

Millfields Primary School and Nursery

Pupil premium strategy statement

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 and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Millfields Primary School and Nursery
Number of pupils in school	213 232 including Nursery
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019/2020 2020/2021 2022/2023
Date this statement was published	November 2022
Date on which it will be reviewed	September 2023 September 2024 (reviewed each term to assess progress and adaptations made)
Statement authorised by	Rob Parish
Pupil premium lead	Tom Flaherty
Governor / Trustee lead	Mark Parsons

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 66,632
Recovery premium funding allocation this academic year	£ 2828
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£69,460

<p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	
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Part A: Pupil premium strategy plan

Statement of intent

At Millfields Primary School and Nursery, we believe all children have the right to reach their full potential and we work tirelessly to ensure this happens. To achieve this goal, we ensure their mental health and wellbeing is strong, that they receive high quality teaching including interventions to combat gaps or to bridge the gap, and they experience a wide range of extra-curricular opportunities. In addition to this, we ensure their basic needs are met, their attendance is high and their parents are engaged with their learning. All of this is achieved through a range of strategies and approaches and through the careful expenditure of our Pupil Premium funding and recovery funding.

We believe that our curriculum is not only broad and balanced, but also inspires all of our children to develop a love of learning whilst also encouraging the key skills of independence, confidence and creativity. We have also carefully considered the individual needs of our disadvantaged pupils to ensure these are at the heart of our curriculum. These needs include developing mental health and well-being, developing self-worth and confidence, growth mindset as well as language skills and experiences both in and out of the classroom. We continually assess and review the needs of our disadvantaged children to ensure these approaches and strategies are effective and having the expected impact.

We all believe that a supportive and nurturing environment is one of the key foundations required for our pupils to flourish, therefore this is at the heart of everything that we do at Millfields. This is combined with our belief that high-quality teaching is paramount in meeting the needs of all pupils, especially as it has been proven to have the greatest impact on closing the disadvantage attainment gap whilst also benefitting our non-disadvantaged pupils. Therefore, the delivery of quality teaching is the core focus for our school and a significant amount of time, support and resources are spent ensuring this is delivered for our children. This includes CPD both from within school and outside agencies for **all** staff, development of subject leaders to ensure high quality peer-to-peer support, as well as high level support and monitoring from the Senior Leadership Team. We also invest in good quality interventions which are for small groups or on a 1-1 basis, that are focused on targeting missing skills or understanding to support our children to meet their potential.

In addition, our disadvantaged pupils can also have poor attendance, poor language skills on entry and not have the same life experiences as those who are not disadvantaged. These key areas form the basis of our priority action list and are integral to the application of funding to target, combat and improve the outcomes of our children.

In order to ensure **all** of these needs are met, we believe that it is important to carefully monitor and track each child to ensure their individual needs are known and being met both in and out of the classroom. We believe that a focus on all these key areas leads to appropriate and effective use of our funding to support the children in our care.

Challenges

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

Challenge number	Detail of challenge
1	Some pupils in receipt of PP funding struggle with positive learning behaviours, including readiness to learn, lack of self-belief, resilience, confidence and self-motivation.
2	Poor and underdeveloped language skills including a lack of exposure to a wide range of vocabulary especially in our younger children.
3	Proportion of our disadvantaged children have limited life experiences beyond their home and immediate community.

4	Without support and careful monitoring, low attendance and higher rates of persistent absenteeism are often higher with our disadvantaged children
5	The percentage of Pupil Premium children achieving the Good Level of Development (GLD) goals in EYFS is significantly lower than their peers
6	Parental engagement and support with learning if their child is in receipt of funding. This includes a number of children who receive Pupil Premium and who are also on our safeguarding register and face extreme difficulties within their home.
7	The % of disadvantaged children achieving Greater Depth

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
All of our pupils are happy, settled and have a positive approach to learning, are ready to learn and have the confidence and self-belief to attempt and complete all tasks and activities presented to them, to a good standard.	<p>All pupils have and use the Millfields' Mindset, enabling them to approach all tasks and activities positively and confidently</p> <p>PSHE and My Happy Mind curriculum fully embedded across the school to support all pupils attitudes to learning and their self-belief.</p> <p>Mental well-being lead in place and supporting all staff and pupils to ensure all are happy and learning ready.</p>
<p>The language deficit for our disadvantaged pupils is diminished</p> <p>Throughout the school there is a love of reading, and all pupils read regularly for pleasure.</p>	<p>Word Aware fully implemented in EYFS, allowing all children to be exposed to a wider range of high-quality language</p> <p>Wellcomm is used across EYFS to develop language and understanding of targeted children</p> <p>Targeted pupils receive additional speech and language therapy and intervention</p> <p>Pupils read regularly at school and home. They have access to high quality books for individual, group and whole class reading, including electronically.</p> <p>Consistent implementation of excellent practice and high expectations across the school for reading</p> <p>High quality reading areas in KS1 and KS2</p>
All pupils are exposed to a breadth of experiences that enable them to contextualise their learning.	The Millfields Pledge has been fully implemented and all children have experienced a wide variety of experiences and activities.

Pupils love learning and have access to an engaging, broad and balanced curriculum.	<p>All staff ensure a wide range of visits, trips and events take place to inspire and enhance learning.</p> <p>The curriculum across the school is broad and balanced and all have access to it.</p> <p>All children are engaged and thoroughly enjoy their learning.</p>
All disadvantaged pupils will meet national expectations for attendance and persistent absence	<p>Disadvantaged pupils will match national percentages for non-disadvantaged pupils</p> <p>Careful monitoring of all pupils by attendance lead, including constant contact with parents to establish reasons for absence. Support by SLT to increase attendance where needed.</p>
<p>Disadvantaged pupils at least meet their EOYT.</p> <p>The gap is narrowed in the progress and attainment of PP and non-PP children in reading, writing and maths</p> <p>All pupils are confident, settled and happy in a place where they are ready to learn</p>	<p>Pupils who are not on track are clearly identified in Pupil Progress including possible barriers to learning, interventions and success</p> <p>Whole school inclusion map tracks support being provided to all disadvantaged pupils.</p> <p>Clear tracking grids show the gap is narrowing in both progress and attainment in reading, writing and maths across the school</p>
Parents are supporting their child's learning, ensuring homework and reading is completed at home and they attend parent's evening to discuss progress of their child.	<p>All parents are aware of their child's academic and personal needs and are able to support these at home.</p> <p>All parents know how to support their children</p> <p>All parents attend Parent's Evening and are aware of their child's progress and next steps</p> <p>Where parents are not engaging, there is clear support network and clear tracking of what support/activities have been put in place.</p>
% of children achieving Greater Depth has increased and is more in line with national average	<p>Children clearly identified in Pupil Progress</p> <p>Children partake in targeted group work to develop necessary skills to achieve Greater Depth</p> <p>Children clearly supported within class to develop necessary skills to achieve Greater Depth</p>
% of PP children in EYFS achieving the GLD goals is in line with national expectations	<p>Early identification of children eligible for PP funding in EYFS to ensure they have early, targeted support.</p> <p>Targeted, small group support of PP children</p>

	<p>Support given to children within continuous provision to support all areas of development</p> <p>Increase levels of parental engagement and support in EYFS</p> <p>Improved opportunities to develop children's social, emotional and language skills before the age of three.</p>
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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: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement in CPD for all staff based on QFT, Maths hub, behaviour management and subject leadership	<p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: Teaching mastery <i>Impact: 5 months</i></p> <p>Evidence from Education Endowment Foundation- Effective Professional Development Guide</p>	All
Role of Pupil Premium lead	<p>Evidence from Education Endowment Foundation- Effective Professional Development Guide</p> <p>Evidence from Education Endowment Foundation- A tiered approach to Spending</p>	All
Subject Leadership Time (cost of cover)		All
Clear succession planning for Pupil premium lead		All

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

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Shine Interventions and Lexia	<p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: Teaching Assistant interventions <i>Impact: +4 months</i></p>	1, 2, 5, 7

	<p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: Reading Comprehension strategies <i>Impact: +6 months</i></p> <p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: Small group tuition <i>Impact: + 4 months</i></p>	
Employment of qualified teacher for 11/2 days to complete small group interventions and support	<p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: small group tuition <i>Impact: +4 months</i></p> <p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: individualised instruction <i>Impact: + 4months</i></p>	1, 2, 5, 7
Implementation and use of accelerated reader both at home and school	<p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: homework <i>Impact: + 5 months</i></p> <p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: Reading comprehension strategies <i>Impact: +6 months</i></p>	1, 2, 5, 7
Interventions based on reading, writing and maths run by Teaching Assistants either 1-1 or small group	<p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: small group tuition <i>Impact: 4 months</i></p> <p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: individualised instruction <i>Impact: +4months</i></p> <p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: Teaching Assistant Interventions <i>Impact: +4 months</i></p>	All
Targeted support within the classroom, either by TA or Teacher to support learning	<p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: Within class attainment grouping <i>Impact: +4 months</i></p>	All
Daily phonics lessons, run by teachers and teaching assistants in small groups	<p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: Reducing class sizes <i>Impact: +2 months</i></p> <p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: Phonics <i>Impact +5 months</i></p>	1, 2, 5, 7
Phonics intervention groups run by TA	<p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: Phonics <i>Impact: +5 months</i></p>	1, 2, 5, 7

	Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: Teaching Assistant Interventions Impact: + 4 months	
Use of Reading and Literacy programs, including Word Wasp and Toe-by-Toe	<p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: Teaching Assistant Interventions Impact: + 4 months</p> <p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: Phonics <i>Impact: +5 months</i></p> <p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: individualised instruction <i>Impact: +4months</i></p>	1, 2, 5, 7
Use of Maths programs including Power of 1 and Power of 2	<p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: Teaching Assistant Interventions Impact: + 4 months</p> <p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: individualised instruction <i>Impact: +4months</i></p> <p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: Mastery Learning <i>Impact: +5months</i></p>	1, 5
Use of Wellcomm with EYFS	<p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: Teaching Assistant Interventions Impact: + 4 months</p> <p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: individualised instruction <i>Impact: +4months</i></p>	1, 2, 5

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of attendance monitor in school	<p>Evidence from Education Endowment Foundation: The Guide to Pupil Premium: A tiered approach to Spending</p> <p>Evidence from Education Endowment Foundation- Teaching and Learning Toolkit: Parental Engagement</p>	4, 5, 7

	<i>Impact: + 4 months</i>	
Employment of Well-being lead	<p>Evidence from Education Endowment Foundation-Teaching and Learning Toolkit: Metacognition and self regulation <i>Impact: +7 months</i></p> <p>Evidence from Education Endowment Foundation-Teaching and Learning Toolkit: Social and Emotional <i>Impact: +4 months</i></p>	1, 3 , 5
Daily support groups based on key life skills and well-being	<p>Evidence from Education Endowment Foundation-Teaching and Learning Toolkit: Metacognition and self regulation <i>Impact: +7 months</i></p> <p>Evidence from Education Endowment Foundation-Teaching and Learning Toolkit: individualised instruction <i>Impact: +4 months</i></p> <p>Evidence from Education Endowment Foundation-Teaching and Learning Toolkit: Social and emotional <i>Impact: + 4 months</i></p>	1,3,5
Support given for purchase of school uniform and equipment	Evidence from Education Endowment Foundation: The Guide to Pupil Premium: A tiered approach to Spending	1, 2, 3, 5 ,
Support given with cost of trips and visits	Evidence from Education Endowment Foundation: The Guide to Pupil Premium: A tiered approach to Spending	1, 2, 3, 5
Support given to the cost of after school clubs	Evidence from Education Endowment Foundation-Teaching and Learning Toolkit: Arts Participation <i>Impact:+3 months</i>	1, 2, 3, 5
Free places offered for holiday clubs that are held within school	Evidence from Education Endowment Foundation-Teaching and Learning Toolkit: Arts Participation <i>Impact: + 3 months</i>	1, 2, 3, 5
Payment of FSM	Evidence from Education Endowment Foundation: The Guide to Pupil Premium: A tiered approach to Spending	All
Early identification of pupils who are entitled to FSM/PP or who would benefited from extra support from funding	Evidence from Education Endowment Foundation: The Guide to Pupil Premium: A tiered approach to Spending	All

Total budgeted cost: £ 70,000

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 2022 to 2023 academic year.

Desired Outcome	Impact
Ensure high quality Teaching and Learning	<p>All monitoring identified that teaching across the school is consistently good or better</p> <p>Whole school curriculum has been rigorously evaluated and adapted by all teaching team, to ensure it is progressive and consistent. It has also been condensed to ensure full coverage of the curriculum.</p> <p>SLT have supported and trained subject leaders to ensure they are skilled in monitoring their subjects to ensure effective teaching and learning. Where areas for development have been identified actions have been established, with a clear time frame for implementation and further monitoring to establish effectiveness.</p> <p>Clear monitoring program for SLT and subject leaders has been established which includes clear opportunities for feedback to staff as individuals or as a collective.</p> <p>SENCo held termly meetings with all TA's to enhance interventions and 1-1 support being given autumn focus: key skills groups</p> <p>Additional TA has been in Reception every morning and within Nursery for several hours a day to support the children with the Personal, social and emotional needs as well as Communication and Language as these were identified as being lower than previous years.</p>
All of our pupils are happy, settled and have a positive approach to learning, are ready to learn and have the confidence and self-belief to attempt and complete all tasks and activities presented to them, to a good standard.	<p>All monitoring (lesson observations, pupil voice and drop ins) shows all of pupils are happy, settled and have a positive approach to learning. They have and use the Millfields' Mindset, enabling them to approach all tasks and activities positively and confidently.</p> <p>Where individual pupils may find this difficult, they are supported by the adults they work with to develop these skills. Occasionally, individual pupils require further support, this is provided through skills groups that were led by TA's. Depending on need children could attend these as little as once a week and as often as three times a week.</p> <p>To develop our children's understanding of mental health and well-being, we moved away from My Happy Mind and introduced The Mind Gig. This is used from Nursery to Year 6. This programme teaches the children how to manage their own thoughts and</p>

	<p>emotions, strategies to use to manage their emotions as well as difficult situations and an understanding of how their brain works. We also held a mental health day, where the founder of Mind Gig, came and worked with every year group on specified skills.</p> <p>Two members of staff have been trained as ELSA. This program was introduced during the Summer term. Initially, there has been a focus on Pupil Premium children, especially those who are also within Safeguarding.</p>
<p>The language deficit for our disadvantaged pupils is diminished</p> <p>Throughout the school there is a love of reading, and all pupils read regularly for pleasure.</p>	<p>Word Aware is embedded within EYFS, allowing all children to be exposed to a wider range of high-quality language. There has been a marked improvement in the children's use of language both verbally and within written work, as they progress through the latter stages of EYFS. However, this year the children's baseline showed a lower percentage of children meeting age expected. Therefore, more time has been spent on Speech and Language opportunities and activities.</p> <p>Across KS1 and KS2 key vocabulary is taught throughout all lessons to enable understanding and these are clearly displayed and shared with the children through Knowledge Organisers- all of which can be found on the school website. Subject Leaders have conducted Pupil Voice, part of which focused on understanding of language. In some classes, this was strong and language and vocabulary had been embedded. It was clear the practice and focus was not as strong in other classes. Therefore, moving forward need to ensure a consistent approach across all year groups.</p> <p>Wellcomm is used effectively across all of EYFS to develop the language skills and comprehension of targeted children when they have entered school with language skills below the expected level.</p> <p>Children are quickly identified and referrals are made where speech and language therapy and intervention is required. This includes working alongside parents to ensure engagement in the program. However, referrals are taking longer due to the high demand. Also, there are a small number of parents who are reluctant to engage in the program.</p> <p>Reading has a high presence within the school, reading areas have been developed within both KS1 and KS2 corridors to further develop a love of reading, alongside the school library. There is now a plan to update these in 2023-24 to provide a fresh enthusiasm. Unfortunately, due to flood damage and a delay in funding to rectify the damage the library was unable to be used as effectively as planned. However, within Reception, Year 1 and Year 2 a Lending Library has been established. Due to the success, we are looking to expand this to KS2 children.</p> <p>In all classes, books are clearly displayed to show current topics or theme and every class ensures a daily story time is included in their timetable to ensure all children understand the importance of reading but also to ensure their love of reading is developed further.</p> <p>All teachers monitor pupils reading at home, supporting parents and children where this does not take place. Where parental support is low for PP children additional reading takes place within school. We also use Buddy Readers, which is a collection of parents,</p>

	<p>grandparents and volunteers who read with a specific child each week. Again, priority is given to PP children who are not on track.</p> <p>They have access to high quality books for individual, group and whole class reading, including electronically. This includes using the reading books from the Read, Write, Inc program and then moving onto Accelerated Reader. Accelerated Reader has had a positive impact on the children and their enthusiasm for reading. This needs to continue to be monitored in the coming year.</p> <p>The Read, Write, Inc phonics program is fully embedded and from September 2022, we also introduced the Read, Write, Inc reading element. This has had a marked improvement in the children's reading skills and understanding. It has a clear focus on fluency and comprehension, which has raised standards across EYFS and KS1.</p> <p>February '23 the Read, Write Inc intervention program "Fast Track Tutoring" was introduced within Rec, KS1 and year 3. This has been effective in bridging the gap and ensuring children are remaining on track. When choosing children, as this is a 1-1 program, we have given priority to those children to PP children.</p> <p>March '23 we began Mini Millfields, a playgroup for children aged 0-3. This takes place weekly. During this session, we hold a rhyme time which includes a story and a number of songs and rhymes. We also have at least one member of staff within the session, to support parents and children. This was to begin to combat the difficulties with Speech and Language we have identified within our Nursery and Reception classes.</p>
<p>All pupils are exposed to a breadth of experiences that enable them to contextualise their learning.</p> <p>Pupils love learning and have access to an engaging, broad and balanced curriculum.</p>	<p>The Millfield's Pledge has continued to be implemented, with the children in each year group experiencing a range of events/opportunities over the course of the year. This has been monitored by SLT to ensure coverage. Our long term and medium-term plans clearly show links to the pledge to ensure progression and consistency as well as being able to spread any costs to support parents.</p> <p>There have been a range of trips and events taking place in and out of school, including residential, visits to the Sea Life centre, safari park, local church, sporting competitions, theatre trips and many more. All children were able to attend, with the school providing financial support to our disadvantaged children, paying 50% of the cost. We have also invited different people into our school to offer different opportunities for the children including theatre companies. Music 4 Life, Bikeability, Water Safety, local rector and many more.</p> <p>Throughout the year, we have continued to offer a range of clubs and activities for the children. We have supported our disadvantaged pupils and provided financial support to families where required to ensure that all children can access this provision.</p> <p>The curriculum across the school is broad and balanced and all children have access to it. Where additional support and interventions take place for our PP children, there is an expectation that the class teacher alters what the child is missing within the class, to ensure they are still accessing a broad and balanced curriculum. This needs to be monitored through drop ins and pupil voice to ensure effectiveness.</p>

	<p>From monitoring, it has been identified that not all subjects were being taught fully due to time restraints within the timetable and how many objectives are within each subjects. Therefore, as a teaching team we have explored each subject in turn, streamlining what is being taught, which still ensuring knowledge and skills are progressive. This has taken a significant amount of time and the adapted curriculum will be implemented from September ' 23.</p> <p>Lesson observations, pupil voice and drop ins all show that all children are engaged and thoroughly enjoy their learning.</p> <p>Throughout the year we have run a holiday club. We were successful in obtaining a grant for next three years to support our disadvantaged pupils, allowing them to access this club at no cost. As places are limited due to capacity, priority is given to those who are PP and within safeguarding to ensure the children's needs are met within the school holidays.</p>																												
All disadvantaged pupils will meet national expectations for attendance and persistent absence	<p>Throughout the year PP lead has carefully tracked children whose attendance was below 95%, examining reasons for absences. This has been followed up when required through phone calls, written correspondence and face to face discussions to ensure a good level of attendance. Attendance for PP children is higher than the national average.</p> <p>Millfields Pupil Premium: 92.3%</p> <p>National Pupil Premium: 91.4%</p> <p>Attendance officer supported families where attendance was below 95%, this included daily phone calls, letters home and arranging meetings between SLT and parents where attendance did not improve.</p> <p>Regular meetings took place between attendance officer, PP lead and HT to discuss individual children and next steps regularly.</p> <p>Attendance: 93.3%PP 94.1% whole school 94.5 % non-PP</p>																												
Disadvantaged pupils at least meet their EOYT. The gap is narrowed in the progress and attainment of PP and non-PP children in reading, writing and maths All pupils are confident, settled and happy in a place where they are ready to learn	<table><tr><th>Year group</th><th>% PP meeting EOYT Reading</th><th>% PP meeting EOYT Maths</th><th>% PP meeting EOYT Writing</th></tr><tr><td>1</td><td>100%</td><td>60%</td><td>100%</td></tr><tr><td>2</td><td>100%</td><td>100%</td><td>100%</td></tr><tr><td>3</td><td>100%</td><td>67%</td><td>83%</td></tr><tr><td>4</td><td>80%</td><td>90%</td><td>90%</td></tr><tr><td>5</td><td>67%</td><td>67%</td><td>60%</td></tr><tr><td>6</td><td>88%</td><td>100%</td><td>75%</td></tr></table> <p>Focus for 2023-24 Current year 5 and maths</p>	Year group	% PP meeting EOYT Reading	% PP meeting EOYT Maths	% PP meeting EOYT Writing	1	100%	60%	100%	2	100%	100%	100%	3	100%	67%	83%	4	80%	90%	90%	5	67%	67%	60%	6	88%	100%	75%
Year group	% PP meeting EOYT Reading	% PP meeting EOYT Maths	% PP meeting EOYT Writing																										
1	100%	60%	100%																										
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4	80%	90%	90%																										
5	67%	67%	60%																										
6	88%	100%	75%																										

	<p>Tracking grids show that in in Reading and Maths the gap between PP and non-PP is reducing in upper KS2. (please see below for further details and separate tracking documents)</p> <p>Year 6 Data:</p> <p>EYFS</p> <p>28% GLD PP (2/7 children. Those children who missed their GLD 3 didn't meet ELG in just one area)</p> <p>Increase in PP children from September '21 – July ' 23 (22% to 28%)</p> <p>1 ½ days intervention with qualified teacher has positively impacted progress and attainment.</p> <p>Regular tracking of data through pupil progress and termly meetings with staff. This includes identifying children who require further support both within and out of the classroom, as well as those who have the potential to mee the next level.</p> <p>Use of Lexia daily has improved children's literacy and reading skills, enabling children in year 3, ,4 and 5 to narrow the gap with the children who are not PP</p>																																
% of children achieving Greater Depth has increased and is more in line with national average	<table><tr><th colspan="4">% of children working at Greater Dept</th></tr><tr><th>Year group</th><th>Reading</th><th>Maths</th><th>Writing</th></tr><tr><td>1</td><td></td><td></td><td></td></tr><tr><td>2</td><td>9%</td><td></td><td></td></tr><tr><td>3</td><td></td><td></td><td></td></tr><tr><td>4</td><td></td><td></td><td></td></tr><tr><td>5</td><td>13%</td><td>14%</td><td>14%</td></tr><tr><td>6</td><td>20%</td><td>10%</td><td></td></tr></table> <p>Although the children have made progress the number of children achieving Greater Depth has not increased across the majority of year groups. This needs to be a key focus next year.</p>	% of children working at Greater Dept				Year group	Reading	Maths	Writing	1				2	9%			3				4				5	13%	14%	14%	6	20%	10%	
% of children working at Greater Dept																																	
Year group	Reading	Maths	Writing																														
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4																																	
5	13%	14%	14%																														
6	20%	10%																															

	PP children	Non PP children
% achieving expected standard in reading	42.5%	70%

% achieving expected standard in writing	42.5%	70.9%
% achieving expected standard in Maths	41.5%	58.3%

	PP children	Non PP children
% achieved EOYT in reading	89.5%	91%
% achieved EOYT in writing	89.1%	89.2%
% achieved EOYT in Maths	89.5%	81.5%

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
Lexia	Lexia Learning
Shine	Rising Stars
X Table Rockstars	TT Rockstars
Accelerated Reader	Renaissance

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?	Small group work based on reading, writing and writing with teacher and TA

What was the impact of that spending on service pupil premium eligible pupils?	<p>Improved confidence and self-belief</p> <p>Achieved EOYT in reading, writing and maths</p> <p>Achieved expected level in reading and maths</p>