# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery 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

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| Detail | Data |
| School name | Stead Lane Primary |
| Number of pupils in school | 202 (Excluding Nurs) |
| Proportion (%) of pupil premium eligible pupils | 101 = 50% |
| Academic year/years that our current pupil premium strategy plan covers | 2024/25 – 2026/27 |
| Date this statement was published | Dec 2024 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Vicky Rowley  Headteacher |
| Pupil premium lead | Vicky Rowley  Deputy Headteacher |
| Governor lead | Caroline Rogers  Lead for Pupil Premium |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £152,750 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) |  |
| **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 | £152,750 |
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# Part A: Pupil premium strategy plan

## Statement of intent

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| In order to gain a more in depth understanding of the context of the Stead Lane community we commissioned a report that would help us identify potential barriers to learning and the challenges children may face outside of school. The report found that:  57% of children currently attending Stead Lane live in LSOAs that are amongst the 10% with the highest levels of income deprivation affecting children in England.  95% of pupils live in areas with above-average levels of income deprivation affecting children.  70% of pupils live in areas that are amongst the 20% most-deprived for ‘Employment  70% of pupils live in areas that are amongst the 20% most-deprived for ‘Health’.  63% of pupils live in areas that are amongst the 20% most-deprived for ‘Education’.  42% of pupils live in areas that are amongst the 20% most-deprived for ‘Crime’  This information has helped us develop our curriculum offer to meet the needs of our children and has shaped our pupil premium strategy.  Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to be Canny Kids, Healthy, Considerate Communicators and Determined Individuals. Our approach to achieving this centers around equipping children with the tools to access and succeed in all areas of the curriculum. We believe a balance between academic support and social and emotional learning is vital to building well rounded people who have the capacity to function effectively, making positive contributions to society once they leave school.  High-quality teaching within a well sequenced curriculum that meets the needs of our disadvantaged children is at the heart of our approach (please see our vision and curriculum overview for more detailed information on our curriculum offer). This 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.  We have based our approach on the Education Endowment Foundation guide to supporting school planning, a tiered approach and their pupil premium toolkit. |

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils (and are also a challenge for many of our non pp children).

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| Challenge | Detail of challenge |
| 1.  Challenging home lives | The school is situated in an area of high deprivation with many parents struggling to cope with family life. There has been a large increase in the number of vulnerable families seeking support from school, many of these cases relate to parenting skills and the home environment. |
| 2.  Low starting points | The majority of children enter nursery working significantly below age related expectation across the 7 curriculum areas. Language and communication, social skills, self-regulation and fine motor skills are typically well below expected levels of development. The number of children who are not yet toilet trained on entry to nursery has a huge impact on provision. |
| 3.  Significant attainment gaps across core subjects | Assessments and observations indicate that the impact of the Covid19 pandemic and the cost of living crisis continues. We have increasing numbers of children with EHCPs/complex SEN needs and a general lack of school readiness in KS1/Y3. Internal data shows significant attainment gaps in every year grp within reading, writing and maths. Most year grps have large gaps when comparing the attainment of PP and non PP children across core subjects.  External data highlights that although Y6 SATS results were largely positive, outcomes at the end of EYFS and Y1 show that the gap between school and national data is widening. This trend indicates a change in approach to teaching core subjects is necessary as what has worked in the past is no longer having the same impact. |
| 4.  Lack of self –regulation,  resilience/independence | Classroom observations and discussions with parents, children and teachers indicate that limited self-regulation skills and a lack of resilience/independence when facing academic/social challenges have an impact on some children’s readiness to learn and make progress. |
| 5.  Attendance | Although the 2023/24 attendance rate of disadvantaged children at Stead Lane is higher than those nationally (national =88.9% SL =93.6%) , we continue to see a trend where non PP children have better attendance than those eligible for PP funding (non PP = 95.3% PP = 93.6%).  Persistent absence among PP/SEN children is an ongoing issue. |
| 6.  Teaching and learning CPD | Staff CPD over the past 3 years has focused on subject leadership and curriculum design in terms of what we teach rather than how we teach it. The introduction of oracy as a strategy to support learning has started to bridge this gap, but we do not currently have a shared understanding of the components of effective teaching for disadvantaged children.  We currently use many different ‘schemes’ to support teaching in English in an attempt to reduce workload. This may have inadvertently led to a fragmented English curriculum, particularly when teaching writing.  TAs have not been part of the appraisal process or had opportunities to access training/CPD that reflect the challenges of their role given the complexity of need presented by the SEND/disadvantaged children they work with. |

## 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.

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| Intended outcome | Success criteria |
| **Parents have a better understanding of the important role they play in their child’s learning and development and have a range of tools and strategies to support this.** | Parent surveys show they understand that school is part of the wider community and share a sense of responsibility for the education and wellbeing of their children.  School identify ‘vulnerable’ families using the nhs risk and protective factors document and have a tiered system of support based on need.  School has an established network of external agencies it can signpost families to when support is needed.  School builds a relationship with parents before their child starts nursery/reception and works with the family hub to support parents in helping their child to be ‘nursery/reception ready’. |
| **Develop a teaching, learning and assessment policy that better meets the needs of our disadvantaged children in school and provides teachers and teaching assistants with a range of ‘core techniques’ to develop pedagogy within lessons.** | Staff questionnaires/surveys show that they feel CPD opportunities are improving their practice in the classroom.  Collaborative planning/reflection in core subjects and science are well established and improving practice in the classroom.  CPD on lesson design and pedagogy have resulted in a shared understanding of the components of a ‘good lesson.’  Learning walks and professional dialogue show teachers and TAs have a good understanding of the NCC Ordinarily Available Provision document and use it to effectively support learning.  Learning Walks and professional dialogue show RADY training on equitable teaching has resulted in high expectations and challenge for disadvantaged children.  Assessment is an essential part of the learning process and is used more effectively to help teachers understand what their pupils know and can do, identify areas for improvement, and track pupil progress over time.  The above measures result in an increase in the number of disadvantaged children working at ‘expected’ standard in reading, writing and maths by the end of Year 2 and Year 6. |
| **Targeted disadvantaged children overcome ‘learned helplessness’ and display Improved self-regulation, resilience and independence when facing challenges and completing tasks.** | Pupil voice/learning walks shows that children are happy and feel they belong in their friendship group, class and the school. They see the value in learning so they work hard.  Adults in school have created a calm, purposeful environment where children feel safe. Children enjoy feeling successful and have the confidence to make mistakes.  CPD on SEMH results in staff having a better awareness of the impact trauma and attachment have on learning and relationships in school.  Staff take part in RADY CPD on ‘learned helplessness’ and develop strategies to support disadvantaged children to overcome this.  TAs have a good understanding of the EEF scaffolding framework for TA-pupil interactions and are skilled in using it to encourage independent learning.  Children have a ‘toolkit’ of strategies linked to the zones or regulation or learning muscles and use these independently when facing challenges or completing tasks.  Children take up varied responsibilities and leadership positions which encourages pride in their school and community. |
| **Improved reading, writing and maths attainment among disadvantaged pupils.** | SLT review current practice to identify strengths and areas for improvement.  SLT develop a document highlighting ‘core learning’ in reading, writing and maths for each year grp. This document is used to guide teaching priorities and assessment in reading, writing and maths across school.  SLT to look at recent research on ensuring disadvantaged children have a strong start in EYFS/KS1 and use this knowledge to inform strategic decision making on staff deployment and  Headteacher and Early Years Lead to work together to implement the RADY uplift to the Reception 2024, 2025 and 2026 cohorts.  Oracy/language and communication are central to teaching and learning in the core subjects across school with targeted intervention for children displaying language difficulties in EYFS/KS1  See success criteria for intended outcome 2 above. |
| **Improved attendance for disadvantaged children.** | RADY and inclusive Attendance training inform school’s approach to improving attendance and result in staff developing a better understanding of the barriers to attendance and how to support families to overcome these.  School attendance data in 2027 shows that the attendance gap between PP and non PP children has narrowed in comparison to 2024 figures. |

The above outcomes and success criteria will be monitored through:

1. learning walks,
2. book looks alongside ‘curriculum conversations’ with staff,
3. surveys, questionnaires and conversations with pupils, parents and staff
4. Data analysis and discussions on pupil progress
5. Performance Management reviews and CPD evaluation

## 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)

Estimated budgeted cost: £ *10,000 (for little Wandle and cover costs for English and Maths leads).*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Headteacher/PP lead to sign up to RADY CPD on raising attainment for disadvantaged children and disseminate across school.  Headteacher/PP lead to implement the RADY pledge and weave through all school priorities with the school development plan. | Raising the Attainment of Disadvantaged Youngsters. RADY is an approach to closing the gaps which directly targets a school's 'central nervous system' – its target setting, tracking and monitoring systems.  <https://challengingeducation.co.uk/wp-content/uploads/2021/10/CBC-RADY-Final-Evaluation-Report.pdf> | 1,2,3,4.,5,6 |
| Continue to review provision for SEND children. Improve classroom environments and ‘ordinarily available provision’. | Understanding pupils and their learning needs is essential if schools are to effectively support pupils to make progress, and is especially important for pupils with SEND.  [Special Educational Needs in Mainstream Schools | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send) | 2,3,4.,5,6 |
| Continued focus on embedding oracy pedagogy across school using Voice 21 training and resources. These strategies support pupils to articulate key ideas, consolidate understanding and extend vocabulary. | Effective language and communication skills are key to addressing the barriers to learning set out above. These skills are also intrinsically linked to Stead Lane’s curriculum intent to ensure our children are Canny Kids, Healthy, Considerate Communicators and Determined Individuals.  EEF research has found that collaborative learning has a positive impact on progress for PP children.  [Law\_et\_al\_Early\_Language\_Development\_final.pdf (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Law_et_al_Early_Language_Development_final.pdf)  [Preparing\_Literacy\_Guidance\_2018.pdf (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-early-years/Preparing_Literacy_Guidance_2018.pdf)  [Literacy\_KS1\_Guidance\_Report\_2020.pdf (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf)  [EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf)  [Oracy\_APPG\_FinalReport\_28\_04 (4).pdf (inparliament.uk)](https://oracy.inparliament.uk/sites/oracy.inparliament.uk/files/2021-04/Oracy_APPG_FinalReport_28_04%20%284%29.pdf) | 2,3,4,6 |
| Review and refine our English and Maths curriculums to ensure teaching in EYFS/KS1 enables children to secure the foundational knowledge they need for later success.  Create a core learning progression document for each class with the purpose of ensuring teachers are clear about which aspects of the English/Maths curriculum need to mastered and retained to ensure success in learning as children move through school.  Introduce new approach to teaching phonics through the Little Wandle scheme – English lead to work with the English Hub on its implantation and impact.  Roll out the NCETM mastering number programme to Years 4 and 5 to improve number sense/fluency for lower attaining children in KS2.  Maths lead to deliver CPD on effective lesson design. | Research is clear that high-quality [early education](https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school#annex-a-key-terms) establishes the foundations for later success, including academic achievement, good health and well-being. While high-quality education benefits all children, it is especially important for those whose early learning has been limited. This may include children who come from disadvantaged backgrounds and those whose language and communication are delayed.  <https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school>  [The reading framework - teaching the foundations of literacy (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf)  <https://www.gov.uk/government/publications/subject-report-series-maths/coordinating-mathematical-success-the-mathematics-subject-report>  [Preparing\_Literacy\_Guidance\_2018.pdf (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-early-years/Preparing_Literacy_Guidance_2018.pdf)  [Literacy\_KS1\_Guidance\_Report\_2020.pdf (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf)  [EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf) | 2,3,4,6 |
| Continued emphasis on enrichment and social/  emotional learning through projects/  discrete teaching/  assemblies etc.  Refine the use of the zones of regulation across school to support the children to regulate their emotions and behaviour – link to training on trauma, behaviour management and new behaviour policy.  Ensure opportunities for children to take on roles and responsibilities within school are equitable and follow the principle of proportionate representation. | 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):  [EEF\_Social\_and\_Emotional\_Learning.pdf (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf)  [Research & Evidence Base - THE ZONES OF REGULATION: A CONCEPT TO FOSTER SELF-REGULATION & EMOTIONAL CONTROL](https://zonesofregulation.com/research--evidence-base.html)  <https://challengingeducation.co.uk/wp-content/uploads/2021/10/CBC-RADY-Final-Evaluation-Report.pdf> | 1,2,3,4,5,6 |
| Use EEF ‘making best use of TAs’ guidance and resources to review the use of TAs across school and begin to make changes to current practice as a result. | <https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1737209959>  <https://challengingeducation.co.uk/wp-content/uploads/2021/10/CBC-RADY-Final-Evaluation-Report.pdf> | 2,3,4,6 |

**Targeted academic support**

Budgeted cost: £ 115, 639

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Fund one intervention teacher to close attainment gaps in Key Stage 2. | Small group tuition has an average impact of four months’ additional progress over the course of a year.  [Small group tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition) | 2,3,4,6 |
| Fund one intervention teacher to support catch up in EYFS/KS1 | Small group tuition has an average impact of four months’ additional progress over the course of a year.  [Small group tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition) | 2,3,4,6 |
| Fund 2 additional TAs to support learning in EYFS. | Targeted deployment of teaching assistants has been shown to have a positive impact on learner outcomes (4 additional months of progress).  [Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions) | 2,3,4,6 |
| Fund a speech and language TA to work with children needing SALT interventions. | Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months’ additional progress over the course of a year.  [Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches)  [Preparing\_Literacy\_Guidance\_2018.pdf (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-early-years/Preparing_Literacy_Guidance_2018.pdf)  [Literacy\_KS1\_Guidance\_Report\_2020.pdf (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf)  [EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf) | 2,3,4,6 |
| Deliver the HFL Fluency Project intervention to targeted children in KS1 and KS2 | <https://www.hfleducation.org/reading-fluency/collaboration-education-endowment-foundation-eef>  <https://www.hfleducation.org/reading-fluency/ks2-reading-fluency-project/education-endowment-foundation-funded-trial>  [Preparing\_Literacy\_Guidance\_2018.pdf (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-early-years/Preparing_Literacy_Guidance_2018.pdf)  [Literacy\_KS1\_Guidance\_Report\_2020.pdf (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf)  [EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf)  [The reading framework - teaching the foundations of literacy (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf) | 2, 3, 6 |
| *Continue to use Number Stacks maths interventions to improve the progress of children working significantly below age related expectations in maths.* | <https://www.numberstacks.co.uk/reviews/> | 2,3,6 |

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

Budgeted cost: £ *25,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Fund a pastoral TA to work with children on their social and emotional skills and to support parents with strategies to help them with behaviour/emotional difficulties at home. | 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):  [EEF\_Social\_and\_Emotional\_Learning.pdf (d2tic4wvo1iusb.cloudfront.net)](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf)  [Behaviour interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions) | 1,2,3,4,5,6 |
| Fund trips, enrichment activities and resources to support project learning and increase motivation and engagement. | We strongly believe in providing children with experiences they may not have the opportunity to access outside of school as all children, particularly those from disadvantaged backgrounds, deserve a well-rounded, culturally rich education.  [Life skills and enrichment | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guidance-for-teachers/life-skills-enrichment&utm_medium=search&utm_campaign=site_search&search_term=enrichment%20and%20l) | 2,3,4,5,6 |
| Engage with EWO (education welfare officer) and the Inclusive Attendance CPD programme to develop key strategies around improving attendance of disadvantaged children. | Monthly meetings with EWO in which every child with an attendance below 96% in school is discussed. Letters home and discussions with parents and referrals to the EWO where necessary to encourage better school attendance. Clear expectations for attendance to be signalled to parents through all channels. | 1,3,4,5 |

**Total budgeted cost: £** 150,639 (plus £2000 contingency)

# 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 2023 to 2024 academic year.

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| **2024 Results**  **Key Stage 2 SATS**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Year 6 | School PP | National PP | School non PP | National non PP | | RWM Combined | 46.6% | 46% | 57.1% | 67% | | Reading | 80% | 62% | 64.3% | 80% | | Writing | 60% | 58% | 64.3% | 78% | | Maths | 53.3% | 59% | 71.4% | 79% |   **Multiplication Tables Check**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Year 4 | School PP | National PP | School non PP | National non PP | | Average attainment score | 21.9 | 18.9 | 22.8 | 21.3 |   **Y1 Phonics Screening Check**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Year 1 | School PP | National PP | School non PP | National non PP | | PSC Pass | 47% | 68% | 81% | 84% |   **EYFS GLD**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Reception | School PP | National PP | School non PP | National non PP | | Achieving GLD | 50% | 51.5% | 53% | 72% |   External SATS data for Year 6 shows that disadvantaged children in school are working on par/outperforming disadvantaged children nationally in reading and writing, showing the largely positive impact of pupil premium strategies measures in Key Stage 2 for this cohort of children. Maths results compare less favourably, with fewer PP children in school achieving the expected standard when compared with PP children nationally.  Y4 PP children outperformed both PP and non PP children nationally by 3 points when comparing average point scores.  Y1 Phonics screening check results for 2024 saw a decline in the number of PP children achieving the pass mark of 32 resulting in a 21% gap between PP children in school and those nationally.  EYFS GLD data for PP children is broadly in line with PP children nationally.  In terms of internal data, trends across school are difficult to identify and tend to be cohort dependent based on numbers of PP/SEND children. In general, internal data shows that the number of PP children working at ‘expected standard’ in reading is higher than in writing and maths and that the gap between PP and non PP children persists.  The above data analysis has informed the intended outcomes of the Pupil Premium Strategy for 2024 – 2027 and the School Development Plan for the same period. |

## 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*

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| Programme | Provider |
| The Write Stuff | Jane Considine |
| Times tables Rockstars | TT Rockstars |
| RWI | Ruth Miskin |
| Number Stacks | James Aylott |
| NCETM Mastering Number | NCETM |
| Spelling Shed | EDSHED |
| Nessy Reading and Spelling | Nessy Learning |