

	CHALLENGES	PROVISION & IMPACT																																																												
1	<p>QFT</p> <p>Gaps created and widened by COVID-19 require bespoke approaches and coaching to narrow deficits through high levels of Quality First Teaching</p>	<p>Focus on Teaching & Learning Pedagogy determined by research (Rosenshine)</p> <ul style="list-style-type: none"> Weekly updates have been provided through our daily diary – focusing on principles of high-quality teaching and learning. Dissemination of ECT practice and research through school wide CPD and teacher led development Successful completion of ECT year for 2 teachers Successful completion of ECT+1 year for 3 teachers Highly focused PDR targets and CPD opportunities (OTP, NPQ programmes) Participation in NPQTL for 3 teachers (HF, SR, ET) Targeted support through employment of additional teachers whose deployment is determined by data analysis and cohort specific needs Year 6 – Additional Teacher (Feb-June) By data point 2 (March 2023) In reading, 100% of pupils made expected or better progress with 16% of pupils making better than expected progress. 98% of pupils are expected to meet their end of KS target, with 23% of pupils surpassing their KS target. In writing, 100% of pupils made expected or better progress with 18% of pupils making better than expected progress. 94% of pupils are expected to meet their end of KS target, with 30% of pupils surpassing their KS target. In maths, 100% of pupils made expected or better progress with 26% of pupils making better than expected progress. 96% of pupils are expected to meet their end of KS target, with 34% of pupils surpassing their KS target. Focus on attainment and progress of PP pupils during Pupil Progress Meetings – directing future QFT & intervention focus. Year 3 – Additional teaching capacity deployed to Year 3 to support greater levels of pupil progress. A keen focus has been around literacy and the acquisition and application of phonics (see section below) Data analysis of Year 3 attainment has been used to direct high levels of tuition aimed at overcoming literacy deficits. Year 6 teacher released to undertake Local Authority moderation training which has then been used to disseminate knowledge across school, ensuring clearly sequenced and appropriate outcomes. Curriculum content across the school has been refined to ensure clarity of progression and knowledge. Principles and opportunities to revisit and recap prior learning have been prioritised to make connections between knowledge within and across subjects. Leaders have constructed a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life. <table border="1" data-bbox="864 1114 1872 1351"> <thead> <tr> <th colspan="3">Reading</th> <th colspan="3">Writing</th> <th colspan="3">Maths</th> <th colspan="3">GAPS</th> </tr> </thead> <tbody> <tr> <td>GDS</td> <td>11</td> <td>55%</td> <td>GDS</td> <td>3</td> <td>15%</td> <td>GDS</td> <td>11</td> <td>55%</td> <td>GDS</td> <td>11</td> <td>55%</td> </tr> <tr> <td>ARE</td> <td>7</td> <td>35%</td> <td>ARE</td> <td>12</td> <td>60%</td> <td>ARE</td> <td>7</td> <td>35%</td> <td>ARE</td> <td>7</td> <td>35%</td> </tr> <tr> <td>WTS</td> <td>2</td> <td>10%</td> <td>WTS</td> <td>5</td> <td>25%</td> <td>WTS</td> <td>2</td> <td>10%</td> <td>WTS</td> <td>2</td> <td>10%</td> </tr> <tr> <td>ARE/ GDS</td> <td>18</td> <td>90%</td> <td>ARE/ GDS</td> <td>15</td> <td>75%</td> <td>ARE/ GDS</td> <td>18</td> <td>90%</td> <td>ARE/ GDS</td> <td>18</td> <td>90%</td> </tr> </tbody> </table>	Reading			Writing			Maths			GAPS			GDS	11	55%	GDS	3	15%	GDS	11	55%	GDS	11	55%	ARE	7	35%	ARE	12	60%	ARE	7	35%	ARE	7	35%	WTS	2	10%	WTS	5	25%	WTS	2	10%	WTS	2	10%	ARE/ GDS	18	90%	ARE/ GDS	15	75%	ARE/ GDS	18	90%	ARE/ GDS	18	90%
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2	<p>Oracy</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. A lack of opportunities to hear good language models outside of school leads to impoverished language opportunities for many of our children. Gaps are evident from Reception through to KS2 and in general, are more prevalent and difficult to close among our disadvantaged pupils than their peers.</p>	<ul style="list-style-type: none"> • Low starting points in the EYFS, contributed to by EAL factor, resulting in a significant focus on language acquisition as supported by EEF research. Modelled language and activities promote spoken language • Recruitment and deployment of additional teaching assistant to the EYFS has had a positive impact upon S&L opportunities for pupils; • Commissioning of Oracy consultant (Voice 21) and appointment of Oracy Leads • School wide staff have participated in a series of CPD sessions aimed at upskilling colleagues in the analysis, identification and teaching of specific Oracy skills. • Pupil voice and oracy skills have grown across the school as evidence through pupil surveys, lesson observations and external visits (Challenge Partners report, Executive Visit Outcome letter). • School staff have continued to work alongside the Oracy consultant to shape provision across the school. Colleagues have been asked to share best practice across Challenge Partners Network and with Flying High Academy Trust. • Teaching Assistants have participated in specific oracy training to support them with approaches around Adaptive Teaching and Critical Thinking. • Pupils have participated in several Oracy surveys to benchmark and evaluate the teaching of Oracy (Oracy Surveys) • Oracy focus across the school, providing pupils with scaffolds and opportunities to articulate themselves • Lunchtime structure continues to evolve to provide pupils with greater opportunities to promote social language opportunities, modelled by Senior Leaders. • School wide CPD focussed on different elements of Oracy (Physical, Linguistic, Cognitive, Social & Emotional) • EYFS Staff have been trained in the Talk Boost Intervention and run sessions across the EYFS setting. This is both promoting language acquisition and confidence
3	<p>Pastoral</p> <p>A lack of diverse lived experiences outside of school limit the cultural capital of many pupils and hinder our children's development.</p> <p>Our assessments (including wellbeing questionnaires), observations and discussions with pupils and families have identified social and emotional issues for many pupils, which were notably exacerbated by a lack of enrichment opportunities during school closures and more widely through extended lockdowns in Leicester. These challenges particularly affected disadvantaged pupils, which have had a detrimental impact upon their attainment, as well as their emotional and social wellbeing. These findings are supported by national studies.</p> <p>Teacher requests for additional support and referrals exemplify that an increased number of pupils are in need of higher levels of pastoral support and intervention.</p> <ul style="list-style-type: none"> - Inclusion & Wellbeing Advocate figures – Of the pupils receiving higher levels of pastoral support, a disproportionate number of these pupils are classified as PP. These pupils require a range of support with social and emotional difficulties, 	<p>Enrichment</p> <ul style="list-style-type: none"> • Fully subsidised enrichment opportunities for all PP pupils (Cultural Capital offer has been designed specifically to broaden the lived experiences of PP pupils [and those with SEND] to increase aspirations – coding club, Pedestrian Arts, reading visits, Moving Together, Artists in Residence, curriculum visits, Etc.) • Through the support of the Trust & PP subsidy, we have been able to offer all pupils a fully subsidised visit, the have been aimed at developing a love of literature; including theatre visits (Y5 - Matilda & Y6 Oliver), novel enrichment (Y4 - Harry Potter World) • Broadened access to PE enrichment, competing in a range of events aimed at promoting wellbeing and aspirations. • Organisation of Year 5 & 6 careers fair, with dedicated time spent speaking with PP pupils about aspirations, careers and next stages of their education. • School wide provision of Music teacher and sourcing of peripatetic music lessons • (Strong uptake by PP pupils). • Prioritised and free spaces at extracurricular clubs and enrichment opportunities • Uptake of extra-curricular clubs by PP pupils (Club Registers) • Sourcing of enrichment opportunities which provide broader cultural opportunities (RE visits, in house performances) • There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.

	<p>benefitting from specific interventions around self-esteem and positive mental health.</p> <ul style="list-style-type: none"> - DSL figures show that a disproportionate number of disadvantaged pupils currently require varying levels of additional support and monitoring due to ongoing social care issues. - Our Trauma Informed Practitioner has assessed and works alongside a number of identified pupils to provide greater social and emotional support; focusing greatly on building resilience to overcome Adverse Childhood Experiences. 	<p>Pastoral</p> <ul style="list-style-type: none"> • Running of bespoke programmes focussed on narrowing social and emotional deficits • Flourish programme has been delivered to identified pupils in Years 5 & 5, aimed at providing a greater awareness of social and emotional skills, self-efficacy and resilience. • CPD sessions run by our Trauma Informed Practitioner have focussed on providing all class-based staff with an awareness of Cognitive Science & Therapy. • TIP/Therapy sessions have been run with pupils facing adversity; focussing greatly upon ACEs (Domestic Abuse) • Appointment of Inclusion & Wellbeing Advocate who works with pupils with social and emotional deficits, predominantly PP and pupils with SEND) • Pastoral registers & notes (CPOMs) • Schools Early Help Offer • SEND CPD for school wide staff focusing on understanding behaviour as communication, identifying and catering for additional needs. • EYFS & KS1 Team Teach training – focusing on dysregulation and de-escalation • Teaching of Personal Development • Bespoke and tailored work for pupils with identified needs, working closely with external agencies and specialist providers. 																					
4	<p>Phonics & Early Reading - Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics acquisition and early reading in comparison to their non-disadvantaged peers. This was exacerbated during extended lockdowns by a lack of access to high quality texts within households.</p>	<ul style="list-style-type: none"> • Purchasing of specific phonics scheme & associated resources to promote strong practice (Partnership Phonics Programme). • Purchasing of additional reading resources (Big Cat Collins) to promote early reading • Running of early reading sessions of parents/carers. • Targeted support and intervention through BRP both within and before/after the school day • Targeted interventions as evidenced through provision maps and intervention timetables – Year 3 keen focus on phonics (trackers and progress) • Deployment of additional Teaching Assistant to Year 3 (LC) to run focussed phonics & early reading interventions. These have promoted acquisition of phonetic knowledge and application as evidenced through tracker and classroom work. • Targeted support through after school and weekend tuition run by teachers and NTP certificated staff • Continuation of phonics lead (MS), commissioning of review and development of phonics approach leading to greater consistency. 2021/2022 - Year 1 Phonics Screening indicated 78% of pupils have reached the expected standard with a good number of remaining pupils scoring within reaching distance of the expected standard. <table border="1" data-bbox="898 1110 1464 1374"> <thead> <tr> <th>Mark Range</th> <th>Number of pupils</th> <th></th> </tr> </thead> <tbody> <tr> <td>36-40</td> <td>50</td> <td>Strong Pass</td> </tr> <tr> <td>32-35</td> <td>20</td> <td>Pass</td> </tr> <tr> <td>25-31</td> <td>8</td> <td>Close</td> </tr> <tr> <td>18-24</td> <td>1</td> <td></td> </tr> <tr> <td>13-18</td> <td>7</td> <td></td> </tr> <tr> <td>0-12</td> <td>5</td> <td></td> </tr> </tbody> </table>	Mark Range	Number of pupils		36-40	50	Strong Pass	32-35	20	Pass	25-31	8	Close	18-24	1		13-18	7		0-12	5	
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Attendance

Our attendance data over the last 3 years has demonstrated that the attendance of PP children has been below that of the wider cohort. Data analysis has shown that for PP children identified as Persistent Absentees, there is a pattern of sporadic and sustained absence.

Over the past 3 years, attendance analysis indicates that attendance among disadvantaged pupils has been lower than that of their peers. At the beginning of this academic year (2021-22) the attendance of PP children was 95.5% in comparison to 96.3% for our whole school attendance. This percentage difference is comparable for the past 3 years.

A greater percentage of disadvantaged pupils have been 'persistently absent' compared to their peers during this same period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

- Bespoke attendance analysis & Identification of barriers contributing to absenteeism have been addressed through Attendance Graduated Response; ranging from the establishment of routines, in school support, to escalation of Education Welfare Support.
- As of 23/05/2023 - Pupil Premium 94.5% in comparison to school wide attendance of 95.9%. Pupil Premium Attendance is above the running National Average of 93.8% (FFT Attendance Figure). In comparison to last year, the attendance of PP pupils has risen by 0.2%.
- Despite specific intervention and escalation, the 6 pupils with the lowest attendance in the school are PP pupils. For each of these pupils, there is a clear record of escalation and intervention. These interventions have led to some notable improvement.
- 15 out of 53 pupils identified as Persistent Absentees. 8 of these 15 pupils are classified as PAs due to extended unauthorised leave. Clear messages have been sent to parents around the importance of regular attendance and in school rewards have been established. Abbey Mead sit on the Local Authority Steering Group for Attendance and have advocated for changes to the Unauthorised Leave Protocols and associated consequences.
- Bespoke support for identified pupils; utilising in house tiers to remove barriers – Supportive Signposting Sessions, Chai & Chat and parenting sessions have been tailored to focus on the promotion of parenting capacity.
- Close professional relationship between the school and Education Welfare Service
- Maintained attendance percentages across the year with PP attendance being above the National Average for all pupils.

