

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Willen Primary School
Number of pupils in school	331
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023 2023-2024 2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Governors/Headteacher
Pupil premium lead	Carrie Matthews, Head
Governor / Trustee lead	Raymond Moodley, Chair of LSB

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84360
Recovery premium funding allocation this academic year	£0
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	£84360

# 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?*

### **Willen Primary School is a 'Place where everyone flourishes'.**

All members of the school team, including staff and Governors are committed to meeting the individual academic, social, pastoral and emerging needs of every child. Our ultimate aim is for each and every member of our community to develop a love of learning and acquire skills and abilities commensurate with fulfilling their potential both now and as an adult.

Our guiding principles are:

- To narrow with the ultimate aim to eradicate the 'gap' between disadvantaged and non-disadvantaged pupils
- For all pupils to make or exceed nationally expected progress measures
- To nurture the 'whole child'; supporting children's mental and physical health and social and emotional wellbeing
- To provide a curriculum that inspires and motivates
- To provide enrichment opportunities and real life experiences which extend children's 'cultural capital'

We aim to achieve this through:

- Recruiting (and retaining) the best staff at every level; ensuring that their practice is innovative and impactful and that their pedagogy is stretched, challenged and up to date
- Careful curriculum design and monitoring
- Meaningful use of assessment to track and monitor pupil outcomes and progress; intervening when required in a timely manner
- Forging positive relationships at every level; acknowledging the vital role that parents/ and carers play in a child's educational journey and taking the time to really know them

- Having an appreciation that a 'one size fits all approach' is seldom appropriate and being willing to adapt, change and personalise our provision and to continue to evolve in order to meet the diverse needs of our community

## Challenges

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

Challenge number	Detail of challenge
1	Our pupil premium children do not achieve (outcomes) in line with non-disadvantaged children in Reading, Writing and Maths. The 'difference' between the outcomes of each group varies across different year groups and in different subject disciplines
2	A large proportion of our eligible pupils have additional and sometime multiple SEND needs (37%), which often making progress slower and national measures unrealistic
3	Post-pandemic, a large proportion of our children have returned to school with increasing mental and emotional health concerns; children are less resilient, are less able to be able to regulate their emotions and rely heavily on adult support and intervention. This is particularly noticeable within the PP group
4	Attendance amongst the eligible pupils group is not as consistent as non-eligible pupils across all year groups (- 2%)
5	There is not 'equity' in regards to the varied 'life experiences' or 'cultural capital' of our children. This in turn, can limit a child's vocabulary, restrict their imagination and lead to a lack of motivation for learning

## 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
To close the attainment gap between disadvantaged and non-disadvantaged children at Phonics Screening in Year 1 and Year 2	<p>Published data for Phonics screening in both Year 1 and Year 2 will show a decrease in the difference between PP and Non-PP children compared to 2024 figures</p> <p>Evidence of carefully planned and timely phonics interventions for identified children</p> <p>Evidence of staff competency in the teaching of phonics (through CPD, observations, monitoring etc.)</p>

<p>To close any attainment and/or progress gap across all year groups between disadvantaged and non-disadvantaged children across the core subjects of Reading, Writing and Maths</p>	<p>‘Good’ progress as a minimum for all PP children</p> <p>Internal and published data (where appropriate) to demonstrate a year on year narrowing of the attainment gap (based on 2022 data as a starting point).</p> <p>Evidence of timely and high quality focussed interventions for PP children when and where needed</p> <p>Monitoring of Reading standards will show that all PP children are equipped with age-appropriate reading skills</p>
<p>To provide personalised learning experiences for PP children with SEND to ensure that fundamental literacy and numeracy skills are prioritised, carefully planned and expertly delivered</p>	<p>Achievement plans show core subject foci as standard practise</p> <p>Evidence of regular monitoring and use of assessment to track progress</p> <p>‘Good’ progress for all SEND+PP pupils as standard</p> <p>Evidence of regular staff training to equip them with the skills to make learning accessible for this group</p>
<p>To play a role in the ‘broadening’ of the life experience or ‘cultural capital’ of our most disadvantaged pupils in order to enhance their future aspirations and life chances and to instil a lifelong passion for learning</p>	<p>Evidence of opportunities within and beyond the classroom that contribute positively to enhancing cultural capital</p> <p>Positive feedback from children and parents around enrichment experiences</p> <p>‘Good’ progress as a minimum for all PP children</p> <p>Good or improving attendance at and engagement with school across all disadvantaged children/families</p>
<p>To provide first class pastoral care for all children, ensuring that their wellbeing, physical and mental health are prioritised in order to nurture all children towards resilience, positivity, gratitude and kindness.</p>	<p>Reduced ‘level 1’ and ‘level 2’ behaviour incidents amongst PP groups</p> <p>Evidence of impact of Opal (outdoor plan and learning) on learning and social behaviours</p> <p>Evidence of staffing capacity and expertise within staff with pastoral focus</p>

	<p>Observations/feedback from parents/guests/visitors</p> <p>Evidence of impact of Zones of regulation training/focus</p>
<p>To ensure 'good' and/or improving attendance across all disadvantaged children through regular monitoring, support and education for families</p>	<p>Attendance data shows attendance that is improving or good for all PP children</p> <p>Reduction in persistent absenteeism amongst PP cohort</p> <p>Evidence of regular communication with families</p> <p>Evidence of interventions via attendance officer and learning mentor to support families</p> <p>Positive feedback from families/case studies</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Focussed CPD for teachers with greater emphasis on building teacher knowledge and pedagogical expertise</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development</a>	1,2
<i>Increased/more consistent monitoring of classroom standards leading to high quality mentoring and coaching where required</i>	<a href="https://www.theleadershipcoachinglab.com/blog/four-benefits-of-coaching">https://www.theleadershipcoachinglab.com/blog/four-benefits-of-coaching</a>	1
<i>Using teaching assistants to deliver interventions, nurture and support pupils in class across KS1 and KS2, including Planned suite of ongoing CPD for non-teaching staff who deliver interventions and classroom support</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1,2
<i>Building skills and capacity (giving non-contact time) in both senior and subject leadership to ensure high quality curriculum</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics</a>	1,2, 5

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development</a>	
<i>Purchase of DFE validated synthetic phonics programme, including ongoing training and adaptations to ensure this remains a high priority across the school</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1
<i>Use of modern technologies (e.g. clicker, TT Rockstars) to support fundamental aspects of core subjects</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/digital-technology-2019">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/digital-technology-2019</a>	1,2
<i>Maths mastery principles across all year group, including high levels of resourcing/manipulatives to support progress</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	1,2
<i>Use of accelerated reader in KS2 to raise standards and to monitor gaps</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1,
<i>High quality support and intervention for SEND pupils through personalised achievement plans and effective use of</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a>	1, 3, 2

<i>teacher and support staff</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/special-educational-needs-and-disabilities-send">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/special-educational-needs-and-disabilities-send</a>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Use of qualified and unqualified teacher to deliver 'catch up' or recovery sessions to ensure no child is left behind</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1
<i>Dedicated LSA to focus on PP groups across EY-Y6</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1
<i>Maths Catch Up programme for those falling behind in maths (KS2)</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a>	1, 2
<i>Phonics support beyond Year 2 for children not yet meeting phonics screening expectations</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1, 2



	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	
<i>Reduction in Year 6 cohort size in core sessions from Spring term to support rapid progress</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1, 2
<i>Additional support in Year 6 via Learning by Questions</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	1

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

Budgeted cost: £ 15,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Focus on social and emotional wellbeing through OPAL programme</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>  <a href="https://www.gov.uk/government/publications/behaviour-in-schools--2">https://www.gov.uk/government/publications/behaviour-in-schools--2</a>	1,3, 4, 5
<i>Dedicated pastoral support team</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>	1,3, 4

	<a href="https://www.gov.uk/government/publications/behaviour-in-schools--2">https://www.gov.uk/government/publications/behaviour-in-schools--2</a>	
<i>Subsidised visits/visitors/extra curricular activities for some PP pupils</i>	<a href="https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Protocol-review-of-socioeconomic-disadvantage-and-the-attainment-gap.pdf?v=1646746984">https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Protocol-review-of-socioeconomic-disadvantage-and-the-attainment-gap.pdf?v=1646746984</a>	1, 5
<i>Focus on early intervention with attendance, using AIM system developed by local AI expert to support families at early stages</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a>  <a href="https://www.gov.uk/government/publications/school-attendance">https://www.gov.uk/government/publications/school-attendance</a>	1,3,4
<i>Behaviour tracking system to monitor, spot patterns and intervene early. Incentive system for all children to promote Monday attendance</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>  <a href="https://www.gov.uk/government/publications/school-attendance">https://www.gov.uk/government/publications/school-attendance</a>  <a href="https://www.gov.uk/government/publications/behaviour-in-schools--2">https://www.gov.uk/government/publications/behaviour-in-schools--2</a>	1,3,4, 5
<i>High quality extracurricular experiences and opportunities both inside and outside of school</i>	<a href="https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Protocol-review-of-socioeconomic-disadvantage-and-the-attainment-gap.pdf?v=1646746984">https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Protocol-review-of-socioeconomic-disadvantage-and-the-attainment-gap.pdf?v=1646746984</a>	1,3,4, 5
<i>Speech and Language support and intervention</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	1, 2
<i>Specialist interventions-drawing and talking, Ride High etc.</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>	1,3,4, 2, 5

**Total budgeted cost: £ 85,000**

## 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 2023 to 2024 academic year.

Reading:

Outcomes:

Reading (330 pupils)	No. (%)	Missing Assessment	Below	On Track	Higher
All Pupils	330 (100%)	0 (0%)	51 (15.5%)	199 (60.3%)	80 (24.2%)
Pupil Premium	56 (17.0%)	0 (0%)	15 (26.8%)	31 (55.4%)	10 (17.9%)
Not Pupil Premium	274 (83.0%)	0 (0%)	36 (13.1%)	168 (61.3%)	70 (25.5%)

Progress:

	Average of Displayed Subjects			Reading				
	No. ⚡	% ⚡	Sum2 22-23 ⚡	Sum2 23-24 ⚡	Progress ⚡	Sum2 22-23 ⚡	Sum2 23-24 ⚡	Progress ⚡
All Pupils	330	100.0	51.6	57.7	6.1	51.6	57.7	6.1
Pupil Premium	56	17.0	49.1	54.8	5.7	49.1	54.8	5.7
Not Pupil Premium	274	83.0	52.2	58.4	6.2	52.2	58.4	6.2

Internal data 2023-2024 shows that pupils in Years 1-6 made expected progress in reading and with little gap between PP and Non-PP children. This suggests that existing strategies are working well. Teachers feel that systematic phonics in particular has worked well BUT identified that additional refresher training was required at all levels.

KS2 feedback on use of Accelerated Reader is positive, however more could be made of the system at pupil motivation level. This will feature in 2024-2025

Internal data on attainment does show a gap in 2024 cohorts for Year 2-5 in English subjects. In year 6, the gap is small but more pronounced in reading. In maths, the gap is significantly lower and in some cases, in the favour of PP children.

## Writing:

### Outcomes:

Writing (330 pupils)	No. (%)	Missing Assessment	Below	On Track	Higher
All Pupils	330 (100%)	4 (1.2%)	51 (15.6%)	239 (73.3%)	36 (11.0%)
Pupil Premium	56 (17.0%)	0 (0%)	15 (26.8%)	38 (67.9%)	3 (5.4%)
Not Pupil Premium	274 (83.0%)	4 (1.5%)	36 (13.3%)	201 (74.4%)	33 (12.2%)

### Progress:

	Average of Displayed Subjects					Writing		
	No.	%	Sum2 22-23	Sum2 23-24	Progress	Sum2 22-23	Sum2 23-24	Progress
All Pupils	330	100.0	51.8	57.7	5.9	51.8	57.7	5.9
Pupil Premium	56	17.0	49.1	54.5	5.4	49.1	54.5	5.4
Not Pupil Premium	274	83.0	52.5	58.5	6.0	52.5	58.5	6.0

Despite (following National trend) a drop in writing attainment across almost all year groups, progress in writing across year 1-6 was within the realms of expected, with 0.6 gap between PP and non-PP.

This suggests that current strategies are working well. However, with lower than previous attainment, writing will continue to feature in 2024-2025 and therefore, in new PP strategy document. This will be particularly true of Year 4 2024/2025 due to the level of pupils (new to school and new to country) that did not achieve phonics screening check expectations.

Internal data on attainment does show a significant writing gap in Years 1 and 2, which will form a focus for targeted interventions in KS1 moving into 2022-2023.

Internal data on attainment does show a gap in 2024 cohorts for Year 2-5 in English subjects. In Years 3,5,6 (2024/25 cohort), the writing gap is more pronounced.

## Maths:

### Outcomes:

Mathematics (330 pupils)	No. (%)	Missing Assessment	Below	On Track	Higher
All Pupils	330 (100%)	0 (0%)	36 (10.9%)	214 (64.8%)	80 (24.2%)
Pupil Premium	56 (17.0%)	0 (0%)	8 (14.3%)	39 (69.6%)	9 (16.1%)
Not Pupil Premium	274 (83.0%)	0 (0%)	28 (10.2%)	175 (63.9%)	71 (25.9%)

### Progress:

Y2, Y3, Y4, Y5, Y6, Y7 All Pupils (330 pupils)

	Average of Displayed Subjects					Mathematics		
	No.	%	Sum2 22-23	Sum2 23-24	Progress	Sum2 22-23	Sum2 23-24	Progress
All Pupils	330	100.0	52.2	58.3	6.1	52.2	58.3	6.1
Pupil Premium	56	17.0	49.2	55.4	6.2	49.2	55.4	6.2
Not Pupil Premium	274	83.0	53.0	59.0	6.0	53.0	59.0	6.0

Progress in maths across year 1-6 was expected, with a positive gap between PP and non-PP.

This suggests that current strategies are working well.

Internal data on attainment does show an attainment gap in Year 4 and Year 5, which will form a focus for targeted interventions in Year 3 moving into the new school year (although this can be partially explained by high mobility into this year group).

Year 6 maths SATS outcomes are lower than anticipated and again, will feature in PP strategy 2024-2025 (post question level analysis October 2024).

## 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
Learning by Questions	Learning by Questions

## Service pupil premium funding

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