

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

It is pleasing to report the strategies implemented with our pupil premium funding is having a positive impact on the learner journey. Ofsted (2023) reported '**Pupils have a broad range of different SEND. This includes speech, language and communication needs, autism and sensory processing needs. From the moment the pupils arrive, staff work hard to understand those needs so the right provision can be put in place. Pony and music therapy and a range of other specialist interventions help overcome those potential learning barriers**'.

The end of academic year data presented below demonstrates the progress made during 2022/2023 for all of our pupil premium learners against their peers.

**Figure 1: Engagement for Life**

	Social interaction			Cognitive		
	Number of Learners who made expected progress	Number of Learners who made below expected progress	% Expected progress	Number of Learners who made expected progress	Number of Learners who made below expected progress	% Expected progress
Overall	53	11	83%	52	12	81%
Learner Premium						
PP	26	7	79%	27	6	82%
Not PP	27	3	90%	25	5	83%

**Figure 2: Foundations for Life**

	Communication and Interaction			Problem Solving and Thinking Skills		
	Number of Learners who made expected progress	Number of Learners who made below expected progress	% Expected progress	Number of Learners who made expected progress	Number of Learners who made below expected progress	% Expected progress
Overall	97	12	89%	95	14	86%
Learner Premium						
PP	57	9	86%	58	8	88%
Not PP	40	3	93%	37	6	86%

**Figure 3: Learning for Life**

	Literacy			Numeracy		
	Number of Learners who made expected progress	Number of Learners who made below expected progress	% Expected progress	Number of Learners who made expected progress	Number of Learners who made below expected progress	% Expected progress
Overall	81	20	<b>80%</b>	87	14	<b>86%</b>
PP	50	14	<b>78%</b>	57	7	<b>89%</b>
Not PP	31	6	<b>84%</b>	30	7	<b>81%</b>

End of year analysis of the above data informs us our pupil premium learners made better or similar progress than their peers in numeracy related subjects. This can be attributed to the impact of the approaches implemented within our pupil premium strategy statement as indicated below.

Numeracy specialists were allocated time to: upskill class teachers, deliver training sessions and provide targeted intervention support to identified pupils. Our pupil premium funding was utilised on yearly numeracy subscriptions and specific resources to develop numeracy related knowledge. The result being our pupil premium learners have made similar or better progress than their peers in numeracy/equivalent subjects.

Our pupil premium learners have made good progress in communication and interaction and similar progress was made vs non-pupil premium learners for literacy. To assist with this progress, funding has been strategically used to develop learner knowledge in these areas. For example, See and Learn resources have been purchased to support language development and to provide a foundation for later literacy learning. A particular area of focus during academic year 23/24 will be to close the gap between pupil premium learners and non-pupil premium learners for social interaction.

Our Extended Leaders used their allocated time to further extend and support the learning experiences of pupil premium learners. Learner progress review meetings continued to be held each term with Senior and Extended Leaders where the progress of our most vulnerable learners was reviewed and strategies put in place to increase the percentage of learners making the necessary progress.

The Behaviour Support Practitioners continued to have an impact on our learners through working with class teachers to determine the function of behaviours and identify possible environment triggers to target behaviours. Behaviour support plans were then devised and implemented with support and training provided to applicable class teachers to ensure strategies were consistently applied. In a staff survey, 97% of staff felt they had received sufficient training in positive behaviour support (PBS) with 98% agreeing that they felt confident in implementing PBS in daily practice. As a

consequence, **Ofsted (2023) reported 'Pupils behaviour across Calthorpe Academy is settled and purposeful'**.

The pastoral team and attendance officer has tracked attendance and worked with pupil premium families to identify barriers to attendance and has supported them through home visits and via various communication methods. Other interventions included running workshops, holding parent meetings and liaising with other supporting agencies. As a result of these interventions our pupil premium attendance **(85.1%)** was comparable to non-eligible pupils **(85.7%)**.

Our pupil premium strategy also continues to implement wider strategies to add value to the learner journey, increase cultural capital and assist with the wellbeing of our learners. During our recent Ofsted visit (October 2023) inspectors reported '**Pupils have frequent and exciting opportunities to learn the skills they need to prepare for the world around them. The school plans regular opportunities to take pupils into the community from the early years**' These strategies focused on a range of activities that our learners may not get to experience outside of school life including trips to the theatre and leisure facilities and purchasing equipment to assist with improving learners wellbeing.

Our pupil premium strategy for 2023/2024 will continue to focus on the key challenges to achievement for our disadvantaged learners. [Pupil Premium Strategy 2023 2024](#)