



Pupil premium strategy statement: Gusford Primary School 2025-2028

This statement details our school's use of pupil premium funding (and recovery premium) for the pupils from September 2025 to August 2028 to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in these academic years and the effect that the spending of pupil premium has had within our school.

School overview (Review 1 – September 2026) (Review 2 – September 2027)

Detail	Data
School name	Gusford Primary School
Number of pupils in school	550
Proportion (%) of pupil premium eligible pupils	34% (Disadvantaged)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026 September 2027
Statement authorised by	Stephen Tapley
Pupil premium lead	Stephen Tapley
Governor / Trustee lead	Charlotte Duell



Funding overview

Detail	Amount		
	2025/2026	2026/2027	2027/2028
Pupil premium funding allocation this academic year	£248,805 TBC		
Recovery premium funding allocation this academic year	£11,000 TBC		
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 TBC		
Total budget for this academic year	£259,805 TBC		



Part A: Pupil premium strategy plan

Statement of intent

- To raise the attendance of all groups with particular emphasis on the disadvantaged children
- Improve parental engagement amongst the harder to reach group.
- To ensure that all children in need of emotional support receive the necessary support from the pastoral team or outside professionals to allow them to thrive in school.
- To close the learning gap between disadvantaged and other pupils.



Challenges

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

Challenge number	Detail of challenge
1	Attendance. The Educational Settings Report shows that the Disadvantaged children's attendance is lower than the rest of the school.
2	Lack of support at home to complete work or practise skills. We know this because the children are not heard read and homework is not completed at home.
3	Children are not supported in their emotional well-being. More severe behavioural issues and learning time lost through non-engagement.
4	Closing the outcome gap between the disadvantaged pupils and the rest of the school.
5	Challenges are addressed through a strategic approach focusing on high-quality teaching



Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2028)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Attendance amongst all is improved but particularly amongst the disadvantaged group.	The attendance of all children is equal to or greater than 96%
Increase parental engagement/ give the children opportunities within school to make up for the lack of engagement at home.	Parents are more engaged. This will be visible by: <ul style="list-style-type: none">• the numbers of children taking part in non-uniform days.• An increased number of parents attending parents' evenings, workshops etc.• An increased number of parents are regularly hearing their children read and engaging with homework projects (anecdotal)
Support is in place to deal with the children's emotional wellbeing. Apply strategies and support to help the children to be more engaged with their own learning.	A network of support is in place which allows any child who requires intervention to be able to access this at the level needed. This support will be a combination of internal pastoral work and external counsellors.
Learning gap is closed	Awareness of the disadvantaged children in each class is made explicit. Year group interventions take account of the needs of these pupils alongside their peers. The provision maps will contain this information, to allow progress to be monitored.
High quality first teaching	A teaching and learning cycle is established backed up by respected research evidence



Activity in this academic year 2025-2026

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The Write Stuff</p> <p>Following on from the successful introduction of Little Wandle , we have adopted a writing scheme advocated by the highly respected and experienced consultant – Jane Considine</p> <p>Once again, this is a whole school approach to the teaching of writing encompassing all aspects of the subject such as vocabulary, grammar, punctuation and spelling.</p> <p>(Costs: CPD £9,550 + release time £2,250)</p>	<p><i>Oral language interventions which focus on spoken language and verbal interaction in the classroom appear to benefit all pupils. Some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds. A focus on oral language skills will have benefits for both reading and writing.</i></p> <p><i>Evidence from EEF suggests that Oral Language interventions can make as much as 6 months impact on children's development.</i></p>	2,4,5

**Impact**

Whole school writing review 19.3.25. Dramatic improvement in writing. Structure and plan clearly in place for all writing lessons. 76% in KS2 in 24-25 (DA 67% higher than LA) with a forecast of 80% at end of 25-26 and DA gap closing to 75%.



<p>Teaching for Mastery - Maths</p> <p>The school has been using White Rose Maths – a maths scheme based on the mastery approach to learning - for 2 years.</p> <p>The mastery approach ensures children are presented concepts in a variety of ways which are revisited and extended at regular intervals. The children will regularly use manipulatives to help visualise concepts being taught.</p> <p>This is the first year that we have participated in the NCETM mastering number program.</p> <p>Maths Lead is taking part in the Maths Hub sustaining mastery program.</p> <p>(Costs: Materials and Training £9,000)</p>	<p><i>Evidence from EEF suggests that Mastery Learning can have +5 months impact on a child's development.</i></p> <p><i>New content draws on and makes links with the content that pupils have previously acquired.</i></p> <p><i>Curriculum progression is by intelligent design rather than choice or chance. (Ofsted Research review series: mathematics. May 2021)</i></p>	<p>2,4,5</p>
<p>Impact</p> <p>Clear progressive programme followed throughout the school. Learning is built on prior knowledge. Maths Hub visits have confirmed the fidelity of the curriculum. 80% plus forecast for the end of KS2 2025-2026.</p> <p>KS2 24-25 maths EXS 66% (DA 56% from Perspective Lite-higher than LA)</p>		



<p>Phonics</p> <p>Third year of embedding the new Little Wandle series with the corresponding reading scheme throughout EYFS and KS1.</p> <p>Focus on high quality daily phonics teaching using Rocket Phonics.</p> <p>Ensure the reading scheme in EYFS and KS1 is supportive of the phonics teaching.</p> <p>CPD to ensure all teachers new into Reception and KS1 have the skills and teaching resources needed.</p> <p>Further training needed for new staff both in Rec. and Y1.</p> <p>Replacement and enhancement of Reading Scheme.</p> <p>(Costs: Materials and Training £10,000)</p>	<p><i>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (EEF)</i></p>	2,4,5
<p>Impact</p> <ul style="list-style-type: none">• 81% of children passed PSC in 24-25 in Year 1• However this decreased to 71.4% DA (Perspective Lite DA filter)		



<p>Fluency Second year of embedding the new Little Wandle fluency scheme</p> <p>The successful teaching of reading requires practice. Children need time to read their fully decodable books aloud so they can grow automaticity and accuracy. Teachers need time to teach prosody and comprehension, and to ensure every child can read every word in the book confidently.</p> <p>The Little Wandle pedagogy is based on the key principle that teaching children using the three reads model helps to develop fluent and expressive reading.</p> <p>(Costs: Materials and Training £10,000)</p>	<p><i>Research tells us that 'fluency is the ability to read accurately, quickly, expressively, with good phrasing, AND with good comprehension' (Razinski, 2009).</i></p> <p><i>EEF research indicates the average impact of reading comprehension strategies is an additional six months' progress over the course of a year. 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.</i></p>	<p>2,4,5</p>
<p>Impact</p> <ul style="list-style-type: none"> • 66% of children achieved the expected standard in reading at the end of KS2 (national average 75%) • Target 80% at end of 25-26 • DA 56% 		



<p>Teaching and Learning Cycle (Developing Teaching) Establishing an agreed learning cycle based on teaching principles that have been researched and proven to work will have the biggest impact on outcomes for learners.</p> <p>The Active Learning Trust Teaching and Learning Principles are an arrangement of teaching strategies based on sound educational research and evidence that have been shown to enable learners know more, remember more and do more.</p> <p>The school has agreed to an 18 week project working with Graham Parker to shape and deliver high quality teaching based on the 'Walk Thru' initiative.</p>	<p><i>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all learners, particularly the most disadvantaged among them.</i> <i>EEF School Planning 2022-23</i></p>	<p>2,4,5</p>
<p>Impact</p> <p>Ofsted November 24</p> <p><i>The school has high expectations for behaviour and learning. Pupils achieve these. The school provides an extremely well-planned, varied and rich set of experiences to promote pupils' wider development. The ambitious and carefully sequenced curriculum prepares pupils well for the next stages of their education. Staff ensure pupils learn key knowledge that builds over time. This enables pupils to make connections across different subjects. The school checks the curriculum to ensure its quality and that it is being taught consistently well.</i></p>		



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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhanced Provision Unit</p> <p>After a successful first year, we have continued to provide our 'Blossoms' group – it has expanded this year to cater for 6 children who are not ready to attend school, are mostly nonverbal and still in nappies. The group is run by 3 highly qualified TAs . We are continuing this provision for the second year. The aim is to prepare the children for a return to mainstream classes or to prepare them for transition to a special school</p> <p>(Costs: Teacher + TAs £65,000)</p>	<p><i>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</i></p> <p><i>Social and emotional learning approaches have a positive impact, on average of 4 months additional progress in academic outcomes over the course of an academic year (EEF)</i></p>	2,3,4
<p>Impact</p> <p>Dramatic improvement in terms of disruption in class. Noticeable impact on the behaviour of those PUP children in the Nurture group.</p> <p>https://gusfordprimary.net/parents/nurture</p> <p>Consideration of KS2 nurture class for September 2026.</p>		



<p>Booster Sessions</p> <p>Early morning, after school and holiday booster sessions have been organised. The children and the exact point of intervention have been determined by internal testing.</p> <p>(Costs: Teacher + TAs £8,000)</p>	<p><i>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</i></p> <p><i>Small group tuition has an average of four months additional progress over the course of a year (EEF).</i></p>	<p>2,4,5</p>
<p>Impact</p> <ol style="list-style-type: none"> 1. After school booster sessions 2. Breakfast booster sessions 3. Easter boosters 4. Saturday school <p>Different approaches to booster sessions to engage as many PUP children as possible. Data drop March 2025 indicated key marginals in KS2 from December reach expected.</p>		



<p>NELI + Wellcome Language programmes</p> <p>Implementation of the NELI and Wellcome language programmes are being used in reception and year one. These programmes are delivered by trained staff.</p> <p>Both SENDCOs have completed the Language for Thinking training, this has been disseminated to 1:1 TAs throughout school.</p> <p>(Costs: £8,000)</p>	<p><i>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. (EEF)</i></p>	<p>1,3,5</p>
<p>Impact</p> <p>Direct link to improvement in phonic and reading scores in EYFS and KS1 2024-2025</p> <p>73% GLD All groups 47% GLD DA (Perspective Lite FSM filter)</p> <p>81% of children passed PSC in 24-25 in Year 1 71.4% DA (Perspective Lite DA filter)</p>		



TA Interventions As the school transitions from three form to two form entry we have tried not to lose staff so that all year groups have the staff they need to support lessons and run separate intervention groups. (Costs £18,000)	<i>Teaching assistants can provide a large positive impact on learner outcomes. +4 months (EEF)</i>	2,4,5
Impact Every class has a TA. This has had a positive impact on the support offered in class to address misconceptions in the learning of those children who have been identified through live marking and on-going formative assessment (see monitoring file and teacher profile).		



<p>LBQ- PIXL-SONAR</p> <p>PIXL PIXL is an assessment and tracking system based on in-school test results (unit analysis).</p> <p>SONAR Pupil tracker. Supporting the teacher in class to assess and identify, individual, group, class and year group strength and weaknesses. We use PIXL to update SONAR.</p> <p>LBQ Learning by questioning software (LBQ) enables the school to match specific questions to the learning needs of individual children as identified on SONAR.</p> <p>(Cost: £ 8,000)</p>	<p><i>Individualised instruction interventions can be delivered through a range of models including independent learning, classroom-based activities supported by a teacher or teaching assistant and the use of digital technologies which have been developed to support individual activities with assessment and feedback.</i></p> <p><i>EEF research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</i></p>	2,4,5
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**Impact**

Accurate assessment data showing individual and group strengths/weaknesses. Easy identification of PUP children. This assessment data has been linked to specific therapies.

In 2024-2025 at the end of KS2 our DA children outperformed the LA in all areas apart from reading.



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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Counselling & Pastoral Support (ELSA and THRIVE) The use of both our internal pastoral manager and external counsellors to ensure any child who needs help and support for their mental health and wellbeing is catered for.</p> <p>ELSA staff member FT and ongoing training THRIVE training and staffing</p> <p>(Cost: £ 35,000)</p>	<p><i>Counselling in Schools: a blueprint for the future (Feb 2016) states that teachers should not be counsellors as an add-on to their teaching role.</i></p> <p><i>Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year.</i></p>	<p>1,3</p>
<p>Impact There has been a growing demand for mental health support in school (SEND summary). Without this provision PUP children have been too anxious to attend school. With this provision in place whole school attendance has increased to just below 96% and PA reduced to single figures.</p>		



<p>Parental engagement</p> <p>Develop further the use of Social media and technology to try to reach the 'hard to reach' parents. We have introduced hybrid parent's evenings, where the parents can either attend face to face or online. The use of Facebook, Twitter, text messaging, Google Forms and email are all used to try to ensure no parent is without the information they need. New Arbour system has introduced to ensure all correspondence goes to parent's email and can be accessed via their phones. Payments can also be made online.</p> <p>Further development of the communication systems to ensure all parents can be reached through a platform of their choice. Parental questionnaires were sent to establish which methods of communication were most effective. Weekly newsletter sent to all parents.</p> <p>(Costs £2,000)</p>	<p><i>Parental engagement has a positive impact on average of 4 months' additional progress. (EEF)</i></p> <p><i>Anecdotally, parents have said they find it easier if they are contacted using social media.</i></p>	<p>1,2,3,4</p>
<p>Impact</p> <p>Parent voice (share sessions and compliments)</p> <ol style="list-style-type: none"> 1. Positive about changes since September 2. Positive about Twitter/FB updates 3. Newsletter requests 4. Definite development of community aspects 5. PUP attendance 		



<p>Behaviour Interventions</p> <p>Several children have found the return to school following two lockdowns quite a challenge. We have enlisted behavioural support and 1:1 support for these children to both control and modify their behaviour.</p> <p>Educational Psychologist works with identified children to help them to engage or to work on specific strategies – once per week for 10 weeks.</p> <p>Behaviour policy reviewed September 2025. Clear pathways. Identified tiers of support.</p> <p>Arbour used to identify patterns of behaviour,</p> <p>(Costs £10,000)</p>	<p><i>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.</i></p> <p><i>Both targeted interventions and universal approaches have positive overall effects (+4 months)</i></p>	<p>1,2,3,4</p>
<p>Impact</p> <p>10% decrease in minor behaviour incidents leaving teachers with the time to teach rather than simply manage behaviour (SM feedback).</p>		



<p>Alternative Provision</p> <p>Young people who do not attend mainstream school due to behavioural issues, short- or long-term illness, diagnosed and undiagnosed special educational needs, mental health needs or school exclusion may be referred to an alternative site provision.</p> <p>Alternative Provision at Progress Schools offers young people an opportunity to receive quality and consistent support, both in their educational achievements and their ongoing personal development.</p> <p>(Costs £18,000)</p>	<p><i>Alternative provision can provide a range of therapeutic services, too specialised to be available in mainstream</i></p> <p><i>This enables disaffected children to remain in education and prepares them for the next phase of their education.</i></p>	<p>1,2,3,4,5</p>
<p>Impact</p> <ol style="list-style-type: none">1. Expert and bespoke provision in place to address complex learning needs (Alderwood/Plot/Projection Education). Therapeutic intervention. See SEND summary report2. Reduction in class disruption from behaviour of those with complex learning needs		



Curriculum Review A far reaching, in depth review of the curriculum, subject by subject to ensure that all skills and knowledge are progressive. The new curriculum will allow children to study more deeply each concept and all aspects will be linked to prior learning and skills. (Cost: £3,000 – supply cover)	<i>Ofsted quotes the importance of a well-planned curriculum on children making progress.</i> <i>Mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics (EEF)</i>	1,2,3,4,5
Impact Inspirational curriculum (with key local elements) linked to programme of talks, visits and trips https://gusfordprimary.net/curriculum This has not only provided a progressive structured curriculum but also a reason for the children to attend school (96% in WBW).		



EYFS Resources There are many activities that expose children to rich vocabulary and language such as reading books and pretend play. Maintaining the level of high quality resources in our EYFS to facilitate all the key areas of learning is a priority 25-26 (Cost: £ 12,000)	<i>EEF Evidence consistently shows that communication and language approaches benefit young children's learning. Using multiple approaches will support the development of children's communication and language.</i>	2.3.4
Impact EYFS identified as good and outstanding by Trust and Good by Ofsted.. PUP children are given a firm foundation in all key early learning goals. 72.7% ELG in 24-25. 47% for DA. In line with LA but below all other groups.		



<p>Cultural Capital</p> <p>Families are supported financially to allow the children to access trips, peripatetic music lessons, swimming and residential. This allows all children the opportunity to take part in activities.</p> <p>(Cost: £ 3000)</p>	<p><i>Contributions made to uniform, trips, music lessons, residential to ensure no child misses out and that they all feel valued and part of the wider school.</i></p> <p><i>EEF state there is a general belief in the UK that school uniform leads to improvements in pupils' behaviour.</i></p> <p><i>Closing the disadvantage gap</i> <i>Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Schools intending to change their school uniform policy should therefore consider what provision can be made to cover the costs of uniform changes for disadvantaged pupils.</i></p>	<p>1,2,3,4</p>
<p>Impact</p> <p>PUP children experience a broad curriculum. Inspiring them both to engage (pupil voice) but also attend school.</p> <p>https://files.schudio.com/gusford-primary-school/files/Trips.jpg</p>		



Anspear Certificated online and mobile training specially designed to support the career development of Teaching Assistants. The training covers a wide variety of school based activities. (Cost £3 000)	<i>PD is structured and facilitated activity for teachers and staff working with children intended to increase their teaching ability (EEF)</i>	2,3,4,5
Impact New appraisal system, training programme and meeting schedule for support staff. Not only has it up-skilled staff but has provided them with the ability to identify the leaning needs of all children including PUP and match to appropriate tasks in class.		



<p>Attendance Review</p> <p>A wholesale review of our attendance procedures to ensure as much as possible is being done to get children into school.</p> <p>The school has employed a part-time attendance office who works alongside our DSL.</p> <p>(Cost: £15,000)</p>	<p><i>The higher a pupil's attendance, the more they are likely to learn, and the better they are likely to perform in exams and formal assessments. (The Education Hub, Blog – May 2023)</i></p> <p><i>EEF found that positive impacts were found for both parental communication approaches and targeted parental engagement interventions. The impact was larger for targeted approaches. Responsive intervention in which a member of staff or team use multiple interventions and target approaches specifically to the needs of individual pupils was also found to be effective.</i></p>	1,2,3,4
<p>Impact</p> <ul style="list-style-type: none">• The whole school attendance has improved by 7% since 2022.• The whole school attendance gap between DA pupils and non-DA pupils has reduced by 3% (School 95% DA 92.85%)• There has been a significant increase of 5% in DA pupils attendance		

Total budgeted cost: £ 259,800



Part B: Review of outcomes in the previous academic year (2024-2025)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic years.

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments (see below).

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (Perspective Lite). Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2024/25 was below national expectations.

Attendance among all our groups was 95% and our disadvantaged pupils were lower than their peers in 2024/25 and persistent absence higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year although there was an increase in the number of suspensions, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The change of leadership both at school and trust level is having a positive impact in terms of expectations and attainment for all groups.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.



KS2 Data from 24-25

All groups

perspective.angelsolutions.co.uk/Perspective/LiteUsers/Data/TreeView.aspx

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ALL REPORTS KS2 Attainment Summary List (DfE) 2025 SHOW PARAMS

1 of 1 EXPORT

KS2 Attainment Summary List DfE

DfE 2025

Establishment No.	School	Cohort	RWM*			READING			WRITING TA			MATHS			GPS			
			≥Exp	High	Avg. SS	≥Exp	High	≥Exp	GDS SS	≥Exp	High	Avg. SS	≥Exp	High	Avg. SS	≥Exp	High	
LA		8,099	57.7%	6.6%	105.0	26.3%	72.7%	30.2%	68.8%	11.2%	103.7	28.3%	70.6%	21.9%	103.9	31.1%	67.7%	22.7%
2001	Gusford Community Primary School	76	55.3%	6.6%	102.6	32.9%	65.8%	23.7%	76.3%	6.6%	100.9	32.9%	65.8%	15.8%	103.2	28.9%	68.4%	15.8%


Legend:
NoExp: Scaled score lower than 100 in tested subjects and performance category lower than EXS in Writing TA
NoExp: Scaled score of 100 or higher in tested subjects and performance category of EXS or GDS in Writing TA
High: Scaled score at or above higher threshold in tested subjects and performance category of GDS in Writing TA
Avg SS: Average (mean) scaled score across all pupils with a scaled score. Pupils with no scaled score or "N" are discounted in multi-subject indicators (i.e.: RWM) the pupil must have achieved the stated level of performance in all respective subjects
Cohort numbers across different subjects may vary from stated figure

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Help



Disadvantaged children

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ALL REPORTS **KS2 Attainment Summary List (DFE)** 2025 SHOW PARAMS

1 of 1 EXPORT

KS2 Attainment Summary List DFE DFE 2025 | Disadvantaged

Estab. No.	School	Cohort	RWM*			READING			WRITING TA			MATHS			GPS		
				Avg.	High SS	<Exp		High		Avg.	High SS		Avg.	High SS		Avg.	High SS
-	LA	2,214	43.1%	2.8%	102.2	38.2%	60.1%	17.3%	55.6%	6.0%	100.7	42.1%	56.2%	11.1%	101.1	44.8%	53.4%
2001	Gusford Community Primary School	32	43.8%	3.1%	100.0	43.8%	50.3%	12.5%	68.8%	3.1%	97.7	43.8%	50.3%	9.4%	100.8	34.4%	62.5%

<Exp: Scaled score lower than 100 in tested subjects and performance category lower than EXS in Writing TA
NoExp: Scaled score of 100 or higher in tested subjects and performance category of EXS or GDS in Writing TA
High: Scaled score at or above higher threshold in tested subjects and performance category of GDS in Writing TA
Avg SS: Average (mean) scaled score across all pupils with a scaled score. Pupils with no scaled score or "N" are discounted
In multi-subject indicators (i.e.: RWM) the pupil must have achieved the stated level of performance in all respective subjects
Cohort numbers across different subjects may vary from stated figure

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Help



Externally provided programmes

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

Programme
LBQ
PIXL
Sonar
TT Rockstars
Little Wandle
Numbots
Anspear
Edukey



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?	<ul style="list-style-type: none">• Bluey Club trip to Felixstowe for the day – approx. 25 children• Bluey Club trip to the pantomime at Christmas• Bluey Club involvement in Remembrance Day service• Sunday Games
What was the impact of that spending on service pupil premium eligible pupils?	<p>The children become part of our Bluey club when they first join us in Reception, this means that they have 7 years with their Bluey peers. As a result of this, the children become very fond of each other and this bond allows them to support each other. Also, as the children move through the school, they transition from being the supported to the supporter.</p> <p>For the children whose parents are on active service, the Bluey club offers them the opportunity to discuss their feelings and worries with others who have been through the experience or to go on the trip to just forget about their worries for a while.</p>