



# Pupil Premium Strategy Statement (2024 – 2025) and Review (2023 - 2024)

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School Overview

Detail	Data
Number of pupils in school (Aut 1 = October Census)	Aut 1 2022: 320 (+11 Nursery) = 331 Sum 2 2023: 341 (+12 Nursery) = 353 Aut 1 2023: 334 (+12 Nursery) = 346 Sum 2 2024: 354 (+13 Nursery) = 367 <b>Aut 1 2024: 328 (+13 Nursery) = 341</b>
Proportion (%) of pupil premium eligible pupils (as at October Census)  <b>NB This figure had increased again to 29% by November 2024.</b>	Aut 1 2022: 23% Sum 2 2023: 23% Aut 1 2023: 23% <b>Aut 2 2024: 27%</b>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ).	Year 1: 2022 - 2023 Year 2: 2023 – 2024 <b>Year 3: 2024 - 2025</b>
Date this statement was published	December 2024
Dates on which it will be reviewed	By December 2024 By April 2025
Statement authorised by	Barbara Graham (Headteacher)
Pupil Premium Lead	Catherine Fennell (Assistant Headteacher/SENCO)
Governor / Trustee Lead	Pauline Hughes (Chair of Governors)

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£126,789
Pupil premium (and recovery premium) funding carried forward from previous years.	£0
<b>Total budget for this academic year</b>	<b>£126,789</b>

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

### **What are your ultimate objectives for your disadvantaged pupils?**

At Earlsmead Primary School we believe that all children should be able to achieve to their full potential and that education is a lever for social mobility and equality. Pupils in receipt of the Pupil Premium Funding face specific barriers and our ultimate goal is to narrow the gap between advantaged and disadvantaged pupils in terms of health, education, cultural capital and attendance. To support this, we seek to offer them access to a variety of exciting opportunities and a rich and varied curriculum.

### **How does your current pupil premium strategy plan work towards achieving these objectives?**

- Earlsmead Primary School uses research from the Education Endowment Foundation (EEF) and Sutton Trust to support decision making on pupil premium spending for the highest impact.
- Impact is reviewed at least termly via pupil progress meetings, monitoring and data reporting. Impact is also reviewed via pupil and parent voice.
- Earlsmead Primary adopts a longer-term approach to Pupil Premium planning via a 3-year strategy as recommended by the Department for Education (DfE) and EEF.
- To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:
  1. **Quality of Teaching** i.e. consistently good or better teaching, broad and coherent curriculum, staff training and development.
  2. **Targeted Support** i.e. interventions, booster clubs, SEN support, pastoral support via a **Learning Mentor, financial support for vulnerable families.**
  3. **Wider Strategies** i.e. effective transitions, parental engagement, attendance rewards, restorative justice behaviour principles, wrap around care including breakfast club and after school clubs.

### **What are the key principles of your strategy plan?**

Through the following key principles we believe that we can maximise the impact of our funding:

#### **1. High Expectations**

Providing a culture where staff believe in all children and make no excuses for underperformance. We will strive to overcome barriers to learning for pupils and give every individual the best possible chance of success.

#### **2. High Profile**

Narrowing the attainment gap is a priority in this school. We adopt a whole school approach with all staff involved in identifying pupils' needs and barriers to their

learning. Pupil premium progress is tracked termly and reviewed by class teachers, the Senior Leadership Team and Governors.

### **3. Early Intervention**

We recognise that high quality early years provision with a strong emphasis on developing early reading and number skills is crucial to all pupils, but particularly those who have experienced disadvantage early in life. Similarly, mobile pupils (those who join us within a school year) are assessed quickly so that needs and appropriate interventions can be addressed.

### **4. Inclusive Provision**

We acknowledge that pupil premium children are not always socially disadvantaged or at risk of under achievement. Likewise, there are many pupils that we would consider to be vulnerable, such as 'working poor' families, which are not in receipt of pupil premium funding. Our interventions seek to ensure that all pupils have their needs met.

### **5. High Quality Teaching and Learning**

We recognise that the biggest factor in high standards of pupil attainment is high quality teaching and learning. We give high priority to performance management systems, monitoring and professional development for all staff. We will continue to ensure that all pupils receive good or better teaching through consistent application of key elements including:

- Planning
- Marking, Feedback and Assessment
- Differentiation
- A Broad and Coherent Curriculum

### **6. Emphasis on Key Skills**

We will concentrate our spending on achieving the highest possible standards in core subjects. This may be in the form of direct teaching and interventions, booster groups, learning support or external experiences and trips to apply learning. It may also be through indirect strategies including improving attendance, behaviour or access to resources and family support.

## Challenges

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

Challenge number	Detail of Challenge
1	<b>COVID-19:</b> Levels of engagement in remote/on school education varied during the pandemic. As a result there are some pupils who need to catch up so that they are working at age-related expectations. Some of our younger pupils particularly, need further catch up in speaking and listening, social and behaviour/readiness for learning.
2	<b>Attendance:</b> Overall attendance for 2022 – 2023 was low at 92.7% though above national average. Over 2023 – 2024, Earlsmead achieved 94% attendance, again above national average. Our target remains 96%.
3	<b>Mobility:</b> Earlsmead has a history of high mobility, with over 40% in-year mobility in some classes. A clear understanding of prior learning and behavioural needs are essential to ensure that provision meets needs.
4	<b>Additional Barriers:</b> <ul style="list-style-type: none"> <li>• There are uneven distributions of boys and girls in some of our classes e.g. one year group has 27 boys and 15 girls. This can have an impact on outcomes in certain subjects e.g. English, Maths.</li> <li>• 70% of our pupils have English as an Additional Language. This has grown from 64% since 2021 – 2022.</li> <li>• 7% of our pupils have an EHCP with a total of 12% on the SEN register – however, we have noted a significant increase in SEN needs across the school (particularly in the younger year groups) which are in process via our <b>graduated response to SEND</b>.</li> </ul>
5	<b>Communication and Interaction:</b> Disadvantaged pupils, particularly our younger pupils, have lower than typical starting points. This gap widened during the pandemic, particularly in the areas of speaking/listening, social interaction and behaviour for learning.
6	<b>Cultural Capital:</b> Our Pupil Premium numbers have grown by 6% in one academic year, currently sitting at 29% at the time of writing. While only 29% of our community are PP eligible, a further portion of our community struggle economically. This can impact attainment, aspiration, family engagement levels and cultural capital experiences.
7	<b>Budget Constraints:</b> While 2024 – 2025 brings a funding increase between 1.4 and 1.7%, this is still below the rate of inflation which is around 3.9%. An ongoing 'cost of living' crisis has additionally driven up the costs of goods and services.

## Intended Outcomes & Impact Review

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 & RAG Rating (2022 – 2023)	Success Criteria & RAG Rating (2023 – 2024)
<p>1. To ensure disadvantaged pupils with additional barriers to learning individual needs are addressed so that they make at least expected progress from starting points in, reading, writing and mathematics.</p>	<ul style="list-style-type: none"> <li>80%+ of disadvantaged pupils to make at least expected progress in reading, writing and maths.</li> <li>Targeted interventions and support for at risk pupils, beginning in Autumn 1.</li> <li>Interventions and Quality First Teaching reviewed through half-termly monitoring and termly pupil progress meetings for every class.</li> </ul>	<ul style="list-style-type: none"> <li>80%+ of disadvantaged pupils to make at least expected progress in reading, writing and maths – 70% PP progress in R, W and M.</li> <li>Targeted interventions and support for at risk pupils, beginning in Autumn 1.</li> <li>Interventions and Quality First Teaching reviewed through half-termly monitoring and termly pupil progress meetings for every class.</li> </ul>
<p>2. Develop strong phonics and reading systems for a cohesive, whole school approach to literacy.</p>	<ul style="list-style-type: none"> <li>One whole school synthetic phonics programme in place.</li> <li>Targeted interventions for the lowest attaining 20% of pupils in place by Aut 1.</li> <li>Phonics pass in line or above national averages (NA: 2021 - 2022: Y1: 76%; Y2: 44%)</li> <li>80%+ 'Effective' or better staff feedback on training.</li> </ul>	<ul style="list-style-type: none"> <li>One whole school synthetic phonics programme in place.</li> <li>Targeted interventions for the lowest attaining 20% of pupils in place by Aut 1.</li> <li>Phonics pass in line or above national averages NA 2023 – 2024: Y1: 80%, PP 68% Y2: 89%,</li> <li>80%+ 'Effective' or better staff feedback on training.</li> </ul>
<p>3. To reduce the effect of the local socioeconomic gaps through participation in cultural capital and extra-curricular activities.</p>	<ul style="list-style-type: none"> <li>70%+ of KS1 – KS2 pupils to participate in at least one club per term.</li> <li>Reintroduce residential and class trips/workshops with financial support for disadvantaged pupils.</li> <li>Improvement in parental satisfaction as demonstrated through bi-annual surveys: <ul style="list-style-type: none"> <li>80%+ My child can take part in clubs and activities at this school.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>70%+ of KS1 – KS2 pupils to participate in at least one club per term.</li> <li>Reintroduce residential and class trips/workshops with financial support for disadvantaged pupils.</li> <li>Improvement in parental satisfaction as demonstrated through bi-annual surveys: <ul style="list-style-type: none"> <li>80%+ My child can take part in clubs and activities at this school.</li> </ul> </li> </ul>
<p>4. For all pupils to attend school regularly.</p>	<ul style="list-style-type: none"> <li>96%+ attendance.</li> </ul>	<ul style="list-style-type: none"> <li>96% attendance: 95%+ attendance for PP children.</li> <li>PP PA reduced by two-thirds from 2022 – 2023 to 10.23%.</li> </ul>

<p>5. Parents will engage more positively with the school and will be better equipped to support their children at home with their learning.</p>	<ul style="list-style-type: none"> <li>• Achievement of Family School Partnership Award.</li> <li>• Improvement in parental satisfaction as demonstrated through bi-annual surveys: <ul style="list-style-type: none"> <li>○ 80%+ My child is happy at this school.</li> <li>○ 80%+ The school makes me aware of what my child will learn during the year.</li> <li>○ 80%+ The school lets me know how my child is doing.</li> <li>○ 75%+ There is a good range of subjects at this school.</li> </ul> </li> <li>• At least 3 x parent-teacher meetings offered annually.</li> <li>• At least 5 parent workshops offered annually e.g. phonics/reading, SEND, oral hygiene, ESafety etc.</li> <li>• At least 3 open mornings/afternoons offered annually where parents may participate in lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Achievement of Family School Partnership Award.</li> <li>• Improvement in parental satisfaction as demonstrated through bi-annual surveys: <ul style="list-style-type: none"> <li>○ 98%+ My child is happy at this school.</li> <li>○ 97%+ The school makes me aware of what my child will learn during the year.</li> <li>○ 95%+ The school lets me know how my child is doing.</li> <li>○ 95%+ There is a good range of subjects at this school.</li> </ul> </li> <li>• At least 3 x parent-teacher meetings offered annually.</li> <li>• At least 5 parent workshops offered annually e.g. phonics, reading, SEND, SATs, ESafety etc.</li> <li>• At least 3 open mornings/afternoons offered annually where parents may participate in lessons.</li> <li>• Introduction of Parenting and English classes.</li> </ul>
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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.

### A) Teaching

Budgeted cost: **£14,000 (27% - Total cost = £37,800)**

- English, including ELS SSP and Ready, Steady, Write and training (27%): £1,200
- Maths, including White Rose and training (27%): £500
- Development of Guided Reading system research and training (27%): £500
- Foundation Schemes, including Kapow and Charanga and training (27%): £600
- Data Services, including SIMS Assessment and training (27%): £300
- Internal and External CPD & Staff Development (27%): £14,000

Activity	Evidence that supports this approach	Challenge numbers addressed
Reading Comprehension Strategies	<ul style="list-style-type: none"> <li>• Very high impact for very low cost.</li> <li>• +6 months progress over course of a year.</li> <li>• (EEF Teaching and Learning Toolkit 2024)</li> </ul>	1, 4, 5
Systematic synthetic phonics and reading scheme.	<ul style="list-style-type: none"> <li>• High impact for very low cost based on very extensive evidence.</li> <li>• +5 months progress over course of a year.</li> </ul> (EEF Teaching and Learning Toolkit 2024) (DfE Reading Framework 2023)	1, 4, 5
Maths Mastery whole school approach via White Rose.	<ul style="list-style-type: none"> <li>• High impact for very low cost.</li> <li>• +5 months progress over course of a year.</li> </ul> (EEF Teaching and Learning Toolkit 2024)	1, 3
Collaborative Learning Approaches	<ul style="list-style-type: none"> <li>• High impact for very low cost.</li> <li>• + 5 months progress over course of year.</li> </ul> (EEF Teaching and Learning Framework 2024)	1, 2, 3
Targeted CPD for all teaching staff according to role and experience.	<ul style="list-style-type: none"> <li>• 40% additional gains in learning with highly effective teachers.</li> </ul> (Sutton Trust, Improving the Impact of Teachers on Pupil Achievement in the UK, 2011)	1, 3, 4, 5
Termly tracking and planning for disadvantaged pupils with every class teacher via Pupil Progress Meetings.	<ul style="list-style-type: none"> <li>• Disadvantaged pupils gain 1.5 years' worth of learning with very effective teachers.</li> </ul> (Sutton Trust, Improving the Impact of Teachers on Pupil Achievement in the UK, 2011)	1, 4, 5

## B) Targeted Academic Support

Budgeted cost: **£ 138,500 (27% - Total cost = £373,950)**

- Support Staff costs and training (27%): £125, 000
- Edukey and training (27%): £1,500
- Peer Reading supervision (27%) 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support Staff in every class.	<ul style="list-style-type: none"> <li>• Moderate impact for moderate cost based on moderate evidence.</li> <li>• +4 months progress over the course of a year. (EEF Teaching and Learning Toolkit 2024)</li> </ul>	1, 3, 4
Teaching Assistant Interventions	<ul style="list-style-type: none"> <li>• Moderate impact for low cost based on moderate evidence.</li> <li>• +4 months progress over the course of a year. (EEF Teaching and Learning Toolkit 2024)</li> </ul>	1, 3, 4, 5
Teacher Booster Interventions	<ul style="list-style-type: none"> <li>•</li> </ul>	
1:1 Peer Reading with secondary students.	<ul style="list-style-type: none"> <li>• Moderate impact for very low cost based on limited evidence.</li> <li>• +4 months of progress over the course of a year. (EEF Teaching and Learning Toolkit 2024)</li> </ul>	1, 5, 6
Disadvantaged/SEND individual targets set and tracked via Edukey.	<ul style="list-style-type: none"> <li>• Moderate impact for low cost based on moderate evidence.</li> <li>• +4 months progress over the course of a year. (EEF Teaching and Learning Toolkit 2024)</li> </ul>	1, 3, 4, 5
Introduction of electronic assessment system to track progress of disadvantaged pupils in all subjects.	<ul style="list-style-type: none"> <li>• Moderate impact for low cost based on moderate evidence.</li> <li>• +4 months progress over the course of a year. (EEF Teaching and Learning Toolkit 2024)</li> </ul>	1, 4, 5



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

Budgeted cost: **£ 29,200 (27% - Total cost = £78,840)**

- Play Therapist (27%): £2,700
- Pastoral Team (27%): £15,000
- Educational Psychologist (27%): £1 000
- Before/After School Clubs (27%): £8,000
- Class Trips/Workshops/Sporting Events (27%): £1,100
- Attendance (27%): £1,000
- CPOMs and training (27%): £700

Activity	Evidence that supports this approach	Challenge numbers addressed
Subsidised residential, sporting events, class trips and/or workshops at least once per term.	<ul style="list-style-type: none"> <li>• Unclear impact for moderate cost based on insufficient evidence. (EEF Teaching and Learning Toolkit 2024)</li> <li>• Strongly supported by parents. (<a href="https://www.oxfordhomeschooling.co.uk/blog/parents-opinions-on-school-trips/">https://www.oxfordhomeschooling.co.uk/blog/parents-opinions-on-school-trips/</a>)</li> </ul>	5, 6
Attendance rewards and sanctions; ACE & Breakfast Club.	<ul style="list-style-type: none"> <li>• Moderate impact for very low cost.</li> <li>• +4 months progress over the course of a year. (EEF Teaching and Learning Toolkit 2024)</li> </ul>	2
CPOMS used to track and monitor behaviour.	<ul style="list-style-type: none"> <li>• Moderate impact for low cost.</li> <li>• +4 months progress over the course of a year. (EEF Teaching and Learning Toolkit 2024)</li> </ul>	1, 4
Engagement with typically hard to reach families via technology e.g. Family Support Partnership, Class Dojo.	<ul style="list-style-type: none"> <li>• Moderate impact for very low cost.</li> <li>• +4 months progress over the course of a year. (EEF Teaching and Learning Toolkit 2024)</li> </ul>	1, 2, 3, 4
Targeted emotional health support via Pastoral Lead, Mentor, Art Therapist.	<ul style="list-style-type: none"> <li>• Moderate impact for very low cost.</li> <li>• +4 months progress over the course of a year. (EEF Teaching and Learning Toolkit 2024)</li> </ul>	1, 2, 3, 4, 5

**Total budgeted cost: £181,700 (27% - Total cost = £490,590)**

*(NB. This is £54,911 over the designated budget which is drawn from other areas of school funds).*

## Part B: Review of Outcomes in the Previous Academic Year

### Outcomes for Disadvantaged Pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year. Primary schools do not need to publish their 2022 Key Stage 2 results as DfE is not publishing that data. Internal assessment data has also been used to compile this review. The DfE strongly discourages comparing 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are.

For Reference:

2023 – 2024						
Year Group	No. of PP	% of PP	No. of SEND	% of SEND	No. of PP + SEND	% of PP + SEND
R	6/46	13%	8	17%	2	4%
1	12/53	23%	4	8%	1	2%
2	15/55	27%	5	9%	1	2%
3	15/45	33%	3	7%	0	0%
4	16/45	36%	6	13%	3	7%
5	16/45	36%	7	16%	1	2%
6	15/42	36%	4	10%	1	2%
R – Year 6	95/331	<b>29%</b>	37/331	<b>11%</b>	9/331	<b>3%</b>

#### Headline Outcomes:

- Mobility remains high across the school which makes impact comparisons between years difficult.
- Attendance is an improving picture with 95% of PP children attending in 2023 – 2024.
- PP Persistent Absence has been reduced by nearly two-thirds since 2022. Positive decrease in PP PA over the last three years.
- Disaggregated data for Key Stage 2 shows pupils achieving inline or above National Averages in all areas except GD Reading and Exp Combined.
- 84% of Reception children met the phonics statement. This is a substantial increase from 68% in the previous academic year.
- Earlsmead PP higher than National Average PP for Phonics Screening Check at both Year 1 and Year 2.
- One year 5 class had disrupted education with three teachers over the course of the year within a maternity cover period. This has negatively impacted outcomes.
- PP progress for the Year 6 group over 2023 - 2024 shows particular strength in Maths and high accelerated progress in Reading and Writing, both being in-line with 'All' pupils.
- Parent surveys show strong upwards trends in every area over the last two years, culminating in an increase to 97% (from 77%) of parents who would recommend this school.

**Objective 1:** To ensure disadvantaged pupils with additional barriers to learning individual needs are addressed so that they make at least expected progress from starting points in, reading, writing and mathematics.

**Success Criteria:**

- 80%+ of disadvantaged pupils to make at least expected progress in reading, writing and maths.
- Targeted interventions and support for at risk pupils, beginning in Autumn 1.
- Interventions and Quality First Teaching reviewed termly through pupil progress meetings for every class.

**Evidence and Impact:**

**EYFS GLD**

Attainment of GLD at the end of Reception:

	All	PP	Non-PP	National Average
2021 – 2022 (41 pupils)	61%	50%	62%	65%
2022 – 2023 (57 pupils)	53%	75%	49%	67%
2023 – 2024 (45 pupils)	58%	50%	51%	67%

- **84% of Reception children met the phonics statement. This is a substantial increase from 68% in the previous academic year.**
- 18% (8) SEND in cohort with 6 EHCPs.
- High mobility has impacted data:
  - 69% (31) started in September
  - 16% (7) started later in Autumn
  - 11% (5) started in Spring
  - 4% (2) started in Summer.
- 89% of children achieved GLD in Physical Development above National Average of 85%.
- 91% of children achieved GLD in Personal, Social, Emotional Development above the National Average of 83%.

**Objective 2:** Develop strong phonics and reading systems for a cohesive, whole school approach to literacy.

**Success Criteria:**

- One whole school synthetic phonics programme in place.
- Targeted interventions for the lowest attaining 20% of pupils.
- Phonics pass in line with national average (2021 – 2022: Y1: 76%; Y2: 44%).

**Evidence and Impact:**

- ELS (Essential Letters & Sounds) in place consistently across the school from November 2022. New staff trained in ELS.
- Earlsmead PP higher than National Average PP for Phonics Screening Check at both Year 1 and Year 2. Interventions in place from end of Aut 2 2023.
- Improving picture in Phonics at Year 1, and especially, Year 2.

	2021 - 2022			2022 - 2023			2023 - 2024			
	EPS	Dis.	NA	EPS	Dis.	NA	EPS	Dis.	NA	NA Dis.
Y1	67%	29% (7)	75%	55% (31)	44% (9)	79%	68% (38)	75% (12)	80%	68%
Y2	42%	25% (4)	44%	70% (14)	100% (4)	59%	80% (24)	88% (8)	89%	n/a

*NB. In 2022 – 2023 42% of the Year 1 class did not start the year at Earlsmead.*

2024 Y1 Phonics Data	Boys	Girls	PP	EAL	Non-EAL	SEND
EPS	74%	62%	75%	46%	86%	75%
NA	77%	84%	68%	80%	81%	44%

Also see progress data below (Objective 3).

**2021 – 2022 Attainment at Age Related Expectation:**

	Reading			Writing			Maths		
	All	PP	SEN	All	PP	SEN	All	PP	SEN
Year 1	10%	0%	0%	27%	17%	0%	40%	17%	0%
Year 2	70%	56%	0%	70%	44%	0%	70%	67%	0%
Year 3	58%	43%	50%	52%	43%	50%	36%	14%	50%
Year 4	49%	31%	0%	44%	25%	0%	45%	19%	0%
Year 5	50%	33%	50%	59%	40%	0%	57%	33%	0%
Year 6	73%	58%	44%	73%	50%	44%	73%	50%	44%
Ave Y1 - 6	52%	37%	24%	54%	37%	16%	54%	33%	16%

**Key:**

	Improvement/maintenance for cohort on previous year.
	Decrease for cohort from previous year.

**2022 – 2023 Attainment at Age Related Expectation:**

	Reading			Writing			Maths		
	All	PP	SEN	All	PP	SEN	All	PP	SEN
<b>Year 1</b>	47%	50%	75%	42%	43%	75%	44%	50%	75%
<b>Year 2</b>	65%	50%	33%	68%	60%	33%	65%	70%	33%
<b>Year 3</b>	42%	18%	20%	32%	9%	0%	21%	9%	0%
<b>Year 4</b>	33%	33%	17%	29%	25%	17%	36%	33%	17%
<b>Year 5</b>	47%	41%	0%	42%	29%	0%	40%	24%	0%
<b>Year 6</b>	67%	50%	20%	82%	73%	20%	79%	64%	20%
<b>Ave Y1 - 6</b>	50%	40%	28%	49%	40%	24%	48%	42%	24%

**2023 – 2024 Attainment at Age Related Expectation:**

	Reading			Writing			Maths		
	All	PP	SEN	All	PP	SEN	All	PP	SEN
<b>Year 1</b>	49%	42%	25%	30%	33%	25%	47%	50%	50%
<b>Year 2</b>	55%	60%	60%	44%	40%	40%	51%	47%	40%
<b>Year 3</b>	67%	53%	33%	62%	53%	33%	62%	53%	33%
<b>Year 4</b>	40%	31%	17%	36%	25%	17%	40%	38%	17%
<b>Year 5</b>	41%	33%	14%	26%	20%	14%	21%	20%	14%
<b>Year 6</b>	58%	47%	0%	72%	53%	0%	65%	47%	0%
<b>Ave Y1 - 6</b>	52%	44%	25%	45%	37%	22%	48%	43%	26%

**Year 6 Disaggregated SATs Attainment**

*(removal of ARP/SEND pupils and those who arrived from abroad in Years 4 – 6).*

- 13% (8) pupils entered Year 6 reading at a Year 1 or Year 2 level.
- 18 pupils (30% of 60) out of this cohort arrived in 2022 or later.

60 pupils	55 pupils (5 removals)		Internal Disaggregated (ARP + Arrivals from Sep 2023 onwards)		National Average	
	@+	+	@+	+	@+	+
<b>Reading</b>	67%	22%	75%	25%	74%	28%
<b>Writing</b>	78%	13%	88%	15%	72%	13%
<b>SPAG</b>	73%	42%	81%	48%	72%	32%
<b>Maths</b>	71%	24%	79%	27%	73%	24%
<b>Combined</b>	53%	11%	58%	13%	61%	8%

Year 4 Multiplication Check:

		All	PP	SEN
2021 - 2022	Score of 20+/25	76%	53%	50%
2022 - 2023		68%	67%	33%
2023 - 2024		66%	56%	0%

**Objective 3:** To reduce the effect of the local socioeconomic gaps through participation in cultural capital and extra-curricular activities.

**Success Criteria:**

- 70%+ of KS1 – KS2 pupils to participate in at least one club per term.
- Reintroduce residential and class trips/workshops with financial support for disadvantaged pupils.

**Evidence and Impact:**

See attainment outcomes above (Objective 2).

**2022 – 2023 Progress Outcomes for PP Compared to Non-PP:**

	Reading			Writing			Maths		
	All	PP	N/PP	All	PP	N/PP	All	PP	N/PP
Year 1	90%	86%	91%	84%	79%	86%	88%	86%	88%
Year 2	92%	80%	96%	95%	90%	96%	95%	100%	93%
Year 3	58%	36%	67%	47%	27%	57%	40%	27%	44%
Year 4	79%	83%	77%	76%	75%	77%	83%	67%	90%
Year 5	87%	94%	84%	82%	82%	81%	82%	77%	84%
Year 6	91%	93%	90%	93%	93%	93%	93%	93%	93%

*% achieving expected progress over the year (3 steps).*

*\*NB High SEND numbers in Years 3 and 4.*

**2023 – 2024 Progress Outcomes for PP Compared to Non-PP:**

	Reading			Writing			Maths		
	All	PP	N/PP	All	PP	N/PP	All	PP	N/PP
Year 1	76%	67%	78%	60%	58%	61%	74%	75%	73%
Year 2	76%	80%	75%	80%	87%	76%	84%	93%	80%
Year 3	84%	87%	83%	82%	87%	80%	84%	87%	83%
Year 4	80%	69%	86%	62%	63%	62%	78%	69%	83%
Year 5	79%	53%	70%	64%	53%	70%	45%	40%	48%
Year 6	75%	65%	79%	80%	71%	84%	87%	82%	88%
Y1 – Y6	78%	72%	81%	72%	70%	73%	76%	74%	77%

**2022 – 2023 Progress Outcomes for SEND Compared to Non-SEND:**

	Reading		Writing		Maths	
	SEN	N/SEN	SEN	N/SEN	SEN	N/SEN
Year 1	75%	91%	75%	85%	75%	87%
Year 2	67%	94%	67%	97%	67%	97%
Year 3	40%	61%	0%	55%	40%	39%
Year 4	50%	83%	33%	83%	50%	89%
Year 5	25%	91%	0%	88%	25%	86%
Year 6	40%	97%	40%	100%	40%	100%

**2023 – 2024 Progress Outcomes for SEND Compared to Non-SEND:**

	Reading		Writing		Maths	
	SEN	N/SEN	SEN	N/SEN	SEN	N/SEN
Year 1	75%	76%	25%	63%	50%	76%
Year 2	60%	78%	60%	82%	40%	88%
Year 3	67%	86%	67%	83%	100%	83%
Year 4	33%	87%	33%	67%	33%	85%
Year 5	29%	89%	14%	74%	14%	74%
Year 6	0%	80%	0%	86%	25%	91%

Year 6 PP Progress outcomes compared to National Averages:

	Reading		Writing		Maths	
	EPS PP	NA	EPS PP	NA	EPS PP	NA
2022 - 2023	+3.04	-0.86	+5.75	-0.68	+2.78	-1.04
2023 - 2024	n/a					

In 2022 – 2023, 49% (174/346) of pupils attended at least one extra-curricular club over the course of 2022 – 2023. This figure does not include academic ‘booster’ clubs. In 2023 – 2024, progress figures are not available due to COVID-19.

However, internal data over 2023 – 2024 (including all SEND and newly joined pupils) shows the following progress data for Year 6 pupils:

	Reading	Writing	Maths
EPS PP @	65%	71%	82%
EPS All @	75%	80%	87%
EPS PP +	29%	41%	47%
EPS All +	30%	40%	37%

**Objective 4:** For all pupils to attend school regularly.

**Success Criteria:**

- 96%+ attendance.
- Reduction of PA for both PP and non-PP groups.

**Evidence and Impact:**

- Attendance is an improving picture with PP children achieving 95% attendance in 2023 – 2024.
- PP Persistent Absence has been reduced by nearly two-thirds since 2022. Positive decrease in PP PA over the last three years.
- PP progress (over one academic year in Year 6) shows particular strength in Maths and high accelerated progress in Reading and Writing, both being in-line with ‘All’ pupils.

**Attendance Data:**

	2021 - 2022		2022 - 2023		2023 - 2024	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
<b>Attendance</b>	91.43%	94.71%	91.18%	92.69%	95%	93.78%
<b>Persistent Absence</b>	31.18%	18.37%	25.83%	27.52%	10.23%	22.53%

Attendance and reducing Persistent Absence remains a priority on the SDP.

See Attainment and Progress Data above.

**Objective 5:** PP parents will engage more positively with the school and will be better equipped to support their children at home with their learning.

**Success Criteria:** Improve parental engagement evidence by meeting logs. Increased engagement is evident in classroom observations, access to the curriculum and progress. Parents feel more well informed and empowered to support their children.

**Evidence and Impact:**

- The 2023 – 2024 academic year included parental engagement events such as:
  - Christmas Fair – indoors, well attended.
  - SEND Coffee Mornings.
  - Stay and Plays in EYFS.
  - Parent Teacher Meetings in person.
  - Open Mornings for English, Maths and Humanities.
  - Class Events, such as Assemblies and the Year 6 Production.
  - Summer Fair – open and outdoors, very well attended.
  - Sports Week – open and outdoors, very well attended.
  - English and Parenting classes, eventually cancelled due to a drop-off in attendance.



Parent surveys show strong upward trends in every area since 2022:

<b>Key:</b> <input type="checkbox"/> Upward Trend/Improvement	<b>Aut 2022</b>	<b>Sum 2023</b>	<b>Aut 2024</b>
My child is happy at this school.	92%	95%	98%
My child feels safe at this school.	92%	89%	95%
Pupils are well behaved.	86%	91%	91%
The school makes me aware of what my child will learn through the year.	78%	84%	97%
When I have raised concerns they have been dealt with properly.	72% 14% DK	74% 11% N/A	90% 7% DK
My SEND child gets the support they need to succeed.	78% 11% DK	90% 0% DK	100%
The school has high expectations for my child.	66% 22% DK	72% 18% DK	91% 8% DK
My child does well at this school.	88%	84%	94%
The school lets me know how my child is doing.	77%	80%	95%
There is a good range of subjects available at this school.	72% 20% DK	77% 16% DK	95%
My child can take part in clubs and activities at this school.	84% 10% DK	81% 12% DK	88%
The school supports my child's wider personal development.	67%	80%	94%
I would recommend this school.	77%	86%	97%