

Pupil premium strategy statement – Thurgoland CE Primary School

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|--|------------------------------|
| Number of pupils in school | 209 |
| Proportion (%) of pupil premium eligible pupils | 9.6% (20/209) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year) | 2024 - 2027 |
| Date this statement was published | 25.9.2024 |
| Date on which it will be reviewed | 31.08.2025 31.08.2026 |
| Statement authorised by | Dale Jordan (Headteacher) |
| Pupil premium lead | Dale Jordan |
| Governor / Trustee lead | Sarah Wareing |

Funding overview

| Detail | Amount |
|--|---------|
| Pupil premium funding allocation this academic year | £42,141 |
| Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i> | £0 |
| Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £42,141 |

Part A: Pupil premium strategy plan

Statement of intent

As a school, we have taken a longer-term approach to our pupil premium strategy. This is because it makes it easier to plan for spending, recruit and train staff and develop successful practice and approaches to address the barriers that many of our pupils face. These include:

1. Underdeveloped communication skills, including oral language and vocabulary gaps.
2. When our disadvantaged pupils join the school (which is not always in the Early Years Foundation Stage), they are below age-related expectations compared to their peers. There on, attainment among disadvantaged pupils in reading, writing and maths (including the multiplication tables check) is often below that of non-disadvantaged pupils.
3. Increased social and emotional needs of pupils.
4. Attendance and punctuality among disadvantaged pupils is lower than for non-disadvantaged pupils.

By committing to a longer-term plan, we are ensuring that our research driven approaches (based on those recommended in Education Endowment Foundation's (EEF) pupil premium guide) are effectively implemented, sustained and embedded in our provision. Our tiered approach targets spending across 3 keys areas:

1. Teaching
2. Academic Support
3. Wider Approaches

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning and at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring 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.
- When 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.

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- All staff fully understand the concept of the teacher and TA working as a 'teaching team' so that they have a wider impact on more pupils within lessons.
- The impact of teaching is maximised by using quality and effective of strategies to support learning, especially for lower ability pupils and those with additional needs.
- To allocate a tutor to children who have fallen behind the intended curriculum - providing small group work focussed on overcoming gaps in learning.
- 1-1 and small group interventions.
- Additional learning support through interactive software –Nessy and TT Rockstars.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning and pastoral support from our 'Parent Champion'.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.

Our approach will be responsive to common challenges and individual needs. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective, we will:

- Ensure disadvantaged pupils are challenged in the work that they are set;
- Act early to intervene at the point need is identified;
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

| Challenge number | Detail of challenge | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------|---|---------|-------------------|-------|---|--|---------|---|---------|---------|---|--|---------|---|--|---------|---|-------|---------|---|-------|---------|---|---------|---------|---|---------|---------|---|--|---------|----|--|---------|----|--|---------|----|--|---------|----|--|---------|----|-------|---------|----|--|---------|----|---------|---------|----|-------|---------|----|--|---------|----|-------|---------|----|--|---------|----|------------|--|
| 1 | Underdeveloped communication skills, including oral language and vocabulary gaps. This is evident from Reception through to Key Stage 2 and in general, is more prevalent among our disadvantaged pupils than their peers. When entering reception, of the 5 disadvantaged children in the last 3 cohorts, only 20% were on track with speaking and listening compared to 87% of other children. Observations and internal moderations across KS1 and KS2 have highlighted more prevalent under-developed oral language skills amongst our disadvantaged pupils. Vocabulary development is key to ensuring that children are able to understand and acquire the knowledge and skills needed to meet curriculum demands and future learning. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | Attainment among disadvantaged pupils in reading, writing and maths (including the multiplication tables check) is often below that of non-disadvantaged pupils. When many of our disadvantaged pupils join the school (which is not always in the Early Years Foundation Stage), they are below age-related expectations compared to their peers. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | <p>Increased social and emotional needs of pupils. The education and wellbeing of many of our disadvantaged pupils (and their families) continue to be affected by the impact of the pandemic (as per the findings of national studies). Teacher referrals for support remain relatively high and there is an increase in the number of disadvantaged pupils with multiple needs (e.g.45% of all pupils are disadvantaged and SEND).</p> <table border="1"> <thead> <tr> <th>Number</th> <th>Area of SEND need</th> <th>Class</th> </tr> </thead> <tbody> <tr><td>1</td><td></td><td>Class 8</td></tr> <tr><td>2</td><td>Reading</td><td>Class 1</td></tr> <tr><td>3</td><td></td><td>Class 1</td></tr> <tr><td>4</td><td></td><td>Class 2</td></tr> <tr><td>5</td><td>Maths</td><td>Class 3</td></tr> <tr><td>6</td><td>Maths</td><td>Class 3</td></tr> <tr><td>7</td><td>Reading</td><td>Class 3</td></tr> <tr><td>8</td><td>Reading</td><td>Class 4</td></tr> <tr><td>9</td><td></td><td>Class 4</td></tr> <tr><td>10</td><td></td><td>Class 4</td></tr> <tr><td>11</td><td></td><td>Class 4</td></tr> <tr><td>12</td><td></td><td>Class 4</td></tr> <tr><td>13</td><td></td><td>Class 5</td></tr> <tr><td>14</td><td>Maths</td><td>Class 5</td></tr> <tr><td>15</td><td></td><td>Class 5</td></tr> <tr><td>16</td><td>Reading</td><td>Class 5</td></tr> <tr><td>17</td><td>Maths</td><td>Class 5</td></tr> <tr><td>18</td><td></td><td>Class 6</td></tr> <tr><td>19</td><td>Maths</td><td>Class 6</td></tr> <tr><td>20</td><td></td><td>Class 6</td></tr> <tr><td>21</td><td>Sp and Eng</td><td></td></tr> </tbody> </table> | Number | Area of SEND need | Class | 1 | | Class 8 | 2 | Reading | Class 1 | 3 | | Class 1 | 4 | | Class 2 | 5 | Maths | Class 3 | 6 | Maths | Class 3 | 7 | Reading | Class 3 | 8 | Reading | Class 4 | 9 | | Class 4 | 10 | | Class 4 | 11 | | Class 4 | 12 | | Class 4 | 13 | | Class 5 | 14 | Maths | Class 5 | 15 | | Class 5 | 16 | Reading | Class 5 | 17 | Maths | Class 5 | 18 | | Class 6 | 19 | Maths | Class 6 | 20 | | Class 6 | 21 | Sp and Eng | |
| Number | Area of SEND need | Class | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | | Class 8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | Reading | Class 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | | Class 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | | Class 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | Maths | Class 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | Maths | Class 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | Reading | Class 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | Reading | Class 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 | | Class 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10 | | Class 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11 | | Class 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12 | | Class 4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 13 | | Class 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 14 | Maths | Class 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 15 | | Class 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 16 | Reading | Class 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 17 | Maths | Class 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 18 | | Class 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 19 | Maths | Class 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 20 | | Class 6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 21 | Sp and Eng | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| 4 | <p>Attendance and punctuality among disadvantaged pupils are lower than for non-disadvantaged pupils. The average figure for attendance amongst disadvantaged children was 94.4% for 2023-24, compared to 96.1% for non-disadvantaged children.</p> <p>There is a higher number of disadvantaged pupils who are 'persistently absent' compared to their peers (In 2023/24, 5/23 – 21.7% - of disadvantaged children are classed as 'persistently absent' compared to only 5.3% of their peers. Absenteeism is still negatively impacting the progress of disadvantaged pupils</p> |
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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 |
|---|---|
| Improved oral language skills and vocabulary among disadvantaged pupils. | Develop a vocabulary progression document which is explicitly linked to the curriculum long term plan. The impact of this will be that the children will be confident and competent in using, understanding and applying key vocabulary. |
| Improved reading, writing and maths attainment among disadvantaged pupils. | <p>Through quality first teaching and bespoke interventions ensure that gaps in learning are quickly identified and acted upon. The impact being that we narrow the gap between the attainment of our groups.</p> <p>At the end of Key Stage 1 will meet the expected standard for reading, writing and maths in line with their peers (or the gap between them will reduce).</p> <ul style="list-style-type: none"> ● in the Year 4 multiplication tables check will perform in line with their peers (or the gap between them reduces). ● at the end of Key Stage 2 will meet the expected standard for reading, writing, maths and spelling, punctuation and grammar in line with their peers (or the gap between them continues to reduce). |
| All pupils, particularly our disadvantaged pupils, achieve and sustain improved | Sustained high levels of wellbeing demonstrated by: |

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| <p>wellbeing as well as having a positive academic experience at our school.</p> | <ul style="list-style-type: none"> • Data from pupil voice, parent/carer surveys and teacher observations. • Monitoring the wellbeing of disadvantaged pupils against their peers. • Carefully planned for pastoral care. • Signposting to relevant external agencies to any pupil/family who may benefit. • An increase in participation in enrichment activities, particularly among disadvantaged pupils. • The wider curriculum and extra curricular provision, including enrichment activities, affords equal opportunities to all pupils. |
| <p>To further develop systems and processes in order to achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> | <p>Through the implementation of effective systems and processes, ensure that all nonattendance is challenged support given. The impact being that attendance for disadvantaged and vulnerable children is at/above the national averages and the school target of 97%</p> |

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £18,480

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Teacher / additional TA appointed to work within Year 6 cohort to allow classes to be taught in smaller sizes for core subjects. £7,800</p> | <p>EEF(+3) As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our year 6 cohort and have identified that 2 smaller groups for literacy and numeracy under 20 children would allow teachers to increase the amount of attention each child will receive.</p> | <p>1, 2 and 3</p> |
| <p>Mentoring, coaching and CPD for teachers / subject leaders. With a particular focus in 2024/25 of developing the effectiveness of subject leader monitoring and commentary coaching so that the implementation of the curriculum is effective.</p> | <p>The EEF state that ‘good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils’. All staff are supported to keep improving and is this is the priority for Pupil Premium spending.</p> <p><u>EEF, Effective Professional Development</u></p> <p><u>EEF, Effective Professional Development Guidance Report</u></p> | <p>1, 2 and 3</p> |

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| <p>Shared weekly 'curriculum leader time' for all subject leaders and curriculum leader to ensure that experienced curriculum leader can support subject leaders and teachers. Thus providing an opportunity to moderate and improve standards.</p> <p>£6,000</p> | <p><u>EEF, Oral Language Interventions</u></p> <p>Improving the quality of teaching and learning through the use of 'best bets' in educational research.</p> <p><u>EEF guidance 'Cognitive Science approaches in the classroom'</u></p> <p><u>EEF Blog: Five evidence-based strategies to support high-quality teaching for pupils with SEND</u></p> | |
| <p>Provide whole school CPD for every member of staff to ensure a whole school focus on high quality teaching and learning. The intended impact is to raise standards in all areas of the curriculum with a particular focus of effective use of formative and summative assessment in autumn term 2024.</p> <p>All TAs and teachers will attend fortnightly CPD</p> <p>NPQ courses to be completed by mathematics leader, SENCO and Headteacher.</p> <p>Release time - £1980</p> | <p>The EEF state that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils'. All staff are supported to keep improving and is this is the priority for Pupil Premium spending.</p> | <p>2 and 3</p> |
| <p>Continued purchase of a DfE validated Systematic Synthetic Phonics online support portal to embed and enrich stronger phonics teaching for all pupils.</p> <p>£1,200</p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> | <p>1 and 2</p> |
| <p>Embedding of our spelling curriculum to complement reading and writing curriculum.</p> <p>£1,500</p> | <p>EEF recommends explicitly teaching spellings and provide pupils with extensive opportunities to practice them. Pupils should also practise sentence combining and other sentence construction techniques.</p> | <p>1 and 2</p> |

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

Budgeted cost: £19,477

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Reading, Writing (including English for EAL pupils) and Maths (including multiplication facts) interventions;</p> <ul style="list-style-type: none"> • Pre/post teach • Same day <p>Specific skill-based intervention.</p> <p>Same day interventions in literacy and numeracy lessons offered to small groups, focussing on disadvantaged students where support is required for them to fully access the curriculum.</p> <p>£18,954</p> | <p>Evidence shows that 'small group tuition is effective and, as a rule of thumb, the smaller the group the better' (EEF).</p> <p>The EEF Guide to the Pupil Premium 'Menu of approaches': evidence brief and supporting resources: Targeted interventions to support language development, literacy and numeracy, EEF.</p> <p><u>Selecting interventions – evidence insights:</u></p> <p><u>Literacy Improving the teaching and learning of literacy</u></p> <p><u>Mathematics Improving the teaching and learning of mathematics</u></p> | <p>1, 2 and 3</p> |

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

Budgeted cost: £4,620

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
| | | |

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| <p>Family champion appointed to work with vulnerable families and improve parental engagement (community events, family learning projects etc.</p> <p>Family champion to analyse attendance and contact low attenders. Family champion to complete First Day Call and support families to raise attendance / punctuality.</p> <p><i>£3,120</i></p> | <p>EEF (+3)</p> <p>We define parental engagement as the involvement of parents in supporting their children’s academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children’s learning activities; and • more intensive programmes for families in crisis. | <p>3, 4</p> |
| <p>WRAP project worker and Compass Be to support children who are having difficulty accessing learning through behavioural issues, developing resilience so that they can thrive.</p> <p><i>Engage with Compass Be to improve MHWB of the whole school community.</i></p> <p><i>£2,500</i></p> | <p>EEF (+4)</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.</p> | <p>3</p> |

Total budgeted cost: £62,054

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

| Intended outcome | Success criteria |
|---|--|
| Raise the overall attainment of disadvantaged students | <p>Achieve at least national average attainment scores in KS2 Reading, Writing, Maths (including Y4 MTC) and Science.</p> <p>Narrow the attainment gap between disadvantaged students and non-disadvantaged students.</p> <p>Narrow the attainment gap between disadvantaged children and non-disadvantaged children achieving greater depth particularly in writing</p> |
| Improved parental attitudes and skills to support reading at home | <p>Parental knowledge is improved as is the quality of the home environment to promote a love of reading, which, in turn, is will be associated with an improvement in children's outcomes at attitudes to reading.</p> |
| Improve the attendance of disadvantaged students | <p>Disadvantaged student attendance to reach and sustain 96% from the academic year.</p> |
| Improve the careers provision to ensure that disadvantaged students' access sustained and individualised careers provision throughout their time at Thurgoland CE School. | <p>Individualised careers advice and guidance to be offered to ensure that all students, particularly disadvantaged, can access high quality advice.</p> |
| All children to access the curriculum fully. | <p>Feedback from pupils. Pupils accessing lessons as well as access to support / intervention.</p> <p>Pastoral team monitor and review individuals and liaise with class teachers.</p> <p>Reduced behaviour incidents.</p> <p>Rates of progress in core subjects.</p> |

| | Thurgoland 2024 | Thurgoland 2023 | Thurgoland 2022 |
|--|-----------------------------|----------------------------|----------------------------|
| EYFS GLD | 76% (Pupil Premium 50%) | 73% (Pupil Premium 0%) | 73% (Pupil Premium 0%) |
| YEAR 1 PHONICS | 93% (Pupil Premium 100%) | 93% (Pupil Premium 50%) | 93% (Pupil Premium 67%) |
| KS1 READING AT STANDARD | 86% (Pupil Premium 50%) | 79% (Pupil Premium 40%) | 79% (Pupil Premium 67%) |
| KS1 READING GREATER DEPTH | 14% (Pupil Premium 0%) | 31% (Pupil Premium 0%) | 21% (Pupil Premium 0%) |
| KS1 WRITING AT STANDARD | 79% (Pupil Premium 0%) | 79% (Pupil Premium 60%) | 76% (Pupil Premium 67%) |
| KS1 WRITING GREATER DEPTH | 14% (Pupil Premium 0%) | 24% (Pupil Premium 0%) | 17% (Pupil Premium 0%) |
| KS1 MATHEMATICS AT STANDARD | 86% (Pupil Premium 0%) | 93% (Pupil Premium 80%) | 83% (Pupil Premium 33%) |
| KS1 MATHEMATICS GREATER DEPTH | 14% (Pupil Premium 0%) | 31% (Pupil Premium 0%) | 17% (Pupil Premium 0%) |
| Y4 MULTIPLICATION TABLES CHECK % FULL MARKS | 38% (Pupil Premium 20%) | 30% (Pupil Premium 50%) | 11% (Pupil Premium 0%) |
| Y4 MULTIPLICATION TABLES CHECK AVERAGE SCORE | 22.6 (Pupil Premium 17) | 21 (Pupil Premium 21) | 18.8 (Pupil Premium 9) |
| KS2 READING AT STANDARD | 89% (Pupil Premium 100%) | 76% (Pupil Premium 75%) | 83% (Pupil Premium 60%) |
| KS2 READING GREATER DEPTH | 30% (Pupil Premium 40%) | 38% (Pupil Premium 25%) | 38% (Pupil Premium 20%) |
| KS2 WRITING AT STANDARD | 93% (Pupil Premium 75%) | 79% (Pupil Premium 75%) | 79% (Pupil Premium 60%) |
| KS2 WRITING GREATER DEPTH | 15% (Pupil Premium 0%) | 18% (Pupil Premium 0%) | 28% (Pupil Premium 20%) |
| KS2 MATHEMATICS AT STANDARD | 89% (Pupil Premium 80%) | 74% (Pupil Premium 75%) | 86% (Pupil Premium 80%) |
| KS2 MATHEMATICS GREATER DEPTH | 33% (Pupil Premium 0%) | 32% (Pupil Premium 75%) | 52% (Pupil Premium 20%) |
| KS2 COMBINED RWM AT STANDARD | 86% (Pupil Premium 80%) | 71% (Pupil Premium 75%) | 76% (Pupil Premium 60%) |
| KS2 COMBINED RWM GREATER DEPTH | 15% (Pupil Premium 0%) | 15% (Pupil Premium 0%) | 14% (Pupil Premium 0%) |

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|-----------|----------|
| N/A | N/A |
| | |

Service pupil premium funding (optional)

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|---|
| <i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i> |
| N/A |
| The impact of that spending on service pupil premium eligible pupils |
| N/A |