

Grasmere Academy - EOY 2024 Pupil Premium Review

<p>Intended Outcomes: <i>To accelerate the rate of progress for PP children across Reading, Writing and Maths, therefore narrowing the attainment gap - with a particular focus of writing, as this is where the widest gap between non PP and PP children can be found across the school.</i></p>	
<p>Success Criteria</p>	<p>Evidence from 2023/34</p>
<p>All PP/Non SEND children will make better than expected progress this academic year (3+ points progress)</p>	<p>All PP/Non SEND children made expected or better progress in maths, and all bar year 2 in reading and writing</p> <p>Cohort size for PP/Non SEND: (Full cohort size)</p> <p>Year 1 - 6 out of 13 children Year 2 - 4 out of 9 children Year 3 - 4 out of 12 children Year 4 - 2 out of 13 children Year 5 - 3 out of 19 children</p>
<p>All PP/SEND children will demonstrate progress relative to their starting points and expectant of their specific needs</p>	<p>SEND progress was better than expected in year 3 and 5 for reading, and year 1,2 and 5 in writing and years 3,4,5 in maths.</p> <p>The rest made less than expected progress - but these year groups do contain children in the ARP/EHCP's - progress in other forms of data (deep dives, pupil voice, book looks) show that children are making smaller steps of progress</p>
<p>Attainment gaps will be narrowed across the school - see termly data captures.</p>	<p>When you look at 'pure' PP children removing SEND out completely then the attainment gap across all subject areas and all year groups show less than a terms gap. This isn't the case in Year 3 writing and Year 5.</p> <p>PP Cohort sizes: Year 1 - 77% Year 2 - 67% Year 3 - 83% Year 4 - 76% Year 5 - 53%</p>

<p>Intended Outcomes: <i>To develop a comprehensive reading offer across the school, that starts with a synthetic, systematic phonics system (where any child who needs support with the mechanics of reading will receive it) to a rich reading for pleasure experience.</i></p>	
<p>Success Criteria</p>	<p>Evidence from 2023/34</p>
<p>Phonics attainment will rise throughout the Academic year from its starting point in September 2022 - see data tracking system</p>	<p>In-year tracking shows that from September 2024 baselines, children made clear and sustained progress.</p> <p>There has been a downward attainment trend over the last three years (23% in 2024) - however each cohort is very different and complex that it is impossible to expect a continued increase year on year.</p> <p>This year a closer analysis on data needs to ensure that all children, who are able, can achieve the standard.</p>
<p>A consistent and effective guided reading framework to be established across the school that focuses on quality first teaching, ultimately raising standards - see data tracking system</p>	<p>Guided reading is well established in the school and feeds well into the reading for pleasure and wider reading offer. Reading progress for KS2 is exceptionally strong for PP children in 2024. Year 2 made expected progress and Year 1 need to be focussed on next academic year.</p>
<p>A well thought out reading spine and challenging diet of texts for children to be exposed to in order to raise awareness of genres and vocabulary.</p>	<p>Books are everywhere in our school. Children have a real love for reading and this is clearly seen in the environment.</p> <p>Reading is threaded seamlessly into our writing curriculum and challenging texts are used to engage and hook the children into their learning. Vocabulary is well thought about and children are exposed to a wide range of genres. - this is evidenced in books and deep dive monitoring.</p>
<p>Reading progress will be better than expected across the school by the end of the academic year</p>	<p>Non send group of children made better than expected progress in reading 23/24 PP children with no SEND made better than expected progress in KS2, PP children made expected progress in year 2 and less than expected in year 1</p>
<p>Intended Outcomes:</p>	

Parents will be fully engaged in their children's learning, especially reading, in order to support continuous learning opportunities at home and in school.

Success Criteria	Evidence from 2023/34
Parent surveys and voices will show that parents feel confident to support their children's learning at home	Parent surveys that were conducted last year, were highly complimentary of the school and the work that the school does in order to support the children at Grasmere. Comments show that where children have struggled elsewhere, the now feel safe and nurtured at Grasmere.
Parental attendance at 'learning workshops' links with adult learning alliance, are well attended and this ultimately helps to support learning at home	Adult learning alliance workshops were held and well attended across the school. Parents book club was also a huge success.

Intended Outcomes:

Children to have opportunities within or outside of school for additional enrichment activities, which will in turn develop their character, focusing on confidence, resilience and independence.

Success Criteria	Evidence from 2023/34
PP children, especially identified long term disadvantaged (LTD) children to have a wide range of additional experiences - trips, residential, extra curricular and musical experiences. All LTD to access this, and at least 50% of PP children to access these opportunities.	All children have access to all clubs at Grasmere, our Pupil Premium children have equal access. We also ensure, for more expensive trips - like residential that PP funding is used to support these families, so financial constraints are not a barrier. Next steps - to look at further enrichment experiences eg listening to live music, visiting art galleries.

Intended Outcomes:

To improve the attendance of PP children from 91% to at least national averages

Success Criteria	Evidence from 2023/34
PP children's attendance will see a rising trend across the year and will be closely monitored by school and LA in order to achieve this.	PP attendance dropped to 89% - this needs to be a focus moving into the next academic year.