



Pupil Premium Strategy 2023-2026

This statement is based on the long-term approach to pupil premium planning recommended by the DfE and the Education Endowment Foundation (EEF) and 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.

It will be reviewed and updated at least once per year

School overview

Detail	Data
School name	Curledge Street Academy
Number of pupils in school	444
Key Group demographics for Curledge Street Academy	
PP (186)	42%
Ever 6 FSM (191)	43%
FSM (190)	42%
Forces (2)	>1%
Disadvantaged (195)	44%
EAL (52)	12%
SEND - EHCP/SEN Support (103)	23.2%

Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Year 1: 2023/24 Year 2: 2024/25 Year 3: 2025/26
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mrs J Humphrey
Pupil premium lead	Mr Tim Sandercombe
Governor / Trustee lead	Mrs Debbie Hands

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£238,150
Recovery premium funding allocation this academic year	£22,330
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£260,480

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium Grant is a government fund to help disadvantaged children and young people do well at school. The funding is allocated to schools for children from Reception to Year 6 who have registered for Free School Meals in the last six years, are in care (CLA), have left care (post CLA) or have a parent in the Armed Forces. The Early Years Pupil Premium Grant is a government fund to help disadvantaged 3 and 4 year olds in nursery classes.

We believe in maximising the use of the Pupil Premium Grant by utilising a long-term strategy aligned to the School Development Plan priorities. This enables us to implement a blend of short, medium and long-term interventions, that align pupil premium use with High Quality Teaching at its core, as well as wider school improvements and the intent to improve pupil's readiness to learn. Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets, per pupil, in receipt of the PPG. Instead, we identify the barrier that needs to be addressed, whether the required intervention needs small, large or whole-school grouping, and then allocate the budget accordingly.

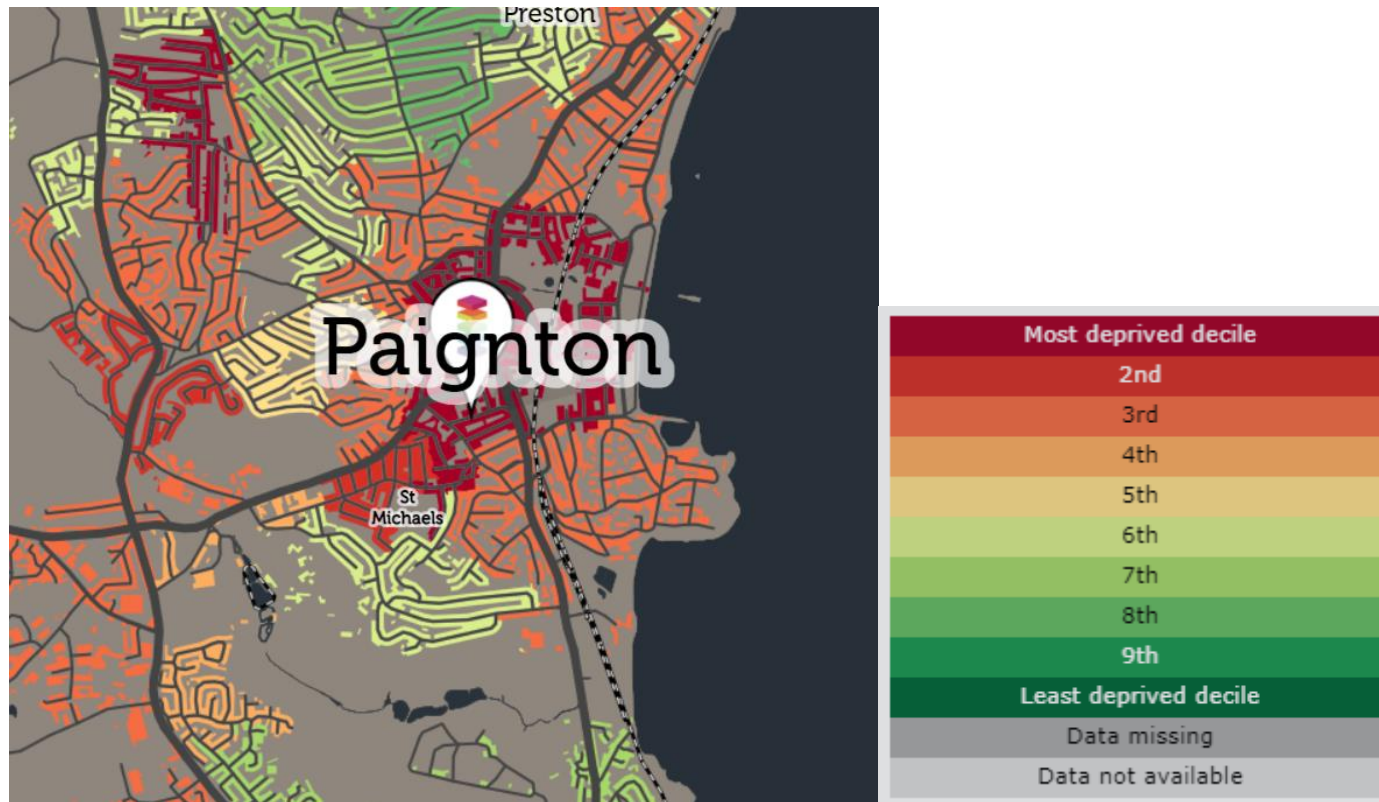
Our decisions, regarding the range of support we provide, are linked to the findings of research bodies like the EEF, our own on-going analysis of pupil data and our understanding of the barriers which may affect our pupils' learning. Our support for pupils aligns itself with the DfE's Menu of Approaches, which categorises said support into 3 key areas:

- (i) High-Quality Teaching
- (ii) Targeted Academic Support
- (ii) Wider Strategies

For each area, the main barriers to learning are identified and these govern the choices of support we provide. We realise that our pupils' needs may be complex. Therefore, pupils may receive support in one, or many, of the strands, and all support is focused on the overall goal of improving academic attainment.

Demographic and School Context

Curlidge Street Academy is located in Paignton in the South West of England and has recently joined the Thinking Schools Academy Trust (September 2023). The majority of pupils who attend our school live in the local area, within walking distance of school. The areas immediately surrounding the school, in which most children live, are amongst the most deprived in the UK (CDRC maps & IMD rankings).



Data source: IMD deciles 2019: CDRC Maps (Consumer Data Research Centre) as of 23/11/2021.

Challenges

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

Detail of challenge	
1	Delivering targeted, and purposeful, intervention to 'close the gap' between our Pupil Premium pupils and their peers, in writing, between YR-6, so that they may achieve outcomes in line with their peers - locally (Torbay 2023 KS2 writing data = 68.7% at EXS, CSA KS2 writing data for PPG pupils = 61% at EXS).
2	Based on the end of Key Stage data, in-school summative assessment and Fresh Start data, the reading attainment 'gap' between our Pupil Premium and non-PPG children reaching EXS, in KS2, has increased.
3	Based on assessments and observations, EAL pupils in KS1 need to make accelerated progress in order to meet the end of Key Stage standards in writing.
4	Increase engagement of Pupil Premium pupils in extracurricular clubs and other rich experiences in school life to broaden their experiences and develop higher aspirations.
5	Data shows that 73% of our Pupil Premium children (in 2022/23) had 90%, or above, attendance. It also shows that 70% of our pupils who are Pupil Premium and SEND have 90%, or above, attendance, and 63% of our pupils who are Pupil Premium and EAL have 90%, or above, attendance.
6	Emotional wellbeing of pupils, and parents. Some PPG families have low self-esteem and low self-confidence due to complex personal, or family, circumstances.

Intended outcomes

This explains the outcomes we are aiming for **during, and by the end of, our current strategy plan**, and how we will measure whether they have been achieved.

	Intended outcome	Success criteria	Target Date
1	Interventions and High Quality Teaching that target identified groups of Pupil Premium pupils helps to	Writing attainment in KS1 has increased by 6% working at, or above, EXS.	July 2025

	increase the percentage of those reaching the Expected Standard in writing.	Writing attainment in KS2 has increased by 11% working at, or above, EXS. Writing attainment across YR - 6 has increased by 8% working at, or above, EXS.	July 2026 July 2026
2	Interventions and High Quality Teaching that target identified groups of Pupil Premium pupils helps to increase the percentage of those reaching the Expected Standard in reading, in KS2.	Reading attainment in KS2 has increased by 6% working at, or above, EXS. Reading attainment in Y6 has increased by 5% working at, or above, EXS.	July 2025 July 2024
3	EAL pupils, in KS1, close the gap in writing compared to their non-EAL peers.	The number of EAL students achieving the Expected Standard, in writing, in KS1, increases by 11%	July 2025
4	A larger percentage of extracurricular clubs, and experiences, are attended by Pupil Premium pupils.	Percentages, in attendance registers of clubs, continue to show a higher proportion of Pupil Premium pupils attending.	July 2024
5	Pupil Premium pupils show an improved attendance rate in school to become more in-line with Trust Attendance policy.	School attendance for Pupil Premium children is at least in line with, or better, than national average for all pupils (92.5% for 2022/23) and more in-line with Trust Policy (96% attendance).	July 2025
6	Pupils and parents access support in school for wellbeing services.	Through pupil voice, parental consultations, CPOMS and Seesaw, access to Mental Health and Wellbeing services in school is shown to have increased.	July 2024

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: £111,042

Activity / Resource	Evidence that supports this approach	Challenge number(s) addressed
<p>*Quality teaching of phonics/reading</p> <ul style="list-style-type: none"> - Use of two phonics leads (SW and KP) - targeting areas of expertise in KS1 and EYFS - RWinc consultant support - Regular CPD for staff - both initial training for new tutors, and refresher twilights for existing tutors. Twilight time addresses RWI and Fresh Start tutors. - Provision of new resources - Integration of the online material (through Oxford Owl and the Ruth Miskin Portal). - Accurate assessment of pupil's phonetic awareness, implemented by trained individuals, through RWI specific assessments. - RWi virtual classroom to support - Online data tracker for targeted interventions 	<p>The current system in school is a successful model - recently 76%* of children met the expected standard in phonetic awareness. Maintaining this requires a dedicated leader, skilled staff to deliver quality teaching first, up-to-date methods from a lead consultant, and the use of an online provision to support catch-up, home-learning and a blended classroom offer.</p> <p><u>EEF: '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.'</u> +5months</p> <p><i>* based on Year 1 phonic screening, Summer 2023</i></p> <p><u>EEF: 'Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.'</u></p> <p><u>EEF: 'Ensure that professional development aligns with the needs of the school and is supported by school leadership.'</u></p> <p><u>EEF: 'Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. However, the UK evidence base is less extensive than the global average, and UK studies show lower impact for all pupils.'</u> +6months</p>	<p>1, 2, 3</p>
<p>*Quality teaching of writing</p> <ul style="list-style-type: none"> - Babcock consultant support for EYFS and KS1/2 - TLR time for the English lead - support from lead in PPA sessions across the school - Teaching sequences subscription (Babcock NoNonsense Literacy) - Purchase of sequence texts - aligned with Babcock reading spine - Babcock moderation subscription - In-house staff CPD - lead by English Lead - RWi Spelling Package 	<p>Impact of COVID has shown a decrease in writing attainment across the school and the gap has widened between PP and non-PP. We are using Devon Education - specialist support in school improvement - and their specific planned writing sequences as a platform.</p> <p><u>EEF: 'Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.'</u></p> <p><u>EEF: 'Ensure that professional development aligns with the needs of the school and is supported by school leadership.'</u></p> <p><u>EEF: 'Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.'</u></p>	<p>1, 2, 3</p>

<ul style="list-style-type: none"> - School-based tutoring, delivered by trained tutors (Recovery funding) 	<p><i>EEF: 'Ensure that professional development aligns with the needs of the school and is supported by school leadership.'</i></p>	
<p>*Targeted intervention groups</p> <ul style="list-style-type: none"> - Phase 3 AHT (KP) working with specific children to support writing attainment on a daily basis 	<p>Following summative and teacher assessments, which identified areas for development in writing within KS2, the decision has been made to utilise the expertise of a non-class based AHT to support a specific group of individuals, in writing, to improve their attainment.</p> <p>EEF: Reducing class size https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size +2 months</p> <p>EEF: Feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback +6 months</p>	1, 2, 3
<p>*Reduced class sizes for core subjects</p> <ul style="list-style-type: none"> - Maths specialist working alongside year 4, 5 & 6. - intervention group for targeted individuals and identified GAPs. Feedback then delivered to class teachers. - Additional small groups formed as a result of pupil progress meetings with a focus on quality feedback 	<p>Using an additional maths specialist in years 4, 5 and 6 has been a proven accelerator for our children's maths progress as well as valuable planning and preparation support for teachers.</p> <p>EEF: Reducing class size https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size +2 months</p> <p>EEF: Feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback +6 months</p>	1, 2
<p>*Curriculum Tools</p> <ul style="list-style-type: none"> - A plethora of online subscriptions to support the teaching and learning of core subjects - A range of evidence-based, and DfE recommended, schemes of work for foundation subjects. 	<p>New curriculum schemes have been adopted as an approach to strengthen pupil's foundation subject knowledge over the past year. The schemes form the basis of teacher's planning and are supported by the adaptations recommended by the school's SEND lead - to facilitate deep understanding for all pupils, through sequenced learning, retrieval opportunities and spaced learning.</p>	1, 2, 3

<p>*Retrieval Practice</p> <ul style="list-style-type: none"> - CPD delivered on the use of mind maps and retrieval practice, along with a robust monitor practice, to implement both strategies within children’s learning 	<p>Mind Maps have been implemented as an elicitation tool and retrieval practice CPD has been delivered to support staff in understanding, and delivering, effective retrieval practice. This is a direct link to the need for pupils to retain what has previously been taught and to develop their understanding based on prior knowledge.</p> <p>EEF: Cognitive Science in the Classroom https://educationendowmentfoundation.org.uk/public/files/Publications/Cognitive_science_approaches_in_the_classroom - A review of the evidence.pdf</p>	<p>1, 2, 3</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £72,616

Activity / Resource	Evidence that supports this approach	Challenge number(s) addressed
<p>*Interventions and small group teaching</p> <ul style="list-style-type: none"> - RWi catch-up sessions - 1:1 and small group interventions targeting those that did not pass the PSC in Phase 2 - Freshstart - year 5 & 6 - Precision teaching - Extra-curricular boosting sessions - Conferencing 	<p>EEF: Teaching Assistant Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions +5months</p> <p>Interventions are formed as an outcome from termly pupil progress meetings and as part of our SEND provision. These are tracked to monitor children’s progress. Those who are unsuccessful when sitting the Phonics Screening Check are then identified for 1:1 support. During RWI cycles, pupils are frequently monitored and assessed, to determine whether additional intervention is needed, either on a 1:1 basis or as part of a small group.</p> <p><i>EEF: ‘Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. However, the UK evidence base is less extensive than the global average, and UK studies show lower impact for all pupils.’</i> +6months</p>	<p>1, 2, 3</p>

<p>*Targeted Nurture interventions</p> <ul style="list-style-type: none"> - Lego therapy - Based on identified needs of children in Years 1 and 2 (through Boxall profiles) - enhanced nurture support provided through a network of trained adults and interventions to develop their self-esteem, self-regulation and well-being (daily). - Year 5/6 Nurture provision group (3x a week) - Drawing and Talking - Sensory circuits - Early bird check-ins <p>*Targeted Pastoral Interventions</p> <ul style="list-style-type: none"> - Self-esteem and self-regulation (x 2 groups) - Social skills (x 3 groups) - Empathy (x 2 groups) - E-safety <p>As identified within the schools SIP, the Pastoral team provides on-call, and targeted, behaviour support for the regulation of pupils with IBPs and SEN.</p>	<p>EEF: Social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning +4 months</p>	<p>6</p>
<p>*Speech and Language Intervention</p> <ul style="list-style-type: none"> - Dedicated HLTA lead for Speech and Language support across the school and address gaps identified through assessments and RWI 	<p>EEF: <i>‘Children’s language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning.’</i> +6months</p> <p>An increasing number of children in school are requiring speech and language support and more specialised interventions to target identified needs amongst pupils across EYFS and Phase 2.</p>	<p>1, 2, 3</p>
<p>*EAL Provision</p> <ul style="list-style-type: none"> - Dedicated member of staff to support children with EAL across the school delivering targeted interventions to address gaps in vocabulary and phonetic awareness. - Key stakeholder in school identified as EAL lead 	<p>We have seen an increase of children in school with EAL; currently 12% of our children have English as an additional language and we are seeing an increase of children working at level A - ‘New to English’ who require more intensive support.</p> <p>EEF: Individualised instruction https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction +4months</p>	<p>1, 2, 3</p>

- EAL club run weekly		
<p>*Reading Scheme</p> <ul style="list-style-type: none"> - Use of Accelerated Reading package Dedicated reading champion to promote reading across the school and to lead on AR. - Continue to supplement the whole school reading scheme 	<p>Accelerated Reader is a proven reading tool that has been used, in schools, effectively, for a number of years. It provides access for children in, and out of school, to a range of quality texts as well as providing the school with a range of key data that informs our interventions and targeted support.</p> <p>Use of year group reading spines to ensure quality texts are accessible to children at appropriate developmental milestones.</p> <p>Overseeing the AR scheme is a dedicated TA who liaises with class teachers. The achievements of pupils are celebrated during assemblies to encourage their love of reading.</p>	1, 2, 3
<p>*Tutoring (recovery catch-up)</p> <p>As listed above, the school utilise the recovery catch-up funding to run interventions led by trained tutors for the following:</p> <ul style="list-style-type: none"> - 1:1 Phonics and Reading support in Phase 2 - Fresh Start reading intervention Phase 3 - Writing support (composition) in Phase 3 - Maths tutoring Phase 3 - SALT across the school 	<p><i>EEF: Small group tuition enables the teaching to focus exclusively on a small number of learners.</i></p> <p>We understand the impact that small group tuition can have on individuals. Using the small group approach (sometimes even on a 1:1 basis) we afford pupils the opportunity to have targeted, focused intervention, often outside of the classroom, from trained tutors. These interventions focus on key areas of learning that have been identified through data and evidence. Typically, the tuition is used to address gaps in pupils' Early Reading development, however it can also be used as a method for delivering challenging skills across a range of academic areas.</p>	1, 2, 3

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

Budgeted cost: £76,822

Activity / Resource	Evidence that supports this approach	Challenge number(s) addressed
<p>*Social and emotional development & Safeguarding</p> <ul style="list-style-type: none"> - Continued training around the development of nurture, from a specialist teacher, to 	<p>EEF: Social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning +4 months</p>	6

<p>support class teachers in delivering it as part of their pedagogy.</p> <ul style="list-style-type: none"> - Wellbeing team working across the school - Link teacher within school focusing on mental health - Pastoral/Wellbeing lead identifying, supporting and signposting vulnerable families - Family support worker - Targeted post LAC support 	<p>EEF: Meta cognition and self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation + 7 months</p>	
<p>*Extracurricular experiences</p> <ul style="list-style-type: none"> - Variety of educational visits (and visitors) on offer, with reduced rates for PP children. - Free, and reduced fees, extra-curricular clubs. - Two specialist PE coaches, as well as external experts (i.e. cricket coaches) offering high-quality extracurricular provision. - Subsidised Year 6 residential experience 	<p>Educational visits enrich our curriculum and form a vital part of its appeal. We are also aware of the impact extracurricular activities can have on the lives of our pupils. Therefore, we strive to make these experiences as accessible as possible for our PP children.</p> <p>Research by EducationNext (https://www.educationnext.org/the-educational-value-of-field-trips/) - identifies culturally enriching field trips as enhancing knowledge, cultural understanding, tolerance, empathy and critical thinking.</p>	<p>4, 5, 6,</p>
<p>*Attendance</p> <ul style="list-style-type: none"> - Attendance officer - A* attendance system for monitoring attendance - Subsidised Prizes for attendance winners - Family support worker - Early help coordinator - Daily breakfast club with reduced fees for PP children if families are in need of support 	<p>EEF: Parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement + 4 months</p> <p>Attendance reviews from the EEF:https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p> <p>https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils</p> <p>https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools</p>	<p>5</p>

<p>*Seesaw</p> <ul style="list-style-type: none"> - Online learning journals provided for all children - Family access to journals which allows an effective means of communication between school and parents - which is used to target parental engagement. - Focus on parental empowerment - giving parents the tools they need to support their children at home. - Teaching and learning tool in the classroom 	<p>EEF: Teaching & Learning Toolkit – toolkit strand parental involvement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Positive parent voice around the impact of Seesaw on engagement levels.</p> <p>Current analytics show over 135,000 parent visits with almost 13,000 comments on students' learning and 27,677 likes.</p> <p>Seesaw is utilised in teaching and learning - supporting quality teaching in the first instance. EYFS uses the application for remote learning due to its ease-of-use and high level of parental engagement.</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>*Extracurricular experience - music</p> <ul style="list-style-type: none"> - Music clubs run by specialist music teacher - Subsiding peripatetic teaching - Part-funded music trips and productions 	<p>EEF: Arts participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation +3 months</p>	<p>4</p>
<p>*Health and fitness</p> <ul style="list-style-type: none"> - Target inactive children for healthy body - happy mind intervention - Sports festivals at partner secondary school - Sports clubs run by PE lead and PE coaches 	<p>We realise that healthy living, and sporting competitions are key building blocks to engaged, motivated learners with positive mental health. We therefore run weekly interventions, sports teams and half-termly sports festivals to aid in the development of these areas.</p> <p>Research by Youth Sport Trust https://www.youthsporttrust.org/news-insight/news/children-feeling-fitter-and-stronger-as-schools-put-physical-activity-at-heart-of-learning</p> <p>Identifies that healthy and active pupils are effective learners and that social and emotional wellbeing of students goes hand in hand with raising achievement.</p>	<p>4, 5, 6</p>

Total budgeted cost: £260,480

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

The pupil premium strategy, for the previous academic year (22/23), has proven that the spending of the pupil premium grant has targeted specific areas of need, and has aimed to address gaps in our most vulnerable pupils, holistically – with particular emphasis, and recognition, attributed to the Pastoral and Nurture provision within CSA. Academically, the spending of the pupil premium grant has been fully justified, with positive outcomes in statutory assessments across the school.

Areas for development continue to be identified by all stakeholders within the school, with a specific need to target Literacy (broken down into reading, vocabulary, spelling, composition and the support given to EAL pupils) highlighted as a particular emphasis.

As a school, attendance figures show that our disadvantaged pupils are still missing too many days out of education, but there have been improvements in all areas, due to the implementation of an attendance officer, attendance program and attendance awards, which can be seen below:

39% of Y1-6 PPG children had 96% or above attendance. 61% below that. (increase of 4%)

Double-disadvantage (PPG/SEND) 34% at 96% or above (7% increase)

Double-disadvantage (PPG/EAL) 26% at 96% or above (8% increase)

Persistent absence down to around 2.2 (previously 2.5) times that of national average - 38% of these are PP children

The interventions introduced in the previous calendar year, to support pupil's emotional wellbeing have been highly effective, with positive outcomes in staff surveys relating to the impact our Pastoral and Nurture team have had. Pupil's wellbeing has also been supported by the increased number of PP pupils attending after-school clubs, with an average of 36% PP per club.

There have been positive outcomes (for example: reading engagement across phase 2 increasing by 17.8% across the year) in parental engagement across the school, through the introduction of regular reading events, SEND forums, food parcels, pupil curriculum meetings and SATs preparation meetings, to name but a few. However, we recognise the importance of strong ties to our school community and continue to monitor effective ways in which to engage as many vulnerable families as possible.

The targeted interventions that take place across the school, particularly that of our specialist maths teacher, have had an evidential impact on our KS2 results. Our evidence-based Read, Write Inc phonics program continues to support, and address, gaps in pupil's phonetic awareness and the

school's priority to improve SEND provision aims to make a tangible difference for our disadvantaged pupils throughout the next academic year. The validity of some interventions still requires the need for robust monitoring, moving forward.

Phonics Screening Check:

2022/23

85% of our PP children (13 in cohort) passed their phonics screening check, with 71% non-PP children passing (+14% for PP). The difference may causally be attributed to 29% of non-PP children being either EAL or SEND. However, the positive outcome for PP children may reflect the substantive efforts put in, through interventions, that were identified as part of this PPG strategy.

Of our 13 Year 2 retakes, for the phonics screening check, only 25% of our PP pupils passed (2 pupils), compared to 80% (4 pupils) non-pp children passing. This is an area that the school will look to address in the following academic year, with targeted intervention beginning from the start of the year.

Y2 SATS data

Pupil Premium children (26/56) meeting the expected standard, or above, for SAT TA in 2022/23:

Reading: 55%

Writing: 41%

Maths: 52%

Non-PP children (30/56) meeting the expected standard, or above, for SAT TA in 2022/23:

Reading: 74%

Writing: 64%

Maths: 74%

These results show a disparity between PP and non-PP pupils of: Reading (-19%), Writing (-23%) and Maths (-22%). The pupil premium pupils within this cohort included 1 pupil who was absent for the assessments, 8 SEND/EHCP pupils and 2 persistently absent pupils. As part of pupil

progress meetings, these pupils were targeted for support in the classroom, but it has reaffirmed the need to address the challenges within this PPG strategy through a range of interventions. Our aim, for the upcoming academic year, would be to reduce the gap, in each subject, by 4%.

Y6 SATS data

Pupil Premium children (23/56) meeting the expected standard, or above, for Year 6 SATS in 2022/23:

Reading: 74%

Writing: 61%

Maths: 74%

Non-Pupil Premium children (33/56) meeting the expected standard, or above, for Year 6 SATS in 2022/23:

Reading: 72%

Writing: 65%

Maths: 87%

These results show a disparity between PP and non-PP pupils in Writing (-4%) and Maths (-13%), and a positive gap (+2%) in Reading. These data sets highlight the need for continued intervention to target the challenges in this PPG Strategy.

It is noted that the comparative figures between PP and Non-PP pupils, for the data in Year 2 and Year 6, show the impact that whole-school interventions have had on the progress of PP pupils. Those figures are:

Reading: (+21% difference from Year 2 to Year 6)

Writing: (+19% difference from Year 2 to Year 6)

Maths: (+9% difference from Year 2 to Year 6)

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
MyMaths	Oxford University Press
TTRockstars	Maths Circle Ltd
Power Maths (ActiveLearn)	Pearson Education
Complete P.E	CompletePE
Kapow Primary (DT, Art, MFL, PSHE)	Kapow Primary
Collins Connect (Snap Science)	Harper Collins
RWInc	Ruth Miskin
FreshStart	Ruth Miskin
Accelerated Reader	Renaissance Place
Insight Data tracking System	Hodder Ltd
A Star attendance	A Star Attendance Solutions

NB: * indicates those activities approved in the PP Guidance document "Menu of Approaches"