

Catton Grove Primary School - Pupil premium strategy statement

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	Catton Grove Primary School
Number of pupils in school	679
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers	1 year
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Catherine Lorne (Head teacher)
Pupil premium lead	Adam Greenall
Governor / Trustee lead	Louise Culley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 371,190
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	£ 371,190

Part A: Pupil premium strategy plan

Statement of intent

As a school, we are wholly committed to meeting the pastoral, social and academic needs of our socially disadvantaged pupils, within a nurturing and creative environment. It is our aim that each child develops a passion for learning and are able to acquire skills and abilities that enable them to fulfil their potential and lead productive, fruitful lives throughout further education and into adulthood. The focus of this pupil premium strategy is to support disadvantaged pupils to achieve that goal.

It is our aim that all our children have access to the highest standard of education and expectations, irrespective of their background or the challenges they face. This ensures that they can all achieve their full potential academically, socially and emotionally.

Children develop the knowledge and skills needed to succeed at school and support their life choices as citizens of the future. Research from the Education Endowment Foundation (EEF) states that disadvantaged pupils were the most adversely affected by the impact of the COVID-19 Pandemic. Through our Pupil Premium strategy, we focus on overcoming the impact of the pandemic and other challenges for our vulnerable and disadvantaged children, so they are supported to achieve their true potential. In addition, the cost of living crisis, while affecting all families, has hit the most disadvantaged the hardest. We are acutely aware of the significant, daily challenges that our disadvantaged families are facing on the back of this.

Outstanding, high-quality teaching and teaching assistant support is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

The educational (as well as non-academic) challenges that our disadvantaged children face are identified by the Pupil Premium lead through learning walks, assessment of outcomes and discussions with pupils, parents and staff. Furthermore, standardised assessments and internal data inform the priorities for our disadvantaged pupils, not assumptions about the impact of disadvantage. This includes analysis of NFER assessments, Accelerated Reader assessments and WELLCOMM screening, along with attendance data.

At Catton Grove Primary School, our curriculum is constructed with equity for ALL children so that the learning of knowledge and skills is sustained and improves

progress for non-disadvantaged pupils alongside their disadvantaged peers. We know the challenges our disadvantaged children experience and implement actions to address these.

Through whole-school INSETs and Twilights that have been delivered throughout academic year 2022/23, we have come to a shared understanding as a school that supporting disadvantaged pupils in everybody's responsibility. We hold our disadvantaged families in high regard, and have removed the deficit discourse around disadvantage. We are proud of our Pupil Premium provision, and are confident that we are enabling our pupils to achieve socially, pastorally and academically.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. These challenges have been identified through learning walks and discussions with disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Early Language Acquisition: Well COMM assessments on entry to Reception show low levels of understanding of spoken English language, with 80% of children working below the expected level for their age.</p> <p><i>How do we know this is a challenge?</i> Well COMM assessments on entry to Nursery.</p>
2	<p>Reading Fluency: Through learning walks, lesson observations and discussions with subject leaders (including external agencies), we have determined that reading fluency remains a particular challenge for a large proportion of our disadvantaged pupils.</p> <p>The successful implementation of Read Write Inc phonics to help address this issue in 2022/23 will be built on during this second year (see '<i>intended outcomes</i>').</p> <p>Another challenge for our pupils, once phonic knowledge is embedded, is building on this at KS2 to ensure fluency is continually developed, aiding comprehension in the process as our pupils move through a rich diet of varied, challenging novels and texts.</p> <p><i>How do we know this is a challenge?</i></p>

	<i>RWI fluency assessments, learning walks, KS2 whole class reading lessons, NFER summative assessments (teacher assessments).</i>
3	<p>Handwriting, spelling, grammatical accuracy and writing composition.</p> <p>Whilst our KS2 Writing SATS results were good, we are aware that writing remains an area of challenge.</p> <p>Learning walks, teacher assessment data and discussions with pupils have evidenced a particular challenge for a large proportion of our disadvantaged pupils with handwriting, spelling, grammatical accuracy and composition. There remains a legacy from the pandemic for our KS2 classes of learning that was lost and, despite rigorous catch-up teaching. The functional, technical aspects of writing such as spelling and handwriting, as well as writing composition, are being addressed through initiatives detailed below.</p> <p>Despite our disadvantaged pupils making progress in writing over the last academic year, in some Year Groups the gaps between disadvantaged pupils and their peers is not closing as rapidly as it should.</p> <p><i>How do we know this is a challenge?</i> <i>KS2 SATS writing results; English book looks and monitoring, Internal monitoring data.</i></p>
4	<p>Cultural Capital:</p> <p>We are passionately striving to provide our pupils with as many wider cultural opportunities as possible. As a school, we are acutely aware of the range of barriers that disadvantaged families may face; while the intention may be there to provide cultural capital opportunities, the means by which to do so may not be.</p> <p>Our own assessments and national research point to a lack of wider cultural experiences and background knowledge for many of our disadvantaged pupils that means that often they do not have prior knowledge through which to create schemas for any new learning. We will provide a rich and stimulating curriculum that engages children and signposts links allowing them to develop their thinking and understanding of the world. We have designed our lessons to ensure that cultural knowledge is explicitly taught and signposted so that pupil premium pupils are not at a disadvantage.</p> <p>Furthermore, the opportunities for pupils to take part in a wide range of extra-curricular clubs has been significantly impacted by the cost of living crisis, hence our continued commitment to providing these opportunities and experiences.</p> <p><i>How do we know this is a challenge?</i> <i>Discussions with and feedback from parents, pupils and staff.</i></p>
5	SEMH:

	<p>We are particularly aware of the emotional and well-being needs of some children and families, and children being affected by needs/ issues within the family out of their control.</p> <p>Observations and discussions with pupils, parents and families have identified social and emotional issues for many children, some arising from or exacerbated by the pandemic and lockdown. A large percentage of our pupils eligible for Pupil Premium funding have been receiving support from our Pastoral Team and ELSA (Emotional Literacy Support Assistants) staff for a range of emotional wellbeing needs.</p> <p><i>How do we know this is a challenge?</i></p> <p><i>Many of the pupils needing pastoral support this year are from disadvantaged backgrounds.</i></p>
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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
Increase in quality of speaking and listening for our pupils as a response to both the low levels of language acquisition on entry to school.	<p>Well COMM data at the end of Nursery evidences as well as Reception GLD outcomes.</p> <p><i>Nursery leader to collate evidence and feedback to PP lead</i></p>
Teaching Assistant support within the classroom for disadvantaged pupils is of consistently high quality. Teaching Assistants proactively support disadvantaged pupils.	<p>Teaching Assistant learning walks will evidence consistently high-quality practice, and pupils in targeted TA support groups make accelerated progress in reading, writing and maths.</p> <p><i>PP lead to monitor and record evidence</i> <i>Pupil Asset data input to analyse impact submitted by Year leaders</i></p>
Embedding of RWI phonics and further development resulting in improved phonics and reading attainment amongst disadvantaged pupils.	<p>Reading progress for disadvantaged pupils is accelerated, and the attainment gap between PP and Non-PP is reduced.</p> <p><i>Reading Leader to collate evidence of PP pupils' progress based on half-termly RWI assessments.</i></p>

<p>Reading fluency at KS2 to be urgently targeted and improved.</p>	<p>Trained teachers to lead groups in Years 4, 5 and 6 and deliver the Hertfordshire Reading Fluency Intervention, which will show rapid closing of the gaps.</p> <p><i>Monitoring of the intervention by English Leader, as well as monitoring of Year 3 pupils who have completed RWI phonics.</i></p>
<p>Each pupil offered the opportunity for a free, extra-curricular club.</p> <p>In addition, all pupils' cultural capital is enriched by access to high quality, specialist music teaching.</p>	<p>Parent and pupil surveys throughout the year.</p> <p>Case studies.</p> <p>Assessment of music outcomes throughout the school show progression of skills and knowledge.</p> <p><i>FCSA will collate clubs list, highlighting the opportunities that disadvantaged pupils have been given. Case studies of some pupils who have further enriched their cultural capital.</i></p>
<p>Improve disadvantaged pupils' outcomes in Writing at the end of KS2.</p>	<p>Writing outcomes at KS2 are at least 50% for disadvantaged pupils (from 35% in September)</p> <p>This will support a wider target of combined results for Reading, Writing and Maths for PP Pupils is at least 45%.</p> <p>This will enable us to reach national average attainment at Year 6 (Reading/Writing/Maths combined).</p> <p><i>Year 6 team will track PP writers throughout the year and feedback to PP leader.</i></p>

<p>Improve Writing Outcomes across Years 3, 4 and 5 for disadvantaged pupils as part of ongoing involvement in the Norwich Writing Project.</p> <p>Handwriting and spelling to be addressed through introduction of new initiatives and approaches following extensive research and discussion. Writing composition to be addressed through high quality CPD for all teachers on shared writing.</p>	<p>Gaps between PP and Non-PP will close significantly by the end of the year.</p> <p>Focus on spelling & handwriting in Spring/Summer term, as well as staff CPD focus on shared writing and moderation, will enable rapid and sustained impact on writing attainment and progress.</p> <p><i>Newly appointed English Leader will plan curriculum alongside AHT for Learning and Year Leaders, and monitor impact of Norwich Writing Project targets.</i></p>
<p>To achieve and sustain improved wellbeing for children with SEMH difficulties, particularly those who are disadvantaged.</p>	<p>Pastoral case studies evidence successful approaches.</p> <p>On entry assessment of pupils.</p> <p><i>FCSA/lead ELSA practitioner will discuss pupils and complete case studies to pass on to PP leader.</i></p>

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: £ 616,695.04

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality teaching assistant support, including TA Professional Development</p> <p><i>TAs will build on last years' CPD. Led by AHT for Learning and Inclusion, the further CPD will be undertaken during January 2024 INSET and some after-school sessions (during planning meeting time). Learning walks during December will identify next steps before CPD begins.</i></p> <p><i>The Pupil Premium lead will deliver CPD specifically around maximising the impact of teaching assistants on disadvantaged pupils' learning. This specifically addresses one of our primary intended outcomes.</i></p> <p><i>Teaching assistants are an invaluable human resource, and essential to supporting our disadvantaged pupils' learning, and all teaching assistants now work under the understanding that their primary focus and area of support is for our disadvantaged pupils (those in receipt of the Pupil Premium).</i></p> <p><i>Throughout the implementation of this strategy statement, an understanding of shared accountability for the attainment and progress of the disadvantaged learners that the Tas are primary supporting will be discussed, and learning walks/pupil outcomes from the specific target groups that the Tas are supporting will form evidence for the impact of this initiative.</i></p>	<p>EEF teaching and learning toolkit:</p> <p>'Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.'</p>	<p>1, 2, 3</p>

<p>Specialist Music teaching for all pupils</p> <p><i>Our music curriculum is delivered by a former working musician who has developed into a highly effective music instructor at Catton Grove. The curriculum is designed in conjunction with the AHT for Learning and Pupil Premium leader, ensuring a progression of skills and knowledge that has the experiences and opportunities for disadvantaged learners at its heart. Access to a 'spiral' music curriculum ensures that pupils learn to play keyboard and ukulele, learn the skills of digital music production and have a progressive singing spine at the heart of musical learning and enjoyment. In addition, the department offers clubs directed primarily at disadvantaged pupils, as well as an after-school choir who will participate in a range of performances.</i></p>	<p>EEF Teaching and Learning toolkit:</p> <p>'Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.' 'Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.'</p>	<p>4</p>

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

Budgeted cost: £12,880

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Read Write Inc. Phonics</p> <p><i>Phonics RWI teaching and interventions Provide small group phonics teaching universally fully embedded in Foundation Stage and KS1 and used as a targeted intervention to those identified as having decoding as a barrier.</i></p> <p><i>With a package of delivery including on-site training from Ruth Miskin professionals, CPD for our Reading Leaders and support from the Wensum English Hub, we are in the ideal position to maximise the impact of RWI on all</i></p>	<p>EEF Teaching and Learning toolkit:</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand EducationEndowment</p>	<p>2</p>

<p><i>learners, specifically our disadvantaged pupils.</i></p>	<p>Foundation EEF</p> <p>‘Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefits from phonics interventions. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have 1, 6 8 experienced these barriers to learning.’ ‘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.’</p>	
<p><i>Herts for Learning (Reading intervention for Y4,5&6)</i></p> <p><i>Herts for Learning’s KS2 Reading Fluency project encompasses all of the key points made in the EEF’s Improving Literacy in KS2 report (2017). The project uses the YARC to assess pupils needs accurately, blends the teaching of fluency and specific comprehension skills through high quality teacher modelling, encourages reading aloud and is a highly structured intervention model with proven success. The techniques and methods used in the intervention will be used to inform future classroom</i></p>	<p><i>Herts research outcomes:</i></p> <p>Pupils made on average 31.5 months progress during the intervention period. Over 1,000 pupils have now taken part in the project.</p> <p>https://www.hertsforlearning.co.uk/teaching-and-learning/research-projects/english-research-projects/ks2-reading-fluency-</p>	<p>2</p>

<p><i>practice across the school.</i></p>	<p><u>project</u></p>	
<p>Accelerated Reader + MyOn</p> <p>Accelerated Reader has been successfully implemented at Catton Grove since 2016; disadvantaged pupils specifically benefit from the program, as it encourages regularity of home reading and the monitoring thereof. The progressive, reward-based accumulation of 'points' on the Accelerated Reader system supports the habit for disadvantaged learners to read at home.</p>	<p>EEF research shows accelerated progress of +3 months per academic year.</p> <p><u>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</u></p>	<p>2</p>
<p>Nelson Handwriting Scheme & Spelling Frame.</p> <p>Having identified these two areas of priority for a large proportion of disadvantaged pupils, part of the Pupil Premium funding will be allocated to introduce new initiatives following assessment, discussions with staff and extensive research. A new systematic and timetabled approach to handwriting and spelling will be introduced in Spring term.</p>	<p>Nelson Handwriting:</p> <p>Provides clear guidance on developing a whole-school handwriting policy as required by Ofsted</p> <p>Develops children's personal handwriting style to ensure they meet the 'expected standard' in the end of key stage writing teacher assessments</p> <p>Introduces letters in line with Letters and Sounds and includes pattern practice and motor skills work with three levels of differentiation</p> <p>Spelling Frame:</p> <p><i>The impact of Spelling frame in the classroom is significant. According to a recent study, students who used Spelling frame showed a 20% improvement in their spelling skills compared to those who did not. The platform's interactive activities not only make learning fun but also reinforce the spelling rule being taught. This makes the learning of spelling more effective and helps students retain the spellings for a longer period.</i></p> <p><u>https://www.structural-learning.com/post/a-teachers-guide-to-spellingframe</u></p>	<p>3</p>

<p><i>RWI tutoring intervention</i></p> <p><i>Part of the RWI package includes further training for identified tutors – Teaching Assistants who will undertake regular intervention on specific learning gaps for pupils.</i></p> <p><i>The regular, robust diagnostic assessment involved in RWI (every half term) means that teachers are acutely aware of where pupils’ gaps are. These are then addressed by the tutors outside of the daily RWI sessions.</i></p>	<p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>‘Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefits from phonics interventions. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have 1, 6 8 experienced these barriers to learning.’ ‘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.’</p>	<p>2</p>
<p><i>Speech & Language Technicians</i></p> <p><i>(funded through SEND budget)</i></p> <p><i>Although funded through our SEND budget, the deployment of our Speech & Language Technicians forms a key part of our overall Pupil Premium Strategy, playing as it does such a key role in supporting the Early Language deficit that is identified as such a key challenge for a large proportion of our disadvantaged learners.</i></p>	<p>The pre-requisite to reading and writing is to develop good knowledge of the spoken word. Many of our younger pupils, particularly those from disadvantaged backgrounds, have a limited vocabulary and need support if they are to achieve their potential during their time in primary school. Evidence from the EEF indicates that Early Years Intervention can have an impact of +5 months across an academic year.</p>	<p>1</p>

<p>Addressing KS2 Writing through Priority Area Board Network</p> <p><i>The Headteacher and Pupil Premium Leader are working collaboratively with other Headteachers in the area on the Partnership Board with a focus on improving KS2 writing.</i></p> <p><i>The PA team are working on submitting a delivery plan to DFE by end of November, based on the £1m fund allocated for Norwich.</i></p> <p><i>The programme will run over 3 years.</i></p> <p><i>To establish a collaborative network of Norwich primary heads who will continue to work together on school improvement beyond this project.</i></p> <p><i>Projects would be aimed to support current Year 4 cohort through the next 2/3 years (Year 6s in Summer 2025) and new Year 4 cohorts.</i></p> <p><i>Participating school will embed an improved approach/curriculum offer for KS2 writing, or part way through a implementing a project – a support package based around strong implementation and review of existing support/strategies.</i></p>	<p>EEF report on Improving Literacy at KS2:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>3</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £82,849.61

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Norwich Theatre Royal Partnership</p> <p><i>Addressing our cultural capital challenge, we recognise the importance of promoting Arts and Culture and have seen the positive impact this has had on our disadvantaged pupils in the past. We decided to continue our link with the nationally renowned Norwich Theatre, buying into the ‘Bronze’ Package which enriches our disadvantaged pupils’ cultural capital as the Theatre provide Networking Opportunities, CPD for staff, tickets to</i></p>	<p>EEF research shows that arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum – 3+months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>4</p>

<p><i>performances for pupils, as well as bespoke support for our pupils in putting on productions and performances, including an opportunity to perform at Norwich Playhouse.</i></p>		
<p>After School Clubs</p> <p><i>We have taken the unprecedented decision to offer each child the opportunity for a free after school enrichment club during one term this year. The pupil premium budget will fund the staffing and resources for these clubs, providing pupils an invaluable opportunity to take part in one of a range of activities such as Cooking, Arts & Craft, Choir and Fitness clubs.</i></p>	<p>Study: The value of After-school clubs for disadvantaged children:</p> <p>https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf</p>	4
<p>Pastoral & ELSA</p> <p><i>The school has developed a pastoral team, including ELSAs and our Family Community Support Assistant, that works closely with our more vulnerable pupils and families in order to provide the necessary support to ensure those pupils are able to access learning in the classroom.</i></p>	<p>Research from the ELSA Network evidences the positive impact that the approach has on primary school pupils:</p> <p>https://www.elsanetwork.org/elsa-network/other-research/</p>	5
<p>EAL provision</p> <p><i>A teaching assistant will work in 1:2:1 sessions to closely support disadvantaged pupils' language development.</i></p> <p><i>In addition, our EAL TA will work routinely with pupils who have additional challenges as well as EAL, who are disadvantaged due to upheaval such as refugees and asylum seekers. Supporting language development and other associated challenges for these pupils is essential in ensuring a successful integration within the school community.</i></p>	<p>https://www.bell-foundation.org.uk/eal-programme/research/</p>	1, 2, 5

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Total budgeted cost: £712,424.64

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 previous academic year (2022/23).

Intended outcome	Was it achieved?
<p>Increase in quality of speaking and listening for our pupils as a response to both the low levels of language acquisition on entry to school and the pandemic.</p>	<p>20% were at standard on entry, progressing to 70% of pupils achieving standard at the end of Nursery</p>
<p>Teaching Assistant support within the classroom for disadvantaged pupils is of consistently high quality. Teaching Assistants proactively support disadvantaged pupils.</p>	<p>Learning walks and observations of Teaching Assistants were conducted in June 2023 by all members of the Senior Leadership team, focussing on the specific areas of practice that were covered by the CPD (led by AHT for Learning). Practice was deemed to be significantly improved and many aspects of the CPD were being put into place.</p> <p>Throughout the year, Teaching Assistants were focussed on supporting the disadvantaged pupils in their class. This has helped to raise the attainment of disadvantaged pupils, though there are still attainment gaps between disadvantaged pupils and their peers.</p>
<p>Embedding of RWI phonics and further development of whole class comprehension, resulting in improved phonics and reading attainment amongst disadvantaged pupils.</p>	<p>74% of Pupils passed the Year 1 Phonics screening check, an increase of 4% on 2022. We are expecting a further increase in 2024 as RWI continues to embed.</p> <p>An incredible result of 70% of disadvantaged pupils passed their phonics screening check, further closing the gap between disadvantaged pupils and their peers.</p> <p>RWI has been implemented highly successfully, as validated by expert</p>

	external visits from Ruth Miskin and the Wensum English Hub. A vastly improved phonics approach has resulted in disadvantaged pupils being provided with the tools they need to successfully decode and begin their journey of fluent reading.
Each pupil offered the opportunity for a free, extra-curricular club. In addition, all pupils' cultural capital is enriched by access to high quality, specialist music teaching.	Parent and pupil feedback on clubs has been highly positive. A culture of musical appreciation has begun to develop in the school.
Improve disadvantaged pupils' outcomes in Writing at KS2.	After an initial target of 55% disadvantaged pupils achieving working at standard in Year 6, we were able to achieve fantastic 62%, representing a monumental 22% attainment increase for PP throughout the year.
To achieve and sustain improved wellbeing for children with SEMH difficulties, particularly those who are disadvantaged.	22 fixed term exclusions and no permanent exclusions during the academic year.

Years 1-6

Below is a summary of our internal assessment data for our disadvantaged pupils who are eligible for the Pupil Premium. The analysis of attainment and progress for our disadvantaged pupils has been fundamental in planning our current strategy statement. The activity from the previous academic years' strategy statement that impacted these figures is noted.

While we are pleased with the attainment increases for our disadvantaged pupils on the whole, there are areas where Pupil Premium attainment did not accelerate. This has resulted in areas of the school where the gap between Pupil Premium and Non-Pupil

Premium eligible children has widened. This has significantly informed the current plan, and means that our efforts now will be primarily guided by a collective responsibility to narrow the gaps between disadvantaged pupils and their peers.

% figures indicate the percentage of disadvantaged pupils working at age related expectations:

Year 1	Maths	Writing	Reading
PP Attainment in October 2022	50%	50%	50%
PP Attainment in July 2023	58%	58%	48%
PP Attainment Increase	+8%	+8%	-2%

Year 2	Maths	Writing	Reading
PP Attainment in October 2022	67%	55%	50%
PP Attainment in July 2023	70%	51%	61%
PP Attainment Increase	+3%	-4%	+11%

Year 3	Maths	Writing	Reading
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PP Attainment in October 2022	33%	25%	23%
PP Attainment in July 2023	35%	28%	30%
PP Attainment Increase	+2%	+3%	+7%

Year 4	Maths	Writing	Reading
PP Attainment in October 2022	54%	47%	39%
PP Attainment in July 2023	67%	49%	67%
PP Attainment Increase	+13%	+2%	+28%

Year 5	Maths	Writing	Reading
PP Attainment in October 2022	46%	24%	39%
PP Attainment in July 2023	47%	35%	44%
PP Attainment Increase	+1%	+11%	+5%

Year 6	Maths	Writing	Reading
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PP Attainment in October 2022	49%	40%	47%
PP Attainment in July 2023	50%	62%	56%
PP Attainment Increase	+1%	+22%	+9%

Reception:

An indicator of our unwavering commitment to addressing the disadvantaged gap at an early stage is our Reception data. We see that there are negligible attainment gaps in many areas, and Pupil Premium children are actually achieving equal to or higher than their peers in over 50% of the Early Learning goals.

	Boys (41)	Girls (34)	PP (15)	Non-PP (60)	SEN (13)	non-SEN (62)	EAL (16)	Non EAL (59)	Social Care (6)
LA&U	78%	97.1%	86.7%	86.7%	61.5%	91.9%	75%	89.8%	66.7%
S	75.6%	94.1%	80%	85%	53.8%	90.3%	75%	86.4%	66.7%
SR	80.5%	97.1%	86.7%	88.3%	69.2%	91.9%	75%	91.5%	66.7%
MS	85.4%	97.1%	93.3%	90%	76.9%	93.5%	81.3%	93.2%	100%
BR	87.8%	97.1%	86.7%	93.3%	84.6%	93.5%	75%	96.6%	83.3%
GMS	90.2%	97.1%	93.3%	93.3%	92.3%	93.5%	81.3%	96.6%	100%
FMS	80.5%	97.1%	86.7%	88.3%	76.9%	90.3%	87.5%	88.1%	100%
C	80.5%	97.1%	93.3%	86.7%	69.2%	91.9%	81.3%	89.8%	83.3%
WR	68.3%	91.2%	80%	78.3%	53.8%	83.9%	81.3%	78%	83.3%
W	63.4%	88.2%	80%	73.3%	46.2%	80.6%	75%	74.6%	83.3%
N	73.2%	97.1%	86.7%	83.3%	53.8%	90.3%	81.3%	84.7%	83.3%
NP	75.6%	97.1%	86.7%	85%	61.5%	90.3%	81.3%	86.4%	83.3%
P&P	82.9%	94.1%	86.7%	88.3%	69.2%	91.9%	81.3%	89.8%	100%
PC&C	85.4%	94.1%	86.7%	90%	76.9%	91.9%	81.3%	91.5%	100%
TNW	87.8%	94.1%	86.7%	91.7%	84.6%	91.9%	81.3%	93.2%	100%
CWM	90.2%	97.1%	93.3%	93.3%	92.3%	93.5%	81.3%	96.6%	100%

BI&E	85.4%	94.1%	86.7%	90%	76.9%	91.9%	81.3%	91.5%	100%
	Boys (41)	Girls (34)	PP (15)	Non-PP (60)	SEN (13)	non-SEN (62)	EAL (16)	Non EAL (59)	Cohort (75)
WR	68.3%	91.2%	80%	78.3%	53.8%	83.9%	81.3%	78%	78.6%
W	63.4%	88.2%	80%	73.3%	46.2%	80.6%	75%	74.6%	74.6%
Maths	73.1%	97%	86.6%	83.3%	53.8%	90.3%	81.2%	84.7%	84%

Nursery:

Furthermore, we can see in the table below a steady increase in Prime Areas attainment for disadvantaged pupils. While there were negligible gaps throughout most of the year, there is a widening of the gap just before exit in Summer 2. Disadvantaged pupils arriving into Reception will be closely monitored to address this.

Vulnerable groups breakdown (Prime Areas)

(figures in brackets is number of children, other figures in table % with GLD)

	Boys	Girls	SEN	non-SEN	EAL	non EAL	PP	non-PP	Social Care group
Entry 2022 (62)	3 (33)	6.9 (29)	0 (8)	5.7 (54)	4.8 (21)	4.9 (41)	0 (16)	6.5 (46)	0 (2)
October 2022 (59)	0 (31)	10.7 (28)	0 (9)	6 (50)	4.7 (16)	6.3 (43)	0 (26)	9.1 (33)	0 (2)

December 2022 (59)	3.2 (31)	28.6 (28)	0 (9)	18 (50)	5.9 (17)	18 (42)	7.7 (26)	21.2 (33)	50 (2)
February 2023 (59)	13.3 (30)	37.9 (29)	0 (13)	32.6 (46)	13.6 (22)	32.4 (37)	22.2 (27)	28.1 (32)	50 (2)
April 2023 (58)	23.3 (30)	46.4 (28)	0 (12)	43.5 (46)	22.7 (22)	41.7 (36)	34.6 (26)	34.4 (32)	75 (4)
June 2023 (60)	32.3 (31)	51.7 (29)	0 (12)	52.1 (48)	36.4 (22)	44.7 (38)	42.3 (26)	41.2 (34)	75 (4)
Exit 2023 (60)	41.9 (31)	65.5 (29)	0 (12)	66.7 (48)	50 (22)	55.3 (38)	42.9 (28)	62.5 (32)	75 (4)