

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	St Mary's Voluntary Catholic Primary Academy
Number of pupils in school	195 (not including nursery)
Proportion (%) of pupil premium eligible pupils	100/195 51.3%
Academic year/years that our current pupil premium strategy plan covers	2021/22
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mrs S Pollard
Pupil premium lead	Miss K Lane
Governor / Trustee lead	Mr R Mellows

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<p>£1,345 x100 children =£134,500</p> <p>LAC 4 and 4 post LAC These are £2345</p>
Recovery premium funding allocation this academic year	<p>£145 x 100 children £14,500</p> <p>£145 for each eligible pupil in mainstream education</p>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£149,000

## Part A: Pupil premium strategy plan

### Statement of intent

*You may want to include information on:*

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

### Challenges

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

Challenge number	Detail of challenge – Academic Barriers
1	Low levels of Literacy – phonics, spelling, reading fluency and comprehension, writing composition
2	Poor language skills – through limited vocabulary and for some a second language
3	Low levels of Maths – lack of retention of knowledge and understanding of the basics within number
4	Poor knowledge and understanding of the wider community and world
5	Limited home learning during lockdown
Challenge number	Detail of challenge – External Barriers
1	Home conditions – traumatic life experiences encountered regularly

2	Poor learning behaviours – struggling to self-regulate emotions and learning behaviours
3	Mental well-being and anxiety – struggling to cope with life experiences and have a smooth transition from home life to school life; large number of attachment disorders

## 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- Academic	Success criteria
Increase in pupils making expected progress in Phonics	<ul style="list-style-type: none"> <li>Narrowing the gap to reach expected National standard in Phonics screening</li> </ul>
Increase in pupils making expected progress in fluency of reading and comprehension skills	<ul style="list-style-type: none"> <li>Pupils engaging with books and reading for pleasure; pupils using consistent reading strategies to improve retrieval and vocabulary knowledge.</li> </ul>
Improved speech and language skills, with pupils having an increased vocabulary.	<ul style="list-style-type: none"> <li>Pupils improved comprehension skills.</li> <li>Pupils able to be more creative with their use of language in their writing.</li> <li>Pupils able to communicate more effectively between each other and adults.</li> </ul>
Increase in pupils making expected progress in number skills in Maths	<ul style="list-style-type: none"> <li>Pupils narrowing the gap to reach expected National standard in number and place value in Maths (in each year group)</li> </ul>
Pupils to be able to use calming and well-being strategies to help them cope with upsetting experiences and help support the regulation of learning behaviours	<ul style="list-style-type: none"> <li>Fewer pupils accessing intensive daily support on a regular basis by learning mentors and SLT.</li> <li>Pupils using calming techniques to help them to remain in class to learn. Behaviours for learning improves attainment and progress.</li> </ul>

	<ul style="list-style-type: none"><li>• All staff to have accessed Trauma Informed practice training.</li></ul>
--	---

## 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 £60 000

Budgeted

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching – consistent teaching approach and strategies across the school.</p> <ul style="list-style-type: none"> <li>• Read Write Inc</li> <li>• Talk for Writing</li> <li>• TPC therapeutic training</li> <li>• White Rose Maths</li> <li>• Rosenshine's 12 principals of effective teaching.</li> <li>• Sufficient staffing for Reading, writing and maths lessons to support the most vulnerable children further.</li> <li>• Ensuring that all relevant staff access training to deliver phonics, reading, writing and maths.</li> <li>• Read Write Inc phonics online package, curriculum maestro.</li> </ul> <p>CPD Opportunities to ensure that staff are constantly exposed to training and the latest updates.</p>	<p>Due to the Covid 19 pandemic children have missed a large amount of school and this means opportunities to embed learning and access new learning have been hindered. We will ensure that our learners have</p> <p>The Read Write Inc system has been rigorously researched in relation to its benefits in the teaching of phonics through a systematic approach.</p> <p><a href="https://www.ruthmiskin.com/media/filer_public/9c/b5/9cb53f78-7520-453e-a434-2bac77df09c7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviihb.pdf">https://www.ruthmiskin.com/media/filer_public/9c/b5/9cb53f78-7520-453e-a434-2bac77df09c7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviihb.pdf</a></p> <p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7-year old's) as they begin to read.</p> <p>Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p>	

	<p>On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Children have struggled to recall a large amount of their learning due to Covid 19 and there is a need to ensure that they are supported in their learning through using methodologies that encourage retention and opportunity to re-view, repeat and recall learning whilst ensuring children who have less confidence have the scaffolding needed to access ARE curriculums despite the impact of the pandemic.</p> <p>The Rosenshines 12 effective principals for effective learning is a researched based method that maximises cognitive capacity and aids the ability to retain and recall information that is taught through the use of structures.</p> <ol style="list-style-type: none"> <li>1. Daily review.</li> <li>2. Present new material using small steps.</li> <li>3. Ask questions.</li> <li>4. Provide models.</li> <li>5. Guide Student practice.</li> <li>6. Check for student understanding.</li> <li>7. Obtain a high success rate.</li> <li>8. Provide scaffolds for difficult tasks.</li> <li>9. Independent practice.</li> <li>10. Weekly and monthly review.</li> </ol> <p>Rosenshine's principles have a solid evidence base to support their effectiveness. These strategies are most effective where the objective is to master a body of knowledge or key skill involving clearly laid out steps, which the children are expected to apply later. See the following document for evidence-based research information.</p>	
--	--	--

Rosenshine, B. (2010). Principles of instruction; Educational practices series; Vol.:21; 2010. The International Academy of Education, 21(2010).

[http://www.ibe.unesco.org/fileadmin/user\\_upload/Publications/Educational\\_Practices/EdPractices\\_21.pdf](http://www.ibe.unesco.org/fileadmin/user_upload/Publications/Educational_Practices/EdPractices_21.pdf)

We use the Talk 4 Writing method for the teaching of writing across the school and this is a popular and well-regarded methodology which is researched based. Information around its impact can be read here: <https://www.talk4writing.com/wp-content/uploads/2019/04/Talk-for-Writing-Review-of-related-research.pdf>

Talk for writing has a strong focus around oral work and the development of vocabulary whilst exposing children to exemplar texts that they can internalise and draw up to help them be successful in their independent writing. The collaborative structure approach of Talk for Writing is beneficial as children are able to support their partners to develop their learning further. Teachers will receive training so that they can design tasks and activities that promote effective and efficient collaborative tasks. The EEF research suggests that collaborative approaches in learning support staff to ensure additional 5 months progress on average when staff are trained effectively.

#### Collaborative learning approaches

High impact for very low cost based on limited evidence




Cost £ £ £ £ £

Evidence ⬆ ⬆ ⬆ ⬆ ⬆

Impact (months) +5

TPC therapeutic training



	<p>We will ensure that all of the staff are trained in and utilise consistently trauma informed practice's as these are best for the learners in our school. Through embedding these practices will are able to ensure that there is a reduction in the number of children who are in crisis or struggling to regulate effectively. The reduction of dysregulation has a positive impact on teaching and learning as children are more likely to thrive in a calm environment that allows for them to access learning.</p> <p>The TPC training package and award is recommended by the DFE and links to medical/neurological research.</p> <p><a href="https://www.tpctherapy.co.uk/our-work">https://www.tpctherapy.co.uk/our-work</a></p> <p><a href="https://link.springer.com/article/10.1007/s12310-016-9184-1%23CR14">https://link.springer.com/article/10.1007/s12310-016-9184-1%23CR14</a></p> <p>Trauma informed practice is not necessarily a 'behaviour intervention' for individuals but a whole school approach for all children, the EEF suggests that this will have a 4-month improvement in progress. At St Mary's we believe that the introduction of trauma informed practice has been pivotal in how well our children engage in school life and learning.</p> <div data-bbox="768 775 1061 1091"> <p><b>Behaviour interventions</b></p> <p>Moderate impact for low cost based on limited evidence</p> <p>Cost </p> <p>Evidence </p> <p>Impact (months) </p> </div>	
--	---	--

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>Interventions on same day, with pre-teaching.</li> </ul>	<p>White Rose Maths- Assessment for learning- Children gain additional support through the use of a fluid interventions.</p> <p>Pre and Post Learning opportunities based on accurate assessment (both summative and formative)</p> <p>Evidence of progress within books will show that children have had additional support as and when needed.</p>	
<ul style="list-style-type: none"> <li><i>Read Write Inc 1:1 coaching for children who struggle with early reading skills.</i></li> </ul>	<p>The RWI programme recommends that children who are struggling to make expected progress access the 1:1 coaching materials in order for them to have further opportunity to practice their speed sounds.</p>	
<ul style="list-style-type: none"> <li><i>Increased capacity via Covid Catch up funding so that children are able to access more interventions across the school. These are able to meet individual needs of specific learners including SEND, EAL and LAC.</i></li> </ul> <p><i>Interventions to include regular CPD, extra hours paid training on targeted intervention strategies: Beat Dyslexia, Fresh Start, handwriting formation, numicon</i></p>	<p>Working on individual targets will ensure these targets are met and therefore achieve accelerated progress.</p> <p>Staff supporting this work on a one to one basis.</p>	

support, small steps, one to one opportunities.		
---	--	--

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide social and emotional support and wider opportunities</p> <ul style="list-style-type: none"> <li>Pupils to be able to use calming and therapeutic strategies to help them cope with upsetting experiences and help support the regulation of learning behaviours.</li> <li>Gardening used as a therapy across school.</li> <li>Pastoral team engaging in the ELSA Project.</li> <li>Mental health lead engaging in 'The Mental Health Award' via Leeds Carnegie School of Mental Health'</li> <li>Breakfast for all pupils.</li> </ul> <p>Play therapy for specific pupils who need additional emotional support in addition to the Therapeutic strategies already in place.</p>	<p>Pupils are having to cope with various traumas, as well as lack of warm clothing and meals at home.</p> <p>Providing food and warmth will help the pupils to engage more in school.</p> <p>Many of our children have experienced childhood ACES have attachment issues meaning that they are already at disadvantage when they arrive at our setting. This means that there is a significant barrier to learning before children are ready to access learning. Many of our pupils need further nurturing to help to support their emotional well-being. Sadly, due to the Covid 19 pandemic more of our learners have been exposed to the childhood Ace's and our expenditure with PP will reflect this.</p> <p><b>Overview of ACEs- Adverse Childhood Experiences</b></p> <ul style="list-style-type: none"> <li>domestic violence.</li> <li>parental abandonment through separation or divorce.</li> <li>a parent with a mental health condition.</li> <li>being the victim of abuse (physical, sexual and/or emotional)</li> <li>being the victim of neglect (physical and emotional)</li> <li>a member of the household being in prison.</li> </ul>	


	<ul style="list-style-type: none"> <li>growing up in a household in which there are adults experiencing alcohol and drug use problems.</li> </ul> <p>ACEs have been found to have lifelong impacts on health and behaviour and they are relevant to all sectors and involve all of us in society. An ACE survey with adults (2019) found that compared to people with no ACEs, those with 4 or more ACEs are more likely to</p> <ul style="list-style-type: none"> <li>have been in prison</li> <li>develop heart disease</li> <li>frequently visit the GP</li> <li>develop type 2 diabetes</li> <li>have committed violence in the last 12 months</li> <li>have health-harming behaviours (high-risk drinking, smoking, drug use).</li> </ul> <p>When children are exposed to adverse and stressful experiences, it can have a long-lasting impact on their ability to think, interact with others and on their learning.</p> <p>At St Mary's we believe that ensuring that we meet our learners SEMH needs is critical to support them in being able to access learning. The introduction to trauma Informed practice through our work with TPC will continue as we work towards an award. All new staff will be exposed to the training materials.</p> <p>Pupil Premium monies will also be spent on developing our setting so that we have a low level of arousal in our environment. All classrooms follow a non- negotiable checklist which includes low level lighting, neutral and pastel colour themes. Staff ensure that wall displays do not have too much information on them to prevent cognitive overload. Our children have access to regulation resources which are sensory, and all classes have a box of these resources. A number of children who have a higher level of need have individual resources.</p> <p>Ensuring that our learners have the ability to self-regulate and have a basic understanding of metacognition has on average 7 months of progress according to EEF research.</p>	
--	--	--

## Metacognition and self-regulation

Very high impact for very low cost based on extensive evidence

Cost 

Evidence 

Impact (months) 

Timetabled and focused support for wellbeing is evident within the school and we have a range of wave 2 and 3 SEMH interventions to support the needs of our learners.

On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.

## Social and emotional learning

Moderate impact for very low cost based on very limited evidence

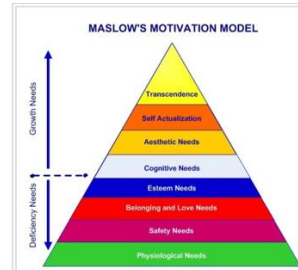
Cost 

Evidence 

Impact (months) 

Support to buy school uniform if necessary is available to our families. By doing this we make sure that our children's basic needs are met. We provide our children with breakfast every morning from a small portion of our pupil premium budget to ensure that our pupils basic needs are met. Breakfast club for all children mostly paid through funding from Greggs.

We are very aware that when children's basic needs are met, they are less likely to be able to access their learning. Maslow's hierarchy of needs (1943) clearly shows that we must ensure that our learners have their basic and emotional needs need to be met before we can access learning and cognition.



The ELSA project and the Mental Health Award which was funded by Pupil Premium money will ensure that policy and procedures meet best practice and ensure the best opportunities and experiences for our learners in relation to SEMH and wellbeing. Additional details of the coverage of the projects can be found in the links below.

The Mental Health Award

<https://www.leedsbeckett.ac.uk/research/carnegie-centre-of-excellence-for-mental-health-in-schools/>

ELSA

<http://www.nottinghamcity.gov.uk/media/456142/2017-elsa-information.pdf>

**Total budgeted cost: £ 150 000**



## **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 2020 to 2021 This

## Review of expenditure from 2020-21

Pupil Premium Impact Strategy Statement 2020-21																					
Pupil Premium Funding Grant: £133,155		Total Spending of Pupil Premium Grant: £103,892.72																			
Focus	Activities funded by the grant	How impact will be measured	Impact (RAG rated to show impact)	Projected cost	Actual spending																
<b>Priority 1</b> Quality first teaching – consistent teaching approach and strategies across the school, in Reading, Writing and Maths	<p>Sufficient staffing in classes to provide effective support to vulnerable children.</p> <p>Ensure all relevant staff have received paid-for training to deliver phonics, English and Maths effectively</p> <p>Read Write Inc Phonics online; Curriculum Maestro; EdShed for writing and comprehension support; Twinkl; Learning By Questions – targeted questions and activities as formative assessment</p>	<p>Greater engagement with pupils in their learning of phonics, English and Maths.</p> <p>Pupils are closing the learning gaps in terms and accelerating the rate of progress through focused, consistent and repetitive teaching and learning.</p> <p>Pupils are engaging with meaningful and wider learning opportunities across the curriculum. All staff working with pupils are using the correct agreed strategies and terminology, with pupils engaging in daily skills sessions.</p> <p>Pupils supported with bespoke interventions to emotionally engage with learning – less crises and quicker to de-escalate.</p>	<p>All staff are using the expected and recognized signals and techniques for behaviour and in RWI. English Hub support for phonics.</p> <p><i>Y1 Reading 33.3% Y2 35.3% Reading</i></p> <p>Pupils are engaged and are making at expected progress in phonics.</p> <p><i>Y1 phonics screening at expected progress = 73%</i></p> <table><tr><th>Whole school</th><th>PP</th><th>Non PP</th><th>comments</th></tr><tr><td>Reading</td><td>44/95 60.8%</td><td>41/73 56.2%</td><td>On the whole, PP perform better</td></tr><tr><td>Writing</td><td>28/95 29.5%</td><td>26/73 35.6%</td><td>On the whole non PP perform better</td></tr><tr><td>maths</td><td>32/95 33.7%</td><td>29/73 39.7%</td><td>On the whole non PP perform slightly better</td></tr></table>	Whole school	PP	Non PP	comments	Reading	44/95 60.8%	41/73 56.2%	On the whole, PP perform better	Writing	28/95 29.5%	26/73 35.6%	On the whole non PP perform better	maths	32/95 33.7%	29/73 39.7%	On the whole non PP perform slightly better	£63,000	£44,024.47
Whole school	PP	Non PP	comments																		
Reading	44/95 60.8%	41/73 56.2%	On the whole, PP perform better																		
Writing	28/95 29.5%	26/73 35.6%	On the whole non PP perform better																		
maths	32/95 33.7%	29/73 39.7%	On the whole non PP perform slightly better																		

	<p>and targeted practice; Talk for Writing training; RWI and Fresh Start teaching books and resources (EYFS – Y6)</p> <p>Use of Pivotal Behaviour approach and Therapeutic Schools – feedback, training and advice from consultant throughout academic year.</p>		<p>Pupils are responding and engaging with TPC and Pivotal approach to calm down and engage. Bespoke daily intervention and support through the day is helping support pupils to de-escalate quicker and engage in more of their learning.</p> <p>Consistent approaches and teaching across school in all classes for Literacy and Maths, observed through learning walks and book trawls.</p>		
<p><b>Priority 2</b></p> <p>Provide targeted academic and emotional support</p>	<p>Regular CPD and extra hours paid training on targeted intervention strategies eg: Beat Dyslexia; Fresh Start; handwriting formation; Numicon support; Small Steps; One-to-one support with learning; Numeracy fluency</p>	<p>Consistent approach across the school by all staff. All areas in school to reflect therapeutic approach. New staff are trained and inducted into the TPC approach.</p> <p>Less pupils and less occasions when pupils need time out of classroom or intensive support with other staff. Pupils choose and engage with calming activities and restorative conversation.</p>	<p>One to one tuition for targeted pupils across the school, as well as in small intervention groups. Records kept of progress and assessed termly and recorded.</p> <p>Pupils enjoying and engaging with adults when taking part in targeted academic support.</p> <p>Second lockdown (Jan-March 2021) had an impact. Even though most vulnerable pupils were in school, the absence of their peers had an emotional impact on some pupils (especially KS1). They struggled with the first few <u>week</u> and end few weeks emotionally. This</p>	£22,000	£37,167.06

			impacted upon their engagement with their learning.		
<b>Priority 3</b> Provide social and emotional support and wider opportunities	<p>Use of nurture support and therapy to support most vulnerable children</p> <p>Provision of a safe space for vulnerable children (Carmel, Eden, Damascus rooms)</p> <p>Play therapist; Compass Go for group of girls, daily check-ins for pastoral support; ELSA; group well-being support</p> <p>National College training in safeguarding</p>	<p>Pupils who need extra support are able to access to help them cope with emotional barriers. Pupils will be able to engage better and cope at school and transition from home life to school life.</p> <p>Communication is open between school and home in order to support pupils.</p>	<p>Daily phone calls and visits from and pastoral support team, ensured that pupils who previously may struggle to be in school attended regularly. Presence of pastoral team on the gates before school kept home-school communication open and staff were able to support pupils and families, which meant children engaged with their learning.</p> <p>Play therapist sessions helped pupils to engage with voicing their emotions.</p>	<p>£19,000</p> <p><b>£104,000</b></p>	<p>£22,701.19</p> <p><b>£103,892.72</b></p>
<p><b>Barriers to learning these priorities address</b></p> <ul style="list-style-type: none"> <li>• Low levels of Literacy – phonics , spelling, reading fluency and comprehension, writing composition</li> <li>• Poor language skills – through limited vocabulary and for some a second language</li> <li>• Low levels of Maths – lack of retention of knowledge and understanding of the basics within number</li> <li>• Poor knowledge and understanding of the wider community and world</li> <li>• Limited home learning during lockdown</li> <li>• Home conditions – traumatic life experiences encountered on a daily basis</li> <li>• Poor learning behaviours – struggling to self-regulate emotions and learning behaviours</li> <li>• Mental well-being and anxiety – struggling to cope with life experiences and have a smooth transition from home life to school life; large number of attachment disorders</li> <li>• Pupils not having WIFI or ICT equipment to access home learning; parents struggling to cope with teaching pupils at home.</li> </ul>					

			impacted upon their engagement with their learning.		
<b>Priority 3</b> Provide social and emotional support and wider opportunities	<p>Use of nurture support and therapy to support most vulnerable children</p> <p>Provision of a safe space for vulnerable children (Carmel, Eden, Damascus rooms)</p> <p>Play therapist; Compass Go for group of girls, daily check-ins for pastoral support; ELSA; group well-being support</p> <p>National College training in safeguarding</p>	<p>Pupils who need extra support are able to access to help them cope with emotional barriers. Pupils will be able to engage better and cope at school and transition from home life to school life.</p> <p>Communication is open between school and home in order to support pupils.</p>	<p>Daily phone calls and visits from and pastoral support team, ensured that pupils who previously may struggle to be in school attended regularly. Presence of pastoral team on the gates before school kept home-school communication open and staff were able to support pupils and families, which meant children engaged with their learning.</p> <p>Play therapist sessions helped pupils to engage with voicing their emotions.</p>	<p>£19,000</p> <p><b>£104,000</b></p>	<p>£22,701.19</p> <p><b>£103,892.72</b></p>
<b>Barriers to learning these priorities address</b> <ul style="list-style-type: none"> <li>• Low levels of Literacy – phonics , spelling, reading fluency and comprehension, writing composition</li> <li>• Poor language skills – through limited vocabulary and for some a second language</li> <li>• Low levels of Maths – lack of retention of knowledge and understanding of the basics within number</li> <li>• Poor knowledge and understanding of the wider community and world</li> <li>• Limited home learning during lockdown</li> <li>• Home conditions – traumatic life experiences encountered on a daily basis</li> <li>• Poor learning behaviours – struggling to self-regulate emotions and learning behaviours</li> <li>• Mental well-being and anxiety – struggling to cope with life experiences and have a smooth transition from home life to school life; large number of attachment disorders</li> <li>• Pupils not having WIFI or ICT equipment to access home learning; parents struggling to cope with teaching pupils at home.</li> </ul>					

**Data**

Year 1	PP	Non PP	comments
Reading	5/15 33.3%	6/14 42.9%	Non pp performed slightly better
Writing	5/15 33.3%	4/14 28.6%	PP performed slightly better
maths	6/15 40%	6/14 42.9%	nealigable

Year 2	PP	Non PP	comments
Reading	6/17 35.3%	6/12 50%	Non PP performed better at reading
Writing	3/17 17.6%	2/12 16.7%	PP slightly better
maths	8/17 47.1%	3/12 25%	PP performed much better at maths

Year 3	PP	Non PP	comments
Reading	8/12 66.7%	8/17 47.1%	PP performed better than non PP
Writing	5/12 41.7%	5/17 29.4%	" "
maths	4/12 33.3%	4/17 23.5%	" "

Year 4	PP	Non PP	comments
Reading	9/20 45%	5/9 55.6%	Non PP performed slightly better-significant more PP
Writing	2/20 10%	3/9 33.3%	" "
maths	5/20 25%	3/9 33.3%	" "

Year 5	PP	Non PP	comments
Reading	7/14 50%	5/7 71.4%	Non PP performed slightly better-significant more PP
Writing	6/14 42.9%	2/7 28.6%	PP performed better
maths	3/14 21.4%	2/7 28.6%	Non PP performed slightly better

Year 6	PP		Non PP		comments
Reading	9/17	52.9%	11/14	78.6%	Non PP performed better
Writing	7/17	41.2%	10/14	71.4%	Non PP performed better
maths	6/17	35.3%	11/14	78.6%	" "

Whole school	PP		Non PP		comments
Reading	44/95	60.8%	41/73	56.2%	On the whole, PP perform better
Writing	28/95	29.5%	26/73	35.6%	On the whole non PP perform better
maths	32/95	33.7%	29/73	39.7%	On the whole non PP perform slightly better

## 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
NA	
NA	

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA