist support.</i></p> <p><i>As a large school, weekly meetings have ensured that high levels of our pupil needs are clearly understood by the wider pastoral team, including teachers.</i></p> <p><i>Gov guidance Breakfast Clubs Programme 2021-2023 states that ‘the evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.’</i></p> <p>Behaviour interventions</p> <p>Moderate impact for low cost based on limited evidence</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4</p> <hr/> <p>Social and emotional learning</p> <p>Moderate impact for very low cost based on very limited evidence</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4</p>	<p>5 & 6</p>

<p>most vulnerable/troubled pupils</p> <ul style="list-style-type: none"> Attendance of regular Inclusion team meetings. 		
<p>Full time attendance, welfare & medical officer working closely with other health providers and the LA (SLA with Attendance team)</p> <p>This role is aimed at improving poor attendance and reducing the number of pupils with persistent absence.</p>	<p><i>Having an attendance officer & a HRA Nurse has developed strong relationships with the children and families and we have seen improvements in the attendance of individual children, who have historically chronic attendance. PA have reduced since we have had a fulltime attendance officer and we wish for this to continue, especially as we're still living in a pandemic and attendance can quickly change if strong and consistent communication is missing. From our own experience in school, having good communication with families improves their attendance and learning in school.</i></p> <p>Parental engagement</p> <p>Moderate impact for very low cost based on extensive evidence</p>  	5&6
<p>Nurture provision with two accredited staff planning and delivering a bespoke nurture package for small groups of children (from Year R to Year 3) who are struggling to access the curriculum because of emotional and social barriers.</p>	<p><i>Many of our disadvantaged children have high emotional need and having a regular nurturing session helps to provide our youngest children the opportunity to de-regulate and provide targeted and tailored emotional and pastoral support in very small groups. Our successful rate with re-integration and improved socialisation is exceptional and we wish to keep this important provision available for our neediest children. The earlier intervention is more effective e.g. Year R to Year 2.</i></p>	1,5 & 6
<p>Providing a tie and prestigious blazer for Year 6 with the aim of increasing a sense of pride, improved work ethic and behaviour for learning.</p>	<p><i>We notice that Year 6 pupil's behaviour and attitude changes dramatically when they wear their blazer and tie. Other children are restless and year 6 take their school roles and responsibilities more seriously. They are studious and business like in class and this is why we wish to continue with this. Our recent Ofsted 19/20th October reported that 'pupils are respectful and kind towards each other'.</i></p>	1, 2, 5 & 6 1,2,3,4 & 5
<p>Fulltime ELSA practitioner working across Year 2 to year 6. She provides much needed emotional and personal support for over 60</p>	<p><i>Many of our disadvantaged children have high emotional need – having ELSA support provided them with emotional and pastoral support, on top of the academic support they receive in class or through TA interventions.</i></p>	1, 5 & 6

Metacognition and self-regulation

Very high impact for very low cost based on extensive evidence



<p>pupils with low self-esteem and poor self-regulation skills. ELSA one to one support/supervision and regular prof development.</p>		
<p>Employment of a sports coach at lunchtime to improve fitness and social skills Yoga/mindfulness after school club – for children</p>	<p>Physical activity</p> <p>Low impact for very low cost based on moderate evidence</p> <p>    </p>	<p>1 & 5</p>
<p>Visitors, trips and other experiences to be planned throughout the curriculum to enhance children’s cultural capital and improve tier 2 vocabulary</p>	<p><i>Many of our disadvantaged children do not have the experiences, which will help with social mobility, and Ofsted have identified this as a key area in their judgements of schools’ effectiveness.</i></p>	<p>1, 2, 3 , 4 & 5</p>
<p>Two mini buses purchased on a lease agreement</p>	<p><i>This allows children to visit places beyond their immediate locality and experience a broad and balanced curriculum, including activities they would not access e.g. theatre trips, swimming, residential visits etc. Our evidence is clear that these rich first hand experiences support and build on children’s vocabulary, offer healthy life choices and support ‘sticky knowledge’ enabling learners to know more and remember more. Often this translates into their writing and communication skills.</i></p>	<p>1, 2, 3, 4 & 5</p>
<p>Heavily subsidised (or free) after school clubs, which are targeted for the most vulnerable children</p>	<p><i>Many of our disadvantaged children do not have the experiences which will help with social mobility and Ofsted have identified this as a key area in their judgements of schools’ effectiveness. The Sutton Trust recommends that schools’ pupil premium money could be used for enrichment vouchers to offer middle class experiences to those who actually need them most. Creating Cultural Capital (2015)</i></p>	<p>1 & 5</p>

Total budgeted cost: £517,958

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Desired Outcomes for 2021/22

Priority 1	Priority 1: To improve speech and language, communication and social outcomes for all children.
Evaluation & Impact	<ul style="list-style-type: none"> • <i>Curriculum well designed and planned to include increased opportunities for the children to develop oracy, social and language skills e.g. 'Off by Heart', whole school assemblies, oracy activities throughout lessons, P4C, organised lunch time play activities etc. Ofsted October 2021 validated a strong provision for PSHE & opportunities for talk and oracy development.</i> • <i>Talk Boost & 'Jiggy Wrigglers' is an effective communication and physical development program. Children with no speech start to put short sentences of about two to three words. The older children begin to speak in full sentences, understand more vocabulary and even take turns when speaking.</i> • <i>'Debutots' builds self-confidence, promotes language and develops the love of stories.</i> • <i>'Little Wandle' phonics programme has provided staff with high quality training and promoted oracy and language constantly throughout the school. Better than expected phonics outcomes were achieved in Year 1 (73% pass rate).</i>
Priority 2	Priority 2: To close the gender attainment gap.
Evaluation & Impact	<ul style="list-style-type: none"> • <i>Intervention programme delivered effectively with a clear focus on boys. Tracking and monitoring completed through pupil progress meetings.</i> • <i>Curriculum designed and planned to engage boys with their learning and develop their attitudes to learning e.g. well-chosen texts, hooks, task design etc.</i>

2020.2021 Data

Boys vs Girls	ARE	Reading			Writing			Mathematics			
		Boys	Gap	Girls	Boys	Gap	Girls	Boys	Gap	Girls	
Year 3 (+)	AT+	48.78% (20/41)	Girls +6.22%	55.00% (22/40)	43.90% (18/41)	Girls +6.10%	50.00% (20/40)	51.22% (21/41)	Girls +11.28%	62.50% (25/40)	
ARE: A To A+	Above	4.88% (2/41)	Girls +5.12%	10.00% (4/40)	2.44% (1/41)	Girls +2.56%	5.00% (2/40)	9.76% (4/41)	Boys +7.26%	2.50% (1/40)	
Year 4 (+)	AT+	47.73% (21/44)	Girls +15.43%	63.16% (24/38)	38.64% (17/44)	Girls +8.73%	47.37% (18/38)	47.73% (21/44)	Girls +18.06%	65.79% (25/38)	
ARE: A To A+	Above	4.55% (2/44)	Girls +3.35%	7.89% (3/38)	2.27% (1/44)	Girls +2.99%	5.26% (2/38)	4.55% (2/44)	Boys +1.91%	2.63% (1/38)	
Year 5 (+)	AT+	57.45% (27/47)	Girls +11.30%	68.75% (22/32)	45.65% (21/46)	Girls +13.72%	59.38% (19/32)	59.57% (28/47)	Girls +9.18%	68.75% (22/32)	
ARE: A To A+	Above	6.38% (3/47)	Boys +0.13%	6.25% (2/32)	2.17% (1/46)	Girls +4.08%	6.25% (2/32)	6.38% (3/47)	Boys +6.38%	0.00% (0/32)	
Year 6 (+)	AT+	56.41% (22/39)	Boys +0.85%	55.56% (20/36)	41.03% (16/39)	Girls +11.75%	52.78% (19/36)	69.23% (27/39)	Boys +22.01%	47.22% (17/36)	
ARE: A To A+	Above	5.13% (2/39)	Boys +5.13%	0.00% (0/36)	0.00% (0/39)	No Gap	0.00% (0/36)	0.00% (0/39)	No Gap	0.00% (0/36)	
Year 7 (+)	AT+	64.56% (51/79)	Girls +16.52%	81.08% (60/74)	60.76% (48/79)	Girls +14.92%	75.68% (56/74)	69.62% (55/79)	Girls +3.35%	72.97% (54/74)	
ARE: A To A+	Above	43.04% (34/79)	Girls +9.66%	52.70% (39/74)	43.04% (34/79)	Girls +9.66%	52.70% (39/74)	49.37% (39/79)	Girls +4.69%	54.05% (40/74)	
Whole School	AT+	56.4% (141/250)	Girls 10.87%	67.3% (148/220)	48.2% (120/249)	Girls 11.81%	60.0% (132/220)	60.8% (152/250)	Girls 4.20%	65.0% (143/220)	
	Above	17.2% (43/250)	Girls +4.62%	21.8% (48/220)	14.9% (37/249)	Girls +5.60%	20.5% (45/220)	19.2% (48/250)	Boys 0.11%	19.1% (42/220)	

2021.2022 Data

Boys vs Girls	ARE	Reading			Writing			Mathematics			
		Boys	Gap	Girls	Boys	Gap	Girls	Boys	Gap	Girls	
Year 2 (+)	AT+	46.88% (15/32)	Girls +21.21%	68.09% (32/47)	40.63% (13/32)	Girls +29.59%	70.21% (33/47)	68.75% (22/32)	Girls +5.72%	74.47% (35/47)	
ARE: A To A+	Above	3.13% (1/32)	Girls +7.51%	10.64% (5/47)	0.00% (0/32)	Girls +8.51%	8.51% (4/47)	3.13% (1/32)	Girls +1.13%	4.26% (2/47)	
Year 3 (+)	AT+	64.29% (27/42)	Girls +0.58%	64.86% (24/37)	47.62% (20/42)	Girls +1.03%	48.65% (18/37)	69.05% (29/42)	Boys +17.70%	51.35% (19/37)	
ARE: A To A+	Above	11.90% (5/42)	Boys +1.09%	10.81% (4/37)	2.38% (1/42)	Girls +0.32%	2.70% (1/37)	9.52% (4/42)	Boys +6.82%	2.70% (1/37)	
Year 4 (+)	AT+	56.82% (25/44)	Girls +24.76%	81.58% (31/38)	38.64% (17/44)	Girls +27.15%	65.79% (25/38)	59.09% (26/44)	Girls +9.33%	68.42% (26/38)	
ARE: A To A+	Above	2.27% (1/44)	Girls +8.25%	10.53% (4/38)	0.00% (0/44)	No Gap	0.00% (0/38)	4.55% (2/44)	Boys +4.55%	0.00% (0/38)	
Year 5 (+)	AT+	62.50% (30/48)	Girls +12.50%	75.00% (24/32)	50.00% (24/48)	Girls +9.38%	59.38% (19/32)	70.83% (34/48)	Boys +5.21%	65.63% (21/32)	
ARE: A To A+	Above	2.08% (1/48)	Girls +4.17%	6.25% (2/32)	0.00% (0/48)	Girls +3.13%	3.13% (1/32)	4.17% (2/48)	Boys +4.17%	0.00% (0/32)	
Year 6 (+)	AT+	60.98% (25/41)	Boys +9.55%	51.43% (18/35)	46.34% (19/41)	Boys +1.90%	44.44% (16/36)	60.98% (25/41)	Boys +19.31%	41.67% (15/36)	
ARE: A To A+	Above	9.76% (4/41)	Boys +6.90%	2.86% (1/35)	0.00% (0/41)	No Gap	0.00% (0/36)	12.20% (5/41)	Boys +9.42%	2.78% (1/36)	
Year 7 (+)	AT+	53.85% (21/39)	Girls +6.76%	60.61% (20/33)	41.03% (16/39)	Girls +22.61%	63.64% (21/33)	51.28% (20/39)	Boys +2.80%	48.48% (16/33)	
ARE: A To A+	Above	10.26% (4/39)	Girls +10.96%	21.21% (7/33)	0.00% (0/39)	No Gap	0.00% (0/33)	5.13% (2/39)	Boys +2.10%	3.03% (1/33)	
Whole School	AT+	58.1% (143/246)	Girls 8.99%	67.1% (149/222)	44.3% (109/246)	Girls 14.88%	59.2% (132/223)	63.4% (156/246)	Boys 4.22%	59.2% (132/223)	
	Above	6.5% (16/246)	Girls +3.86%	10.4% (23/222)	0.4% (1/246)	Girls +2.28%	2.7% (6/223)	6.5% (16/246)	Boys 4.26%	2.2% (5/223)	

Priority 3

Priority 3: Further development of the positive attitudes towards behaviour and learning with a sense of reconnection throughout the community after the global pandemic.

Evaluation & Impact

- Full range of extra-curricular activities started and accessed by children across the school.
- Family learning programme in place (since 2019) which has empowered parents and given them confidence to be more involved with their children's learning.
- Every KS 2 pupil has their own laptop so they can access learning, practice learning and consolidate new skills, concepts and knowledge independently.
- Parent workshops delivered with a focus on phonics and reading.
- Workshops with parents carried out to encourage them to engage with school based apps e.g. 'Study bugs', 'Tapestry'

	<ul style="list-style-type: none"> Ofsted – behaviour, parent, staff was very positive, which reflected pupil’s good attitudes to learning
Priority 4	<i>Priority 4:</i> All pupils to make better than expected progress in maths and to embed a maths mastery approach across the school.
Evaluation & Impact	See data above

Please see our COVID catch-up plan 2022/23 for further information on how we have allocated additional funding.

Recovery Funding 2022-23

Priority	Activity	Projected Spend	Actual Spend
Priority 1	Speech and language support (2 days per week) Employ SALT - focus in Years R & 1	£16,800	
Priority 2	Specialist phonics and reading teacher.	£7,800	
Priority 3	Literacy programme led by Literacy Hub Pompey Pirates – 15 x Year 6 pupils	£6,400 £3,200	
Priority 4	Employ fourth teacher (0.6) to provide recovery core curriculum in Year 6 Employ fourth teacher (0.3) to provide recovery core curriculum in Year 2 teacher	£25,000 £8,000	
Actual allocation: £50.895 (premium strategy) School led tutoring £51,354		£67,200	

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Time tables Rockstars	TT Rockstars
Spelling	Spelling Shed
Oracy	Voice 21
Speech and language	Talkboost