

Grasmere Academy - EOY 2023 Pupil Premium Review

<p><b>Intended Outcomes:</b>  <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>	
Success Criteria	Evidence
<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:                      Reading - Years 3,4,6                      Writing - Years 2.3.6                      Maths - 3,4,6</p> <p>Other year groups made less than expected progress</p> <p>Cohort size for PP/Non SEND: (Full cohort size)</p> <p>Year 1 - 3 children (7)                      Year 2 - 4 children (9)                      Year 3 - 2 Children (13)                      Year 4 - 3 children (16)                      Year 5 - 4 children (22)                      Year 6 - 1 child (15)</p>
<p>All PP/SEND children will demonstrate progress relative to their starting points and expectant of their specific needs</p>	<p>PP and SEND made less than expected progress - but 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>PP gap for year 1 and 2 are less than a term across the 3 subjects, particularly a small gap in maths.</p> <p>Year 3 has large gaps - which significantly reduce once SEND are taken out.</p> <p>Year 4 is averaging at a gap of 1.5 terms across the 3 subjects</p> <p>Year 5 and 6 PP are achieving higher than Non PP peers</p>

	PP Cohort sizes: Year 1 - 57% Year 2 - 78% Year 3 - 77% Year 4 - 56% Year 5 - 77% Year 6 - 73%
<p><b>Intended Outcomes:</b>  <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>	
<b>Success Criteria</b>	<b>Evidence</b>
Phonics attainment will rise throughout the Academic year from its starting point in September 2022 - see data tracking system	In-year tracking shows that from September 2022 baselines, children made clear and sustained progress.
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	Guided reading is well established in the school and feeds well into the reading for pleasure and wider reading offer. Although reading progress is less than expected - generally reading attainment is the highest attaining subject areas across all year groups.
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.	This has been well organised and managed by the reading and writing leads. Children are given a wide variety of challenges through rich texts and the school is vocabulary and book rich.
Reading progress will be better than expected across the school by the end of the academic year	This was not achieved - a particular focus for this year needs to be the progress of our non SEND cohorts particularly in years 2,3 and 6.
<p><b>Intended Outcomes:</b>  <i>Parents will be fully engaged in their children's learning, especially reading, in order to support continuous learning opportunities at home and in school.</i></p>	
<b>Success Criteria</b>	<b>Evidence</b>
Parent surveys and voices will show that parents feel confident to support their children's learning at home	Parents were invited into school a lot more last academic year with a balance between celebration of learning and learning workshops. Early years workshops were particularly well attended, but not so, higher

	up the school. This needs to continue this academic year also.
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.
<b>Intended Outcomes:</b> <i>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.</i>	
<b>Success Criteria</b>	<b>Evidence</b>
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.	As evidenced with ofsted a lot of PP children have access to after school clubs - these mainly focussed around sport and tutoring - but cookery lessons with families were also introduced in the summer term - which was a huge success.
<b>Intended Outcomes:</b> <i>To improve the attendance of PP children from 94% to at least national averages</i>	
<b>Success Criteria</b>	<b>Evidence</b>
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 started at remained at 91% Non PP remained at 95%