



This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding 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	Raleigh Infant & Admirals Academies
Number of pupils in school	133+226 = 359
Proportion (%) of pupil premium eligible pupils	23% (24+58 = 82)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	22/23, 23/24, 24/25
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Greg Sadler
Pupil premium lead	Greg Sadler
Governor / Trustee lead	Emma Culley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 24,661 + £61,260 = £85,921
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 85,921



## Part A: Pupil premium strategy plan

### Statement of intent

Raleigh Infant and Admirals Academies work in partnership to create a universal offer for our pupils where we aim to provide an inclusive education for all. We have high standards of ourselves as a staff and we are ambitious for all of our children, regardless of the background and circumstances of our cohorts. To deliver this, the Academy has aspiration for all pupils, breaking down the barriers that financial inequality creates to ensure that all can achieve regardless of their background. This is underpinned by our values of **aspiration, respect and kindness**.

We offer children a balanced curriculum in a rich and purposeful environment, focused on preparing our pupils for the future. We have good teaching, high expectations, a well-developed sense of pastoral care, and values that underpin all that we do. Above all else at Raleigh and Admirals we have a strong sense of community in which our children can grow. We seek to develop the whole child, so that ultimately he or she can enter the fast-changing world with confidence and ready to make a really positive contribution where they are **aspirational, respectful and kind**.

Disadvantaged pupil performance and positive learning behaviours are monitored through robust academy systems, rewarding and applauding success of all kinds whenever possible. Staff at our Academy's ensure that Disadvantaged pupils remain a high-profile priority within their time with us through the identification and monitoring of academic performance, well-being, attendance and behaviour. This will ensure that all stakeholders are focussed on reducing the difference between Disadvantaged and all other pupils.

The Academy's current Pupil Premium Strategy is designed to identify and intervene with Disadvantaged pupils who are falling behind when compared to their peers. The strategy demonstrates the Academy's belief that all students should have access to Quality First Teaching (QFT) and wrap around pastoral support. This is further enhanced through the provision of additional tuition through a blended face-to-face and in some cases, remote provision.

Where there is a high level of need the well-being of the children in our care is a major priority for both Academy's. The pastoral support that will offer is of high quality, providing support that is targeted to meet the needs of all children. A dedicated team are available to all pupils, their approach to Nurture is extremely strong and they have close links with external agencies and support providers.

As well as our tailored strategy at Raleigh and Admirals, we are forever mindful and aware of our commitment to EMAT's vision for children and young people receiving Pupil Premium funding

- **Our vision for all young people attending a Trust academy is for them to achieve well, be happy and safe**
- **Our core belief is that all pupils have a right to an ambitious and knowledge-rich curriculum – 'the best that has been thought and said'**
- **This vision applies equally to all pupils including those who are disadvantaged. We have a responsibility to ensure that all pupils are provided with the education, experiences and skills to lead full and meaningful lives, without constraint or cap to their ambition**
- **We seek to be an acknowledged local beacon of excellence in provision for all of our pupils. We aim to be the provider of choice for parents and families**

In order to achieve this vision, we will:

- **Ensure that Quality Teaching is at the heart of our practice**



- *Continually seek to invest in staff, resources and expertise to improve our offer*
- *Be outward looking, working in close partnership with local agencies and other providers*
- *Ensure our curriculum is inclusive and accessible, whilst still maintaining high expectations*
- *Match the need for strong classroom climate with an understanding and appreciation of how to best support disadvantaged pupils*
- *Seek out and respond to feedback from all key stakeholders (parents, pupils, staff, local community)*
- *Carry out an annual review of the Pupil Premium strategy for each academy*
- *Use the tools identified in the EEF guidance document “Using your pupil premium funding effectively; Steps for developing an effective pupil premium strategy” to ensure best practice rooted in research*

### Challenges

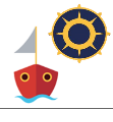
This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Historically, there has been a lack of capacity and expertise in staffing which has slowed and limited the ability to bring about sustained improvements in teaching and learning; this has led to a lack of Quality First Teaching across every classroom.
2	Pupils’ ability to write fluently at the expected standard including composition, vocabulary, grammar and punctuation
3	Pupils’ ability to use reasoning skills, resulting in lower attainment in Maths compared to ‘other’ children nationally at KS2
4	The behaviour of a minority group of pupils leads to them falling further behind their peers
5	The quality of provision and intervention delivered by teaching assistants does not meet the needs of those children falling behind
6	Attendance rates of Disadvantaged children are lower than National data
7	An historic narrowing of the wider foundation subject curriculum has limited the development of cultural capital and life chances for disadvantaged pupils

### 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
1. To improve the quality of teaching, so that all pupils are able to experience good quality provision that promotes excellent rates of progress and improved outcomes for all.	<ul style="list-style-type: none"> <li>• All pupils have access to Quality First Teaching</li> <li>• Pupil Achievement moves closer to or exceeds the NA</li> <li>• Classrooms become excellent learning environments</li> </ul>
2. To improve pupils’ speaking and listening skills and their wider understanding of language in order to support the	<ul style="list-style-type: none"> <li>• Pupils eligible for PP in EYFS, KS1 and KS2 make rapid progress by the end of the</li> </ul>



Raleigh Infant & Admirals Academies Pupil premium strategy statement 2023/24

<p>development of reading and writing of those eligible for PP so they can attain the 'expected' standard.</p> <p>To improve and develop the writing skills of those eligible for PP in EYFS, KS1 and KS2 so they can attain the 'expected' standard.</p> <p>Ensure that early reading &amp; phonics skills support pupils to achieve GLD. To improve the phonic and early reading skills of all those eligible for PP in EYFS, Key Stage 1&amp;2</p>	<p>year so that they are achieving age related expectations and national benchmarks</p>
<p>3. To improve and develop maths skills of PP children, particularly in KS2 so they can move closer to or achieve the 'expected' standard</p>	<ul style="list-style-type: none"> <li>• Pupils eligible for PP in EYFS and KS1 make rapid progress by the end of the year so that they are improving towards age related expectations.</li> <li>• Pupils eligible for PP in Year 6, make rapid progress so that there is no gap between them and all other groups</li> </ul>
<p>4. Improve the general conduct and learning behaviours of all PP pupils so that they are better equipped to access learning, and to understand the importance of positive learning attitudes</p>	<ul style="list-style-type: none"> <li>• As a result of working with the Inclusion Leader, the number of behavioural incidents is reduced</li> <li>• Overall behaviour across the Academy is judged as good</li> </ul>
<p>5. The quality of classroom support and interventions led by Teaching Assistants leads to improvements in pupil outcomes, and data demonstrates that the gap between PP pupils and others closes.</p>	<ul style="list-style-type: none"> <li>• The achievement of identified PP pupils quickly improves so that little or no gap data exist between them and all other pupils</li> <li>• All teaching is judged as good or better</li> <li>• The quality of the work undertaken by other adults in the classroom improves pupil outcomes and is therefore judged as good</li> </ul>
<p>6. Increased attendance rates for pupils eligible for PP</p>	<ul style="list-style-type: none"> <li>• Attendance figures for PP children will increase from 93.5% to be in line with the national average for PP pupils.</li> <li>• The attendance of PP children and all others will move closer or to 96% by the end of the academic year</li> </ul>
<p>7. Further develop a curriculum that must be well-sequenced and underpinned by an understanding of how children learn. It must be based on a rich conception of knowledge that includes the skills and attitudes that contribute to success of learners</p>	<ul style="list-style-type: none"> <li>• Teacher subject planning and lesson delivery is well sequenced leading to pupils retaining sticky knowledge.</li> <li>• Pupils experience more than just classroom/lesson delivery as their experiences are broadened by creative enrichment opportunities led by class teachers</li> </ul>
<p>8. Ensure that wider approaches outside of academic provision engage all pupils but support the most vulnerable children by offering them access to new experiences that include a full programme of focussed nurture support and enriched experiences and opportunities</p>	<ul style="list-style-type: none"> <li>• Via the use of Boxhall profiling data, there is a strong evidence base that demonstrates improvements in the SEMH of targeted children</li> <li>• There is a significant increase in the uptake of pupils access extra-curricular opportunities throughout the academic year</li> </ul>



## Activity in this academic year

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: £42,000

Activity:	Evidence that supports this approach	Challenge number(s) addressed
<p><b><i>Teaching &amp; Learning</i></b>  <b><i>Pupils are able to access quality first teaching</i></b>            In order to maximise the effectiveness of quality first teaching, operate an increased number of classes thus reducing actual class sizes</p>	<p>Reducing the size of teaching groups benefits children when it is a method of improving the quality and frequency of feedback and interactions.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p>	<p>1</p>
<p><b><i>Teaching &amp; Learning</i></b>  <b><i>Via a robust approach to the teaching of reading and writing, pupils make accelerated progress and achieve recognised national benchmarks</i></b>  <i>Adopt a whole school approach to the teaching of reading and writing achieved through the effective implementation of the CUSP reading and writing curriculum. This provides a strong reading spine that is based on texts that have been mapped carefully to ensure a breadth of experiences, authors, texts and themes is addressed across the Primary years.</i></p>	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>            Strategies are often taught to a class and then practiced in pairs or small groups (see also <a href="#">collaborative learning approaches</a>).</p>	<p>1, 2, 3</p>
<p><b><i>Teaching &amp; Learning</i></b>  <b><i>Implement a programme of continuous professional development</i></b>            Delivered to support the development, skills and knowledge of our staff to successfully deliver rich knowledge PKC lessons that will support pupils' oral language development across all non-core subjects            Upskill the entire Teaching Assistant team to be trained to deliver high quality focused interventions that support the development of reading, writing and maths</p>	<p>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities. Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>1, 2, 5, 7</p>



## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Academic Intervention</u></b>  <b>Ensure that a well delivered programme of ‘in-house’ targeted intervention offers vulnerable learners’ direct access to tailored adult support networks</b>  <i>Academy adults facilitate a meeting schedule that involves soft target setting and supports pupils with recognisable role models beyond the class teacher, who can assist with issues around engagement and achievement</i></p>	<p>While mentoring is not generally as effective in raising attainment outcomes as small group or one to one tuition, it is possible to target the approach to pupils from disadvantaged backgrounds and those with particular needs. Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p>	4
<p><b><u>Academic Intervention</u></b>  <b>A full annual programme of planned small group intervention is delivered by additional English and Maths, following teacher planning to ensure curriculum coverage but also to address pupil conception and gaps in learning</b>  <b>Ensure that a well delivered programme of ‘Prior learning’ supports identified vulnerable learners</b>  <i>Targeted ‘Prior Learning’ for those who require additional intervention in the acquisition of subject specific vocabulary in order to access and contribute to the broader knowledge rich curriculum</i></p>	<p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching 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</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	4  4, 5, 7

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Wider Approaches</u></b>  <b>Pupil attendance improves with all groups improving towards the NA</b>            The newly appoint Academy Attendance, Welfare and Family Support Manager leads on</p>	<p>Rapport building between home and school to address barriers and provide support to families. Tracking and follow up absence to be lead and managed by the Academy</p>	4, 6



## Raleigh Infant & Admirals Academies Pupil premium strategy statement 2023/24

<p>management of all attendance cases, targets our most vulnerable families working closely to build stronger relationships</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	
<p><b><i>Wider Approaches</i></b>  <b><i>Pupils receive support to address their SEMH challenges allowing them to regulate and fully access mainstream classroom provision</i></b>  A systematic and consistent approach to managing pupil behaviour and conduct is upheld and delivered by all staff, and a full programme of Nurture support is accessed by those pupils most affected</p>	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>  Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>4, 6</p>

**Total budgeted cost: £99,000**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the y/e 2022-23

Aims & Intended Outcomes	Outcomes and Evidence																																																																						
<p>To improve the quality of teaching, so that all pupils are able to experience good quality provision that promotes excellent rates of progress and improved outcomes for all.</p>	<p><i>“In many subjects, leaders have considered the development of subject-specific vocabulary. This supports pupils to develop their vocabulary and remember what they have learned. For example, in science, pupils are able to recap vocabulary such as oesophagus, stomach and small intestine when describing the digestive system. Teachers regularly assess what pupils know and use the information to identify gaps in pupils’ knowledge.”</i></p> <p><i>“Leaders ensure that individual support plans are in place for pupils with SEND. Where appropriate, teaching is adapted to support pupils’ individual needs. Staff benefit from training to support them with strategies that help pupils with SEND to effectively access the same curriculum as their peers,” Ofsted, Sept ’22.</i></p>																																																																						
<p>To improve pupils’ speaking and listening skills and their wider understanding of language in order to support the development of reading and writing of those eligible for PP so they can attain the ‘expected’ standard.</p> <p>To improve and develop the writing skills of those eligible for PP in EYFS, KS1 and KS2 so they can attain the ‘expected’ standard.</p> <p>Ensure that early reading &amp; phonics skills support pupils to achieve GLD. To improve the phonic and early reading skills of all those eligible for PP in EYFS, Key Stage 1&amp;2</p>	<p><i>“Reading is integral to the curriculum. This begins in the Nursery, where children take part in activities which are carefully designed to develop their speech and language. A new phonics scheme, recently introduced by leaders to teach early reading, begins at the start of Reception. Staff have received training to ensure that there is a consistent approach to teaching phonics. Pupils receive books that help them to practise the sounds they are learning. This helps pupils to deepen their knowledge of the sounds and blend them with confidence in the early stages of learning to read,” Ofsted, Sept ’22.</i></p> <table border="1" data-bbox="727 1384 1398 1818"> <thead> <tr> <th></th> <th>National 2022</th> <th>Actual Outcomes July '22</th> <th></th> <th>Actual Outcomes July '23</th> </tr> </thead> <tbody> <tr> <td>EYFS (GLD)</td> <td>65%</td> <td>61%</td> <td>↑</td> <td>69%</td> </tr> <tr> <td>Year 1 Phonics</td> <td>%</td> <td>64%</td> <td>↑</td> <td>66%</td> </tr> <tr> <td>Year 1 Phonics Dis</td> <td>%</td> <td>70%</td> <td>↓</td> <td>64%</td> </tr> <tr> <td>KS1 Read</td> <td>67%(21%)</td> <td>66%</td> <td>↑</td> <td>68% (21%)</td> </tr> <tr> <td>KS1 Read Dis</td> <td>51% (8%)</td> <td>46%</td> <td>↑</td> <td>70% (0%)</td> </tr> <tr> <td>KS1 Write</td> <td>58% (8%)</td> <td>60%</td> <td>↑</td> <td>64% (6%)</td> </tr> <tr> <td>KS1 Write Dis</td> <td>41% (3%)</td> <td>46%</td> <td>↑</td> <td>70% (0%)</td> </tr> <tr> <td>KS2 Read</td> <td>74%(28%)</td> <td>67%</td> <td>↓</td> <td>63% (22%)</td> </tr> <tr> <td>KS2 Read Dis</td> <td>62%(17%)</td> <td>55%</td> <td>↑</td> <td>75% (50%)</td> </tr> <tr> <td>KS2 Write</td> <td>69%(13%)</td> <td>70%</td> <td>↑</td> <td>63% (2%)</td> </tr> <tr> <td>KS2 Write Dis</td> <td>55%(6%)</td> <td>64%</td> <td>↑</td> <td>100% (0%)</td> </tr> <tr> <td>KS2 Maths</td> <td>71%(22%)</td> <td>52%</td> <td>↑</td> <td>71% (9%)</td> </tr> <tr> <td>KS2 Maths Dis</td> <td>56%(12%)</td> <td>45%</td> <td>↑</td> <td>100% (0%)</td> </tr> </tbody> </table>		National 2022	Actual Outcomes July '22		Actual Outcomes July '23	EYFS (GLD)	65%	61%	↑	69%	Year 1 Phonics	%	64%	↑	66%	Year 1 Phonics Dis	%	70%	↓	64%	KS1 Read	67%(21%)	66%	↑	68% (21%)	KS1 Read Dis	51% (8%)	46%	↑	70% (0%)	KS1 Write	58% (8%)	60%	↑	64% (6%)	KS1 Write Dis	41% (3%)	46%	↑	70% (0%)	KS2 Read	74%(28%)	67%	↓	63% (22%)	KS2 Read Dis	62%(17%)	55%	↑	75% (50%)	KS2 Write	69%(13%)	70%	↑	63% (2%)	KS2 Write Dis	55%(6%)	64%	↑	100% (0%)	KS2 Maths	71%(22%)	52%	↑	71% (9%)	KS2 Maths Dis	56%(12%)	45%	↑	100% (0%)
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<p>Improve the general conduct and learning behaviours of all PP pupils so that they are better equipped to access learning, and to understand the importance of positive learning attitudes</p>	<p><i>“Leaders have focused on improving behaviour. Behaviour is calm and purposeful around the school. In lessons, the large majority of pupils demonstrate a positive attitude to their learning. Some off-task behaviours are seen in a minority of pupils. Where this happens, teachers give pupils the opportunity to reflect and make the right decisions,” Ofsted, Sept '22</i></p> <p><i>“In lessons behaviour for learning was very good in all classes; pupils were engaged with their learning and could talk about the different elements they had studied to help them write their final pieces for the unit of work,” Trust Audit, March '23.</i></p>																								
<p>Increased attendance rates for pupils eligible for PP</p>	<p><i>“Attendance processes at the academy are robust and well managed by the team. The Attendance Officer is well supported by the wider team and manages and distributes various aspects to other staff. There are strong procedures and processes in place, and these have been improved and tightened to address current needs of the academy. There are very regular meetings to promote engagement with parents to support their children’s attendance. It is evident that attendance has a high profile and is championed through regular newsletters, assemblies and contact with parents, as well as certificates and privileges. Interventions take place quickly to address issues as they arise and information is clearly recorded, monitored, assessed, and shared with Leadership so that decisions can be made how best to support children and their families. As a result, the gap between PP and Non-PP pupil’s attendance is small, and PP pupils are also supported by PP funding to ensure good attendance,” Trust Audit, March '23.</i></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 20%;">Raleigh</th> <th style="width: 15%;">National 2022</th> <th style="width: 15%;">Academy 21/22</th> <th style="width: 15%;">Y/E Summer '22/23</th> </tr> </thead> <tbody> <tr> <td>% Attendance</td> <td style="text-align: center;">95.8%</td> <td style="text-align: center;">91.72%</td> <td style="text-align: center;">↑ 93.32%</td> </tr> <tr> <td>% Disadvantaged</td> <td style="text-align: center;">94.3%</td> <td style="text-align: center;">88.49%</td> <td style="text-align: center;">↑ 88.78%</td> </tr> <tr> <td colspan="4" style="text-align: center;">Admirals</td> </tr> <tr> <td>% Attendance</td> <td style="text-align: center;">95.8%</td> <td style="text-align: center;">94.21%</td> <td style="text-align: center;">↑ 95.44%</td> </tr> <tr> <td>% Disadvantaged</td> <td style="text-align: center;">94.3%</td> <td style="text-align: center;">93.25%</td> <td style="text-align: center;">↑ 93.71%</td> </tr> </tbody> </table>	Raleigh	National 2022	Academy 21/22	Y/E Summer '22/23	% Attendance	95.8%	91.72%	↑ 93.32%	% Disadvantaged	94.3%	88.49%	↑ 88.78%	Admirals				% Attendance	95.8%	94.21%	↑ 95.44%	% Disadvantaged	94.3%	93.25%	↑ 93.71%
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% Attendance	95.8%	94.21%	↑ 95.44%																						
% Disadvantaged	94.3%	93.25%	↑ 93.71%																						
<p>Further develop a curriculum that must be well-sequenced and underpinned by an understanding of how children learn. It must be based on a rich conception of knowledge that includes the skills and attitudes that contribute to success of learners</p>	<p><i>“Pupils are enthused by the ambitious curriculum that they are taught. Pupils respond positively to staff’s high expectations. This includes for those pupils with special educational needs and/or disabilities (SEND). Pupils are keen to learn and aim to do their best. They take pride in their work,” Ofsted, Sept '22.</i></p>																								
<p>Ensure that wider approaches outside of academic provision engage all pupils but support the most vulnerable children by offering them access to new experiences that include a full</p>	<p><i>“Leaders provide a wide range of activities and opportunities beyond the curriculum. Responsibilities, such as being members of the school council or being dinner monitors help to develop pupils’ confidence and leadership skills. Trips and visitors to school help to support and enhance the learning of the curriculum</i></p>																								



programme of focussed nurture support and enriched experiences and opportunities

*content. Pupils have a good understanding of what it means to have a healthy lifestyle," Ofsted, Sept '22.*

*Across both Academies, teachers and support staff offered 49 clubs with 68% of all children attending one or more clubs over the year.*

*Boxall profiling – impact assessment*

- *Boxall profiling was new to the Academies at the start of 2022-2023*
- *At the beginning of the year, the number of children who had completed profiles was relatively small*
- *The increased number of children accessing support which occurred throughout the course of the year was due to the increase in staff awareness of SEND and SEMH, as well as observations and relationship building between staff and children*
- *By the end of Spring term the number of children accessing nurture in Year groups 1, 3 and 6, decreased due to their Boxall profiles being secure*
- *This demonstrates that the interventions delivered by the Pastoral team enabled the children's SEMH development and understanding to improve to a point where they no longer require this bespoke intervention.*

Total number of children with completed Boxall's and received nurture support

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	% PP
3	17	10	12	14	24	17	97	88%

- 29% children marked as secure and no longer requiring nurture sessions or further Boxalls
- 33% children showing marked/considerate improvements

Total number of children who pastoral team picked up additional which informed further work

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	% PP
0	1	0	12	14	24	0	40	100%