

# Pupil premium strategy statement – Holsworthy CofE Primary School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	<b>323 (including Nursery)</b>
Proportion (%) of pupil premium eligible pupils	<b>95 (29.41%)</b>
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	<b>2023/24 – 26/27</b>
Date this statement was published	<b>December 2024</b>
Date on which it will be reviewed	<b>December 2025</b>
Statement authorised by	<b>Amy Frost and Tim Salvadori</b>
Pupil premium lead	<b>Amy Frost</b>
Governor / Trustee lead	<b>Sarah Leach</b>

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142,080.00
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£142,080.00

# Part A: Pupil premium strategy plan

## Statement of intent

### Holsworthy C of E Primary School

Our Vision:

*'Working together, growing together, all to flourish'*

Our Values:

*Love, Kindness, Respect, Responsibility & Forgiveness*

Mission Statement:

*We set high expectations and strive to deliver outstanding teaching and immersive learning to ensure excellent achievement for all our learners.*

We aim to provide a safe, supportive and caring environment based on Christian values. We want to work together and strive for excellence, to inspire our family of learners to flourish academically, socially, emotionally and spiritually.

Our main goals are to ensure that Pupil Premium children's achievements are in line with their non-pupil premium peers. The Governors at Holsworthy are aware that not all disadvantaged pupils are Pupil Premium. Evidence-based research states that 'quality first and adaptive teaching' makes the biggest difference to the attainment of all children. Therefore, what we provide for our Pupil Premium children works for all our children.

Our intent is to support holistically as well as academically.

## Challenges

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

Challenge number	Detail of challenge
1	The attainment and progress of some disadvantaged pupils is not always in line or above non-disadvantaged pupils / national.
2	Some disadvantaged pupils have gaps in their learning through missed learning, low starting points or a difficulty to retain key knowledge.
3	The attendance of disadvantaged pupils is not always in line or better than non-disadvantaged pupils.
4	Pupils eligible for PP have limited out-of-school experiences, which limit their vocabulary and understanding of the world.

5	Some parents and pupils may be struggling with poor health (including mental health), impacting on their engagement in learning.
6	Children who do not attend school regularly, or who have experienced adverse childhood experiences (ACES) find it more difficult to self-regulate and to follow our school rules which results in lost learning time.
7	The cost of living crisis is impacting many families and as a result, children do not have the right equipment for school, and/or are arriving to school without having breakfast and are not ready to learn due to being hungry.
8	Access to free support groups, activities and clubs is low resulting in an over-reliance on 'screen time' for pupils which can lead to worse executive functioning and academic performance.

## 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
<p><b>There will be consistently good or better teaching and learning across the school which results in good or better progress and attainment for disadvantaged pupils.</b></p>	<ul style="list-style-type: none"> <li>- In EYFS, the proportion of disadvantaged pupils achieving a good level of development will be in line or better than national and non-disadvantaged pupils.</li> <li>- The proportion of disadvantaged pupils passing the phonics screening at the end of Y1 will be in line or better than national and non-disadvantaged pupils.</li> <li>- The proportion of disadvantaged pupils reaching age-related expectation or above in reading writing and maths at the end of KS2 will be in line or better than national and non-disadvantaged pupils.</li> <li>- The progress measure for disadvantaged pupils in reading writing and maths at the end of KS2 will be in line or better than national and non-disadvantaged pupils.</li> <li>- Leaders will demonstrate high quality professional development for colleagues through the use of coaching, CPD and 'teaching sprints' to embed principles of teaching and learning.</li> <li>- Leaders will demonstrate high quality professional development for Early Career Teachers through a school-written, bespoke programme of development.</li> <li>- Leaders will demonstrate evidence base for the school's principles of teaching and learning used to implement the curriculum.</li> <li>- Monitoring of teaching and learning will indicate that the school's principles of teaching and learning are</li> </ul>

	<p>implemented effectively to ensure the quality of teaching is good or better.</p> <ul style="list-style-type: none"> <li>-Pedagogy associated with Mastery maths will be in evidence across the school and Mastery Number in KS1.</li> <li>- RWI will be delivered with rigour and with fidelity to the scheme resulting in good outcomes for pupils.</li> </ul>
<p><b>Misconceptions and gaps in learning for disadvantaged pupils will be identified and addressed.</b></p>	<ul style="list-style-type: none"> <li>- Teachers will use assessment effectively to identify gaps in learning and adapt the curriculum and pupils' provision to address misconceptions.</li> <li>- Teachers' pedagogy will build in opportunities to check pupils' understanding and adapt teaching and learning as appropriate during lessons.</li> <li>- Marking and feedback will be used to address misconceptions and move learning forward.</li> <li>- Interventions, pre and post teach will be used to address gaps in learning.</li> <li>- Phonics Lead to liaise with RWI consultant to monitor and track pupils' progress and identify gaps. Teaching groups are amended and Read Write Inc Fast Track Tutors deployed to fill gaps for pupils who have fallen behind, enabling them to make accelerated progress from different starting points.</li> </ul>
<p><b>Attendance of disadvantaged pupils will in line or better than non-disadvantaged pupils and compare favourably with national</b></p>	<ul style="list-style-type: none"> <li>- Overall attendance of disadvantaged pupils will be in line or better than non-disadvantaged pupils and compare favourably with national.</li> <li>- The proportion of disadvantaged pupils considered persistently absent will be in line or better than non-disadvantaged pupils and compare favourably with national.</li> <li>- Disadvantaged pupils who are considered persistently absent will be identified promptly and support provided to bring about an improvement in attendance.</li> <li>- Pupils will receive effective support to address issues associated with social and emotional development, anxiety and poor mental health</li> </ul>
<p><b>All children access to trips and visitors to develop their understanding of the world and develop cultural capital.</b></p>	<ul style="list-style-type: none"> <li>-Increased Participation: By the end of the academic year, 100% of pupils eligible for Pupil Premium funding will have participated in at least one school trip or experienced an in-school visitor, ensuring no financial barriers prevent engagement.</li> <li>-Improved Engagement and Understanding: Feedback from pupils and teachers will demonstrate a measurable increase in pupils' understanding of topics related to the trips and their cultural awareness.</li> </ul>
<p><b>Reduction in cost of school equipment and access to a free breakfast provision</b></p>	<ul style="list-style-type: none"> <li>-By the end of the academic year, 100% of Pupil Premium pupils will have access to all necessary school equipment and uniform, with no reports of pupils being unable to</li> </ul>

	<p>participate in lessons or activities due to a lack of resources.</p> <p>-Pupil Premium pupils accessing the free breakfast provision will demonstrate improved punctuality and readiness to learn, evidenced by attendance data and teacher observations noting increased focus and engagement during morning lessons.</p>
<p><b>Through school, parents and pupils can access support and signposting for mental health support.</b></p>	<p>-Pupil Premium pupils and parents come into school to meet with the pastoral team to access or be signposted to support services.</p> <p>-Pupil Premium pupils requiring mental health support will have accessed appropriate interventions (e.g., school-based mentoring or counseling, external services, or support groups), with positive feedback from parents and pupils about the relevance and impact of the support provided.</p>
<p><b>Children have increased access to the outdoors and physical activity during the school day.</b></p>	<p>-Increase access to opportunities for children to be involved in experiences which promote self-regulation, critical thinking, risk management, and social interactions.</p> <p>-All children will access a wide range of opportunities such as PE, Wild Tribe and OPAL play.</p>

## Activity in this academic year

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: £40,905

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Senior leaders and subject leaders mentor and coach colleagues to support effective implementation of curriculum intent/ <i>principles of teaching learning</i> and continually drive standards of pedagogy and task design. Therefore there is a non-classed based Deputy Headteacher focussing on Teaching and Learning.</p>	<p>The EEF recognise the importance of providing high quality teaching for children.</p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. These are fundamental to learning and are the ‘bread and butter’ of effective teaching:</p> <ul style="list-style-type: none"> <li>• Cognitive strategies include subject-specific strategies or memorisation techniques such as methods to solve problems in maths.</li> <li>• Metacognitive strategies are what we use to monitor or control our cognition, for example checking whether our approach to solving a mathematics problem worked or considering which cognitive strategy is the best fit for a task.</li> </ul> <p>The explicit teaching of cognitive and metacognitive strategies is integral to high-quality teaching and learning, and these strategies are best taught within a subject and phase specific context. Approaches such as explicit instruction, scaffolding and flexible grouping are all key components of high-quality teaching and learning for pupils. Teachers should be mindful of the differing needs within their classes – it is just as important to avoid over-scaffolding as it is to ensure all pupils are adequately supported.</p> <p>Similarly, we know that retrieval practice supports knowledge retention, but it is important to think carefully about how that is implemented in individual subjects across the curriculum to ensure it supports learning. It is also important to take account of the prior knowledge that children bring to lessons and to help them to build upon this understanding. Additionally, anticipating common misconceptions, and using diagnostic assessment to uncover them, is an important way to support pupils.</p> <p>We use Teaching Walkthrus to support our implementation of the curriculum: ‘At the heart of WalkThrus is a selection of 150 evidence-based teaching strategies rooted in a deep understanding of how learning works. Each WalkThru breaks teaching techniques down into five clear steps.’</p> <p>Recent Local Authority Visit Report: ‘The headteacher and deputy headteacher have a strong vision for quality of education at Holsworthy Primary School. They have developed a ‘Holsworthy Principles of Teaching and Learning. Teachers have rigorous and systematic CPD linked to Walkthrus. The curriculum intent is clearly documented with both the what and the why explained</p>	<p>1, 2</p>
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<p>Continually improve our programme of systematic Synthetic Phonics</p>	<p>The EEF considers synthetic phonics to be one of the most secure and best-evidenced areas of pedagogy and recommends all schools use a systematic approach to teaching it.</p> <p>This is further referenced in the Reading Framework (2023) and Ofsted's report: 'Strong Foundations in the First Years of School' (2024).</p> <p>Ofsted states: An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.</p> <p>From Reading by Six (2010) the UK government studied the twelve highest performing schools across the UK, seven of them taught Read Write Inc</p> <p>Teaching and Leadership Innovation Fund (TLIF) and UK's Department of Education (DfE) awarded Ruth Miskin Training with the aim to drive social mobility through education in 2017.</p>	
<p><b>SENDCO and Senior Leads work alongside colleagues and children to implement strategies to successfully support children with SEND</b></p>	<p>A significant proportion of our children are disadvantaged pupils with SEND and therefore we use EEF guidance to identify and adopt the best possible strategies to support these children.</p> <p>The EEF Special Educational Needs in Mainstream Schools:</p> <p>identify the following key strategies to support pupils with SEND that we seek to embed:</p> <ul style="list-style-type: none"> <li>-Recommendation 1 Create a positive and supportive environment for all pupils, without exception</li> <li>-Recommendation 2 Build an ongoing, holistic understanding of your pupils and their needs</li> <li>- Recommendation 3 Ensure all pupils have access to high quality teaching</li> <li>-Recommendation 4 Complement high quality teaching with carefully selected small-group and one-to-one interventions</li> <li>- Recommendation 5 Work effectively with teaching assistants</li> </ul>	<p>2</p>
<p><b>Maths Lead works as part of the Jurassic Maths hub as a Mastery Maths Specialist and</b></p>	<p>EEF teaching and learning toolkit indicates that mastery learning has an impact of +5 months.</p> <p>NCETM Report states 'Teachers are becoming more knowledgeable about, and skilled at, their craft; classroom practice is changing in ways designed to help pupils develop deeper understanding; and there are also encouraging signs that pupils are learning maths more securely.'</p>	<p>1, 2</p>

<p><b>works alongside colleagues to embed strategies associated with mastery.</b></p>	<p>The school also incorporates strategies that are identified in EEF guidance report ‘Improving maths in Early Years and KS1’ and ‘Improving maths in KS2 &amp; 3’</p> <p>NCETM The Essence of Mathematics Teaching for Mastery (2022) sets out a high aspiration, evidence-informed approach to teaching maths.</p> <p>The intention of Teaching for Mastery is to give all pupils access to equitable classrooms (Jurassic Maths Hub).</p>	
<p><b>Staff to be supported to embed Oracy through the curriculum</b></p>	<p>Rationale for developing oracy from Voice 21 Oracy Project:</p> <ul style="list-style-type: none"> <li>-On entry to school, disadvantaged children’s spoken language development is significantly lower than their more advantaged peers.</li> <li>-These gaps grow as children move through school. widening from just a few months aged six, to five years’ difference by the age of 14.</li> <li>-On leaving school, children with poor verbal communication skills are less likely to find employment and more likely to suffer from mental health difficulties.</li> </ul> <p>Evidence shows that a high-quality education can:</p> <ul style="list-style-type: none"> <li>• Improve academic outcomes, developing learners who can think critically, reason together and have the vocabulary to express their knowledge and understanding</li> <li>Improves literacy development.</li> </ul> <p>The EEF literacy reports show that through structured classroom talk students, and particularly pupil premium students, literacy outcomes improve.</p> <ul style="list-style-type: none"> <li>• Increase confidence and wellbeing, empowering students with the belief that their voice has value, developing the ability to articulate thoughts so others will listen.</li> <li>• Equip students to thrive in life beyond school helping them to progress, access employment and engage in civic life.</li> </ul> <p>Successive employer surveys and reports from industry bodies such as the CBI, CIPD and IoD have highlighted the value businesses place on employees’ communication skills.</p> <ul style="list-style-type: none"> <li>• Narrows gaps enabling disadvantaged students to fulfil their potential and shrink the language gap between them and more advantaged peers.</li> </ul>	<p>4</p>
<p><b>Embed a well-designed curriculum</b></p>	<p>Ofsted recognise the importance of curriculum in their latest framework and have the following requirements:</p> <ul style="list-style-type: none"> <li>-Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition.</li> <li>-The school’s curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</li> </ul>	<p>1, 2</p>



	<p>The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6.</p> <p>Then we looked at evidence from cognitive science to consider how curriculum design might support the development of long-term memory and schemata. We touched upon the view that long-term memory is considered to be the central structure of human thinking (Clark, Kirschner and Sweller, 2012) and the principle that we learn new things in the context of what we already know (Willingham, 2009). At present, the two memory-building strategies that are best supported by the evidence are undoubtedly retrieval practice and spaced (distributed) practice.</p>	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £47,836

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Teaching Phonics through RWI Fast Track Tutoring</b>	<p>EEF evidence shows that most studies of phonics are of intensive support in small groups and one to one with the aim to supporting pupils to catch up with their peers. The effects of one to one tends to be a little higher (+5 months) compared with small group interventions (+4 months)</p> <p>EEF Toolkit: Phonics- additional 5 months progress: On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>EEF Toolkit: One to One Tuition- additional 5 months progress</p>	2
<b>Lexia Core 5 reading catch up</b>	<p>EEF supports the use of technology</p> <p>Research has identified remedial and tutorial use of technology as being particularly practical for</p>	2

<p><b>-Use of technology</b></p>	<p>lower attaining pupils, those with special educational needs or those from disadvantaged backgrounds in providing intensive support to enable them to catch up with their peers. Technology can be particularly useful in personalising learning to match pupils' individual abilities and needs given the potential for such programmes to adapt and focus on the child's learning needs.</p> <p>EEF study into Lexia states: Children eligible for Free School Meals (FSM) who were offered Lexia made, on average, the equivalent of two additional months' progress in reading compared to other children eligible for FSM.</p>	
<p><b>Structured, targeted interventions with qualified teachers and TAs (groups of no more than 6 pupils)</b></p> <p><b>Reading-Fluency Intervention</b></p> <p><b>Pre and Post teaching</b></p>	<p>Interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p> <p><a href="#">Small group tuition   EEF</a> EEF Teaching toolkit: Small group tuition- additional 4 Months</p> <p><a href="#">One to one tuition   EEF</a> EEF Teaching toolkit: 1:1 tuition- additional 5 months</p> <p><a href="#">Teaching Assistant Interventions   EEF</a> EEF Teaching toolkit: TA Interventions – additional 4 months</p>	2
<p><b>Accelerated Reader</b></p> <p><b>Before-school reading club</b></p>	<p>Accelerated Reader Evaluation Report and Executive Summary (Feb 2015). Research was conducted (although with Y7 pupils) and it was found that FSM pupils had their progress in reading accelerated by +5 months compared to FSM pupils who did not use Accelerated Reader. The research shows that Accelerated Reader can be effective for weaker readers. AR allows us to track pupils reading habits, understanding of the texts they are reading, reading ages and standardised scores.</p>	2
<p><b>Trained speech and Language provider within school</b></p>	<p>A study by Speech and Language UK (December 2024) found that early language interventions can have transformational outcomes for children facing speech and language challenges.</p> <p>Data from the Royal College of Speech and Language Therapists (September 2024), revealed that 79% of children receiving speech and language therapy showed improvements in areas such as communication abilities and participation in daily activities, including education. This underscores the effectiveness of these interventions in enhancing children's learning experiences.</p>	4

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

Budgeted cost: £54,167

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Appointment of an Attendance Champion to liaise with parents.</b></p> <p><b>Attendance Team to rigorously track and implement support for pupils and families to improve attendance</b></p>	<p>Parents are more likely to support school's approaches if there is a shared understanding of the impact of poor attendance. Regular communication from staff reduces the opportunity for missed or mixed messages.</p> <p><a href="#">Parental engagement   EEF</a> EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress</p> <p><a href="#">New: Evidence review finds sending personalised letters or...   EEF</a> The EEF have found that more personal messages to parents can be beneficial in improving attendance</p> <p>We have also been using this research to adopt a timely nudge approach to attendance:</p> <p><a href="#">Improving student attendance through timely nudges   BIT</a></p> <p>The EEF have provided the following research into improving attendance which we use to inform our approach:</p> <p><a href="#">Attendance-REA-report.pdf</a></p> <p>We also use the following government guidance to inform our approach to attendance:</p> <p><a href="#">Working together to improve school attendance - GOV.UK</a></p>	6
<p><b>Interventions to support pupils socially and emotionally so that attendance and behaviour of pupils improves so that</b></p>	<p>Targeting Social and Emotional support has been found to be effective by EEF (+4 months progress)</p> <p><a href="#">Social and emotional learning   EEF</a></p> <p>See also guidance report from EEF on social and emotional approaches:</p>	5, 6

<p>they engage more effectively with their learning.</p> <p>Access to inhouse mentoring and counselling</p>	<p><a href="#">EEF Social and Emotional Learning.pdf</a></p>	
<p><b>Parent-Liaison and DDSL to support the whole family.</b></p>	<p>EEF states: Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p>	<p>5, 6, 8</p>
<p><b>Access to free Breakfast</b></p>	<p>Studies show that eating breakfast positively affects school performance. They have better concentration and more energy.</p> <p>Research findings include:</p> <ul style="list-style-type: none"> <li>-Pupils who eat breakfast the morning before a standardised test have significantly higher scores in math, spelling and reading than those who don't.</li> <li>-Breakfast eaters have better brain function, memory and attention.</li> <li>-Eating breakfast improves kids' performance on vocabulary tests, math problems and challenging mental tasks. It also helps them deal better with frustration.</li> </ul>	<p>7</p>

**Total budgeted cost: £142,908**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Disadvantaged Pupil Cohort								
Early Foundation Stage Profile								
Academic Year 21/22			Academic Year 22/23			Academic Year 23/24		
%GLD	Quintile	Cohort	%GLD.	Quintile	Cohort	%GLD	Quintile	Cohort
57.1%	2	7	66.70%	2	9	80.0%	1	5
Phonics - Year 1 % Working at								
% WA	Quintile	Cohort	% WA	Quintile	Cohort	% WA	Quintile	Cohort
71.4%	2	14	77.80%	2	9	69.2%	3	13
KS2 Reading, Writing Maths % EXP+								
%EXP+	Quintile	Cohort	%EXP+	Quintile	Cohort	%EXP+	Quintile	Cohort
40.0%	3	20	50.0%	2	12	32.0%	4	25
KS2 Reading % EXP+								
%EXP+	Quintile	Cohort	%EXP+	Quintile	Cohort	%EXP+	Quintile	Cohort
60.0%	3	20	66.7%	3	12	72.0%	2	25
KS2 Writing % EXP+								
%EXP+	Quintile	Cohort	%EXP+	Quintile	Cohort	%EXP+	Quintile	Cohort
45.00%	4	20	66.7%	2	12	52.0%	4	25
KS2 Maths % EXP+								
%EXP+	Quintile	Cohort	%EXP+	Quintile	Cohort	%EXP+	Quintile	Cohort
50.0%	3	20	58.3%	3	12	48.0%	4	25

## Complete Pupil Cohort

Academic Year 21/22			Academic Year 22/23				Academic Year 23/24				National
% GLD	Quintile	Cohort	%GLD	Quintile	YOY	Cohort	% GLD	Quintile	YOY	Cohort	67.7%
48.8%	5	41	65.0%	4	▲	40	65.9%	4	▲	44	
3 Year Average 59.90%						% Difference to previous year 1.38%					
<b>National 80.2%</b>											
% WA	Quintiles	Cohort	% WA	Quintile	YOY	Cohort	% WA	Quintile	YOY	Cohort	
72.1%	4	43	80.5%	3	▲	41	78.6%	4	▼	42	
3 Year Average 77.07%						% Difference to previous year -2.36%					
<b>National 60.0%</b>											
%EXP+	Quintile	Cohort	%EXP+	Quintile	YOY	Cohort.	%EXP+	Quintile	YOY	Cohort	
37.0%	5	46	51.4%	4	▲	37	44.9%	5	▼	49	
3 Year Average 44.43%						% Difference to previous year -12.65%					
<b>National 74.0%</b>											
% EXP+	Quintile	Cohort	% EXP+	Quintile	YOY	Cohort	% EXP+	Quintile	YOY	Cohort	
65.2%	5	46	70.3%	4	▲	37	75.5%	3	▲	49	
3 Year Average 70.33%						% Difference to previous year 7.40%					
<b>National 72.0%</b>											
% EXP+	Quintile	Cohort	% EXP+	Quintile	YOY	Cohort	% EXP+	Quintile	YOY	Cohort	
58.7%	5	46	67.6%	4	▲	37	65.3%	4	▼	49	
3 Year Average 63.87%						% Difference to previous year -3.40%					
<b>National 73.0%</b>											
% EXP+	Quintile	Cohort	% EXP+	Quintile	YOY	Cohort	%EXP+	Quintile	YOY	Cohort	
50.0%	5	46	62.2%	5	▲	37	59.2%	5	▼	49	
3 Year Average 57.13%						% Difference to previous year -4.82%					



## Outcomes

In EYFS, the outcomes for PP children have risen year on year, and in 2023/24 were above that of the cohort.

Year 1 phonics has shown a dip and needs to be an area of focus.

In KS2, reading has risen year-on-year, however, writing and maths have fluctuated, which mirrors cohort outcomes.

## Attendance

The attendance of PP in the academic year 2022-23 was 93.2%. In 2023-24, this rose to 94.09%. This demonstrates that actions in place were impactful. This is still below that of the whole-school (95.12%) and therefore, further work on this target is still required.

HT6 2023/24	Attendance %	National Average %	Number of PA	PA %	National Average %	Number of SA	SA %	National Average %	Number of L Codes	Number of U Codes
Whole School	95.12%	94.1%	27	10.3%	16.2%	3	1.1%	0.7%	394	139
Year 1	94.68%	93.5%	4	9.5%	18.9	0	0.0%	0.6	78	21
Year 2	96.02%	94.1%	5	11.4%	15.9	0	0.0%	0.4	49	15
Year 3	94.73%	94.4%	3	6.5%	14.8	1	2.2%	0.4	42	28
Year 4	95.45%	94.3%	3	6.5%	14.9	1	2.2%	0.5	118	38
Year 5	96.55%	94.2%	4	10.5%	15.4	0	0.0%	0.5	28	9
Year 6	93.60%	94.1%	8	17.0%	15.4	1	2.1%	0.6	79	28
EHCP	86.41%	90.1	1	12.5%	31.0	1	12.5%	3.2	1	0
SEN Support	93.56%	92.2	8	12.3%	24.8	2	3.1%	1.2	167	53
FSM	93.94%	91.5	15	15.2%	29.4	1	1.0%	1.1	344	132
PP	94.09%		15	15.0%		1	1.0%		329	129
EAL	93.55%	93.6	0	0.0%	19.2	0	0.0%	1	5	3
In Care	98.67%		0	0.0%		0	0.0%		0	0
Boy	95.18%	94.0	16	11.0%	16.7	1	0.7%	0.8	140	67
Girl	95.04%	94.2	11	9.4%	15.7	2	1.7%	0.6	254	72

## 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
Accelerated Reader	
RWI Fast Track	
Lexia Core 5	