



Our Lady Queen of Peace Catholic Primary School

... created to flourish in God's image ...



Pupil Premium Strategy Statement 2023 – 2026

Reviewed December 2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year (2023 – 2024) and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Our Lady Queen of Peace Catholic Primary
Number of pupils in school	300 (R – Y6) 317 (N – Y6)
Proportion (%) of pupil premium eligible pupils	40 pupils – 13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026 This academic year: 2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mrs C Garbutt Headteacher
Pupil premium lead	Mrs C Garbutt Headteacher
Governor / Trustee lead	Mr B Robson Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,560
Recovery premium funding allocation this academic year	£5,075
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£69,635

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

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

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery and Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Poor fluency skills in reading which negatively impacts development as readers. Data underpins this and has identified the lowest 20% of readers across the school.
3	Poor recall and fluency of basic skills in mathematics, this impacts on other aspects of the curriculum.
4	Attainment across the school is varied for PP, with some gaps in children's learning. The reasons include, poor working memory, retention, understanding of language and lack of experiences. Some pupil premium pupils need additional support to address gaps in learning and ensure good progress.
5	Continued impact of Covid-19 and partial school closure – both academic challenges and increased social, emotional, mental health needs. This continues to be a challenge throughout school and is also increasingly evident in Early Years.
6	Teacher referrals for support have markedly increased since the pandemic with a greater need for interventions and additional 1:1 or small group targeted support.
7	Data shows some vulnerable pupils have higher absence rates or persistent absences – there are a small number of pupils and families who remain a concern regarding absence.

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 oracy and language skills within Early Years.	Improvement in children achieving GLD with focus on communication and language. Children able to apply new vocabulary from language rich environment and the embedded SPP (ELS).
Improve the percentage of PP children attaining expected level in reading, writing and maths.	Greater % achieving expected or higher for all pupils with a diminished gap for disadvantaged pupils.

<p>Pupils to develop strong basic skills including good number knowledge to support fluency, reasoning and problem solving.</p>	<p>Curriculum design provides opportunities to teach basic skills. Increase in % of PP pupils achieving their times tables, who pass multiplication check in year 4. Children have increased recall of number facts and apply skills to reasoning and problem solving. Mastery approach to teaching of maths embedded throughout school.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in incident logs • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>To further improve attendance. Narrow the gap in attendance between disadvantaged pupils and non-disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25. Implementation of new attendance policy, practices and procedures. Parents greater informed on a more regular basis about their child's attendance. Targeted support in place for individuals and families who have poor attendance or are at risk from poor attendance.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p><i>Cornerstones</i></p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Consistency in assessment procedure throughout KS1 and KS2</p> <p>*(Y6 may differ – SATS papers maybe used in order to prepare for national tests)</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>
<p>CPD for teaching staff and support staff to ensure best use of support staff.</p> <p>Release time for SLT to deliver training materials</p>	<p>Importance of support staff deployment (Blatchford 2007).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>https://maximisingtas.co.uk/assets/content/dissressum.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>1, 2, 3, 4, 6</p>
<p>Continue to embed Government approved Synthetic Phonics Programme and CPD for all staff</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily</p>	<p>1, 2, 4, 6</p>

<p><i>Essential letters and Sounds</i></p> <ul style="list-style-type: none"> - Ongoing CPD through training subscription - KS1 phonics lead identified - Work with English Hub - Close monitoring and support given to embed SPP 	<p>comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF https://essentiallettersandsounds.org/</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school from Maths advisor.</p> <p>Ready to Progress materials rolled out with support from maths lead. Staff to access CPD</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> <p>Current White Rose materials will be reviewed and NCTEM resources will compliment existing resources.</p>	3, 4, 6
<p>Whole school behaviour policy and curriculum reviewed.</p> <p>Improve consistency of implementation of BfL policy and curriculum.</p>	<p>Re-write behaviour policy. Write behaviour curriculum. Time for SLT to monitor and observe implementation of this. Review of lunchtime behaviour curriculum. Training for lunchtime supervisors. Implementation of zoned areas. Monitoring of key transition points within school. Recording and reporting procedures reviewed and analysis of incident logs. Behaviour interventions - EEF</p>	5
<p>Improving standards of purposeful feedback</p> <ul style="list-style-type: none"> - staff CPD - feedback policy review. 	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf</p>	2, 3, 4

SLT Release time for CPD delivery/research	<p>Feedback from pupils and staff have shown that feedback policy is effective and makes best use of time.</p> <p>This is to be reviewed with input from SDP and CPD offered as refresher or to new staff.</p> <p>New Feedback and Marking policy rewritten</p>	
<p>HLTA in UKS2 identified need in cohort to reduce class size – allow teacher to focus on target groups.</p> <p>Additional P/T teacher, study support leading up to national tests in order to support pupils to reach potential.</p>	<p>Reducing class size to support with targeted academic support as well as emotional wellbeing and targeted intervention within cohort.</p> <p>Impact seen when pupils have better access to teacher/support working in smaller groups and receiving immediate feedback.</p>	2, 3, 4, 6

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

Budgeted cost: **£30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of additional HLTA time to deliver intervention programmes to support children.</p> <p>Targeted support in class and through specific catch-up intervention.</p> <p>HLTA classroom release to be able to run full programme of intervention – for reading fluency specifically.</p>	<p>Importance of support staff staff deployment (Blatchford 2007).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>https://maximisingtas.co.uk/assets/content/dissressum.pdf</p>	1, 2, 3, 4, 6
<p>Y6 homework material – CGP resources.</p>	<p>Resources used to hone pupils' skills on specific subjects and topics. Working alongside teachers, pupils are signposted to additional activities to reinforce or</p>	2, 3, 4

Test base – used to create specific / targeted resources for Y6	address gaps in knowledge. Our experience in school has shown these resources to be highly effective.	
Purchase of a programme to improve listening, narrative and vocabulary skills in EYFS and for disadvantaged pupils who have relatively low spoken language skills.	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: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2
Subsidised/paid Music Tuition for disadvantaged pupils.	All children should have the right to play a musical instrument. Learning a musical instrument can enrich students' lives and education https://nafme.org/important-benefits-of-music-in-our-schools/ https://assets.publishing.service.gov.uk/gov/uploads/system/uploads/attachment_data/file/1086619/The Power of Music to Change Lives.pdf	5

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

Budgeted cost: **£9,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school	Both targeted interventions and universal approaches can have positive overall effects:	5, 7

<p>ethos and improving behaviour across school.</p> <p>Embed Behaviour Policy and Behaviour Curriculum with a specific focus on lunchtimes and transition points.</p>	<p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures.</p> <p>Embed new Attendance Policy – links to praise and recognition.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	7
<p>Dedicated counsellor (Road Centre)</p>	<p>Counsellor works in school 1 day per week (increase in hours).</p> <p>Experiencing a mental health problem in childhood is one of the biggest barriers to achieving well-being and yet only one quarter of children affected are getting specialist help (Green et al, 2005). Counselling in schools has been shown to be a highly effective support for tens of thousands of troubled children and young people who are experiencing emotional health difficulties.</p> <p>https://www.bacp.co.uk/media/2127/bacp-school-based-counselling-for-all-briefing-dec15.pdf</p>	5, 7
<p>Breakfast club Ran by school staff</p>	<p>According to a government study, pupils being hungry has been linked with poor concentration in class.</p> <p>Breakfast clubs can have positive impacts on pupils' ability to concentrate, and pupils who have eaten breakfast are more prepared to learn. A free breakfast club is on offer for disadvantaged pupils.</p> <p>This has supported with the attendance and punctuality of some children and also</p>	5, 7

	enables them to prepare, self-regulate and start school ready to learn.	
Financial support to parents for residential visits / trips and events for disadvantaged pupils	<p>Outdoor adventure learning – supporting collaborative learning experiences.</p> <p>Physical and emotional challenges developing team work and problem solving skills.</p> <p>For many disadvantaged families, the residential trips will provide experiences that they may not normally be able to participate in.</p> <ul style="list-style-type: none"> - Derwent Hill and Youth Ministry Team - Cultural Capital - London <p>Other school visits/trips linked to curriculum are either fully paid or heavily subsidised to enable disadvantaged children to participate.</p>	5, 7
Contingency fund for acute issues.	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> <p>In our experience, this can be used for: -</p> <ul style="list-style-type: none"> - Uniform - Funding wrap around childcare 	5, 7

Total budgeted cost: £69,500

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Intended Outcome 1

Attendance of children in receipt of PP is in line with their peers and above 96%

Proportion of children classed as persistent absentees is reduced.

	2022-23 National data	2022-23 School All pupils	2022-23 School FSM pupils	2022-23 School Pupils with SEND
Overall absence	6%	4.77%	5.99%	5.55%
Persistent absence (10%+)	17%	10.86%	25.53%	12.5%
Severe absence (50%+)		0.29%	0	0

Further work needs to be completed to ensure PA percentages for disadvantaged pupils are targeted and below NA. Due to changes in leadership last academic year, there was less capacity to implement specific interventions. The implementation of a new policy this academic year and consistent procedures is already showing a positive impact in PA data.

Intended Outcome 2

The wellbeing needs of all children in receipt of PP are met.

- Staff CPD to identify and support wellbeing and mental health is being utilised through Sunbeams and Rainbows sessions with identified pupils. These sessions are well received and having a positive impact on SEMH needs in the classroom and among peers.
- Our links with *The Road Centre* have enabled two school based counsellors to work at OLQP for 1 full day a fortnight and 1 half day a week. Their anonymised reports indicate the positive impact of their work. There is a waiting list for their service.
- The newly implemented Positive Behaviour policy ensures that the school environment promotes respect. Further work will be completed in 2023 – 2024 to embed the culture of behaviour across all phases.
- Greater opportunities for learning outside of the classroom have increased including subsidised visits, breakfast club and residential opportunities.

Intended Outcome 3 and 4

To continue to ensure that outcomes for children in receipt of PP are at least in line with their peers through high quality teaching and targeted intervention.

To ensure that all children in receipt of PP, including those with SEND, make expected progress from their starting points.



READING																																			
Year 1	SUMMER ATTAINMENT					Year 2	SUMMER ATTAINMENT					Year 3	SUMMER ATTAINMENT					Year 4	SUMMER ATTAINMENT					Year 5	SUMMER ATTAINMENT					Year 6	SUMMER ATTAINMENT				
	BE	OT	AB	OT+	OT++		BE	OT	AB	OT+	OT++		BE	OT	AB	OT+	OT++		BE	OT	AB	OT+	OT++		BE	OT	AB	OT+	OT++		BE	OT	AB	OT+	OT++
All Pupils	45	23%	50%	27%	77%	All Pupils	44	23%	55%	23%	77%	All Pupils	45	34%	59%	7%	66%	All Pupils	48	34%	60%	6%	66%	All Pupils	48	17%	58%	23%	83%	All Pupils	48	15%	56%	29%	85%
Boys	21	26%	46%	35%	80%	Boys	21	22%	47%	48%	78%	Boys	22	33%	52%	0%	67%	Boys	22	31%	45%	4%	69%	Boys	21	18%	42%	39%	81%	Boys	27	15%	48%	37%	85%
Girls	24	20%	54%	20%	75%	Girls	23	24%	62%	0%	76%	Girls	23	39%	63%	4%	65%	Girls	21	33%	67%	0%	67%	Girls	26	15%	69%	24%	85%	Girls	21	14%	47%	31%	86%
SEN Support	3	33%	63%	0%	67%	SEN Support	3	50%	60%	0%	50%	SEN Support	1	60%	0%	0%	0%	SEN Support	1	75%	25%	0%	25%	SEN Support	4	65%	25%	0%	25%	SEN Support	1	75%	100%	0%	80%
SEN EHCP	1	100%	0%	0%	0%	SEN EHCP	1	100%	0%	0%	0%	SEN EHCP	0	0%	0%	0%	0%	SEN EHCP	0	0%	0%	0%	0%	SEN EHCP	0	0%	0%	0%	0%	SEN EHCP	1	100%	0%	0%	0%
No SEN	39	16%	53%	32%	84%	No SEN	41	23%	56%	28%	89%	No SEN	44	28%	62%	8%	74%	No SEN	44	30%	63%	7%	70%	No SEN	44	0%	61%	27%	89%	No SEN	42	3%	60%	29%	88%
PP	1	0%	100%	0%	100%	PP	3	33%	0%	0%	67%	PP	12	33%	67%	0%	67%	PP	7	86%	0%	0%	14%	PP	11	18%	60%	30%	80%	PP	7	25%	100%	0%	71%
Non PP	44	23%	50%	27%	77%	Non PP	41	23%	55%	23%	78%	Non PP	33	33%	59%	9%	65%	Non PP	41	32%	60%	8%	75%	Non PP	37	15%	58%	23%	84%	Non PP	41	12%	54%	33%	88%
LAC	0	0%	0%	0%	0%	LAC	0	0%	0%	0%	0%	LAC	0	0%	0%	0%	0%	LAC	0	0%	0%	0%	0%	LAC	0	0%	0%	0%	0%	LAC	0	0%	0%	0%	0%
EAL	1	0%	0%	100%	100%	EAL	0	0%	0%	0%	0%	EAL	1	0%	100%	0%	100%	EAL	1	0%	0%	0%	0%	EAL	2	0%	0%	100%	100%	EAL	1	100%	0%	0%	0%
Non EAL	44	23%	53%	31%	77%	Non EAL	44	23%	55%	23%	77%	Non EAL	44	35%	59%	7%	65%	Non EAL	47	34%	60%	6%	66%	Non EAL	47	17%	59%	23%	83%	Non EAL	47	13%	52%	30%	87%

WRITING																																			
Year 1	SUMMER ATTAINMENT					Year 2	SUMMER ATTAINMENT					Year 3	SUMMER ATTAINMENT					Year 4	SUMMER ATTAINMENT					Year 5	SUMMER ATTAINMENT					Year 6	SUMMER ATTAINMENT				
	BE	OT	AB	OT+	OT++		BE	OT	AB	OT+	OT++		BE	OT	AB	OT+	OT++		BE	OT	AB	OT+	OT++		BE	OT	AB	OT+	OT++		BE	OT	AB	OT+	OT++
All Pupils	45	25%	68%	7%	75%	All Pupils	44	27%	59%	14%	73%	All Pupils	45	48%	50%	2%	52%	All Pupils	48	43%	53%	4%	57%	All Pupils	48	48%	50%	2%	52%	All Pupils	48	33%	58%	10%	69%
Boys	21	35%	75%	10%	85%	Boys	21	32%	65%	13%	78%	Boys	22	33%	62%	5%	67%	Boys	27	38%	58%	4%	62%	Boys	21	37%	56%	3%	43%	Boys	27	24%	56%	2%	74%
Girls	24	13%	61%	4%	67%	Girls	23	33%	62%	14%	67%	Girls	23	61%	59%	0%	39%	Girls	21	48%	48%	5%	52%	Girls	26	41%	59%	0%	59%	Girls	21	38%	62%	0%	62%
SEN Support	3	33%	67%	0%	67%	SEN Support	3	50%	50%	0%	50%	SEN Support	5	100%	0%	0%	0%	SEN Support	4	100%	0%	0%	0%	SEN Support	4	100%	0%	0%	0%	SEN Support	5	60%	40%	0%	40%
SEN EHCP	1	100%	0%	0%	0%	SEN EHCP	1	100%	0%	0%	0%	SEN EHCP	0	0%	0%	0%	0%	SEN EHCP	0	0%	0%	0%	0%	SEN EHCP	0	0%	0%	0%	0%	SEN EHCP	1	100%	0%	0%	0%
No SEN	39	18%	74%	8%	82%	No SEN	41	26%	61%	15%	76%	No SEN	40	41%	56%	3%	59%	No SEN	44	37%	58%	5%	63%	No SEN	45	43%	55%	2%	57%	No SEN	42	26%	62%	2%	74%
PP	1	0%	100%	0%	100%	PP	3	0%	67%	33%	100%	PP	12	42%	33%	0%	33%	PP	7	86%	0%	0%	14%	PP	11	18%	39%	0%	30%	PP	7	43%	57%	0%	57%
Non PP	44	26%	62%	7%	74%	Non PP	41	29%	60%	12%	71%	Non PP	33	41%	56%	3%	59%	Non PP	41	39%	60%	5%	65%	Non PP	38	38%	56%	3%	58%	Non PP	41	29%	59%	2%	71%
LAC	0	0%	0%	0%	0%	LAC	0	0%	0%	0%	0%	LAC	0	0%	0%	0%	0%	LAC	0	0%	0%	0%	0%	LAC	0	0%	0%	0%	0%	LAC	0	0%	0%	0%	0%
EAL	1	0%	100%	0%	100%	EAL	0	0%	0%	0%	0%	EAL	1	0%	100%	0%	100%	EAL	1	0%	0%	0%	0%	EAL	2	0%	100%	0%	100%	EAL	1	0%	100%	0%	100%
Non EAL	44	26%	63%	7%	74%	Non EAL	44	27%	59%	14%	73%	Non EAL	44	48%	50%	2%	52%	Non EAL	47	43%	53%	4%	57%	Non EAL	47	48%	50%	2%	52%	Non EAL	47	32%	53%	11%	68%

MATHS																																			
Year 1	SUMMER ATTAINMENT					Year 2	SUMMER ATTAINMENT					Year 3	SUMMER ATTAINMENT					Year 4	SUMMER ATTAINMENT					Year 5	SUMMER ATTAINMENT					Year 6	SUMMER ATTAINMENT				
	BE	OT	AB	OT+	OT++		BE	OT	AB	OT+	OT++		BE	OT	AB	OT+	OT++		BE	OT	AB	OT+	OT++		BE	OT	AB	OT+	OT++		BE	OT	AB	OT+	OT++
All Pupils	45	25%	67%	11%	75%	All Pupils	44	18%	68%	14%	82%	All Pupils	45	61%	57%	2%	59%	All Pupils	48	54%	62%	4%	66%	All Pupils	48	53%	60%	4%	65%	All Pupils	48	43%	50%	2%	77%
Boys	21	35%	75%	10%	85%	Boys	21	37%	70%	13%	83%	Boys	22	48%	52%	0%	52%	Boys	27	39%	62%	4%	65%	Boys	21	48%	52%	0%	52%	Boys	27	33%	41%	26%	67%
Girls	24	13%	61%	13%	67%	Girls	23	19%	67%	14%	81%	Girls	23	39%	61%	4%	65%	Girls	21	33%	62%	5%	67%	Girls	26	38%	67%	7%	74%	Girls	21	10%	62%	29%	90%
SEN Support	3	33%	67%	0%	67%	SEN Support	3	50%	50%	0%	50%	SEN Support	5	100%	40%	0%	40%	SEN Support	4	75%	25%	0%	25%	SEN Support	4	100%	0%	0%	0%	SEN Support	5	60%	40%	28%	60%
SEN EHCP	1	100%	0%	0%	0%	SEN EHCP	1	100%	0%	0%	0%	SEN EHCP	0	0%	0%	0%	0%	SEN EHCP	0	0%	0%	0%	0%	SEN EHCP	0	0%	0%	0%	0%	SEN EHCP	1	100%	0%	0%	0%
No SEN	39	18%	66%	13%	82%	No SEN	41	15%	71%	15%	85%	No SEN	40	56%	56%	3%	62%	No SEN	44	52%	60%	5%	70%	No SEN	45	50%	66%	5%	70%	No SEN	42	34%	52%	29%	81%
PP	1	0%	100%	0%	100%	PP	3	0%	67%	33%	100%	PP	12	50%	50%	0%	50%	PP	7	57%	43%	0%	43%	PP	11	100%	39%	0%	30%	PP	7	57%	43%	0%	43%
Non PP	44	26%	63%	12%	74%	Non PP	41	20%	68%	12%	80%	Non PP	33	53%	57%	3%	63%	Non PP	41	53%	60%	5%	70%	Non PP	38	38%	66%	5%	74%	Non PP	41	17%	51%	33%	83%
LAC	0	0%	0%	0%	0%	LAC	0	0%	0%	0%	0%	LAC	0	0%	0%	0%	0%	LAC	0	0%	0%	0%	0%	LAC	0	0%	0%	0%	0%	LAC	0	0%	0%	0%	0%
EAL	1	0%	0%	100%	100%	EAL	0	0%	0%	0%	0%	EAL	1	0%	100%	0%	100%	EAL	1	0%	0%	0%	0%	EAL	2	0%	100%	0%	100%	EAL	1	0%	100%	0%	100%
Non EAL	44	26%	65%	9%	74%	Non EAL	44	18%	68%	14%	82%	Non EAL	44	60%	58%	2%	58%	Non EAL	47	54%	62%	4%	66%	Non EAL	47	53%	60%	4%	64%	Non EAL	47	32%	49%	31%	77%

The effective implementation of the SSP – ELS, alongside targeted teaching enabled a positive increase in PSC results in Year 1. This will continue to be embedded in 2023 – 2024.

Winning With Numbers embedded throughout school to support the acquisition of key number skills.

Reading has taken a key priority on the SDP. However, reading fluency interventions need to be planned for in 2023 – 2024.

Significant investment in updating and improving reading scheme within school. Decodable books synchronise with phonics being taught. All reading books are matched to the grapheme-phoneme correspondences (GPCs) the children already know as recommended by DfE (Reading framework, 2022)

Externally provided programmes

Programme	Provider
N/A	

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.