Acklam Whin Primary School Pupil Premium Strategy Statement 2022-2023

This statement details our school's use of pupil premium funding (and recovery premium for the 2022 to 2023 academic year) 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	Acklam Whin Primary
Number of pupils in school	2021-2022 422 FT (nursery TBC) 2022-2023 448 FT
Proportion (%) of pupil premium eligible pupils	2021-2022 52 **12.3%** (October 2020) 58 **13.7%** (September 2021) 2022-2023 53 pupils (Oct 2021) 57 pupils 11.8% (Sept 2022)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2022 2022-2023 2023-2024
Date this statement was published	September 2021 October/November 2022
Date on which it will be reviewed	September 2022 September/Oct 2023
Statement authorised by	Suzie Prince, Acting Headteacher
Pupil Premium lead	Deborah Moore
Governor / Trustee lead	Janet Lucas, Chair of Governors

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year 2021-2022: £1345.00 per pupil October 2020 Census numbers: 52 eligible for PP	**£69,940**

Nationally 17.3%. **NB** *Since November 2020 we have had further children eligible for FSM/PP for 20-21 but this is not included within the funding amount.* *September 2021: 58 eligible children* Pupil Premium funding allocation this academic year 2022-2023: £1385.00 per pupil October 2021 Census numbers: 53 eligible for PP	73, 405
Recovery premium funding allocation this academic year based on October 2020 Census figures £145.00 per pupil £2000.00 (Guaranteed amount) Recovery premium funding allocation this academic year (2022-2023) based on October 2021 Census figures £145.00 per pupil	**£7,540** **£7,685**
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 £0
Total budget for this academic year 2021-2022 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year **Total budget for this academic year 2022-2023**	**£77,480** **£81,090**

Part A: Pupil Premium Strategy Plan

Statement of intent

At Acklam Whin, our children are at the heart of everything we do. We have aspirations and ambitions for all of our pupils and strive to give every child the opportunities to achieve success. We believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the Pupil Premium Grant (PPG).

The Pupil Premium Grant is a government initiative that targets additional money at disadvantaged pupils in order to improve education outcomes. Evidence shows that disadvantaged children generally face challenges in reaching their potential and often do not perform as well as other pupils. The premium is provided to enable these pupils to be supported to reach their potential and have experiences and opportunities to support this.

The Government uses free school meal eligibility over a six-year period (Ever 6 FSM) to provide additional funding to schools as a strategy to reduce inequalities and support the development of pupils from the most disadvantaged backgrounds. Pupil Premium funding is also provided for children who have been looked after continuously for more than six months (LAC) and the children of service personnel.

At Acklam Whin Primary School, we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to 'diminish the difference' regarding attainment. The targeted and strategic use of Pupil Premium will support our vision in closing the progress and attainment gaps, which can exist between our Pupil Premium pupils and their peers.

When making decisions about the use of Pupil Premium funding, it is important to consider the context of our school and the barriers and challenges that can be faced by eligible children. Common barriers include:

- ✓ Lower levels of language and communication skills
- ✓ Lack of home support and parental engagement
- ✓ Lack of confidence/ self-esteem
- ✓ Poor attendance and/or punctuality
- ✓ Behavioural difficulties
- ✓ Complex family issues

The challenges are varied and there is no 'one size fits all' approach.

At Acklam Whin, our ultimate objectives for Pupil Premium children are:

- ✓ To narrow and close the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level and reach their full potential.

Key Principles

- We ensure that quality teaching and learning is at the heart of everything we do to meet the needs of all pupils, giving focus to those from disadvantaged backgrounds and those who belong to vulnerable groups.
- We ensure that appropriate provision is made for disadvantaged pupils and this is assessed and evaluated in order to measure impact.
- In making provision, we recognise that not all Pupil Premium children will be socially disadvantaged or underachieving.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- All staff will be involved in the analysis of data, identification of pupils and be aware of targeted groups, including Pupil Premium.
- Underachievement at all levels is targeted in order that all pupils are given the opportunity to achieve their potential.
- Pupil Premium funding will be allocated following a needs analysis, which will identify priority groups or individuals, to ensure that the children's emotional, social and academic needs are catered for.
- Children's individual needs are considered carefully so that we provide tailored support in order to

accelerate progress and overcome barriers to learning.
- We reserve the right to allocate Pupil Premium funding to support any pupils that we feel are vulnerable in order for them to raise their attainment and achieve their potential.

Provision

- High quality first teaching and learning accompanied with a wide range of quality, evidence-based interventions, including tutoring, to support the learning needs of pupils.
- Targeted intervention, which focusses on narrowing gaps and overcoming barriers, including support for highly-achieving, disadvantaged pupils.
- Support the quality of teaching, including continuous staff professional development.
- A member of staff assigned as PP Lead/ FSM Champion in school to track, monitor and evaluate strategies to maximise outcomes for Pupil Premium children.
- A specific teaching assistant designated to support the learning, social and emotional needs of our Pupil Premium children.
- Specialist support for speech and language development in EYFS and KS1.
- Specialist behavioural support across school to support pupils with behavioural, emotional and social difficulties, including liaison with external agencies when appropriate.
- Engaging parents in the agreement and evaluation of support arrangements e.g. via individual trackers and pupil education plans (PEPs).
- Support pupils' transition through the stages of education e.g. from primary to secondary school.
- Extra-curricular activities and enrichment opportunities with priority given to those children whom Pupil Premium is focused, including cultural and memorable experiences.
- Subsidy of educational visits across school.
- Additional resources and equipment to enhance learning and school experience.

All our work through the Pupil Premium will be aimed at accelerating progress, narrowing the gap within school and nationally, addressing any inequalities between pupils and making a significant impact on the education and lives of our pupils.

Challenges

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

Challenge number	Detail of challenge
1	Narrowing and closing the attainment gap across Reading, Writing and Maths
2	Lower levels of oral language, vocabulary and communication skills
3	Reading and vocabulary skills, including poor engagement in reading at a home level
4	Mental health, well-being, behaviour and safeguarding concerns
5	Parental expectation of children meaning home learning environments, support and engagement can be varied
6	Attendance and punctuality issues
7	Experiences for children can be limited therefore they are missing out on vital experiences to help enhance learning and ensure they have high expectations for themselves.
8	Access to technology and educational materials

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
Higher attainment and achievement of Pupil Premium pupils in reading, writing and maths so that they make at least expected progress and close the gap, enabling pupils to reach age-related expectations. Pupils' progress and attainment to be at least in line with national data. Accelerated academic progress of disadvantaged children to close the gap/ prevent the gap widening between them and their more advantaged peers.	Strategies to help Pupil Premium children's engagement and achievement in lessons reviewed and staff reminded of them regularly to maintain focus on the Pupil Premium children. Continued use of monitoring systems on Target Tracker, including specific tracking of PP children and vulnerable learners. Specific time allocated in Pupil Progress meetings to discuss the progress and attainment of PP children, identified gaps and planned interventions/ support. NFER tests and analysis tools. Pupil Premium children will be given priority for 1:1 tuition, possibly from the National Tutoring Programme. Planning and assessment reviews/ book scrutiny. Learning walks and pupil conferencing. Improved attitudes to learning, as appropriate.
High quality first teaching delivered consistently across school with staff incorporating a variety of teaching and learning strategies to promote engagement and involvement of Pupil Premium children, which will result in accelerated progress and the gap narrowing. High aspirations and positive messages conveyed to all pupils.	Teaching will continue to incorporate mastery techniques and promote high engagement of Pupil Premium children, using a variety of T & L strategies; PP children will be fully engaged in all parts of their lessons using effective T & L approaches and personalised strategies. Lessons will involve modelling and teaching of metacognitive and self-regulative strategies to allow pupils to discover the learning strategies that help them the most. Monitoring of teaching through lesson observations, drop-ins and peer reviews. Good or better teaching and the consistency of this through the school and within year groups/phases. Internal data (Target Tracker) used to track children's attainment and achievements, enabling leaders and teachers to obtain more detailed gap and progress analysis. Regular Pupil Progress meetings to discuss the progress and attainment of PP children, identified gaps and planned interventions/ support. Impact of interventions measured, recorded and reviewed. Planning and assessment reviews/ book scrutiny. Learning walks and pupil conferencing. Improved attitudes to learning, as appropriate.
Improved phonics, reading and vocabulary skills – PP children making good or better progress in reading. High quality texts used to allow children to access a rich range of vocabulary and this will be highlighted within lessons and provided on display for children to access when writing independently, resulting in an increased range of rich vocabulary used by the children within their own writing. Introduction of Oxford Reading Buddy – September 2022. Continued implementation of Sounds Write with further staff training.	High quality texts also available for access through reading schemes, school library and book clubs. Focus on vocabulary, reading areas in school, refurbishment of school library with children fostering a love and passion for reading. Working walls and vocabulary displayed so that children have access to it when working independently. Use of 'Book in a Box' to further develop a love for reading. Scholastic Book Fair. Positive outcomes from pupil discussions/conferencing and surveys.

Achieve and sustain high levels of wellbeing for all pupils, particularly disadvantaged pupils.	Sustained high levels of wellbeing. Positive outcomes from pupil discussions/conferencing and surveys. High levels of involvement in enrichment activities.
Increased parental engagement Parents will be aware of the high expectations of their children and what this involves. Staff will maintain regular contact with families to communicate progress and expectations, providing support with home learning as appropriate.	Positive outcomes from parental discussions and surveys: parents indicate that there are strong links between home and school and support is received for a wide range of needs when necessary. Any issues are addressed in a timely and appropriate manner.
Attendance of identified PP pupils increases and is above 96%. PP Attendance, closely monitored by EWO, attendance SLT/TLR and PP Lead. New LA attendance guidance 2022 onwards.	Attendance data. Attendance of identified PP pupils increases and the gap between PP and non-PP narrows. Sustained higher levels of attendance.
Experiences and extra-curricular opportunities: experiences for children can be limited therefore they are missing out on vital experiences to help enhance learning and ensure they have high expectations for themselves.	Pupil and parental voice: discussions and surveys indicate that children feel safe and happy in school. Social skills, independence, perseverance and teamwork are developed.

Activity in this academic year 2021-2022   2022-2023 updates/additions

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: £38,000   **£41,090**

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality first teaching for all pupils. PP Champion/Lead to track, monitor and evaluate strategies to maximise outcomes for PP children, in-cluding highly-achieving disadvantaged children. Appropriate CPD and work with colleagues within school and across other schools/ cluster of schools. Continue to raise the standard of pedagogical practice across school with continued profes-sional development, using current effective research on teaching and learning. Peer reviews in key areas.	**EEF Research and Guide to Pupil Premium** - tiered approach: high-quality teaching, targeted academic support and wider strategies. Teaching is the top priority, including CPD. **Sutton Trust** – quality first teaching has direct impact on student outcomes. Training and supporting highly qualified teachers to deliver targeted support. **Sir John Dunford – A 10-step Pupil Premium Plan** Evidence from across the English school system shows that using Pupil Premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged children. By doing so, it will inevitably benefit non-eligible pupils as well. In addition, evidence shows that academically able pupils from disadvantaged backgrounds are most at risk of under-performing. They should receive just as much focus in the use of Pupil Premium funding as less academically able pupils.	1, 2, 3

2021-22: Appointment of new AHT to take the lead in KS2 and become English subject leader as well as facilitating the breakdown of Year 6 into 3 smaller classes. 2022-23 Develop capacity for sustained improvement through high quality teaching, leadership capacity in school and high professional standards amongst the staff. Training and collaboration with local English Hub, focusing on moderation, assessment and greater depth writing.	**EEF (+3)** *As the size of a class or teaching group gets smaller, it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.* Analysing the needs of our Year 6 cohort this year, we have identified that 3 smaller classes around 20 children would allow teachers to increase the amount of attention each child will receive and maximise learning outcomes.	1, 2, 3
Curriculum review and quality first teaching along with staff CPD and training opportunities. SDP/CPD Implementation of new phonics programme and subsequent staff training – *Sounds Write*. 2022-23 Continue to embed *Sounds Write* programme in EYFS and KS1 with the introduction to KS2 to improve pupil outcomes. Additional staff training. Implementation of new AW curriculum to provide a sequential, progressive approach to inspire and engage all pupils. Peer reviews in key areas.	**EEF Research and Guide to Pupil Premium** - tiered approach: high-quality teaching, targeted academic support and wider strategies. Teaching is the top priority, including CPD. **EEF Oral Language Interventions** **Sutton Trust** – quality first teaching has direct impact on student outcomes. **DfE** – Phonics documentation 2021 **Hart/Risley Language Study:** Explored the impact of language on young children, revealing that children from low-income families are exposed to 30 million fewer words than their peers from higher-income families before the age of three.	1, 2, 3
Rigorous, robust assessment, monitoring and evaluation systems to track PP children's progress, identify gaps in learning, inform future teaching and learning, and plan where specific, bespoke intervention needs to be put in place. More detailed gap and progress analysis available with continued CPD. - Target Tracker - NFER assessments	**EEF Research and Guide to Pupil Premium** - tiered approach: high-quality teaching, targeted academic support and wider strategies. **EEF Standardised Tests** **Marc Rowland, An Updated Practical Guide to the Pupil Premium** – the importance of robust assessment. If assessment is inconsistent or poor, it is disadvantaged learners who are more likely to 'slip through the net'. Monitor progress regularly and evaluate outcomes robustly.	1, 2, 3

- SATs practice papers/ mock weeks	Disadvantaged learners are most successful when teachers in the classroom feel accountable for their outcomes.	
Pupil assessment and feedback to support pupils with their learning through pupil discussion/conferencing, helping to identify areas of strength and areas for development. Identify particular areas and assess key concepts.	**EEF Research and Guide to Pupil Premium** - tiered approach: high-quality teaching, targeted academic support and wider strategies. Meta-cognition and self-regulation strategies. Effective feedback. AW audit and CPD.	1, 2, 3
Role of SENDCo to monitor intervention and outcomes of targeted groups and provide support to teachers and support staff. Close monitoring of PP pupils also on the SEND register. New PP one-page profile to be introduced similar to the existing SEND one. Implement practices and procedures in relation to revised 2022 KCSIE to ensure legal requirements are followed and school remains as safe as possible for all staff and pupils. Edukey (2022 onwards) - Tracks provision for SEND, PP and other vulnerable learners.	**EEF research – Vulnerable learners**	1, 2, 3, 4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)
Budgeted cost: £17,300   £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Planned and delivered targeted support to PP children in EYFS, KS1 and KS2. A designated PP TA to work in conjunction with the class teacher to support PP children across school to engage in lessons and successfully access learning whilst also providing pastoral support, including the delivery of specific interventions e.g. Lexia.	**EEF Guide to pupil premium – targeted academic support (+4)** *Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.*	1, 2, 3

2022-23 PP TA to be assigned to specific year group (Y4 mainly) where there is a high proportion of PP children. Working alongside the class teachers/ Year 4 team, PP TA will help to support the children with their learning and pastoral needs, helping to address gaps in reading, writing and mathematics.	Using internal data from the previous summer term, including gap analysis from the tests under-taken, each year group has identified children who require additional support and targeted, structured intervention in the autumn term. This support and provision will be regularly monitored and reviewed across the year. Thorough review and analysis of PP TA's timetable (3rd major review) so that all PP children are supported across the week with additional time and support given to the Year 3 and Year 6 cohorts where the greater needs are currently in order to address gaps in writing and mathematics.	
Targeted, timely support for PP children in EYFS and KS1 whose language and communication barriers are proving a barrier to success (use of specialist TA) 2022-23 Introduction of NELI programme in EYFS.	**EEF Guide to Pupil Premium – targeted academic support (+4)** As above **Also EEF research** – oral language interventions consistently show positive impact on learning. • High quality small group interventions. • Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health. **EEF – social and emotional learning:** Improves interaction with others and self-management of emotions. This positively impacts on attitudes to learning and social relationships in school, which increases progress in attainment.	1, 2, 3, 4
Provision of teaching assistants to deliver specific intervention programmes in KS2. Immediate and effective intervention when appropriate i.e. progress is stalling or slowing for PP learners. Lexia Reading Rocketeers Numicon Breaking Barriers Numicon Big Ideas Handwriting (Teodorescu) Sounds Write KS2 intervention led by SW trained TA.	**EEF Guide to Pupil Premium – targeted academic support (+4)** As above	1, 2, 3
Targeted intervention in Year 6, including booster sessions.	**EEF Guide to Pupil Premium – targeted academic support (+4)** As above	1, 2, 3
1:1/ small group tuition where appropriate, possibly using the National Tutoring Programme. 2022-23 NTP small group tutoring focused at PP children.	**EEF Guide to Pupil Premium – targeted academic support (+4)** As above **EEF One-to-One Tuition** DfE data and analysis	1, 2, 3

Wider strategies (for example, related to attendance, behaviour, wellbeing)
Budgeted cost: £22,000   £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Close monitoring of PP attendance to improve school attendance in accordance with national benchmarks and ensure pupils are accessing learning regularly and on time. - EWO, attendance TLR and PP Lead New LA attendance guidance 2022-2023	**EEF Toolkit – Parental Engagement (+3)** Attendance data	6
Jigsaw RSE framework to continue to provide emotional support, encourage mental wellbeing and cater for the pastoral needs of vulnerable learners and their families. Access to support and external agencies: - Bungalow Project Intervention/ Behavioural Specialist Support - Additional Educational Psychologist Input	**EEF** have reported that social and emotional learning can allow an extra 4 months learning. This is extremely important in the current climate with children returning to school after the summer 2020 and on the back of further COVID-19 restrictions and lockdown; some children will not have interacted with people outside of their house-hold a great deal during this last year and a half. There will be children and families who are deal-ing with the emotional effects of COVID-19, in-cluding family bereavement. **EEF (+4)** *Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include specialised programmes, which are targeted at students with particular social or emotional needs.*	4
Lunchtime club for vulnerable children, targeted at PP children where appropriate. Behaviour support – specialist role in school.		4
Develop a rigorous culture of behaviour for learning in school that promotes the Acklam Whin foundations of behaviour – Respect, Responsibility and Safe.	As above.	4
Extra-curricular opportunities to ensure PP children are given 'first consideration/priority' and to enable them to access high-quality, memorable educational opportunities and experiences beyond the classroom (e.g. P.E clubs, music tuition, memorable cultural visits and experiences). Outside classroom 2021 onwards.	**EEF research:** sports participation increases educational engagement and attainment. Also, outdoor adventure learning shows positive benefits on academic learning and self-confidence. **Ofsted research (2019)** places emphasis on improving cultural capital, particularly for disadvantaged pupils. Learning is contextualised in concrete experiences and language rich environments. Enrichment activities offer children a context for leaning and a stimulus to trigger their interest,	7

	which can then be evidenced in pupil books and data. Pupil conferencing/ surveys reflect greater enjoyment and engagement in school.	
Regular, supportive communication and liaison with parents, including via the AW School App, school website, regular newsletters, Seesaw, and parent work-shops, to continue to engage pupils and parents and provide effective home-school communication. Regular communication with PP Champion/Lead. Increased parental engagement, encouraging their involvement as children move up through school. Introduction of KS2 Homework Club in 2022-23.	**EEF Toolkit Parental Engagement (+3)** We define parental engagement as the involve-ment of parents in supporting their children's academic learning. It includes: - approaches and programmes, which aim to develop parental skills such as literacy or IT skills; - general approaches, which encourage parents to support their children with home learning, for example reading or homework; - the involvement of parents in their children's learning activities; - more intensive programmes for families in crisis. Pupil and parent surveys.	4, 5
Refurbishment of school library to encourage reading for pleasure and foster a love for reading. A safe, warm and welcoming place for PP children and other learners. Continue to encourage a reading community in school and foster a love and pleasure for reading. Introduction of Reading Cloud. Introduction of Oxford Reading Buddy to help promote higher levels of engagement with home reading. Peer Review in Reading - Nov 2022.	Evidence states that children who enjoy reading are motivated to read more frequently and make better progress. Higher attainment in read-ing indicates better life chances. Middlesbrough LA: reading agenda and promoting reading for pleasure. Links with local authors/ writers. Positive outcomes from pupil and parent surveys.	1, 2, 3
Access to additional resources to develop and enhance children's learning experiences both in and outside of school, including the use of electronic devices. 2022-23 Introduction of KS2 Homework Club, aimed at PP children and other vulnerable learners, starting in the spring term.	**EEF Digital technology:** Clear evidence that technology approaches are beneficial for writing and maths practice.	8

Total budgeted cost: £77,300 (2021-22)

£81,000 (2022-23)

Part B: Review of outcomes in the previous academic year 2020-21 2021-2022

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year and in the 2021 to 2022 academic year.

Due to COVID-19, all statutory assessments were cancelled in the 2020-2021 academic year. Therefore, there is no national data and performance measures have not been published for 2020-2021.

Summer term internal assessments and standardised teacher administered tests (NFERs) highlight and indicate pupil progress. Performance of disadvantaged pupils is lower than previous years in key areas of the curriculum with intended outcomes not fully achieved. As evidenced in schools across the country, school closure has impacted on children's learning and wellbeing with disadvantaged children being the most affected. Our current 3-year plan indicates and details how we are planning and intending to use this information, data and overall review of the previous year (2020-2021) in order to move forward and secure the best outcomes for all of our pupils.

Internal data from Target Tracker July 2021:

FSM Reading: 52.2% at A.R.E or above   Non-FSM 61.9%
FSM Writing: 32.6% at A.R.E or above   Non-FSM 48.4%
FSM Maths: 54.3% at A.R.E or above   Non-FSM 63.0%
Combined – At or higher in all: FSM 28.3% compared to 43.4% Non-FSM.

Current Year 6 at the end of Summer term 2021

Target Tracker — Age Related Expectation Summary Report
Y6 - All Pupils (61 pupils)

15 October 3
Sum2 202

Reading (61 pupils) Yr5 Sum2	No. (%)	Missing Assessment	Below	Risk	At	Above	Significantly Above
All Pupils	61 (100%)	0 (0%)	24 (39.3%)	11 (18.0%)	26 (42.6%)	0 (0%)	0 (0%)
FSM	11 (18.0%)	0 (0%)	5 (45.5%)	1 (9.1%)	5 (45.5%)	0 (0%)	0 (0%)
Not FSM	50 (82.0%)	0 (0%)	19 (38.0%)	10 (20.0%)	21 (42.0%)	0 (0%)	0 (0%)
Pupil Premium	10 (16.4%)	0 (0%)	6 (60.0%)	1 (10.0%)	3 (30.0%)	0 (0%)	0 (0%)
Not Pupil Premium	51 (83.6%)	0 (0%)	18 (35.3%)	10 (19.6%)	23 (45.1%)	0 (0%)	0 (0%)

Writing (61 pupils) Yr5 Sum2	No. (%)	Missing Assessment	Below	Risk	At	Above	Significantly Above
All Pupils	61 (100%)	1 (1.6%)	43 (71.7%)	13 (21.7%)	4 (6.7%)	0 (0%)	0 (0%)
FSM	11 (18.0%)	0 (0%)	8 (72.7%)	3 (27.3%)	0 (0%)	0 (0%)	0 (0%)
Not FSM	50 (82.0%)	1 (2.0%)	35 (71.4%)	10 (20.4%)	4 (8.2%)	0 (0%)	0 (0%)
Pupil Premium	10 (16.4%)	0 (0%)	7 (70.0%)	3 (30.0%)	0 (0%)	0 (0%)	0 (0%)
Not Pupil Premium	51 (83.6%)	1 (2.0%)	36 (72.0%)	10 (20.0%)	4 (8.0%)	0 (0%)	0 (0%)

Mathematics (61 pupils) Yr5 Sum2	No. (%)	Missing Assessment	Below	Risk	At	Above	Significantly Above
All Pupils	61 (100%)	0 (0%)	24 (39.3%)	10 (16.4%)	26 (42.6%)	1 (1.6%)	0 (0%)
FSM	11 (18.0%)	0 (0%)	4 (36.4%)	2 (18.2%)	5 (45.5%)	0 (0%)	0 (0%)
Not FSM	50 (82.0%)	0 (0%)	20 (40.0%)	8 (16.0%)	21 (42.0%)	1 (2.0%)	0 (0%)
Pupil Premium	10 (16.4%)	0 (0%)	5 (50.0%)	1 (10.0%)	4 (40.0%)	0 (0%)	0 (0%)
Not Pupil Premium	51 (83.6%)	0 (0%)	19 (37.3%)	9 (17.6%)	22 (43.1%)	1 (2.0%)	0 (0%)

Current Year 5 at the end of the Summer term 2021

Target Tracker

Age Related Expectation Summary Report
Y5 - All Pupils (60 pupils)

Reading (60 pupils) Yr4 Sum2	No. (%)	Below	Risk	At	Above	Significantly Above
All Pupils	60 (100%)	4 (6.7%)	9 (15.0%)	28 (46.7%)	19 (31.7%)	0 (0%)
FSM	8 (13.3%)	0 (0%)	1 (12.5%)	6 (75.0%)	1 (12.5%)	0 (0%)
Not FSM	52 (86.7%)	4 (7.7%)	8 (15.4%)	22 (42.3%)	18 (34.6%)	0 (0%)
Pupil Premium	6 (10.0%)	0 (0%)	1 (16.7%)	5 (83.3%)	0 (0%)	0 (0%)
Not Pupil Premium	54 (90.0%)	4 (7.4%)	8 (14.8%)	23 (42.6%)	19 (35.2%)	0 (0%)

Writing (60 pupils) Yr4 Sum2	No. (%)	Below	Risk	At	Above	Significantly Above
All Pupils	60 (100%)	7 (11.7%)	10 (16.7%)	30 (50.0%)	13 (21.7%)	0 (0%)
FSM	8 (13.3%)	1 (12.5%)	1 (12.5%)	5 (62.5%)	1 (12.5%)	0 (0%)
Not FSM	52 (86.7%)	6 (11.5%)	9 (17.3%)	25 (48.1%)	12 (23.1%)	0 (0%)
Pupil Premium	6 (10.0%)	1 (16.7%)	1 (16.7%)	3 (50.0%)	1 (16.7%)	0 (0%)
Not Pupil Premium	54 (90.0%)	6 (11.1%)	9 (16.7%)	27 (50.0%)	12 (22.2%)	0 (0%)

Mathematics (60 pupils) Yr4 Sum2	No. (%)	Below	Risk	At	Above	Significantly Above
All Pupils	60 (100%)	8 (13.3%)	7 (11.7%)	28 (46.7%)	17 (28.3%)	0 (0%)
FSM	8 (13.3%)	1 (12.5%)	1 (12.5%)	5 (62.5%)	1 (12.5%)	0 (0%)
Not FSM	52 (86.7%)	7 (13.5%)	6 (11.5%)	23 (44.2%)	16 (30.8%)	0 (0%)
Pupil Premium	6 (10.0%)	1 (16.7%)	0 (0%)	4 (66.7%)	1 (16.7%)	0 (0%)
Not Pupil Premium	54 (90.0%)	7 (13.0%)	7 (13.0%)	24 (44.4%)	16 (29.6%)	0 (0%)

Current Year 4 at the end of the Summer term 2021

Target Tracker

Age Related Expectation Summary Report
Y4 - All Pupils (60 pupils)

Reading (60 pupils) Yr3 Sum2	No. (%)	Below	Risk	At	Above	Significantly Above
All Pupils	60 (100%)	11 (18.3%)	15 (25.0%)	28 (46.7%)	6 (10.0%)	0 (0%)
FSM	7 (11.7%)	1 (14.3%)	1 (14.3%)	4 (57.1%)	1 (14.3%)	0 (0%)
Not FSM	53 (88.3%)	10 (18.9%)	14 (26.4%)	24 (45.3%)	5 (9.4%)	0 (0%)
Pupil Premium	8 (13.3%)	1 (12.5%)	3 (37.5%)	3 (37.5%)	1 (12.5%)	0 (0%)
Not Pupil Premium	52 (86.7%)	10 (19.2%)	12 (23.1%)	25 (48.1%)	5 (9.6%)	0 (0%)

Writing (60 pupils) Yr3 Sum2	No. (%)	Below	Risk	At	Above	Significantly Above
All Pupils	60 (100%)	23 (38.3%)	15 (25.0%)	18 (30.0%)	4 (6.7%)	0 (0%)
FSM	7 (11.7%)	4 (57.1%)	1 (14.3%)	2 (28.6%)	0 (0%)	0 (0%)
Not FSM	53 (88.3%)	19 (35.8%)	14 (26.4%)	16 (30.2%)	4 (7.5%)	0 (0%)
Pupil Premium	8 (13.3%)	4 (50.0%)	1 (12.5%)	3 (37.5%)	0 (0%)	0 (0%)
Not Pupil Premium	52 (86.7%)	19 (36.5%)	14 (26.9%)	15 (28.8%)	4 (7.7%)	0 (0%)

Mathematics (60 pupils) Yr3 Sum2	No. (%)	Below	Risk	At	Above	Significantly Above
All Pupils	60 (100%)	10 (16.7%)	19 (31.7%)	27 (45.0%)	4 (6.7%)	0 (0%)
FSM	7 (11.7%)	2 (28.6%)	1 (14.3%)	4 (57.1%)	0 (0%)	0 (0%)
Not FSM	53 (88.3%)	8 (15.1%)	18 (34.0%)	23 (43.4%)	4 (7.5%)	0 (0%)
Pupil Premium	8 (13.3%)	2 (25.0%)	2 (25.0%)	4 (50.0%)	0 (0%)	0 (0%)
Not Pupil Premium	52 (86.7%)	8 (15.4%)	17 (32.7%)	23 (44.2%)	4 (7.7%)	0 (0%)

Current Year 3 at the end of the Summer term 2021

Target Tracker

Age Related Expectation Summary Report
Y3 - All Pupils (59 pupils)

Reading (59 pupils) Yr2 Sum2	No. (%)	Below	Risk	At	Above	Significantly Above
All Pupils	59 (100%)	22 (37.3%)	7 (11.9%)	21 (35.6%)	9 (15.3%)	0 (0%)
FSM	13 (22.0%)	5 (38.5%)	4 (30.8%)	4 (30.8%)	0 (0%)	0 (0%)
Not FSM	46 (78.0%)	17 (37.0%)	3 (6.5%)	17 (37.0%)	9 (19.6%)	0 (0%)
Pupil Premium	12 (20.3%)	6 (50.0%)	3 (25.0%)	3 (25.0%)	0 (0%)	0 (0%)
Not Pupil Premium	47 (79.7%)	16 (34.0%)	4 (8.5%)	18 (38.3%)	9 (19.1%)	0 (0%)

Writing (59 pupils) Yr2 Sum2	No. (%)	Below	Risk	At	Above	Significantly Above
All Pupils	59 (100%)	26 (44.1%)	13 (22.0%)	17 (28.8%)	3 (5.1%)	0 (0%)
FSM	13 (22.0%)	8 (61.5%)	3 (23.1%)	2 (15.4%)	0 (0%)	0 (0%)
Not FSM	46 (78.0%)	18 (39.1%)	10 (21.7%)	15 (32.6%)	3 (6.5%)	0 (0%)
Pupil Premium	12 (20.3%)	9 (75.0%)	1 (8.3%)	2 (16.7%)	0 (0%)	0 (0%)
Not Pupil Premium	47 (79.7%)	17 (36.2%)	12 (25.5%)	15 (31.9%)	3 (6.4%)	0 (0%)

Mathematics (59 pupils) Yr2 Sum2	No. (%)	Below	Risk	At	Above	Significantly Above
All Pupils	59 (100%)	20 (33.9%)	3 (5.1%)	28 (47.5%)	8 (13.6%)	0 (0%)
FSM	13 (22.0%)	6 (46.2%)	1 (7.7%)	6 (46.2%)	0 (0%)	0 (0%)
Not FSM	46 (78.0%)	14 (30.4%)	2 (4.3%)	22 (47.8%)	8 (17.4%)	0 (0%)
Pupil Premium	12 (20.3%)	7 (58.3%)	1 (8.3%)	4 (33.3%)	0 (0%)	0 (0%)
Not Pupil Premium	47 (79.7%)	13 (27.7%)	2 (4.3%)	24 (51.1%)	8 (17.0%)	0 (0%)

Current Year 2 at the end of the Summer term 2021

Target Tracker

Age Related Expectation Summary Report
Y2 - All Pupils (60 pupils)

Reading (60 pupils) Yr1 Sum2	No. (%)	Below	Risk	At	Above	Significantly Above
All Pupils	60 (100%)	4 (6.7%)	12 (20.0%)	25 (41.7%)	19 (31.7%)	0 (0%)
FSM	8 (13.3%)	1 (12.5%)	3 (37.5%)	2 (25.0%)	2 (25.0%)	0 (0%)
Not FSM	52 (86.7%)	3 (5.8%)	9 (17.3%)	23 (44.2%)	17 (32.7%)	0 (0%)
Pupil Premium	10 (16.7%)	0 (0%)	3 (30.0%)	4 (40.0%)	3 (30.0%)	0 (0%)
Not Pupil Premium	50 (83.3%)	4 (8.0%)	9 (18.0%)	21 (42.0%)	16 (32.0%)	0 (0%)

Writing (60 pupils) Yr1 Sum2	No. (%)	Below	Risk	At	Above	Significantly Above
All Pupils	60 (100%)	3 (5.0%)	9 (15.0%)	36 (60.0%)	12 (20.0%)	0 (0%)
FSM	8 (13.3%)	0 (0%)	3 (37.5%)	3 (37.5%)	2 (25.0%)	0 (0%)
Not FSM	52 (86.7%)	3 (5.8%)	6 (11.5%)	33 (63.5%)	10 (19.2%)	0 (0%)
Pupil Premium	10 (16.7%)	0 (0%)	2 (20.0%)	5 (50.0%)	3 (30.0%)	0 (0%)
Not Pupil Premium	50 (83.3%)	3 (6.0%)	7 (14.0%)	31 (62.0%)	9 (18.0%)	0 (0%)

Mathematics (60 pupils) Yr1 Sum2	No. (%)	Below	Risk	At	Above	Significantly Above
All Pupils	60 (100%)	4 (6.7%)	10 (16.7%)	37 (61.7%)	9 (15.0%)	0 (0%)
FSM	8 (13.3%)	1 (12.5%)	3 (37.5%)	2 (25.0%)	2 (25.0%)	0 (0%)
Not FSM	52 (86.7%)	3 (5.8%)	7 (13.5%)	35 (67.3%)	7 (13.5%)	0 (0%)
Pupil Premium	10 (16.7%)	0 (0%)	3 (30.0%)	4 (40.0%)	3 (30.0%)	0 (0%)
Not Pupil Premium	50 (83.3%)	4 (8.0%)	7 (14.0%)	33 (66.0%)	6 (12.0%)	0 (0%)

Current Year 1 at the end of the Summer term 2021

Target Tracker — Age Related Expectation Summary Report — Y1 - All Pupils (59 pupils) — 15 Octobe... — Sum2 20...

Reading (59 pupils) Rec Sum2	No. (%)	Missing Assessment	Below	Risk	At	Above	Significantly Above
All Pupils	59 (100%)	24 (40.7%)	0 (0%)	0 (0%)	28 (80.0%)	7 (20.0%)	0 (0%)
FSM	3 (5.1%)	2 (66.7%)	0 (0%)	0 (0%)	1 (100%)	0 (0.0%)	0 (0%)
Not FSM	56 (94.9%)	22 (39.3%)	0 (0%)	0 (0%)	27 (79.4%)	7 (20.6%)	0 (0%)
Pupil Premium	1 (1.7%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Not Pupil Premium	58 (98.3%)	23 (39.7%)	0 (0%)	0 (0%)	28 (80.0%)	7 (20.0%)	0 (0%)

Writing (59 pupils) Rec Sum2	No. (%)	Missing Assessment	Below	Risk	At	Above	Significantly Above
All Pupils	59 (100%)	25 (42.4%)	0 (0%)	0 (0%)	34 (100%)	0 (0%)	0 (0%)
FSM	3 (5.1%)	2 (66.7%)	0 (0%)	0 (0%)	1 (100%)	0 (0%)	0 (0%)
Not FSM	56 (94.9%)	23 (41.1%)	0 (0%)	0 (0%)	33 (100%)	0 (0%)	0 (0%)
Pupil Premium	1 (1.7%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Not Pupil Premium	58 (98.3%)	24 (41.4%)	0 (0%)	0 (0%)	34 (100%)	0 (0%)	0 (0%)

Mathematics (59 pupils) Rec Sum2	No. (%)	Missing Assessment	Below	Risk	At	Above	Significantly Above
All Pupils	59 (100%)	21 (35.6%)	0 (0%)	0 (0%)	38 (100%)	0 (0%)	0 (0%)
FSM	3 (5.1%)	1 (33.3%)	0 (0%)	0 (0%)	2 (100%)	0 (0%)	0 (0%)
Not FSM	56 (94.9%)	20 (35.7%)	0 (0%)	0 (0%)	36 (100%)	0 (0%)	0 (0%)
Pupil Premium	1 (1.7%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Not Pupil Premium	58 (98.3%)	20 (34.5%)	0 (0%)	0 (0%)	38 (100%)	0 (0%)	0 (0%)

Lockdown January to March 2021:
18 of our FSM children attended school during the spring lockdown and all 3 PP+ children.
Food vouchers (inc. food parcels where appropriate) were provided for FSM families.
During this period, there was an increase in FSM (9 children) with a backlog to November/ December 2020. When new families joined FSM status during this period, they were immediately added to the school's monitoring systems and to the Edenred FSM voucher scheme, receiving food vouchers or food delivery parcels as appropriate. Backdating of vouchers (supermarket) when needed.
Regular communication via weekly keeping in touch/ welfare phone calls.
Well-being support offered, access to support services and external agencies with referrals made when appropriate.
Remote learning packs, resources and electronic devices provided when needed (an additional 5 school devices provided to PP families).
High quality blended learning and remote learning access, using a range of online resources, including those provided by the Oak National Academy.
Access to additional materials e.g. 'Book in a Box' package home delivery.

Emotional, social and mental well-being:
Children supported by the Bungalow Project, Educational Psychologist and Behavioural Specialist continue to benefit significantly and are able to access learning more successfully. Parents have also been more engaged, which has had a positive impact on behaviour and the emotional well-being of pupils.
EduCare online staff CPD during lockdown and in school: Mental and Emotional Wellbeing in Children; Safeguarding and CP training.

Parental engagement:
100% of families have access to the Acklam Whin App and therefore all FSM/PP families. If any technical issues occurred, families were contacted via alternative means. This is proving to be an excellent method of communication for families, especially during lockdown periods. Targeted notifications were sent to FSM/PP families containing important information and updates e.g. regarding Edenred food vouchers, remote learning activities and access to further resources (P.E kits, 'Book in a box' home delivery etc.)
Regular communication with parents through the Acklam Whin App and weekly letters.
FSM eligibility checker on the school app is proving to be an effective way of initiating the process for FSM and then applying for full FSM status.

Memorable experiences, extra-curricular opportunities and access to additional resources:
All PP families offered free educational visits and activities with the majority of them taking up this offer.
High participation in Year 6 residential to Robinwood (July 2021).
High PP uptake at extra-curricular events with very positive feedback from both pupils and their families.
When first offered these additional resources and opportunities, the vast majority of PP children and families take them up. Those that do not take up the initial offer are always encouraged to inform us if their decision/circumstances change; as a result, these families often then take up the offer a little later in the school year.

When parents/ carers have contacted school with any additional requirements or needs e.g. school uniform, school has also provided these additional resources to help support children and their families.

P.E kits provided for PP children, including the offer of an outdoor sports kit this year.

Year 6 pupils: 10 children requested and provided with a school iPad.

Year 5 pupils: 10 children requested and provided with a school iPad.

Review of outcomes 2021-2022

School data – Age Related Expectation Summary

Age Related Expectation Summary Report
Y1, Y2, Y3, Y4, Y5, Y6 - All Pupils (360 pupils)

Reading (360 pupils)	No. (%)	Missing Assessment	Below	Risk or higher	At or higher	Above or higher	Significantly Above
All Pupils	360 (100%)	1 (0.3%)	70 (19.5%)	289 (80.5%)	230 (64.1%)	74 (20.6%)	22 (6.1%)
Males	161 (44.7%)	1 (0.6%)	37 (23.1%)	123 (76.9%)	96 (60.0%)	26 (16.3%)	8 (5.0%)
Females	199 (55.3%)	0 (0%)	33 (16.6%)	166 (83.4%)	134 (67.3%)	48 (24.1%)	14 (7.0%)
FSM	53 (14.7%)	0 (0%)	14 (26.4%)	39 (73.6%)	28 (52.8%)	7 (13.2%)	2 (3.8%)
Not FSM	307 (85.3%)	1 (0.3%)	56 (18.3%)	250 (81.7%)	202 (66.0%)	67 (21.9%)	20 (6.5%)
Pupil Premium	47 (13.1%)	0 (0%)	13 (27.7%)	34 (72.3%)	23 (48.9%)	8 (17.0%)	3 (6.4%)
Not Pupil Premium	313 (86.9%)	1 (0.3%)	57 (18.3%)	255 (81.7%)	207 (66.3%)	66 (21.2%)	19 (6.1%)
SEN Support	26 (7.2%)	0 (0%)	19 (73.1%)	7 (26.9%)	5 (19.2%)	2 (7.7%)	2 (7.7%)
Education, health and care plan	4 (1.1%)	0 (0%)	3 (75.0%)	1 (25.0%)	1 (25.0%)	0 (0%)	0 (0%)
Not SEN	330 (91.7%)	1 (0.3%)	48 (14.6%)	281 (85.4%)	224 (68.1%)	72 (21.9%)	20 (6.1%)

Writing (360 pupils)	No. (%)	Missing Assessment	Below	Risk or higher	At or higher	Above or higher	Significantly Above
All Pupils	360 (100%)	0 (0%)	122 (33.9%)	238 (66.1%)	173 (48.1%)	55 (15.3%)	8 (2.2%)
Males	161 (44.7%)	0 (0%)	62 (38.5%)	99 (61.5%)	68 (42.2%)	20 (12.4%)	2 (1.2%)
Females	199 (55.3%)	0 (0%)	60 (30.2%)	139 (69.8%)	105 (52.8%)	35 (17.6%)	6 (3.0%)
FSM	53 (14.7%)	0 (0%)	21 (39.6%)	32 (60.4%)	19 (35.8%)	4 (7.5%)	0 (0%)
Not FSM	307 (85.3%)	0 (0%)	101 (32.9%)	206 (67.1%)	154 (50.2%)	51 (16.6%)	8 (2.6%)
Pupil Premium	47 (13.1%)	0 (0%)	23 (48.9%)	24 (51.1%)	17 (36.2%)	5 (10.6%)	0 (0%)
Not Pupil Premium	313 (86.9%)	0 (0%)	99 (31.6%)	214 (68.4%)	156 (49.8%)	50 (16.0%)	8 (2.6%)
SEN Support	26 (7.2%)	0 (0%)	23 (88.5%)	3 (11.5%)	2 (7.7%)	2 (7.7%)	2 (7.7%)
Education, health and care plan	4 (1.1%)	0 (0%)	3 (75.0%)	1 (25.0%)	1 (25.0%)	0 (0%)	0 (0%)
Not SEN	330 (91.7%)	0 (0%)	96 (29.1%)	234 (70.9%)	170 (51.5%)	53 (16.1%)	6 (1.8%)

Mathematics (360 pupils)	No. (%)	Missing Assessment	Below	Risk or higher	At or higher	Above or higher	Significantly Above
All Pupils	360 (100%)	1 (0.3%)	66 (18.4%)	293 (81.6%)	228 (63.5%)	87 (24.2%)	18 (5.0%)
Males	161 (44.7%)	1 (0.6%)	29 (18.1%)	131 (81.9%)	99 (61.9%)	43 (26.9%)	9 (5.6%)
Females	199 (55.3%)	0 (0%)	37 (18.6%)	162 (81.4%)	129 (64.8%)	44 (22.1%)	9 (4.5%)
FSM	53 (14.7%)	0 (0%)	13 (24.5%)	40 (75.5%)	29 (54.7%)	6 (11.3%)	3 (5.7%)
Not FSM	307 (85.3%)	1 (0.3%)	53 (17.3%)	253 (82.7%)	199 (65.0%)	81 (26.5%)	15 (4.9%)
Pupil Premium	47 (13.1%)	0 (0%)	13 (27.7%)	34 (72.3%)	25 (53.2%)	9 (19.1%)	4 (8.5%)
Not Pupil Premium	313 (86.9%)	1 (0.3%)	53 (17.0%)	259 (83.0%)	203 (65.1%)	78 (25.0%)	14 (4.5%)
SEN Support	26 (7.2%)	0 (0%)	19 (73.1%)	7 (26.9%)	4 (15.4%)	3 (11.5%)	2 (7.7%)
Education, health and care	4 (1.1%)	0 (0%)	3 (75.0%)	1 (25.0%)	1 (25.0%)	0 (0%)	0 (0%)

Assessment school profile

Combined (360 pupils)	No. (%)	Missing Assessment	Below in one or more	At Risk or higher in all	At or higher in all	Above or higher in all	Significantly Above in all
All Pupils	360 (100%)	1 (0.3%)	126 (35.1%)	233 (64.9%)	160 (44.6%)	39 (10.9%)	4 (1.1%)
Males	161 (44.7%)	1 (0.6%)	63 (39.4%)	97 (60.6%)	63 (39.4%)	16 (10.0%)	1 (0.6%)
Females	199 (55.3%)	0 (0%)	63 (31.7%)	136 (68.3%)	97 (48.7%)	23 (11.6%)	3 (1.5%)
FSM	53 (14.7%)	0 (0%)	26 (49.1%)	27 (50.9%)	15 (28.3%)	4 (7.5%)	0 (0%)
Not FSM	307 (85.3%)	1 (0.3%)	100 (32.7%)	206 (67.3%)	145 (47.4%)	35 (11.4%)	4 (1.3%)
Pupil Premium	47 (13.1%)	0 (0%)	26 (55.3%)	21 (44.7%)	14 (29.8%)	5 (10.6%)	0 (0%)
Not Pupil Premium	313 (86.9%)	1 (0.3%)	100 (32.1%)	212 (67.9%)	146 (46.8%)	34 (10.9%)	4 (1.3%)
SEN Support	26 (7.2%)	0 (0%)	23 (88.5%)	3 (11.5%)	2 (7.7%)	2 (7.7%)	2 (7.7%)
Education, health and care plan	4 (1.1%)	0 (0%)	3 (75.0%)	1 (25.0%)	1 (25.0%)	0 (0%)	0 (0%)
Not SEN	330 (91.7%)	1 (0.3%)	100 (30.4%)	229 (69.6%)	157 (47.7%)	37 (11.2%)	2 (0.6%)

Main headlines:
- Writing % significantly behind reading and Maths at EXS and GDS
- Girls and boys' achievement is equal in Maths but not in reading and Writing
- PP/FSM % significantly behind in reading and Writing
- End of key stage assessments indicate clear progression and positive attainment for PP children

Year 6 attainment KS2 SATs

Y6 - All Pupils (61 pupils)

Y6 (61 pupils)	Teacher Assessment							Test Scaled Scores				
Subject	Other	Below	Pre Key Stage	Has Not Met	Towards	At	Greater	Other	<100	100+	110+	Average
Reading	60*		1					1 (1.6%)*	6 (9.8%)	54 (88.5%)	20 (32.8%)	106.0
Writing			1 (1.6%)		14 (23.0%)	43 (70.5%)	3 (4.9%)	1 (1.6%)*	8 (13.1%)	52 (85.2%)	19 (31.1%)	106.1
Mathematics	60*		1					1 (1.6%)*	11 (18.0%)	49 (80.3%)	13 (21.3%)	103.9
Science				16 (26.2%)		45 (73.8%)						

Y7 (61 pupils) — Reading

Reading	Pupils (%)	Other	Below	Pre Key Stage	Has Not Met	Towards	At	Greater	Other	<100	100+	110+	Average
All Pupils	61 (100%)	60*		1					1 (1.6%)*	6 (9.8%)	54 (88.5%)	20 (32.8%)	106.0
Males	25 (41.0%)	25*								2 (8.0%)	23 (92.0%)	7 (28.0%)	105.3
Females	36 (59.0%)	35*		1					1 (2.8%)*	4 (11.1%)	31 (86.1%)	13 (36.1%)	106.5
FSM	12 (19.7%)	12*								3 (25.0%)	9 (75.0%)	2 (16.7%)	102.5
Not FSM	49 (80.3%)	48*		1					1 (2.0%)*	3 (6.1%)	45 (91.8%)	18 (36.7%)	106.9
Pupil Premium	10 (16.4%)	10*								2 (20.0%)	8 (80.0%)	1 (10.0%)	101.6
Not Pupil Premium	51 (83.6%)	50*		1					1 (2.0%)*	4 (7.8%)	46 (90.2%)	19 (37.3%)	106.9
SEN Support	5 (8.2%)	5*								1 (20.0%)	4 (80.0%)	2 (40.0%)	106.4
Education, health and care plan	2 (3.3%)	1*		1					1 (50.0%)*		1 (50.0%)	1 (50.0%)	111.0
Not SEN	54 (88.5%)	54*								5 (9.3%)	49 (90.7%)	17 (31.5%)	105.9

Y7 (61 pupils) — Writing

Writing	Pupils (%)	Other	Below	Pre Key Stage	Has Not Met	Towards	At	Greater	Other	<100	100+	110+	Average
All Pupils	61 (100%)			1 (1.6%)		14 (23.0%)	43 (70.5%)	3 (4.9%)	1 (1.6%)*	8 (13.1%)	52 (85.2%)	19 (31.1%)	106.1
Males	25 (41.0%)					7 (28.0%)	18 (72.0%)			4 (16.0%)	21 (84.0%)	7 (28.0%)	105.0
Females	36 (59.0%)			1 (2.8%)		7 (19.4%)	25 (69.4%)	3 (8.3%)	1 (2.8%)*	4 (11.1%)	31 (86.1%)	12 (33.3%)	106.9
FSM	12 (19.7%)					5 (41.7%)	7 (58.3%)			5 (41.7%)	7 (58.3%)	4 (33.3%)	103.8
Not FSM	49 (80.3%)			1 (2.0%)		9 (18.4%)	36 (73.5%)	3 (6.1%)	1 (2.0%)*	3 (6.1%)	45 (91.8%)	15 (30.6%)	106.7
Pupil Premium	10 (16.4%)					5 (50.0%)	5 (50.0%)			5 (50.0%)	5 (50.0%)	3 (30.0%)	102.5
Not Pupil Premium	51 (83.6%)			1 (2.0%)		9 (17.6%)	38 (74.5%)	3 (5.9%)	1 (2.0%)*	3 (5.9%)	47 (92.2%)	16 (31.4%)	106.8
SEN Support	5 (8.2%)					2 (40.0%)	3 (60.0%)			1 (20.0%)	4 (80.0%)	1 (20.0%)	100.4
Education, health and care plan	2 (3.3%)			1 (50.0%)			1 (50.0%)		1 (50.0%)*		1 (50.0%)		109.0
Not SEN	54 (88.5%)					12 (22.2%)	39 (72.2%)	3 (5.6%)		7 (13.0%)	47 (87.0%)	18 (33.3%)	106.6

Y7 (61 pupils) — Mathematics

Mathematics	Pupils (%)	Other	Below	Pre Key Stage	Has Not Met	Towards	At	Greater	Other	<100	100+	110+	Average
All Pupils	61 (100%)	60*		1					1 (1.6%)*	11 (18.0%)	49 (80.3%)	13 (21.3%)	103.9
Males	25 (41.0%)	25*								5 (20.0%)	20 (80.0%)	10 (40.0%)	104.8
Females	36 (59.0%)	35*		1					1 (2.8%)*	6 (16.7%)	29 (80.6%)	3 (8.3%)	103.3
FSM	12 (19.7%)	12*								5 (41.7%)	7 (58.3%)	4 (33.3%)	102.1
Not FSM	49 (80.3%)	48*		1					1 (2.0%)*	6 (12.2%)	42 (85.7%)	9 (18.4%)	104.4
Pupil Premium	10 (16.4%)	10*								4 (40.0%)	6 (60.0%)	3 (30.0%)	102.1
Not Pupil Premium	51 (83.6%)	50*		1					1 (2.0%)*	7 (13.7%)	43 (84.3%)	10 (19.6%)	104.3
SEN Support	5 (8.2%)	5*								2 (40.0%)	3 (60.0%)		101.6
Education, health and care plan	2 (3.3%)	1*		1					1 (50.0%)*		1 (50.0%)		104.0
Not SEN	54 (88.5%)	54*								9 (16.7%)	45 (83.3%)	13 (24.1%)	104.1

- 88.5% KS2 Reading
- 85.2% KS2 GPS
- 80.3% KS2 Maths
- 75.4% KS2 Writing

Year 2 attainment KS1 SATs

Y3 (61 pupils) — Reading

Reading	Pupils (%)	Other	Below	Pre Key Stage	Towards	At	Greater	At or Greater	Other	<100	100+	110+	Average
All Pupils	61 (100%)				12 (19.7%)	42 (68.9%)	7 (11.5%)	49 (80.3%)		14 (23.0%)	47 (77.0%)	7 (11.5%)	103.6
Males	23 (37.7%)				5 (21.7%)	15 (65.2%)	3 (13.0%)	18 (78.3%)		6 (26.1%)	17 (73.9%)	3 (13.0%)	103.0
Females	38 (62.3%)				7 (18.4%)	27 (71.1%)	4 (10.5%)	31 (81.6%)		8 (21.1%)	30 (78.9%)	4 (10.5%)	103.9
FSM	8 (13.1%)				2 (25.0%)	4 (50.0%)	2 (25.0%)	6 (75.0%)		2 (25.0%)	6 (75.0%)	2 (25.0%)	104.9
Not FSM	53 (86.9%)				10 (18.9%)	38 (71.7%)	5 (9.4%)	43 (81.1%)		12 (22.6%)	41 (77.4%)	5 (9.4%)	103.4
Pupil Premium	11 (18.0%)				2 (18.2%)	6 (54.5%)	3 (27.3%)	9 (81.8%)		2 (18.2%)	9 (81.8%)	3 (27.3%)	105.8
Not Pupil Premium	50 (82.0%)				10 (20.0%)	36 (72.0%)	4 (8.0%)	40 (80.0%)		12 (24.0%)	38 (76.0%)	4 (8.0%)	103.1
SEN Support	2 (3.3%)				2 (100%)					2 (100%)			92.0
Education, health and care plan	0 (0%)												-
Not SEN	59 (96.7%)				10 (16.9%)	42 (71.2%)	7 (11.9%)	49 (83.1%)		12 (20.3%)	47 (79.7%)	7 (11.9%)	104.0

Y3 (61 pupils) — Writing

Writing	Pupils (%)	Other	Below	Pre Key Stage	Towards	At	Greater	At or Greater	Other	<100	100+	110+	Average
All Pupils	61 (100%)		1 (1.6%)		23 (37.7%)	36 (59.0%)	1 (1.6%)	37 (60.7%)		22 (36.1%)	39 (63.9%)	9 (14.8%)	102.7
Males	23 (37.7%)				10 (43.5%)	13 (56.5%)		13 (56.5%)		6 (26.1%)	17 (73.9%)	3 (13.0%)	103.4
Females	38 (62.3%)		1 (2.6%)		13 (34.2%)	23 (60.5%)	1 (2.6%)	24 (63.2%)		16 (42.1%)	22 (57.9%)	6 (15.8%)	102.2
FSM	8 (13.1%)				3 (37.5%)	5 (62.5%)		5 (62.5%)		5 (62.5%)	3 (37.5%)	1 (12.5%)	101.6
Not FSM	53 (86.9%)		1 (1.9%)		20 (37.7%)	31 (58.5%)	1 (1.9%)	32 (60.4%)		17 (32.1%)	36 (67.9%)	8 (15.1%)	102.8
Pupil Premium	11 (18.0%)				3 (27.3%)	8 (72.7%)		8 (72.7%)		5 (45.5%)	6 (54.5%)	2 (18.2%)	103.0
Not Pupil Premium	50 (82.0%)		1 (2.0%)		20 (40.0%)	28 (56.0%)	1 (2.0%)	29 (58.0%)		17 (34.0%)	33 (66.0%)	7 (14.0%)	102.6
SEN Support	2 (3.3%)		1 (50.0%)		1 (50.0%)					2 (100%)			88.5
Education, health and care plan	0 (0%)												-
Not SEN	59 (96.7%)				22 (37.3%)	36 (61.0%)	1 (1.7%)	37 (62.7%)		20 (33.9%)	39 (66.1%)	9 (15.3%)	103.1

Y3 (61 pupils) — Mathematics

Mathematics	Pupils (%)	Other	Below	Pre Key Stage	Towards	At	Greater	At or Greater	Other	<100	100+	110+	Average
All Pupils	61 (100%)				9 (14.8%)	43 (70.5%)	9 (14.8%)	52 (85.2%)		7 (11.5%)	54 (88.5%)	13 (21.3%)	104.8
Males	23 (37.7%)				4 (17.4%)	14 (60.9%)	5 (21.7%)	19 (82.6%)			23 (100%)	7 (30.4%)	105.5
Females	38 (62.3%)				5 (13.2%)	29 (76.3%)	4 (10.5%)	33 (86.8%)		7 (18.4%)	31 (81.6%)	6 (15.8%)	104.3
FSM	8 (13.1%)				1 (12.5%)	4 (50.0%)	3 (37.5%)	7 (87.5%)		2 (25.0%)	6 (75.0%)	3 (37.5%)	104.9
Not FSM	53 (86.9%)				8 (15.1%)	39 (73.6%)	6 (11.3%)	45 (84.9%)		5 (9.4%)	48 (90.6%)	10 (18.9%)	104.7
Pupil Premium	11 (18.0%)				1 (9.1%)	6 (54.5%)	4 (36.4%)	10 (90.9%)		2 (18.2%)	9 (81.8%)	4 (36.4%)	105.4
Not Pupil Premium	50 (82.0%)				8 (16.0%)	37 (74.0%)	5 (10.0%)	42 (84.0%)		5 (10.0%)	45 (90.0%)	9 (18.0%)	104.6
SEN Support	2 (3.3%)				2 (100%)					1 (50.0%)	1 (50.0%)		96.5
Education, health and care plan	0 (0%)												-
Not SEN	59 (96.7%)				7 (11.9%)	43 (72.9%)	9 (15.3%)	52 (88.1%)		6 (10.2%)	53 (89.8%)	13 (22.0%)	105.0

- 85.2 KS1 Maths
- 80.3% KS1 Reading
- 60.7% KS1 Writing

End of Reception Early Learning Goals

End of Reception ELG Report
Y1 - All Pupils (60 pupils)

Word Reading	No. Pupils (%)	Missing Assessment	Emerging	Expected
All Pupils	60 (100%)	1 (1.7%)	17 (28.3%)	42 (70.0%)
Males	27 (45.0%)	1 (3.7%)	8 (29.6%)	18 (66.7%)
Females	33 (55.0%)		9 (27.3%)	24 (72.7%)
FSM	7 (11.7%)		2 (28.6%)	5 (71.4%)
Not FSM	53 (88.3%)	1 (1.9%)	15 (28.3%)	37 (69.8%)
Pupil Premium	3 (5.0%)		1 (33.3%)	2 (66.7%)
Not Pupil Premium	57 (95.0%)	1 (1.8%)	16 (28.1%)	40 (70.2%)
SEN Support	2 (3.3%)		1 (50.0%)	1 (50.0%)
Education, health and care plan	0 (0%)			
Not SEN	58 (96.7%)	1 (1.7%)	16 (27.6%)	41 (70.7%)

Writing	No. Pupils (%)	Missing Assessment	Emerging	Expected
All Pupils	60 (100%)	1 (1.7%)	16 (26.7%)	43 (71.7%)
Males	27 (45.0%)	1 (3.7%)	7 (25.9%)	19 (70.4%)
Females	33 (55.0%)		9 (27.3%)	24 (72.7%)
FSM	7 (11.7%)		2 (28.6%)	5 (71.4%)
Not FSM	53 (88.3%)	1 (1.9%)	14 (26.4%)	38 (71.7%)
Pupil Premium	3 (5.0%)		1 (33.3%)	2 (66.7%)
Not Pupil Premium	57 (95.0%)	1 (1.8%)	15 (26.3%)	41 (71.9%)
SEN Support	2 (3.3%)		1 (50.0%)	1 (50.0%)
Education, health and care plan	0 (0%)			
Not SEN	58 (96.7%)	1 (1.7%)	15 (25.9%)	42 (72.4%)

Number	No. Pupils (%)	Missing Assessment	Emerging	Expected	Expected in all displayed Aspects
All Pupils	60 (100%)	1 (1.7%)	9 (15.0%)	50 (83.3%)	42 (70.0%)
Males	27 (45.0%)	1 (3.7%)	2 (7.4%)	24 (88.9%)	18 (66.7%)
Females	33 (55.0%)		7 (21.2%)	26 (78.8%)	24 (72.7%)
FSM	7 (11.7%)		1 (14.3%)	6 (85.7%)	5 (71.4%)
Not FSM	53 (88.3%)	1 (1.9%)	8 (15.1%)	44 (83.0%)	37 (69.8%)
Pupil Premium	3 (5.0%)		1 (33.3%)	2 (66.7%)	2 (66.7%)
Not Pupil Premium	57 (95.0%)	1 (1.8%)	8 (14.0%)	48 (84.2%)	40 (70.2%)
SEN Support	2 (3.3%)		1 (50.0%)	1 (50.0%)	1 (50.0%)
Education, health and care plan	0 (0%)				
Not SEN	58 (96.7%)	1 (1.7%)	8 (13.8%)	49 (84.5%)	41 (70.7%)

- 68% GLD for EYFS

Year 1 Phonics Screening Check

Y1 Phonics Screening Check
Y2 - All Pupils (60 pupils)

Year 2 (60 pupils)	No. of Pupils (%)	Average Score	Working Towards	Working At
All Pupils	60 (100%)	31.8	13 (22.4%)	45 (77.6%)
Males	33 (55.0%)	30.0	8 (25.0%)	24 (75.0%)
Females	27 (45.0%)	34.1	5 (19.2%)	21 (80.8%)
FSM	4 (6.7%)	28.8	2 (50.0%)	2 (50.0%)
Not FSM	56 (93.3%)	32.1	11 (20.4%)	43 (79.6%)
Pupil Premium	3 (5.0%)	36.7	0 (0.0%)	3 (100.0%)
Not Pupil Premium	57 (95.0%)	31.6	13 (23.6%)	42 (76.4%)
SEN Support	3 (5.0%)	1.3	3 (100.0%)	0 (0.0%)
Education, health and care plan	0 (0%)	-	-	-
Not SEN	57 (95.0%)	33.5	10 (18.2%)	45 (81.8%)

- 78% Phonics Screening

Areas for further action:
- Continue to improve progress made by all pupils and all pupil groups, including PP children.
- Continue to further develop opportunities for children to remember their learning.
- Ensure all teachers understand how best children learn and develop the teaching and learning policy to reflect expectations rooted in pedagogy.
- Ensure TLR leads, Team/Phase Leaders and subject leaders further drive improvement - curriculum days with leaders to self-evaluate and develop planning further.
- Ensure new staff are inducted well to sustain consistency of practice.
- Introduce assessments and programmes (evidence-based) to support Speech and Language development.

Teaching & Learning and staff professional development 2021-22

Across the academic year, all SLT have taken a robust approach to securing high and consistent quality teaching and learning, having a clear and ambitious vision. This has resulted in a clear approach to monitoring classroom practice and support and challenge for all staff. Where support has not been able to bring about change necessary to improve the quality of teaching and learning to securely good, action has been taken to further challenge practice. This has resulted in a settled, well-trained and committed staff team.

The development of schemes and consistent approaches to teaching have supported attainment and progress across the school. Phonics across the school is embedding with the introduction of Sounds Write and for those children with SEND, there are clear plans in place to assess needs and support acquisition of reading skills.

Acklam Whin staff have collaborated to create the intent, implementation and impact of our bespoke school curriculum with clear focus and aims. Subject leaders have designed and created their curriculum schemes that are coherently planned and have a clear sequence, knowing where subjects need to be developed next. All the requirements of the national curriculum, as appropriate, including RE, age-appropriate relationships education or RSE, and health education are included. We have a mastery approach curriculum and opportunities for curriculum evaluation ensures we continue to develop practice based on research and pedagogical thinking.

The Pupil Premium Lead/ Champion has received CPD and has taken part in an EEF and Carmel Research School programme which was designed to maximise our recovery efforts for Pupil Premium children whose education had been affected by the pandemic and support school to make purposeful use of educational evidence, identify areas for development and enact strategies to improve teaching and learning.

Continuous CPD and the support of specialist teachers/consultants have supported in driving improvement and understanding of metacognition further.

SLT have attended Peer Review training and have led and been a part of a team leading Peer Reviews in other Middlesbrough schools.

Peer Review in Mathematics (Summer term 2022)
This review highlighted the strength of Maths across school with overwhelmingly positive feedback from the visiting team: the children demonstrated a deep number sense and excellent practice was evidenced from staff in their mathematical teaching and learning. Mastery approaches were embedded with consistent use of mathematical vocabulary across school.

Introduction of Edukey (Jan 2022) has enabled the tracking and monitoring of individual SEND children with the support and provision in place for them over the course of the academic year, with staff being able to review this at least termly and communicate it to parents and carers.
Area for further action:
PP Lead to look further into this regarding a similar 'profile page/template' for all PP learners, indicating the interventions and support that is in place within and across year groups.

Wider Strategies
During the academic year 2021-22, there has continued to be strong provision of PSHE and SMSC. The school's 'Foundations of Behaviour' of respect, responsibility and safe were embedded with the behaviour policy being reviewed and updated with a graduated response and steps being made clear to the children. Staff and pupils' wellbeing has continued to be a priority with staff questionnaires reflecting positive feelings about school. A Mental Health Lead has also been appointed in school.

Across the year, we have continued to provide access to well-being and emotional support for our children and families to support them where needed, including counselling from outside agencies. We have also signposted families to services that may be able to support the child and whole family. Children with a SEND continue to be carefully monitored using a planned, graduated response.

Communication links with parents are well-established and the use of Seesaw is beneficial to supporting this as parents/teachers are able to interact and share information/offer support. Staff, parents and families use our school app and Twitter account to send and receive notifications, messages and letters as well as Acting Headteacher newsletters, online safety newsletters and letters home. These are also available on the school website and emailed to parents to keep them informed of the work of the school and how they can support their child.

Attendance
Although attendance remains a challenge, robust challenge and support is in place to support families in understanding the importance of education.

Areas for further action:
- Improve pupil attendance to 96%.
- Work closely with EWO and with new LA admissions and attendance officer to refine and establish

- procedures and encourage and continue to improve the attendance and punctuality of all pupils, focusing on particular year group cohorts as indicated by regular data analysis.
- Greater focus on vulnerable groups in particular PP.
- Support families in understanding their responsibilities in bringing their children to school and review attendance awards and policies with parents.

Memorable experiences, extra-curricular opportunities and access to additional resources
The complete refurbishment of the school library has encouraged a reading community and developed a reading for pleasure strategy across school. The library has significantly benefitted pupils' academic achievement in reading, as well as their social, emotional and personal development, regardless of their reading ability.

All PP families offered free educational visits and activities with the majority of them taking up this offer.
High participation in Year 6 residential to Robinwood (July 2022).
High PP uptake at extra-curricular events with very positive feedback from both pupils and their families.
When first offered these additional resources and opportunities, the vast majority of PP children and families take them up. Those that do not take up the initial offer are always encouraged to inform us if their decision/circumstances change; as a result, these families often then take up the offer a little later in the school year.
When parents/ carers have contacted school with any additional requirements or needs e.g. school uniform, school has also provided these additional resources to help support children and their families.
P.E kits provided for PP children this year.
Forest school/ outdoor learning workshop provided for children in Years 3 – 5 (July 2022).

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
Power Maths (introduced in last two years)	Pearson
White Rose Premium	White Rose
Grammarsaurus	Grammarsaurus
Comprehension Ninja Vocabulary Ninja Comprehension Ninja (Fiction)	Andrew Jennings
Literacy Shed/ Ed Shed	
Mirodo	Mirodo Education

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?	Our funding was pooled together with the total Pupil Premium funding allocation.
What was the impact of that spending on service pupil premium eligible pupils?	Please see above for the impact.

Further information (optional)

Some CPD and additional resources.

OASES Outdoor learning training/ Forest School