

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School Name	Beech Hill School
Number of pupils in school	492
Proportion (%) of pupil premium eligible pupils	37% (184)
Academic year/years that our current pupil premium strategy plan covers	2024 - 2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs Shameem Hussain (CEO)
Pupil premium lead	Samantha Bowling (Co-Headteacher)
Governor / Trustee lead	Nadim Najib

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£247,160
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£247,160

Part A: Pupil premium strategy plan

Statement of intent

Our aim is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve across all subject areas. Our Pupil Premium strategy will focus on supporting disadvantaged pupils to make progress in-line with their peers. We will consider the challenges they face and barriers to learning and support their needs regardless of whether they are disadvantaged or not.

Our strategy is integral to wider school plans for education recovery as result of lost learning due to the pandemic.

Our ultimate objectives are as follows:

- To ensure that teaching and learning opportunities meet the needs of all the pupils.
- Narrow the attainment gaps between disadvantaged and non-disadvantaged pupils within the school.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- To ensure disadvantaged pupils are suitably challenged.
- Act early to intervene at the point need is identified.

In order to achieve our objectives, we will do the following:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning including small group work and 1:1 tuition.
- Use funding to ensure that all pupils have access to trips, residential and first-hand learning experiences.
- Provide wider opportunities for all pupils including in sport and music.
- Provide appropriate nurture support to enable them to access learning.
- Provide support to ensure they attend school daily and on time and are not missing any learning

Challenges

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

Challenge number	Detail of challenge
1	Below typical language and communication skills on entry to school inhibit the progress of a large number of pupil premium eligible pupils in all areas of the curriculum. This is often compounded by the lack of engagement of some pupil premium children's parents in education; for example, these children do not experience story or books or read at home often with an adult outside of school and do not receive parental support with homework tasks.
2	Developmental delay and identified speech problems in Early Years.
3	Significant levels of special educational needs and low ability of many of our PP pupils
4	Small gaps between disadvantaged and non-disadvantaged pupils exist across the school.
5	Attendance and persistent absence which affects disadvantaged pupils when coupled with other issues.
6	Student mobility and rapid integration – a proportion of our PP join school later in the school year and arrive with very little English language. Therefore accelerated progress is needed to close the gap between these pupils and their peers.
7	Parent engagement and lack of financial resource to provide children with broad opportunity and life experiences.

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>The communication, language and literacy skills of PP children on exit to reception to be in line with their peers – a result of a language rich environment.</p> <p>Parents of EYFS pupils to be more engaged with their pupils learning, attend regular events within school to support them in helping their children in the early years of their education.</p>	<ul style="list-style-type: none"> • Teachers assess accurately and plan appropriate tasks for all pupils in their class – so they can make accelerated progress. • Lessons will be adapted to ensure children’s individual needs are targeted. • Specific interventions (Chatterbox) linked to individual needs will be used to support those with poor communication and language skills. • Early access to LINGO SALT assessments and management care plans. • All EYFS staff to continue to use strategies from the Dingley’s Promise Training to support those with poor communication and language skills (Communication boards, Social Stories/Strips) • Access to focused ‘Talking Tubs’ linked to key vocabulary for their theme. • Data drops (including baseline) for each pupil are accurate and, over time, show good progress. • A higher number of parents engaging with Seesaw and attending regular play and stay sessions as well as other school events.
<p>To use targeted academic support to narrow the gap in R, W and M for those eligible for Pupil Premium Funding through the use of QFT and small group intervention.</p>	<ul style="list-style-type: none"> • Assessment used to identify areas to focus on. • Specific interventions linked to individual children’s needs will be used consistently across the school in order that children can access appropriate support (Read, Write Inc, Reading Plus, Number Stacks etc) • Focused ‘Talking Tubs’ linked to key vocabulary which is assessed to identify gaps and the progress (English, Science and Humanities)

	<ul style="list-style-type: none"> • IEP targets are 'SMART' and tracked on Edukey and, over time, achieved consistently. • PP pupils achieve at least the national progress scores at the end of KS2. • National attainment data in all key year groups shows PP pupils are achieving at or above the national average in all subjects including phonics.
<p>To provide rich experiences, enhanced cultural capital for Pupil Premium Funding whilst also impacting on reading and writing results</p>	<ul style="list-style-type: none"> • Teachers and subject leaders plan to promote future opportunities across the curriculum to ensure that our wider curriculum offer reflects the background and diversity of our community and also provides children with the cultural capital they need to succeed in life. • A wider range of visits and visitors will take place throughout the year to expose children to wider cultures and events and provide them with experiences beyond the classroom, which will increase their knowledge required to access the planned curriculum. • Pupil surveys evidence the impact of these wider opportunities and a responsive approach is taken to the outcome of the surveys to enhance the provision where needed. • Reading and writing data evidences the impact of the opportunities provided including use of vocabulary • Extra-curricular clubs will be offered and supplemented to all disadvantaged pupils with an increase participation of PP children.
<p>To support our children and ensure they make accelerated progress on their arrival to the school in Communication, Language and reading to allow them to access other areas of the curriculum and 'catch up' with their peers.</p>	<ul style="list-style-type: none"> • Teachers assess accurately and plan appropriate tasks for all pupils in their class (Racing to English Group) • Specific interventions linked to individual children's needs will be used consistently across the school in order that children can access appropriate support (Read, Write Inc) • End of year data evidences that the gap is closing
<p>To improve the attendance rates of PP children across school and a reduced gap between PP and non-PP pupils relating to their attendance.</p>	<ul style="list-style-type: none"> • Share information about the importance of good attendance at the start of the year and continually to parents.

	<ul style="list-style-type: none"> • Clear strategy for contacting parents immediately where attendance drops below 96%. • Attendance Officer will monitor attendance carefully, conducting meetings with parents where necessary. • Further work with families (access support through LA Educational Welfare Team) about 'attendance missed'.
PP parents will engage more positively with the school and children will be given opportunities to take part in experiences appropriate for their age and in line with their peers.	<ul style="list-style-type: none"> • Students are supported (reading records completed, Seesaw engagement, online homework etc.). • Parent survey shows confidence in support from the school. • Parents pupils to be more engaged with their pupils learning, attend regular events within school to support them in helping their children in the areas of their education.

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: £163,780

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure teaching in all subjects is of the highest quality and PP pupils make most progress as a result of quality first teaching.	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Findings show that schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.</p> <p>Nationally the attainment gap between pupils with SEND and their peers is twice as big as the gap</p>	1,2,3 and 4

<p>Staff development and quality CPD</p> <p>Continue to develop the following teaching strategies in all classes within school:</p> <ul style="list-style-type: none"> • Feedback – to ensure that the feedback provided to all pupils is instant and effective. • Teaching to the Top – to continue through Lead teachers disseminating strategies and supporting colleagues in their team to ensure the PP pupils are challenged to achieve more. • Pre teaching – to continue to support pupils with gaps in their learning. • Transcription focus – to ensure that children have the correct skills to carry out the writing task. • Place Value of SPAG – to ensure all pupils cover the SPAG early on in the year and then it is revisited at regular points through the terms. 	<p>between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.</p> <p>The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND which would also benefit PP pupils. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils: — flexible grouping; — cognitive and metacognitive strategies; — explicit instruction; — using technology to support pupils with SEND; and — scaffolding.</p> <p>SUPPORTING EVIDENCE:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>https://assets.website-files.com/5ee28729f7b4a5fa99bef2b3/5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE%20REVIEWS_DIGITAL.pdf?utm_referrer=https://www.greatteaching.com/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p>	
<p>RWInc Phonics teaching in EYFS/KS1(KS2 pupils fallen behind</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading , particularly for disadvantaged pupils.</p>	<p>1, 2, 3 and 4</p>

<p>or who are new arrivals) in smaller groups and streamed across the school.</p> <p>Raise attainment in Mathematics for pupils by diminishing the gap through QFT.</p> <p>Mastery Readiness programme.</p> <p>Focus on Multiplication Tables in Year 1,2,3 and 4 in preparation for Times table check.</p> <p>Tutoring programme targeted at Year 5 and 6 where the need is greatest.</p>	<p>SUPPORTING EVIDENCE:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	
<p>RWInc Phonics teaching in EYFS/KS1(KS2 pupils fallen behind or who are new arrivals) in smaller groups and streamed across the school.</p> <p>Sounds Right – language intervention for pupils who have not passed phonics check (Y3 and above).</p> <p>Leader monitoring delivery of programme and supporting individual staff.</p> <p>EYFS – Chatterbox language intervention for those highlighted as struggling.</p>	<p>There is a strong evidence base that suggests oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p> <p>SUPPORTING EVIDENCE:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1, 2, 3 and 4</p>

<p>Additional fast-track phonics catch up for pupils who have fallen behind.</p> <p>Continue to teach reading comprehension to all pupils on a daily basis in smaller groups using reading VIPERS.</p> <p>Reading Plus for Year 6 and Year 5</p>		
<p>Additional teachers in Y2 and Y6, reducing the size and ensuring pupils in make at least expected progress from prior attainment.</p>	<p>Tailored teaching by experienced 'outstanding' Y2 and Y6 teachers to ensure all pupils make at least expected progress.</p> <p>Reduced classes for English, Phonics and Maths particularly having an impact on KS1 and 2 data over the last two years.</p> <p>SUPPORTING EVIDENCE: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	<p>3 and 4</p>
<p>To raise attainment through providing enriching experiences across the curriculum through:</p> <ul style="list-style-type: none"> • Specialist Art /Music teachers to develop pupils' skills in art, dance and music • 1:1 music tuition • Ensure pupils receive high quality dance and art provision • Promotion of The Arts within school <p>Subsidising of trips including residential for PP</p>	<p>There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.</p> <p>SUPPORTING EVIDENCE: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>2, 3, 4 and 7</p>

<p>Strategic deployment of trained TAs to ensure priority pupils are supported in class</p>	<p>Strategic deployment of TAs is important to ensure priority pupils are supported and that the role has maximum impact. SLT will ensure TAs are fully prepared for their role and work within the research informed EEF guidance report.</p> <p>SUPPORTING EVIDENCE: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>1,2,3,4,5</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £83,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PP pupils will be supported in order to make accelerated progress and a higher % will attain ARE and GD by the end of the year.</p> <p>PP/SEND pupils will be targeted through support in class/additional interventions to ensure they make expected progress across the year through:</p> <ul style="list-style-type: none"> • Breakfast club - One to one tuition • Extra group work with teachers or TAs • Lunchtime tuition with teachers for Y6 pupils • School Led tuition • Further develop and run Early Years interventions • Oral language interventions to run in EYFS (Chatterbox) 	<p>The school will continue to provide tuition for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum</p> <p>SUPPORTING EVIDENCE: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,2,3,4</p>

<ul style="list-style-type: none"> • Sounds Right (Y3 onwards) • Talking Tubs • Access to LINGO SALT • Reading Plus for Y5 & Y6 • Additional adult support in year 6 • Reading intervention groups to be run for any pupils who are falling behind • Extra small group support/intervention will be provided to all pupils in phonics groups. • Additional catch up sessions after school (Friday afternoon) for targeted pupils 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	
<p>Deployment of LINGO SALT one day a week to support identified pupils with developmental language delay and speech problems</p> <p>Dingley Promise training for EYFS staff</p>	<p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>SUPPORTING EVIDENCE:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1,2
<p>Whole school maths intervention to address gaps in all year groups through the use of:</p> <ul style="list-style-type: none"> • Additional adult support • Additional catch up sessions after school for targeted pupils 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	1,2,3,7

<ul style="list-style-type: none"> School Led Tutoring (national programme) 	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 50,623

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Build on our PP children's social and cultural capital and to give them access to life enriching experiences through:</p> <ul style="list-style-type: none"> PP pupils encouraged to take part in an extra-curricular clubs and ensuring we provide wider experiences and opportunities to enrich their understanding. Ensure all PP pupils are able to engage and take part in residential and trips. 	<p>Research shows the impact that a reduced opportunity for home learning (educational, trips, visits and clubs) has on future outcomes.</p> <p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial aware-ness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>SUPPORTING EVIDENCE:</p> <p>http://www.educationengland.org.uk/documents/pdfs/2015-sutton-subject-to-background.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	All
<p>Children with specific behavioural and learning needs are supported through specific interventions and children experiencing barriers to learning will be identified and the following support given:</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p>	All

<ul style="list-style-type: none"> • Breakfast club provision including sensory circuit • Pastoral support around behaviour and social/emotional support from Learning Mentors • One to one/group work with School Counsellor • Access to sensory room and adult support • Access to specialist equipment, such as wobble cushions, slopping boards, resistant chair bands • Behaviour treat/reward • One to one work with Learning Mentors • Lunchtime support by Learning Mentors • Social and Emotional intervention groups • Free breakfast club for Year 6 leading up to SATs • Forest School provision • Sports provision 	<p>understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>SUPPORTING EVIDENCE:</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast/</p>	
<p>Improve Attendance and ensure whole school attendance remains above 96% Specifically focus in on PP attendance with the following strategies:</p> <ul style="list-style-type: none"> • Attendance to be on the agenda at Parents' Evenings • Weekly monitoring by SLT • First day calls • Home visits 	<p><i>DFE research project (2016) showed that pupils with no absence are 1.3 times more likely to achieve EXS or above, and 3.1 times more likely to achieve GD or above, than pupils that missed 10-15 per cent of all sessions.</i></p> <p>Overall attendance percentage for academic year (2023/2024) was 94.5%</p> <p>Attendance for pupil premium children is 94.3% It is now a key priority for school to ensure attendance returns to pre-pandemic levels,</p>	5

<ul style="list-style-type: none"> • Penalty fines for extended holidays • Referrals to EWO for pupils at risk of becoming 'Persistent Absentees' • Attendance treats/weekly attendance rewards • Work closely with attendance officer from partner school 		
<p>Support 'newly arrived pupils' (from abroad) to ensure they settle in quickly and make accelerated progress so that gap between them and their peers closes through:</p> <ul style="list-style-type: none"> • 6-week programme induction programme in small group • Pupils set up with a buddy • Baseline for Reading using Star Reading test and Maths using Numberstacks • Read Write Inc baseline assessment • Small group phonics intervention • Pupils accessing learning in class alongside peers as much as possible for Maths and other curriculum areas • Use of 'Racing to English' to support catch-up in English 	<p>SUPPORTING EVIDENCE:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>3, 4 and 6</p>

<ul style="list-style-type: none"> • Emotional support from Learning Mentors <p>Other new pupils:</p> <ul style="list-style-type: none"> • Pupils set up with a buddy • Baseline for Reading using Star Reading test and Maths using Numberstacks • Read Write Inc baseline assessment • Small group phonics intervention if required • Catch-up if required 		
<p>Parents feel more well informed and empowered to support their children through:</p> <ul style="list-style-type: none"> • Seesaw APP • Parental engagement programme in place • Family Learning workshops including phonics and times tables • Termly Parents' events • Termly Coffee Mornings • Parents invited to have lunch with parents • Reception morning activities with parents • Grandparents morning in EYFS • Nursery Stay and Play sessions with parents • Class assemblies • Family theme week 	<p>Parental engagement has massively improved through the online engagement via Seesaw. However this has mainly been virtually so we need to try and re-engage parents with in school activities when this is possible.</p> <p>In school workshops and meetings to restart. Parents' Evenings will virtual and face to face depending on parents requests.</p> <p>SUPPORTING EVIDENCE: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	7

<ul style="list-style-type: none"> • SALT workshops • Weekly newsletters • Half termly SEND newsletters • Continued tracking, monitoring and intervention for attendance of PP children through the deployment of the Family Mento/Attendance Officer using the following strategies: • Attendance to be on the agenda at Parents' Evenings • Weekly monitoring by SLT • First day calls • Home visits • Penalty fines for extended holidays • Referrals to EWO for pupils at risk of becoming 'Persistent Absentees' • Attendance treats/ weekly attendance rewards • Work closely with attendance officer from partner school 		
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Total budgeted cost: £297,783

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2023-24

Outcomes for disadvantaged pupils

Desired outcomes		Evaluation of impact – end of academic year																																	
1 and 2	<p>Attainment and progress at the end of EYFS for disadvantaged pupils is in line with national averages.</p> <p>The communication, language and literacy skills of disadvantaged children on exit to reception to be in line with their peers – a result of a language rich environment.</p> <p>Parents of EYFS pupils to be more engaged with their pupils learning, attend regular events within school to support them in helping their children in the early years of their education.</p>	EYFS area	Disadvantaged	National																															
		Communication and Language	71%	69%																															
		Literacy	71%	54%																															
		Mathematics	86%	63%																															
		Good Level of Development	71%	52%																															
		<p>100% of EYFS Disadvantaged parents had a seesaw account</p> <p>46% of EYFS Disadvantaged parents accessed their Seesaw account regularly</p> <p>73% of EYFS Disadvantaged parents attended parental consultation meetings</p>																																	
3 and 4	In all year groups, SEND/Disadvantaged pupils make progress that is in line with their peers.	<table border="1"> <thead> <tr> <th rowspan="2">Number of pupils</th> <th colspan="3">Average Points Progress</th> </tr> <tr> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Year 1 (4)</td> <td>6.3</td> <td>6.0</td> <td>6.7</td> </tr> <tr> <td>Year 2 (5)</td> <td>5.6</td> <td>5.8</td> <td>5.8</td> </tr> <tr> <td>Year 3 (8)</td> <td>5.9</td> <td>5.8</td> <td>5.9</td> </tr> <tr> <td>Year 4 (2)</td> <td>5.3</td> <td>5.0</td> <td>5.7</td> </tr> <tr> <td>Year 5 (9)</td> <td>6.0</td> <td>4.1</td> <td>5.2</td> </tr> <tr> <td>Year 6 (7)</td> <td>9.1</td> <td>9.1</td> <td>6.3</td> </tr> </tbody> </table>			Number of pupils	Average Points Progress			Reading	Writing	Maths	Year 1 (4)	6.3	6.0	6.7	Year 2 (5)	5.6	5.8	5.8	Year 3 (8)	5.9	5.8	5.9	Year 4 (2)	5.3	5.0	5.7	Year 5 (9)	6.0	4.1	5.2	Year 6 (7)	9.1	9.1	6.3
Number of pupils	Average Points Progress																																		
	Reading	Writing	Maths																																
Year 1 (4)	6.3	6.0	6.7																																
Year 2 (5)	5.6	5.8	5.8																																
Year 3 (8)	5.9	5.8	5.9																																
Year 4 (2)	5.3	5.0	5.7																																
Year 5 (9)	6.0	4.1	5.2																																
Year 6 (7)	9.1	9.1	6.3																																

		<p>Expected progress would be 6 points. Green indicates where these pupils have made more points progress than all pupils in the year group. The vast majority of SEND/Disadvantaged pupils in each year group are making expected progress.</p> <p>The Year 4 pupils includes one pupil who is working significantly below and is tracked on Bsquared and therefore is showing no progress.</p>
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5	Attainment at the end of KS2 for pupils is below the national average in Reading and Writing for pupils who are eligible for the pupil premium	<table border="1"> <thead> <tr> <th data-bbox="608 210 983 398" rowspan="2">% pupil achieving age related expectations</th> <th colspan="3" data-bbox="991 210 1402 248">Attainment</th> </tr> <tr> <th data-bbox="991 282 1123 398">ALL</th> <th data-bbox="1131 282 1238 398">PP</th> <th data-bbox="1246 282 1402 398">National PP</th> </tr> </thead> <tbody> <tr> <td data-bbox="608 398 983 472">Reading</td> <td data-bbox="991 398 1123 472">82%</td> <td data-bbox="1131 398 1238 472">70%</td> <td data-bbox="1246 398 1402 472">63%</td> </tr> <tr> <td data-bbox="608 472 983 546">Writing</td> <td data-bbox="991 472 1123 546">72%</td> <td data-bbox="1131 472 1238 546">60%</td> <td data-bbox="1246 472 1402 546">59%</td> </tr> <tr> <td data-bbox="608 546 983 620">Maths</td> <td data-bbox="991 546 1123 620">84%</td> <td data-bbox="1131 546 1238 620">75%</td> <td data-bbox="1246 546 1402 620">59%</td> </tr> <tr> <td data-bbox="608 620 983 734">reading, writing and maths combined</td> <td data-bbox="991 620 1123 734">75%</td> <td data-bbox="1131 620 1238 734">65%</td> <td data-bbox="1246 620 1402 734">45%</td> </tr> </tbody> </table>	% pupil achieving age related expectations	Attainment			ALL	PP	National PP	Reading	82%	70%	63%	Writing	72%	60%	59%	Maths	84%	75%	59%	reading, writing and maths combined	75%	65%	45%
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6	Increased attendance rates of disadvantaged children across school and a reduced gap between PP and non-disadvantaged pupils relating to their attendance. The outcomes will be measured via the attendance data and the attainment and progress data.	<p>Overall attendance percentage for this academic year (2023-24) was 94.5%</p> <p>Attendance for pupil premium children was 94.3%.</p>																							
7	Majority of parents are engaging with school and supporting their children at home with learning	<p>A range of events took place to encourage parents to engage with school so they could support their children. These were organised for each year group. The most well attended included the:</p> <ul style="list-style-type: none"> Parent lunch (for each year group) Y4 Times table tea party Y1 Phonics picnic Year group information meetings <p>In addition presentations are placed on Seesaw so parents who are unable to attend are able to access them.</p>																							

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

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