

Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Otford Primary School
Number of pupils in school	307
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2024/20025
Date this statement was published	September 2022
Date on which it will be reviewed	December 2024
Statement authorised by	Helen Roberts Headteacher
Pupil premium lead	Paula Williams Assistant Headteacher
Governor / Trustee lead	Paul Jackaman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62565
Recovery premium funding allocation this academic year	£1595
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	£64160

Part A: Pupil premium strategy plan

Statement of intent

Oxford Primary School values are kindness, courage and curiosity and are at the heart of our inclusive school ethos. Our vision is to promote an inclusive learning environment where all our children are encouraged to be kind and respectful of difference in our community, are curious about the world we live in and have courage to challenge themselves and be resilient to thrive as global citizens. Every single child is given the opportunity to achieve their very best through rich, high quality learning experiences which are fun, practical and engaging for all. Our aim is for children to be life-long learners who make progress, achieve high attainment and strive for personal happiness, irrelevant of personal background or challenges they face.

In line with national trends, analysis of our school data shows our disadvantaged children do not perform as well in reading, writing and maths as other children by the end of KS2. Our vulnerable learners continue to be most impacted by the COVID pandemic academically, socially and personally and it is integral to our school vision and strategic school improvement to focus on reversing this trend. Our aim is to implement outcome based strategies that will reduce the identified learning gap and provide enrichment opportunities for all of our vulnerable learners and identified disadvantaged children. Analysis of data, pupil progress meetings, provision planning and monitoring have been used to plan the strategy and identify the focus areas of need for our disadvantaged children. Evidence based high quality teaching and specific targeted interventions will be used to close the learning gap and enrich the learning experiences of our disadvantaged children. A robust cycle of assess, plan, do, review will be used to monitor children's progress and outcomes, which may result in tweaks to the strategy.

Key Pupil Premium Strategy Principles

- All of our children will benefit from high quality teaching opportunities and the continuous evolution of our inspiring curriculum, including our disadvantaged children.
- Target tracker tool, provision planning and pupil review meetings will ensure all children's specific needs are identified and tracked; learning gaps are analysed; progress and outcomes are reviewed; and provision is implemented. This is part of a termly assess, plan, do, review cycle which will happen three times a year.
- Learning gap analysis and evidence based research have and will be used to identify the areas that will have the greatest impact on reducing the attainment gap and enrichment opportunities: oral language, phonics, reading comprehension skills, writing grammar, maths reasoning, enrichment opportunities and emotional regulation.
- Continuing professional development is integral and will focus on developing high quality teaching for vulnerable children through scaffolding, explicit instruction, use of technology, metacognition strategies and flexible groupings.
- All staff work as a team to implement the strategy and take responsibility for disadvantaged children outcomes and have high expectations of all of our children. Performance management targets ensure this staff focus.
- The leadership team work strategically to review the outcomes and make tweaks to ensure they are achieved and the needs of our disadvantaged children are met. The strategy is part of the whole school improvement plan.
- The governing body work strategically to ensure the pupil premium funding is well managed and linked to successful outcomes.
- Parent partnership is promoted to strengthen home-school links for our disadvantaged children.

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 of our disadvantaged children, impacting reading, writing and maths attainment-66% of PP children did not attain their ELG in reading, writing and maths.
2	Phonics screening outcomes-current year 2 83% pupil premium children passed year 1 phonics screener in 2022 compared to 92% non pupil premium.
3	Reading: In Sept 2023, 39% of our PP children were below expected 13% of non pupil premium children were below expected.
4	Writing: In Sept 2023, 70% of our PP children were below expected 22% of non pupil premium children were below expected
5	Maths: In Sept 2023, 56% of our PP children were below expected 18% of non pupil premium children are below expected were below expected.
6	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils continue to be impacted by COVID- continued support is needed to provide equity to develop children's positive social, emotional and mental health and resilience to self-manage emotions.
7	Pupil premium children are less likely to have increasing levels of attendance year on year.

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 children.	Assessments and observations indicate significantly improved oral language among disadvantaged children. This is evident when triangulated with other sources of evidence including engagement in lessons, book scrutiny, pupil voice and ongoing formative assessment.
PP children without SEND to reach at least age related expectations in reading, writing and maths,	PP pupils without SEND to reach at least age related expectations in reading, writing and maths, in line with non PP children.
PP children without SEND to make age related progress from EYFS TO KS1 TO KS2.	PP children without SEND make at least expected annual progress from EYFS baseline to KS2.

PP children with SEND to reach key stage outcomes in reading, writing and maths. (non to be assessed as pre-key stage)	PP children with SEND are working within Key Stage outcomes in reading, writing and maths.
PP children with SEND to make progress in line with SEN non pupil premium children.	PP children with SEND make good progress in their interventions, closing the learning gap between themselves and non pupil premium SEN children.
Achieve and sustain improved well being for all pupils in our school, particularly our pupil premium and disadvantaged children.	Sustained high levels of well being by 2024/25 Pupil voice expresses good self-awareness, self management, social awareness, social relationships and decision making. Pupil voice expresses good learning attitudes and resilient behaviours.
PP children attendance and punctuality to be in line or above national average	Attendance of our disadvantaged children shows a sustained improved attendance annually. Bespoke strategy for our disadvantaged children with below average attendance. Pupil voice expresses an improved attitude to arriving to school on time and attendance.

Activity in this academic year 2022-23

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 17,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1 2 3 4 5
Embedding speaking & listening activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:	1

<p>We will purchase resources and fund ongoing teacher training and release time.</p> <p>CPD-Language Link</p>	<p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Annual subscription of Bug Club DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Ongoing CPD for staff to promote quality teaching of phonics.</p> <p>Purchase Talisman books to support KS phonics teaching for reading and writing.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2 3 4</p>
<p>Annual purchase of Book Bands to promote reading progress, fluency and motivated readers.</p> <p>Funding for lead teacher release to continue embed reading culture into school.</p> <p>Purchase of Complete Comprehension for Guided Reading.</p>	<p>Evidence shows that supporting children to develop fluent reading capabilities can support comprehension because children's cognitive skills are freed from focusing on word recognition and redirected towards comprehension skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>3</p>
<p>CPD-funding for member of LT to develop high quality teaching techniques that will support all children but will specifically target outcomes for disadvantaged children.</p> <p>Assessment lead to lead on staff CPD-assessment for learning.</p> <p>Inclusion Lead to lead on CPD-adaptive teaching in the classroom.</p>	<p>Evidence shows that teaching metacognition to children can improve learning outcomes up to 8 months- Opportunities to develop scaffolding, explicit instruction, use of technology, metacognition strategies and flexible groupings will also improve learning outcomes for vulnerable learners.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	<p>3 4 5 6</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Mental first Aid training and listening skills for Learning Partners.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>6</p>

Continue with PSHE relationships subscription-Dicoverly		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 41000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have below age related expectations.</p> <p>Language Link-CPD for LPs</p> <p>Colourful Semantics</p> <p>Communication in Print-annual subscription.</p> <p>EYFS focussed interventions for children who are identified as vulnerable or not meeting ELG.</p>	<p>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:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1 4
<p>Additional phonics sessions targeted at disadvantaged children in KS1, Y3 & 4 who require further phonics support.</p> <p>Ongoing CPD for staff to promote quality teaching of phonics & use of Bug Club.</p> <p>Reintroduction of Talisman interventions.</p> <p>Purchase of Talisman Books to support interventions.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2 3 4
<p>In year 5 & 6 implement high quality reading comprehension intervention that targets the identified reading gaps.</p> <p>Ongoing CPD for staff to promote quality reading comprehension skills.</p> <p>Pre-teaching reading sessions.</p>	<p>Evidence shows that diagnosing gaps and teaching specific comprehension strategies can enable children to overcome reading comprehension barriers-prediction, questioning, clarifying, summarising, inference & activating prior knowledge.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	3

<p>Colourful Semantics interventions to develop grammar knowledge and sentence level work for children below age expectation.</p> <p>Literacy shed intervention to support grammar learning.</p> <p>Sentence building blocks.</p>	<p>1:1 or small group teacher led writing groups are highly effective in reducing the writing learning gap when learning needs and diagnosed and learning time is well structured by an experienced teacher.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	4
<p>Purchase of a maths programme to target mastery learning for our disadvantaged children.</p> <p>MY Maths</p> <p>LP funding for children who are not accessing home learning.</p> <p>Ongoing CPD for staff to promote maths mastery.</p> <p>SHINE maths intervention</p>	<p>Evidence shows that structured interventions should be used to provide additional support through explicit & systematic instruction- learning should also be linked to class learning.</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p>	5

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

Budgeted cost: £ 22539

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Metacognition & self regulation interventions to teach children how to learn, motivation and the process of knowing and understanding.</p> <p>Forest Explorers</p> <p>SEMH groups</p>	<p>Evidence shows that interventions to teach children specific strategies for planning, monitoring and evaluating their learning can be highly effective and result in +8 months progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	3 4 5 6
<p>Counselling</p> <p>Social and Emotional Learning groups</p> <p>Leap Pad Room-Peaceful Pod</p>	<p>Evidence shows social and emotional learning have a positive impact on learning but also impact a child's well being and ability to regulate.</p> <p>2021-22 & 2022-23 Counselling outcomes show the positive impact on well-being.</p>	3 4 5 6

Lunchtime clubs-games club Mindfulness club Listening Ear LP check in time Nurture Hubs Purchase materials to promote SEMH. Well-being safe zone/tent-mindful area	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	
Homework club and refocus homework policy to promote pre teaching, vocabulary and mastery learning,	Evidence shows homework needs to have a purpose and should be linked to class work, knowledge learning, fluency and metacognition. Homework EEF (educationendowmentfoundation.org.uk)	3 4 5
Attendance meetings with vulnerable families to plan bespoke attendance programmes to support punctuality and attendance.	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	7
Financial hardship-uniform purchases, payment for educational visits and wider curriculum activities.	The impact of poverty on young children's experience of school (basw.co.uk)	6 7
Enrichment opportunities-payment for extra curricular clubs	educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment Ofsted research 2019-emphasis on improving cultural capital	6 7

Total budgeted cost: £ 80939

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 2022 to 2023 academic year.

Attainment Outcomes-Whole School Data Review																																																									
<p>Reading 5% more of our PP children attained the expected standard in 2022-2023 than 2021-2022. The attainment gap has slightly reduced between PP and non PP children.</p> <p>Writing 2% less of our PP children attained the expected standard in 2022-2023 than 2021-2022. The attainment gap has slightly increased between PP and non PP children-grammar and precision teaching is a key focus on the SIP.</p> <p>Maths 7% less of our children attained the expected standard in 2022-2023 than 2021-2022. The attainment gap has slightly increased between PP and non PP children-maths fluency is a key focus on the SIP.</p>																																																									
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<p>Reading 81% of our PP children made expected progress-30% made well above expected progress. PP children made more progress than non PP children.</p> <p>Writing 71% of our PP children made expected progress-23% made well above expected progress. This progress is 6% lower than for non PP children.</p> <p>Maths 80% of our PP children made expected progress-26% made well above expected progress. This progress is 2% higher than for non PP children.</p>																																																									
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<p>Reading-Increase % of children attained expected than end of EYFS data-more year 6 children attained expected.</p> <p>Writing-Decrease % in the number of children who attained expected than end of EYFS data-transcription skills key focus for school.</p>																																																									

Maths-Decrease % in the number of children who attained expected than end of EYFS data-fluency key focus.

Year 6 Progress Summer 22-Summer 23

		Reading				
		Well Below	Below	Expected	Above	Well Above
Pupil Premium	9 (16.7%)		1 (11.1%)	3 (33.3%)		5 (55.6%)
Not Pupil Premium	45 (83.3%)	1 (2.2%)	1 (2.2%)	23 (51.1%)		20 (44.4%)

Reading
8/9 pp children made at least expected progress.

		Writing				
		Well Below	Below	Expected	Above	Well Above
Pupil Premium	9 (16.7%)		2 (22.2%)	4 (44.4%)		3 (33.3%)
Not Pupil Premium	45 (83.3%)	1 (2.2%)	3 (6.7%)	23 (51.1%)		18 (40.0%)

Writing
7/9 children made at least expected progress.

		Mathematics				
		Well Below	Below	Expected	Above	Well Above
Pupil Premium	9 (16.7%)			6 (66.7%)		3 (33.3%)
Not Pupil Premium	45 (83.3%)	1 (2.2%)	8 (17.8%)	28 (62.2%)		8 (17.8%)

Maths
9/9/ children made expected progress.

Year 5: PP 7 children 15% of year group

Year 5 Attainment: EYFS to Year 5

46 pupils		Missing Assessment	On Track or Higher					
Reading	No. (%)	No. (%)	Sum2 17-18	Sum2 18-19	Sum2 19-20	Sum2 20-21	Sum2 21-22	Sum2 22-23
Pupil Premium	7 (15.2%)	2 (28.6%)	80.0%	80.0%	0%	80.0%	80.0%	80.0%
Not Pupil Premium	39 (84.8%)	4 (10.3%)	100%	85.7%	28.6%	88.6%	94.3%	94.3%
Difference (change in difference):			20.0	5.7 (-14.3)	28.6 (22.9)	8.6 (-20.0)	14.3 (5.7)	14.3 (0.0)

46 pupils		Missing Assessment	On Track or Higher					
Writing	No. (%)	No. (%)	Sum2 17-18	Sum2 18-19	Sum2 19-20	Sum2 20-21	Sum2 21-22	Sum2 22-23
Pupil Premium	7 (15.2%)	2 (28.6%)	80.0%	80.0%	20.0%	60.0%	40.0%	40.0%
Not Pupil Premium	39 (84.8%)	5 (12.8%)	100%	82.4%	17.6%	79.4%	79.4%	76.5%
Difference (change in difference):			20.0	2.4 (-17.6)	2.4 (0.0)	19.4 (17.0)	39.4 (20.0)	36.5 (-2.9)

46 pupils		Missing Assessment	On Track or Higher					
Mathematics	No. (%)	No. (%)	Sum2 17-18	Sum2 18-19	Sum2 19-20	Sum2 20-21	Sum2 21-22	Sum2 22-23
Pupil Premium	7 (15.2%)	2 (28.6%)	80.0%	80.0%	20.0%	80.0%	80.0%	60.0%
Not Pupil Premium	39 (84.8%)	5 (12.8%)	100%	82.4%	23.5%	88.2%	82.4%	76.5%
Difference (change in difference):			20.0	5.3 (-14.7)	3.5 (-1.8)	8.2 (4.7)	2.4 (-5.8)	16.5 (14.1)

Reading-% of children attained expected than end of EYFS data sustained.

Writing-Decrease in PP and non PP % in the number of children who attained expected than end of EYFS data-transcription skills key focus for school-COVID impact

Maths-Decrease % in PP and non PP the number of children who attained expected than end of EYFS data-fluency key focus- COVID impact

Year 5 Progress Summer 22-Summer 23

		Reading					
		Missing	Well Below	Below	Expected	Above	Well Above
Pupil Premium	7 (15.2%)			1 (14.3%)	2 (28.6%)		4 (57.1%)
Not Pupil Premium	39 (84.8%)	1 (2.6%)	1 (2.6%)	4 (10.3%)	25 (64.1%)		8 (20.5%)

Reading
6/7 pp children made at least expected progress.

		Writing					
		Missing	Well Below	Below	Expected	Above	Well Above
Pupil Premium	7 (15.2%)				4 (57.1%)		3 (42.9%)
Not Pupil Premium	39 (84.8%)	1 (2.6%)		6 (15.4%)	21 (53.8%)		11 (28.2%)

Writing
7/7 children made at least expected progress.

		Mathematics					
		Missing	Well Below	Below	Expected	Above	Well Above
Pupil Premium	7 (15.2%)		1 (14.3%)	1 (14.3%)	4 (57.1%)		1 (14.3%)
Not Pupil Premium	39 (84.8%)	1 (2.6%)		9 (23.1%)	23 (59.0%)		6 (15.4%)

Maths
5/7 children made expected progress.

Year 4: PP 12 children 23% of year group

Year 4 Attainment since EYFS

52 pupils		Missing Assessment No. (%)	On Track or Higher	
Reading	No. (%)		Sum2 18-19	Sum2 22-23
Pupil Premium	12 (23.1%)	3 (25.0%)	77.8%	77.8%
Not Pupil Premium	40 (76.9%)	1 (2.5%)	92.3%	97.4%
Difference (change in difference):			14.5	19.6 (5.1)

52 pupils		Missing Assessment No. (%)	On Track or Higher	
Writing	No. (%)		Sum2 18-19	Sum2 22-23
Pupil Premium	12 (23.1%)	3 (25.0%)	77.8%	44.4%
Not Pupil Premium	40 (76.9%)	1 (2.5%)	94.9%	87.2%
Difference (change in difference):			17.1	42.8 (25.7)

52 pupils		Missing Assessment No. (%)	On Track or Higher	
Mathematics	No. (%)		Sum2 18-19	Sum2 22-23
Pupil Premium	12 (23.1%)	2 (16.7%)	70.0%	40.0%
Not Pupil Premium	40 (76.9%)	2 (5.0%)	100%	86.8%
Difference (change in difference):			30.0	46.8 (16.8)

Reading-% of children attained expected than end of EYFS data sustained.

Writing-Decrease % in the number of PP & Non PP children who attained expected than end of EYFS data-transcription skills key focus for school.

Maths-Decrease % in the number of PP & Non PP children who attained expected than end of EYFS data-fluency key focus.

Year 4 Progress Summer 22-Summer 23

		Reading				
		Well Below	Below	Expected	Above	Well Above
Pupil Premium	12 (22.6%)		1 (8.3%)	9 (75.0%)		2 (16.7%)
Not Pupil Premium	41 (77.4%)		8 (19.5%)	25 (61.0%)		8 (19.5%)

		Writing				
		Well Below	Below	Expected	Above	Well Above
Pupil Premium	12 (22.6%)		4 (33.3%)	8 (66.7%)		
Not Pupil Premium	41 (77.4%)	2 (4.9%)	6 (14.6%)	27 (65.9%)		6 (14.6%)

		Mathematics				
		Well Below	Below	Expected	Above	Well Above
Pupil Premium	12 (22.6%)	1 (8.3%)	1 (8.3%)	5 (41.7%)		5 (41.7%)
Not Pupil Premium	41 (77.4%)	1 (2.4%)	5 (12.2%)	27 (65.9%)		8 (19.5%)

Reading
11/12 pp children made at least expected progress.
Writing
8/12 children made at least expected progress.
Maths
10/12 children made expected progress.

Year 3: PP 6 children 13% of year group

Year 3 Attainment

43 pupils		Missing Assessment No. (%)	On Track or Higher	
Reading	No. (%)		Sum2 21-22	Sum2 22-23
Pupil Premium	6 (14.0%)	0 (0%)	66.7%	50.0%
Not Pupil Premium	37 (86.0%)	2 (5.4%)	82.9%	91.4%
Difference (change in difference):			16.2	41.4 (25.2)

43 pupils		Missing Assessment No. (%)	On Track or Higher	
Writing	No. (%)		Sum2 21-22	Sum2 22-23
Pupil Premium	6 (14.0%)	0 (0%)	16.7%	16.7%
Not Pupil Premium	37 (86.0%)	2 (5.4%)	80.0%	82.9%
Difference (change in difference):			63.3	66.2 (2.9)

43 pupils		Missing Assessment No. (%)	On Track or Higher	
Mathematics	No. (%)		Sum2 21-22	Sum2 22-23
Pupil Premium	6 (14.0%)	0 (0%)	50.0%	50.0%
Not Pupil Premium	37 (86.0%)	2 (5.4%)	94.3%	94.3%
Difference (change in difference):			44.3	44.3 (0.0)

Reading-Decrease % of children attained expected than end of KS1 data.

Writing-% of children attained expected than end of KS1 data sustained.

Maths-% of children attained expected than end of KS1 data sustained.

Year 3 Progress Summer 22-Summer 23

		Reading				
		Well Below	Below	Expected	Above	Well Above
Pupil Premium	6 (13.0%)	1 (16.7%)	2 (33.3%)	3 (50.0%)		
Not Pupil Premium	40 (87.0%)	2 (5.0%)	5 (12.5%)	23 (57.5%)		10 (25.0%)

		Writing				
		Well Below	Below	Expected	Above	Well Above
Pupil Premium	6 (13.0%)		3 (50.0%)	2 (33.3%)		1 (16.7%)
Not Pupil Premium	40 (87.0%)	1 (2.5%)	8 (20.0%)	30 (75.0%)		1 (2.5%)

		Mathematics				
		Well Below	Below	Expected	Above	Well Above
Pupil Premium	6 (13.0%)		2 (33.3%)	4 (66.7%)		
Not Pupil Premium	40 (87.0%)		5 (12.5%)	29 (72.5%)		6 (15.0%)

Reading
3/6 pp children made at least expected progress.

Writing
3/6 children made at least expected progress.

Maths
4/6 children made expected progress.

Year 2: PP 7 children 16% of year group

Year 2 Attainment

45 pupils		Missing Assessment	On Track or Higher		
Reading	No. (%)	No. (%)	Sum2 20-21	Sum2 21-22	Sum2 22-23
Pupil Premium	7 (15.6%)	3 (42.9%)	75.0%	50.0%	50.0%
Not Pupil Premium	38 (84.4%)	3 (7.9%)	82.9%	82.9%	85.7%
Difference (change in difference):			7.9	32.9 (25.0)	35.7 (2.8)

45 pupils		Missing Assessment	On Track or Higher		
Writing	No. (%)	No. (%)	Sum2 20-21	Sum2 21-22	Sum2 22-23
Pupil Premium	7 (15.6%)	3 (42.9%)	25.0%	50.0%	25.0%
Not Pupil Premium	38 (84.4%)	3 (7.9%)	51.4%	68.6%	77.1%
Difference (change in difference):			26.4	18.6 (-7.8)	52.1 (33.5)

45 pupils		Missing Assessment	On Track or Higher		
Mathematics	No. (%)	No. (%)	Sum2 20-21	Sum2 21-22	Sum2 22-23
Pupil Premium	7 (15.6%)	3 (42.9%)	25.0%	75.0%	75.0%
Not Pupil Premium	38 (84.4%)	3 (7.9%)	77.1%	82.9%	74.3%
Difference (change in difference):			52.1	7.9 (-44.2)	0.7 (-7.2)

Reading-Decrease % of children attained expected than end of EYFS data.

Writing-% of children attained expected than end of EYFS data sustained.

Maths-Increase % of children attained expected than end of EYFS data sustained.

Year 2 Progress Summer 22-Summer 23

		Reading					
		Missing	Well Below	Below	Expected	Above	Well Above
Pupil Premium	7 (16.3%)		1 (14.3%)		4 (57.1%)		2 (28.6%)
Not Pupil Premium	36 (83.7%)	1 (2.8%)		6 (16.7%)	18 (50.0%)		11 (30.6%)

		Writing					
		Missing	Well Below	Below	Expected	Above	Well Above
Pupil Premium	7 (16.3%)			1 (14.3%)	3 (42.9%)		3 (42.9%)
Not Pupil Premium	36 (83.7%)	1 (2.8%)		2 (5.6%)	21 (58.3%)		12 (33.3%)

		Mathematics					
		Missing	Well Below	Below	Expected	Above	Well Above
Pupil Premium	7 (16.3%)		2 (28.6%)		3 (42.9%)		2 (28.6%)
Not Pupil Premium	36 (83.7%)	1 (2.8%)	1 (2.8%)	5 (13.9%)	19 (52.8%)		10 (27.8%)

Reading
6/7 pp children made at least expected progress.

Writing
6/7 children made at least expected progress.

Maths
5/7 children made expected progress.

Analysis

Year 1: PP 2 children 4% of year group

Year 1 Attainment

51 pupils		Missing Assessment No. (%)	On Track or Higher	
Reading	No. (%)		Sum2 21-22	Sum2 22-23
Pupil Premium	2 (3.9%)	0 (0%)	0%	0%
Not Pupil Premium	49 (96.1%)	1 (2.0%)	89.6%	77.1%
Difference (change in difference):			89.6	77.1 (-12.5)

51 pupils		Missing Assessment No. (%)	On Track or Higher	
Writing	No. (%)		Sum2 21-22	Sum2 22-23
Pupil Premium	2 (3.9%)	0 (0%)	0%	0%
Not Pupil Premium	49 (96.1%)	3 (6.1%)	82.6%	71.7%
Difference (change in difference):			82.6	71.7 (-10.9)

51 pupils		Missing Assessment No. (%)	On Track or Higher	
Mathematics	No. (%)		Sum2 21-22	Sum2 22-23
Pupil Premium	2 (3.9%)	0 (0%)	50.0%	50.0%
Not Pupil Premium	49 (96.1%)	2 (4.1%)	93.6%	85.1%
Difference (change in difference):			43.6	35.1 (-8.5)

Reading-% of children attained expected than end of EYFS data sustained.

Writing-% of children attained expected than end of EYFS data sustained.

Maths-% of children attained expected than end of EYFS data sustained.

Year 1 Progress Summer 2022-Summer 2023

		Reading				
		Well Below	Below	Expected	Above	Well Above
Pupil Premium	2 (3.9%)	1 (50.0%)		1 (50.0%)		
Not Pupil Premium	49 (96.1%)	5 (10.2%)	24 (49.0%)	15 (30.6%)		5 (10.2%)

		Writing				
		Well Below	Below	Expected	Above	Well Above
Pupil Premium	2 (3.9%)	2 (100%)				
Not Pupil Premium	49 (96.1%)	6 (12.2%)	23 (46.9%)	15 (30.6%)		5 (10.2%)

		Mathematics				
		Well Below	Below	Expected	Above	Well Above
Pupil Premium	2 (3.9%)		1 (50.0%)	1 (50.0%)		
Not Pupil Premium	49 (96.1%)	5 (10.2%)	14 (28.6%)	25 (51.0%)		5 (10.2%)

Reading
1/2 pp children made at least expected progress.

Writing
0/2 children made at least expected progress.

Maths
1/2 children made expected progress.

Analysis

EYFS: PP 6 children 15% of year group

Reading (39 pupils) Rec Sum2	No. (%)	Missing Assessment	Below	Risk	At	Above
Pupil Premium	6 (15.4%)	1 (16.7%)	3 (60.0%)	0 (0%)	2 (40.0%)	0 (0%)
Not Pupil Premium	33 (84.6%)	0 (0%)	4 (12.1%)	3 (9.1%)	22 (66.7%)	4 (12.1%)

Writing (39 pupils) Rec Sum2	No. (%)	Missing Assessment	Below	Risk	At	Above
Pupil Premium	6 (15.4%)	1 (16.7%)	3 (60.0%)	1 (20.0%)	1 (20.0%)	0 (0%)
Not Pupil Premium	33 (84.6%)	0 (0%)	5 (15.2%)	8 (24.2%)	17 (51.5%)	3 (9.1%)

Mathematics (39 pupils) Rec Sum2	No. (%)	Missing Assessment	Below	Risk	At	Above
Pupil Premium	6 (15.4%)	1 (16.7%)	3 (60.0%)	0 (0%)	2 (40.0%)	0 (0%)
Not Pupil Premium	33 (84.6%)	0 (0%)	3 (9.1%)	4 (12.1%)	21 (63.6%)	5 (15.2%)

Reading-4/6 did not meet their ELG.

Writing-4/6 did not meet their ELG.

Maths-4/6 did not meet their ELG.

Pupil Premium & SEN Attainment Summer 2023

Reading (18 pupils)	No. (%)	Missing Assessment	Below	Risk	At	Above
All Pupils	18 (100%)	1 (5.6%)	11 (64.7%)	2 (11.8%)	3 (17.6%)	1 (5.9%)
Males	8 (44.4%)	0 (0%)	7 (87.5%)	0 (0%)	1 (12.5%)	0 (0%)
Females	10 (55.6%)	1 (10.0%)	4 (44.4%)	2 (22.2%)	2 (22.2%)	1 (11.1%)
EAL	1 (5.6%)	0 (0%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)
Not EAL	17 (94.4%)	1 (5.9%)	10 (62.5%)	2 (12.5%)	3 (18.8%)	1 (6.3%)

Writing (18 pupils)	No. (%)	Missing Assessment	Below	Risk	At	Above
All Pupils	18 (100%)	1 (5.6%)	14 (82.4%)	1 (5.9%)	2 (11.8%)	0 (0%)
Males	8 (44.4%)	0 (0%)	7 (87.5%)	0 (0%)	1 (12.5%)	0 (0%)
Females	10 (55.6%)	1 (10.0%)	7 (77.8%)	1 (11.1%)	1 (11.1%)	0 (0%)
EAL	1 (5.6%)	0 (0%)	1 (100%)	0 (0%)	0 (0%)	0 (0%)
Not EAL	17 (94.4%)	1 (5.9%)	13 (81.3%)	1 (6.3%)	2 (12.5%)	0 (0%)

Mathematics (18 pupils)	No. (%)	Missing Assessment	Below	Risk	At	Above
All Pupils	18 (100%)	1 (5.6%)	14 (82.4%)	1 (5.9%)	2 (11.8%)	0 (0%)
Males	8 (44.4%)	0 (0%)	6 (75.0%)	1 (12.5%)	1 (12.5%)	0 (0%)
Females	10 (55.6%)	1 (10.0%)	8 (88.9%)	0 (0%)	1 (11.1%)	0 (0%)
EAL	1 (5.6%)	0 (0%)	0 (0%)	1 (100%)	0 (0%)	0 (0%)
Not EAL	17 (94.4%)	1 (5.9%)	14 (87.5%)	0 (0%)	2 (12.5%)	0 (0%)

Reading

6/18 of PP & SEN were at age expected or above.

55% of the girls were age expected compared to 13% of the boys.

100% of EAL children were below age expected. (x1 child)

Writing

3/18 of PP & SEN were at age expected or above.

22% of the girls were age expected 13% of the boys.

100% of EAL children were below age expected. (x1 child)

Maths

3/18 of PP & SEN were at age expected or above.

11% of the girls were age expected compared to 26% of the boys.

100% of EAL children were at age expected. (x1 child)

Pupil Premium & SEN Steps Progress Summer 2022-Summer 2023

		Reading					
		Missing	Well Below	Below	Expected	Above	Well Above
All Pupils	18 (100%)	1 (5.6%)	2 (11.1%)		8 (44.4%)		7 (38.9%)
Males	8 (44.4%)		2 (25.0%)		4 (50.0%)		2 (25.0%)
Females	10 (55.6%)	1 (10.0%)			4 (40.0%)		5 (50.0%)
EAL	1 (5.6%)				1 (100%)		
Not EAL	17 (94.4%)	1 (5.9%)	2 (11.8%)		7 (41.2%)		7 (41.2%)

Reading

15/18 of PP & SEN children made expected progress.

90% of girls made expected progress and 25% of boys-girls progress was better.

100% of EAL children made expected progress (x1 child)

		Writing					
		Missing	Well Below	Below	Expected	Above	Well Above
All Pupils	18 (100%)	1 (5.6%)	2 (11.1%)	4 (22.2%)	5 (27.8%)		6 (33.3%)
Males	8 (44.4%)		2 (25.0%)		1 (12.5%)		5 (62.5%)
Females	10 (55.6%)	1 (10.0%)		4 (40.0%)	4 (40.0%)		1 (10.0%)
EAL	1 (5.6%)		1 (100%)				
Not EAL	17 (94.4%)	1 (5.9%)	1 (5.9%)	4 (23.5%)	5 (29.4%)		6 (35.3%)

Writing

11/18 SEN & PP children made expected progress.

50% of the girls made expected progress and 76% of the boys-boys progress was better.

100% of EAL children made below expected progress (x1 child)

		Mathematics					
		Missing	Well Below	Below	Expected	Above	Well Above
All Pupils	18 (100%)	1 (5.6%)	2 (11.1%)	1 (5.6%)	8 (44.4%)		6 (33.3%)
Males	8 (44.4%)		1 (12.5%)	1 (12.5%)	3 (37.5%)		3 (37.5%)
Females	10 (55.6%)	1 (10.0%)	1 (10.0%)		5 (50.0%)		3 (30.0%)
EAL	1 (5.6%)				1 (100%)		
Not EAL	17 (94.4%)	1 (5.9%)	2 (11.8%)	1 (5.9%)	7 (41.2%)		6 (35.3%)

Maths

15/18 SEN & PP made expected progress.

80% of the girls made expected progress and 75% of the boys-girls made slightly better progress.

100% of EAL children made expected progress (x1 child)

Pupil Premium & non SEN Attainment 2023

Reading (31 pupils)	No. (%)	Below	Risk	At	Above
All Pupils	31 (100%)	9 (29.0%)	4 (12.9%)	15 (48.4%)	3 (9.7%)
Males	17 (54.8%)	2 (11.8%)	3 (17.6%)	10 (58.8%)	2 (11.8%)
Females	14 (45.2%)	7 (50.0%)	1 (7.1%)	5 (35.7%)	1 (7.1%)
EAL	3 (9.7%)	2 (66.7%)	0 (0%)	1 (33.3%)	0 (0%)
Not EAL	28 (90.3%)	7 (25.0%)	4 (14.3%)	14 (50.0%)	3 (10.7%)

Writing (31 pupils)	No. (%)	Below	Risk	At
All Pupils	31 (100%)	19 (61.3%)	4 (12.9%)	8 (25.8%)
Males	17 (54.8%)	9 (52.9%)	3 (17.6%)	5 (29.4%)
Females	14 (45.2%)	10 (71.4%)	1 (7.1%)	3 (21.4%)
EAL	3 (9.7%)	3 (100%)	0 (0%)	0 (0%)
Not EAL	28 (90.3%)	16 (57.1%)	4 (14.3%)	8 (28.6%)

Mathematics (31 pupils)	No. (%)	Below	Risk	At	Above
All Pupils	31 (100%)	9 (29.0%)	3 (9.7%)	15 (48.4%)	4 (12.9%)
Males	17 (54.8%)	2 (11.8%)	1 (5.9%)	10 (58.8%)	4 (23.5%)
Females	14 (45.2%)	7 (50.0%)	2 (14.3%)	5 (35.7%)	0 (0%)
EAL	3 (9.7%)	0 (0%)	0 (0%)	3 (100%)	0 (0%)
Not EAL	28 (90.3%)	9 (32.1%)	3 (10.7%)	12 (42.9%)	4 (14.3%)

Reading

22/31 of PP & SEN were at age expected or above.

50% of the girls were age expected compared to 88% of the boys-boys achievement was better

33% of EAL children were age expected.

Writing

12/31 of PP & SEN were at age expected or above.

29% of the girls were age expected 47% of the boys-boys achievement was better

0% of EAL were at age expected-writing was challenging for EAL children.

Maths

22/31 of PP & SEN were at age expected or above.

50% of the girls were age expected compared to 88% of the boys-boys achievement was better.

100% of EAL children were at age expected.

Pupil Premium & Non SEN Steps Progress Summer 2022-Summer 2023

14 15 16 (31 pupils)

		Reading				
		Well Below	Below	Expected	Above	Well Above
All Pupils	31 (100%)	3 (9.7%)	5 (16.1%)	17 (54.8%)		6 (19.4%)
Males	17 (54.8%)	1 (5.9%)	3 (17.6%)	11 (64.7%)		2 (11.8%)
Females	14 (45.2%)	2 (14.3%)	2 (14.3%)	6 (42.9%)		4 (28.6%)
EAL	3 (9.7%)			2 (66.7%)		1 (33.3%)
Not EAL	28 (90.3%)	3 (10.7%)	5 (17.9%)	15 (53.6%)		5 (17.9%)

Reading

23-31 SEN & PP made expected progress.

71% of the girls made expected progress and 78% of the boys-boys made slightly better progress.

100% of EAL children made expected progress.

		Writing				
		Well Below	Below	Expected	Above	Well Above
All Pupils	31 (100%)	4 (12.9%)	6 (19.4%)	17 (54.8%)		4 (12.9%)
Males	17 (54.8%)	2 (11.8%)	3 (17.6%)	11 (64.7%)		1 (5.9%)
Females	14 (45.2%)	2 (14.3%)	3 (21.4%)	6 (42.9%)		3 (21.4%)
EAL	3 (9.7%)		1 (33.3%)	1 (33.3%)		1 (33.3%)
Not EAL	28 (90.3%)	4 (14.3%)	5 (17.9%)	16 (57.1%)		3 (10.7%)

Writing

21/31 SEN & PP made expected progress.

64% of the girls made expected progress and 70% of the boys-boys made slightly better progress.

67% of EAL children made expected progress.

		Mathematics				
		Well Below	Below	Expected	Above	Well Above
All Pupils	31 (100%)	2 (6.5%)	4 (12.9%)	19 (61.3%)		6 (19.4%)
Males	17 (54.8%)	1 (5.9%)	1 (5.9%)	12 (70.6%)		3 (17.6%)
Females	14 (45.2%)	1 (7.1%)	3 (21.4%)	7 (50.0%)		3 (21.4%)
EAL	3 (9.7%)			1 (33.3%)		2 (66.7%)
Not EAL	28 (90.3%)	2 (7.1%)	4 (14.3%)	18 (64.3%)		4 (14.3%)

Maths

25/31 SEN & PP made expected progress.

81% of the girls made expected progress and 89% of the boys-boys made slightly better progress.

100% of EAL children made expected progress.

EYFS Comparison to current year-PP & SEN

Year 5 2022-23-EYFS comparison

	Well Below	Below	Expected	Above	Well Above
Reading				1 (100%)	
Writing		1 (100%)			
Mathematics		1 (100%)			

Year 4 2022-23-EYFS comparison

	Well Below	Below	Expected	Above	Well Above
Reading	1 (16.7%)	2 (33.3%)	2 (33.3%)	1 (16.7%)	
Writing	3 (50.0%)	2 (33.3%)	1 (16.7%)		
Mathematics	3 (50.0%)	2 (33.3%)	1 (16.7%)		

Year 3 2022-23 KS1 comparison

	Well Below	Below	Expected	Above	Well Above
Reading			1 (100%)		
Writing					1 (100%)
Mathematics			1 (100%)		

Year 2 2022-23 EYFS comparison

	Well Below	Below	Expected	Above	Well Above
Reading		1 (33.3%)			2 (66.7%)
Writing					3 (100%)
Mathematics		1 (33.3%)	1 (33.3%)		1 (33.3%)

Year 1 2022-23-EYFS comparison

	Well Below	Below	Expected	Above	Well Above
Reading	1 (50.0%)		1 (50.0%)		
Writing	2 (100%)				
Mathematics		1 (50.0%)	1 (50.0%)		

EYFS Comparison to current year-PP & non-SEN

Year 5 2002-23

	Well Below	Below	Expected	Above	Well Above
Reading		1 (16.7%)	3 (50.0%)		2 (33.3%)
Writing		2 (33.3%)	2 (33.3%)		2 (33.3%)
Mathematics		1 (16.7%)	3 (50.0%)		2 (33.3%)

Year 4 2022-23 EYFS comparison

	Well Below	Below	Expected	Above	Well Above
Reading		2 (33.3%)	4 (66.7%)		
Writing		3 (50.0%)	3 (50.0%)		
Mathematics		2 (33.3%)	2 (33.3%)	1 (16.7%)	1 (16.7%)

Year 3 2022-23 KS1 comparison

	Well Below	Below	Expected	Above	Well Above
Reading	1 (20.0%)	2 (40.0%)	2 (40.0%)		
Writing		3 (60.0%)	2 (40.0%)		
Mathematics		2 (40.0%)	3 (60.0%)		

Year 2022-23 EYFS comparison

	Well Below	Below	Expected	Above	Well Above
Reading		1 (25.0%)		2 (50.0%)	1 (25.0%)
Writing			2 (50.0%)	2 (50.0%)	
Mathematics	1 (25.0%)	1 (25.0%)		1 (25.0%)	1 (25.0%)

Children attaining age expected across the whole school Summer 2023

	Non PP	PP	PP & non SEN	PP & SEN
Reading	88%	61%	71%	35%
Writing	78%	30%	39%	18%
Maths	83%	54%	71%	18%

Writing is the key area to focus upon to reduce the learning gap between PP & non SEN and non PP children-focus area for English action plan & SIP.

