

Pupil Premium Strategy Statement 2023-24



School overview

Detail	Data
Number of pupils in school	662
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2024 2024-2025 2025-2026
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Ms Ruth Seagar
Pupil premium lead	Mrs K Truan
Governor	Maria Minett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 76, 984
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 6,815
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 83,799

Part A: Pupil Premium Strategy Plan 2023-2024

Statement of Intent



This statement details our school's use of pupil premium (and recovery premium for the 2023-2024 academic year) funding to help improve the attainment of our disadvantaged pupils and is based on the October census. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

Our teachers provide high quality lessons and a stimulating environment in which to learn. Our curriculum is designed so that all pupils receive a comprehensive range of culturally enriching learning experiences and ensure a rounded development of the 'whole child' thus preparing our pupils for the next stage of their learning journey and broadening horizons on life choices. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure all pupils are challenged in the work that they're set
- act early to intervene at the point need is identified for all children (targeted support).

The implementation of this strategy incorporates all members of our school team and utilises the committed effort of the whole school in order to realise these objectives for our children. The key principle underpinning this strategy is that all children, regardless of socioeconomic context, should be supported as needed to achieve highly and access a wide range of enriching experiences.

At Priory Rise, we strive to ensure that every pupil in our school community is given the best possible chance to achieve their full potential in all areas of development. We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills, values and knowledge required to succeed.

We target the use of Pupil Premium funding to ensure our disadvantaged pupils receive the highest quality of education to enable them to succeed personally, socially, and academically. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. We will ensure that all children in our school are given access to teaching, learning and rich life experiences that meets the needs of all. We will ensure that children who belong to vulnerable groups have appropriate provision made for them and strive to ensure that the progress rates and attainment levels for disadvantaged children are at least equitable to that of their peers.



Objectives:

- Remove barriers to learning created by poverty, family circumstance and background.
- Continue to improve attendance, with an a least 95% expectation for ALL.
- Promote Social and Emotional Learning to develop self-awareness, self-control, and interpersonal skills.
- To continually use diagnostic assessment to inform where Targeted Academic Support is needed and use quality interventions with highly skilled professionals which complement classroom teaching.
- To promote a love of reading across the school and inspire all children to 'want' to read a range of texts.

*When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive Free School Meals (FSM)/Pupil Premium will be socially or academically disadvantaged.

*We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals

*We reserve the right to allocate Pupil Premium funding to support any pupils or groups of pupils the school has identified as being socially, economically, financially, or academically disadvantaged.

Our context:

- We are a three-form entry school and have a Nursery and three classes in each year group from Reception to Year 6

Achieving our objectives:

To achieve our objectives and overcome identified barriers to learning we will:

- Have a highly skilled and dedicated team to monitor, track and improve attendance.
- Provide Targeted Academic Support for specific groups and individuals to embed and accelerate learning.
- Develop Social and Emotional Learning to improve pupils' decision-making skills, interaction with others and self-management of emotions.

This is not an exhaustive list, as provision will change and develop based on the needs of our pupils.

Challenges

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

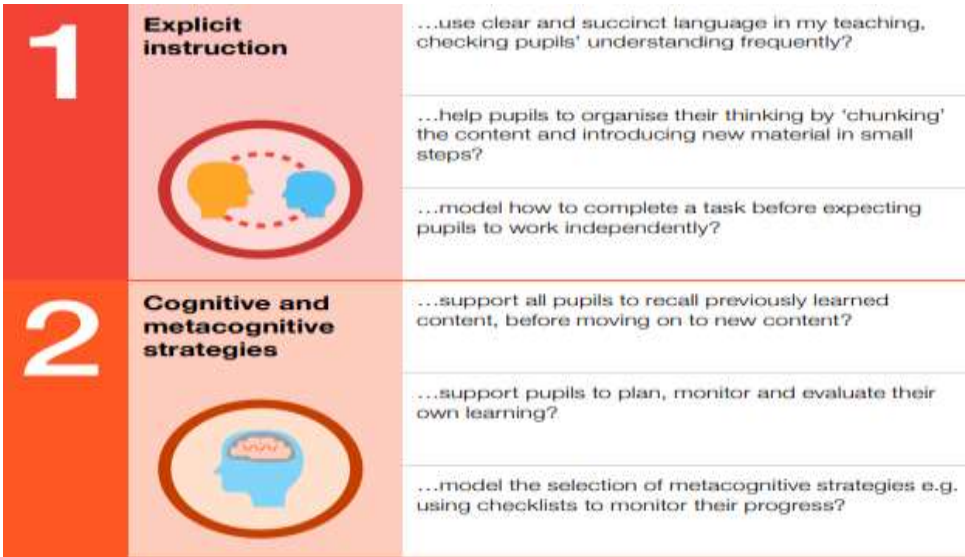


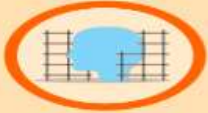


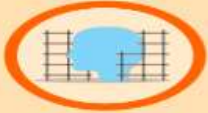


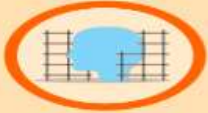


Challenge number	Detail of challenge
1	<p>Attendance</p> <p>Good attendance is essential for all children in supporting achievement in all areas of development.</p>
2	<p>Increase Attainment in Reading, Writing and Maths: High quality teaching and Targeted Academic Support</p> <p>Through diagnostic assessment, there are children across who require targeted academic support to enable them to succeed and match the successes of their non-disadvantaged peers.</p> <p>This support will be finely tuned and closely monitored to ensure all children are making accelerated progress.</p>
3	<p>Increase Attainment Phonics: High quality teaching and Targeted Academic Support</p> <p>To ensure that the teaching of Phonics is consistent and robust and enables all children to be able to decode with a good skill and confidence enabling them to use reading to learn and ready for the next part of their learning journey and to foster a lifelong love of books and reading for pleasure.</p>
4	<p>Develop Social and Emotional Learning</p> <p>Social and Emotional Learning to develop self-awareness, self-control, and interpersonal skills that are vital for school, work, and future success.</p>
5	<p>Inclusion, Equality, and awareness of unconscious Bias (School culture and ecological awareness)</p>

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
<p>1. Attendance will be above national and at or above 95% for all children.</p>	<ul style="list-style-type: none"> Any child who is at risk of their attendance being below 95% will be prioritised and rapid action will be taken by the school attendance mentors to work with parents/carers to quickly improve this. Persistent absentee pupils will be tracked and monitored carefully through our pastoral system and support provided to improve their attendance. Attendance staff will work with parents and pupils providing support in the best way to ensure a high level of attendance. (Attendance will be measured/tracked weekly and shared with SLT and class teachers.)

	<ul style="list-style-type: none"> • The Pupil Premium lead will monitor attendance and liaise with the children, class teachers, Year Lead’s and Learning Mentors. • The headteacher awards classes weekly for achieving their attendance target. • Incentives to enter school early will be offered to families who frequently arrive late at school such as Active Risers.
<p>2. Attainment in Reading, Writing and Maths will be at or above national for all cohorts including Pupil Premium children.</p> <ul style="list-style-type: none"> • Progress will be in-line with non-disadvantaged peers 	<p>Teachers and highly trained support staff will use diagnostic assessment to address attainment/SEL gaps.</p> <ul style="list-style-type: none"> • Quality First Teaching and interventions will target disadvantaged children with the intention for greater numbers of pupil premium children to achieve working at age related expectations and greater depth in English and maths. (See SDP and SIP). • Ensure small group tuition is monitored, targeted and effective with meeting pupils’ specific needs. • Use the EEF (TARGET APPROACH) (Timing Assessment) (Resourcing) (Give it time) (Expert delivery) (Teacher links). • Implements the EEF’s evidence based 5 a day suggestion, including the five core practices to support all pupils. <ul style="list-style-type: none"> - Training for staff in the reflective questions of the EEF 5 a day <div data-bbox="483 1220 1452 1774" data-label="Complex-Block">  <p>The infographic is divided into two main sections, 1 and 2, each with a large number in a red box on the left. Section 1 is titled 'Explicit instruction' and includes three reflective questions: '...use clear and succinct language in my teaching, checking pupils' understanding frequently?', '...help pupils to organise their thinking by 'chunking' the content and introducing new material in small steps?', and '...model how to complete a task before expecting pupils to work independently?'. Section 2 is titled 'Cognitive and metacognitive strategies' and includes three reflective questions: '...support all pupils to recall previously learned content, before moving on to new content?', '...support pupils to plan, monitor and evaluate their own learning?', and '...model the selection of metacognitive strategies e.g. using checklists to monitor their progress?'. Each section also features an icon: two heads for explicit instruction and a head with a brain for cognitive strategies.</p> </div>

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<p>3. Attainment in Phonics will be above national for all cohorts in Year 1 and re-sit children in Year 2</p> <p>Attainment in Phonics across the school will ensure all gaps in knowledge are identified and closed.</p>	<ul style="list-style-type: none"> • EEF: <i>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i> • Well trained staff will deliver phonics daily. • The Phonics Lead will deliver regular training, mentoring, and observing/monitoring of delivery and tracking for consistency and progress for all. • Nursery: Little Wandle Letters and Sounds revisited – Foundations of Phonics • Reception- Year 2 - Little Wandle Letters and Sounds revisited. • Year 3 -6 Little Wandle Letters and Sounds revisited Catch – Up and SEND pathways. • Assessment built into the programme will be reported on at the end of each half term and targeted support will be given to identified children. • An end of term audit completed by Year leaders will be scrutinised by the Phonics Lead and liaise for support needs. • Where there is not an identified SEND need - Progress in phonics will be equal to that of non-disadvantaged peers. <ul style="list-style-type: none"> • SEND children will make progress using the SEND pathway – in line with non -disadvantaged SEND pupils 									
<p>4. Social and emotional learning</p>	<ul style="list-style-type: none"> • Use the Jigsaw programme to deliver the PSHE curriculum: https://jigsawpshe.com/home 									

	<ul style="list-style-type: none"> • Teach (SEL) explicitly to pupils using the Zones of Regulation. • Monthly values are integral to everyday learning (33 school values on a 3-year rota) • Use the text as across school to teach about feelings and self-regulation. • Use (TAS and learning mentors) to provide 1:1 and small group (SEL) interventions for pupils requiring further support. • Learning Mentors to provide extra support for pupils and their families. • Weekly assemblies promoting social and emotional learning. • Restorative principles will be used by staff. <p>This will:</p> <ul style="list-style-type: none"> • Improve (SEL) outcomes for all. <ul style="list-style-type: none"> • Children will develop self-awareness, self-control, and interpersonal skills that are vital for school, work, and future success. <ul style="list-style-type: none"> • Regulate and be self- aware of emotions. • Children will know their safety network. • Pupils will understand how their mind-set can impact learning and social interaction <ul style="list-style-type: none"> • Be able to speak about feelings and use modelled language to resolve challenging situations.
<p>5. To minimise assumptions that all disadvantaged pupils face similar barriers or are assessed to have lower prospective performance when compared with their peers.</p>	<p>There could be a risk that those eligible to be included into this cohort of children may be perceived in contrast to their peers (for example, in the quality of their uniform or attendance at enrichment clubs).</p> <p>Furthermore, we want to minimise risk that this group of children eligible for the grant, may be expected to achieve less over time than their peers. This in turn risks less ambition for those pupils when compared to their peers. (Bronfenbrenner).</p> <p>We will strive to ensure:</p> <ul style="list-style-type: none"> • Staff and families have evident and consistently high aspirations for all the children attending the school. • No child is left behind due to financial constraints. • No child is labelled due to their disadvantage or identifiable by their socioeconomic circumstance, and each child is treated as an individual. <p>All staff will record and monitor:</p> <ul style="list-style-type: none"> • Ensure that PP children are fairly included in all enrichment activities including trip/visits, workshops, residentials, theme days, before school Active Risers, lunchtime and after school clubs • All productions /performances will encourage PP children to participate.



	<ul style="list-style-type: none"> • All school teams/ or where children represent the school with have PP children as part of the cohort. • Student Council members will include PP children. <p>We will offer some financial support for:</p> <ul style="list-style-type: none"> • School uniform • Attending music tuition • Attending after school extra- curricular clubs • Attending residential trips • Enrichment activities – day trips or paid events in school <p>We will offer:</p> <ul style="list-style-type: none"> • Resources for Homework where needed
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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: £ 57,775

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality Teaching	<p>On going CPD in high quality planning and delivery of the core and wider curriculum.</p> <p>EEF: Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students.</p> <p>Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.</p> <p>We will include the selection of high-quality curriculum materials or investment in the use of standardised assessments. We will continue to have teacher training sessions once a week. We will continue to train our Teaching Assistants</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	2,3,4



	<p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Cognitive science approaches in the classroom - A review of the evidence.pdf?v=1629124457</p> <p>https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEW_DIGITAL.pdf?utm_referrer=https%3A%2F%2Fwww.greatteaching.com%2F</p>	
<p>Robust Phonics programme</p>	<p>Continued CPD in quality teaching and targeted support, monitoring and mentoring</p> <p>Professional development to support the implementation of evidence based approaches - training provided by a DfE validated systematic synthetic phonics programme,</p> <p>EEF:</p> <p>Key findings: 1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>2,3</p>
<p>Targeted Academic Support</p>	<p>CPD for staff</p> <p>Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.</p> <p>Targeted interventions to support language development, phonics, literacy, and numeracy.</p> <p>Targeted interventions and resources to meet the specific needs of disadvantaged pupils, including those with SEND.</p> <p>Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions.</p> <p>https://educationendowmentfoundation.org.uk/support-forschools/school-planning-support/2-targeted-academic-support</p> <p>We will use the EEF approach to provide support to improve attainment outcomes, particularly for disadvantaged students.</p>	<p>2, 3</p>

The EEF suggest four ways of maximising teaching quality:

1. High quality daily teaching (using the 5 a day model below)

_ This may be using teaching assistants, SLT members, specialist teachers or classroom teachers operating focus/guided groups.

- Staff training will make all staff aware of this approach and the reflective questions used to enhance practice.



2. Focus on improving literacy and mathematics outcomes

3. Using diagnostic assessment to address learning gaps; securing professional development

This will:

- Close the attainment gap.
- Increase pupil confidence to work independently.
- Improve outcomes in English and maths for disadvantaged children

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



Budgeted cost: £ 14,444

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Academic Support in literacy with teacher/ TA staff to improve outcomes for those identified through diagnostic assessment.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>2,3</p>
<p>Targeted Academic Support with teacher/ TA staff to improve outcomes for those identified through diagnostic assessment in Maths</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>2,3</p>
<p>Phonics and Reading groups: Targeted disadvantaged groups to be taught in small groups through diagnostic assessments in Little Wandle phonics.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://www.littlewandlelettersandsounds.org.uk/</p> <p>Additional books and resources will be purchased where necessary.</p>	<p>2,3</p>

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



Budgeted cost: £ 11,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance</p>	<p>EEF: <i>Attendance and Persistent Absence: Evidence brief for Education Select Committee Inquiry February 2023</i></p> <p>A national problem that is heightened with the Disadvantaged cohort. Use of Supporting attendance, including approaches outlined in the working together to improve school attendance guidance</p> <p>https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/top-tips-improving-attendance/#section-1</p> <p>The DFE explain the importance of attendance and the role of the school to improve attendance for all: https://www.gov.uk/government/publications/schoolattendance/framework-for-securing-full-attendance-actionsfor-schools-and-local-authorities</p> <ul style="list-style-type: none"> • Offer a clear vision for attendance. • Make sure staff, pupils and families understand that absence from school is a potential safeguarding risk and understand their role in keeping children safe. • Expect good attendance and punctuality from all members of the school community. • Convey clear messages about how absence affects attainment, wellbeing, and wider outcomes. • Recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (including through effective use of pupil premium funding) to create, build, and maintain systems and performance. • Have designated staff (learning mentor and SLT) with clearly assigned responsibilities. 	<p>1, 2</p>
<p>Social and emotional learning</p>	<p>The EEF state: Social and emotional learning interventions seek to improve pupils' decision-making skills, interaction with others and their self-management</p>	<p>4</p>

of emotions, rather than focusing directly on the academic or cognitive elements of learning.



Interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family, or community.

Three broad categories of SEL interventions can be identified:

School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning – our Values based school.

Universal programmes which generally take place in the classroom with the whole class

- **Jigsaw** lessons operate throughout the school.
- **The Zones of Regulation** - used across the school

Key findings

- 1** Self-regulation strategies have a positive impact (+ three months), on average, and may be a cost-effective approach for raising attainment.
- 2** Helping young children to talk and think about their own actions and behaviours is likely to help them with not just their learning and social interactions in early years settings but may have a lasting positive impact on later learning at school.
- 3** Successful approaches include structured programmes as well as more general approaches to develop self-regulation skills.



	<p>Specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs with our Learning Mentors – these may be 1-1 or in small groups.</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/support-forschools/school-planning-support/3-wider-strategies</p>	
<p>Equality of Provision</p> <p>School Uniform</p> <p>Enrichment</p> <p>Extra – curricular clubs</p> <p>Provision to support Social and Emotional Learning</p>	<p>CPD of staff</p> <p>To minimise assumptions that all disadvantaged pupils face similar barriers or are assessed to have lower prospective performance when compared with their peers.</p> <p>https://assets.publishing.service.gov.uk/media/5fd8c859e90e071be5f30531/20-12-14_UBT_BIT_report.pdf</p> <p>Financial assistance is available to our disadvantaged pupils to ensure equity of uniform.</p> <p>https://www.gov.uk/school-uniform</p> <p>Financial support is available for children to attend trips, residentials and enrichment activities where there is a cost implication.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	



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Total budgeted cost: £ *[insert sum of 3 amounts stated above]*



Outcomes for disadvantaged pupils

In Summer 2023, 8% of students at Priory Rise were Pupil Premium. The small sample size of the PP students in each year group greatly impacts the statistical significance of the data when comparing attainment with non – disadvantaged children. This is an important point.

Target 1: Equity of provision and expectation. Outcomes:

- Those children who have free school meals were allocated vouchers for new uniform ensuring equality of uniform with non-disadvantaged pupils.
- Financial support was made available for children to attend trips, residential and workshops.
- All staff tracked participation in clubs to ensure that PP children were represented. This increased from the previous year with most in-school clubs and Productions having 6-8% of children from the PP cohort.
- All staff tracked with rigour – progress and attainment throughout the year – this was reported on in Data Progress meetings termly and targeted teaching was implemented where a need arose.
- Targets sets were aspirational.
- Cultural Capital and Character Development: Pupils accessed breadth of opportunities to enhance their cultural capital and character development across the school with a diverse range of enrichment activities.
- Targeted Academic Support: Linked to weekly CPD for teachers and TA's, staff were able to use diagnostic assessments to support individuals, groups, and whole classes to improve attainment across the curriculum. T
- This was seen in the termly Data Progress Meetings and in the termly SENCo meetings with Year groups.

Target 2: Oral Language Outcomes:

- Staff training with a focus on language acquisition was delivered throughout the year.
- - including tiers of language, word poverty and semantic mapping
- All classrooms had working walls with a vocabulary focus (termly monitoring by SLT and English lead)
- Classrooms are Literacy rich – with vocabulary evident from all areas of the curriculum.
- Use of talk partners is embedded across the school (lesson observations and monitoring by SLT) to support talk for learning.
- All lesson plans include key vocabulary.
- All lessons include a flashback to previous learning and vocabulary.
- In reading and writing lessons there was a emphasis in language acquisition (SLT monitoring)

Target 3: Increase in Reading Attainment in Year 2 and Year 6: Outcomes

Whole school outcomes: Reading attainment at Priory Rise

Reading	National 2022*	Priory Rise 2022	National 2023*	Priory Rise 2023
ELG	-	91% Word reading 85% Comprehension	-	93% Word reading 94% Comprehension
Phonics Screening	75%	88%	(81% FFT sugg)	88%
KS1	68% 18% GD	88% 26% GD	69% 18% GD (FF1)	84% 40% GD
KS2	74% 28% GD	84% 53% GD	73% ___% GD	87% 53% GD

- End of KS1 is significantly above national and 92nd percentile EXS
- End of KS2 is significantly above national and 84th percentile EXS
- Phonics scores in Year 1: above national

Outcomes of PP/disadvantaged children:

End of KS1 = 3 pupils EXS= 2/3 67% GDS = 1/3 33%

End of KS2 = 13 pupils EXS = 9/13 69% GDS = 5/13 36%

Children across all other year groups were tracked with rigour for attainment and progress.

Target 4: Increase in Writing Attainment in Year 2 and Year 6: Outcomes

- Whole school outcomes: Writing attainment at Priory Rise
- End of KS1 is significantly above national at EXS and the 88th percentile.
- End of KS2 is significantly above national at Greater Depth and 94th percentile.
- EGPS at KS2 is significantly above national and 87th percentile.
- EGPS KS2 high standard is significantly above national and 92nd percentile.

Writing	National 2022*	Priory Rise 2022	National 2023*	Priory Rise 2023
ELG	-	80%	-	88%
KS1	59% 8% GD	75% 17% GD	61% 8% GD (FF1)	75% 24% GD
KS2	69% 14% GD	78% 30% GD	71% ___% GD	74% 30% GD

Outcomes of PP/disadvantaged children:

End of KS1 = 3 pupils EXS= 1/3 = 33% GDS= 1/3 = 33%

End of KS2 = 13 pupils EXS = 8/13 = 62% GDS = 2/13 = 15%

Target 5 **Increase in Maths Attainment in Year 2 and Year 6: Outcomes**

Maths	National 2022*	Priory Rise 2022	National 2023*	Priory Rise 2023
ELG	-	88% Number	-	91% Number
	-	85% Numerical Patterns	-	91% Numerical Patterns
KS1	70% 16% GD	86% 37% GD	72% 17% GD (FFT)	87% 35% GD
KS2	71% 23% GD	90% 46% GD	73% __% GD	90% 46% GD

- End of KS1 is significantly above national at EXS and 92nd percentile.
- End of KS2 is significantly above national at EXS and 90th percentile.
- Maths KS2 progress is significantly above national and 73rd percentile.





Outcomes of PP/disadvantaged children:



End of KS1 = 3 pupils EXS = 2/3 = 67% GDS = 0

End of KS2 = 13 pupils EXS = 9/13 = 69% GDS = 2/13 = 15%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
 <p>Little Wandle Letter and Sounds Revised</p> <p>https://www.littlewandlelettersandsounds.org.uk/</p>	Little Wandle
 <p>Hooked on Books</p>	Learning Space
 <p>The Write Stuff</p>	Learning Space
 <p>White Rose Maths</p>	White Rose

 <p>White Rose Science</p>	<p>White Rose</p>
 <p>Purple Mash - Computing</p>	<p>Purple Mash</p>

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p>N/A</p>
<p>The impact of that spending on service pupil premium eligible pupils</p>
<p>N/A</p>

Further information (optional)



Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.