

Pupil premium strategy statement

This statement details Viewley Hill Academy's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Viewley Hill Academy
Number of pupils in school	308
Proportion (%) of pupil premium eligible pupils	67%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2024 2024 - 2025 2025 - 2026
Date this statement was published	
Date on which it will be reviewed	24.06.24
Statement authorised by	Kate Barkley
Pupil premium lead	Sam Gardiner
Governor / Trustee lead	Gillian Dorman-Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£224,000
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	£224,000

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	A very high proportion of the Academy's pupils are disadvantaged
2	Very low starting points of many pupils, making accelerated progress through the academy necessary
3	Significant mental health challenges presented by many disadvantaged children and their families, leading to complex issues
4	A lack of resilience in children, requiring bespoke curriculum provision
5	The influence of socially negative and criminal behaviours in the community on pupils within the Academy, particularly those in KS2
6	A lack of cultural capital hugely impacts pupils in the context of the Academy. This has to be explicitly provided for pupils through curriculum opportunities.
7	Poor regard for the value of education in the community

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
High quality teaching is consistent across the Academy. Progress is carefully monitored with SLT and through regular, quality CPD, staff are supported in providing a high-quality offer which aims for disadvantaged pupils to close the attainment gap.	Staff appraisal sets high expectations for provision and outcomes. Regular Pupil Progress Meetings with SLT enables close supervision of pupils' progress and attainment. Early and responsive intervention tackles barriers to learning. Disadvantaged pupils narrow the gap with non-disadvantaged pupils nationally by the end of their primary school life.
Analysis-driven provision, close monitoring and assessment of disadvantaged pupils ensures barriers to learning are tackled and removed.	Pupil Premium Lead (DHT) works closely with all teaching teams to ensure that needs are identified and addressed with appropriate intervention.

<p>A high staff to pupil ratio ensures children feel valued and aspire to succeed academically.</p>	<p>Children feel safe, happy and that they have a voice within the Academy. Their self-esteem, confidence and resilience enables them to fully participate in all aspects of school life. Pupil voice consultations reflect happy, positive pupils who feel supported and engaged.</p>
<p>Educational, language and learning difficulties in pupils who are disadvantaged are identified early and appropriate support is targeted, facilitating full engagement in the curriculum.</p>	<p>Educational psychologist supports families and pupils with relevant intervention. Early intervention and behaviour planning supports pupils in engaging fully to make progress throughout the curriculum.</p>
<p>A dedicated pastoral team, led by AHT, liaises with other agencies and provides support and advice for both pupils and their families.</p> <p>Highly trained support staff promote inclusion, nurture and well-being.</p> <p>Breakfast Club places for disadvantaged pupils are prioritised and funded.</p> <p>Educational Visits are partially funded so that all pupils receive their entitlement to a rich curriculum.</p> <p>Outdoor clothing is provided for Early Years pupils to ensure their entitlement to outdoor experiential education</p> <p>Funded after-school clubs promote aspiration and provide extra-curricular activities.</p>	<p>Persistent absence, repeated incidents of poor behaviour within school and anti-social behaviour out of school are minimised through close work within the community.</p> <p>There are fewer incidents of disruption to learning from behaviour outside school, or on the playground.</p> <p>Hunger impacts less on learning.</p> <p>Cultural capital is established. Knowledge is generative.</p> <p>All pupils have access to suitable outdoor clothing and footwear.</p> <p>Disadvantaged pupils access a range of opportunities in addition to their curriculum entitlement.</p>
<p>Mental health, emotional and behavioural work from specialist providers offers pertinent support to vulnerable and disadvantaged pupils and their families, where wellbeing impacts on learning.</p>	<p>A CATs therapist supports disadvantaged pupils and their families. ELSA support is directed effectively towards pupils.</p>

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: £ 95, 394

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff CPD High quality training enables staff to identify gaps in learning and address these through rapid-response interventions</p>	<p>Education Endowment Fund: Targeted interventions and resources</p>	1, 2, 3, 4, 5, 7
<p>CPD for staff supports the explicit teaching of metacognition and self-regulation</p>	<p>Education Endowment Fund: Cognitive Science approaches</p>	1, 2, 3, 4, 5, 6
<p>A carefully sequenced, knowledge-rich curriculum responds to the needs of the children.</p>	<p>Education Endowment Fund: High Quality Teaching/ Great Teaching Toolkit</p>	1, 2, 3, 4, 5
<p>Additional teachers in KS1 and KS2 to facilitate smaller group intervention for accelerated progress in core curriculum</p>	<p>Education Endowment Fund menu of approaches: Targeted Academic support</p>	1, 2, 3, 4, 5, 6, 7
<p>Coaching and mentoring for teachers enables highest quality provision for disadvantaged pupils</p>	<p>National Institute of Teaching: Mentoring and Coaching of Teachers research report</p>	

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

Budgeted cost: £ 36, 980

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to One support Teaching Assistants provide 1:1 reading opportunities throughout school</p>	<p>Education Endowment Fund: Teaching Assistant deployment and interventions</p>	<p>1, 2, 4, 5, 7</p>
<p>Small Group Tuition Use of NTP to accelerate progress of pupils on borderline of EXS in Y6.</p>	<p>Education Endowment Fund: Small group tuition</p>	<p>3, 4, 5, 7</p>
<p>Real World Psychology Educational Psychologist to support learning needs of disadvantaged pupils with SEND</p>	<p>Education endowment Fund: Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND Assessments enable strategies to be shared with Teachers and Parents. This enables synchronised provision for pupils presenting with a wide range of needs.</p>	<p>1, 2, 3, 4</p>
<p>Teaching Assistant deployment and interventions</p>	<p>Education Endowment Fund: Teaching Assistant deployment and interventions</p> <p><i>Pupils with high levels of deprivation and low levels of emotional resilience require significant adult support and responsive, short-term intervention</i></p>	<p>1, 2, 3, 4, 5, 6, 7</p>

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

Budgeted cost: £ 106,784

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer 2 days a month	Education Endowment Fund: Working together to improve school attendance Overall school attendance is at least 94%. Persistent absence is addressed. Families with poor track record of school attendance have a consistent link with school. Poor attenders are visited in person and key school messages about attendance are confirmed directly to parents.	3, 4, 5, 7
Attendance Awards	Supporting Attendance Good attendance is rewarded through class prizes and a 96% party at the end of each term	1, 3, 4, 5, 7
Parent Support Advisor is a key pastoral support for children and families	Supporting Attendance Supporting pupils' social, emotional and behaviour needs Communicating with and supporting parents Daily attendance response, including home visits daily; supports parents with school paperwork; gives behaviour and parenting advice; As DDSL and part of school Welfare Team, monitors vulnerable pupils and their families	2, 3, 4, 5, 7
CATS Therapist works with children and families 1 day a week.	Supporting pupils' social, emotional and behaviour needs Communicating with and supporting parents Disadvantaged children with complex issues presenting with poor mental health and self-image are supported in order that negativity does not become disaffected learning. Family counselling also enhances holistic support for families.	2, 3, 4, 5, 7
ELSA TA on staff provides responsive pastoral support to pupils	Supporting pupils' social, emotional and behaviour needs Friendship, negative self-image, anger-management issues addressed through time-limited series of intervention sessions. Children proven to 'turn	1, 3, 4, 5, 7

	around' challenging behaviour impacting on their own learning and that of others.	
Breakfast Club	<p>Supporting pupils' social, emotional and behaviour needs</p> <p>Communicating with and supporting parents</p> <p>Supporting Attendance</p> <p>Pupil Premium pupils receive funded places at Breakfast Club, enabling some to have a substantial meal at the start of the day; working parents are supported and persistent late arrivals are improved through Breakfast Club attendance</p>	2, 3, 4, 5, 7
Specialist Music Teaching	<p>Extra Curricular Activities</p> <p>Develops children's self-confidence, performance, speaking and listening skills. Enhances pupil performances to real audiences and enables pupils to participate in choir activities.</p>	1, 2, 3, 4, 5, 6
Drama Teacher: Big Foot Arts	<p>Extra-Curricular Activities</p> <p>Delivers PSHE and citizenship lessons. Develops children's self-confidence, performance, speaking and listening skills. Enhances pupil performances to real audiences.</p>	1, 2, 4, 6, 7
Yoga Teacher	<p>Extra-Curricular Activities</p> <p>Supports self-regulation and metacognition</p>	1, 3, 4, 5
After-School Clubs	<p>Extra-Curricular Activities</p> <p>Supports children in pursuing aspects of the curriculum which engage and motivate them; supports the identification of pupils with specific talents and enables further challenge in areas such as sport (eg: county championships) and enterprise.</p>	1, 3, 4, 5, 6, 7
Subsidised school visits	<p>Extra-Curricular Activities</p> <p>Builds cultural capital in pupils from very deprived and culturally disadvantaged pupils. Enables participation in a broad and balanced curriculum offer and promotes inclusion.</p>	1, 3, 5, 6, 7
Providing Uniform	<p>Supporting pupils' social, emotional and behavioural needs</p> <p>Communicating with and supporting parents</p> <p>Supporting attendance</p>	1, 3, 4, 5

Teaching Assistant support for behaviour	Supporting pupils' social, emotional and behavioural needs	1, 3, 5, 6
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Total budgeted cost: £ 239, 158

Viewley Hill Academy recognises that this exceeds the Pupil Premium funding of £224,000. However, the wellbeing, pastoral care and academic progress of the pupils is paramount, and therefore additional resources are directed from the school budget.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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
Launchpad for Literacy early phonics support and diagnostics	LaunchpadforLiteracy.co.uk
Yogabugs	Mighty Warriors

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	There were no pupils eligible for Service Premium in the year 2022 - 23
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

1. BARRIERS TO ATTAINMENT for PP pupils		
A low starting points for many, making accelerated progress throughout school necessary		
B poor mental health of many PP pupils		
C significantly high proportion of Academy children are PP pupils		
2. INTENTIONS		
Intended Outcomes		Success Criteria
i	A high staff to pupil ratio is proven to enable children to feel valued and nurtured in order to succeed academically.	Children feel safe, happy and that they have a voice within the Academy. Their self-esteem, confidence and resilience enables them to fully participate in all aspects of school life. Pupil voice consultations reflect happy, positive pupils who feel supported and engaged.
ii	Additional teacher in KS1 to facilitate small group intervention for accelerated progress in KS1	Learning loss due to COVID is extreme in KS1 children: 3/6 of their EYs and Y1 learning was lost due to the pandemic. DHT with proven track record of accelerated progress in pupils enhances a new Team.
iii	Continue to improve Early Reading through the purchase of a school-wide phonics system. Provide relevant CPD to all staff teaching phonics throughout school.	A new phonics system – Little Wandle – is in place. Staff teach phonics confidently and effectively throughout the academy.
iv	Educational, language and learning difficulties in pupils who are disadvantaged are identified early and appropriate support is targeted, facilitating full engagement in the curriculum.	Educational psychologist supports families and pupils with relevant intervention. Timely intervention and behaviour planning supports pupils in making progress throughout the curriculum.
v	Mental health, emotional and behavioural work from specialist providers offers pertinent support to vulnerable and disadvantaged pupils and their families, where wellbeing impacts on learning.	CATs therapist supports disadvantaged pupils and their families. ELSA support is directed effectively towards pupils. Early years pupils receive bespoke support.

		Pupils are supported in accessing learning through engagement with specialist providers.
vi	Analysis-driven provision for disadvantaged pupils targets areas of learning and SEMH.	<p>Enhanced provision for the youngest children, whose deficit due to the pandemic is the greatest:</p> <ul style="list-style-type: none"> • Additional adult intervention in Reception (JH) • Additional Adult intervention in Nursery • Additional Teacher in KS1 morning Team <p>Added capacity to KS2 to support children with complex needs and SEMH difficulties:</p> <ul style="list-style-type: none"> • Additional adult support in LKS2 • Additional Teacher in UKS2 morning Team

3. PLANNED EXPENDITURE

Quality of Teaching

Intended Outcome	Action	Rationale	Evaluation	Lead	Date of Review
i	Small classes in Reception to address high levels of need.	Pupils with high levels of emotional, language and learning needs respond well to high adult to child ratio. 2021-22 internal data showed that outcomes improved when this model was used.	High levels of mobility within the year and an increasing roll - 41 pupils in Reception by July. GLD 56% R, 54% W, 80% M.	EYs Lead	10.07.23
ii	Additional teacher in KS1 to facilitate small group intervention for accelerated progress in KS1	Learning loss due to COVID is extreme in KS1 children: 3/6 of their EYs and Y1 learning was lost due to the pandemic. DHT with proven track record enhances a new Team.	PP and NPP pupils made the same progress in Y1, although PP attainment was significantly below NPP. In Y2, a number of PP pupils were still on the Y1 curriculum, therefore, PP progress and attainment lower than NPP.	KS1 Lead	10.07.23
iii	Additional teacher in KS2 to facilitate small group intervention	Y6 cohort has experienced extreme instability, through unforeseeable staffing	Disruption to the team throughout the year caused by staff long term absence	KS2 Lead	10.07.23

	for accelerated progress in UKS2	changes in KS2 and learning loss due to the pandemic. Without accelerated progress, these children may not be ready for the next stage of their learning. Experienced AHT supports within this team.	<p>meant that AHT's role was inconsistent in UKS2.</p> <p>In R and WR, PP pupils outperformed NPP pupils in Teacher Assessment. In end of KS2 tests, PP pupils outperformed NPP in Maths.</p> <p>KS2: R: PP 48% NPP 50% W: PP 70% NPP 50% M: PP 70% NPP 63%</p>		
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Targeted Support

Intended Outcome	Action	Rationale	Evaluation	Lead	Date of Review
i	Purchase of Little Wandle phonics programme	VHA phonics provision enables most children to reach the expected standard by Y1 phonics screening. However, an updated scheme will enhance KS1 provision and enable whole school CPD, facilitating greater phonics support for the bottom 20% of readers in KS2	<p>LW taught in Y3 by former Y2 teacher to continue to support SEND and lower 20% readers.</p> <p>LW is now embedded and external SIP evaluated high quality provision.</p> <p>KS1 phonics 2023: Y1 79% passed Y2 71% (5/7) passed</p> <p>KS2 Phonics 2023: 56% of Y3s progressed onto book bands (5/9) 33% (3/4) progressed two phonics phase sets and 1 pupil made no progress.</p>	Early Reading Lead/ English Lead	20.07.23
ii	EYs Language and Learning development intervention through	Significant numbers of Reception children presenting with high levels of	Targeted intervention for individual pupils had	EYs Lead	20.07.23

	additional learning support	communication and speech difficulties.	significant impact on CLL, eg: NR, HR, NR		
iii	Real World Psychology Educational support learning needs of disadvantaged pupils with SEND	Assessments enable strategies to be shared with Teachers and Parents. This enables synchronised provision for pupils presenting with a wide range of needs.	Strategies supported staff with a number of pupils in UKS2, eg: T5, T5, LR5, L6 with extreme SEMH and very challenging behaviour. In one case, Educational psychology support for staff enabled a child at risk of suspension to remain in school.	HT/ AHT/ SENDCo	20.07.23
iv	Additional member of staff to support recovery of lost learning in LKS2 (Recovery Premium)	Accelerated progress is enabled by small group support which enables children to recover lost learning through high quality intervention.	Staff long term absence meant some disruption to recovery learning, particularly affecting the Y4 cohort. Writing Interventions with Y3-4 and Y5 pupils took place regularly and were impactful, eg: child A in Y4 made better progress in writing, as a result of his intervention, than in Reading or Maths; Child B in Y5 made exceptional progress in writing (7 points) during the period she had regular intervention.	HT/ KS2 Lead	20.07.23
Additional Approaches					
Intended Outcome	Action	Rationale	Evaluation	Lead	Date of Review
i	Attendance Welfare Officer 2 days a month	Persistent absence is addressed. Families with poor track record of school attendance have a consistent link with school. Poor	Relentless focus on persistent absenteeism. Home visits in addition to VHA's own welfare checks and visits.	AHT/ AWO/ PSA	20.07.23

		attenders are visited in person and key school messages about attendance are confirmed directly to parents. Fines are issued.	ACC procedures initiated. Fines issued. Whole School attendance expectation raised to 96%. Whole school attendance was 94%, compared to 92.5% nationally.		
ii	Parent Support Advisor provides pastoral support for children and families and is first point of contact.	Daily attendance response, including home visits daily; supports parents with school paperwork; gives behaviour and parenting advice; As DDSL and part of school Welfare Team, monitors vulnerable pupils and their families	Relentless focus on persistent absenteeism. VoC completed 1:1 to identify and subdue barriers. Home visits and daily welfare checks and visits. Whole School attendance expectation raised to 96%. Whole school attendance was 94%, compared to 92.5% nationally.	AHT/ PSA	20.07.23
iii	CATS Therapist supports children and families 1 day a week.	Disadvantaged children with complex issues presenting with poor mental health, challenging behaviour and negative self-image are supported in order to minimise disaffected learning. Family counselling also enhances holistic support for families and the community.	Some significant successes, eg: P1 was able to analyse impact of trauma from DV and regain a positive outlook on future family relationships; P2 family members engaged in psychoeducational training to support a pupil at home with significant mental health issues to complement the work ongoing in school.	AHT	13.07.23
iv	ELSA trained member of staff provides responsive pastoral support to pupils	Friendship, negative self-image, anger-management issues addressed through time-limited series of intervention sessions. Children develop	Clear improvements in mental health and self-esteem of pupils targeted for this support, eg: K5, J3, C2, particularly where multiple	AHT ELSA	20.07.23

		resilience and self-regulation	vulnerabilities, eg attendance or CLA presented.		
vi	Music specialists: Singing Teacher and pianist weekly	Develops children's self-confidence, performance and speaking and listening skills. Enhances pupil performances to real audiences and enables pupils to participate in choir activities.	Children performed within school in addition to choir performances for local residents and invited guests, such as The Mayor. Self-esteem and confidence of children such as F2, H3 and O5 notably improved. Positive behaviour aspirations of challenging children O4 and A5 in preparing for choir performances.	DHT/ music lead	20.07.23
vii	Big Foot Arts drama company 2x weekly	Delivers PSHE and citizenship lessons. Plus after-school club. Develops children's self-confidence, performance, speaking and listening skills. Enhances pupil performances to real audiences.	BFA tailored learning to curriculum provision where practice was best. More successful in lower school. Children's confidence and social communication improved, but there were some challenges in KS2. Children in after-school club performed to an audience of their parents each term.	DHT/ Big Foot Arts	13.07.23
Total budgeted cost: £224,859.50					

Pupil Premium Report: Summer 2023

The National Average percentage of children in receipt of Pupil Premium is 27%

The average percentage of Pupil Premium children at VHA is 67%.

Summer Term Data

- figures are cohort averages for Reading, Writing and Maths

Summer Term Data 2023					
Cohort	%PP	Points progress		Attainment % ARE/+	
Y1	65%	PP	3.9	PP	68% R 59% W 73% M
		NPP	3.9	NPP	92% R 100% W 100% M
Y2	65%	PP	3.4* <small>A number of children still on Y1 curriculum</small>	PP	68% R 68% W 73% M
		NPP	3.8	NPP	75% R 83% W 92% M
Y3	69% <small>Very vulnerable cohort</small>	PP	3.4	PP* <small>A high number of SEND pupils</small>	52% R 48% W 56% M
		NPP	3.5	NPP	91% R 91% W 91% M
Y4	73% <small>Very vulnerable cohort</small>	PP	3.2	PP	40% R 30% W 47% M
		NPP	3.5	NPP	27% R 40% W 45% M
Y5	55%	PP	4.1	PP	50% R 39% W 50% M
		NPP	4.4	NPP	80% R

					67% W 40% M
Y6	77% Very vulnerable cohort	PP	4.0	PP	67% R 70% W 66% M
		NPP	4.2	NPP	63% R 63% W 75% M

Red denotes a significant disparity between groups

In some cohorts there is a small difference between PP (Pupil Premium) and NPP (Non-Pupil Premium) groups in terms of the progress made in 2022-23. In all cases, this is less than 0.5 points progress, which is not a significant difference. In Y1, the two groups showed the same progress and there is little disparity between Pupil Premium and Non-Pupil Premium groups. This is evidence of the importance placed on an inclusive education at Viewley Hill Academy and shows that these pupil groups are experiencing equal learning opportunities.

Unfortunately, children who qualify for Pupil Premium funding at Viewley Hill Academy are also often the most deprived, whom we need to ensure make better than expected progress. This is because their starting points are frequently lower (sometimes very much lower) than that of their peers who do not qualify for the funding (here referred to as Non-Pupil Premium). If these children do not make accelerated progress, then they are at risk of not meeting age-related expectations and of missing important milestones in their academic education.

The summative data shows that attainment for pupils who qualify for funding is significantly below that of their more affluent peers in the lower half of school. Evidence over time shows that the reason for this is that it takes many of our children their whole school journey to catch up from their earliest deprivation. In the upper half of school (the oldest children), there are 5 of 9 cases where PP pupils outperform their NPP peers. This demonstrates the point that the education (and importantly, also the extra-curricular, holistic opportunities) that children in the academy who qualify for Pupil Premium funding receive is appropriately targeted and impactful, so that our pupils, leaving us to begin the next phase of their education, are in a similar position to their peers. For many of our children, this need is far more than being academically prepared; it is being self-assured, confident and articulate individuals.

* Please note that due to changes in monitoring systems with the new academic year, pupils are shown in current cohorts, rather than those they represent for the purpose of this report.

Diminishing Differences Report

Y2, Y3, Y4, Y5, Y6, Y7* - All Pupils (213 pupils)

Year 2: 34 pupils		Missing Assessment	On Track or Higher	
Reading	No. (%)	No. (%)	Aut2 22-23	Sum2 22-23
Pupil Premium	22 (64.7%)	3 (13.6%)	68.4%	68.4%
Not Pupil Premium	12 (35.3%)	0 (0%)	91.7%	91.7%
Difference (change in difference):			23.3	23.3 (0.0)

Year 2: 34 pupils		Missing Assessment	On Track or Higher	
Writing	No. (%)	No. (%)	Aut2 22-23	Sum2 22-23
Pupil Premium	22 (64.7%)	3 (13.6%)	47.4%	57.9%
Not Pupil Premium	12 (35.3%)	0 (0%)	100%	100%
Difference (change in difference):			52.6	42.1 (-10.5)

Year 2: 34 pupils		Missing Assessment	On Track or Higher	
Mathematics	No. (%)	No. (%)	Aut2 22-23	Sum2 22-23
Pupil Premium	22 (64.7%)	3 (13.6%)	94.7%	73.7%
Not Pupil Premium	12 (35.3%)	0 (0%)	100%	100%
Difference (change in difference):			5.3	26.3 (21.0)

Year 3: 34 pupils		Missing Assessment	On Track or Higher	
Reading	No. (%)	No. (%)	Aut2 22-23	Sum2 22-23
Pupil Premium	22 (64.7%)	0 (0%)	63.6%	68.2%
Not Pupil Premium	12 (35.3%)	0 (0%)	75.0%	75.0%
Difference (change in difference):			11.4	6.8 (-4.6)

Year 3: 34 pupils		Missing Assessment	On Track or Higher	
Writing	No. (%)	No. (%)	Aut2 22-23	Sum2 22-23
Pupil Premium	22 (64.7%)	0 (0%)	72.7%	68.2%
Not Pupil Premium	12 (35.3%)	0 (0%)	83.3%	83.3%
Difference (change in difference):			10.6	15.1 (4.5)

Year 3: 34 pupils		Missing Assessment	On Track or Higher	
Mathematics	No. (%)	No. (%)	Aut2 22-23	Sum2 22-23
Pupil Premium	22 (64.7%)	0 (0%)	68.2%	72.7%
Not Pupil Premium	12 (35.3%)	0 (0%)	91.7%	91.7%
Difference (change in difference):			23.5	19.0 (-4.5)

Year 4: 36 pupils	
Reading	No. (%)
Pupil Premium	25 (69.4%)
Not Pupil Premium	11 (30.6%)

Difference (change in difference):

Missing Assessment	No. (%)
	2 (8.0%)
	1 (9.1%)

On Track or Higher	
Aut2 22-23	Sum2 22-23
52.2%	52.2%
100%	100%
47.8	47.8 (0.0)

Year 4: 36 pupils	
Writing	No. (%)
Pupil Premium	25 (69.4%)
Not Pupil Premium	11 (30.6%)

Difference (change in difference):

Missing Assessment	No. (%)
	2 (8.0%)
	1 (9.1%)

On Track or Higher	
Aut2 22-23	Sum2 22-23
52.2%	52.2%
100%	100%
47.8	47.8 (0.0)

Year 4: 36 pupils	
Mathematics	No. (%)
Pupil Premium	25 (69.4%)
Not Pupil Premium	11 (30.6%)

Difference (change in difference):

Missing Assessment	No. (%)
	2 (8.0%)
	1 (9.1%)

On Track or Higher	
Aut2 22-23	Sum2 22-23
56.5%	56.5%
100%	100%
43.5	43.5 (0.0)

Year 5: 41 pupils	
Reading	No. (%)
Pupil Premium	30 (73.2%)
Not Pupil Premium	11 (26.8%)

Difference (change in difference):

Missing Assessment	No. (%)
	1 (3.3%)
	1 (9.1%)

On Track or Higher	
Aut2 22-23	Sum2 22-23
62.1%	62.1%
60.0%	50.0%
2.1	12.1 (10.0)

Year 5: 41 pupils	
Writing	No. (%)
Pupil Premium	30 (73.2%)
Not Pupil Premium	11 (26.8%)

Difference (change in difference):

Missing Assessment	No. (%)
	1 (3.3%)
	1 (9.1%)

On Track or Higher	
Aut2 22-23	Sum2 22-23
55.2%	58.6%
50.0%	60.0%
5.2	1.4 (-3.8)

Year 5: 41 pupils	
Mathematics	No. (%)
Pupil Premium	30 (73.2%)
Not Pupil Premium	11 (26.8%)

Difference (change in difference):

Missing Assessment	No. (%)
	1 (3.3%)
	1 (9.1%)

On Track or Higher	
Aut2 22-23	Sum2 22-23
62.1%	58.6%
50.0%	70.0%
12.1	11.4 (-0.7)

Year 6: 33 pupils		Missing Assessment No. (%)	On Track or Higher	
Reading	No. (%)		Aut2 22-23	Sum2 22-23
Pupil Premium	18 (54.5%)	1 (5.6%)	47.1%	52.9%
Not Pupil Premium	15 (45.5%)	2 (13.3%)	92.3%	92.3%
Difference (change in difference):			45.2	39.4 (-5.8)

Year 6: 33 pupils		Missing Assessment No. (%)	On Track or Higher	
Writing	No. (%)		Aut2 22-23	Sum2 22-23
Pupil Premium	18 (54.5%)	1 (5.6%)	47.1%	52.9%
Not Pupil Premium	15 (45.5%)	2 (13.3%)	69.2%	69.2%
Difference (change in difference):			22.1	16.3 (-5.8)

Year 6: 33 pupils		Missing Assessment No. (%)	On Track or Higher	
Mathematics	No. (%)		Aut2 22-23	Sum2 22-23
Pupil Premium	18 (54.5%)	1 (5.6%)	52.9%	64.7%
Not Pupil Premium	15 (45.5%)	2 (13.3%)	53.8%	69.2%
Difference (change in difference):			0.9	4.5 (3.6)

Year 7: 35 pupils		Missing Assessment No. (%)	On Track or Higher	
Reading	No. (%)		Aut2 22-23	Sum2 22-23
Pupil Premium	27 (77.1%)	1 (3.7%)	69.2%	76.9%
Not Pupil Premium	8 (22.9%)	0 (0%)	50.0%	62.5%
Difference (change in difference):			19.2	14.4 (-4.8)

Year 7: 35 pupils		Missing Assessment No. (%)	On Track or Higher	
Reading	No. (%)		Aut2 22-23	Sum2 22-23
Pupil Premium	27 (77.1%)	1 (3.7%)	69.2%	76.9%
Not Pupil Premium	8 (22.9%)	0 (0%)	50.0%	62.5%
Difference (change in difference):			19.2	14.4 (-4.8)

Year 7: 35 pupils		Missing Assessment No. (%)	On Track or Higher	
Writing	No. (%)		Aut2 22-23	Sum2 22-23
Pupil Premium	27 (77.1%)	1 (3.7%)	50.0%	73.1%
Not Pupil Premium	8 (22.9%)	0 (0%)	50.0%	62.5%
Difference (change in difference):			0.0	10.6 (10.6)

Year 7: 35 pupils		Missing Assessment No. (%)	On Track or Higher	
Mathematics	No. (%)		Aut2 22-23	Sum2 22-23
Pupil Premium	27 (77.1%)	1 (3.7%)	65.4%	69.2%
Not Pupil Premium	8 (22.9%)	0 (0%)	62.5%	75.0%
Difference (change in difference):			2.9	5.8 (2.9)

Difference Key:

Widening

Narrowing

Unchanged