



# **PUPIL PREMIUM STRATEGY STATEMENT 2021/22**

**Pupil Premium Governor: Asma Rashid  
Pupil Premium Lead: Afzal Hussain**

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Adderley Primary School
Number of pupils in school	492
Proportion (%) of pupil premium eligible pupils	255
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Rizvana Darr
Pupil premium lead	Afzal Hussain
Governor / Trustee lead	Asma Rashid

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£342,975
Recovery premium funding allocation this academic year	£ 36,975
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£384,885 (Includes £4,935 CIC funding)

# Part A: Pupil premium strategy plan

## Statement of intent

As an inclusive school, our intention is to provide an inspirational teaching and learning environment with outstanding teaching and learning. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage. We strive to raise lifelong aspirations and focus on removing barriers to learning and achieving excellence.

Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers to learning for disadvantaged children can be: inadequate support at home, difficulty with language and communication, lack of confidence, attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and areas to develop across the school.

### **Principles**

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

## **Ultimate Objectives**

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6.

To ensure disadvantaged pupils individual needs are addressed so that the difference between this group and others nationally continues to be reduced.

For all disadvantaged pupils to attend school continually (with an attendance >95%) once they are admitted.

## **Achieving These Objectives**

The range of provision the Governors consider making for this group include and would not be limited to:

- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress.
- To allocate a Target Group Teacher to each Year Group in KS2 - providing small group work with an experienced teacher/TA focused on overcoming gaps in learning.
- 1-1 support
- Additional teaching and learning opportunities provided through external agencies.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations.
- Transition from primary to secondary and transition into EYFS.
- Additional learning support.
- Pay for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote Adderley values and thus enhance learning.

This list will change according to the needs and support our socially disadvantaged pupils require.

## Challenges

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

Challenge number	Detail of challenge
1	Pupils entering EYFS with language and listening skills well below their developmental age and stage. A lack of early language skills within the early years impacts on pupils' ability to hear sounds when practising blending and segmenting. Thus, impacting on early reading and fluency.
2	Temporary accommodation leading to a high level of movement in and out of school. A high proportion of disadvantaged pupils live outside the immediate school community and may not join school at the usual entry point (Reception); some join during Key Stage 1 or 2.
3	High proportion of new entrants in to the school, new to the country and new to an education system resulting in complex learning needs including underdeveloped language skills impeding children's access to the curriculum and independent learning strategies.
4	The school is situated in a socially deprived area; the socioeconomic gap between disadvantaged pupils and others is wide. There is limited access to ongoing enrichment experiences in the local area.
5	Attendance figures post-pandemic are below what they were before the pandemic due to families travelling to red list countries, quarantining, self-isolation and CME.

## 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
Progress in Reading Improve pupil progress and outcomes for all and especially for key cohorts.	Achieve in line/above national average progress scores in KS2 Reading
Progress in Writing Improve pupil progress and outcomes for all and especially for key cohorts.	Achieve in line/above national average progress scores in KS2 Writing
Progress in Maths	Achieve in line/above national average progress scores in KS2 Maths

Improve pupil progress and outcomes for all and especially for key cohorts.	
Phonics Improve outcomes for PSC.	Achieve in line/above national average expected standard in PSC
Attendance Improve attendance and punctuality.	PA rate for PP will be in line, or lower than national averages. PP pupils will achieve, or exceed, attendance percentages in line with national averages.

## 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: £269,652

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Targeted Staffing/Provision</b>		
Assistant Head Teacher (Part-time)  £28,469	<ul style="list-style-type: none"> <li>• At the end of academic year, reading attainment at %EXP/%GDS was EYFS 65/10, Y1 59/15, Y2 60/14, Y3 61/12, Y4 60/11, Y5 61/13, Y6 64/10.</li> <li>• At the end of academic year, writing attainment at %EXP/%GDS was EYFS 63/10, Y1 63/17, Y2 58/9, Y3 53/9, Y4 57/12, Y5 55/10, Y6 60/10.</li> <li>• This attainment is well below where it would normally be for EXP/GDS across the school at the end of the year as a result of lost learning during lockdown.</li> <li>• AHT to lead, co-ordinate and manage effective learning and teaching of English across the school.</li> <li>• To raise attainment of disadvantaged pupils in English including progress reviews with teachers, learning walks and coaching for staff.</li> </ul>	1, 2, 3 & 4
Assistant Head Teacher  £56,519	<ul style="list-style-type: none"> <li>• During school closures and bubble closures, SEND pupils have fallen significantly behind across all areas of the curriculum (see SEND AP3 data analysis).</li> <li>• AHT to lead, co-ordinate and manage effective learning and teaching of SEND, PSHEC &amp; PE across the school.</li> <li>• To lead, co-ordinate and manage effective learning and teaching of SEND pupils across the school.</li> <li>• To enhance and support specific provision for SEND PP pupils who have high needs, including liaising with outside agencies and parents.</li> </ul>	1, 2, 3, 4 & 5
EAL Teacher + TLR  £39,204	<ul style="list-style-type: none"> <li>• At the end of Y4, 60% pupils achieved the expected standard in reading, 57% in writing and 60% in maths – children enter Y5 typically below their expected entry points due to school closures during the pandemic.</li> <li>• To close the attainment gap for disadvantaged pupils; particularly those newly arriving to the UK (10% of Y5 cohort).</li> <li>• To ensure attainment is in line with age related expectations; to ensure levels of progress at least in line with National Expectations.</li> </ul>	2, 3, 4 & 5

<p>EYFS Additional Teacher £20,955</p>	<ul style="list-style-type: none"> <li>• Considering the very low starting points of EYFS pupils on entry, to narrow the attainment gap, particularly of disadvantaged pupils.</li> <li>• Planning, delivering and assessing intervention programmes in reading, writing, mathematics in line with the new EYFS framework.</li> <li>• On entry to Reception, most children have low Language and Communication skills. Due to and poor socio-economic and disadvantaged circumstances, children are unlikely to have the breadth of vocabulary, knowledge and skills required that typical Reception children have.</li> </ul>	<p>1, 2, 3, &amp; 4</p>
<p>Additional Teacher Y6 £32,080</p>	<ul style="list-style-type: none"> <li>• At the end of Y5, 61% pupils achieved the expected standard in reading 13% GDS, 55% in writing 10% GDS, and 60% in maths 14% GDS – children enter Y6 typically below their expected entry points for EXS and GDS due to school closures during the pandemic.</li> <li>• 16% pupils in Y6 have SEND of which 6% have EHCPs.</li> <li>• To narrow the attainment gap for disadvantaged SEND &amp; EAL pupils; to ensure levels of progress at least in line with National Expectations by the end of Year 6.</li> <li>• Planning, delivering and assessing intervention programmes (including SEND &amp; EAL) in reading, writing, mathematics and SPAG.</li> </ul>	<p>2, 3, 4 &amp; 5</p>
<p>Teaching Assistant Y4 £20,796</p>	<ul style="list-style-type: none"> <li>• At the end of Y3, 61% pupils achieved the expected standard in reading, 53% in writing and 61% in maths – children enter Y4 typically below their expected entry points due to school closures during the pandemic.</li> <li>• 28% pupils are early readers in Y4.</li> <li>• Support for individual pupils to make accelerated progress in reading and writing, and achieve end of year targets.</li> <li>• To close the attainment gap for disadvantaged pupils; to ensure attainment is in line with age related expectations; to ensure levels of progress at least in line with National Expectations.</li> <li>• Planning, delivering and assessing intervention programmes in reading, writing, mathematics and SPAG.</li> </ul>	<p>2, 3, 4 &amp; 5</p>
<p>Learning Mentor £27,533</p>	<ul style="list-style-type: none"> <li>• Support for individual pupils in EYFS to make accelerated progress in reading, writing and maths and achieve end of year targets.</li> <li>• Pupils have structured opportunities to develop social and communication skills and improve their overall wellbeing.</li> </ul>	<p>1, 2, 3, 4 &amp; 5</p>
<p>Librarian £8,765</p>	<ul style="list-style-type: none"> <li>• Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others (The Reading Agency 2015).</li> </ul>	<p>1, 2, 3 &amp; 4</p>



	<ul style="list-style-type: none"> <li>• Support for individual pupils to make accelerated progress in reading and writing, and achieve end of year targets.</li> <li>• Pupils have structured opportunities to develop a love of reading and access a wide range of fiction and non-fiction texts.</li> </ul>	
Art & Design Technician £16,695	<ul style="list-style-type: none"> <li>• To improve the self-confidence and self-esteem of PP pupils by engagement in the Creative Arts.</li> <li>• Pupils have structured opportunities to develop social and communication skills through Art Therapy and wellbeing.</li> </ul>	1, 2, 3 & 4
Educational Psychologist £3,734	<ul style="list-style-type: none"> <li>• Support for individual children according to their individual needs in order for them to make accelerated progress in reading, writing, maths and achieve their personal targets.</li> </ul>	1, 2, 3 & 4
<b>School Development &amp; Staff PD</b>		
Pupil Progress Meetings £3,402	<ul style="list-style-type: none"> <li>• Teachers to be involved in discussion with senior leaders related to pupils' attainment and progress and individual targets, also to review barriers to learning, provision and interventions.</li> <li>• Teachers released for Pupil Progress meetings 3 times a year.</li> </ul>	1, 2, 3, 4 & 5
Leadership Training from Consultant £3,000	<ul style="list-style-type: none"> <li>• Training for all leaders to develop and enhance leadership skills.</li> <li>• Leaders to identify and prioritise areas for change and also measure the impact of actions.</li> </ul>	1, 2, 3, 4 & 5
EYFS staff training £5,000	<ul style="list-style-type: none"> <li>• Poor language acquisition has a significant impact on outcomes for Pupil Premium children in the Early Years and missed nursery schooling has exacerbated this issue. With improved language and communication, children are better placed to engage with all areas of the curriculum.</li> <li>• Training for all EYFS staff to develop and enhance knowledge of RBA, Development Matters and EYFS curriculum.</li> <li>• Staff PD to meet SDP targets relating to the new EYFS framework.</li> </ul>	1, 2, 3, 4 & 5
Oracy programme in school to support closing the vocabulary gap and improving confidence (Voice 21) £2,500	<ul style="list-style-type: none"> <li>• Pupils spoken language deficit effects their ability in Reading and Writing, which are below national expectations. Pupils who are new to English start at the school in various year groups unable to read and write in English.</li> <li>• Pupils confidence and vocabulary impact on their understanding of the wider world.</li> <li>• Speaking and listening data also evidenced that the pupils need to make accelerated</li> </ul>	1, 2, 3, & 4

	progress post-lockdown, due to the lack of social activities during lockdown.	
Letters and Sounds CPD for new staff and ECTs  £1,000	<ul style="list-style-type: none"> <li>Internal phonics tracking shows that pupils have fallen behind in their phonics. In the Y2 Autumn checks in 2020, 62% pupils met the expected standard. End of Y1 Mock screening check shows that 65% pupils passed which is below the previous year's national figure of 82%.</li> <li>Training for new staff and ECTs impacts on reading accuracy and fluency, including for those pupils eligible for Pupil Premium.</li> </ul>	1, 2 & 3

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

Budgeted cost: £49,332

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS support £10,530	<ul style="list-style-type: none"> <li>On entry to Reception, most children have low Language and Communication skills. Due to and poor socio-economic and disadvantaged circumstances, children are unlikely to have the breadth of vocabulary, knowledge and skills required that typical Reception children have.</li> <li>Part-time support for individual pupils in EYFS to make accelerated progress in reading, writing and maths and meet their individual needs.</li> <li>Pupils have structured opportunities to develop social and communication skills and improve their overall wellbeing.</li> </ul>	1, 2, 3 & 4
Additional Teacher Y3  £3,360	<ul style="list-style-type: none"> <li>At the end of KS1, 60% pupils achieved the expected standard in reading, 58% in writing and 62% in maths – children enter KS2 typically below their expected entry points due to school closures during the pandemic.</li> <li>To close the attainment gap for disadvantaged pupils (including high achievers); to ensure attainment is in line with age related expectations; to ensure levels of progress at least in line with National Expectations.</li> <li>Planning, delivering and assessing intervention programmes in reading, writing, mathematics and SPAG.</li> </ul>	2, 3, 4 & 5
Additional Teacher Y4  £17,410	<ul style="list-style-type: none"> <li>At the end of Y3, 61% pupils achieved the expected standard in reading, 53% in writing and 61% in maths – children enter Y4 typically below their expected entry points due to school closures during the pandemic.</li> <li>To close the attainment gap for disadvantaged pupils; to ensure attainment is in line with age related expectations; to ensure levels of progress at least in line with National Expectations.</li> </ul>	2, 3, 4 & 5

	<ul style="list-style-type: none"> <li>• Planning, delivering and assessing intervention programmes in reading, writing, mathematics and SPAG.</li> </ul>	
25% contribution towards School-led Tutoring  £9,652	<ul style="list-style-type: none"> <li>• To provide School-led tutoring for PP pupils with a qualified teacher.</li> <li>• School-led Tutoring DfE guidance Sept 2021 – schools have the flexibility to decide which pupils need the most support to help them catch up on missed education.</li> <li>• Additional tutoring to close the attainment gap for disadvantaged pupils; to ensure attainment is in line with age related expectations; to ensure levels of progress at least in line with National Expectations.</li> </ul>	2, 3, 4 & 5
Oxford Reading Tree 1, 2 & 3 Reading books.  £2,380	<ul style="list-style-type: none"> <li>• At the end of academic year, reading attainment at %EXP/%EXC was EYFS 65/10.</li> <li>• To invest in new reading books in order to meet the requirements of the new EYFS curriculum and to accelerate the progress of pupils in phonics, guided reading and home reading.</li> </ul>	1, 2, 3 & 4
Assessment – Target bookmarks  £2,500	<ul style="list-style-type: none"> <li>• Monitoring of pupil outcomes in books, learning and teaching reviews and end of year data demonstrate that pupils, including the disadvantaged, need to be able to articulate their next stage of learning through personalised targets.</li> <li>• Pupils and teachers to be fully aware of the stage of learning and what next steps are needed to ensure rapid progress and provide depth in curriculum.</li> </ul>	1, 2, 3 & 4
Story Telling School Training for EYFS and Year 1  £3,500	<ul style="list-style-type: none"> <li>• Pupils entering EYFS with language and listening skills well below their developmental age and stage. A lack of early language skills within the early years impacts on pupils' ability to read with fluency.</li> <li>• The headline attainment measure at KS1 (percentage of children achieving at least the expected standard in Reading, Writing &amp; Maths) indicates that COVID-related disruption has had a considerable impact on outcomes, especially in 2020/21.</li> <li>• This approach ensures that by learning to tell stories and make verbal presentations, children develop oral communication skills while mastering the language and ideas they need for subsequent writing.</li> </ul>	1, 2 & 3

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

Budgeted cost: £65,901

Activity	Evidence that supports this approach	Challenge number(s) addressed
Relate Counselling	<ul style="list-style-type: none"> <li>• This provides support for social and emotional needs experienced as a result of external barriers</li> </ul>	4 & 5

£4,053	<p>to learning such as domestic violence, temporary housing, attendance, etc.</p> <ul style="list-style-type: none"> <li>• To improve pupils' mental health and learning, results in reducing the achievement gap.</li> </ul>	
<p>Free Breakfast Club to continue to support disadvantaged pupils</p> <p>£1,000</p>	<ul style="list-style-type: none"> <li>• Food deprivation is high and the school provides free breakfast to all PP pupils. Research shows hungry children do not perform as well.</li> <li>• Free breakfast club means that pupils arrive at school on time, have breakfast and are prepared to access the curriculum with an increased level of concentration.</li> <li>• Breakfast Club analyses from previous years demonstrate improved outcomes for disadvantaged pupils.</li> <li>• Pupil attitude is positive to school and life, improved attendance because of reduced illness due to a healthy diet and exercise.</li> </ul>	4 & 5
<p>School Nurse</p> <p>£34,596</p>	<ul style="list-style-type: none"> <li>• Evidence from previous provision suggests that improved pupil health, results in reducing the achievement gap. Also, there is improved attendance because of reduced illness.</li> </ul>	4 & 5
<p>Sustain a system of rewards and incentives for improved attendance to school.</p> <p>£5,700</p>	<ul style="list-style-type: none"> <li>• Prior to the emergence of Coronavirus, attendance across the year maintained an average above national, including for the group disadvantaged.</li> <li>• Pupils took pride in coming to school every day.</li> <li>• Pupils were ready to learn when they arrived at their lessons and demonstrated good behaviour.</li> <li>• Please see Attendance Summary Analysis.</li> <li>• Attendance figures post-pandemic are currently 92.4% for disadvantaged and we would like to improve this.</li> </ul>	5
<p>Loudmouth sessions to promote safety, mental health and wellbeing.</p> <p>£2,400</p>	<ul style="list-style-type: none"> <li>• Pupils who have experienced social and emotional difficulties may lead to a barrier with their learning. Appropriately trained staff can achieve successful results in supporting children that have experienced such issues.</li> <li>• Increasing evidence of Social Emotional Mental Health Problems in young people especially following the Pandemic.</li> </ul>	4
<p>Educational Visits</p> <p>£6,460</p>	<ul style="list-style-type: none"> <li>• Learning outdoors has many educational and health benefits. During the pandemic, it was not possible for educational visits to run as normal. Disadvantaged pupils were adversely affected by this.</li> <li>• Part funded visits linked to curriculum ensure that all pupils including those who are disadvantaged take part. It is also essential for their own wellbeing that they experience different settings before writing about them.</li> <li>• Pupils from lower income families may not be able to attend school trips which will disadvantage their access to a broad and balanced curriculum.</li> </ul>	4 & 5

	<ul style="list-style-type: none"> <li>All disadvantaged pupils have access to school visits which enrich their curriculum and remove the cost barrier.</li> </ul>	
<p>Twinkl Online subscription (20 users) £2,735</p>	<ul style="list-style-type: none"> <li>Provide all teachers with high quality resources to ensure that pupils access effective quality first teaching, and to improve overall wellbeing.</li> <li>All disadvantaged pupils have access to quality first teaching and tailored resources within a rich curriculum.</li> </ul>	2, 3, 4 & 5
<p>Classroom secrets Online subscription £1,448</p>	<ul style="list-style-type: none"> <li>Provide all teachers with high quality resources to ensure that pupils access effective quality first teaching, and to improve overall wellbeing.</li> <li>All disadvantaged pupils have access to quality first teaching and tailored resources within a rich curriculum.</li> </ul>	2, 3, 4 & 5
<p>Educater &amp; Tiny Tracker £1,749</p>	<ul style="list-style-type: none"> <li>Improved parental involvement in EYFS learning which provides dialogue between home and school. Disadvantaged pupils in EYFS make accelerated progress as a result.</li> </ul>	2, 3, 4 & 5
<p>Cornerstones £1,100</p>	<ul style="list-style-type: none"> <li>Imaginative Learning Projects (ILPs) provide a child-negotiated creative curriculum and a stimulus for writing, given the negative affect of the lockdown on writing across the school.</li> <li>All disadvantaged pupils have access to quality first teaching and tailored resources within a rich curriculum.</li> </ul>	2, 3, 4 & 5
<p>Refugee welcome packs £2,000</p>	<ul style="list-style-type: none"> <li>Refugee families arriving new into the UK, having limited resources, require support from school to help their children with learning.</li> <li>Intervention and additional resources tailored to meet the needs of newly arrived pupils to ensure the attainment gap narrowed.</li> <li>Newly arrived pupils, including those with EAL have suitable provision to enable them to acquire English as a new language.</li> <li>To improve family home school liaison and relationships by supporting potential attendance barriers such as uniform and stationery.</li> </ul>	4 & 5
<p>Avanti's World VR Subscription £499</p>	<ul style="list-style-type: none"> <li>During the pandemic, it was not possible for educational visits to run as normal. Disadvantaged pupils were adversely affected by this. VR headsets and appropriate virtual environments set up through Class VR proved to be an important tool in providing stimuli for writing and discussion across the curriculum.</li> </ul>	2, 3, 4 & 5
<p>School Planner issued to Year 2 to Year 6 £1,821</p>	<ul style="list-style-type: none"> <li>Further improve learners' attitudes to their education so that they are committed to their learning, know how to study effectively and are resilient to setbacks and take pride in their achievements.</li> </ul>	2, 3, 4 & 5
<p>Behaviour Rewards £340</p>	<ul style="list-style-type: none"> <li>Incentives, rewards and positive reinforcement have been identified as a key contributor to pupil progress, engagement and attendance.</li> <li>To ensure pupil premium children are supported emotionally, developing resilience, perseverance and a positive self esteem.</li> </ul>	4 & 5

**Total budgeted cost: £ 384,885** *[insert sum of 3 amounts stated above]*

## 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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

**PLEASE SEE SUMMARY PUPIL PREMIUM INTERNAL DATA – SUMMER 2021 BELOW**

**DETAILED INFORMATION IS CONTAINED IN THE IMPACT REPORT 2020/21**

EYFS			
Showing % of pupils achieving ELG	Reading	Writing	Maths
Disadvantaged Pupils (25)	70%	67%	73%
Other Pupils (45)	60%	60%	65%
Difference	+10%	+7%	+8%

<b>Year 1</b>			
<b>Showing % of pupils at expected +</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
Disadvantaged Pupils (15)	64%	64%	71%
Other Pupils (36)	56%	61%	67%
Difference	+8%	+3%	+4%
<b>Year 2</b>			
<b>Showing % of pupils at expected +</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
Disadvantaged Pupils (42)	67%	64%	71%
Other Pupils (36)	53%	50%	50%
Difference	+14%	+14%	+21%
<b>Year 3</b>			
<b>Showing % of pupils at expected +</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
Disadvantaged Pupils (40)	68%	60%	68%
Other Pupils (24)	48%	39%	48%
Difference	+20%	+21%	+20%
<b>Year 4</b>			
<b>Showing % of pupils at expected +</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
Disadvantaged Pupils (35)	64%	64%	64%



Other Pupils (47)	57%	54%	57%
Difference	+7%	+10%	+7%
<b>Year 5</b>			
<b>Showing % of pupils at expected +</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
Disadvantaged Pupils (31)	65%	61%	68%
Other Pupils (38)	59%	51%	57%
Difference	+6%	+10%	+11%
<b>Year 6</b>			
<b>Showing % of pupils at expected +</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
Disadvantaged Pupils (44)	68%	61%	66%
Other Pupils (43)	60%	56%	58%
Difference	+8%	+5%	+8%
<b>As a result of accelerated progress, attainment of disadvantaged pupils is above that of all others.</b>			

## 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
TT Rockstars	Maths Circle Ltd

Speech and Language Therapists	BCC
Educater & Tiny Tracker	Educater Ltd
Purple Mash	2Simple
Relate counselling	Relate
Cornerstones Maestro	Cornerstones Education Ltd

## 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?	None
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

Our families live in an area of high deprivation and this is not reflected through the use of the PP measure as many of our families are not entitled to PP and are simply living in poverty. Everything we do in our school is designed to close the gap for all disadvantaged pupils and their families, giving our children the best possible start in life.

Through our curriculum and teaching pedagogy we aim to develop academic knowledge and skills along with key life skills that prepare children well for their future and give them a pathway out of poverty. Our aim is that all children leave us with a sense of identity, community and aspiration.

Our curriculum has been designed with our children and community at its core. It reflects the community that we serve and is planned and organised in a way that meets the unique circumstances of our location and area. As such we are committed to every pupil in the school setting, ensuring they are happy, confident and succeed.