

# Pupil premium strategy statement 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	St Patricks' Catholic Voluntary Academy
Number of pupils in school (FS2-Year 6)	282
Proportion (%) of pupil premium eligible pupils	2021-22 32% (90/281 children) 2022-23 25% (71/282 children) <b>2023-24 28% (78/282 children)</b>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	<b>2021-2024</b>
Date this statement was published	December 2023
Date on which it will be reviewed by	December 2024
Statement authorised by	Mrs. S. McKeown (Head teacher) Mrs. K. Fox (Business Manager)
Pupil premium lead	Mrs. Sarah Verdon-Smith
Governor / Trustee lead	Mrs. Gill Brown

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	78 x £1455 = £113, 490 + 2 x £2,530 <b>£123,475</b>
Recovery premium funding allocation this academic year	<b>£12,760</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£136,235</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that **all** pupils; irrespective of their background, regardless of their starting point, or the challenges they face, make good progress and achieve high attainment across all subject areas, whilst also thriving in wider school life. We want all pupils to want to come to school, achieve their full potential and be confident, independent and successful learners who leave our school both literate and numerate. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals, including accelerating and sustaining progress for those who are already high achievers, providing them with a range of opportunities, which prepare them for the next stage of their education, whilst also supporting their personal development and pastoral care. We believe in all our learners, we are outward facing, engaged in and challenged by ongoing research evidence.

We understand how low family income impacts on school life and carefully consider the challenges faced by vulnerable pupils, such as children in care, those who have a social worker, are a young carer, have special educational needs and disabilities or dramatically changing personal circumstances and provide a clear pastoral offer. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High pastoral care is not an optional extra, it is fundamental to success and our Pastoral Team support our pupils with high quality practices, rooted in evidence and underpinned by Trauma Informed Practice.

High-quality teaching and learning delivered by committed members of staff, with high expectations and inclusivity is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support and this is a priority for our school over recent years. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will also benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Quality First Teaching is crucial for all children and any 'interventions' where learners are away from the classroom and their peers should be of exceptionally high quality, be rooted in research evidence and be a better learning experience.

Our strategy is also integral to wider school plans for education recovery, including the targeted academic support offered through the National Tutoring Programme, for pupils whose education has been worst affected, including non-disadvantaged pupils. We also continue to adapt our curriculum to prioritise teaching missed content that will allow pupils to make sense of later work in the curriculum. A broad and balanced curriculum is vital for all our pupils, with accurate and meaningful assessment which shapes strategy and activity.

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

- build positive, empathetic relations with all our pupils and their families as research has shown that where relationships across the school are strong, the most disadvantaged learners will thrive.
- ensure that disadvantaged pupils are challenged in the work that they are set.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve, with positive experiences which lead to motivation and belonging.

## Challenges

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

Challenge number	Detail of challenge
1	To develop the Curriculum to offer a wide range of high-quality educational visits including extra-curricular activities enhancing the cultural capital experience for all pupils. So that it is better sequenced, more coherent and consistent so that children learn more and remember more, with challenge for all our children including those more able pupils, regardless of starting point, across the Key Stages.
2	Internal and external (where available) assessments, as well as tracking and observations, shows that a significant majority of disadvantaged pupils generally have greater difficulties with phonic skills than their peers do and this negatively affects and this impacts their development as readers, as well as writers.
3	Internal and external (where available) assessments, as well as tracking and observations, indicate that a significant majority of children have gaps in basic maths knowledge, including understanding and accessing the vocabulary demands required to reason and problem solve.
4	Observations and discussions with pupils suggest that pupils do not have a range of resilient, positive mindset strategies to draw upon, relying on a favoured strategy, which may not be best suited to a task. Due to this, some pupils are not regulated and or motivated to tackle potentially challenging tasks.
5	Historic attendance data showed a disproportionate number of disadvantaged pupils were classed as persistent absentees or frequently late. Therefore, they do not fully engage with school life and this has a negative impact on their social and emotional development as well as academic progress. Whilst we have worked hard to raise attendance this remains an ongoing challenge.
6	Our assessments, observations and discussions with pupils and families have identified that a significant number of families require additional pastoral intervention, including social, emotional and mental health support.

## 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>School's wider curriculum exposes children to a wide range of experiences and encourages tolerance and acceptance of diversity. Offering a wide range of high-quality educational visits including extra-curricular activities enhancing the cultural capital experience for all pupils.</p>	<p>Qualitative data from pupil voice, pupil and parent surveys and teacher observations.</p> <p>Record and monitoring of the Educational Trips and experiences offered to the children to enhance the cultural capital throughout the year to all pupils.</p>
<p>By Year 6, a large majority of pupils have sufficient reading fluency and stamina to comfortably access Year 6 SATs.</p>	<p>An increase in the proportion of children meeting Age Related Expected standards in Reading.</p> <p>KS2 reading outcomes for all pupils is at least in line with the national average.</p> <p>KS2 reading outcomes for disadvantaged pupils are broadly in line with the national average, with the attainment gap narrowing between their non-disadvantaged peers.</p>
<p>Improved writing attainment among all disadvantaged pupils across the year groups.</p>	<p>An increase in the proportion of children meeting Age Related Expected standards in Writing.</p> <p>KS2 writing outcomes for all pupils is at least in line with the national average.</p> <p>KS2 writing outcomes for disadvantaged pupils are broadly in line with the national average, with the attainment gap narrowing between their non-disadvantaged peers.</p>
<p>Gaps in maths knowledge are closed for a large majority of pupils, enabling them to access all aspects of the maths curriculum resulting in improved mathematical attainment for disadvantaged pupils across the year groups.</p>	<p>An increase in the proportion of children meeting Age Related Expected standards in Mathematics.</p> <p>KS2 mathematical outcomes for all pupils is at least in line with the national average.</p> <p>KS2 writing outcomes for disadvantaged pupils are broadly in line with the national average, with the attainment gap narrowing between their non-disadvantaged peers.</p>
<p>Pupils have a range of cognitive strategies to draw upon, understanding how best to apply these to improve their learning, including when faced with very challenging tasks.</p>	<p>Pupils display a range of taught cognitive strategies relevant to their age and level of understanding.</p> <p>Record of CPOM behavioural incidences linked behavioural challenges related to how pupils are engaged with learning challenges decrease.</p> <p>Lesson observations show that pupils think critically to choose the most effective strategies to support their own learning.</p> <p>As a result of most pupils using cognitive and metacognitive strategies effectively, they make accelerated progress.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>The average attendance of all our pupils is above the attendance target of 96% after the effect of COVID.</p>

	<p>The number of cases of avoidable persistent absenteeism or lateness reduces year on year with sustained high attendance pre and post COVID figures used.</p>
<p>Children and families receive high-quality pastoral support.</p>	<p>Children and families, who require additional support, report that they have received timely and high-quality pastoral support.</p> <p>Sustained high levels of wellbeing are demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• targeted external support is accessed and benefitting pupils and their families.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments. (PIRA/ NFER FS2-Y6)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</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>Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</p>	1, 2
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 4
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</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: Phonics   Toolkit Strand   Education Endowment Foundation   EEF</p>	1, 2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources</p> <p>Purchase of Numicon for all Foundation Stage 2 (2023-2024) children – promoting hands on use of manipulatives to support understanding (40 x £40 = £1600)</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) 3 and CPD (including Teaching for Mastery training).</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	1, 2, 3

<a href="https://global.oup.com/education/prod-uct/9780198487067/?region=international">https://global.oup.com/education/prod-uct/9780198487067/?region=international</a>		
Access to Curriculum Development and Specialists e.g. Learn Sheffield- Peter Heaton (2022-2023 and 2023-2024) and Simon Collis (2022-2023).	Specialist support and advice to coach SLT and Curriculum Lead with the effective development of the Curriculum, carefully considering removing barriers and inclusion for all children.	1, 2, 3
Curriculum Development- Led by SVS 2022/2023 and 2023/2024	Curriculum Lead out of class - dedicated 2 days weekly to the development of the curriculum.	1, 2, 3, 4
CPD/ Training delivered by Fusion Training	31.10.2023 Team Teach training for 12 members of Staff 18.10.2023 – Quality First Teaching Strategies 15.10.2023 - Dyscalculia Fusion 3 22.10.2023 – Dyslexia Fusion 3	1, 6

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

Budgeted cost: £141,858

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a CLPE programme and The Write Stuff to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	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: <a href="https://www.educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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: <a href="https://www.educationendowmentfoundation.org.uk/phonics-toolkit-strand">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3
The delivery of specific interventions by TAs e.g. LEAP, VIP, Daily Speedy	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	1, 2

Phonics/ SEND Phonics and Catch Up Phonics	<a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Arts participation, artistic and creative activities, such as music, painting, or sculpture. Provided by an art specialist employed over 2 days a week to provide children with a specialist creative curriculum.	Closing the disadvantaged gap. There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment. Where the arts are taught as a means to boost academic achievement for those eligible for the pupil premium, schools should carefully monitor whether this aim is being achieved. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	1, 4, 5, 6
The creation of a Year 6 Maths Booster group, which reduces the number of children in a Maths class and allows the Quality First Teacher provision for all children in class regardless of ability to narrow the attainment.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	3
Marking policy updated regularly based on SLT and Class Teacher, as well as pupil voice. Then implemented consistently across school and monitored to enhance the children's learning and improve the students' progress.	Marking policy to be updated, feedback can be written or verbal and is based on that information is given to the learner about the learner's performance relative to learning goals or outcomes to improvement in students' learning. <a href="https://educationendowmentfoundation.org.uk">Feedback   EEF (educationendowmentfoundation.org.uk)</a>	2, 3
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3



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

Budgeted cost: £63,379

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of a free before school breakfast club (Early Birds Club) from FS1 to Year 6, in which all children receive a free breakfast if wished. Open from 8am and children are taken directly from the club to the classroom supporting with punctuality.</p>	<p>Breakfast club schools also saw an improvement in pupil behaviour and attendance.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/magic-breakfast-eeef">Magic Breakfast   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 4, 5, 6</p>
<p>Whole school approach to 'the Incredible 5 Point Scale' to support all children's emotional regulation strategies. Staff meeting time, resources and support preparation. SVS and VH.</p>	<p>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):</p> <p><a href="https://www.educationendowmentfoundation.org.uk/eeef-social-and-emotional-learning-pdf">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	<p>4, 5, 6</p>
<p>Pastoral Team, including SENCo and Learning Mentor, as well as the Pastoral Team Leader and 3 Pastoral Team Assistants evaluates the need of children identified has vulnerable and ensures that they are supported through: Friends Group, Lego Therapy, Rainbows and Mighty Minds interventions.</p>	<p>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):</p> <p><a href="https://www.educationendowmentfoundation.org.uk/eeef-social-and-emotional-learning-pdf">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	<p>4, 5, 6</p>
<p>Whole staff training on trauma informed <b>behaviour management</b> and approaches with the aim of developing our school ethos and improving behaviour across school. (Dr. Claire Hamilton-Cruise 2022-23) Teachers + TAs INSET day May 2022, lunch time supervisors morning session September 2022) and Catholic Family of Schools Teachers + TAs (INSET September 2022) Twilight 29.11.2023 with Fusion on Positive Relationships and TIS SEN Budget</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions-eeef">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3, 4, 5, 6</p>

<p>V.Hudson release time (10 days) Learning Mentor to complete 10 day accredited Trauma Informed recognised accreditation by January 2023.</p> <p>K.Fox release time (10days) Business Manager to complete 10 day accredited Trauma Informed recognised accreditation (beginning February 2023)</p> <p>SENCo SVS release time (10days) to complete 10 day accredited Trauma Informed recognised accreditation (beginning September 2023- 18.03.2024)</p> <p>EP, DF, CB to attend 2-day Trauma Informed practice training March 2024.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>4, 5, 6</p>
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice. This will involve training and release time for K.Fox (SLT Attendance Champion) and V.Hudson (Learning Mentor) to develop and implement new procedures and appointing attendance/support officers to improve attendance. (Working with K.Tame)</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5</p>
<p>Contingency fund, including supporting families in need with the current cost of living crisis including. school uniform, trips.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set an amount of funding aside to respond quickly to needs that have not yet been identified, linked to an estimated increased level of need for assistance due to the current Cost of Living Crisis based on conversations with parents and carers who are already finding financial costs and burdens increasing.</p>	<p>1, 5, 6</p>

**Total budgeted cost: £210,237**

## 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.

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

- How have we successfully addressed similar challenges and needs of disadvantaged pupils in the past?
- How do aspects of the strategy align with existing beliefs, assumptions and practices of staff?
- Does the approach require changes to processes or structures, such as timetables or team meetings?
- Does the strategy provide the necessary professional development and support for staff to implement the approach successfully

Our Pupil Premium funding is carefully allocated to benefit our children are Pupil Premium, as well as supporting those disadvantaged and vulnerable children in our local area. Our school is situated in the 12<sup>th</sup> most deprived area of England and almost a third of our children (28%) as classed as Pupil Premium. The Quality First Teaching of all pupils is paramount and training, coaching, attending activities to support this is supported and facilitated by the Senior Leadership Team. As well as buying in specialist support from Let's Verbalise (an independent Speech and Language Therapist) and Fusion.

We promote Early Bird Club (which school provides to parents completely free) on a daily basis. 8am - 8:45am, where children come, relax, play and have breakfast if they wish. (26 out of 72 children attended Breakfast Club 2022-2023). With over 100 children attending breakfast club daily.

Our end of year attendance for 2022-2023 was:

93.97% overall

94.13% Pupil Premium

The average attendance for 2022-2023 was 95% and Sheffield's aspirational attendance is 96%

Our Locality (Locality B) average was 91.5%, which we exceeded.

Pupils have been supported with a variety of whole school interventions:

Daily Phonics using a consistent approach (Little Wandle) from Foundation Stage 2 to Year 2.

We also use the Catch-Up phonic package, the SEND Phonic package and Speedy Phonics.

Those children who passed the **Phonics Screening Check**:

2021-2022 = 90% (4 children did not pass)

2022-2023 = 85% (6 children did not pass)

This is higher than the national Phonics Screen Check expectations of at least 79%

We have used some of the funding to place an emphasis on the importance of all children being able to read, with Early Reading being supported by our children reading in small groups from Foundation Stage 2 to Year 2, 3 x weekly.

With TAs having dedicated time weekly to send reading books home linked to the Phonic Phase the children are reading at.

**End of Key Stage 1 Reading:**

2021- 2022 = 58%

2022- 2023 = 65%

Although national average expectations are 68%, this is the second year the reading groups were embedded across Key Stage 1 and the number of children Reading at ARE at the end of Key Stage 1 has increased by 13% or the equivalent of 5 /40 children.

Our provision mapping also shows we are able to support reading boosters, writing boosters and maths boosters at both Wave 2 and 3 intervention.

	End of Year 1 2021-2022 ARE All children.	End of Year 1 2021-2022 ARE Pupil Premium	End of Year 1 2022-2023 ARE All children.	End of Year 1 2022-2023 Pupil Premium
Reading	78%	100%	78%	88%
Writing	53%	60%	55%	47%
Maths	78%	90%	58%	59%

	End of Year 2 2021-2022 ARE All children.	End of Year 2 2021-2022 ARE Pupil Premium	End of Year 2 2022-2023 ARE All children.	End of Year 2 2022-2023 Pupil Premium
Reading	50%	42%	70%	90%
Writing	28%	17%	48%	40%
Maths	65%	58%	85%	100%

	End of Year 3 2021-2022 ARE All children.	End of Year 3 2021-2022 ARE Pupil Premium	End of Year 3 2022-2023 ARE All children.	End of Year 3 2022-2023 Pupil Premium
Reading	63%	50%	56%	50%
Writing	15%	0%	37%	33%
Maths	33%	0%	59%	58%

	End of Year 4 2021-2022 ARE All children.	End of Year 4 2021-2022 ARE Pupil Premium	End of Year 4 2022-2023 ARE All children.	End of Year 4 2022-2023 Pupil Premium
Reading	80%	79%	63%	38%
Writing	38%	14%	29%	13%
Maths	55%	29%	63%	38%

	End of Year 5 2021-2022 ARE All children.	End of Year 5 2021-2022 ARE Pupil Premium	End of Year 5 2022-2023 ARE All children.	End of Year 5 2022-2023 Pupil Premium
Reading	70%	70%	95%	93%
Writing	38%	40%	48%	29%
Maths	53%	50%	60%	43%

	End of Year 6 2021-2022 ARE All children.	End of Year 6 2021-2022 ARE Pupil Premium	End of Year 6 2022-2023 ARE All children.	End of Year 6 2022-2023 Pupil Premium
Reading	75%	79%	70%	67%
Writing	65%	50%	50%	56%
Maths	68%	57%	65%	56%

We support our pupil's personal development through the support offered by the Pastoral Team including a daily Lunch time friendship club. In the Autumn Term 1 2023 – 38 Key Stage 1 children attended the group and 10 of these were Pupil Premium children. 58 Key Stage 2 children attended the group and 11 of these were Pupil Premium children. This group enables children to build friendship, to

develop their speech, language and effective communication skills as well as providing an alternative, quieter space for our children.

We work with the Locality Leads and a Locality advisor to ensure that the curriculum we offer is a broad and balanced curriculum which meets and exceeds the National Curriculum expectations with high aspirations for our children. Reflecting on standards and identifying trends to allow us to plan our next steps.

We use meaningful assessment, as well as pupil progress meetings which ensure we are looking specifically at the progress of all children including the vulnerable groups and this information is reported to Governors termly.

## 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
White Rose Support regarding Dyslexic Screening Test (DST-J) (2021-2022)	Pearson Assessments
WRAT 5 (2021-2022)	Ann Arbor

## Service pupil premium funding

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
N/A	N/A

## Further information (optional)

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

/