

Pupil Premium Strategy Statement 2021-2025

This statement details our school's use of pupil premium (and recovery premium for the 2023-2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

2021-2022 in black

2022-2023 in blue

2023-2024 in red

2024 - 2025 in green

School overview

| Detail | Data |
|---|---|
| School name | St. Peter's RC Primary |
| Number of pupils in school | 137 (131) (121) (99) |
| Proportion (%) of pupil premium eligible pupils | 44% (41%) (46%) (44%) |
| Academic year/years that our current pupil premium strategy plan covers | 2021-25 |
| Date this statement was published | October 2021 Updated November 2022 Updated December 2023 Updated December 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Esther Archer - HT |
| Pupil premium lead | Esther Archer - HT |
| Governor / Trustee lead | Rachael Green |

Funding overview

| Detail | Amount |
|---|--|
| Pupil premium funding allocation this academic year | £62,153 £77,560 £78,570 £79,920 |
| Recovery premium funding allocation this academic year | £7,250 £8,120 £7,830 £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £69,403 £85,680 £86,400 £79,920 |

Part A: Pupil premium strategy plan

Statement of intent

'Through Jesus we love, we learn and we grow together!'

Every child at St Peter's will flourish and blossom into all rounded individuals

There are six drivers:

The Gospel values are at the root of everything we do.

The school instils passion, excitement and love of learning.

The curriculum is accessible to all.

Pupils experience rich life experiences

They are ambitious and aspirational.

Pupils develop stewardship.

At St. Peter's, we want our Disadvantaged Pupils to have the same high aspirations and outcomes as their Non-disadvantaged peers. We understand that many of these children will need additional support from the school in order to achieve this goal. The intention of this strategy statement is to outline how the school will provide this support and what our priorities will be. At St. Peter's, our focus on the Catholic virtues, particularly the virtue of Justice, means that we want to ensure all our children achieve the best outcomes possible.

Principles & Strategies:

- To ensure all children receive quality first teaching, focused on the Rosenshine Principles.
- Teachers assess dynamically, to quickly identify those children who require extra support, especially amongst those who are Disadvantaged, and provide what is needed to overcome children's particular barriers and fill specific gaps.
- High quality programmes are used for reading, writing and mathematics, which provide a strong curriculum on which teaching is based.
- Children with SEND, including those who are also Disadvantaged, receive bespoke support and intervention, allowing them to make the best possible progress.
- We understand that some Disadvantaged children will have limited life experiences. The school will seek to widen the cultural and creative curriculum that these children have access to. Where this has an impact on children's learning, teachers will support children to ensure this does not become a barrier.
- The school will create a positive and nurturing environment where children's opinions are sought and valued. The ideas, concerns and experiences of our disadvantaged children will receive particular attention.
- Teachers will ensure that parents and carers are kept informed of their children's learning, including their next steps. The school will ensure that teachers work with families as partners to support children's learning, SEND and wellbeing needs.
- School leaders will keep governors informed of how they are working to support Disadvantaged pupils.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p>Early Reading and Phonics</p> <p>We currently have 71% of our Y1 children on track to pass their phonic screening check, with 60% of our Disadvantaged children expected to pass. We would like to bring the pass rate for our Disadvantaged children in line with their peers and raise the overall pass rate to be at least in line with the national average of 82%</p> <p>As a result of our support and intervention, 75% of all Y1 pupils passed the PSC, this included 71% of Disadvantaged pupils.</p> <p>In 2022/23, 76% of children in year 1 passed the PSC, in line with the national average. 79% of children passed by the end of year 2, which is 10% below the national average. We want to ensure that we close this gap so that at least 89% of children pass by the end of year 2, with disadvantaged children achieving in line with their peers.</p> <p>In 2023/24, 50% of our children in year 1 passed the PSC, which is significantly below the national average. 85% of children had passed by the end of year 2, which still leaves 15% (and 18% PP) not having passed the PSC at the end of KS1. We therefore continue to prioritise phonics, and have recently signed up as a partner school with the Ilsham English Hub to completely review our phonics provision.</p> <p>Currently, 57% of our Year 2 children are expected to be working at the expected standard in reading with 43% of our Disadvantaged children on track to meet that target. We would like to raise the attainment of all children, but especially those who are Disadvantaged, to bring them as close to the national average as possible.</p> <p>As a result of our support and intervention, 86% of all Y2 pupils passed the PSC, this included 78% of Disadvantaged pupils.</p> <p>73% of all our Y2 pupils were working at the Expected Standard in reading at the end of KS1. 57% of Disadvantaged children were meeting the expected standard, which is an improvement of 14% from their position at the end of Y1.</p> <p>Currently, 29% of children in reception, Year 1 and Year 2, are working towards age-related expectations in reading. Of those who are 'working towards', 9% are 'significantly below' age-related expectations. All of these children are also considered to be disadvantaged. We therefore want to improve the reading attainment of the 29% of children who are working towards, with a particular focus on the 9% who are significantly below.</p> <p>Currently 43% of Year 1 (50% PP), and 44% (33% PP) of Year 2, children are working towards age-related expectations in reading. The Ilsham English hub is supporting us with a detailed action plan to target gaps in knowledge, develop teacher skill and capacity, and also involve parents in supporting their children's reading journey.</p> |

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| <p>3</p> | <p>Reading across KS2</p> <p>There is a gap between the reading attainment of Disadvantaged children and their peers in most KS2 classes. Although children overall attain at least at the national average, the Disadvantaged children are working below this level. We intend to support these children to make rapid progress to bring them in line with their non-disadvantaged peers. Our particular focus will be the attainment of children in Year 6 and supporting the comprehension abilities of children across the key stage.</p> <p>At the end of the Summer Term 2020-21, 72% of all pupils in KS2 were working at the expected standard (59% Disadvantaged). By the end of the Summer term 2021-22, 82% of all pupils were working at the expected standard (70% Disadvantaged). This showed an 10% improvement for all pupils and an 11% improvement for Disadvantaged pupils. The national average for pupils working at ARE by the end of KS2 in 2021-22 was 74%.</p> <p>Both Non-Disadvantaged and Disadvantaged pupils made progress over the year and the gap between the two groups narrowed slightly due to the additional progress made by Disadvantaged pupils.</p> <p>Currently, we have children working significantly below age-related expectations in years 4 and 6. All of these children are also considered to be disadvantaged. We therefore want to ensure that the reading attainment of disadvantaged pupils improves so that it matches that of those who are not disadvantaged, and overall achieves (or exceeds) national average.</p> <p>Our key focus this year is on improving the explicit teaching of reading comprehension skills, using high-quality texts as a basis for instruction.</p> <p>Our focus remains the explicit teaching of reading comprehension skills, using high-quality texts as a basis for instruction and inspiration. The aim is to dovetail reading with the writing curriculum to build on opportunities for learning through such high-quality texts.</p> |
| <p>3</p> | <p>Writing across the school, but with a particular focus in Years 2 and 6</p> <p>43% of Disadvantaged children in Year 2 and 44% in Year 6, are expected to achieve the expected standard in writing at the end of this academic year. This is a gap to their peers of 14% in Year 2 and 29% in Year 6. Our goal is to raise the attainment of all children in those year groups, but especially our Disadvantaged children.</p> <p>57% of Disadvantaged pupils achieved the expected standard in Writing at the end of Y2, which was an improvement of 14%.</p> <p>Only 40% of Disadvantaged Pupils achieved the expected standard at the end of Y6 in 2021-22, which is below our target for these pupils. Work will be done on this year's cohort to ensure better results.</p> <p>This year, the school is taking part in an oracy project which we anticipate being impactful for all pupils, but especially those in receipt of Pupil Premium.</p> <p>Writing is another key focus this year across all year groups, and for all groups of children. There will be a particular focus, however, on the attainment of disadvantaged pupils in years 1 and 4, where those who are working</p> |

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| | <p>significantly below age-related expectations are all also considered to be disadvantaged.</p> <p>Ongoing focus in 2024-25.</p> |
| 4 | <p>Support for those children who have SEND and who are in receipt of Pupil Premium</p> <p>Many of our children who are Disadvantaged, also have a Special Educational Need. The attainment of these children is below their non-disadvantaged peers with SEND. These children will be supported to ensure that they make the best possible level of progress with teachers identifying their individual needs and providing support, including specialist support where appropriate.</p> <p>At the end of 2021-22 there were 15 pupils who were Disadvantaged and on the SEN Record of Need.</p> <p>At the end of 2020-21, 1 of those pupils was meeting the expected standard in reading, none were in writing and 3 were in maths.</p> <p>At the end of 2021-22, 4 of those pupils were meeting the expected standard in reading, 2 in writing and 4 in maths.</p> <p>Better SEND practices, including identification, assessment and support (especially through improved Personal Learning Plans) will continue this year for those pupils who are 'doubly disadvantaged' in this way. As of October 2022, there are 10 pupils in this category.</p> <p>In years 2, 4, 5 and 6, there are children who are disadvantaged, on the SEND register, and also working 'below' or 'significantly below' age-related expectations. The focus will be on supporting these children to close the gaps with their peers through a range of interventions and targeted support which will facilitate accelerated progress.</p> <p>Ongoing focus on 2024-25 across all year groups.</p> |

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 |
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| <p>1. The attainment for children in receipt of Pupil Premium is at least in line with their peers in Phonics and Early Reading</p> <p>Ongoing in 2024-25</p> | <ul style="list-style-type: none"> ● The teaching of phonics and Early Reading is high quality and effective. ● Results are comparable for Disadvantaged children and their peers in the Y1 and Y2 phonic assessments. ● Children in both groups have attainment outcomes which are progressing to be at least in line with national averages for reading at the end of EYFS, Y1 and Y2. ● Where children who are Disadvantaged do not pass the Phonic Screening Check, immediate support is in place to ensure they achieve this during Y2. ● A programme for the teaching of Phonics (Read Write Inc) is in place to ensure that children have access to an agreed curriculum where skills are coherently developed. ● Children who are Disadvantaged are evenly represented across Read Write Inc. ability groups. |
| <p>2. The attainment for children in receipt of Pupil Premium is at least in line with their peers in Reading at the end of each year, across KS2</p> <p>Ongoing in 2024-25</p> | <ul style="list-style-type: none"> ● The teaching of reading across KS2 is high-quality and effective. ● Disadvantaged children, who did not pass the Phonic Screening Check, receive a programme of support to ensure they make rapid progress. ● The reading progress for all children, but with a particular focus on children who are Disadvantaged, is monitored to ensure that children at risk of falling behind are quickly identified and supported. ● A programme is in place where all children have access to books at an appropriate level to develop their reading ability. ● The leadership of reading ensures that teaching is monitored and teachers are supported to ensure a high quality provision, with a particular focus on children who are Disadvantaged. ● An agreed and structured programme for the teaching and assessment of comprehension skills is in place to |

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| | <p>ensure this skill is developed for Disadvantaged children.</p> |
| <p>3. The writing attainment for all children is at least in line with the national averages. The writing attainment for children in receipt of Pupil Premium is at least in line with the attainment of their peers.</p> <p>Ongoing in 2024-25</p> | <ul style="list-style-type: none"> ● The teaching of writing across KS2 is high-quality and effective. ● The leadership of writing ensures that teaching is monitored and teachers are supported to ensure a high quality provision, with a particular focus on children who are Disadvantaged. ● A programme for the teaching of Writing (The Write Stuff) is in place to ensure that children have access to an agreed curriculum where skills are coherently developed. ● Teachers ensure that the content of the writing curriculum is purposeful and prioritises core skills that will benefit children who are Disadvantaged, such as spelling and grammar, without narrowing their opportunities to write across a range of higher-level genre and text types. ● A programme for handwriting ensures that all children can present their writing in an effective and legible way. |
| <p>4. Children in receipt of Pupil Premium, and with SEND, make good progress towards clearly defined goals, despite any barriers experienced.</p> <p>Ongoing in 2024-25</p> | <ul style="list-style-type: none"> ● Specific programmes of support are in place for children with SEND including Precision teaching, Dyslexia Gold and IXL. ● Teachers have a clear understanding of the needs of the children in their class, with a particular focus on the barriers to learning for their children with SEND. They have agreed strategies to support these children which are effective. ● Children with SEND have aspirational individual targets and receive high-quality support to meet these targets. ● The provision for children with SEND, and especially those children who are in receipt of Pupil Premium and who have SEND, is monitored by the school SENDCO to ensure that the provision remains effective. ● Teachers and other class staff have access to high quality training in how to support children with SEND. ● Teachers take account of children's speech and language barriers and intervention is provided for children where this need is affecting their progress. |

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| | <ul style="list-style-type: none">• The views of the children and their families are sought, where possible, to understand their opinions on the provision and support they receive. |
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Activity in this academic year

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

Additions in GREEN have been/will be implemented during this current year (2024-2025) alongside actions carried forward from the previous year.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £35,000 £45,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Release time to allow reading and writing leaders to monitor teaching in their subjects, with a particular focus on the provision for children who are Disadvantaged.</p> <p>Release time increased for phonics/writing lead.</p> <p>Working with Ilsham English Hub on developing and delivering a phonics action plan.</p> <p>Half-termly pupil progress meetings.</p> | <p>EEF - 'Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.'</p> | 1,2,3,4 |
| <p>Release time to enable leaders to prepare CPD and offer individual coaching style support for teachers and support staff, as required.</p> <p>Release time increased for phonics/writing lead.</p> | <p>EEF - 'High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.'</p> | 1,2,3,4 |
| <p>Read Write Inc to provide a curriculum for</p> | <p>Read Write Inc. is a DFE validated systematic synthetic phonics (SSP) programme. Research, including that</p> | 1 |

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| <p>phonics and early reading.</p> <p>Re-signed with Ruth Miskin Portal, and signed up as a partner school with Ilsham English Hub to review phonics provision across the school.</p> | <p>done by the EEF has shown the effectiveness of this programme.</p> | |
| <p>Accelerated Reader to provide a structured programme for reading development across KS2</p> <p>Ongoing use of AR.</p> <p>Library moved so that it is central to the school, and to make it easier for children to access books with the appropriate ZPD.</p> <p>New books that are compatible with AR.</p> <p>Subscription to Schools' Library Service.</p> <p>School day reorganised to introduce additional 20 minutes' reading time at the start of the day.</p> | <p>Accelerated Reader produces "particularly positive effects" according to an independent study by the Education Endowment Foundation (EEF) and Durham University.</p> <p>"The internet-based programme increased the reading age of pupils by three additional months in just 22 weeks. The effect on low-income pupils was even greater, with their reading age improving by five additional months in the same amount of time."</p> | <p>2</p> |

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| <p>The school will research and invest in a comprehension scheme for KS1 and KS2 to teach comprehension skills and strategies.</p> <p>Resources to be reviewed in 2023-24, with the aim of facilitating high-quality teaching and learning through high-quality resources.</p> <p>Under review - new resources pending.</p> | <p>EEF - 'Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.'</p> <p>Durrington Research School - Fran Haynes - 'It is irrefutable that reading is at the heart of educational success. Reading comprehension strategies means that the power to ensure all young people can experience this success is very much in the hands of all classroom teachers.'</p> <p>The Sutton Trust showed +6 months progress in reading resulting from the teaching of comprehension strategies.</p> | 2 |
| <p>The Write Stuff forms an agreed curriculum for the teaching of writing across KS1 and KS2</p> <p>To be reviewed in 2023-24 to ensure that children benefit from high-quality instruction that also facilitates independence in writing.</p> <p>Under review, pending MAT advice - new resources pending.</p> | <p>The school began to implement The Write Stuff during the last academic year and have seen an improvement in the writing outcomes for all children, especially those who are Disadvantaged. The Write Stuff is aligned with the DFE study 'What is the Research Evidence on Writing?'</p> | 3 |
| <p>Support staff provide targeted support, pre-teaching and intervention to individual children and groups of children with a priority on those children who are Disadvantaged.</p> <p>This remains a priority in 2023-24.</p> <p>Ongoing priority - TA provision across the school, focussing on PP children.</p> | <p>EEF shows +4 months progress can be made by effectively deploying support staff.</p> | 1,2,3,4 |

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| <p>Additional training in Oracy for key staff</p> <p>Further staff training in 2023-24, reflective of whole-school focus through one of our key transformational priorities in the SIP.</p> <p>Ongoing.</p> | <p>APPG on Oracy recognise spoken language as a crucial component of the DFE's White Paper on Education 2022</p> | <p>1,2,3,4</p> |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £14,000 £5,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Tutoring for Phonics</p> <p>Ongoing through RWI interventions e.g. pinny time</p> | <p>Sutton Trust shows children engaged in small group tutoring made an additional 4 months progress. Children involved in 1:1 instruction made an additional 5 months progress.</p> <p>The EEF showed an additional 4 months progress could be made where children worked with an adult leading a small group. This progress less-ened in a group of over 6/7 children.</p> | 1 |
| <p>Tutoring for KS1 intervention as required</p> <p>n/a</p> | | 2, 3, 4 |
| <p>Tutoring for KS2 intervention as required</p> <p>n/a</p> | | 2, 3, 4 |

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

Budgeted cost: £37,400 £29,920

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Support from a SENDCO</p> <p>SENCo in place - 2 days a week</p> | <p>Schools are required to have a SENDCO to manage the SEND provision of the school.</p> | 4 |

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| <p>Support from a PSA</p> <p>10 hours a week - focusing on families of PP children.</p> | <p>DFE review, 'Best Practice in Parental Engagement' citing a study by Lindsay et al - 'Lindsay found that PSAs provided immediate, individual support for parents and children and supported parents to engage with school staff. Over 80% of line managers stated that the PSA pilot had led to increased parental engagement with children's learning, 84.9% that pupil attendance had improved, and over 90% pointed to improved relationships between parents and schools. Parents were overwhelmingly positive about the experience, with 100% reporting that they felt they had been understood and respected, and 95% that they felt more confident to deal with emerging school-related difficulties'</p> | <p>4</p> |
| <p>Access to MAST (Multi-agency support team) & EWO</p> <p>Higher-level MAST subscription continues: EP consultations, S&L, FSWs, Learning Mentors and Therapists.</p> | <p>Support from Plymouth LA for Educational Psychology and Safeguarding services. These services are essential to enable the school to provide support to our most vulnerable children.</p> | <p>4</p> |
| <p>Money allocated to enable Disadvantaged children to attend trips and visits.</p> | <p>EEF shows positive effect of school trips on developing knowledge and inspiring writing. In reference to closing the gap - 'Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.'</p> | <p>4</p> |
| <p>Trauma Informed Schools training for key staff.</p> <p>Ongoing - working with TISUK</p> | <p>https://www.traumainformedschools.co.uk/home/evidence-base</p> | <p>1, 2, 3, 4</p> |

Total budgeted cost: £86,400 £79,920

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 2020 to 2021 academic year.

[Review of the impact from the 2021-22 academic year.](#)

[Review of the impact from the 2022-23 academic year.](#)

[Review of the impact from the 2023-34 academic year.](#)

The number of children on roll has decreased by 6 since 2020, and the percentage of children who are Disadvantaged has grown by 3%.

The number of children on roll has decreased by 6 since 2021, and the percentage of children who are Disadvantaged has fallen by 3%.

The number of children on roll has decreased by 10 since 2022, but the percentage of children who are Disadvantaged has increased by 2%.

The number of children on roll has decreased by 22 since 2023, and the percentage of children who are Disadvantaged has decreased by 2%.

In reading at the end of the Summer term 2020-21, 63% of Disadvantaged children across the school met the expected standard. That is a 2% drop from 2020 and 9% below their non-disadvantaged peers.

In reading at the end of the Summer term 2021-22, 68% of Disadvantaged children across the school met the expected standard. That is a 5% rise from 2020-21, but 18% below their non-disadvantaged peers.

In reading, at the end of the Summer term 2022-23, 69% of disadvantaged children across the school met the expected standard. That is a rise of 1% from 2021-22, but 12% below their non-disadvantaged peers. The gap from the previous year has therefore closed by 6%.

In reading, at the end of the Summer term 2023-24, 58% of disadvantaged children across the school met the expected standard. That is a decrease of 11% from 2022-23, but 9% above their non-disadvantaged peers.

In writing in 2021, 52% of Disadvantaged children across the school met the expected standard. That is equal to 2020 and 12% below their non-disadvantaged peers.

In writing at the end of the Summer term 2021-22, 59% of Disadvantaged children across the school met the expected standard. That is a 7% rise from 2020-21, but 18% below their non-disadvantaged peers.

In writing, at the end of the Summer term 2022-23, 69% of Disadvantaged children across the school met the expected standard. This is an increase of 10% from the previous year, and only 6% below their non-disadvantaged peers, hence the gap has closed by 12%.

In writing, at the end of the Summer term 2023-24, 55% of Disadvantaged children across the school met the expected standard. This is a decrease of 14% from the previous year, but 6% above their non-disadvantaged peers.

In maths in 2021, 67% of Disadvantaged children across the school met the expected standard. That is a drop of 1% from 2020 and 4% below their non-disadvantaged peers.

In maths at the end of the Summer term 2021-22, 71% of Disadvantaged children across the school met the expected standard. That is a 4% rise from 2020-21, but 10% below their non-disadvantaged peers.

In maths, at the end of the Summer term 2022-23, 75% of disadvantaged children across the school met the expected standard. That is a 4% rise from 2021-22, and 4% below their non-disadvantaged peers, hence the gap has closed by 6%.

In maths, at the end of the Summer term 2023-24, 56% of disadvantaged children across the school met the expected standard. That is a 19% decrease from 2022-23, but 10% above their non-disadvantaged peers.

The school was predicting 75% of all children would achieve the expected standard in reading at the end of KS1 in the 2020/21 academic year. They achieved 84%, which is well above the national average, with 71% of Disadvantaged children achieving this level. At the end of KS2, they were predicting 85% of children would meet the expected standard and 90% achieved this. 90% is well above the national average for reading. 100% of Disadvantaged children achieved the expected standard in reading at the end of KS2.

In 2021-22, 73% of all pupils and 57% of Disadvantaged pupils achieved the expected standard in reading at the end of Y2. Although below the previous year's results, this cohort made significant progress compared to their results at the end of their Y1. The target had been 57%.

59% of those in Y6 achieved the expected standard, but this result was affected by 3 pupils who did not sit the examination, who we considered were working at the expected standard.

In 2022-23, 75% of all pupils and 60% of Disadvantaged pupils achieved the expected standard in reading at the end of Y2. This is an improvement on 2021-22.

59% of those in Y6 achieved the expected standard but only 50% of disadvantaged pupils achieved the expected standard. Reading was a considerable challenge for this year group.

In 2023-24, 60% of all pupils, and 55% of Disadvantaged pupils, achieved the expected standard in reading at the end of Y2.

63% of those in Y6 achieved the expected standard, and 77% of disadvantaged pupils, achieved the expected standard.

The school was predicting 74% of all children would achieve the expected standard in writing at the end of KS1 in the 2020/21 academic year. They achieved 74%, which is well above the national average. 57% of Disadvantaged children achieved this level. At the end of KS2, they were predicting 85% of children would meet the expected standard and 81% achieved this. Although this is below target, 81% is above the national average for writing. 75% of Disadvantaged children achieved the expected standard in writing at the end of KS2.

In 2021-22, 60% of all pupils in Y2 achieved the expected standard in writing, against a target of 57%. 57% of Disadvantaged pupils achieved the expected standard.

59% of all pupils in Y6 achieved the expected standard in writing which was below national and below target. 40% of Disadvantaged pupils achieved the expected standard.

In 2022-23, 69% of all pupils in Y2 achieved the expected standard in writing and although just 60% of Disadvantaged pupils achieved the expected standard. This was an improvement on the previous year.

65% of all pupils in Y6 achieved the expected standard in writing and 50% of Disadvantaged pupils achieved the expected standard - an improvement on the previous year.

In 2023-24, 55% of all pupils in Y2 achieved the expected standard in writing and 55% of Disadvantaged pupils achieved the expected standard.

43% of all pupils in Y6 achieved the expected standard in writing and 52% of Disadvantaged pupils achieved the expected standard - an improvement on the previous year.

The school was predicting 74% of all children would achieve the expected standard in mathematics at the end of KS1 in the 2020/21 academic year. They achieved 74%, which is in line with the national average. 57% of Disadvantaged children achieved this

level. At the end of KS2, they were predicting 85% of children would meet the expected standard and 76% achieved this. Although this is below target, 76% is in line with the national average for writing. 75% of Disadvantaged children achieved the expected standard in mathematics at the end of KS2, which is in line with their non-disadvantaged peers.

In 2021-22, we were targeting 64% of pupils to achieve the expected standard in mathematics at the end of their year 2. 66% of pupils achieved this. 71% of Disadvantaged pupils achieved the expected standard, out performing their non-disadvantaged peers.

59% of pupils in Y6 achieved the expected standard at the end of 2021-22, with one pupil who had been expecting to pass, not taking the test.

In 2022-23, 69% of pupils achieved the expected standard in mathematics at the end of their year 2. 60% of Disadvantaged pupils achieved the expected standard - a decrease from the previous year.

65% of pupils in Y6 achieved the expected standard at the end of 2022-23, with 67% of disadvantaged pupils achieving the expected standard, in contrast to 64% of non-disadvantaged pupils.

In 2023-24, 70% of pupils achieved the expected standard in mathematics at the end of their year 2. 64% of Disadvantaged pupils achieved the expected standard - an increase from the previous year.

50% of pupils in Y6 achieved the expected standard at the end of 2022-23, with 69% of disadvantaged pupils achieving the expected standard.

The target for Phonics was for 89% of children to pass the Phonic Screening Check in 2020-21. 84% passed, which was an improvement of 6% on the previous year. In 2021-22, 86% passed in Y2 and 75% in Y1. In 2022-23, 79% passed in year 2, and 76% in year 1. In 2023-24, 50% passed in Yr 1 and 79% in year 2.

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 Maths | White Rose Education Services |
| Times-Tables Rock-Stars | Maths Circle Ltd |

| | |
|------------------------------------|------------------------------------|
| Read Write Inc. | Ruth Miskin Training |
| The Write Stuff | Jane Considine Education |
| Accelerated Reader | Accelerated Reader |
| Power Maths | Pearson |

Service pupil premium funding (optional)

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

| Measure | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year? | |
| What was the impact of that spending on service pupil premium eligible pupils? | |

Further information (optional)

We are using the school led tutoring grant to support the current Year 2 children with their phonics and early reading skills. We will also be using this money to provide speech and language support for children in Early Years and KS1. In the Summer term, our intention is to provide academic support for any children working below age related expectations, with a particular focus on those children who are Disadvantaged.

This was done as intended, resulting in 86% of pupils in Y2 passing their Phonics Screening Check (the highest ever percentage for the school). In KS2, this funding enabled us to move back to single age year groups for a half term period.

n/a