

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

## School overview

| Detail  | Data                                |
|---|-------------------------------------|
| School name   | St Paul's C of E Primary            |
| Number of pupils in school  | 189                                 |
| Proportion (%) of pupil premium eligible pupils   | 45% (85)                            |
| Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b> | 2021-2024                           |
| Date this statement was published   | November 2021                       |
| Date on which it will be reviewed   | May 2022                            |
| Statement authorised by   |                                     |
| Pupil premium leads   | Angela Batchelor & Tracey Crannitch |
| Governor / Trustee lead   | Fr John Carruthers                  |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £161,400 |
| Recovery premium funding allocation this academic year  | £17,400  |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £178,800 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. This links closely to our vision 'We arise, shine and become who God wants us to be'.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Quality first teaching has been at the heart of the approach on our strategy plan for many years now as this is proven to have the greatest impact on closing the disadvantage attainment gap. At the same time this will have whole school impact. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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

- 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

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. |
| 2                | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.   |

| 3                         | <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.</p>  |            |              |                    |              |                    |    |      |     |     |      |        |    |     |     |     |         |            |            |              |                    |    |      |     |     |      |        |      |     |     |    |         |            |            |              |                    |    |      |     |     |      |        |      |     |     |     |                  |            |            |              |                    |    |    |     |     |     |        |      |     |     |     |                           |            |            |              |                    |    |           |          |     |      |        |           |          |     |     |
|---------------------------|--|------------|--------------|--------------------|--------------|--------------------|----|------|-----|-----|------|--------|----|-----|-----|-----|---------|------------|------------|--------------|--------------------|----|------|-----|-----|------|--------|------|-----|-----|----|---------|------------|------------|--------------|--------------------|----|------|-----|-----|------|--------|------|-----|-----|-----|------------------|------------|------------|--------------|--------------------|----|----|-----|-----|-----|--------|------|-----|-----|-----|---------------------------|------------|------------|--------------|--------------------|----|-----------|----------|-----|------|--------|-----------|----------|-----|-----|
| 4                         | <p>Internal assessments indicate that attainment among disadvantaged pupils is below that of non-disadvantaged pupils in Maths in KS2 – with gaps in fluency and arithmetic.</p> <p>Combined data for KS2 has been lower because of Maths % in 3 out of last 4 years</p>   |            |              |                    |              |                    |    |      |     |     |      |        |    |     |     |     |         |            |            |              |                    |    |      |     |     |      |        |      |     |     |    |         |            |            |              |                    |    |      |     |     |      |        |      |     |     |     |                  |            |            |              |                    |    |    |     |     |     |        |      |     |     |     |                           |            |            |              |                    |    |           |          |     |      |        |           |          |     |     |
| 5                         | <p><u>St Paul's Attendance % For PP and Non-PP Children 2018 - 2021.</u></p> <table border="1"> <thead> <tr> <th>2018-19</th> <th>ATTENDANCE</th> <th>AUTHORISED</th> <th>UNAUTHORISED</th> <th>PERSISTENT ABSENCE</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>94.9</td> <td>4.1</td> <td>1.1</td> <td>11.4</td> </tr> <tr> <td>NON-PP</td> <td>96</td> <td>3.5</td> <td>0.6</td> <td>7.9</td> </tr> <tr> <th>2019-20</th> <th>ATTENDANCE</th> <th>AUTHORISED</th> <th>UNAUTHORISED</th> <th>PERSISTENT ABSENCE</th> </tr> <tr> <td>PP</td> <td>94.9</td> <td>3.5</td> <td>1.6</td> <td>18.2</td> </tr> <tr> <td>Non-PP</td> <td>92.4</td> <td>3.2</td> <td>1.6</td> <td>12</td> </tr> <tr> <th>2020-21</th> <th>ATTENDANCE</th> <th>AUTHORISED</th> <th>UNAUTHORISED</th> <th>PERSISTENT ABSENCE</th> </tr> <tr> <td>PP</td> <td>94.9</td> <td>3.5</td> <td>1.6</td> <td>12.5</td> </tr> <tr> <td>Non-PP</td> <td>92.4</td> <td>3.2</td> <td>1.0</td> <td>8.1</td> </tr> <tr> <th>2021-22 SEPT-YTD</th> <th>ATTENDANCE</th> <th>AUTHORISED</th> <th>UNAUTHORISED</th> <th>PERSISTENT ABSENCE</th> </tr> <tr> <td>PP</td> <td>96</td> <td>2.6</td> <td>1.4</td> <td>9.4</td> </tr> <tr> <td>Non-PP</td> <td>97.1</td> <td>2.4</td> <td>0.5</td> <td>2.6</td> </tr> </tbody> </table> <p>National Average Attendance Data Autumn Term 2020 and Spring Term 2021<br/>DfE website – latest data available 10/12/21</p> <table border="1"> <thead> <tr> <th>Autumn 2020 &amp; Spring 2021</th> <th>ATTENDANCE</th> <th>AUTHORISED</th> <th>UNAUTHORISED</th> <th>PERSISTENT ABSENCE</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>94.4 (78)</td> <td>4.0 (15)</td> <td>7.2</td> <td>16.4</td> </tr> <tr> <td>NON-PP</td> <td>94.5 (80)</td> <td>2.2 (15)</td> <td>5.2</td> <td>8.9</td> </tr> </tbody> </table> <p>Figures in brackets – show what the absence is, if the Covid related reasons for absence are included.</p> <p>Since 2018 Pupil Premium attendance has shown a significantly improving trend. PP children's persistent absent has reduced from 18.2 at its highest to 9.4 currently which is broadly in line with the current NA.</p> <p>The attendance of PP children has exceeded the current National Average every year and in 1920and 2021 exceeded that of Non-PP pupils.</p> <p>Our challenge is to further reduce the PA of PP pupils.</p> | 2018-19    | ATTENDANCE   | AUTHORISED         | UNAUTHORISED | PERSISTENT ABSENCE | PP | 94.9 | 4.1 | 1.1 | 11.4 | NON-PP | 96 | 3.5 | 0.6 | 7.9 | 2019-20 | ATTENDANCE | AUTHORISED | UNAUTHORISED | PERSISTENT ABSENCE | PP | 94.9 | 3.5 | 1.6 | 18.2 | Non-PP | 92.4 | 3.2 | 1.6 | 12 | 2020-21 | ATTENDANCE | AUTHORISED | UNAUTHORISED | PERSISTENT ABSENCE | PP | 94.9 | 3.5 | 1.6 | 12.5 | Non-PP | 92.4 | 3.2 | 1.0 | 8.1 | 2021-22 SEPT-YTD | ATTENDANCE | AUTHORISED | UNAUTHORISED | PERSISTENT ABSENCE | PP | 96 | 2.6 | 1.4 | 9.4 | Non-PP | 97.1 | 2.4 | 0.5 | 2.6 | Autumn 2020 & Spring 2021 | ATTENDANCE | AUTHORISED | UNAUTHORISED | PERSISTENT ABSENCE | PP | 94.4 (78) | 4.0 (15) | 7.2 | 16.4 | NON-PP | 94.5 (80) | 2.2 (15) | 5.2 | 8.9 |
| 2018-19                   | ATTENDANCE   | AUTHORISED | UNAUTHORISED | PERSISTENT ABSENCE |              |                    |    |      |     |     |      |        |    |     |     |     |         |            |            |              |                    |    |      |     |     |      |        |      |     |     |    |         |            |            |              |                    |    |      |     |     |      |        |      |     |     |     |                  |            |            |              |                    |    |    |     |     |     |        |      |     |     |     |                           |            |            |              |                    |    |           |          |     |      |        |           |          |     |     |
| PP                        | 94.9   | 4.1        | 1.1          | 11.4               |              |                    |    |      |     |     |      |        |    |     |     |     |         |            |            |              |                    |    |      |     |     |      |        |      |     |     |    |         |            |            |              |                    |    |      |     |     |      |        |      |     |     |     |                  |            |            |              |                    |    |    |     |     |     |        |      |     |     |     |                           |            |            |              |                    |    |           |          |     |      |        |           |          |     |     |
| NON-PP                    | 96   | 3.5        | 0.6          | 7.9                |              |                    |    |      |     |     |      |        |    |     |     |     |         |            |            |              |                    |    |      |     |     |      |        |      |     |     |    |         |            |            |              |                    |    |      |     |     |      |        |      |     |     |     |                  |            |            |              |                    |    |    |     |     |     |        |      |     |     |     |                           |            |            |              |                    |    |           |          |     |      |        |           |          |     |     |
| 2019-20                   | ATTENDANCE   | AUTHORISED | UNAUTHORISED | PERSISTENT ABSENCE |              |                    |    |      |     |     |      |        |    |     |     |     |         |            |            |              |                    |    |      |     |     |      |        |      |     |     |    |         |            |            |              |                    |    |      |     |     |      |        |      |     |     |     |                  |            |            |              |                    |    |    |     |     |     |        |      |     |     |     |                           |            |            |              |                    |    |           |          |     |      |        |           |          |     |     |
| PP                        | 94.9   | 3.5        | 1.6          | 18.2               |              |                    |    |      |     |     |      |        |    |     |     |     |         |            |            |              |                    |    |      |     |     |      |        |      |     |     |    |         |            |            |              |                    |    |      |     |     |      |        |      |     |     |     |                  |            |            |              |                    |    |    |     |     |     |        |      |     |     |     |                           |            |            |              |                    |    |           |          |     |      |        |           |          |     |     |
| Non-PP                    | 92.4   | 3.2        | 1.6          | 12                 |              |                    |    |      |     |     |      |        |    |     |     |     |         |            |            |              |                    |    |      |     |     |      |        |      |     |     |    |         |            |            |              |                    |    |      |     |     |      |        |      |     |     |     |                  |            |            |              |                    |    |    |     |     |     |        |      |     |     |     |                           |            |            |              |                    |    |           |          |     |      |        |           |          |     |     |
| 2020-21                   | ATTENDANCE   | AUTHORISED | UNAUTHORISED | PERSISTENT ABSENCE |              |                    |    |      |     |     |      |        |    |     |     |     |         |            |            |              |                    |    |      |     |     |      |        |      |     |     |    |         |            |            |              |                    |    |      |     |     |      |        |      |     |     |     |                  |            |            |              |                    |    |    |     |     |     |        |      |     |     |     |                           |            |            |              |                    |    |           |          |     |      |        |           |          |     |     |
| PP                        | 94.9   | 3.5        | 1.6          | 12.5               |              |                    |    |      |     |     |      |        |    |     |     |     |         |            |            |              |                    |    |      |     |     |      |        |      |     |     |    |         |            |            |              |                    |    |      |     |     |      |        |      |     |     |     |                  |            |            |              |                    |    |    |     |     |     |        |      |     |     |     |                           |            |            |              |                    |    |           |          |     |      |        |           |          |     |     |
| Non-PP                    | 92.4   | 3.2        | 1.0          | 8.1                |              |                    |    |      |     |     |      |        |    |     |     |     |         |            |            |              |                    |    |      |     |     |      |        |      |     |     |    |         |            |            |              |                    |    |      |     |     |      |        |      |     |     |     |                  |            |            |              |                    |    |    |     |     |     |        |      |     |     |     |                           |            |            |              |                    |    |           |          |     |      |        |           |          |     |     |
| 2021-22 SEPT-YTD          | ATTENDANCE   | AUTHORISED | UNAUTHORISED | PERSISTENT ABSENCE |              |                    |    |      |     |     |      |        |    |     |     |     |         |            |            |              |                    |    |      |     |     |      |        |      |     |     |    |         |            |            |              |                    |    |      |     |     |      |        |      |     |     |     |                  |            |            |              |                    |    |    |     |     |     |        |      |     |     |     |                           |            |            |              |                    |    |           |          |     |      |        |           |          |     |     |
| PP                        | 96   | 2.6        | 1.4          | 9.4                |              |                    |    |      |     |     |      |        |    |     |     |     |         |            |            |              |                    |    |      |     |     |      |        |      |     |     |    |         |            |            |              |                    |    |      |     |     |      |        |      |     |     |     |                  |            |            |              |                    |    |    |     |     |     |        |      |     |     |     |                           |            |            |              |                    |    |           |          |     |      |        |           |          |     |     |
| Non-PP                    | 97.1   | 2.4        | 0.5          | 2.6                |              |                    |    |      |     |     |      |        |    |     |     |     |         |            |            |              |                    |    |      |     |     |      |        |      |     |     |    |         |            |            |              |                    |    |      |     |     |      |        |      |     |     |     |                  |            |            |              |                    |    |    |     |     |     |        |      |     |     |     |                           |            |            |              |                    |    |           |          |     |      |        |           |          |     |     |
| Autumn 2020 & Spring 2021 | ATTENDANCE   | AUTHORISED | UNAUTHORISED | PERSISTENT ABSENCE |              |                    |    |      |     |     |      |        |    |     |     |     |         |            |            |              |                    |    |      |     |     |      |        |      |     |     |    |         |            |            |              |                    |    |      |     |     |      |        |      |     |     |     |                  |            |            |              |                    |    |    |     |     |     |        |      |     |     |     |                           |            |            |              |                    |    |           |          |     |      |        |           |          |     |     |
| PP                        | 94.4 (78)  | 4.0 (15)   | 7.2          | 16.4               |              |                    |    |      |     |     |      |        |    |     |     |     |         |            |            |              |                    |    |      |     |     |      |        |      |     |     |    |         |            |            |              |                    |    |      |     |     |      |        |      |     |     |     |                  |            |            |              |                    |    |    |     |     |     |        |      |     |     |     |                           |            |            |              |                    |    |           |          |     |      |        |           |          |     |     |
| NON-PP                    | 94.5 (80)  | 2.2 (15)   | 5.2          | 8.9                |              |                    |    |      |     |     |      |        |    |     |     |     |         |            |            |              |                    |    |      |     |     |      |        |      |     |     |    |         |            |            |              |                    |    |      |     |     |      |        |      |     |     |     |                  |            |            |              |                    |    |    |     |     |     |        |      |     |     |     |                           |            |            |              |                    |    |           |          |     |      |        |           |          |     |     |

## 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  |
|---|---|
| Improved oral language skills and vocabulary among disadvantaged pupils.                          | Assessments and observations indicate significantly improved oral language among disadvantaged pupils where there will be wide and sustained use of TTYP and MTYT when the children are learning. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.  |
| Improved reading attainment among disadvantaged pupils.   | Phonics results in KS1 will have a narrowing gap for PP and non-PP children<br>KS2 reading outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.   |
| Improved writing attainment among disadvantaged pupils from Year 2 onwards.                       | Writing results in KS1 will have a narrowing gap for PP and non-PP children<br>KS2 writing outcomes in 2024/25 show that more than 82% of disadvantaged pupils met the expected standard.   |
| Improved maths attainment among disadvantaged pupils in KS2                                       | KS2 maths outcomes in 2024/25 show that more than 85% of disadvantaged pupils met the expected standard.  |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | <p>Sustained high attendance from now until 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 3%, and the attendance % between disadvantaged pupils and their non-disadvantaged peers continues to be in line or better than national</li> </ul> <p>The percentage of all pupils who are persistently absent being below 5 % and the figure among disadvantaged pupils being broadly in line or below that of their peers and national average</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)

Budgeted cost: £ 50,212

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Embedding and enhanced use of resources for a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.<br>Including relevant EYFS interventions. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:<br><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>   | 1,2                           |
| Purchase and use of standardised diagnostic assessments.<br><br>Middle Leaders released to analyse data from tests and feedback to staff providing CPD as needed.  | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:<br><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>                             | 2,4                           |
| External consultant support for writing moderation and planning.<br><br>We will fund teacher release   | Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. Working with other colleagues and seeing best practise in teaching in learning is shown to have good impact on quality first teaching if prioritised well for the context and needs of the school | 3                             |

|   |   |   |
|---|---|---|
| time to team teach, observe others, monitor and plan CPD (for teachers, TA's and parents as needed).  | <a href="http://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>  |   |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.<br><br>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training and Mastering Number programme). | 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:<br><br><a href="https://publishing.service.gov.uk/2017/07/Maths-guidance-KS-1-and-2.pdf">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a><br><br>The EEF guidance is based on a range of the best available evidence:<br><br><a href="https://www.eef.org.uk/assets/mathematics-in-key-stages-2-and-3.pdf">Improving Mathematics in Key Stages 2 and 3</a> | 4 |
|   |   |   |

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

Budgeted cost: £ 84, 972

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Enhancement of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have | Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: | 1                             |

|   |   |            |
|---|---|------------|
| relatively low spoken language skills. NELI and Read, Write Inc Phonics   | <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>   |            |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Read, Write Inc and Fresh Start based.  | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:<br><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>         | 2          |
| Utilising the recovery funding to provide mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:<br><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a><br>And in small groups:<br><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a> | 1, 2, 3, 4 |

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

Budgeted cost: £ 34, 604

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.<br><br>This will involve training and release time for staff to develop and implement new | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 5                             |

|  |  |  |
|--|--|--|
| procedures and continued use of an external EWO to improve attendance. |  |  |
|--|--|--|

**Total budgeted cost: £169,788**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

Read, Write Inc phonics has had a good impact on phonics results in Year 1 and Year 2. In the 2020/2021 academic year results were: Year 1 83% and Year 2 100% cumulative. This is an increase on the previous 2 years in both year groups. In Reception the Reading strand had the highest % of children at ARE.

Whole class reading sessions and daily fluent in 5 has contributed to key skills being embedded and for progress in Reading and Maths being good in the last academic year (3.5 steps of progress in Reading and 3.3 steps of progress in maths on average).

The appointment of an external EWO has supported systems and processes in the school. Attendance rose from 93.3% in the spring to 95.5% across the school in 2020/2021. Persistent reduced from 13% in the spring term -9.9% in the summer term (this is 2.8% when children with specific medical needs are taken out).

### 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                |
|---------------------------------------|-------------------------|
| Mathletics                            | 3P Learning             |
| TT Rockstars                          | Maths Circle Ltd        |
| White Rose Maths Premium Subscription | White Rose Maths        |
| Literacy Tree Subscription            | The Literacy Curriculum |

|  |                                    |
|--|------------------------------------|
| Literacy Leaves Subscription                 | The Literacy Curriculum            |
| Read, Write Inc phonics (including spelling) | Ruth Miskin Training               |
| Tapestry                                     | Early Years Foundation Stage Forum |
| Oxford Owl                                   | Oxford University Press            |

## Further information (optional)

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

Tight targeting and well-matched interventions in EYFS (including NELI) has meant that PP children in Reception had better outcomes than non-PP children.

EYFS pupils continue to make good progress from low starting points with no noticeable difference between PP and non-PP.

Stamina for writing from September was noted as good in a MAT learning walk with no notable gaps in length of writing across the school in books. In Year 5 PP children had higher ARE than non-PP. Gaps were small in Year 6.

Daily fluent in 5 sessions and using Third Space resources for this has seen an increase in Arithmetic results in end of term assessments across the school and the further embedding of the White Rose Maths approach has seen a rise in reasoning test results in the last 2 years from Year 1 and upwards.