

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	Worsbrough Common Primary School
Number of pupils in school	407
Percentage of pupils who receive PP funding	44%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Rebecca Paddock
Pupil premium lead	Jenny Chambers
Governor / Trustee lead	Paul Robson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£213,290

Recovery premium funding allocation this academic year	£22,330
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£235,620

Part A: Pupil premium strategy plan

Statement of intent

At Worsbrough Common Primary School, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential. Worsbrough Common Primary School consider the challenges faced by vulnerable pupils, such as those who have a social worker, are on the SEND register, are new to English or are refugees. The activity outlined in this statement is also intended to support their needs, regardless of whether they are in receipt of pupil premium funding.

At Worsbrough Common Primary School we believe that every child deserves the opportunity to receive a challenging, exciting, enjoyable, and relevant curriculum. We feel it is our moral duty to enable every child to be prepared for their next stage of life. Our disadvantaged pupils are specifically targeted to ensure that not only do they receive the very best quality first teaching and are targeted further through enhanced provision so that they achieve inline with their peers.

The funding will also be used across a range of different initiatives where it supports the families best in order to secure the best outcomes.

We want our children to be knowledgeable of the world around them and to develop the skills and values to be successful and make positive contribution to society. We have high aspirations and ambitions for all of our children and believe that no child should be left behind. At Worsbrough Common Primary School we are determined to ensure that our children are given every chance to realise their full potential and aspire to do their best in order to develop into respectful, responsible individuals who make the most of opportunities that come their way.

Challenges

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

Challenge number	Detail of challenge
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1	A significant proportion (65%) of children enter EYFS with poor language, speaking, listening and communication skills. (In school barrier)
2	The parenting capabilities of many disadvantaged pupils may face challenges due to various factors including their experience of education, core values, mental health, attitude towards school and learning, and resilience. Additionally, low employment rates contribute to these challenges. As a result, there can be an impact on parental engagement in school, self-regulation, pupil aspirations, and pupil attainment/starting points. However, it is important to note that with the right support and interventions, these challenges can be overcome, and positive outcomes can be achieved.
3	25% of our PP have additional SEND barriers
4	Disadvantaged pupils do not attend school as often as their non disadvantaged peers.

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
Development of language rich EYFS environment will be fuelled by high quality interactions so that pupils will make rapid progress in speaking and listening and attention throughout EYFS.	Pupils will achieve good level of development in speaking, listening and attention at the end of EYFS.
Special Educational Needs will be identified early so that additional provision and targeted support can be implemented to support pupils progress	Needs are identified early and appropriate provision is in place to enable pupils to make good progress. SEN Progress of disadvantaged pupils will be in line with their non disadvantaged peers
High Quality Teaching and learning will facilitate a curriculum that will support pupils develop aspirations alongside metacognition and self-regulation skills	Progress of disadvantaged pupils will be in line with their non disadvantaged peers.

so that pupils develop the skills of a confident, responsible and articulate learner.	Pupils will be able to articulate their learning, identify strategies that can support their learning challenges and talk about their aspirations.
Long term outcomes	Success criteria
Increased attainment at ARE at statutory points of assessment for disadvantaged pupils.	Disadvantaged pupils attain inline with national data at EYFS, KS1 and KS2 points of assessment.
Increased attainment at GD at statutory points of assessment for disadvantaged pupils.	Disadvantaged pupils attain inline with national data at EYFS, KS1 and KS2 points of assessment.
Increase Phonics attainment	Percentage of children achieving pass mark in Y1 and 2 phonics is line with peers and national data.
Improved attendance of disadvantaged pupils closing the gap between PP and non PP	All disadvantaged children meet school attendance expectations.

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: £ 97,288

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Access to high quality CPD around developing language in EYFS – working with Launchpad for Literacy – NELI Language fundamentals for all EYFS staff.</p> <p>Development of EYFS environment to support language development</p> <p>Implementation of Concept Cat across EYFS.</p> <p>Develop vocabulary/language rich culture across school - integrated into high quality curriculum CPD</p> <p>Development of key documents to provide a progressive approach to support taught vocabulary across the curriculum</p>	<p>Evidence suggests high quality interactions between adults and children are fundamental to developing good communication and language skills.</p> <p>The language and vocabulary gap for disadvantaged pupils can mean that these pupils have heard 30 million fewer words than other children their age.</p> <p>Preparing Literacy Guidance 2018.pdf (educationendowmentfoundation.org.uk)</p> <p>Children learn and develop well in enabling environments with teaching and support from adults who respond to their interests and needs and help them to build their learning over time.</p> <p>Principles of the EYFS – Birth To 5 Matters</p> <p>A supportive environment is characterised by that of trust and respect between students and teachers and among students. It is one where students are motivated,</p>	<p><u>Challenge 1</u></p> <p>Identification that PP children entering FS are not attaining as well as their peers in CLL.</p>

	<p>supported and challenged and have positive attitudes towards their learning. Dimension 2.</p> <p>5ee9f507021911ae35ac6c4d_EBE_GTT EVIDENCE REVIEW DIGITAL.pdf (website-files.com)</p>	
<p>Focused ongoing Little Wandle Phonics CPD for consistent high quality phonics teaching across EYFS and KS 1, with fidelity to Little Wandle Letters and Sounds - ongoing CPD to support access to new programmes to support SEND/rapid catch up/keep up.</p> <p>Identification of strategies and interventions to close gaps in phonics from end of Y1, Y2 and into Y3 to ensure children continue to make good progress towards reading and reading comprehension.</p> <p>Shift from phonics to LIRA is progressive in Y2 with all gaps identified and key children targeted.</p> <p>Support from English hub to implement a consistent approach to phonics. CPD on school's approach to teachers and tas.</p> <p>Additional Teacher and TA for 1 day weekly to support reading attainment in Y2 for pupils who did not pass phonics test. Dedicated protected time for Phonics Lead facilitate the above.</p>	<p>The EFF guide to The Pupil Premium states that good teaching is the most important lever schools have to improve outcomes for Disadvantaged pupils. Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</p>	<p><u>Challenge 1</u></p>
<p>High quality CPD on LIRA reading approach to be delivered and embedded into practice consistently across the School. CPD on reading a consistent feature of CPD planning throughout the year.</p> <p>CPD focused on active and collaborative approaches to ensure approach reflects whole school approach to teaching and learning and metacognition research.</p> <p>Implementation of CPD based on findings of monitoring during the year.</p>	<p>EFF research suggests that effective reading comprehension approaches improve learning by an additional 5 months.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</p> <p>Early reading should be developed using a balanced approach that focuses on both</p>	<p><u>Challenge 1</u></p>

	<p>language comprehension and decoding.4</p> <p>Preparing Literacy Guidance 2018.pdf (educationendowmentfoundation.org.uk)</p>	
<p>CPD around metacognition and self regulation to support pupils learn and remember more/ embed and reinforce learning.</p> <p>Develop staff skillset to explicitly teach metacognitive strategies including how to plan, monitor and evaluate their learning and how to model their thinking in supporting pupils to develop their own metacognitive skills in understanding themselves as learners.</p> <p>Develop staff skillset in managing cognitive load for pupils. Embed use of ALC to support progress within a lesson.</p> <p>Half termly metacognition SDMs and Weekly learning log/retrieval practice sessions as well as integrated golden thread throughout all subjects delivered and CPD delivered.</p>	<p>Effective metacognitive strategies get learners to think about their own learning more explicitly. Evidence suggests that when properly embedded these approaches are powerful levers for boosting learning</p> <p>EEF Metacognition and self-regulated learning.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Dimension 4 – Activating hard thinking. Helping students to plan, regulate and regular monitor and evaluate their own learning; progressing appropriately from structured to more independent learning as students develop knowledge and expertise. Teachers should pay attention to cognitive load it presents to their students.</p> <p>5ee9f507021911ae35ac6c4d_EBE_GTT EVIDENCE REVIEW DIGITAL.pdf (website-files.com)</p>	<p><u>Challenge 2</u></p>
<p>Additional teacher (CE) will be used to support and model high quality first wave 1 teaching across school to ensure teaching is good r better. There will be a clear feedback for learning and progress, with a particular focus on PP children to ensure PP attain as well as their peers- particularly in reading & writing.</p> <p>1:1 planning support for staff. Team teaching to support understanding of use of ALC to support high quality T&L. Development, support and CPD around high quality marking and feedback. Particular focus of HA PP groups</p>	<p>Evidence suggests that when new approaches are introduced, high quality training and professional development is likely to increase impact. To support the development of decoding, children are likely to benefit from activities focusing on alphabet knowledge and phonological awareness.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf</p>	<p><u>Challenge 1,2 and 3</u></p> <p>Disadvantaged pupils enter school attaining below the level of their non disadvantaged peers and therefore need high quality teaching to support them to progress and close this gap.</p>
<p>Additional time for curriculum lead to ensure teaching in the wider curriculum is consistently good or better and appropriate CPD and support is in place.</p>	<p>The EFF guide to The Pupil Premium states that good teaching is the most important lever schools have to im-</p>	<p><u>Challenge 1,2,3 , 4</u></p>

	<p>prove outcomes for Disadvantaged pupils. Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</p> <p>Great teachers understand the content they are teaching and how it is learned. Dimension 1.</p> <p>5ee9f507021911ae35ac6c4d EBE GTT EVIDENCE REVIEW DIGITAL.pdf (website-files.com)</p>	
<p>CPD on SEN adaptations to develop staff skillset in meeting the range of learners needs in class.</p>	<p>Understanding pupils and their learning needs is essential if schools are to effectively support pupils to make progress, and is especially important for pupils with SEND. Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. pupils with SEND are also more than twice as likely to be eligible for free school meals. So for us, closing the disadvantage gap means finding better ways to support pupils with SEND</p> <p>EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Supporting every pupil to succeed academically is a significant challenge for teachers and teaching assistants. The EEF's research evidence suggests there is a set of five core practices that can support all pupils, including those with SEND, to do just that.</p> <p>Five-a-day-poster 1.1.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p><u>Challenge 3</u></p>

[Great Teaching Toolkit](#)

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

Budgeted cost: £ 40,088

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of NELI across EYFS and Year 1 to support development of early language and listening skills.</p> <p>Additional TA to lead NELI sessions (1.5 days weekly)</p>	<p>Research identifies that positive outcomes for pupils through targeted intervention from EYP support.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants.</p>	<p>Challenge 1</p> <p>Identification that PP children entering FS are not attaining as well as their peers.</p>
<p>Additional TA support in KS2 to improve outcomes in reading and writing through modelled and supportive practice. TA delivering Toe by Toe/Reading Interventions.</p> <p>Additional TA (PW) to deliver LW phonics intervention as appropriate following assessments.</p> <p>Implementation of LW SEND phonic with key chn identified/</p>	<p>EFF research suggests that effective reading comprehension approaches improve learning by an additional 5 months.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</p>	<p>Challenge 1</p> <p>Attainment and progress whole school overview shows that pupil premium children are not achieving as well as non PP children through school in reading and writing. To be able to deliver targeted intervention and support.</p>

<p>CPD for TA's to support a 'TA champion' approach to delivering interventions; ensuring all TAs have necessary training and skillset to deliver effective intervention.</p> <p>Zone of Regulation/ELSA Speech and Language</p>	<p>Research on TAs delivering targeted interventions in oneto-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training</p> <p>TA Guidance Report MakingBestUseOfTeachingAssistants-Printable 2021-11-02-162019_wsqd.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p><u>Challenge 1,2 and 3</u></p> <p>Attainment and progress whole school overview shows that pupil premium children are not achieving as well as non PP children through school in reading and writing.</p>
<p>Booster classes to take place in order to continue to narrow the gap in Year 2 & 6. Additional support to Y6 pupil premium children in reading, writing maths and SPAG.</p>	<p>EEF research identifies that time for, quality of feedback (both within lesson and through written) can have a positive impact on pupil outcomes by an average of +8 months.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/feedback</p>	<p><u>Challenge 1,2 and 3</u></p> <p>Prior to 2020 KS2 outcomes have a downward trend for maths, writing, GPS and reading. Attainment remains below national attainment for RWM and GPS</p>
<p>CPD specific to improving writing outcomes. CPD using an evidenced based approach to writing with relevant subject specific pedagogy, delivered through creative and well designed teaching sequences. There is a high focus on classroom application and participants will "walk through" effective teaching sequences and units of work which can be adapted for their own contexts</p>	<p>Research identifies that positive outcomes for pupils through targeted intervention from TA support has most impact when time and resources are spent on quality CPD to improve support staff practice.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants</p>	<p><u>Priority 2</u></p> <p>Prior to 2020 KS2 outcomes have a downward trend for maths, writing, GPS and reading. Attainment remains below national attainment for RWM and GPS</p>
<p>Third Space Learning 1:1 Tuition across Y5/6 to support pupils address personal learning gaps so that the attainment gap closes between disadvantage and their peers.</p>	<p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</p>	<p><u>Priority 2</u></p> <p>Prior to 2020 KS2 outcomes have a downward trend for writing and GPS and reading. Attainment remains below national attainment for RWM and GPS</p>

	https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=154&t=Teaching%20and%20Learning%20Toolkit&e=154&s=	
<p>Mental Health Practitioner to support pupils social, emotional and mental health needs</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	<p>A large percentage of disadvantaged children, attending school, attitudes to education are poor and the households in which they live have poor aspirations and employment rates are low.</p>
<p>2.5 days of SENDCO time to support identification and provision to ensure needs of disadvantaged pupils are met (almost 50% of SEND register are PP), through direct work with pupils, teachers and families/CPD.</p> <p>Current data shows disadvantaged pupils with SEND are low attaining and making limited progress.</p> <p>Proportion of non Teaching SENDCO.</p> <p>Targeted meetings with parents and other stakeholders to ensure pupils across school with particular SEND are receiving same access to QFT.</p> <p>SEND pupils catered for through SMART targets on IEPs for all pupils on SEND register.</p> <p>Whole school provision map created with SENDCO to ensure all children who are borderline SEN Support are monitored closely and support provided through graduated approach (Assess, plan, do, review). Any changes communicated to parents in prompt and timely manner.</p>	<p>The SENCo has an important role in the development of a school's approach, but ensuring all pupils achieve—including those with SEND—is everyone's responsibility.</p> <p>EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Pupils with SEND might face significantly greater challenges in learning than the majority of their peers</p>	<p>Challenge 3</p>

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

Budgeted cost: £ 98,244

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wellbeing Principal role to support and identify EHA for families. To support vulnerable pupils, particularly those who are seen as disadvantaged who need intervention to help social development. To run family parenting sessions to support parenting.</p> <p>Subscription to national college to provide CPD for staff on trauma informed practise to ensure children's emotional wellbeing is supported in the classroom.</p>	<p>Evidence to suggest that personalised support to remove barriers to learning through Learning Mentor support can have a positive impact on outcomes for disadvantaged pupils, parents and families.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	<p>Challenge 2 and 4</p> <p>Many of our disadvantaged pupils have social, emotional needs which is a barrier to their learning.</p>
<p>Attendance and punctuality has a significant impact on outcomes for all pupils. Personalised tracking of disadvantaged pupils' attendance and punctuality, alongside bought EWO support aims to improve attendance and therefore outcomes for disadvantaged pupils.</p> <p>Attendance officer to ensure the attendance and punctuality of pupil premium children is high. Development of rewards scheme for all pupils and monitoring system for PA. Support work with vulnerable families to support positive attendance.</p> <p>Monthly meetings to be held to monitor attendance and decide on actions to reduce persistent absence. Home visits to take place as required from monthly meeting</p>	<p>There's a clear link between poor attendance and lower academic achievement DfE research (2015)</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/412638/The_link_between_absence_and_attainment_at_KS2_and_KS4.pdf</p>	<p>Priority 4</p> <p>Current data indicates that disadvantaged pupils attend just below non PP children, the overall figure is just below National</p>

<p>Targeted support from EWO for families struggling with attendance including over holiday periods.</p> <p>Magic Breakfast to support reduced number of children arriving late.</p> <p>Attendance rewards</p>		
<p>In order to create broader curriculum opportunities for disadvantaged pupils the cost for residential experiences is subsidised.</p>	<p>Social and emotional studies have shown that achievement improves with greater social and emotional understanding which can impact on learning outcomes by an average of 4 months.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social</p> <p>A wide range of adventure activities are linked with increased academic achievement.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/</p>	<p>Challenge 2</p> <p>Many of our pupils come from households with significantly greater than average deprivation. This means that often children have limited experiences</p>
<p>Ensuring parental engagement supports learning at home and regular communication with school is encouraged.</p> <p>Subscription to seesaw to provide a platform to electronic/home learning.</p> <p>Regular parent workshops eg. SATS; <i>123 read with me; How parents can support at home</i></p> <p><i>Termly SEND coffee mornings</i></p>	<p>Research suggests that the impact of raising parents' aspirations are important for support disadvantaged pupils. +3 months.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement</p>	<p>Challenge 2</p> <p>A large percentage of disadvantaged children, attending school, attitudes to education are poor and the households in which they live have poor aspirations and employment rates are low.</p>

Total budgeted cost: £ 235,620

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 2021 –22 academic year.

KS1 Data

2021-22

Worsbrough Common Primary School (3702053)			
		FFT	
	School Attainment	Nat. 2022	Diff
% Expected standard + RWM (TA)	58%	54%	+4%
% Higher standard RWM (TA)	17%	6%	+11%
Scaled Score Re/Ma	102.4	101.4	+1.0
% Expected standard + Reading (TA)	62%	68%	-6%
% Higher standard Reading (TA)	23%	18%	+5%
Scaled Score: KS1 Reading	102.2	101.5	+0.7
% Expected standard + Writing (TA)	58%	58%	-1%
% Higher standard Writing (TA)	19%	8%	+11%
% Expected standard + Maths (TA)	69%	69%	+1%
% Higher standard Maths (TA)	25%	15%	+10%
Scaled Score: KS1 Maths	103.8	101.7	+2.1
Scaled Score: KS1 GPS	100.6	99.8	+0.8

	Pupils	Reading & Maths Scaled Score	Nat. diff	Reading Scaled Score	Nat. diff	Maths Scaled Score	Nat. diff
All Pupils	52	102.4	+1.0	102.2	+0.7	103.8	+2.1
Female	27	101.8	+0.4	101.2	-0.8	103.5	+2.3
Male	25	103.0	+1.5	103.4	+2.4	104.2	+1.9
EHCP	2	115.0	+20.0	115.0	+20.5	115.0	+19.5
Support	11	93.3	-1.8	95.5	+0.8	94.0	-1.9
Not SEND	39	104.6	+2.6	102.9	+1.1	106.3	+4.0
FSM6	20	98.6	+0.2	97.9	-0.6	100.4	+1.5
Not FSM6	32	104.8	+2.4	104.7	+2.3	106.1	+3.4

KS2 Data

fftaspire FFT KS2 Early Result Service 2022 PDF r3.2

Worsbrough Common Primary School (3702053)

Total pupils	71	FFT		
Pupils with KS1	69	School Attainment	Nat. 2022	Nat. 2019

	School	NAT	Cohort	Nat Y6
EXS RWM	55%	60%	92.0%	92.9%

Attendance (COVID X):

	School	NAT	VA 2022	Reading Scaled Score
% Expected Read/Writ/Maths	55%	60%	65%	+8%
% Higher Read/Writ/Maths	14%	7%	11%	+10%
Scaled Score Read/GPS/Maths	102.9	104.3	105.2	+1.3
% Expected Reading	64%	75%	74%	+1%
% Higher Reading	25%	28%	27%	+4%
Scaled Score Reading	102.8	104.7	104.5	+0.4
% Expected Writing	77%	71%	79%	+22%
% Higher Writing	14%	13%	20%	+6%
Scaled Score Writing	102.9	101.3	101.8	+3.2
% Expected Maths	75%	73%	79%	+11%
% Higher Maths	26%	23%	27%	+8%
Scaled Score Maths	104.8	103.9	105.1	+2.8
% Expected GPS	45%	73%	78%	-14%
% Higher GPS	16%	29%	36%	-5%
Scaled Score GPS	100.9	105.1	106.4	-1.3
% Expected Science	64%	80%	83%	

Reading Scaled Score 103

Writing Scaled Score 103

Maths Scaled Score 105

GPS Scaled Score 101

Reading Writing Maths GPS

Attendance

Attendance breakdown			30 Aug 21 - 22 Jul 22						
All Pupils	Pupils		All	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
All Pupils	339	School	93.6%	93.8%	94.3%	93.9%	93.6%	94.4%	92.1%
		FFT National	92.8%	92.3%	92.9%	93.0%	93.0%	92.8%	92.8%
		Difference	+0.8%	+1.5%	+1.3%	+0.8%	+0.6%	+1.6%	-0.6%
Gender		All	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Female	162	School	93.8%	92.1%	94.2%	94.2%	94.4%	95.2%	92.0%
		FFT National	92.9%	92.4%	93.0%	93.1%	93.1%	93.0%	93.0%
		Difference	+0.9%	-0.3%	+1.2%	+1.1%	+1.3%	+2.2%	-1.0%
Male	177	School	93.4%	94.7%	94.3%	93.5%	92.6%	93.6%	92.2%
		FFT National	92.7%	92.2%	92.8%	92.9%	92.9%	92.7%	92.6%
		Difference	+0.7%	+2.6%	+1.5%	+0.5%	-0.3%	+1.0%	-0.3%
FSM6		All	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
FSM6	154	School	92.9%	91.8%	92.0%	93.2%	93.2%	95.8%	91.3%
		FFT National	90.5%	89.7%	90.5%	90.7%	90.8%	90.6%	90.6%
		Difference	+2.4%	+2.2%	+1.5%	+2.5%	+2.4%	+5.2%	+0.6%
Not FSM6	185	School	94.2%	95.2%	95.6%	94.5%	94.1%	93.4%	92.9%
		FFT National	93.7%	93.2%	93.8%	93.9%	93.9%	93.8%	93.7%
		Difference	+0.5%	+2.0%	+1.8%	+0.5%	+0.1%	-0.3%	-0.8%

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
NELI	Nuffield Foundation
Little Wandle Third Space Learning	English Hub NTP

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?	This is included in our whole school pupil premium approach.