



Pupil premium strategy statement

All Saints CE (aided) Primary School and Nursery

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	All Saints CE Primary School and Nursery
Number of pupils in school	280
Proportion (%) of pupil premium eligible pupils	21% (58)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Louise Quinell
Pupil premium lead	Lydia Rolls
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 78,769
Recovery premium funding allocation this academic year	£ 0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 78,769

Part A: Pupil premium strategy plan

Statement of intent

We aim to use Pupil Premium funding to ensure our disadvantaged pupils receive the highest possible quality of education so they made good progress and achieve high attainment across all subject areas regardless of their background or the challenges they might face. The focus of our strategy is to improve the quality of teaching and develop the curriculum so pupils can gain knowledge and skills alongside improving the depth of the cultural capital they have. We fully recognise disadvantaged pupils may face a wide range of barriers which may impact their learning.

Key Principles:

- Provide high quality teaching and learning that meets the needs of all pupils and that is tilted to our disadvantaged pupils.
- Identify the needs of our disadvantaged pupils through rigorous assessment.
- Provide specific targeted intervention where required to support pupil's academic ability alongside their social, emotional and mental health needs.
- We recognise the need for a personalised approach and that not all pupils in receipt of free school meals are socially and academically disadvantaged. In addition, not all pupils who are socially disadvantaged qualify for free school meals. Therefore, we reserve the right to allocate Pupil Premium funding to any pupil or group of pupils the school has identified as disadvantaged.
- Approaches adopted will be based on strong educational evidence
- The strategy is embedded within a broader strategic implementation cycle using the EEF implementation Guidance report.

Our objectives for our disadvantaged pupil:

- To narrow the arraignment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to exceed nationally expected rates of progress.
- For all disadvantaged pupils in school to reach age related expectations or above.
- For all disadvantaged pupils to be prepared for future success at secondary school by having a strong sense of identity, a strong moral purpose, resilience, and independence in order to keep themselves mentally and physically healthy.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide high quality CPD to ensure pupils have access to effective quality first teaching.
- To provide targeted intervention and small group support to quickly address gaps in learning.
- To continue to improve the delivery of the writing curriculum.
- To ensure pupils have access to a broad curriculum which includes access to trips and hands-on learning experiences.
- To provide opportunities for all pupils to participate in enrichment and extra-curricular activities.

➤ To continue to embed our Pupil Premium Charter within the daily life of the school.

Challenges

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

Challenge number	Detail of challenge
1.	Learning gaps in reading, writing and maths result in lower attainment, especially in writing and maths for disadvantaged pupils. This has been further impacted by the pandemic. Schools internal monitoring and analysis shows pupils have weaker vocabulary and comprehension skills.
2	Number of pupils achieving the Greater Depth Standard is low especially in reading and writing which is limited by vocabulary knowledge.
3	Lower historical attendance for disadvantaged pupils – although improving over time.
5	Continue to improve engagement with individual families so they engage in broader school life and have access to wider opportunities.
6	Specific additional needs including SEN, social and emotional and mental health needs.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To continue to improve rates of progress in reading, writing and maths.	<p>Continued and improved positive progress scores for disadvantaged pupils by the end of KS2. Especially in writing. (progress measure of 0+)</p> <p>Further narrowing of the gap for all year groups in all subjects.</p> <p>An increase in the number of pupil premium pupils achieving age related expectations and above by the end of Key Stage 2.</p>

<p>To continue to improved attainment in Yr 1 phonics screening.</p>	<p>An increase in the number of pupils passing the Phonics Screening Check in Year 1 to at least 90%.</p>
<p>To increase in the number of PPG pupils achieving age related expectations and above in reading, writing and maths.</p>	<p>An increase in the number of pupils achieving the Expected and Greater Depth standard in all subjects and in all year groups in line with non-PPG pupils where appropriate.</p>
<p>To continue to increase attendance to ensure that attendance for PPG pupils is in line with national expectations.</p>	<p>Attendance in line with national average or better. At least 96%</p>
<p>For Families to engage and participate in school activities in greater numbers</p>	<p>All PPG pupils attending parents evening</p> <p>Increase in the number of PPG pupils attending the Year 6 residential.</p> <p>PPG pupils having access to extra-curricular opportunities and more PPG pupils attending extra-curricular clubs. Aim of 100% attending extra-curricular clubs.</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

Budgeted cost: £ 35,169

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We will provide regular staff training to improve the quality of teaching and learning with a focus on enhancing our teaching of writing.</p> <p>Regular pedagogical training for teachers and HLTAs on high quality and effective teaching and learning.</p>	<p>Questioning which also focused on developing oracy in the classroom.</p> <p>Language rich classrooms where lots of questions are asked are more conducive environments for learning and progress. Good questioning can add an additional 6 months of progress. (Hattie 2009)</p> <p>Effective teachers ask <u>more questions</u>, involving <u>more students</u>, probing in <u>more depth</u> and taking more time to explain, clarify and check for understanding. (Rosenshine Principles)</p> <p>Feedback and AFL</p> <p>+ 6 months additional progress over the course of a year with high quality verbal feedback showing slightly higher impact of + 7 months (EEF toolkit)</p> <p>Embedding formative assessment explicitly can be a key component of laying the foundations for effective feedback. (EEF Toolkit)</p> <p>Sources of evidence on effective delivery of CPD (such as The Teacher Development Trust's report Developing Great Teaching and the Department for Education Standards for teachers' professional development) underline the importance of having regular sequential slots to develop teaching as opposed to spending an Inset day on an initiative, then returning to it halfway through</p>	<p>1, 2, 3 and 6</p>

	<p>the year. We have planned regular training in to improve the quality of teaching and learning.</p>	
<p>We will continue to purchase a DFE validated synthetic phonics programme and ongoing CPD and coaching for members of staff delivering phonics lessons and interventions.</p> <p>We will continue to purchase a spelling scheme from year 2 onwards that builds on the pupils' knowledge of phonics.</p>	<p>Phonics</p> <p>Phonics has a positive impact overall (+ 5 months additional progress) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (EEF Toolkit)</p> <p>Reading comprehension strategies taught through RWI and Fresh Start.</p> <p>Reading comprehension strategies have a high impact (+6 months). Alongside phonics it is a crucial component of early reading instruction. (EEF Toolkit)</p> <p>Children need to be good readers to succeed, not just in literacy but to access the wider curriculum. This is supported by a range of recent robust evidence, including the Education Endowment Foundation and Royal Society findings on the importance of early reading as an essential building block of a good education. Both show that poor literacy skills hold pupils back in school subjects over time</p> <p>Psychologist Keith Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read well read more and vice versa. The gap between those that read well (and those that read less) grows exponentially as children get older, creating problems not just in reading but in accessing and engaging with the curriculum.</p> <p>'Good literacy skills underpin academic success in every subject.' 'In my view, the most important thing a school can do for its pupils—and for society—is to teach them to read and write well.' Sir Kevan Collins, Chief Executive Education Endowment Foundation</p>	<p>1, 2, 3 and 6</p>

<p>To continue to purchase and embed accelerated reader for pupils in Year 2 onwards to support teachers and pupils in selecting reading material appropriate for their level and continue to strengthen the delivery of reading across school.</p>	<p>Accelerated readers supports teachers to match reading books to pupils' abilities and effectively diagnose any reading difficulties.</p> <p>Reading comprehension strategies</p> <p>Reading comprehension strategies have a high impact (+6 months). It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. (EEF Toolkit)</p>	<p>1, 2, 3 and 6</p>
<p>Enhancement of our maths teaching and curriculum planning.</p> <p>We will provide training and release time for 2 teachers in school.</p> <p>Embed and further develop a mastery approach to the teaching of mathematics with a focus on metacognition.</p>	<p>Mastery learning</p> <p>For mastery learning to be successful a high level of success is required before pupils move on to new content. Mastery learning approaches have consistently positive impacts, but effects are higher for primary school and in mathematics and can lead to an additional 5 months progress within a year (EEF Toolkit)</p> <p>Metacognition</p> <p>The potential impact of metacognition is + 7 months. The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. (EEF Toolkit)</p> <p>Encouraging pupils to take responsibility for, and play an active role in, their own learning is crucial. This requires pupils to develop Metacognition – the ability to independently plan, monitor and evaluate their thinking and learning. From the Improving Mathematics in Key Stages Two and Three Guidance Report 2017.</p>	<p>1, 2, 3 and 6</p>
<p>To develop speaking and listening approaches in the classroom and further emphasise the importance of spoken</p>	<p>Oral language approaches</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Oral language</p>	<p>1, 2, 3 and 6</p>

<p>language across the curriculum for pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase support from Voice 21 starting September 2023.</p>	<p>approaches include: targeted reading aloud and book discussions; explicitly extending pupils' spoken vocabulary; the use of structured questioning and purposeful dialogue and interaction.</p>	
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Targeted academic support

Budgeted cost: £ 17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional support staff and HLTAs to enable small group tuition especially in the delivery of phonics.</p> <p>Where appropriate, we will also provide pupils with in class support in writing and maths, additional 1:1 reading and pre and post teaching activities where necessary.</p>	<p>Small Group tuition</p> <p>+ 4 months additional progress over the course of a year. (EEF toolkit)</p> <p>Small group tuition is most likely effective when it's targeted at pupils' specific needs.</p> <p>Phonics</p> <p>Phonics has a positive impact overall (+ 5 months additional progress) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (EEF Toolkit)</p> <p>Reading comprehension strategies taught through RWI and Fresh Start.</p> <p>Reading comprehension strategies have a high impact (+6 months). Alongside phonics it is a crucial component of early reading instruction. (EEF Toolkit)</p> <p>In school data – confidence is improved for disadvantaged pupils when using pre-teaching activities.</p>	<p>1, 2, 3 and 6</p>

<p>Purchase of additional resources (FLASH) to support disadvantaged pupils who are also new to country and learning English as an additional language.</p>	<p>Small Group tuition</p> <p>+ 4 months additional progress over the course of a year. (EEF toolkit)</p> <p>Small group tuition is most likely effective when it's targeted at pupils' specific needs.</p>	
<p>Trained support staff, HLTAs and teachers providing one to one support for lowest attaining 20% of pupils in phonics through interventions and writing conferencing.</p>	<p>One to one tuition</p> <p>+ 5 months additional progress over the course of a year. (EEF Toolkit)</p> <p>One to one tuition is very effective at improving pupil outcomes when providing targeted support for pupils that are identified as having low prior attainment or are struggling in a particular area.</p> <p>Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p>	<p>1, 2, 3 and 6</p>
<p>Purchase of Times Table Rockstars to improve pupils recall of multiplication facts</p>	<p>Pupils need a sound understanding of number bonds and times tables to free the working memory to successfully apply more complicated maths operations. Daniel Willingham (Psychologist at the University of Virginia) states: Automatic retrieval of basic maths facts is critical to solving complex problems because complex problems have simpler problems embedded in them.</p>	<p>1, 2, 3 and 6</p>

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

Budgeted cost: £26,600

Activity	Evidence that supports this approach	Challenge number(s) addressed																																																																														
<p>Attendance officer to support families to improve attendance and work closely with the EWO.</p>	<p>Attendance</p> <table border="1"> <caption>Attendance Data</caption> <thead> <tr> <th>Weeks missed</th> <th>Level 4 or above (%)</th> <th>Level 5 or above (%)</th> </tr> </thead> <tbody> <tr><td>0</td><td>94.6</td><td>53.8</td></tr> <tr><td>1</td><td>91.8</td><td>48.9</td></tr> <tr><td>2</td><td>90.2</td><td>44.7</td></tr> <tr><td>3</td><td>88.8</td><td>40.9</td></tr> <tr><td>4</td><td>87.4</td><td>38.2</td></tr> <tr><td>5</td><td>86.2</td><td>35.3</td></tr> <tr><td>6</td><td>84.3</td><td>32.5</td></tr> <tr><td>7</td><td>83.0</td><td>30.5</td></tr> <tr><td>8</td><td>82.0</td><td>28.5</td></tr> <tr><td>9</td><td>79.9</td><td>25.9</td></tr> <tr><td>10</td><td>78.7</td><td>24.1</td></tr> <tr><td>11</td><td>77.4</td><td>23.2</td></tr> <tr><td>12</td><td>76.6</td><td>21.5</td></tr> <tr><td>13</td><td>73.3</td><td>18.9</td></tr> <tr><td>14</td><td>72.9</td><td>18.3</td></tr> <tr><td>15</td><td>70.2</td><td>18.1</td></tr> <tr><td>16</td><td>70.2</td><td>15.5</td></tr> <tr><td>17</td><td>66.5</td><td>14.4</td></tr> <tr><td>18</td><td>67.6</td><td>15.2</td></tr> <tr><td>19</td><td>63.8</td><td>13.6</td></tr> <tr><td>20</td><td>63.7</td><td>12.7</td></tr> <tr><td>21</td><td>64.8</td><td>12.9</td></tr> <tr><td>22</td><td>58.7</td><td>11.7</td></tr> <tr><td>23 or more</td><td>62.4</td><td>11.2</td></tr> <tr><td>23 or more</td><td>53.7</td><td>9.7</td></tr> </tbody> </table>	Weeks missed	Level 4 or above (%)	Level 5 or above (%)	0	94.6	53.8	1	91.8	48.9	2	90.2	44.7	3	88.8	40.9	4	87.4	38.2	5	86.2	35.3	6	84.3	32.5	7	83.0	30.5	8	82.0	28.5	9	79.9	25.9	10	78.7	24.1	11	77.4	23.2	12	76.6	21.5	13	73.3	18.9	14	72.9	18.3	15	70.2	18.1	16	70.2	15.5	17	66.5	14.4	18	67.6	15.2	19	63.8	13.6	20	63.7	12.7	21	64.8	12.9	22	58.7	11.7	23 or more	62.4	11.2	23 or more	53.7	9.7	<p>4</p>
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	<p>Good attendance is vital to ensure pupils make good progress. The school is taking a pro-active approach to encourage good attendance and address barriers for individual families.</p>	
<p>Nurture training for support staff, including delivering zones of regulations intervention</p>	<p>Mentoring</p> <p>Mentoring can have small positive effects on attainment (+2 months). It is important that pupils have benefited from mentoring retain positive changes in their confidence and behaviour. Some studies show more positive impacts for pupils from disadvantaged backgrounds.</p> <p>Behavioural interventions</p> <p>Targeted interventions and universal approaches have positive effects of an additional 4 months progress. Evidence demonstrated that interventions with the highest impacts focus on self-management or role-play and rehearsal.</p>	6
<p>EMPH and support for mental health</p>	<p>Social and emotional interventions</p> <p>The average impact of successful SEL interventions is an additional four months progress over the course of a year. However, security of evidence is low therefore this is monitored carefully by the school's SENCO.</p>	6
<p>Family support worker and inclusion team to continue to engage with parents and support families, including building strong relationships with our GRT community.</p> <p>Continue to track attendance when booking parents meetings and aim for 100% attendance so that there is an opportunity for all parents to engage in dialogue about their children's learning.</p>	<p>Parental engagement</p> <p>Parental engagement has a positive impact with an average of 4 months additional progress within a year. Parental communications should encourage positive dialogue about learning. (EEF Toolkit)</p>	4 and 5
<p>Parent workshops related to phonics, reading, writing and maths</p>	<p>Parental engagement</p>	5

	<p>Parental engagement has a positive impact with an average of 4 months additional progress within a year. Parental communications should encourage positive dialogue about learning. (EEF Toolkit)</p>	
<p>Ensuring pupils have the opportunity to attend trips and the residential trip in Year 6.</p>	<p>Outdoor and adventurous activities</p> <p>There is limited evidence on the impact of outdoor adventurous activities. (EEF Toolkit)</p> <p>However, trips and outdoor education provides opportunities that disadvantaged pupils might not be able to participate in otherwise and supports their personal development. These activities also support pupils to develop pupil's resilience and self-confidence.</p>	5
<p>Additional extra-curricular opportunities with a focus on sport</p>	<p>Physical activity</p> <p>There is a small positive impact of physical activity on academic attainment (+ 1 month). (EEF Toolkit)</p> <p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to associated financial costs. By providing physical activities free of charge, we hope to provide pupils with opportunities that might not otherwise be available to them.</p>	5
<p>Personalised curriculum, physical and social and emotional interventions for individual pupils. Including access to JAC and personalised enrichment opportunities.</p>	<p>Individualised Instruction</p> <p>This approach involves providing different learning tasks to suit the individual need of a pupil. Individualised instruction can be an effective approach to increasing pupil's attainment (+ 4 months) EEF Toolkit</p> <p>Studies tend to show higher rates of effectiveness with older pupils and this approach is predominately used in UKS2.</p> <p>Social and emotional interventions</p> <p>The average impact of successful SEL interventions is an additional four months progress over the course of a year. However, security of evidence is low therefore this is monitored carefully by the school's SENCO.</p> <p>Behavioural interventions</p>	5 and 6

	<p>Targeted interventions and universal approaches have positive effects of an additional 4 months progress. Evidence demonstrated that interventions with the highest impacts focus on self-management or role-play and rehearsal.</p> <p>Physical activity</p> <p>There is a small positive impact of physical activity on academic attainment (+ 1 month). (EEF Toolkit)</p> <p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to associated financial costs. By providing physical activities free of charge, we hope to provide pupils with opportunities that might not otherwise be available to them.</p>	
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Total budgeted cost: £ £ 78,769

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 2021 to 2022 academic year.

Pupil premium funding has effectively targeted support to some of our most vulnerable pupils. It has primarily focused on improving the quality of education through improving the quality of teaching and learning, developing the curriculum and supporting pupils to participate in the wider life of the school. We also continue to focus on developing our pupil's vocabulary and adopt a concept of 'pupil premium tilt' where teachers and support staff will focus aspects of pedagogy and curriculum towards the need of pupil premium pupils.

Year Group	Impact or previous Year's strategy
Reception (3 pupils)	All pupils made at least expected progress in all areas of the Early Years curriculum with two pupils making accelerated progress in writing.
Year 1 (4 pupils)	<p>Reading 1 pupil made expected progress in reading (6 steps). 3 pupils have made 5 steps progress and additional support is in place to ensure pupils make additional progress by December 2022.</p> <p>Writing 3 pupils have made 5 steps of progress and additional classroom support is in place to ensure accelerated progress. 1 pupil made 4 steps progress and is receiving targeted SEN provision and support.</p> <p>Maths 3 pupils made expected or better progress (6 or more steps). 1 pupil made 4 steps progress and targeted SEN support and provision is in place.</p>
Year 2 (7 pupils)	<p>Reading 6 pupils made expected or better progress in reading (6 steps or more) 1 pupil made 5 steps progress and is on track for accelerated progress by December 2022. Update December 2022: additional progress was achieved for this pupil.</p> <p>Writing All 7 pupils made expected or better progress in writing (6 steps or more).</p> <p>Maths All 7 pupils made expected or better progress in maths.</p>
Year 3 (13 pupils)	<p>Reading 11 pupils made expected or accelerated progress in reading. 1 pupil made 5 steps and 1 made 4. These pupils have additional classroom support and targeted interventions to provide social and emotional support and ensure accelerated progress.</p> <p>Writing</p>

	<p>7 pupils made expected or better progress in writing. 3 pupils made 3 steps progress and 1 pupil made 4 steps. Classroom support and targeted intervention is in place for these children to support both their emotional and learning needs. Writing remains an area of focus as pupils move into year 4 with appropriate tailored interventions and curriculum design in place.</p> <p>Maths</p> <p>9 pupils have made expected or better progress (6 steps +) in maths with 3 pupils making 5 steps progress. Pupils not yet working at age related expectations and not making expected rates of progress are receiving additional small group support in class.</p>
<p>Year 4 (8 pupils)</p>	<p>Reading</p> <p>All pupils made expected or accelerated progress in reading last academic year.</p> <p>Writing</p> <p>7 pupils made expected or better progress in writing. 1 pupil who made 2 steps progress has an EHCP and continues to receive tailored provisions.</p> <p>Maths</p> <p>7 pupils made expected or better progress in maths. 1 pupil who made 5 steps progress has an EHCP and continues to receive tailored provisions.</p>
<p>Year 5 (11 pupils)</p>	<p>Reading</p> <p>8 pupils made expected or accelerated progress in reading. 2 pupils made 5 steps and 1 pupil made 4 steps. Through targeted intervention and classroom support these pupils are on track to make accelerated progress by April 2023.</p> <p>Writing</p> <p>8 pupils made expected or better progress in writing. 2 pupils made 5 steps progress and 2 pupils made 4 steps progress. Through teacher led writing interventions, these pupils are on track to make accelerated progress by April 2023.</p> <p>Maths</p> <p>9 pupils made expected or accelerated progress in maths. 2 pupils made 5 steps progress and are on track to make accelerated progress by December 2022. Update December 2022: 1 pupil made 3 steps progress and 1 pupil made 4 steps progress resulting in expected or better progress since Autumn 2021 for both pupils.</p>

Year 6 (7 pupils)	<p>Reading: All pupils made expected or more progress in reading.</p> <p>Writing: 5 pupils made expected or accelerated progress in writing.</p> <p>Maths: 6 pupils made expected or better progress in maths with 1 pupil who was supported on a 1:1 basis making 3 steps progress.</p>
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Summary: Progress of pupil premium pupils remains positive with effective use of targeted interventions and in class support. Moving forward, developing writing is a priority for Pupil Premium pupils and ensuring the attainment gap is closing in all year groups.

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
X Tables Rockstars	TT Rockstars
Accelerated reader	Renaissance
RWI Phonics	RWI Ruth Miskin

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A