

Pupil Premium strategy statement: Potton Primary School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	393
Proportion (%) of pupil premium eligible pupils	19.34% (76 pupils)
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 (Head teacher)
Pupil premium lead	Jessie Fitzpatrick
Governor / Trustee lead	Amanda Long

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,803
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>	£0
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>	£109,803

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 is still following the practises of the government-funded RADY Project (Raising Attainment of Disadvantaged Youngsters), which sets out to establish a whole school approach to raising attainment in disadvantaged pupils and bring about a long-term improvement in outcomes.

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="421 434 1141 631"> <thead> <tr> <th>Group</th> <th>Potton Primary</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>94.2%</td> </tr> <tr> <td>Pupil Premium</td> <td>90.0%</td> </tr> <tr> <td>Non-Pupil Premium</td> <td>94.8%</td> </tr> </tbody> </table> <p>Whole school attendance is below the whole school target during. That said, there was still over a 4% difference between pupil premium and non-pupil premium attendance.</p>	Group	Potton Primary	Overall	94.2%	Pupil Premium	90.0%	Non-Pupil Premium	94.8%
Group	Potton Primary								
Overall	94.2%								
Pupil Premium	90.0%								
Non-Pupil Premium	94.8%								
3	32.4% of disadvantaged pupils are also on the SEND register.								
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 from 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. 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

	Termly pupil progress meetings between SLT and staff to track and monitor pupils, including disadvantaged pupils.
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.</p> <p>We have appointed a family support worker to liase with families to support wellbeing and a well-being lead to support pupils within school also.</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 have appointed a family support worker to liase 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.</p> <p>We have appointed a family support worker to liase 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%.</p> <p>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: **£1437**

Pupil Premium Advocate: £1437

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>Purchase of a DfE validated Phonics programme to secure stronger teaching for all pupils.</p>	<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>	<p>1, 3</p>
<p>Purchase of standardised diagnostic assessments.</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>	<p>1, 3</p>

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

Budgeted cost: **£52,224**

Specific PP Teacher, TA and Higher Level Teaching Assistant (HLTA) interventions: £24,000

Pastoral Support Staff and Support Staff: 25,159

Sensory room resources: £450

Reading Resources: £800

School-Led Tutoring: £715

Maths Resources: £1000

Revision Resources: £100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of hooked on books to improve reading comprehension and to support a love for reading.	Through improving the quality of the teaching of reading by using Jane Considine's 'Hooked on Books'. All staff to be appropriately trained. Opportunities to continually monitor and provide intervention where necessary.	All
Purchase of TT Rockstars online programme to improve engagement and times-table recall.	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.	1, 2, 3
Additional intervention sessions targeted at disadvantaged pupils who require further support in English and Maths.	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).	1, 3, 4
Forest School and outside learning	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.	All
Resources	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.	All

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

Budgeted cost: **£46,755**

FSM: £20,778
Cool Milk –FSM £700
MindFit: £9,000
Making me: £403
Trips & Clubs: £6,000
Contingency: £3,000
Staffing Breakfast Club: £174
Resourcing Breakfast Club: £5,200
Uniform: £500
Music Tuition Opportunities: £700
Pastoral resources: £300

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 seen a great success with the impact of these sessions and have this year increased the number of sessions we are able to offer.</p>	All
To improve attendance and punctuality which is in line with the	To provide support for families with low attendance, working with the PP Lead and Family Support worker (appoint).	All

school's target and national expectations		
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. To allow pupils to partake in visits, both virtually and outside of school through providing funding.	All
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 have 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 pupil's self-esteem, social skills and their behaviour.	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: £100,416

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

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, KS2 SATs.</p> <p>In the summer of 2024, 42.9% of our pupil premium Children achieved the expected standard in the phonics screening check.</p> <p>This table shows the numbers of PP children achieving the expected standard in the Summer 2022 KS2 SATs.</p> <table border="1" data-bbox="470 1646 1197 1904"> <thead> <tr> <th colspan="2">KS2 SATS results – Summer 2022</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>53.3% of PP achieved the expected standard</td> </tr> <tr> <td>Writing</td> <td>40% of PP achieved the expected standard</td> </tr> <tr> <td>Maths</td> <td>40% of PP achieved the expected standard</td> </tr> </tbody> </table>	KS2 SATS results – Summer 2022		Reading	53.3% of PP achieved the expected standard	Writing	40% of PP achieved the expected standard	Maths	40% of PP achieved the expected standard
KS2 SATS results – Summer 2022									
Reading	53.3% of PP achieved the expected standard								
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Maths	40% of PP achieved the expected standard								
<p>For all disadvantaged pupils in school to</p>	<p>We have continued to follow the practises of the RADY project, funded by Central Bedfordshire, which set out to establish a whole school approach</p>								

<p>make or exceed nationally expected progress rates</p>	<p>to raising attainment in disadvantaged pupils and bring about a long term improvement in outcomes. As a result, staff were 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 were held between SLT and staff to track and monitor pupils, including disadvantaged pupils. In the summer of 2024, 42.9% of our pupil premium Children achieved the expected standard in the phonics screening check. In the KS2 SATs, 40% of our pupil premium children achieved the expected standard in Writing and Maths. Furthermore, 53.3% of our pupil premium children achieved the expected standard in Reading.</p>						
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils</p>	<p>Mental Health lead has been appointed and daily wellbeing sessions are taught across the whole school. All Pupil Premium children are given free, priority places in all clubs. 68% of Pupil Premium children attended at least one before/after school club during the school year last year. Each week at least 20% of our Pupil Premium children attend our free breakfast club. Many of which attend on multiple days. 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 1115 1137 1261"> <thead> <tr> <th>Group</th> <th>Potton Primary school</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>93.95%</td> </tr> <tr> <td>Pupil Premium</td> <td>89.42%</td> </tr> </tbody> </table> <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.</p>	Group	Potton Primary school	Overall	93.95%	Pupil Premium	89.42%
Group	Potton Primary school						
Overall	93.95%						
Pupil Premium	89.42%						
<p>Parental engagement</p>	<p>We monitor attendance of parents at events such as parents evening. We keep a log of those families that attend and those that are unable to. Teachers then contact those families via the phone to arrange an alternative. There was a high attendance in the Autumn term for attendance.</p>						
<p>Disadvantaged children will engage in extra-curricular activities such as clubs and school trips.</p>	<p>71% of our Pupil Premium children in Year 6 attended our 5 day residential in the Summer term. Of those who didn't it included a late starter and a child with SEN needs. In other year groups, all PP children attended a day trip. 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.</p>						

Reception (including GLD)

EYFS Cohort (GLD National July 2023 = 67%) <small>*Progress calculated from EYFS Autumn</small>											
Autumn Term				Spring Term				Summer Term			
	Working below	On track for ARE			Working below	On track for ARE			Working below	ARE	Made expected progress*
45 children				44 children*				46 children*			
Achieve GLD	14 chn 31%	31 chn 69%		Achieve GLD	ALL: 13 chn/30% B = 7 chn G = 6 chn PP Group 2 chn B = 2 chn G = 0 chn SEND 2 chn B = 2 chn G = 0 chn GRT 1 chn B = 0 chn G = 1 chn	ALL: 31 chn/70% B = 18 chn G = 13 chn PP Group 3 chn B = 1 chn G = 2 chn SEND 0 chn GRT 1 chn B = 0 chn G = 1 chn		Achieve GLD	ALL: 12 chn / 26% B = 7 chn G = 5 chn PP Group 2 chn B = 2 chn G = 0 chn SEND 2 chn B = 2 chn G = 0 chn GRT 1 chn B = 0 chn G = 1 chn	ALL: 34 chn / 74% B = 20 chn G = 14 chn PP Group 3 chn B = 1 chn G = 2 chn SEND Group 0 chn GRT 1 chn B = 0 chn G = 1 chn	

Year 1 Data (including Phonics screening)

Year 1 (National Data July 2023 – Phonics = 79%) <small>*Progress calculated from Year 1 Autumn</small>													
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*
58 children				59 children					60 children				
Reading	17 chn 30%	41 chn 70%	6 chn 11%	Reading	ALL: 14 chn/24% B = 10 chn G = 4 chn PP GROUP: 5 chn B = 4 chn G = 1 chn SEND GROUP: 5 chn B = 5 chn G = 0 chn GRT GROUP: 1 chn B = 0 chn G = 1 chn	ALL: 45 chn/76% B = 22 chn G = 23 chn PP GROUP: 7 chn B = 3 chn G = 4 chn SEND GROUP: 3 chn B = 1 chn G = 2 chn GRT GROUP: 3 chn B = 0 chn G = 1 chn	ALL: 7 chn/12% B = 4 chn G = 3 chn PP GROUP: 1 chn B = 1 chn G = 0 chn SEND GROUP: 0 chn GRT GROUP: 0 chn		Reading	ALL: 14 chn/23% B = 8 chn G = 6 chn PP GROUP: 5 chn B = 4 chn G = 1 chn SEND GROUP: 5 chn B = 5 chn G = 0 chn GRT GROUP: 1 chn B = 0 chn G = 1 chn	ALL: 46 chn/77% B = 25 chn G = 21 chn PP GROUP: 7 chn B = 3 chn G = 4 chn SEND GROUP: 3 chn B = 1 chn G = 2 chn GRT GROUP: 1 chn B = 0 chn G = 1 chn	ALL: 12 chn/20% B = 6 chn G = 6 chn PP GROUP: 1 chn B = 1 chn G = 0 chn SEND GROUP: 0 chn GRT GROUP: 0 chn	
Writing	21 chn 37%	37 chn 63%	2 chn 4%	Writing	ALL: 23 chn/39% B = 15 chn G = 8 chn PP GROUP: 7 chn B = 5 chn G = 2 chn SEND GROUP: 7 chn B = 6 chn G = 1 chn GRT GROUP: 2 chn B = 0 chn G = 2 chn	ALL: 36 chn/61% B = 18 chn G = 18 chn PP GROUP: 5 chn B = 2 chn G = 3 chn SEND GROUP: 3 chn B = 0 chn G = 1 chn GRT GROUP: 0 chn	ALL: 3 chn/5% B = 1 chn G = 2 chn PP GROUP: 2 chn B = 1 chn G = 1 chn SEND GROUP: 0 chn GRT GROUP: 0 chn		Writing	ALL: 24 chn/40% B = 15 chn G = 9 chn PP GROUP: 7 chn B = 5 chn G = 2 chn SEND GROUP: 6 chn B = 5 chn G = 1 chn GRT GROUP: 2 chn B = 0 chn G = 2 chn	ALL: 36 chn/60% B = 18 chn G = 18 chn PP GROUP: 5 chn B = 2 chn G = 3 chn SEND GROUP: 2 chn B = 1 chn G = 1 chn GRT GROUP: 0 chn	ALL: 2 chn/3% B = 1 chn G = 1 chn PP GROUP: 0 chn SEND GROUP: 0 chn GRT GROUP: 0 chn	
Maths	15 chn 26%	43 chn 74%	3 chn 5%	Maths	ALL: 14 chn/24% B = 8 chn G = 6 chn PP GROUP: 4 chn B = 3 chn G = 1 chn SEND GROUP: 5 chn B = 5 chn G = 0 chn GRT GROUP: 1 chn B = 0 chn G = 1 chn	ALL: 45 chn/76% B = 25 chn G = 20 chn PP GROUP: 8 chn B = 4 chn G = 4 chn SEND GROUP: 3 chn B = 1 chn G = 2 chn GRT GROUP: 0 chn	ALL: 5 chn/8% B = 4 chn G = 1 chn PP GROUP: 0 chn SEND GROUP: 0 chn GRT GROUP: 0 chn		Maths	ALL: 12 chn/20% B = 5 chn G = 7 chn PP GROUP: 4 chn B = 3 chn G = 1 chn SEND GROUP: 3 chn B = 3 chn G = 0 chn GRT GROUP: 1 chn B = 0 chn G = 1 chn	ALL: 48 chn/80% B = 28 chn G = 20 chn PP GROUP: 8 chn B = 4 chn G = 4 chn SEND GROUP: 5 chn B = 3 chn G = 2 chn GRT GROUP: 1 chn B = 0 chn G = 1 chn	ALL: 10 chn/17% B = 7 chn G = 3 chn PP GROUP: 2 chn B = 2 chn G = 0 chn SEND GROUP: 0 chn GRT GROUP: 0 chn	

Year 6 Data (including KS2 SATs results)

Reading Year 6 SATs Test Results	ALL: 15chn/20% B = 7chn G = 8 chn	ALL: 60chn/80% B = 31 chn G = 29 chn	ALL: 20chn/27% B = 8 chn G = 12 chn	Writing Teacher Assessments – We were moderated by CBC	ALL: 23chn/31% B = 15 chn G = 8 chn	ALL: 52 chn/69% B = 23 chn G = 29 chn	ALL: 0 chn
	PP Group: 7 chn B = 5 chn G = 2 chn	PP Group: 7 chn B = 4 chn G = 3 chn	PP Group: 1 chn B = 1 chn G = 0 chn		PP Group: 9 chn B = 7 chn G = 2 chn	PP Group: 5 chn B = 2 chn G = 3 chn	PP Group: 0 chn
	SEND Group: 8 chn B = 4 chn G = 4 chn	SEND Group: 16 chn B = 11 chn G = 5 chn	SEND Group: 3 chn B = 1 chn G = 2 chn		SEND Group: 15 chn B = 10 chn G = 5 chn	SEND Group: 9 chn B = 5 chn G = 4 chn	SEND Group: 0 chn
	GRT Group: 2 chn B = 0 chn G = 2 chn	GRT Group: 0 chn	GRT Group: 0 chn		GRT Group: 2 chn B = 0 chn G = 2 chn	GRT Group: 0 chn	GRT Group: 0 chn

Maths Year 6 SATs Test Results	ALL: 27chn/36% B = 12 chn G = 15 chn	ALL: 48 chn/64% B = 26 chn G = 22 chn	ALL: 12 chn/16% B = 6 chn G = 6 chn
	PP Group: 9 chn B = 6 chn G = 3 chn	PP Group: 5 chn B = 3 chn G = 2 chn	PP Group: 1 chn B = 1 chn G = 0
	SEND Group: 15 chn B = 7 chn G = 8 chn	SEND Group: 9 chn B = 8 chn G = 1 chn	SEND Group: 0 chn
	GRT Group: 2 chn B = 0 chn G = 2 chn	GRT Group: 0 chn	GRT Group: 0 chn

Externally provided programmes

Programme	Provider
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Physical training and education with mentoring and CBT	MindFit
NFER Tests	NFER
The Write Stuff Approach	Jane Considine Education
TT Rock stars	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.

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

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