

Pupil premium strategy statement – Weeke Primary School 2024-2027

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

This is the second year of a three-year plan and includes the review of year one.

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

School overview

Detail	Data
Number of pupils in school	391
Proportion (%) of pupil premium eligible pupils	(63) 16%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	FGB
Pupil premium lead	Rebecca Jakes
Governor(s)	Ali Sansome & Katy Francis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,420
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£72,420

Part A: Pupil premium strategy plan

Statement of intent

Our building blocks for tackling educational disadvantage:

Whole-school ethos of attainment for all

- There is a culture of high expectations for all and the belief that all disadvantaged pupils can overcome their personal barriers to succeed.
- Leaders, teachers and other adults understand their role within the school's strategy.

High quality teaching for all

- The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching, focussed on meeting individual learning needs.
- There is a strong understanding of the barriers to learning and how these barriers present in school; learning gaps and misconceptions are identified and addressed so pupils can secure learning that will enable them to meet age related expectations or increasingly work at greater depth.
- Disadvantaged pupils benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects. Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.
- Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.
- Professional development is focused on securing strong subject knowledge, questioning, feedback and self-regulation.

Addressing behaviour and attendance

- A strong emphasis is placed on developing positive behaviours for learning.
- The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.
- Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school. Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

Clear, responsive leadership

- A Strategy Group, which includes the Head Teacher (HT), Assistant Head Teacher (AHT) and governors, review the effectiveness of strategies at the end of each assessment phase.
- Self-evaluation is rigorous and honest, based on clear success criteria. The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.
- The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase.

Challenges

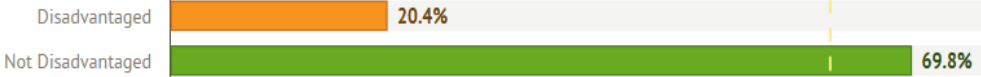
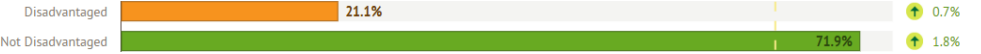
This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Disadvantaged pupils' attainment is often lower than their peers.
2	Children eligible for pupil premium often enter school with delayed literacy and communication skills. A combination of underdeveloped vocabulary and phonic knowledge limits their progress and access to the whole curriculum.
3	Where parents do not engage with the school, this can adversely affect attendance and can lead to pupil's attitudes to learning changing. We have identified specific challenges and factors that impact negatively on a number of pupils and their attendance. The impact of this affects the child's attainment and ability to make good progress.
4	Deprivation adversely affects the emotional well-being of some disadvantaged pupils. Children eligible for pupil premium often have lower resilience to face challenges both in their learning and in social situations. Many of these pupils have difficulties with their mental health.
5	For some families, a lack of financial stability limits out of school opportunities and enrichment activities to enhance cultural capital.

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
By July 2026, the percentage of disadvantaged boys achieving age-related expectations in writing will increase from the current baseline of 20% to 50%.	<ul style="list-style-type: none"> • By the end of 2026, 50% of disadvantaged boys are achieving age-related expectations or better. • Writing outcomes include those that are purposeful and authentic. • Pupils' demonstrate an independent ability to use new vocabulary in context. • Disadvantaged boys demonstrate increased interest, engagement and motivation in writing activities. • The quality of writing produced by disadvantaged boys reflects improved structure, coherence, and creativity. • Assessment is timely, accurate and used effectively to inform teaching with progress evident as a result.

<p>SIP 1.1, 1.2, 1.3, 2.2</p>										
<p>Autumn Term Review</p>	<p>Writing Expected Standard:</p>  <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>20.4%</td> </tr> <tr> <td>Not Disadvantaged</td> <td>69.8%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • 20.4% (11) of all disadvantaged pupils are writing at the expected standard. • 36% (4/11) of these pupils writing at the expected standard are boys. • Focus group of 6 disadvantaged boys chosen for outdoor learning project based on real-life experiences to inform writing and to promote vocabulary use in context. <p>Early Years focussed work to target gross motor skills:</p> <ul style="list-style-type: none"> • weekly balance bike sessions • building core strength on wobble cushion • clever body exercises and assessment • as part of handwriting children use the KS1 playground - climbing the mound with the various ropes and climbing handles • handwriting pattern formation using big chalk on playground/with water and paint brushes on the window <p>Early Years focussed work to target fine motor skills:</p> <ul style="list-style-type: none"> • fine motor shelves in provision • dry wipe pockets to practise handwriting patterns 	Category	Percentage	Disadvantaged	20.4%	Not Disadvantaged	69.8%			
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<p>Spring Term Review</p>	<p>Writing Expected Standard:</p>  <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>21.1%</td> <td>+ 0.7%</td> </tr> <tr> <td>Not Disadvantaged</td> <td>71.9%</td> <td>+ 1.8%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • 21% (12) of all disadvantaged pupils are writing at the expected standard. Of those pupils, 42% (5/12) are boys. • 8% of disadvantaged boys are writing at the expected standard. • Pupil progress meetings were held on INSET day with a focus on children who are not on track for writing. Teams, including LSAs, worked with a member of SLT to unpick areas of need and agree strategies. This is being reviewed at the next INSET at the end of March. • Staff meetings have focussed on writing planning using an 'S' planning approach. This has made sure that all teachers are considering learning journey, modelling, misconceptions and scaffolding in detail at the beginning of each unit. It has also been a useful way of sharing this information with LSAs as it is displayed in classrooms. • Five disadvantaged boys have been part of a forest schools writing group focussing on building language and oracy. This has been designed to give them confidence and take risks with their writing. • In Year 5, the class were reading the book 'Millions' and in it there is a significant scene where the main character's dad cooks lasagne. The disadvantaged children in Year 5 (14) worked in small groups to make lasagne for the rest of the year group to taste. <p>Early years –</p>	Category	Percentage	Change	Disadvantaged	21.1%	+ 0.7%	Not Disadvantaged	71.9%	+ 1.8%
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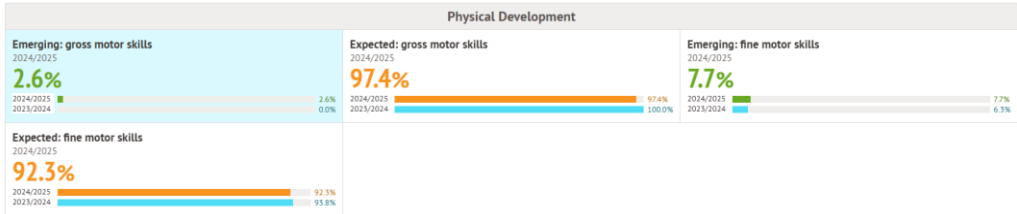
- 88% (8/9) disadvantaged children are working at 'emerging' in writing. One child is working at expected standard.
- Teachers in EYFS have met more regularly with parents of disadvantaged children rather than waiting for parent's evenings so they can discuss learning and give examples of how parents can support their child at home.
- Key vocabulary with accompanying visuals is displayed in all areas e.g. water area – 'float', 'sink', 'surface'.
- Disadvantaged children are having extra Balancability sessions to help build core strength.
- Some children are using Clicker to support the spelling element of their phonics sessions.

Summer Term Review

End of KS2:
67% (4/6) year 6 disadvantaged boys achieved the expected standard in writing at the end of KS2.

EYFS:

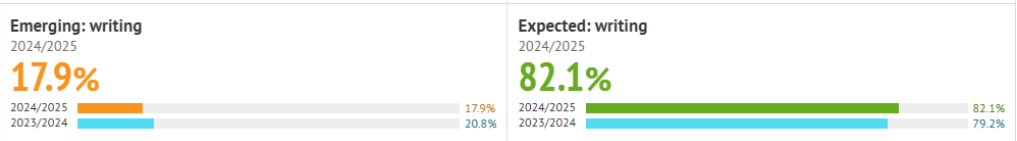
Physical Development



Category	2024/2025	2023/2024	Expected
Emerging: gross motor skills	2.6%	0.0%	2.6%
Expected: gross motor skills	97.4%	100.0%	97.4%
Emerging: fine motor skills	7.7%	6.3%	7.7%
Expected: fine motor skills	92.3%	93.8%	92.3%

83% (5/6) disadvantaged boys achieved gross motor skills.
67% (4/6) disadvantaged boys achieved fine motor skills.

Writing



Category	2024/2025	2023/2024	Expected
Emerging: writing	17.9%	20.8%	17.9%
Expected: writing	82.1%	79.2%	82.1%



33% (2/6) disadvantaged boys achieved expected standard in writing.

Writing Expected Standard (Years 1 - 5):
24% (6/25) disadvantaged boys achieved expected standard in writing.

- Staff CPD has continued to focus on 'S' planning and
- Staff CPD has also used the Teaching Sprints approach (<https://www.teachingsprints.com>). This has focussed on the quality of shared writing in class with a particular focus on targeting disadvantaged boys. LSAs are also following the Teaching Sprints approach for their CPD. This will continue in 2025/2026.
- Writing moderation focussed on looking at books for off-track disadvantaged pupils to identify next steps and areas to target.

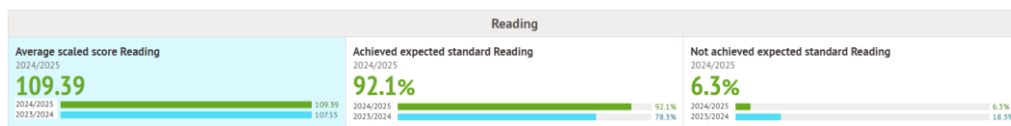
The school curriculum ensures opportunities to develop literacy skills

- Outcomes in phonics and reading are on an upward trajectory for disadvantaged children and are above local and national attainment.
- In phonics and Key Stage 2, reading interventions are precise and time-scaled based on assessment.

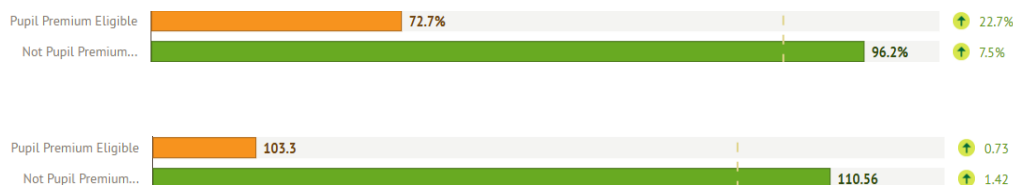
<p>through a robust phonics programme SIP 2.2</p>	<ul style="list-style-type: none"> Progress data for disadvantage children demonstrates at least good, if not accelerated, progress in phonics and reading. 						
<p>Autumn Term Review</p>	<p>Good or better progress in reading:</p>  <table border="1"> <tr> <td>Disadvantaged</td> <td>85.2%</td> </tr> <tr> <td>Not Disadvantaged</td> <td>86.4%</td> </tr> </table> <ul style="list-style-type: none"> 46 disadvantaged pupils made good or better progress in reading in the Autumn Term. KS2 phonics and reading interventions – 6/11 children receiving phonics interventions are disadvantaged. 2/12 children having a reading fluency intervention are disadvantaged. The number of disadvantaged children needing a catch-up intervention for reading or phonics is much lower than last year. No disadvantaged pupils in EYFS (7/36) are on track in phonics. Two of these children have very low attendance, one is EAL and a refugee and one has complex SEN. These children have daily ‘keep up’ phonics session with an HLTA. 38% (3/8) disadvantaged children are on track to pass the phonics screening check. Those who are not are having the keep up intervention. 75% (6/8) disadvantaged children in Y2 have made good or better progress in reading. 50% (4/8) disadvantaged children in Y2 are reading at the expected standard. Out of 6 disadvantaged children who didn’t pass the phonics check in Year 1, 4 are on track to pass. The two who aren’t are EAL and have been referred for a SEND assessment with EMTAS. 	Disadvantaged	85.2%	Not Disadvantaged	86.4%		
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<p>Spring Term Review</p>	<p>Good or better progress in reading:</p>  <table border="1"> <tr> <td>Disadvantaged</td> <td>82.5%</td> <td>-2.7%</td> </tr> <tr> <td>Not Disadvantaged</td> <td>91.5%</td> <td>+5.1%</td> </tr> </table> <ul style="list-style-type: none"> 47 disadvantaged pupils made good or better progress in reading in the Spring Term. 32% (7/22) children having a ks2 reading intervention are disadvantaged. Three of these children have complex SEN. 63% (5/8) disadvantaged children in Y2 have made good or better progress in reading. 25% (2/8) disadvantaged children in Y2 are reading at the expected standard. Year 1 phonics check –78% (7/9) disadvantaged children in Year 1 are predicted to pass the screening check. There are two children not on track to pass. They are having the Little Wandle SEND phonics intervention. <p>Early Years –</p> <ul style="list-style-type: none"> All children, with the exception of one who is on track, are receiving a phonics intervention. These children are targeted during continuous provision for regular practise in the context of their play. 78% (7/9) disadvantaged children are ‘emerging’ in reading. One child is reading at ‘expected’. Those children who are ‘emerging’ are having their phonics interventions with the class teacher. Three of the children who are working at ‘emerging’ are predicted to be at the expected standard by the end of the school year. 	Disadvantaged	82.5%	-2.7%	Not Disadvantaged	91.5%	+5.1%
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Summer Term Review

End of KS2:



8/11 disadvantaged children achieved the expected standard for reading.



Year 1 Phonics Screening Check:

100% of disadvantaged pupils who took the phonics screening check passed.

4/9 disadvantaged pupils were disapplied due to their SEN.

Year 2 Phonics Screening Re-check:

Two disadvantaged children re-took the phonics screening check. Both passed.

Whole School (Years 1 – 5):



Reading EXS+:

24 disadvantaged children achieved the expected standard in reading.



Reading – good or better progress:



42 disadvantaged children made good or better progress in reading.



EYFS:

EXS - word reading

4 disadvantaged children achieved the expected standard for word reading.

	<p>Pupil Premium Eligible </p> <p>EXS – comprehension</p> <p>4 disadvantaged children achieved the expected standard for word reading.</p> <p>Pupil Premium Eligible </p>								
<p>The gap between PP and non-PP attendance is at least in line with national figures (based on FFT 2.9%). <i>SIP 2.2</i></p>	<ul style="list-style-type: none"> • Reduction in the gap between disadvantaged and non- disadvantaged attendance • Improved attendance for those with persistent absence. • Improved parental engagement at parent’s evenings, workshops and questionnaire responses. • A reduction in fixed term exclusions and high-level behavioural incidents. 								
<p>Autumn Term Review</p>	<p>Whole School Attendance:</p> <table border="1" data-bbox="384 882 1407 1025"> <thead> <tr> <th>School Disadvantaged</th> <th>Disadvantaged national average</th> <th>School Non-disadvantaged</th> <th>Non-disadvantaged national average</th> </tr> </thead> <tbody> <tr> <td style="background-color: #008000; color: white;">94%</td> <td>92%</td> <td style="background-color: #008000; color: white;">96%</td> <td>Not available</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • No fixed term exclusions. • Teachers continue to flag attendance issues they have identified. 	School Disadvantaged	Disadvantaged national average	School Non-disadvantaged	Non-disadvantaged national average	94%	92%	96%	Not available
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<p>Personalised programmes reduce barriers to learning so that pupils can access the curriculum and make progress. <i>SIP 2.2</i></p>	<ul style="list-style-type: none"> • Children receiving Emotional Literacy Support (ELSA) make progress within their ELSA assessments. • Support staff are trained to support pupils with speech, language, communication and interaction needs. These pupils are able to access the curriculum through scaffolding and, where appropriate, timely interventions. • Barriers to learning are reduced, enabling children to fully participate in lessons and make good progress.
<p>Autumn Term Review</p>	<ul style="list-style-type: none"> • 35% (9/25) children receiving ELSA are disadvantaged. • Helping Hooves project has been very successful. All children who will be attending in the second half of the Spring Term are disadvantaged. • The school continues to benefit from the Developing Better Value Project this year. Three disadvantaged children are currently receiving support from the project.
<p>Spring Term Review</p>	<ul style="list-style-type: none"> • Eleven children are currently receiving ELSA. 45% (5/11) are disadvantaged. • Six disadvantaged children have been to Helping Hooves this term with a focus on horse care. • SENCO and ELSA have been on training for Emotionally Based School Avoidance (EBSA) and have put systems in place to monitor and set targets for children with (or at risk of) EBSA.
<p>Summer Term Review</p>	<ul style="list-style-type: none"> • Thirteen children are currently receiving ELSA 87% (11/13) are disadvantaged. • The school have continued to benefit from support from the Developing Better Value Project focussing on attention and listening. We now have a visit from our link SALT one a half term to complete assessments and provide support to individual families and teachers. We have prioritised disadvantaged children for this. • Two disadvantaged children who are looked after (LAC) have benefited from weekly visits to Walnut Tree Farm to work on increasing self-esteem and resilience. • The school has funded private English tuition for the parents of a family who are asylum seekers to help them in their search for jobs.
<p>Pupils benefit from enrichment activities; they are able to pursue interests and develop cultural capital. <i>SIP 3.1, 3.2</i></p>	<ul style="list-style-type: none"> • All disadvantaged children are enabled to access all curriculum and residential visits. • Disadvantaged children are actively encouraged to join school clubs and take an active part. Register of Clubs shows increased involvement of disadvantaged children. • Opportunities for enrichment outside of school are signposted to families.
<p>Autumn Term Review</p>	<ul style="list-style-type: none"> • 18 disadvantaged pupils attended an architecture workshop. • 60% (38/63) disadvantaged pupils attend clubs for free. • All disadvantaged children are enabled to access all curriculum and residential visits. • All disadvantaged children have outdoor learning sessions in the yurt with HLTA. • Cooking club after school for disadvantaged pupils who attend after-school club.

	<ul style="list-style-type: none"> All disadvantaged pupils visited a 'secrets room' at Christmas so they could choose a present for their parents/carers. 																																		
Spring Term Review	<ul style="list-style-type: none"> PP children in Year 3 and 4 attended a D&T structures workshop in January. All disadvantaged children are enabled to access all curriculum and residential visits. All disadvantaged children have outdoor learning sessions in the yurt with HLTA. Disadvantaged children can attend Breakfast and After School Club for free. Seventeen attend Breakfast Club and twenty attend After School club. Cooking club after school for disadvantaged pupils who attend after-school club (20 pupils). Mother's Day 'pop-up shop' for all disadvantaged children to choose a free present for their mum or significant parent/carer. Book shop for all disadvantaged children to choose a free book. Costumes provided for immersion/curriculum days. Three children were taken to Clarks to buy new shoes (and loved the experience). 60% (38) disadvantaged children attend clubs. Thirteen disadvantaged children attend more than one club. <table border="1" data-bbox="379 929 1284 1597"> <thead> <tr> <th>Club</th> <th>Number of disadvantaged children attending</th> </tr> </thead> <tbody> <tr><td>Spanish</td><td>5</td></tr> <tr><td>Y5/6 netball</td><td>5</td></tr> <tr><td>KS1 story time club</td><td>2</td></tr> <tr><td>Year 5/6 boys football club</td><td>10</td></tr> <tr><td>Music ensemble</td><td>0</td></tr> <tr><td>Y3 girls football club</td><td>0</td></tr> <tr><td>Y5/6 tag rugby</td><td>3</td></tr> <tr><td>Y4 beginners boys football</td><td>3</td></tr> <tr><td>EYFS/KS1 singing squad</td><td>2</td></tr> <tr><td>KS1 dodgeball</td><td>4</td></tr> <tr><td>Lego</td><td>1</td></tr> <tr><td>EYFS/KS1 drawing club</td><td>1</td></tr> <tr><td>Y5/6 girls football</td><td>5</td></tr> <tr><td>Gardening club</td><td>4</td></tr> <tr><td>Running club</td><td>9</td></tr> <tr><td>KS2 singing squad</td><td>4</td></tr> </tbody> </table>	Club	Number of disadvantaged children attending	Spanish	5	Y5/6 netball	5	KS1 story time club	2	Year 5/6 boys football club	10	Music ensemble	0	Y3 girls football club	0	Y5/6 tag rugby	3	Y4 beginners boys football	3	EYFS/KS1 singing squad	2	KS1 dodgeball	4	Lego	1	EYFS/KS1 drawing club	1	Y5/6 girls football	5	Gardening club	4	Running club	9	KS2 singing squad	4
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Summer Term Review	<ul style="list-style-type: none"> The cooking club for disadvantaged children who attend after school club has continued this term. All disadvantaged children continued to have outdoor learning sessions in the yurt with HLTA. 60% (38) disadvantaged children continue to attend clubs. Thirteen disadvantaged children attend more than one club. 30 disadvantaged children from years 5 and 6 attended a trip to Southampton Art Gallery, which incorporated a wire workshop. All children continued to benefit from discounted access to school residential. 																																		

	<ul style="list-style-type: none"> Disadvantaged children were given access to free Bikeability sessions during school holidays and extra swimming lessons at St Swithuns School.
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Activity in this academic year (2025-2026)

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £11,760

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leaders provide relevant CPD and resources to improve the quality of the curriculum for all learners. £6546 <i>SIP 3.1, 3.2</i>	Monitoring of teaching and learning identifies curriculum strengths that impact pupil premium the most.	1, 2
Timely moderation that enables staff to gain a better understanding of the barriers to progress. £6546 <i>SIP 2.2, 2.3</i>	Internal school data highlights impact on children's outcomes.	1, 2
Updated phonics training for all staff in using Little Wandle Keep-Up and SEND interventions. £1230	Educational Endowment Fund (EEF) research states: Very high impact for very low cost based on very extensive evidence (+5 months impact on progress).	1, 2
Personalised professional development for targeted year groups where the gap	Educational Endowment Fund (EEF) research states: High impact for very low cost based	1, 2

between PP and non-PP is poor. £1230 SIP 1.2, 1.3, 3.2	on very extensive evidence (+5 months impact on progress).	
CPD for teachers (including Specialist Teacher Advisory Service - Communication and interaction Team) and support staff to meet the needs of children with PP where progress in writing needs to be accelerated. £1230 SIP 1.2	Internal school data highlights impact on children's outcomes. Staff questionnaire	1,2

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

Budgeted cost: £32,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
AHT teaching focus phonics catch-up group in KS2. £1230 Deputy Head Teacher (DHT) teaching focus group for maths in Year 6. £1482 SIP 2.2, 2.3	Educational Endowment Fund (EEF) research states: Moderate to high impact for low cost (+4 to +5 month's impact on progress).	1, 2
Specific Learning Difficulties (SpLd) Level 3 LSA to support PP/SEND children 3 days weekly through 1:1, small group and focus group teaching. £13,764 SIP 2.2, 2.3	Educational Endowment Fund (EEF) research states: Moderate impact for moderate cost (+4 months' impact on progress). Internal school data suggests a higher impact of this intervention (double ratio gains in reading and spelling interventions).	1, 2
Specific Learning Difficulties (SpLd) Higher Level Teaching Assistant with responsibility for phonics, early reading and	Educational Endowment Fund (EEF) research states: Moderate impact for moderate cost (+4 months' impact on progress).	1, 2

catch-up interventions in KS1. £13,442 SIP 2.2, 2.3		
Annual subscriptions to various online intervention programmes to support specific skills and fluency in reading, writing and maths. £2732 SIP 2.2, 2.3	Internal school data demonstrates the positive impact on progress for individual children using online reading, writing and maths programmes (Provision Maps, PP Review 2022).	1, 2

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

Budgeted cost: £28,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
Senior Leader Team (SLT) to monitor attendance and create action plan to target support for specific families. £4574 Attendance Officer to carry out actions from SLT monitoring (5 x mornings a week). £2027	Educational Endowment Fund (EEF) research states: Moderate impact for low cost (+4 months' impact on progress).	
Funding the cost of trips and residential will be subsidised for disadvantaged children. £5000 Discount for disadvantaged children to access paid after school sports clubs and After School Club. £2000	Educational Endowment Fund (EEF) research states outdoor adventurous learning has an unclear impact on progress (this is largely based on weak evidence/research base). Internal school data suggests a very positive impact of these interventions to support engagement and self-confidence.	
ELSA support and interventions 3 x days per week. Termly ELSA supervision. £14,409	Educational Endowment Fund (EEF) research states: Moderate impact for very low cost (+4 months' impact on progress). Internal school data suggests a very positive impact of these interventions to support engagement and access to classroom learning and self-confidence.	

Total budgeted cost: £72,420

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

KS2 SATs

% Achieved expected standard Reading Disadvantaged	% Achieved expected standard Reading Non- Disadvantaged	% Achieved expected standard Writing Disadvantaged	% Achieved expected standard Writing Non- Disadvantaged	% Achieved expected standard Maths Disadvantaged	% Achieved expected standard Maths Non- Disadvantaged
50%	89%	37.5%	87%	37.5%	93%

Early Years data

There are 5 PP children in EYFS (48 pupils in the cohort).

Good Level of Development	
Disadvantaged	Non- disadvantaged
20%	86%

% Exp+ Reading Disad	% Exp+ Reading Non-disad	% Exp+ Writing Disad	% Exp+ Writing Non-disad	Physical development (including gross and fine motor skills) % Exp Disad	Physical development (including gross and fine motor skills) % Exp Non-disad	% Exp+ Maths Disad	% Exp+ Maths Non-disad
20%	90%	20%	86%	80% fine motor skills 100% gross motor skills	95% fine motor skills 100% gross motor skills	40%	91%

Phonics Screening Check

% Met Disadvantaged	% Met Non-disadvantaged
75%	94%

Summary:

- *There is a considerable gap in attainment in the Key Stage 2 SATs results. Of the 4 disadvantaged pupils who did not meet the expected standard in writing and maths, 3 were SEND.*
- *The Percentage of disadvantaged pupils meeting the standard for the phonics screening check is 7% above the national average.*

- *The gap in progress between disadvantaged and non-disadvantaged pupils in KS2 has narrowed and is minimal with the exception of Year 3 maths, where 100%disadvantaged pupils have made good progress.*
- *Attendance of disadvantaged pupils is in line with national average and there is no gap between disadvantaged and non-disadvantaged pupils.*

School Attendance Disadvantaged	Disadvantaged national average	School Attendance Non-disadvantaged	Non-disadvantaged national average
91.6%	91.8%	96.3%	95.1%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Maths	Doodle Maths
Dyslexia Spelling	Nessy
Clicker	Cricksoft
Third Space Learning	Third Space Learning