

# Pupil premium strategy statement

# Paget Primary School

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
Number of pupils in school	405
Proportion (%) of pupil premium eligible pupils	48.6% (196 pupils)
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	V Nussey
Pupil premium lead	D Thomas
Governor / Trustee lead	H Macilwraith

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£250,260 (+ £10,120 LAC) EY PP £1209</b>
Recovery premium funding allocation this academic year	<b>£28,314 (estimate) (+ NTP £ 12,236)</b>
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	<b>£64,104 2021/22</b>
<b>Total budget for this academic year</b>  <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>	<b>£366,243</b>

# Part A: Pupil premium strategy plan

## Statement of intent

The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium is aimed at addressing the inequalities which exist between children from disadvantaged backgrounds and their peers. The percentage of our pupils eligible for pupil premium (49%) is significantly higher than the national average (20.8%\*) for primary schools.

All members of staff and the governing body at Paget Primary School accept responsibility for disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We encourage each child to develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment. It is our intent as Paget Primary School to erase the gap between disadvantaged pupils and their non-disadvantaged peers.

At Paget Primary School, we believe that all children should be given the opportunity to reach their potential. Barriers to learning need to be removed. These may be social, economic, well-being matters, as well as academic.

Overcoming identified barriers to learning is central to our Pupil Premium use. We identify barriers that need to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly. We provide quality first teaching, targeted academic support for pupils who are not making the expected progress, as well as addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital. Through our reporting, we demonstrate how and why, this funding has been spent, using research to guide our decisions. We ensure robust monitoring and evaluation takes place in order to account for the use of the Pupil Premium, by the school and governing board throughout the year.

Working with parents and carers of disadvantaged children is essential to our pupil progress, and so we ensure that they understand that they can make a positive contribution to their children's achievement in school by engaging in school processes and recognising that parent involvement can make a difference. We actively encourage the take up of FSM by working proactively with parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM.

\*Figures from DfE January 2021

## Challenges

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

Challenge number	Detail of challenge
1	Low attainment and slow progress rates made by pupil premium/disadvantaged children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge.
2	Pupils and their families have social & emotional difficulties, including medical and mental health issues.
3	Pupils have limited experiences beyond their home life and immediate community.
4	Low attendance and persistent absenteeism of PP/disadvantaged children.

## 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>1. Disadvantaged pupils to close gaps in learning and achieve expected outcomes in Reading, Writing and Maths.</p> <p>Those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards. To ensure fallen behind children receive targeted high-quality intervention and additional support. This is monitored by the SENCo and DHT.</p>	<p>Achieve national average progress scores in KS2 Reading/ Writing/ Maths.</p> <p>End of summer 2023 data will show that 95 – 100% of disadvantaged children have made expected progress from the previous summer.</p> <p>End of summer data will also show that 10 – 20% of disadvantaged children will have made accelerated progress. Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress.</p> <p>Consistent implementation of excellent practice and high expectations across the school for reading</p>
<p>2. Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</p>	<p>Pastoral Manager, SENCo, DSLs, Family Support Worker and teaching staff have identified those children or families who need support. Support given has impacted on the children's well-being and removed barriers to learning</p>
<p>3. All pupils are exposed to a breadth of experiences that enable them to contextualise</p>	<p>The curriculum will provide pupils with and exciting, varied curriculum. • Teachers and</p>

their learning. Pupils love learning and have access to an engaging, broad and varied curriculum.	support staff will plan a wide range of visits, hook events and experiences to inspire and enhance learning and make it memorable. • Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day.	
4. Attendance for all pupil premium children is in line with National expectations (96%) for attendance and persistent absence	Families have been supported by the Pastoral Manager and Attendance Officer to tackle reasons for non-attendance and/or punctuality. Monitoring of attendance by Pastoral Manager and communicating effectively with EWO services in order to increase PP pupils' attendance and a decrease in persistent absence.	
Learner Groups	23/24	22/23
All learners	95.9	94
Pupil Premium	95.2	92.9
Non PP	96.4	94.8

## 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: £ 82131

Activity	Evidence that supports this approach	Challenge number(s) addressed
Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Impact of each CPD event to be recorded and monitored.	<p>Quality /at least good teaching in all classes every day. Provision of interventions and challenge teaching for children identified as needing to catch-up – see <a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a>.</p> <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Teaching Mastery (+ 5months)  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mastery-learning</a></p> <p>Evidence from Education Endowment Foundation – Maximising Learning.            1. High-quality teaching   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	1

<p>Additional TA to be recruited to support across school to support children to enable them to close gaps in their learning.</p> <p>All staff engagement in 'in house' CPD to support Quality first Teaching and assessment, using our experienced Teaching &amp; Learning team: staff meetings, BEP training, Maths Hub support, RWI online and in school support, Walk Thrus training, ATLP and NPQLT, NPQSL and NPQEY release time for leadership development</p> <p>Subject monitoring for all subject leaders and non-contact time</p>		
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**Targeted academic support (for example, tutoring, one-to-one support, structured interventions)**

Budgeted cost: £ 158924

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide targeted, structured deployment of staff and support to children across whole school using recovery funding and pupil premium funding. Support to be monitored and evaluated by deputy head and assistant head teachers</p> <p>Additional support for children requiring 1:1 and small group support. Support to be carried out by experienced teacher (via the National Tutoring Programme) and Teaching Assistants within school. (Recovery Premium)</p> <p>Continue to use the support TA and SEN TA to complete initial assessments for new arrivals, to ensure that support given successfully meets their needs</p>	<p>Evidence from Education Endowment Foundation – Metacognition and Self-Regulation (+7months) Metacognition and self-regulation   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up – see <a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding">www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding</a> successfully.</p> <p>Evidence from Education Endowment Foundation – Maximising Learning. 1. High-quality teaching   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>) <u><a href="http://educationendowmentfoundation.org.uk">Making Best Use of Teaching Assistants   EEF</a></u> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Small group tuition   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	1
<p>Funding to cover Forest schools TA and provide training and resources for forest schools TA. Forest schools TA to support Pupil Premium children during forest schools' sessions.</p>	<p><a href="https://www.forestresearch.gov.uk/documents/805/fr0112forestschooolsreport.pdf">https://www.forestresearch.gov.uk/documents/805/fr0112forestschooolsreport.pdf</a> <a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</a></p>	3

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

Budgeted cost: £125188

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All children in school to be given opportunity to participate in activities</p>	<p>Provision of a range of initiatives to extend children's experiences see <a href="http://www.gov.uk/publications/the-pupil-premium-how">www.gov.uk/publications/the-pupil-premium-how-</a></p>	3

<p>which enhance and broaden the curriculum and their learning experiences. This will be achieved through WOW funding for each year group to plan enriching experiences and activities</p>	<p>schools-are-spending-the funding-successfully. Education Endowment Trust Toolkit</p>	
<p>Pastoral Manager and Attendance Officer to ensure that parents are made aware of expected attendance levels when they fall below 96%. - Deployment of staff to support families to improve attendance and eradicate persistent absenteeism Support for pupils and families for well-being and mental health issues, including additional pastoral support Family Support Worker, Pastoral Manager, Behaviour Support and agencies to support</p>	<p><a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-s">www. Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the funding-s</a></p>	<p>4</p>

**Total budgeted cost: £366,243**

## 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







# Part B: Review of the previous academic year 2022-2023

## Outcomes for disadvantaged pupils

The data below shows that the gap between PP and Non-PP pupils is closing for all areas.

### EYFS Outcomes 2022/23

getTracker  
2020

End of Reception Key Statistics Report  
Rec - All Pupils (36 pupils)

23 June 2023

e	Pupils		Early Years Foundation Stage Early Learning Goals														% Good Level of Development			
			Minimum Steps progress in Reception (all AoLs)			Communication (2 aspects)		Physical (2 aspects)		Personal (3 aspects)		Prime AoLs (7 aspects)		Specific AoLs (10 aspects)		Communication & Literacy (5 aspects)		All AoLs (17 aspects)		
	No.	%	%+	%5+	%6+	Expected in all %	Avg Score	Expected in all %	Avg Score	Expected in all %	Avg Score	Expected in all %	Avg Score	Expected in all %	Avg Score	Expected in all %		Avg Score	Expected in all %	Avg Score
All Pupils	36	100.0	91.7	61.1	50.0	79.4	3.7	85.3	3.8	94.1	5.9	73.5	13.4	73.5	18.7	73.5	9.1	64.7	32.1	64.7
Males	16	44.4	81.3	68.8	56.3	71.4	3.6	64.3	3.5	92.9	5.9	57.1	13.0	57.1	18.3	57.1	8.9	35.7	31.3	35.7
Females	20	55.6	100.0	55.0	45.0	85.0	3.8	100.0	4.0	95.0	5.9	85.0	13.6	85.0	19.1	85.0	9.3	85.0	32.7	85.0
FSM	11	30.6	90.9	63.6	63.6	90.9	3.8	81.8	3.8	100.0	6.0	81.8	13.6	72.7	19.2	81.8	9.5	72.7	32.8	72.7
Not FSM	25	69.4	92.0	60.0	44.0	73.9	3.6	87.0	3.8	91.3	5.8	69.6	13.2	73.9	18.5	69.6	9.0	60.9	31.7	60.9
Pupil Premium	8	22.2	87.5	50.0	50.0	100.0	4.0	87.5	3.9	100.0	6.0	87.5	13.9	75.0	19.5	87.5	9.9	75.0	33.4	75.0
Not Pupil Premium	28	77.8	92.9	64.3	50.0	73.1	3.6	84.6	3.8	92.3	5.8	69.2	13.2	73.1	18.5	69.2	8.9	61.5	31.7	61.5
SEN Support	4	11.1	75.0	50.0	50.0	0.0	2.3	50.0	3.3	75.0	5.3	0.0	10.8	0.0	13.5	0.0	5.3	0.0	24.3	0.0
Education, health and care plan	3	8.3	66.7	66.7	66.7	0.0	3.0	50.0	3.0	50.0	5.5	0.0	11.5	100.0	20.0	0.0	9.0	0.0	31.5	0.0
Not SEN	29	80.6	96.6	62.1	48.3	96.4	3.9	92.9	3.9	100.0	6.0	89.3	13.9	82.1	19.4	89.3	9.7	78.6	33.3	78.6

Steps progress in Reception measured from Reception Autumn 1. 6 Steps per month band.

The value used is the AoL with the minimum number of steps progress, not the average.

EYFS ELG points are attributed to final Reception assessments in each Aspect as follows:

Emerging = 1 Expected = 2

Pupils set to Unable To Assess are ignored for average and % calculations

Good Level of Development (as defined by DfE) - children will be defined as having reached a GLD at the end of the EYFS if they achieve at least the expected level in: the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language); and the early learning goals in the specific areas of mathematics and literacy.

Median total (50th percentile)	34.0
Average (lowest 20% attaining children)	25.2
% attainment gap between all children and lowest 20%	26.0%

### Phonics Outcomes 2022/23

#### Y1 Phonics Screening Check

Y1 - All Pupils (54 pupils)

Year 1 (54 pupils)	No. of Pupils (%)	Average Score	Working Towards	Working At
All Pupils	54 (100%)	32.0	10 (18.9%)	40 (75.5%)
Males	29 (53.7%)	31.2	6 (21.4%)	20 (71.4%)
Females	25 (46.3%)	32.9	4 (16.0%)	20 (80.0%)
FSM	25 (46.3%)	28.3	7 (28.0%)	16 (64.0%)
Not FSM	29 (53.7%)	35.2	3 (10.7%)	24 (85.7%)
Pupil Premium	23 (42.6%)	29.6	5 (21.7%)	16 (69.6%)
Not Pupil Premium	31 (57.4%)	33.8	5 (16.7%)	24 (80.0%)
SEN Support	10 (18.5%)	21.9	6 (60.0%)	4 (40.0%)
Education, health and care plan	4 (7.4%)	8.5	2 (50.0%)	0 (0.0%)
Not SEN	40 (74.1%)	35.9	2 (5.1%)	36 (92.3%)
EAL	14 (25.9%)	32.3	3 (23.1%)	9 (69.2%)
Not EAL	40 (74.1%)	31.9	7 (17.5%)	31 (77.5%)

#### Year 2 Phonics Screening Check

Y2 '2D' '2S' - All Pupils (59 pupils)

Year 2	No. of Pupils	Missing Score	Average Score	Working Towards	Working At *
All Pupils	59 (100%)	2	33.8	6 (10.5%)	50 (87.7%)
Males	35 (59.3%)	1	32.5	5 (14.7%)	28 (82.4%)
Females	24 (40.7%)	1	35.8	1 (4.3%)	22 (95.7%)
FSM	27 (45.8%)	-	31.4	5 (18.5%)	21 (77.8%)
Not FSM	32 (54.2%)	2	36.1	1 (3.3%)	29 (96.7%)
Pupil Premium	23 (39.0%)	-	32.8	4 (17.4%)	19 (82.6%)
Not Pupil Premium	36 (61.0%)	2	34.6	2 (5.9%)	31 (91.2%)
SEN Support	18 (30.5%)	-	28.7	4 (22.2%)	13 (72.2%)
Education, health and care plan	1 (1.7%)	-	4.0	1 (100%)	0 (0%)
Not SEN	40 (67.8%)	2	37.1	1 (2.6%)	37 (97.4%)
EAL	19 (32.2%)	1	32.9	1 (5.6%)	16 (88.9%)
Not EAL	40 (67.8%)	1	34.3	5 (12.8%)	34 (87.2%)

Y2 Outcomes 2022/23

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End of Key Stage 1 Outcomes  
Y2 '2D' '2S' - All Pupils (59 pupils)

Y2 (59 pupils)		Teacher Assessment							Test Scaled Scores				
Reading	Pupils (%)	Other	Below	Pre Key Stage	Towards	At	Greater	At or Greater	Other	<100	100+	110+	Average
All Pupils	59 (100%)	3 (5.1%)*		3 (5.1%)	19 (32.2%)	28 (47.5%)	6 (10.2%)	34 (57.6%)	59 (100%)*				-
Males	35 (59.3%)	2 (5.7%)*		2 (5.7%)	13 (37.1%)	16 (45.7%)	2 (5.7%)	18 (51.4%)	35 (100%)*				-
Females	24 (40.7%)	1 (4.2%)*		1 (4.2%)	6 (25.0%)	12 (50.0%)	4 (16.7%)	16 (66.7%)	24 (100%)*				-
FSM	27 (45.8%)	1 (3.7%)*		2 (7.4%)	12 (44.4%)	11 (40.7%)	1 (3.7%)	12 (44.4%)	27 (100%)*				-
Not FSM	32 (54.2%)	2 (6.3%)*		1 (3.1%)	7 (21.9%)	17 (53.1%)	5 (15.6%)	22 (68.8%)	32 (100%)*				-
Pupil Premium	23 (39.0%)			2 (8.7%)	10 (43.5%)	10 (43.5%)	1 (4.3%)	11 (47.8%)	23 (100%)*				-
Not Pupil Premium	36 (61.0%)	3 (8.3%)*		1 (2.8%)	9 (25.0%)	18 (50.0%)	5 (13.9%)	23 (63.9%)	36 (100%)*				-
SEN Support	18 (30.5%)	1 (5.6%)*		2 (11.1%)	9 (50.0%)	6 (33.3%)		6 (33.3%)	18 (100%)*				-
Education, health and care plan	1 (1.7%)			1 (100%)					1 (100%)*				-
Not SEN	40 (67.8%)	2 (5.0%)*			10 (25.0%)	22 (55.0%)	6 (15.0%)	28 (70.0%)	40 (100%)*				-
EAL	19 (32.2%)	2 (10.5%)*		1 (5.3%)	5 (26.3%)	10 (52.6%)	1 (5.3%)	11 (57.9%)	19 (100%)*				-
Not EAL	40 (67.8%)	1 (2.5%)*		2 (5.0%)	14 (35.0%)	18 (45.0%)	5 (12.5%)	23 (57.5%)	40 (100%)*				-

Y2 (59 pupils)		Teacher Assessment							Test Scaled Scores				
Writing	Pupils (%)	Other	Below	Pre Key Stage	Towards	At	Greater	At or Greater	Other	<100	100+	110+	Average
All Pupils	59 (100%)	3 (5.1%)*		8 (13.6%)	22 (37.3%)	22 (37.3%)	4 (6.8%)	26 (44.1%)	59 (100%)*				-
Males	35 (59.3%)	2 (5.7%)*		7 (20.0%)	14 (40.0%)	12 (34.3%)		12 (34.3%)	35 (100%)*				-
Females	24 (40.7%)	1 (4.2%)*		1 (4.2%)	8 (33.3%)	10 (41.7%)	4 (16.7%)	14 (58.3%)	24 (100%)*				-
FSM	27 (45.8%)	1 (3.7%)*		7 (25.9%)	10 (37.0%)	9 (33.3%)		9 (33.3%)	27 (100%)*				-
Not FSM	32 (54.2%)	2 (6.3%)*		1 (3.1%)	12 (37.5%)	13 (40.6%)	4 (12.5%)	17 (53.1%)	32 (100%)*				-
Pupil Premium	23 (39.0%)			6 (26.1%)	8 (34.8%)	9 (39.1%)		9 (39.1%)	23 (100%)*				-
Not Pupil Premium	36 (61.0%)	3 (8.3%)*		2 (5.6%)	14 (38.9%)	13 (36.1%)	4 (11.1%)	17 (47.2%)	36 (100%)*				-
SEN Support	18 (30.5%)	1 (5.6%)*		5 (27.8%)	8 (44.4%)	4 (22.2%)		4 (22.2%)	18 (100%)*				-
Education, health and care plan	1 (1.7%)			1 (100%)					1 (100%)*				-
Not SEN	40 (67.8%)	2 (5.0%)*		2 (5.0%)	14 (35.0%)	18 (45.0%)	4 (10.0%)	22 (55.0%)	40 (100%)*				-
EAL	19 (32.2%)	2 (10.5%)*		2 (10.5%)	9 (47.4%)	4 (21.1%)	2 (10.5%)	6 (31.6%)	19 (100%)*				-
Not EAL	40 (67.8%)	1 (2.5%)*		6 (15.0%)	13 (32.5%)	18 (45.0%)	2 (5.0%)	20 (50.0%)	40 (100%)*				-

Y2 (59 pupils)		Teacher Assessment							Test Scaled Scores				
Mathematics	Pupils (%)	Other	Below	Pre Key Stage	Towards	At	Greater	At or Greater	Other	<100	100+	110+	Average
All Pupils	59 (100%)	3 (5.1%)*		7 (11.9%)	16 (27.1%)	27 (45.8%)	6 (10.2%)	33 (55.9%)	59 (100%)*				-
Males	35 (59.3%)	2 (5.7%)*		6 (17.1%)	9 (25.7%)	15 (42.9%)	3 (8.6%)	18 (51.4%)	35 (100%)*				-
Females	24 (40.7%)	1 (4.2%)*		1 (4.2%)	7 (29.2%)	12 (50.0%)	3 (12.5%)	15 (62.5%)	24 (100%)*				-
FSM	27 (45.8%)	1 (3.7%)*		5 (18.5%)	10 (37.0%)	11 (40.7%)		11 (40.7%)	27 (100%)*				-
Not FSM	32 (54.2%)	2 (6.3%)*		2 (6.3%)	6 (18.8%)	16 (50.0%)	6 (18.8%)	22 (68.8%)	32 (100%)*				-
Pupil Premium	23 (39.0%)			4 (17.4%)	9 (39.1%)	10 (43.5%)		10 (43.5%)	23 (100%)*				-
Not Pupil Premium	36 (61.0%)	3 (8.3%)*		3 (8.3%)	7 (19.4%)	17 (47.2%)	6 (16.7%)	23 (63.9%)	36 (100%)*				-
SEN Support	18 (30.5%)	1 (5.6%)*		4 (22.2%)	8 (44.4%)	5 (27.8%)		5 (27.8%)	18 (100%)*				-
Education, health and care plan	1 (1.7%)			1 (100%)					1 (100%)*				-
Not SEN	40 (67.8%)	2 (5.0%)*		2 (5.0%)	8 (20.0%)	22 (55.0%)	6 (15.0%)	28 (70.0%)	40 (100%)*				-
EAL	19 (32.2%)	2 (10.5%)*		2 (10.5%)	5 (26.3%)	9 (47.4%)	1 (5.3%)	10 (52.6%)	19 (100%)*				-
Not EAL	40 (67.8%)	1 (2.5%)*		5 (12.5%)	11 (27.5%)	18 (45.0%)	5 (12.5%)	23 (57.5%)	40 (100%)*				-

Y6 Outcomes 2022/23

## End of Key Stage 2 Outcomes

Y6 - All Pupils (61 pupils)

Y6 (61 pupils)		Teacher Assessment							Test Scaled Scores				
Reading	Pupils (%)	Other	Below	Pre Key Stage	Has Not Met	Towards	At	Greater	Other	<100	100+	110+	Average
All Pupils	61 (100%)	57*		4					5 (8.2%)*	28 (45.9%)	28 (45.9%)	10 (16.4%)	100.7
Males	40 (65.6%)	38*		2					3 (7.5%)*	18 (45.0%)	19 (47.5%)	9 (22.5%)	101.9
Females	21 (34.4%)	19*		2					2 (9.5%)*	10 (47.6%)	9 (42.9%)	1 (4.8%)	98.4
FSM	27 (44.3%)	26*		1					1 (3.7%)*	14 (51.9%)	12 (44.4%)	6 (22.2%)	99.3
Not FSM	34 (55.7%)	31*		3					4 (11.8%)*	14 (41.2%)	16 (47.1%)	4 (11.8%)	101.9
Pupil Premium	26 (42.6%)	25*		1					1 (3.8%)*	13 (50.0%)	12 (46.2%)	6 (23.1%)	99.7
Not Pupil Premium	35 (57.4%)	32*		3					4 (11.4%)*	15 (42.9%)	16 (45.7%)	4 (11.4%)	101.5
SEN Support	23 (37.7%)	22*		1					2 (8.7%)*	16 (69.6%)	5 (21.7%)	2 (8.7%)	95.5
Education, health and care plan	6 (9.8%)	3*		3					3 (50.0%)*	1 (16.7%)	2 (33.3%)	1 (16.7%)	104.7
Not SEN	32 (52.5%)	32*								11 (34.4%)	21 (65.6%)	7 (21.9%)	103.8
EAL	19 (31.1%)	16*		3					4 (21.1%)*	8 (42.1%)	7 (36.8%)	2 (10.5%)	100.1
Not EAL	42 (68.9%)	41*		1					1 (2.4%)*	20 (47.6%)	21 (50.0%)	8 (19.0%)	101.0

Y6 (61 pupils)		Teacher Assessment							Test Scaled Scores				
Writing	Pupils (%)	Other	Below	Pre Key Stage	Has Not Met	Towards	At	Greater	Other	<100	100+	110+	Average
All Pupils	61 (100%)			4 (6.6%)		23 (37.7%)	31 (50.8%)	3 (4.9%)	4 (6.6%)*	21 (34.4%)	36 (59.0%)	5 (8.2%)	101.7
Males	40 (65.6%)			2 (5.0%)		15 (37.5%)	21 (52.5%)	2 (5.0%)	2 (5.0%)*	12 (30.0%)	26 (65.0%)	3 (7.5%)	102.4
Females	21 (34.4%)			2 (9.5%)		8 (38.1%)	10 (47.6%)	1 (4.8%)	2 (9.5%)*	9 (42.9%)	10 (47.6%)	2 (9.5%)	100.3
FSM	27 (44.3%)			1 (3.7%)		12 (44.4%)	13 (48.1%)	1 (3.7%)	1 (3.7%)*	13 (48.1%)	13 (48.1%)	2 (7.4%)	100.0
Not FSM	34 (55.7%)			3 (8.8%)		11 (32.4%)	18 (52.9%)	2 (5.9%)	3 (8.8%)*	8 (23.5%)	23 (67.6%)	3 (8.8%)	103.2
Pupil Premium	26 (42.6%)			1 (3.8%)		11 (42.3%)	13 (50.0%)	1 (3.8%)	1 (3.8%)*	12 (46.2%)	13 (50.0%)	2 (7.7%)	100.4
Not Pupil Premium	35 (57.4%)			3 (8.6%)		12 (34.3%)	18 (51.4%)	2 (5.7%)	3 (8.6%)*	9 (25.7%)	23 (65.7%)	3 (8.6%)	102.8
SEN Support	23 (37.7%)			1 (4.3%)		17 (73.9%)	5 (21.7%)		1 (4.3%)*	15 (65.2%)	7 (30.4%)	1 (4.3%)	97.3
Education, health and care plan	6 (9.8%)			3 (50.0%)		1 (16.7%)	1 (16.7%)	1 (16.7%)	3 (50.0%)*	2 (33.3%)	1 (16.7%)		98.0
Not SEN	32 (52.5%)					5 (15.6%)	25 (78.1%)	2 (6.3%)		4 (12.5%)	28 (87.5%)	4 (12.5%)	105.1
EAL	19 (31.1%)			3 (15.8%)		6 (31.6%)	10 (52.6%)		3 (15.8%)*	5 (26.3%)	11 (57.9%)	2 (10.5%)	101.6
Not EAL	42 (68.9%)			1 (2.4%)		17 (40.5%)	21 (50.0%)	3 (7.1%)	1 (2.4%)*	16 (38.1%)	25 (59.5%)	3 (7.1%)	101.8

Y6 (61 pupils)		Teacher Assessment							Test Scaled Scores				
Mathematics	Pupils (%)	Other	Below	Pre Key Stage	Has Not Met	Towards	At	Greater	Other	<100	100+	110+	Average
All Pupils	61 (100%)	57*		4					4 (6.6%)*	24 (39.3%)	33 (54.1%)	11 (18.0%)	100.1
Males	40 (65.6%)	38*		2					2 (5.0%)*	13 (32.5%)	25 (62.5%)	9 (22.5%)	102.2
Females	21 (34.4%)	19*		2					2 (9.5%)*	11 (52.4%)	8 (38.1%)	2 (9.5%)	96.1
FSM	27 (44.3%)	26*		1					1 (3.7%)*	14 (51.9%)	12 (44.4%)	4 (14.8%)	96.8
Not FSM	34 (55.7%)	31*		3					3 (8.8%)*	10 (29.4%)	21 (61.8%)	7 (20.6%)	102.9
Pupil Premium	26 (42.6%)	25*		1					1 (3.8%)*	13 (50.0%)	12 (46.2%)	4 (15.4%)	97.2
Not Pupil Premium	35 (57.4%)	32*		3					3 (8.6%)*	11 (31.4%)	21 (60.0%)	7 (20.0%)	102.4
SEN Support	23 (37.7%)	22*		1					1 (4.3%)*	17 (73.9%)	5 (21.7%)	2 (8.7%)	93.0
Education, health and care plan	6 (9.8%)	3*		3					3 (50.0%)*	2 (33.3%)	1 (16.7%)	1 (16.7%)	99.3
Not SEN	32 (52.5%)	32*								5 (15.6%)	27 (84.4%)	8 (25.0%)	105.1
EAL	19 (31.1%)	16*		3					3 (15.8%)*	7 (36.8%)	9 (47.4%)	4 (21.1%)	101.9
Not EAL	42 (68.9%)	41*		1					1 (2.4%)*	17 (40.5%)	24 (57.1%)	7 (16.7%)	99.5

### Targeted academic support for previous academic year

#### Teaching

- Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Impact of each CPD event to be recorded and monitored.
- All staff engagement in 'in house' CPD to support Quality first Teaching using our experienced Teaching & Learning team: staff meetings, BEP training, Maths Hub support, RWI online and in school support, Walk Thrus training and NPQLT, NPQSL and NPQEQ release time for leadership development
- Subject monitoring for all subject leaders and non-contact time

#### Actions:

- Training has taken place for teaching staff for MATHS, RWI and Walk Thrus, plus additional personal development and/or subject leader development. This had had an impact on the quality of teaching, the outcomes and the confidence of the children. The curriculum is broad and balanced, sequential and enables children to progress.

#### Targeted academic support

- Provide targeted, structured deployment of staff and interventions to children across whole school using recovery funding and pupil premium funding.
- Interventions to be monitored and evaluated by deputy head and intervention leader.
- Additional support for children requiring intervention (1:1 and small group support).
- Interventions to be carried out by experienced teachers (via the National Tutoring Programme) and Teaching Assistants within school. (Recovery Premium)
- Funding to cover Forest schools teacher and provide training and resources for forest schools teacher. Forest schools teacher to support Pupil Premium children during forest schools' sessions.

**Actions:**

- The support TA, SEN TA and class TAs provided additional support for pupils within and outside of the classrooms. This was targeted support for those children who needed to close the gap on their peers.
- Wellcomm took place across the school, along with targeted SALT sessions
- Data shows, that for all areas, the gap between PP children and non-PP children is closing.
- Tutoring took place for those year groups where the data was lower. These were Y2, Y5 and Y6, especially for Maths.
- Forest Schools is now established. Two TAs have been trained and lead sessions across EYFS, KS1 and KS2. This area is also used to support the curriculum, especially for Science.

**Wider strategies**

- All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences.
- This will be achieved through WOW funding for each year group to plan enriching experiences and activities
- Pastoral Manager and Attendance Officer to ensure that parents are made aware of expected attendance levels when they fall below 96%. - Deployment of staff to support families to improve attendance and eradicate persistent absenteeism
- Support for pupils and families for well-being and mental health issues
- Family Support Worker, Pastoral Manager, Behaviour Support and agencies to support

**Actions:**

- The curriculum was well supported through visitors, trips and resources, to ensure that the children had a full experience of the topic being covered. As a result of doing this, pupil voice and books show that the children know and remember more.
- Attendance is generally in line with National for PP and non-PP children. There is a comprehensive system in place to tackle any punctuality or absence issues.
- Pastoral Manager, FSW, Attendance Officer and Behaviour Support all worked with parents and families throughout the year to give support where needed. There was an increase in the number of families accessing our services and support.
- Swimming lessons Y5 and Y6 took place – 59% of children in Y6 completed their 25m.
- Whole class music lessons Y3 and Y4 took place, plus electives for 5 and Y6

**Overview of Extra Curricular, lunchtimes & Competition 2022 - 2023**

Clubs Data 2022 – 2023 - X28 before, during and after school clubs, all ran by school based staff.

#### October – Christmas

Total	Pupil Premium	Male	Female	SEN
192	83	99	93	44

Percentage = 52%

#### Christmas – February

Total	Pupil Premium	Male	Female	SEN
203	87	105	98	48

Percentage = 54%

#### February – Easter –

Total	Pupil Premium	Male	Female	SEN
198	87	107	91	48

Percentage = 53%

#### Easter – May -

Total	Pupil Premium	Male	Female	SEN
203	89	109	94	49

Percentage = 53%

#### May half term – July –

Total	Pupil Premium	Male	Female	SEN
208	86	112	96	49

Percentage = 55%

#### Sports, team and school activities for all children, including PP.

- Interhouse week
- Each year group has been offered x1 evenings of Interhouse Sports (World Cup link), Years 1 – 5 -
- Whole school Sports day
- KS2 children took part in Quad kids and participated in a long-distance run, sprint, long jump and throw
- Lunchtimes; (evidenced on twitter and lunchtime logbooks)
- We have been able to offer both year 5 & 6 young leadership programme and they have attended a weekly club and provided and support and activities for Foundation, Key stage 1 and key stage 2 during lunchtimes. X32 Year 5 (58%) and x27 Year 6 (49%)
- Year 4 wellbeing leads – x10 children trained through Headspace project. 10/53 = 18%.
- Competition; (evidenced in extr-acurricular journal, competitor log and twitter)
- A journey from September 2022 till June 2023
- 65 Competitions and 267/393 (68%) different Athletes attended from 1,2,3,4,5,6 · National Dodgeball Final
- Runners up for Boccia –
- Every other weekly lunchtime challenges
- School Games Mark – Gold award – whole school involvement – staff, team members, competitions, clubs etc
- ·Balanceability – x40 Children across Reception, 1 & 2 took part.