

Pupil premium strategy statement

This statement details Longmoor Primary's use of pupil premium (and recovery premium for the 2021 to 2022, 2022 to 2023 and 2023 to 2024 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	Longmoor Primary
Number of pupils in school	416
Proportion (%) of pupil premium eligible pupils	30% (128 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022, 2022/2023 and 2023/24
Date this statement was published	14/11/23
Date on which it will be reviewed	1/11/24
Statement authorised by	Susan Dainty
Pupil premium lead	Christopher Green
Governor / Trustee lead	Jane Wright

Funding overview 2022/23

Detail	Amount
Pupil premium funding allocation this academic year	£ 179,635
Recovery premium funding allocation this academic year	£ £17,000
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	£ 196,635

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. In order to alleviate numerous barriers to learning, we will focus on:

- Developing speaking and listening skill son entry to Early Years.
- Enhancing parental engagement throughout school, but particularly our disadvantaged children.
- Working as a whole school team to develop and build on language development.
- Raising expectations and aspirations across school, but particularly our disadvantaged pupils.
- Building levels of our pupil's independence and increasing their desire to become positive role models.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- At Longmoor Primary, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential.
- We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed.
- As a school, we are committed to supporting students for whom socio economic disadvantage is negatively impacting their learning.
- In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum.
- We ensure that teaching and learning opportunities meet the needs of all the pupils.

- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

Challenge number	Detail of challenge
1	<p>Our internal summative data (assessed on Otrack by teachers in July 2021) tells us that disadvantaged pupils are not making expected progress (Summer 2 to Summer 2 data) at the same rate as non-disadvantaged pupils for reading, writing, maths and combined.</p> <p><u>July 2021</u></p> <p>Reading – Disadvantaged -79% expected progress. Non-disadvantaged – 89%. Writing - Disadvantaged -66% expected progress. Non-disadvantaged – 80% Maths - Disadvantaged -74% expected progress. Non-disadvantaged – 85% Combined - Disadvantaged -47% expected progress. Non-disadvantaged – 71%</p>
2	<p>Pupils and their families have social & emotional difficulties, including medical and mental health issues. Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>58 pupils currently require additional support with social and emotional needs. 7 children attend our full-time nurture provision, 30 are receiving one-to-one counselling and 21 children are receiving small group counselling/therapy sessions. Two of the children also currently require 1:1 support/mentoring throughout the day to keep them in their lessons.</p>
3	<p>Our assessments, observations and discussions with pupils and families have identified that many of our pupils have limited experiences beyond their home life and immediate community.</p>

	Pupil voice questionnaires indicate that many of our disadvantaged pupils do not experience events or activities beyond their house/local community and therefore have a limited 'cultural capital' to draw upon when discussing events/activities in class.												
4	<p>Our school data shows that disadvantaged children have lower attendance and higher persistent absenteeism than non-disadvantaged children.</p> <p>2021-2022</p> <table border="1"> <thead> <tr> <th></th> <th>Overall</th> <th>Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Sept</td> <td>95%</td> <td>92%</td> </tr> <tr> <td>Dec</td> <td>94%</td> <td>94%</td> </tr> <tr> <td>March</td> <td>94%</td> <td>94%</td> </tr> </tbody> </table> <p>48% of persistent absentees were disadvantaged.</p>		Overall	Disadvantaged	Sept	95%	92%	Dec	94%	94%	March	94%	94%
	Overall	Disadvantaged											
Sept	95%	92%											
Dec	94%	94%											
March	94%	94%											

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>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards.</p> <p>To ensure fallen behind children receive targeted high-quality intervention monitored by intervention leader.</p>	<p>End of summer 2023/2024 data will show that ALL disadvantaged children will have made expected progress from the previous summer.</p> <p>End of summer 23/24 data will also show that 5 – 15% of disadvantaged children will have made accelerated progress.</p> <p>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><u>Data Update</u> <u>July 2022</u> Reading – Disadvantaged -89% Non-disadvantaged – 95%. Writing - Disadvantaged -85% expected progress. Non-disadvantaged – 87% Maths - Disadvantaged -81% expected progress. Non-disadvantaged – 87% Combined - Disadvantaged -73% expected progress. Non-disadvantaged – 78% ALL DISADVANTAGED HAVE INCREASED FROM JULY 2021</p>

	<p>July 2023</p> <p>Reading – Disadvantaged -90% Non-disadvantaged – 92%.</p> <p>Writing - Disadvantaged -83% expected progress. Non-disadvantaged – 87%</p> <p>Maths - Disadvantaged -92% expected progress. Non-disadvantaged – 97%</p> <p>Combined - Disadvantaged -78% expected progress. Non-disadvantaged – 84%</p> <p>ALL DISADVANTAGED HAVE INCREASED FROM JULY 2022</p>
<p>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>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> - Family support worker/SENCo and Head teacher identify and support families and children and work to alleviate barriers to learning. - Identified children are invited to Nurture, positive play, Acorn Club and Lego Therapy sessions with support staff and Pupil Voice/parent questionnaires show that clubs have had a positive impact on the pupil’s mental health and wellbeing. - Vulnerable disadvantaged children are also allocated a PP mentor (support staff and SLT), who will meet with them regularly and provide support/alleviate barriers. - Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible. - Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations. • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
<p>Pupils have a breadth of experiences that enable them to contextualize their learning.</p> <p>School will deliver an engaging, broad and varied curriculum.</p>	<ul style="list-style-type: none"> - Focus Education learning challenge curriculum will provide pupils with exciting, varied and book-based learning. Pupil questionnaires will show that children enjoy school and are enthused to learn more. We will have instilled a love of learning in all children.

	<ul style="list-style-type: none"> - Teachers and support staff will plan a wide range of visits/WOW events/experiences to inspire/enhance learning and make it memorable. Each year group will spend allocated funding on providing WOW days and events which excite and enthuse children to learn across all subjects. - Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day. - Increased attainment in writing as disadvantaged pupils' cultural capital increases and are able to write about their experiences.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> <p>All disadvantaged pupils will meet national expectations for attendance/persistent absence.</p>	<ul style="list-style-type: none"> - Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%). - Monitoring of attendance by Head teacher brings about and increase in PP pupils' attendance and a decrease in persistent absence. - There will be no gap in attendance between disadvantaged and non-disadvantaged by 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: £102,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>- Deputy Head teacher to work with KS1 assistant head teacher to run a whole school coaching programme for teachers and Teaching assistants.</p> <p>2023/24 priorities will include teaching of phonics, effective TA support and 'thinking out loud' modelling.</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p> <p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	1

<p>- Deputy head to work with KS2 assistant head – working with subject leaders to improve/enhance the teaching and learning within every subject.</p>		
<p>Release time of EYFS assistant Head teacher for internal skills sharing and modelling/ coaching/collaborative planning with EYFS team.</p> <p>Ensure that EYFS are embedding high quality adult/child interactions in the early years and across the school.</p> <p>She will continue to ensure EYFS team are creating and enhancing our language rich learning environments.</p>	<p>There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidence-informed-strategies-to-promote-high-quality-interactions-with-young-children</p> <p>Teaching by Listening: The Importance of Adult-Child Conversations to Language Development Frederick J. Zimmerman, Jill Gilkerson, Jeffrey A. Richards, Dimitri A. Christakis, Dongxin Xu, Sharmistha Gray and Umit Yapanel</p> <p>Early Excellence – ‘Navigating a sea of Talk’ https://earlyexcellence.com/latest-news/press-articles/navigating-the-sea-of-talk/</p>	1
<p>- 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> <p>- Allocation of funds for reading, writing and maths initiatives, subscriptions and high quality texts for EYFS, KS1 and KS2.</p>	<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 www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully.</p>	1
<p>Team leaders from EYFS, KS1 and KS2 to provide subject leader cover throughout the year.</p> <p>Subject leaders create and carry out action plans which have a positive impact on their subjects so that all</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/implementation/EEF-Implementation-Recommendations-Poster.pdf?v=1635355218 – EEF – a school’s guide to implementation.</p> <p>Learning to Lead Becoming an Effective Head of Department. Mark Brundrett, Ian Terrell</p>	3

children, particularly disadvantaged children, have access to a high-quality curriculum in all subjects.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide targeted, structured interventions to children across whole school. Interventions to be monitored and evaluated by deputy head and intervention leader.</p> <p>Interventions to be carried out by experienced teachers and team leaders and Teaching Assistants within school.</p> <p>Additional phonics sessions targeted at educationally disadvantaged pupils who require further phonics support (1:1 and group sessions).</p> <p>Provide teaching assistant led intervention for pupils in years 3, 4, 5 & 6 who have significant gaps in their maths attainment. A significant proportion of the pupils who receive tutoring will be disadvantaged, particularly any 'fallen behind' disadvantaged children. Teaching assistants will use 'Maths Stacks' materials and subscription to support their interventions.</p>	<p>Provision of QFT, mastery curriculum and effective challenge for children identified as needing to catch-up – see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully.</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</p> <p>In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1
Funding to cover Forest schools teacher and	https://www.forestresearch.gov.uk/documents	3

provide training and resources for forest schools teacher. Forest schools teacher to support Pupil Premium children during forest schools' sessions.	/805/fr0112forestschooolsreport.pdf https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 64,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> - Release time for SEND leader and family support worker to support families with high need SEN and Pupil Premium children. - Family support worker/SENCo and Head teacher identify and support families and children and work to alleviate barriers to learning. - Vulnerable children to be highlighted and supported through Nurture sessions, positive play sessions, and Lego Therapy sessions. - Creation of new Nurture Cabin and full-time nurture teaching assistant to support growing number of children with mental health problems and difficulties with accessing curriculum due to home life/problems. - All vulnerable PP children to be allocated a PP Mentor who will support them in alleviating barriers to learning by meeting regularly throughout the year. - All PP children are provided with a £25 uniform voucher to alleviate any potential financial barrier to children attending school. 	<p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	2
All children in school to be given opportunity to participate in activities which enhance and broaden the	Provision of a range of initiatives to extend children's experiences see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-	3

<p>curriculum and their learning experiences.</p> <p>This will be achieved through WOW funding for each year group to plan enriching experiences and activities, after school club funding for TAs to carry out free clubs and subsidised access to the residential for year 4 and year 6 disadvantaged children.</p>	<p>successfully. Education Endowment Trust Toolkit</p>	
<p>- Head teacher to ensure that parents are made aware of expected attendance levels when they fall below 90%.</p> <p>- Partnership working with EWO re pupils <90%. Increased rewards for improving and good attendance.</p>	<p>Deployment of staff to support families to improve attendance and eradicate persistent absenteeism see www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully.</p>	<p>4</p>

Total budgeted cost: £ 196,000

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 2022 to 2023 academic year.

2022-2023

	Overall	Disadvantaged
Sept	96%	95%
Dec	92%	91%
March	93%	91%
July	94%	92%

July 2023 - Percentage of Persistent Absentees who are disadvantaged = 48%

Reception – 50% Disadvantaged achieved GLD compared to 80% non-disadvantaged.

EYF520 | Good Level of Development Tracking

Year 1 | Summer End of Term | All Pupils

Report Description:

This report displays the number and percentage of pupils achieving their expectations for GLD Aspects. This is grouped by key contextual groups.

There is an option to drill down in the report (+) which will show individual pupil's attainment within the Summer End of Term and a Mode (Most frequent result) column based on the number of aspects displayed.

	Listening, Attention and Understanding	Speaking	Self Regulation	Managing Self	Building Relationships	Gross Motor Skills	Fine Motor Skills	Comprehension	Word Reading	Writing	Number	Numerical Patterns	On Track for GLD
Year 1 (+)	80.0% (44/55)	81.8% (45/55)	76.4% (42/55)	83.6% (46/55)	83.6% (46/55)	92.7% (51/55)	85.5% (47/55)	81.1% (43/53)	81.1% (43/53)	77.4% (41/53)	79.2% (42/53)	81.1% (43/53)	71.7%
Boys (+)	83.3% (25/30)	83.3% (25/30)	73.3% (22/30)	83.3% (25/30)	83.3% (25/30)	93.3% (28/30)	83.3% (25/30)	76.7% (23/30)	83.3% (25/30)	76.7% (23/30)	80.0% (24/30)	83.3% (25/30)	66.7%
Girls (+)	76.0% (19/25)	80.0% (20/25)	80.0% (20/25)	84.0% (21/25)	84.0% (21/25)	92.0% (23/25)	88.0% (22/25)	87.0% (20/23)	78.3% (18/23)	78.3% (18/23)	78.3% (18/23)	78.3% (18/23)	78.3%
Disadvantaged (+)	60.0% (9/15)	66.7% (10/15)	60.0% (9/15)	80.0% (12/15)	73.3% (11/15)	80.0% (12/15)	73.3% (11/15)	64.3% (9/14)	64.3% (9/14)	57.1% (8/14)	64.3% (9/14)	64.3% (9/14)	50.0%
Non Disadvantaged (+)	87.5% (35/40)	87.5% (35/40)	82.5% (33/40)	85.0% (34/40)	87.5% (35/40)	97.5% (39/40)	90.0% (36/40)	87.2% (34/39)	87.2% (34/39)	84.6% (33/39)	84.6% (33/39)	87.2% (34/39)	79.5%

Whole School Disadvantaged Attainment – Reading, Writing and Maths saw an increase in attainment:

Data below also shows that in 2022/23 (data on left) all gaps were closed (or maintained) to whole school data.

Whole School Data 2022/23- including PP

	Whole School PP 2+	Whole School PP 3
Aut	Aut - 51%	Aut - 3%
Spring	Spring - 59%	Spring - 4%
Summer	Summer = 63% -7% Gap Closed 3%	Summer = 8% -8% Gap Gap
Psummer	Psummer(-10% Gap)	Psummer (-8% Gap)
Aut	Aut - 41%	Aut - 4%
Spring	Spring - 45%	Spring - 6%
Summer	Summer = 52% -5% Gap Closed 5%	Summer = 5% -3% Gap Gap
Psummer	Psummer (-13% Gap)	Psummer (-3% Gap)
Aut	Aut - 53%	Aut - 5%
Spring	Spring - 56%	Spring - 7%
Summer	Summer = 59% -10% Gap Closed 4%	Summer = 10% -6% Gap Closed 1%
Psummer	Psummer (-14% Gap)	Psummer (-7% Gap)
Aut	Aut - 34%	Aut - 2%
Spring	Spring - 41%	Spring - 2%
Summer	Summer = 45% -7% Gap Closed 7%	Summer = 3% -3% Gap Gap
Psummer	Psummer (-14% Gap)	Psummer (-3% Gap)

School Data Summer 2 2021/22- including PP

	Whole School PP 2+	Whole School PP 3
Summer	59% -10% Gap Gap Closed 2% from PS	7% -8% Gap Gap Widened -2% from PS
Psummer	Psummer(-12% Gap)	Psummer (-6% Gap)
Summer	43% -13% Gap Gap Closed 1% from PS	5% -3% Gap Gap Closed 1% from PS
Psummer	Psummer (-14% Gap)	Psummer (-4% Gap)
Summer	48% -14% Gap Gap Closed 4% from PS	6% -7% Gap Gap Widened -1% from PS
Psummer	Psummer (-18% Gap)	Psummer (-6% Gap)
Summer	36% -14% Gap Gap Closed 1% from PS	2% -3% Gap Gap Closed 1% from PS
Psummer	Psummer (-15% Gap)	Psummer (-4% Gap)

2020/21 – Disadvantaged attendance = 96% (non-disadvantaged = 97%)

2021/22 – Disadvantaged attendance = 94% (non-disadvantaged = 94%)

Persistent Absentee Percentage – whole school = 18%

Percentage of Persistent Absentees who are disadvantaged = 36% (47% 2020/21)

Reception 2021-22 – End of Reception data – Disadvantaged outperformed non-disadvantaged by 3%.

Reception | Summer End of Term | All Pupils

Report Description:

This report displays the number and percentage of pupils achieving their expectations for GLD Aspects. This is grouped by key contextual groups.

There is an option to drill down in the report (+) which will show individual pupil's attainment within the Summer End of Term and a Mode (Most frequent result) column based on the number of aspects displayed.

		Listening, Attention and Understanding	Speaking	Self-Regulation	Managing Self	Building Relationships	Gross Motor Skills	Fine Motor Skills	Comprehension	Word Reading	Writing	Number	Numerical Patterns	On Track for GLD
Reception	(+)	77.3% (34/44)	75.0% (33/44)	81.8% (36/44)	93.2% (41/44)	93.2% (41/44)	90.9% (40/44)	84.1% (37/44)	79.5% (35/44)	77.3% (34/44)	75.0% (33/44)	77.3% (34/44)	77.3% (34/44)	72.7%
Boys	(+)	60.9% (14/23)	56.5% (13/23)	69.6% (16/23)	87.0% (20/23)	87.0% (20/23)	82.6% (19/23)	69.6% (16/23)	65.2% (15/23)	60.9% (14/23)	60.9% (14/23)	65.2% (15/23)	65.2% (15/23)	56.5%
Girls	(+)	95.2% (20/21)	95.2% (20/21)	95.2% (20/21)	100.0% (21/21)	100.0% (21/21)	100.0% (21/21)	100.0% (21/21)	95.2% (20/21)	95.2% (20/21)	90.5% (19/21)	90.5% (19/21)	90.5% (19/21)	90.5%
Disadvantaged	(+)	83.3% (10/12)	75.0% (9/12)	91.7% (11/12)	91.7% (11/12)	100.0% (12/12)	100.0% (12/12)	100.0% (12/12)	83.3% (10/12)	83.3% (10/12)	83.3% (10/12)	83.3% (10/12)	83.3% (10/12)	75.0%
Non Disadvantaged	(+)	75.0% (24/32)	75.0% (24/32)	78.1% (25/32)	93.8% (30/32)	90.6% (29/32)	87.5% (28/32)	78.1% (25/32)	78.1% (25/32)	75.0% (24/32)	71.9% (23/32)	75.0% (24/32)	75.0% (24/32)	71.9%

Years 1- 6 2021-22 – Gap closed in Reading, writing, maths and combined for Expected+ attainment.

Gap closed in Reading, Writing and Combined for Expected progress (see table below).

	Whole School 2+	Whole School 3	Whole School Expected + Progress	Whole School PP 2+	Whole School PP 3	Whole School PP Expected + Progress
R	Sum - 69%	Sum 15%	Sum 92%	59% -10% Gap	7% -8% Gap	88% -4% Gap
	Spring 65% Aut 55%	Spring 10% Aut 8%	Spring 88% Aut 73%	Gap Closed 2% from PS Psummer(-12% Gap)	Gap Widened -2% from PS Psummer (-6% Gap)	Gap = PS Psummer (-4% Gap)
W	Sum - 56%	Sum 8%	Sum 87%	43% -13% Gap	5% -3% Gap	85% -2% Gap
	Spring 55% Aut 51%	Spring 7% Aut 7%	Spring 86% Aut 78%	Gap Closed 1% from PS Psummer (-14% Gap)	Gap Closed 1% from PS Psummer (-4% Gap)	Gap Closed 3% from PS Psummer (-5% Gap)
M	Sum - 62%	Sum 13%	Sum 87%	48% -14% Gap	6% -7% Gap	82% -5%
	Spring 60% Aut 56%	Spring 11% Aut 7%	Spring 86% Aut 75%	Gap Closed 4% from PS Psummer (-18% Gap)	Gap Widened -1% from PS Psummer (-6% Gap)	Gap Widened -2% from PS Psummer (-3% Gap)
R	Sum - 50%	Sum 5%	Sum 77%	36% -14% Gap	2% -3% Gap	74% -3% Gap
W	Spring 47%	Spring 5%	Spring 72%	Gap Closed 1% from PS	Gap Closed 1% from PS	Gap Closed 4% from PS
M	Aut 42%	Aut 3%	Aut 56%	Psummer (-15% Gap)	Psummer (-4% Gap)	Psummer (-7% Gap)

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
Number Stacks Maths Intervention – delivered internally by Teaching assistants using Number stacks website and materials.	Number Stacks.

Service pupil premium funding (optional)

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

2023/24 - 1 service child - £310

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Service children have access to free termly afterschool clubs.</p> <p>Service children benefit from WOW funding received by their class teachers and the experiences these provide for them.</p> <p>Service children are provided with Pupil Premium Mentors who meet with them regularly to support them.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Service children are have made expected progress from their previous summer and previous key stage results.</p> <p>Current service child is working at Age related expectations across all subjects and making expected progress in reading, writing and maths.</p>