

Pupil Premium strategy statement: Potton Primary School

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	413
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2024
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Jordana Watts (Headteacher)
Pupil premium lead	Victoria Carrington
Governor / Trustee lead	Amanda Long (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,540
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£9706.25
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£96,246.25

Part A: Pupil premium strategy plan

Statement of intent

Potton Primary School is passionately committed to ensuring that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our 'Pupil Premium Strategy' is to support disadvantaged pupils in achieving that goal, including raising the progress for those who are already high attainers.

It is assumed that those who are supported within the Pupil Premium network are disadvantaged in comparison to others because of low family income, little or no family support or many school moves, all of which have been proven to have a negative impact on progress and attainment when compared to others. The Government provides funding - the Pupil Premium and Recovery Premium - to allow schools to put interventions into place to try to close the gap between disadvantaged pupils and their peers. In making provision for disadvantaged pupils, we recognise that not all pupils who receive support under the Pupil Premium will be disadvantaged. We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. The activity we have outlined in this statement is intended to support the needs of all, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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. Implicit in the intended outcomes detailed below is the intention that disadvantaged pupils' attainment will be sustained and improved alongside the progress of their non-disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected. Furthermore, the school has engaged fully in the government-funded RADY Project (Raising Attainment of Disadvantaged Youngsters) in previous years, which sets out to establish a whole school approach to raising attainment in disadvantaged pupils and bring about a long-term improvement in outcomes, and we continue to follow the project's principles.

Our whole school approach will be responsive to common challenges and individual needs, rooted in rigorous assessment analysis. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're 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; this is with the view that all disadvantaged pupils in school exceed nationally expected progress rates in order to reach age related expectations by the end of KS1 and KS2

"It is vital that schools get this right. Every child who leaves school without the right qualifications faces a far more difficult path to fulfilling their potential and finding employment. We owe it to all our young people to ensure that they are given every chance to succeed".

[Quote from Sir Michael Wilshaw in the Ofsted 2012, Evaluation of the Pupil Premium Spending]

Challenges

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

Challenge No.	Detail of Challenge						
1	There is a significant gap between the attainment of disadvantaged children vs. non-disadvantaged children. We need to ensure that all children's progress is maximised and PP children are able to make the same progress as their peers.						
2	Attendance of most disadvantaged pupils is below the school target of 97%: <table border="1" data-bbox="419 638 1082 784"> <thead> <tr> <th>Group</th> <th>Potton Primary</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>95.47</td> </tr> <tr> <td>Pupil Premium</td> <td>90.20</td> </tr> </tbody> </table> <p>There was still a significant difference (5%) between pupil premium and non-pupil premium attendance.</p>	Group	Potton Primary	Overall	95.47	Pupil Premium	90.20
Group	Potton Primary						
Overall	95.47						
Pupil Premium	90.20						
3	29% of disadvantaged pupils are on the SEND register for cognition and learning						
4	The families of our Pupil Premium children are less willing to engage in school events including: celebrations of work, parents' evening, school concerts and performances, school fayres, and especially in homework and reading.						
5	A proportion of our Pupil Premium children do not come to school wearing correct, well-fitting uniform and PE kit. This prevents them feeling fully included in our school family.						
6	A proportion of disadvantaged children come to school hungry, not having had breakfast and not having snacks. This prevents them from being able to focus fully in their lessons.						

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
To narrow the attainment gap between disadvantaged and non-disadvantaged pupils	Ensure all relevant staff (including new staff) have received training to deliver our school phonics scheme (Sounds Write), White Rose Maths and the Write Stuff effectively, to ensure that disadvantaged pupils obtain the required attainment outcomes in line with or above their peers, nationally, based on the Year 1 Phonics Screening Check, and KS1 and KS2 SATs.
For all disadvantaged pupils in school to make or exceed nationally expected progress rates	Continue to follow the principles of the RADY project, funded by Central Bedfordshire, which sets out to establish a whole school approach to raising attainment in disadvantaged pupils and bring about a long-term improvement in outcomes.

	<p>Provide targeted interventions matched to specific pupil needs, including, pre-teaching, revision and catch up to narrow the attainment gap between disadvantaged and non-disadvantaged pupils</p> <p>Termly pupil progress meetings between SLT and staff to track and monitor pupils, including disadvantaged pupils.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	<p>Sustain high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> ○ qualitative data from pupil voice, pupil and parent surveys and teacher observations ○ a significant increase in participation in enrichment activities, particularly among disadvantaged pupils <p>PP children will all wear correct, well-fitting school uniform. We will appointed a family support worker to liaise with families to support wellbeing.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> ○ the overall attendance rate for all pupils being 97% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced <p>We will appointed a family support worker to liaise with families to support wellbeing.</p>
Parental engagement	<p>Parents of Pupil Premium children regularly engage with school events including: celebrations of work, parents' evenings, school concerts and performances and school fayres. This will be monitored through attendance data collection. We will appointed a family support worker to liaise with families to support wellbeing.</p>
Disadvantaged children will engage in extra-curricular activities such as clubs and school trips.	<p>Disadvantaged children will have fees for school trips and additional events (including purchasing of leavers hoodies etc.) subsidised by 50%. Disadvantaged families will attend clubs free of charge and be given early access to the booking systems.</p>
Disadvantaged families will receive breakfast at school	<p>We will offer a free breakfast club for all pupils to ensure every child is fed before lessons. We will also provide a free snack box to ensure children can have a snack at morning break.</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)

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

Budgeted cost: **£8177.10**

Pupil Premium Advocate: £1437

White Rose Maths: £250

The Write Stuff: £1256

Phonics Training: £3060

NFER Tests: £2174.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance (Maths Mastery).</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 (see: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence (see: Improving Mathematics in Key Stages 2 and 3)</p> <p>Maths Leads to attend Maths courses and liaise with the cluster schools on improving outcomes for disadvantaged pupils.</p> <p>Upskill support staff with appropriate approaches to teaching maths interventions.</p> <p>Provide whole school CPD (White Rose) for all staff; continue to develop Mastery teaching strategies in order to improve attainment and progress in Maths, using the White Rose scheme.</p> <p>Additional tutoring from one of our Governors (Phil Ball). We will utilise school-led tutoring to support progress.</p> <p>Appropriately trained teachers, HLTAs and TAs to deliver interventions for pupils at risk of falling behind age-related expectation.</p> <p>Identify pupils who may require further support on a daily basis, and provide additional adult support to reach targets (e.g. pre-teaching or additional support in lessons).</p>	<p>1, 3</p>
<p>Enhancement of our English teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>The Write Stuff approach uses sentence stacking to develop children's creativity and grammatical accuracy in their written work.</p> <p>Whole school training has taken place and members of staff have attended training.</p> <p>English leads will liaise with schools already using the scheme.</p>	<p>1, 3</p>

	<p>Appropriately trained teachers, HLTAs and TAs to deliver interventions for pupils at risk of falling behind age-related expectation.</p> <p>Identify pupils who may require further support on a daily basis, and provide additional adult support to reach targets (e.g. pre-teaching or additional support in lessons).</p>	
Purchase of a DfE validated Phonics programme to secure stronger teaching for all pupils.	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils (see: Phonics Toolkit Strand Education Endowment Foundation EEF)</p> <p>All staff, including new staff, will receive training to deliver our school phonics scheme effectively (Sounds Write).</p>	1, 3
Purchase of standardised diagnostic assessments.	<p>Pupils to undertake NFER tests to ensure appropriately assessed regularly. YARC testing available where needed. Year 6 trailing 'Echo Reading' scheme.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Teachers use SONAR to accurately track data and identify gaps</p>	1, 3

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

Budgeted cost: **£40,648.59**

Specific PP Teacher, TA and Higher Level Teaching Assistant (HLTA) interventions: £23,000

Pastoral Support Staff and Support Staff: 12,159

Sensory room resources: £450

Bug Club Subscription: £700

Reading Resources: £1000

School-Led Tutoring: £715

Maths Resources: £269.59

Revision Resources: £760

Dyslexic assessment: £595

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic.	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.	All
Purchase of a DfE validated	Through improving the range and quality of reading books available for children both in school and at home,	All

<p>Systematic Synthetic Reading programme (BugClub) to secure a greater number of reading opportunities for all pupils.</p> <p>To promote a love of reading for pleasure across the school.</p>	<p>Bug Club enables teachers to track pupil progress, showing what pupils are understanding and in turn, what they are struggling with, allowing the school to quickly identify target areas of instruction and intervention. Through our on-going commitment to develop reading for pleasure, Bug Club provides the school with a comprehensive reading software that helps children get the best possible start in their reading journey and enjoy page after page of reading success.</p> <p>We are promoting a love of reading across the school by developing our school libraries, reading displays and number of books available to read, relevant to each year group.</p>	
<p>Purchase of TT Rockstars and Numbots online programme to improve engagement and times-table recall.</p>	<p>Maths teachers recognise how fundamental times-table recall speed is to later success in maths lessons; yet it's not always easy finding engaging ways to do daily practice. TT Rock Stars allows pupils to practice their times-tables online in school and at home, honing their rapid recall of number facts, number bonds and their times tables.</p>	1, 3
<p>Additional intervention sessions targeted at disadvantaged pupils who require further support in English and Maths.</p>	<p>Appropriately trained teachers, HLTAs and TAs to deliver focused interventions for pupils at risk of falling behind age-related expectation. 1:1 precision teaching to support targeted pupils in phonics, literacy and numeracy. Identify pupils who may require further support on a daily basis, and provide additional adult support to reach targets (linked to RADY project).</p>	1, 3, 4
<p>Forest School and outside learning</p>	<p>Investment in Forest School space in the grounds to enrich curriculum. Training for staff on how to deliver sessions to give children wide learning opportunities.</p>	All
<p>Resources</p>	<p>Purchase of additional Maths and Reading resources to support learning in school, and further opportunities at home. New schemes of work in a variety of subjects (PSHE, French) to ensure high quality teaching, inclusive for all.</p>	All

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

Budgeted cost: £47,514.42

FSM: £16,730.75

FSM Milk: £381.65

Clubs: £270

MindFit: £3485

Contingency: £1000

Resourcing Breakfast Club: £1500

Uniform: £300

Music Tuition Opportunities: £668.02

Pastoral resources: £300

School trips: £2878.25

Family Support: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To create and embed a Breakfast Club for all families.	With research indicating that children without a healthy, balanced diet will not perform, PP Lead to lead and monitor attendance for a Breakfast Club, to ensure they have access to a meal at the beginning of the day. PP Lead to identify pupils who are not attending school at the expected standard.	All
To enhance and raise pupils' SEMH through Sport.	<p>MindFit deliver sessions that combine physical training and education to some of our most disadvantaged pupils, but also to those who we believe require a provision that will build their self-esteem and give them a physical outlet to develop their social, emotional, communication and cognitive skills. Science tells us that exercise directly improves our mental and emotional health and MindFit passionately believe that, <i>"...through this medium we can develop young peoples' ability to use growth mind-set, which will impact on all areas of their lives, ensuring better outcomes, academically and emotionally, both short and long term."</i></p> <p>Through their expertise, MindFit:</p> <ul style="list-style-type: none"> ○ Inspire and support children and young people who may be hard to reach. ○ Develop and greatly improve their physical, but perhaps more importantly, their mental health. ○ Help and enable them to set and achieve personal goals. ○ Develop their self-esteem and motivation, through a programme of mentoring and physical training. <p>Give them the tools they need to develop resilience as well as understanding and managing their emotions.</p> <p>We have set up additional sessions, inspired by Mindfit to support additional children as well.</p>	All
To improve attendance and punctuality which is in line with the school's target and national expectations	To provide support for families with low attendance, working with the PP Lead and Family Support worker (appointed).	All
To enhance pupils' cultural capital by providing a breadth of experiences.	To provide greater enrichment opportunities for disadvantaged pupils, through a range of highly subsidised or funded extra-curricular clubs and trips for pupils to access, linked to their interests, funded to enable pupils to attend.	All

	To allow pupils to partake in visits, both virtually and outside of school through providing funding.	
FSM and Milk	The provision of Free School Meals (hot school dinner) and school milk to eligible pupils. A snack box is also available to all pupils, funded by premium.	All
Music Tuition Opportunities	Every child has the right to learn to play an instrument. We provide disadvantaged pupils with opportunities to partake in music tuition, funded through the Premium.	All
To work reactively and proactively with families and provide bespoke support	Provide uniform where necessary. We will purchase more uniform to suit our new uniform requirements. Utilise a range of pastoral resources to support families who are struggling to engage with school. We will appointed a family support worker to liaise with families to support wellbeing. PP Lead and Family Support Worker to regularly liaise with families face to face and via online communications	All
Pastoral and Welfare Support staff will work with vulnerable pupils to ensure they can access their learning	Pastoral and Family support worker provide SEMH and behavioural support to enable disadvantaged and vulnerable pupils to access the curriculum. Such interventions will have a positive impact on raising pupils' self-esteem, social skills and their behaviour. The use of feelings and emotions books has support the emotional literacy of many pupils.	All
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Uniform	A cupboard of used, clean uniform is kept at school to support children that require it. Children are given the uniform free of charge as and when it is needed. We will purchase more uniform in line with our new uniform policy.	All.
Making Me	Emotional literacy and regulation programme brought to support all children's wellbeing. Staff trained on how to support children struggling with emotions, especially when arriving at school.	All

Total Budgeted Cost: £95,340.11

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Aim	Outcome																
<p>To narrow the attainment gap between disadvantaged and non-disadvantaged pupils</p>	<p>All relevant staff (including new staff) have received training to deliver our school phonics scheme (Sounds Write), White Rose and the Write Stuff effectively, to ensure that disadvantaged pupils obtain the required attainment outcomes in line with or above their peers, nationally, based on the Year 1 Phonics Screening Check, KS1 & KS2 SATs.</p> <p>Through our analysis of data, in September 2023, we were able to make the following predictions for our PP children in Year 2 and Year 6 pupils for Summer 2024, based on their results from the end of Year 1 and Year 5.</p> <table border="1" data-bbox="470 891 1289 1153"> <thead> <tr> <th colspan="2">Predictions for KS1 SATS results – Summer 2024</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>67% of PP predicted to achieve the expected standard</td> </tr> <tr> <td>Writing</td> <td>43% of PP predicted to achieve the expected standard</td> </tr> <tr> <td>Maths</td> <td>50% of PP predicted to achieve the expected standard</td> </tr> </tbody> </table> <table border="1" data-bbox="470 1189 1289 1451"> <thead> <tr> <th colspan="2">Predictions for KS2 SATS results – Summer 2024</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>33% of PP predicted to achieve the expected standard</td> </tr> <tr> <td>Writing</td> <td>33% of PP predicted to achieve the expected standard</td> </tr> <tr> <td>Maths</td> <td>44% of PP predicted to achieve the expected standard</td> </tr> </tbody> </table>	Predictions for KS1 SATS results – Summer 2024		Reading	67% of PP predicted to achieve the expected standard	Writing	43% of PP predicted to achieve the expected standard	Maths	50% of PP predicted to achieve the expected standard	Predictions for KS2 SATS results – Summer 2024		Reading	33% of PP predicted to achieve the expected standard	Writing	33% of PP predicted to achieve the expected standard	Maths	44% of PP predicted to achieve the expected standard
Predictions for KS1 SATS results – Summer 2024																	
Reading	67% of PP predicted to achieve the expected standard																
Writing	43% of PP predicted to achieve the expected standard																
Maths	50% of PP predicted to achieve the expected standard																
Predictions for KS2 SATS results – Summer 2024																	
Reading	33% of PP predicted to achieve the expected standard																
Writing	33% of PP predicted to achieve the expected standard																
Maths	44% of PP predicted to achieve the expected standard																
<p>For all disadvantaged pupils in school to make or exceed nationally expected progress rates</p>	<p>We engaged in RADY project, funded by Central Bedfordshire, which set out to establish a whole school approach to raising attainment in disadvantaged pupils and bring about a long term improvement in outcomes and have continued those principles into 2023-4. Staff are tasked with providing interventions matched to specific pupil needs, including, pre-teaching, revision and catch up to narrow the attainment gap between disadvantaged and non-disadvantaged pupils. Termly pupil progress meetings are held between SLT and staff to track and monitor pupils, including disadvantaged pupils. 71% of Year 6 PP children received school-led tutoring during the academic year 2022-23. See above for our predictions using these principles for the academic year 2023-24.</p>																
<p>To achieve and sustain improved wellbeing for all</p>	<p>Mental Health lead has been appointed and daily wellbeing sessions are taught across the whole school.</p>																

<p>pupils in our school, particularly our disadvantaged pupils</p>	<p>All Pupil Premium children are given free, priority places in all clubs. Last year, 68% of PP children attended an after school club. Already, this year 22% of PP children attended a club with only 4 clubs on offer so far. As the year progresses and more clubs become available, more will attend.</p> <p>Our free breakfast club was attended by 42% of our Pupil Premium children and have between 40-60 a day across the whole school attend.</p> <p>We have introduced 'Making Me', an emotional literacy programme in which children share their feelings with adults as soon as they arrive at school. This has helped us to gain an insight into the emotions of all of our children, but this has particularly helpful in support Pupil Premium families.</p>						
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</p>	<p>Attendance of most disadvantaged pupils is below the school target of 97%:</p> <table border="1" data-bbox="475 674 1137 819"> <thead> <tr> <th>Group</th> <th>PMS %</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>95.47</td> </tr> <tr> <td>Pupil Premium</td> <td>90.20</td> </tr> </tbody> </table> <p>There was still a 5% difference between pupil premium and non-pupil premium attendance.</p> <p>Pupil premium lead tracked termly attendance figures for those falling significantly below and provided support where needed to those families. We have appointed a Family Support Worker to support families with attendance who now tracks this even more closely. We are pleased that the attendance of PP children has increased this year from 79.57 to 90.20% which shows that we are having an impact.</p>	Group	PMS %	Overall	95.47	Pupil Premium	90.20
Group	PMS %						
Overall	95.47						
Pupil Premium	90.20						
<p>Parental engagement</p>	<p>We monitor attendance of parents at events such as parents. evening. Last Spring (2023), 73% of Pupil Premium families attended Parents' Evening. In October 2023, 79% of Pupil Premium families attended. This was pleasing because our numbers of disadvantaged families have increased so we have increased the number of families attending.</p>						
<p>Disadvantaged children will engage in extra-curricular activities such as clubs and school trips.</p>	<p>100% of our Pupil Premium children in Year 6 attended our 5 day residential in the Summer term. In other year groups, all PP children (bar one in Year 5) attended a day trip.</p> <p>Our Pupil Premium families attend clubs for free and receive early access to the booking system. Last year, 68% of PP children attended an after school club. Already, this year 22% of PP children attended a club with only 4 clubs on offer so far. As the year progresses and more clubs become available, more will attend.</p>						

Year 1 Data (including Phonics screening)

Year 1 (59 children) *Progress calculated from Year 1 Autumn (National Data for Phonics Check 2022 = 75%)												
Autumn Term				Spring Term				Summer Term				
	Working below	On track for ARE+	On track for GD		Working below	On track for ARE+	On track for GD	45 children in Summer term	Working below	ARE+	GDS	Made expected progress* 41 chn (4 children joined mid-year)
Reading	19 chn 43%	25 chn 41%	6 chn 17%	Reading	17 chn 37%	29 chn 63%	8 chn 17%	Reading	23 chn 51%	22 chn 49%	7 chn 16%	35 chn 85%
Writing	26 chn 59%	18 chn 41%	3 chn 7%	Writing	28 chn 61%	18 chn 39%	0 chn 0%	Writing	34 chn 75%	11 chn 25%	0 chn 0%	30 chn 73%
Maths	21 chn 48%	23 chn 52%	2 chn 5%	Maths	21 chn 46%	25 chn 54%	6 chn 13%	Maths	22 chn 49%	23 chn 51%	6 chn 13%	30 chn 73%
Combined	27 chn 61%	17 chn 39%	1 chn 2%	Combined	28 61%	18 39%	0 chn 0%	Combined	35 chn 77%	10 chn 23%	0 chn 0%	
Phonics Re-take 14 chn	9 chn 64%	5 chn 36%		Phonics Re-take 13 chn 1 child left who was due to re-take	6 chn 46%	7 chn 54%		Phonics Re-take 17 chn	7 chn 41% 3 disappled 1 child missed by 1 mark	10 chn 59%		
Notes: Boys = 17 Girls = 27 SEND = 12 EHCPs = 4 SEND Stage 1 = 8 SEND Stage 2 = 0 PP = 7 FSM = 7				Notes: x1 child left (moved area) x3 new children have joined this term Boys = 19 Girls = 27 SEND = 12 EHCPs = 4 SEND Stage 1 = 8 SEND Stage 2 = 0 PP = 7 FSM = 7				Notes: Boys = 18 Girls = 27 SEND = 13 EHCPs = 4 SEND Stage 1 = 9 SEND Stage 2 = 0 PP = 11 Cohort Attendance Data: 91.6%				

Year 2 Data (Including KS1 SATs Data)

Year 6 Data (including KS2 SATs results)

Year 6 (64 children) *Progress calculated from end KS1 (July 2022 SATs data = Reading: 72%, Writing: 65%, Maths 65%) (National 2022 KS2 Data Reading = 74%, Writing = 69%, Maths 71%)																						
Autumn Term				Spring Term				Summer Term														
	Working below	On track for ARE+	On track for GD		Working below	On track for ARE+	On track for GD	On track to make expected progress*	Working below	ARE+	GDS	Made expected progress*										
Reading	14 chn 22%	50 chn 78%	15 chn 23%	Reading	8 chn 13%	56 chn 87%	17 chn 27%	48 chn 75%	Reading SATs	22/23 SATs 23 chn 36%	22/23 SATs 41chn 64%	16 chn 25%	40 chn 63%									
Writing	19 chn 30%	45 chn 70%	4 chn 6%	Writing	19 chn 30%	45 chn 70%	4 chn 6%	41 chn 64%	Writing TA	TA 15 chn 23%	TA 49 chn 77%	4 chn 2%	42 chn 66%									
Maths	23 chn 36%	41 chn 64%	6 chn 9%	Maths	21 chn 33%	43 chn 67%	13 chn 20%	47 chn 73%	Maths SATs	22/23 SATs 22 chn 34%	22/23 SATs 42 chn 66%	11 chn 17%	43 chn 67%									
Combined	27 chn 42%	37 chn 58%	2 chn 3%	Combined	24 chn 38%	40 chn 62%	3 chn 5%	33 chn 52%	Combined	29 chn 45%	35 chn 55%	2 chn 3%	20 chn 31%									
Notes: Boys = 30 Girls = 34 SEND = 16 EHCPs = 2 SEND Stage 1 = 10 SEND Stage 2 = 4 PP = 7 FSM = 3				Notes: Boys = 30 Girls = 34 SEND = 16 EHCPs = 2 SEND Stage 1 = 10 SEND Stage 2 = 4 PP = 7 FSM = 3				Notes: Boys = 30 Girls = 34 SEND = 19 SEND Stage 1 = 13 SEND Stage 2 = 3 EHCPs = 3 PP = 7 Cohort Attendance Data: 95.1% SATs Overview: <table border="1"> <tr> <td>64 chn</td> <td>Below</td> <td>WTS</td> <td>EXS/+</td> <td>GDS</td> </tr> <tr> <td>SPaG</td> <td>3chn 5%</td> <td>19chn 30%</td> <td>42chn 65%</td> <td>10chn 16%</td> </tr> </table> SPaG: 4 chn on scaled score of 99 Request submitted for 3 children's papers to be check Reading: 4 chn on scaled score of 99 Request submitted for 7 children's papers to be check Maths: 1 chn on scaled score of 99, 3 chn on scaled score of 98 Request submitted for 3 children's papers to be check					64 chn	Below	WTS	EXS/+	GDS	SPaG	3chn 5%	19chn 30%	42chn 65%	10chn 16%
64 chn	Below	WTS	EXS/+	GDS																		
SPaG	3chn 5%	19chn 30%	42chn 65%	10chn 16%																		

Externally provided programmes

Programme	Provider
Physical training and education with mentoring and CBT	MindFit
Bug Club	Active Learn
NFER Tests	NFER
The Write Stuff Approach	Jane Considine Education
TT Rockstars	Maths Circle Ltd.
White Rose Maths	White Rose Education
Making Me	Making Me Registered Charity

Further Information

Our strategy is supported by activities that are not being funded by the Pupil Premium or Recovery Premium. That will include:

- Utilising a DfE grant to train a senior mental health lead. The training focused on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents. We now have a Mental Health Lead
- Offering a range of high-quality extracurricular activities to boost wellbeing, behaviour and attendance. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.