

# Pupil premium strategy statement – Milton Mount

## **Linked articles from UNCRC**

*Article 28 – All children have the right to an education*

*Article 29 – Education must develop every child’s personality, talents and abilities to the full.*

*Article 26 – Governments must provide extra money for children of families in need*

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 effect that last year’s spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Milton Mount Primary School
Number of pupils in school	623
Proportion (%) of pupil premium eligible pupils	17.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023 - 2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Anne Holmes
Pupil premium lead	James Scutt
Governor / Trustee lead	Duncan Morley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135,315
Recovery premium funding allocation this academic year	£13,920
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£149,135</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Milton Mount, we have high aspirations and ambitions for all our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. We understand that earliest intervention is vital to improve the life chances of our disadvantaged students.

### **Key Principles:**

By following the key principles below, we believe we can maximise the impact of our pupil premium spending.

### **Building Belief**

We will provide a culture where:

- staff believe in ALL children
- there are no excuses made for underperformance
- staff adopt a “solution-focused” approach to overcoming barriers
- staff support children to develop “growth” mindsets towards learning

### **Analysing Data**

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses both within their year group and school.
- We action plan accordingly to support children in making at least good progress from their starting points.
- We use research (Such as the Education Endowment Foundation) to support us in determining the strategies that will be most effective

### **Identification of Pupils**

We will ensure that:

- Disadvantaged children are known and nurtured on a personal and individual basis.
- ALL staff are aware of who pupil premium and vulnerable children are
- Disadvantaged children are a focus within pupil progress meetings.
- ALL pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children’s individual needs are considered carefully so that we provide support for those children who could be doing “even better if.....”

### **Improving Day to Day Teaching**

We will continue to ensure that **all** children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our deputy heads and phase leaders to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, e.g. marking and guided reading
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint moderation

### **Increasing learning time**

We will maximise the time children have to “catch up” through:

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)

### **Individualising support**

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise e.g., Thrive training, nurture TA mental health first aiders, work with Early Help.
- Providing extensive support for parents:
  - to develop strong relationships between staff and families
  - to develop their own skills and through Early Help
  - to support their children’s learning within the curriculum
  - to manage in times of crisis
    - Tailoring interventions to the needs of the child

### **Going the Extra Mile**

In our determination to ensure that ALL children succeed we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children in times of crisis e.g., Thrive practitioner and Nurture Teaching Assistant and also by inviting in professionals from other agencies. We are also committed to ensuring that all children have access to wider curriculum opportunities, such as school trips, clubs and residential.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Attendance (impacted by engagement with families and school)</b>
2	<b>Progress of disadvantaged SEND children.</b>
3	<b>Developing spoken language and listening skills across the school.</b>
4	<b>Attainment and progress in Writing and in Maths, underpinned by reading</b>
5	<b>Increasing, social, emotional and mental health problems, including parents of disadvantaged children.</b>
6	<b>Lack of 'wider experience' of the world / curriculum.</b>

## 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>Improved language skills for all pupils through implementation of the oracy project.</p> <p>Particular aim for improvement in skills of SEND and EAL disadvantaged pupils. As well as challenging the most able disadvantaged pupils.</p>	<p>Children at Milton Mount are confident speakers and effective listeners. Oracy skills have been embedded with a focus on deepening understanding of pedagogy and opportunity.</p> <p>All aspects of school curriculum include oracy opportunities and discrete teaching of relevant structures and vocabulary.</p> <p>Children consider their audience when speaking and this is reflected in their writing.</p> <p>Children's gaps are identified, addressed quickly and shared with the subsequent teachers.</p> <p>Speaking and writing shows evidence of prior learning of vocabulary and structures. Behaviour issues are sometimes facilitated by adults with increasing onus on children to negotiate and resolve issues through language.</p>
<p>Raised attainment in maths and English particularly for SEND disadvantaged pupils, alongside at least good progress from starting points for these children.</p>	<p>End of year standardised assessments, will show improvements in attainment for all disadvantaged children.</p> <p>ALL pupils will have made at least expected rates of progress from starting points. With non-SEN children making more than expected rates of progress on average.</p>

	All children from a SEND disadvantaged background to have raised their overall attainment within maths and English writing.
Supportive working with children and their families will reduce and remove barriers to learning. Good relationships with families will support better attendance and punctuality, the ability to access early help and greater parental involvement with their child's learning.	Attendance of PP children will improve to at least 94% attendance. With persistent absence to be significantly challenged and lowered from the current to below national at 17.2%. Children and families will be accessing in school support at the earliest point for intervention. Children will improve their baseline Thrive scores and wellbeing scores through targeted therapeutic work. Parental engagement of disadvantaged families will improve through more regular attendance of in school activities to support themselves and their children.
100% of PP children, including EAL and SEND disadvantaged children, will meet their progress targets. All non-SEN PP children in the school will meet Age Related Expectations (ARE). All GD PP children will remain as higher achievers.	Accelerated progress and raised attainment in RWM across the school measured through teacher assessment, NFER, White Rose and NTS assessments in maths, alongside methods to support summative judgements. Regular Pupil Progress meetings and support will enable staff to make informed decisions to drive progress of the disadvantaged groups.
All PP children who want to, attend all trips, clubs and wider opportunities – money is never a reason for non-attendance	All PP have opportunities to access a wide range of activities throughout the school.

## List of Acronyms

PP – Pupil Premium

SEND – Special Education Needs and Disability

EAL – English as an Additional Language

GD – Greater Depth

ARE – Age Related Expectations

RWM – Reading Writing Maths

NTS – National Test Style

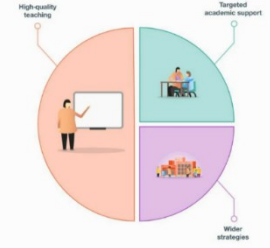
NFER – National Foundation for Educational Research

## 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: £45,254.18

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Oracy project</b></p> <p>CPD / training</p> <p>Release time to visit outstanding oracy provisions</p> <p>*Specific focus on teaching strategies to allow access for EAL and SEND disadvantaged pupils</p>	<p><b>EEF Teaching and learning toolkit +6 effectiveness for oral language interventions</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>We know that for a variety of reasons that children, particularly disadvantaged children, have a significant language deficit when they enter school and that Covid has affected the ability for many children to communicate effectively.</p> <p><b>The Communication Trust</b> - <i>in areas of social deprivation more than 50% of children start school with delayed language. A child who struggles with language at 5 is 6x less likely to meet age related expectations for maths and English at the end of year 6. For some children silence is becoming the norm. We want to empower children through language to make their own decisions and speak out in challenging situations.</i></p>	3,4,5
<p><b>Team Leader Release Time</b></p> <p>*Focus on wider curriculum – engaging and exciting, building on prior knowledge in a sequential way, children able to 'do more, know more and remember more'</p>	<p><b>EEF Teaching and learning toolkit</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <p>EEF is very clear about the importance of having a strong focus on high quality teaching. We believe that all children, but particularly disadvantaged children, should have permanent access to high quality teaching as minimum provision. In order to maintain high standards and develop further excellence it is vital to work with all teacher regularly.</p> 	2,3,4,6
<p><b>Milton Mount Standards Calendar</b></p> <p>Release of curriculum leaders to improve the quality of teaching and learning in all subject areas, so</p>	<p><b>HMCI's commentary: recent primary and secondary curriculum research</b></p> <p><a href="https://www.gov.uk/government/speeches/hmcis-commentary">https://www.gov.uk/government/speeches/hmcis-commentary</a></p> <p><i>'It is a risk to social mobility if pupils miss out on opportunities to study subjects and gain knowledge that could be valuable in subsequent stages of education or in later life. Restricted subject choice for low-attaining pupils disproportionately affects pupils from low income backgrounds.'</i></p>	2,3,4,5,6

<p>that our curriculum is challenging and sequentially planned.</p>		
<p><b>ECT Development</b> Release time to facilitate Early Career Framework through Xavier with Early Career Teachers.</p>	<p><b>‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. (The EEF Guide to the Pupil Premium, June 2019)</b> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p>School is using Xavier 2023/24 and is choosing to support our Early Career Teachers in the current academic year to ensure quality CPD in their beginning of their careers to support the teaching and learning of pupils</p>	<p>2,3,4,6</p>
<p><b>CPD</b> High quality and bespoke CPD and a skilled workforce of teaching and support staff</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p>Investing in CPD for all our teaching staff ensures that staff are able to deliver high quality teaching consistently. This will ensure teaching is tailored to the needs of all our pupils whilst being underpinned by academic theory. CPD needs are linked closely to the school’s SIP and specific strengths and areas for development in teaching.</p>	<p>2,3,4,5,6</p>

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

Budgeted cost: £44,626.05

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Additional Phonics Support for Lowest 20% of readers targeted through baseline assessment</b></p> <p>*Additional phonics *Use of reading rings</p>	<p><b>EEF Teaching and learning toolkit +5 effectiveness for reading comprehension strategies</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><i>“Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.”</i></p> <p>Our own internal evidence of the effectiveness of reading rings on fluency of reading</p>	2,3,4,6
<p><b>Maths Mastery</b></p> <p>Develop practitioners’ understanding of how children learn mathematics.</p> <p>3 teachers to develop Maths mastery in EYFS, Y1 and Y2 (access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p><b>EEF Guidance report: Improving mathematics in the EYFS and KS1</b></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Guidance_Report.pdf?v=1693545423">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Guidance_Report.pdf?v=1693545423</a></p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/614233/Maths_guidance_KS_1_and_2.pdf">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>	2,3,4,6
<p><b>Targeted English support</b></p> <p>Develop teachers’ skills in teaching writing composition strategies through modelling and supported practice</p>	<p><b>EEF Guidance Report: Improving Literacy in KS1 and 2</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p>Teachers should introduce these strategies using modelling and structured support, which should be gradually reduced as a child progresses until the child is capable of completing the activity independently.</p> <p>Effective writers use a number of strategies to support each component of the writing process. For example, planning can be improved through the strategy of goalsetting. Describe and model how, when, and why pupils should use each strategy, support pupils to practise with feedback, then gradually reduce support as pupils increasingly use the strategies independently.</p>	2,3,4,6



<p><b>Accelerated Reader</b></p> <p>To continue to increase engagement of reading throughout KS2</p>	<p><b>EEF Teaching and learning toolkit +5 effectiveness for homework</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>Our own in-school data has shown the impact of these initiatives as evidence for continuation</p>	<p>2,3,4,6</p>
<p><b>Phonics reading scheme</b></p> <p>Targeted impact to drive progress of earliest readers</p>	<p><b>EEF Teaching and Learning Toolkit +5 effectiveness for Phonics</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>After Ofsted guidance on the importance of all EYFS and KS1 children- especially disadvantaged children- reading books that include the sounds they have learned, we have decided to invest in supplementing our reading scheme so that more children can access these books and have more choice.</p>	<p>2,3,4,6</p>

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

Budgeted cost: £59,157.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Social Emotional Wellbeing</b></p> <ul style="list-style-type: none"> <li>*Thrive practitioner</li> <li>*Nurture TA</li> <li>* Therapeutic support for specific children</li> <li>* Targeted interventions around anxiety, self-esteem, friendship and mental health</li> <li>* Parental meetings allow for earliest help intervention and increase engagement</li> <li>*Support from West Sussex Thoughtful practitioner</li> </ul>	<p><b>EEF Teaching and Learning Toolkit +4 Social and Emotional Learning</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>'Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment'</p>	<p>1,2,3,5</p>
<p><b>Money for clubs/trips/uniforms/ food /equipment</b></p> <p>We aim that no child in the school misses out because of financial deprivation</p>	<p><b>EEF evidence into the impact of Outdoor adventure learning</b> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p> <p>We actively seek out enrichment opportunities as they arise, eg, meet the author local visits, Science fairs, drama clubs with local Secondary school, Specialist Gymnastic training, specialist art clubs, lunchtime sports clubs with sports specialist. PP children are given priority to all of these.</p>	<p>6</p>

<p><b>School Therapy Dog</b> Good for the wellbeing of staff and pupils – children able to spend time with dog, read with it, and walk with it.</p>	<p><b>University of Buckingham's Ultimate Wellbeing in Education Conference</b> <a href="https://edexec.co.uk/should-all-schools-have-wellbeing-dogs/">https://edexec.co.uk/should-all-schools-have-wellbeing-dogs/</a></p> <p>"The quickest and biggest hit that we can make to improve mental health in our schools and to make them feel safe for children, is to have at least one dog in every single school in the country,"</p>	1,2,3,5
<p><b>Parental Engagement</b> Targeting parents with effective communication and home learning support of children within Y1 and EYFS.</p>	<p><b>EEF evidence into the impact of Parental Engagement learning (+4)</b> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p>	1,2,3,4,5,6
<p><b>Cultural Capital</b> Supporting access to opportunities which promote cultural capital such as music or sports activities</p>	<p>Cultural Capital is defined as, '... the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.' (OFSTED 2019 para 203)</p>	6
<p><b>Access to Extended School sessions</b></p>	<p>In school we have found that offering places in Breakfast Clubs did have some positive impact on pupil's attendance. This also support the pastoral care of children and those who present with school refusal linked to Mental Health.</p>	1,6

**Total budgeted cost:** £149,135

## 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.

SCHOOL DATA FOR SUMMER 2023 (based on standardised tests and moderated teacher assessment)

YEAR 1	WORKING AT AGE RELATED EXPECTATION OR ABOVE			WORKING ABOVE A.R. E		
	READING	WRITING	MATHS	READING	WRITING	MATHS
All children	75%	64%	81%	18%	3%	9%
All PP	77%	57%	71%	21%	7%	7%
PP no SEND	90%	80%	90%	20%	10%	10%

YEAR 2	WORKING AT AGE RELATED EXPECTATION OR ABOVE			WORKING ABOVE A.R. E		
	READING	WRITING	MATHS	READING	WRITING	MATHS
All children	68%	64%	77%	17%	10%	14%
All PP	57%	52%	73%	0%	0%	4%
PP no SEND	67%	61%	79%	0%	0%	6%

YEAR 3	WORKING AT AGE RELATED EXPECTATION OR ABOVE			WORKING ABOVE A.R.E		
	READING	WRITING	MATHS	READING	WRITING	MATHS
All children	79%	64%	78%	24%	10%	14%
All PP	62%	54%	69%	15%	0%	8%
PP no SEND	70%	70%	80%	20%	0%	10%

YEAR 4	WORKING AT AGE RELATED EXPECTATION OR ABOVE			WORKING ABOVE A.R.E		
	READING	WRITING	MATHS	READING	WRITING	MATHS
All children	70%	62%	62%	22%	13%	13%
All PP	58%	37%	47%	16%	11%	11%
PP no SEND	71%	50%	57%	21%	14%	14%

YEAR 5	WORKING AT AGE RELATED EXPECTATION OR ABOVE			WORKING ABOVE A.R.E		
	READING	WRITING	MATHS	READING	WRITING	MATHS
All children	79%	64%	63%	26%	8%	23%
All PP	58%	42%	42%	11%	0%	0%
PP no SEND	89%	78%	78%	22%	0%	0%

YEAR 6	WORKING AT AGE RELATED EXPECTATION OR ABOVE			WORKING ABOVE A.R.E		
	READING	WRITING	MATHS	READING	WRITING	MATHS
All children	77%	67%	80%	26%	10%	20%
All PP	75%	58%	67%	8%	8%	17%
PP no SEND	78%	56%	78%	11%	11%	11%

## Impact of 2022-2023 Spending

This details the impact that our pupil premium activity had on students in the 2022 to 2023 academic year.

Our internal assessments during 2022/23 showed that the attainment of disadvantaged pupils was lower than those of non-disadvantaged students (although the gap was diminishing).

The bullet points below outline impact in relation to the data obtained from internal assessments throughout the academic year:

- Significant progress from starting points has been made for PP children within reading making an average of 6.4 steps progress compared to the Non-PP group who averaged 5.9 steps from starting points.
- PP children with No SEN are making better rates of progress than others across reading writing and maths – this progress is often accelerated.
- The relentless focus on improving quality first teaching has diminished the difference between PP and Non- PP children across the year within Reading, Writing and Maths.
- While PP children have made progress at least inline with their peers on average in Reading and Maths, Writing must remain a focus moving forwards as this shows the slowest progress for PP children compared to their peers.

535 pupils		On Track or Higher		Progress
Reading	No. (%)	Sum2 21-22	Sum2 22-23	
Males	267 (49.9%)	77.5%	73.8%	5.9
Females	268 (50.1%)	77.6%	75.4%	6.1
Difference (change in difference):		0.1	1.6 (1.5)	
Pupil Premium	100 (18.7%)	60.0%	62.0%	6.4
Not Pupil Premium	435 (81.3%)	81.6%	77.5%	5.9
Difference (change in difference):		21.6	15.5 (-6.1)	

535 pupils		On Track or Higher		Progress
Writing	No. (%)	Sum2 21-22	Sum2 22-23	
Males	267 (49.9%)	62.2%	60.7%	5.8
Females	268 (50.1%)	70.5%	67.9%	6.0
Difference (change in difference):		8.3	7.2 (-1.1)	
Pupil Premium	100 (18.7%)	47.0%	48.0%	5.7
Not Pupil Premium	435 (81.3%)	70.8%	68.0%	5.9
Difference (change in difference):		23.8	20.0 (-3.8)	

535 pupils		On Track or Higher		Progress
Mathematics	No. (%)	Sum2 21-22	Sum2 22-23	
Males	267 (49.9%)	76.4%	73.8%	6.1
Females	268 (50.1%)	73.1%	73.5%	5.9
Difference (change in difference):		3.3	0.3 (-3.0)	
Pupil Premium	100 (18.7%)	58.0%	60.0%	6.0
Not Pupil Premium	435 (81.3%)	78.6%	76.8%	6.0
Difference (change in difference):		20.6	16.8 (-3.8)	

- Similarly, the gap between PP with no SEN and other pupils continues to diminish within Reading and Writing (see below).
- Non-SEN PP children are out-performing other pupils in Reading, Writing and Maths, however writing must remain a focus especially for the PP SEN groups of children to support progress from starting points.

535 pupils		On Track or Higher		Progress
Reading	No. (%)	Sum2 21-22	Sum2 22-23	
Males	267 (49.9%)	77.5%	73.8%	5.9
Females	268 (50.1%)	77.6%	75.4%	6.1
Difference (change in difference):		0.1	1.6 (1.5)	
Pupil Premium	100 (18.7%)	60.0%	62.0%	6.4
PP and No SEN	69 (12.9%)	73.9%	75.4%	6.5
Difference (change in difference):		13.9	13.4 (-0.5)	

535 pupils		On Track or Higher		Progress
Writing	No. (%)	Sum2 21-22	Sum2 22-23	
Males	267 (49.9%)	62.2%	60.7%	5.8
Females	268 (50.1%)	70.5%	67.9%	6.0
Difference (change in difference):		8.3	7.2 (-1.1)	
Pupil Premium	100 (18.7%)	47.0%	48.0%	5.7
PP and No SEN	69 (12.9%)	63.8%	63.8%	6.1
Difference (change in difference):		16.8	15.8 (-1.0)	

535 pupils		On Track or Higher		Progress
Mathematics	No. (%)	Sum2 21-22	Sum2 22-23	
Males	267 (49.9%)	76.4%	73.8%	6.1
Females	268 (50.1%)	73.1%	73.5%	5.9
Difference (change in difference):		3.3	0.3 (-3.0)	
Pupil Premium	100 (18.7%)	58.0%	60.0%	6.0
PP and No SEN	69 (12.9%)	69.6%	75.4%	6.1
Difference (change in difference):		11.6	15.4 (3.8)	

- Thrive has had a significant impact on these children and others – behaviour across the school has improved and children are more able to access learning and are happier in school. The creation of the nurture TA has helped us support more families, as there is a growing need for mental health and social/emotional support of children and parents in our school community.
- Working with ‘Bruce’ (the dog) from the Paws to Read programme has built confidence in some reluctant readers, captured within pupil voice.
  - ‘I feel happy when I read to Bruce as it isn’t in front of people in my class’
  - ‘Bruce listens to my reading and if I make mistakes I do not feel worried’
- Over the course of the academic year, attendance of the PP group has seen a lowered average % for attendance from 93.74% in September 2022 to 90.74% in June 2023. This highlights the need to continue to work with our families to raise overall attendance of the PP group.

## 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*

<b>Programme</b>	<b>Provider</b>
Thrive	Thrive

