



Pupil Premium Strategy Statement

This statement details our school’s use of pupil premium for the 2023 to 2024 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	Spalding St Paul’s Primary School
Number of pupils in school	September 2023: 198
Proportion (%) of Pupil Premium eligible pupils	October 2021 Census: (102/201 Children) 51% September 2023: (99/199 children) 50%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 – 2023 to 2024 – 2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2024
Statement authorised by:	
Pupil premium lead	Mrs Selina Ratchford
Governor / Trustee lead	Currently Interim Leadership Board (ILB)

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	<i>PP: £1345 (102 Children)</i> <i>Adopted form care: £2345 (0 Children)</i> <i>LAC: £2345 (0 Children)</i> £137,190
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£137,190

Part A: Pupil premium strategy plan

Statement of intent

At Spalding St Paul's Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their full potential across all subject areas during their time at school. We want to ensure equality for all of our pupils in terms of our curriculum aspirations, educational experiences, enrichment opportunities and pastoral support. We recognise that our pupils are all unique and different and we therefore target our support carefully to ensure that this meets the needs of the children.

As a school, we are passionate about providing an ambitious curriculum that is enriched by quality first hand educational experiences, led by staff who are confident to teach their subjects.

Quality First Teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. QFT is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, it is the intention that disadvantaged pupils' attainment will be improved alongside progress for their non- disadvantaged peers.

In order for our pupils to access the Quality First Teaching on offer, we realise that as a school we need to ensure that any barriers are removed. Although barriers can be at times specific to certain pupils, we often find that there are many commonalities across our pupils, particularly those who are disadvantaged. Our approach is responsive to both these common challenges and pupils' individual needs. Identification of these needs is rooted in an in-depth knowledge of our school, its pupils and the wider school community. No assumptions are made about the impact of disadvantage without robust quantitative or qualitative evidence.

We provide targeted interventions, where required, to close the learning gap between disadvantaged pupils and non-disadvantaged pupils and we ensure that all pupils in need of social and emotional support receive the necessary provision from our experienced pastoral team or outside professionals to allow them to thrive in school.

We also consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

The approaches we have adopted complement each other to help pupils excel. To ensure our approaches are effective we will:

- Provide an ambitious curriculum and ensure that disadvantaged pupils are challenged in their learning.
- Act early to intervene at the point need is identified.
- Maximise parental engagement, including reaching out to those that are hardest to reach, to ensure that they are able to support their child effectively with their learning.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p>Access to Quality First Teaching</p> <p>Attainment is lower for disadvantaged learners than their peers both in school and nationally. 53% of SEND children are eligible for Pupil Premium which is higher than the national average and 34% EAL children are eligible for Pupil Premium</p>
2	<p>Low levels of Attainment and Progress</p> <p>Gaps in learning in Reading, Writing and Maths. Data indicates that attainment in the core subjects among disadvantaged pupils is below that of non-disadvantaged pupils in most year groups.</p>
3	<p>Poor Oral Language Skills</p> <p>Our disadvantaged children generally have poor language skills and limited vocabulary on entry to school.</p>
4	<p>Opportunities for Wider experiences</p> <p>Our disadvantaged children have limited 'wider' experiences and opportunities in life to draw upon which can then lead to a lack of aspiration for the future and restricts how they can make connections in their learning.</p>
5	<p>Wellbeing of pupils</p> <p>Disadvantaged children generally have more complex family backgrounds. 56% of Pupil Premium children have had social care involvement. <i>28% of Pupil Premium children have social care involvement and are SEND</i></p>
6	<p>Poor Attendance</p> <p>Attendance for disadvantaged children is significantly below the rest of the school 58% of children who are persistently absent are eligible for Pupil Premium.</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>Access to Quality First Teaching To ensure high quality teaching and learning in the classroom.</p>	<p>Teaching and learning across the school is good or better. Staff have had access to high quality Professional Development This will be seen through the performance management cycle and outcomes.</p>
<p>Attainment and Progress Increase the percentage of disadvantaged pupils reaching ARE. Ensure that Pupil Premium pupils with SEND make at least the expected progress over an academic year.</p>	<p>By 2024/2025: Combined Reading, Writing and Maths outcomes at the end of Key Stage 2 is narrowing year on year with the aspiration of there being no gap by the end of our current strategy plan.</p> <p>In school, data shows that progress for Pupil Premium children is at least the same as their peers and where there is a gap this is diminishing.</p> <p>Interventions are targeted, timely and highly effective and are closely monitored to ensure maximum impact on pupil progress and achievement.</p>
<p>Oracy To improve oral language skills and vocabulary across the school.</p>	<p>Improve oracy skills with the expectation that this will improve wider academic outcomes. Children will be more effective speakers and listeners and better understand themselves, each other and the world around them.</p> <p>In EYFS, between 2022/23 & 2024/25 the average percentage of disadvantaged children achieving age-related expectations in communication and language (ELG) is in line with the national average.</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p>Opportunities for Wider experiences To ensure that pupils, especially those who are disadvantaged, have a breadth of experiences and the 'cultural capital' required to provide them with the essential knowledge needed to prepare them for their future success.</p>	<p>By 2024/25: There are an increased number of extra-curricular visits, experiences & opportunities available for pupils throughout school. All children, including those who are disadvantaged, access the opportunities available to them as any barriers (i.e. financial) are removed.</p>
<p>Wellbeing of Pupils To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations</p>
<p>Attendance To sustain high levels of attendance for all pupils, particularly those who are disadvantaged and persistently absent.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> - The overall attendance rate for all pupils being in-line with or greater than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being no greater than 2%. <p>The percentage of all pupils who are persistently absent being below 8.5% and the figure among disadvantaged pupils being no more than 2% greater than their peers.</p>

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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>First Quality Teaching To ensure high quality teaching and learning in the classroom.</p> <p>To ensure staff have access to high quality CPD.</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>EEF: High-quality teaching</p>	1
<p>First Quality Teaching All classes have a full time TA to support with structured interventions, one to one mentoring and support.</p> <p>Ongoing CPD is targeted at the effective deployment of teaching assistants.</p>	<p>The school utilises the EEF guidance in its deployment of teaching assistants. Support, training and coaching is ongoing within this area to ensure greatest impact & this is factored into school development planning.</p> <p>EEF Effective TA Deployment</p>	1
<p>Attainment and Progress Purchase of Renaissance Star Assessment to ensure that the school has diagnostic standardized assessments in place.</p> <p>Ensure that that data is utilized fully to identify children at risk of falling behind and allow for provision of interventions.</p> <p>Training for staff to ensure assessments are interpreted accurately.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction</p> <p>EEF: Assessment and Feedback</p>	2
<p>Oracy Word Aware Project to be rolled out across the school to support verbal communication skills.</p>	<p>Vocabulary is important from Early Years right through to secondary schooling as a result of the vast explosion of topic specific information.</p> <p>Hjetland et al (2017), in their systematic review found that spoken vocabulary predicted children's latter reading development. Vocabulary relates to reading comprehension but impacts equally on curriculum areas that require specific word knowledge such as mathematics and science.</p> <p>Waldfoegel and Washbrook, (2010) found a two-year gap at aged 5 years between the wealthiest and the poorest. And as Ford-Connors and Paratore (2015) highlight 'students who enter classrooms with a low store of vocabulary knowledge are unlikely to acquire complex knowledge through simple exposure'.</p> <p>Word Aware is a structured whole school approach to promote the vocabulary development of all children. Focussed on whole class learning, the resource is of particular value for those who start at a disadvantage – including children with Developmental Language Disorder, Special Educational Needs and those who speak English as an additional language, but it will extend the word learning of all students.</p> <p>Word Aware has been developed by combining up to date research with extensive classroom experience. Stephen Parsons</p>	3

	and Anna Branagan have been using this approach and training many practitioners since 2010. The end product is an effective and time efficient method for developing the spoken and written vocabulary of all children. Word Aware Project	
<p>Wellbeing of Pupils Ensure that staff have the relevant training, confidence and skills, through coaching (e.g. educational psychologist, WTT) and CPD (e.g. Team Teach) to support with a range of needs within a mainstream setting (behavioural and academic).</p> <p>Many of our disadvantaged pupils present challenging behaviour or barriers to learning due to a range of issues including those that are both environmental and medical.</p>	<p>Ensuring that staff are trained in specific approaches forms part of the recommendations from the EEF: EEF Behaviour Guidance</p> <p>Training around trauma informed approaches to managing behaviour a provided using the expertise from the staff team and from external professionals (e.g. Behaviour Outreach Support Service/ Working Together Team/ Educational Psychologists)</p> <p>Ensure that staff have the range of skills EEF SEND In Mainstream</p>	5
<p>Phonics Purchase resources and fund staff training to continue to support the use of the RWI DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>-Support through specialist RWI consultant and English Hub work. -RWI Portal and Oxford Owl -Release time for Reading Leader</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. EEF: Phonics</p>	6
<p>Phonics Release time for Reading Lead to support with the delivery of daily phonics & reading sessions in EYFS and Years 1 & 2 and track Phonics provision and data.</p> <p>-Small group support -Coaching and mentoring for Teachers and TAs</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. EEF: Phonics</p>	6
<p>Reading Enhancement of our reading curriculum and the teaching of reading (including early reading) in line with DfE and EEF guidance.</p> <p>Fund teacher release time to attend CPD and to engage in monitoring and scrutiny activities with external professionals/ consultants (e.g. English Hub).</p> <p>Fund external professionals/ consultants to work with the school and to support with teacher development and curriculum design.</p>	<p>The DfE highlights the importance of reading in the following publication: DfE: Reading Framework</p> <p>As a school, we continue to implement a reading curriculum based on guidance produced by the EEF. The following documents inform our school improvement plan and curriculum leader action planning to ensure that we continue to make rapid and sustained progress in these areas, thus improving outcomes for our disadvantaged pupils. EEF: Literacy KS1 Guidance EEF: Literacy KS2 Guidance</p>	6
<p>Reading Purchase of Accelerated Reader scheme.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly</p>	<p>Children from Years 3- 6 have books which are matched to their reading ability and their reading habits and comprehension can be monitored effectively to support with intervention. Good reading habits and a love of reading can also be effectively developed effectively. DfE: Reading Framework EEF: Literacy KS1 Guidance EEF: Literacy KS2 Guidance</p>	6
<p>Mathematics:</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the</p>	6

<p>A mastery approach to Maths is utilised in line with DfE, EEF and NCETM guidance. Teacher release time to attend Maths Hub training and mastery resources and subscriptions are purchased to support teacher development and workload.</p>	<p>Teaching of Mathematics, drawing on evidence-based approaches EEF: Improving Mathematics in the Early Years and Key Stage 1</p> <p>The EEF guidance is based on a range of the best available evidence EEF: Improving Mathematics in Key Stages 2 and 3.</p> <p>Engagement as part of the Maths Hub 'embedding mastery working group'</p>	
<p>Mathematics: Purchase of interactive maths support (Numbots /Times Table Rockstars) for whole school -Training for whole staff</p>	<p>The EEF guidance is based on a range of the best available evidence EEF: Improving Mathematics in Key Stages 2 and 3.</p>	6

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attainment and progress Phonics Additional Teaching Assistant to deliver additional phonics & reading sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>KS1: Fast track Tutoring (RWI)</p> <p>Lower KS2: Phonics Intervention</p> <p>Upper KS2: Fresh Start</p>	<p>Children need to continue to develop their reading skills outside of phonics lessons. This has historically not been the case and accounts for the gap that exists for disadvantaged pupils in reading. A new model for the teaching of reading ensures that this is taught daily, alongside phonics and is based on recommendations from EEF: Key Stage One Literacy</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. EEF: Phonics toolkit</p> <p>Ruth Miskin Literacy Inc. effects sustained, systemic change in districts and schools to teach every child to read and write regardless of background, language or needs. By having staff dedicated to teaching RWI 1-2-1 for those that need extra support will enable those children to access a significant amount of progress in a short period of time.</p>	2
<p>Attainment and progress Mathematics: Additional Teaching Assistant to deliver additional intervention targeted at disadvantaged pupils who require further support in maths. -Release time for Teaching assistants to complete professional development training.</p> <p>-1st Class@Number</p>	<p>The EEF tested 1st Class@Number, a programme provides intensive support for pupils struggling with maths. Pupils who received 1stClass@Number made two months' additional progress in maths on average, compared to pupils in the control group. This result has a high security rating. EEF: Firstclass@number</p>	2

Number Sense		
Oracy NELI and Wellcom language programmes are used to support early language development in EYFS and KS1 'catch up' with language and communication.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. EEF: Preparing for Literacy (Improving communication, Language and Literacy in the early years) EEF: Small group tuition	3
Wellbeing Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. ELSA (Emotional Learning Support Assistant)	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) Improving Social and Emotional Learning in Primary Schools The Emotional Literacy Support Assistant (ELSA) programme is an evidence-informed, nationally recognised approach to supporting children and young people with a range social and emotional needs.	5
Wellbeing Educational psychologist (Futures in Mind) provides direct work with pupils as well as staff CPD to support with classroom practice, interventions and personalised approaches to develop skills of staff across the school. There will also be direct work with parents as part of this process and in addressing any barriers to learning	Approximately 80% of the pupils who receive educational psychologist support are disadvantaged. Educational psychologist involvement has been proven to support with addressing barriers to engagement within the classroom and ensure that continue to make good progress. EEF SEND In Mainstream EEF Behaviour Guidance	5

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attainment and progress Subsidise 11+ tuition with a fully qualified teacher so that pupils are not disadvantaged in comparison to their peers at other schools.	Research and evidence demonstrates that disadvantaged pupils lack many of the opportunities available to those who are not disadvantaged. This can be due to both financial and environmental factors. The school looks to 'level the playing field' within this respect and provide all pupils with a wide range of experiences that they can draw upon in learning and develop a deeper understanding of the world around them. EEF: Improving Behaviour in School EEF: Social and Emotional Learning Toolkit OFSTED Inspection Handbook	2
Opportunities for Wider experiences Subsidise the cost of wider curriculum experiences (trips, visits, visitors) that the children take part in to ensure that they can take place regularly as part of the curriculum.	Many disadvantaged children may not get wider opportunities outside of school due to financial and environmental reasons. This allows for all children to get the experiences and needed to be inspired by the curriculum and to understand the world they live in. This increases cultural capital and ensures equality of opportunity for all. EEF Social and Emotional Learning Toolkit	3
Opportunities for Wider experiences	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	3

<p>Ensure that children have access to Forest School area and outdoor learning provision.</p> <p>Ensure staff are trained in Forest School / outdoor skills.</p> <p>Continued development of the outdoor Forest School Area and outside provision.</p> <p>Outdoor sessions planned in across the curriculum to ensure access for all.</p> <p>Weekly Forest School provision for pupils within EYFS</p>	<p>elements of learning. Forest School and outdoor learning provides opportunities for the above to take place within a class or small group setting.</p> <p>EEF Social and Emotional Learning Toolkit</p>	
<p>Wellbeing Creating and embedding breakfast for all child in school through 'Magic Breakfast'</p>	<p>There is a proven link that when children access a nutritious breakfast that they are more inclined to successfully engage in learning and more likely to attend school. Breakfast is also recognised as a strategy within the following EEF research</p> <p>EEF: Improving Behaviour in School</p> <p>The Magic Breakfast project provided schools with support and resources to offer a free, universal, before-school breakfast club. The aim of the project was to improve attainment outcomes by increasing the number of children who ate a healthy breakfast.</p> <p>EEF: Magic Breakfast</p>	5
<p>Wellbeing Develop pupils' ability to make informed choices about healthy eating, fitness and their emotional and mental well-being.</p> <p>Embed healthy choices across the curriculum and school.</p> <p>-Oral Health and Hygiene project</p> <p>-Roots to Food</p>	<p>Good Nutrition helps students show up at school prepared to learn. Because improvements in nutrition make students healthier, students are likely to have fewer absences and attend class more frequently. Studies show that malnutrition leads to behaviour problems, and that sugar has a negative impact on child behaviour.</p> <p>EEF: Improving Behaviour in School</p>	5
<p>Wellbeing Use of technology and apps to further enhance parental engagement.</p>	<p>E-schools app is used to engage with parents and carers.</p> <p>Dojo, Facebook and Twitter is used to share the learning that takes place in school with parents/carers this happens 'live' and increases engagement in parents/carers in their child's learning as images and messages are shared about key aspects of learning.</p> <p>EEF Guidance Supporting Parents</p>	5
<p>Wellbeing Use of 'open' events to engage parents particularly those who are harder to reach.</p> <p>Family learning sessions are held allowing for staff to be released.</p>	<p>EEF Guidance Supporting Parents Details how it is important to engage with parents. 'Storytime' magazine, reading sessions are held to engage parents in their children's reading.</p> <p>Family learning supports parents and breaks down barriers between historic academic levels of parents and potential disengagement in their child's learning.</p>	5
<p>Wellbeing Provide a greater range of after school/ extra-curricular activities/ clubs for children in KS1/ KS2.</p>	<p>Percentage of cost of staffing funded through Pupil Premium and up-take of clubs by disadvantaged pupils will be monitored to provide evidence and impact.</p> <p>Research shows that disadvantaged pupils have limited opportunities in comparison to their peers and will therefore be given priority access to some clubs where spaces are limited.</p>	5

	EEF: Improving Behaviour in School EEF Social and Emotional Learning Toolkit	
<p>Attendance Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>-Attendance to have high priority in assemblies and end of term incentives.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6

Total budgeted cost: £135,000

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 2021 to 2022 academic year.

Aim	Outcome																																																												
<p>Teaching and Learning: To ensure high quality teaching and learning in the classroom.</p>	<p>Teaching and learning across the school is good or better due to clear curriculum progression documents in place. Staff have been given access to quality Professional Development This can be seen through the performance management cycle and outcomes.</p>																																																												
<p>Oracy: To improve oral language skills and vocabulary across the school.</p>	<p>Followed Oracy 21 project and introduced word aware. This has been well implemented in EYFS and is beginning to be used across the whole school.</p> <table border="1" data-bbox="762 987 1353 1173"> <thead> <tr> <th colspan="4">Communication and language:</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Listening and Attention</td> <td>2021-22:</td> <td colspan="2">79%</td> </tr> <tr> <td>2022-23:</td> <td colspan="2">71%</td> </tr> <tr> <td rowspan="2">Speaking</td> <td>2021-22:</td> <td colspan="2">78%</td> </tr> <tr> <td>2022-23:</td> <td colspan="2">73%</td> </tr> </tbody> </table> <p><i>(Taking out EHCP and new children)</i></p>	Communication and language:				Listening and Attention	2021-22:	79%		2022-23:	71%		Speaking	2021-22:	78%		2022-23:	73%																																											
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<p>Phonics & Reading: RWI and Accelerated Reader scheme used across the school. Children have access to high quality texts through guided reading lessons, English lessons and reading across the school.</p>	<p>Year 1 Phonics: <i>Achieve national average expected standard in Phonics Screening Check</i></p> <table border="1" data-bbox="762 1294 1369 1442"> <thead> <tr> <th colspan="5">Phonics Screening</th> </tr> <tr> <th></th> <th>All</th> <th>PP</th> <th>NonPP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2021-22:</td> <td>58%</td> <td>56%</td> <td>63%</td> <td>7-</td> </tr> <tr> <td>2022-23:</td> <td>70%</td> <td>53%</td> <td>87%</td> <td>-34</td> </tr> </tbody> </table> <p>KS1 <i>KS1 reading outcomes in 2024/25 show that more than 55% of disadvantaged pupils met the expected standard.</i></p> <table border="1" data-bbox="762 1563 1369 1711"> <thead> <tr> <th colspan="5">KS1 Reading</th> </tr> <tr> <th></th> <th>All</th> <th>PP</th> <th>Non PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2021-22:</td> <td>48%</td> <td>43%</td> <td>53%</td> <td>-10</td> </tr> <tr> <td>2022-23:</td> <td>50%</td> <td>50%</td> <td>50%</td> <td>0</td> </tr> </tbody> </table> <p>KS2 <i>KS2 reading outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard.</i></p> <table border="1" data-bbox="762 1832 1369 1980"> <thead> <tr> <th colspan="5">KS2 Reading</th> </tr> <tr> <th></th> <th>All</th> <th>PP</th> <th>Non PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2021-22:</td> <td>61%</td> <td>50%</td> <td>67%</td> <td>17-</td> </tr> <tr> <td>2022-23:</td> <td>46%</td> <td>44%</td> <td>57%</td> <td>13-</td> </tr> </tbody> </table>	Phonics Screening						All	PP	NonPP	Gap	2021-22:	58%	56%	63%	7-	2022-23:	70%	53%	87%	-34	KS1 Reading						All	PP	Non PP	Gap	2021-22:	48%	43%	53%	-10	2022-23:	50%	50%	50%	0	KS2 Reading						All	PP	Non PP	Gap	2021-22:	61%	50%	67%	17-	2022-23:	46%	44%	57%	13-
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<p>Maths: Improved maths attainment among disadvantaged pupils.</p>	<p>KS1 <i>KS1 maths outcomes in 2024/25 show that more than 55% of disadvantaged pupils met the expected standard.</i></p> <table border="1" data-bbox="762 114 1366 315"> <thead> <tr> <th colspan="5">KS1 Maths</th> </tr> <tr> <th></th> <th>All</th> <th>PP</th> <th>Non PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2021-22:</td> <td>52%</td> <td>43%</td> <td>60%</td> <td>-17</td> </tr> <tr> <td>2022-23:</td> <td>46%</td> <td>44%</td> <td>50%</td> <td>-6</td> </tr> </tbody> </table> <p>KS2 <i>KS2 maths outcomes in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard..</i></p> <table border="1" data-bbox="762 432 1366 577"> <thead> <tr> <th colspan="5">KS2 Maths</th> </tr> <tr> <th></th> <th>All</th> <th>PP</th> <th>Non PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2021-22:</td> <td>68%</td> <td>50%</td> <td>78%</td> <td>-28</td> </tr> <tr> <td>2022-23:</td> <td>53%</td> <td>50%</td> <td>57%</td> <td>-7</td> </tr> </tbody> </table>	KS1 Maths						All	PP	Non PP	Gap	2021-22:	52%	43%	60%	-17	2022-23:	46%	44%	50%	-6	KS2 Maths						All	PP	Non PP	Gap	2021-22:	68%	50%	78%	-28	2022-23:	53%	50%	57%	-7
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<p>Attendance: To sustain high levels of attendance for all pupils, particularly those who are disadvantaged and persistently absent.</p>	<table border="1" data-bbox="762 819 1366 969"> <thead> <tr> <th colspan="5">Attendance</th> </tr> <tr> <th></th> <th>All</th> <th>PP</th> <th>Non PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2021-22:</td> <td>91.81%</td> <td>91.21%</td> <td>92.35</td> <td>1.14</td> </tr> <tr> <td>2022-23:</td> <td>90.42%</td> <td>89.82%</td> <td>91.29</td> <td>1.47</td> </tr> </tbody> </table> <table border="1" data-bbox="762 976 1366 1081"> <thead> <tr> <th colspan="5">Persistent Absence</th> </tr> <tr> <th></th> <th>All</th> <th>PP</th> <th>Non PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2021-22:</td> <td>28.4%</td> <td>15.4%</td> <td>13%</td> <td>2.4</td> </tr> <tr> <td>2022-23:</td> <td>32.4%</td> <td>19.9%</td> <td>12.3%</td> <td>7.6</td> </tr> </tbody> </table> <p>2023 data: 10th June 2023.</p> <p><i>Sustained high attendance from 2024/25 demonstrated by:</i></p> <ul style="list-style-type: none"> - The overall attendance rate for all pupils being in-line with or greater than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being no greater than 2%. <p><i>The percentage of all pupils who are persistently absent being below 8.5% and the figure among disadvantaged pupils being no more than 2% greater than their peers.</i></p>	Attendance						All	PP	Non PP	Gap	2021-22:	91.81%	91.21%	92.35	1.14	2022-23:	90.42%	89.82%	91.29	1.47	Persistent Absence						All	PP	Non PP	Gap	2021-22:	28.4%	15.4%	13%	2.4	2022-23:	32.4%	19.9%	12.3%	7.6
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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
Star Assessment	Renaissance
Accelerated Reader	Renaissance
Times Tables	Rockstars
Read Write Inc	Ruth Miskin

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?	0
What was the impact of that spending on service pupil premium eligible pupils?	0