

## Pupil premium strategy statement – Ladybridge 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	374
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	01.12.22
Date on which it will be reviewed	01.12.23 01.12.24
Statement authorised by	Colin Watson
Pupil premium lead	Colin Watson
Governor / Trustee lead	Laura Kozera

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97105 (23-24)
Recovery premium funding allocation this academic year	£4185 (23-24)
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>	<b>£101290 (23-24)</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Ladybridge Primary School is a happy and positive school, in which the staff and pupils are committed to working hard and giving their best. 'Achieving Excellence Together' is our motto that underpins our school's relentless push for high standards and consistency. We are keen to ensure that our pupils have access to learning and experiences that promote their all-round development

Our pupil premium strategy is focused on ensuring that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

High quality teaching and support is central to ensuring that all pupils achieve their potential, and that any attainment gaps or differences between disadvantaged and non-disadvantaged pupils are diminished.

The use of adults to support group and 1:1 learning is central to our plan. Established partnerships continue to have a positive impact upon a wide range of elements within teaching and learning. Additional TA (hours) enable increased support and intervention, particularly helpful in plugging gaps and catch-up. Building strong and trusting relationships between adults and pupils (and families) is essential, as this enables school to identify the most effective ways in which personalised support can be identified and implemented. This in turn enables excellent behaviours for learning to be developed, helping to provide positive, life-long skills, attitudes and attributes to an increased range of learning opportunities.

Monitoring and self-evaluation are an integral part of our plan, ensuring that we accurately and regularly track and identify all aspects of school life for disadvantaged pupils, to ensure that all pupils have equality of opportunity.

We continue focus on improving the quality of English (including reading, writing, phonics, vocabulary, speech and language) – knowledge and skills that are fundamental to all learning. The plan includes ways in which we promote, instil, excite, engage, motivate and improve these skills, particularly with the younger pupils.

## Challenges

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

Challenge number	Detail of challenge
1	<del>Prior attainment amongst our disadvantaged pupils, in the current Y6 cohort (2022-23), are significantly lower than their peers. This has impacted upon levels of confidence, self-belief to participate, levels of independence and progress. As a result these pupils are less likely to achieve ARE at the end of KS2.</del>
2	Assessments, observations, and discussions with pupils indicate underdeveloped writing skills are more prevalent among our disadvantaged pupils than their peers. The primary reasons for this include less access to reading opportunities, poorer vocabulary, less motivation and interest in writing and a reduced writing stamina and effort.
3	Assessments, observations, and discussions with pupils indicate poorer inference/deduction skills among some disadvantaged pupils. The primary reasons for this include fewer opportunities and experience of reading, particularly at home.
4	Assessments, observations, and discussions with pupils indicate poorer vocabulary knowledge and skills among many disadvantaged pupils. This results in pupils who lack the ability to understand, explain and use wide range of words, which has a detrimental impact upon all areas of the curriculum.
5	Assessments, observations, and discussions with our youngest pupils suggest disadvantaged pupils in Reception and Y1 generally have poorer oral language skills and a poorer retention and understanding of phonics than their peers. This negatively impacts their development as readers.
6	Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our youngest disadvantaged pupils continues to be affected by the impact of the coronavirus pandemic, and to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in missed/inconsistent/forgotten learning (during the pre-school foundation phase) and therefore lower starting points across all aspects of development, resulting in slower progress and pupils not achieving age-related expectations, especially in reading, writing and maths (Rec-Y1).
7	Our attendance data over from 2021-22 indicates that attendance among disadvantaged pupils has been 93.2% - 0.7% lower than for non-disadvantaged pupils.
8	Our discussions with pupils and parents indicate that the quality and quantity of parental support, including access to quality learning environment and consistent learning habits at home (eg, homework, experiences, reading, ICT learning) are more inconsistent among disadvantaged pupils.
9	Participation in extra-curricular clubs/activities in and beyond school among disadvantaged pupils, is lower than peers. As a result, they have less opportunity to broaden their experiences and access a range of activities, resulting in a narrower general knowledge base.

## 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 and consistent application of good 'behaviours/skills for learning'.	KS2 progress outcomes, show that 100% of 'disadvantaged' low prior attaining pupils in Y6 make at least sufficient progress.
Improved and sustained writing attainment and progress for disadvantaged pupils by the end of KS2	End of KS1 and KS2 Writing outcomes in 2024/25 show that the % of disadvantaged pupils who met the expected standard is in line with national comparators and peers.
Improved and sustained reading attainment and progress for disadvantaged pupils by the end of KS2	End of KS1 and KS2 Reading outcomes in 2024/25 show that the % of disadvantaged pupils who met the expected standard is in line with national comparators and peers.
Improved use, understanding and knowledge of age-appropriate vocabulary across the curriculum	% of 'disadvantaged' pupils achieving ARE+, through KS2, across all subjects has increased from prior attainment %s
Improved oral language skills among disadvantaged pupils	Access to high-quality daily phonics teaching and appropriate S&L intervention/support for pupils and families.  End of KS1 phonics: 'no' difference between 'disadvantaged' and 'others'
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• The overall attendance rate for all pupils meets the school target of at least 96%, and there will be no gap in attendance for our disadvantaged pupils.</li> <li>• The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no lower than their peers.</li> </ul>
Improved and sustained parental engagement/home support with learning	Pupils' learning is consistently supported at home.  Pupils complete 'out of school' learning tasks.
Improved and sustained participation and engagement in extra-curricular activities	The % of disadvantaged pupils regularly accessing extra-curricular activities is comparable with peers.

### 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.

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

Budgeted cost: £69460

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"><li>- Purchase and implement 'Century', an artificial intelligence software (including diagnostic tests, personalised pathways, intervention and analysis).</li><li>- Appoint a TLR responsible for leading on the implementation and use of AI, in order to make improvements in teaching and learning.</li></ul>	<p>The most successful schools ensure that pupils catch up with the basics of literacy and numeracy.</p> <p>EEF: Improving Literacy in KS2 - 7 recommendations (Nov'21) <a href="https://www.educationendowmentfoundation.org.uk/Improving-Literacy-in-Key-Stage-2">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3, 8
<ul style="list-style-type: none"><li>- Ensure all class-based staff are aware of which pupils are 'disadvantaged', so that they can provide additional and personalised support, guidance, motivation, rewards and communication (including with home) to ensure pupils have equality of access to learning.</li><li>- Identify and address any barriers that prevent disadvantaged pupils from achieving accolades and rewards in line with their peers ('Always Bands' and/or 'Wall of Excellence')</li><li>- Continue to closely track and evaluate all aspects of school life (achievements, attendance, behaviour, personal</li></ul>	<p>Pupil expectations are the most significant factor in pupils achievement (particularly, communicating high academic standards)</p> <p>'Study skills' have a significantly positive impact upon pupil achievement</p> <p>A weekly text message to parents has a positive impact. If this text includes next steps/ways to improve then this has the most impact.</p> <p>Life at home (including access to books, etc) is one of the most significant factors in how well children achieve</p> <p>More successful schools have strong social and emotional support strategies to help pupils in need of additional support, including working with their families.</p>	1-9

development, home learning, etc) for 4 'case study' pupils, in receipt of pupil premium.		
<ul style="list-style-type: none"> <li>- Ensure staff receive relevant and up-to-date training in order to deliver all aspects of the NC to a high standard.</li> <li>- Provide pupils with daily opportunities to write (English lessons and wider curriculum)</li> </ul>	<p>Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills.</p>	2, 6
<ul style="list-style-type: none"> <li>- English leaders reiterate direction/approach, quality support, advice and guidance and clear policy and procedures.</li> <li>- Continue with whole class guided reading approach.</li> <li>- Continue with daily reading time in school (KS2) and related questioning.</li> <li>- Implement targeted 'fluency in five' to improve pupils understanding of 'explain' questions</li> <li>- Embed 'Breakfast, tea and read with me'</li> <li>- Continue with 'Starbooks' across the whole school (reading reward scheme), and ensure 'non-signers/ readers' at home have access to outside reading at lunch and break</li> </ul>	<p>EEF: Improving Literacy in KS2 - 7 recommendations (Nov'21)  <a href="https://educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-2/">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The most successful schools ensure that pupils catch up with the basics of literacy and numeracy.</p> <p>Ofsted 'The pupil premium: an update' (Jul'14)  <a href="https://www.gov.uk/pupil-premium-update-on-schools-progress">Pupil premium: update on schools' progress - GOV.UK (www.gov.uk)</a></p> <p>If pupils cannot read, they will not be able to access the curriculum, and will be disadvantaged for life. Fluent readers can read quickly, accurately and with appropriate stress and intonation, which aids comprehension by freeing pupils' cognitive resources to focus on meaning.</p> <p>Life at home (including access to books, etc) is one of the most significant factors in how well children achieve</p> <p>More successful schools have strong social and emotional support strategies to help pupils in need of Additional support,</p> <p>There is clear and consistent evidence about the importance of vocabulary development. In addition, a range of studies highlight the extent to which there can be a vocabulary gap between children from disadvantaged families and their peers. Schooling is central to increasing pupils' vocabulary, as up to 90% of vocabulary is encountered in reading and not in everyday speech...fiction often does not give access to the more academic vocabulary.</p> <p><a href="https://impact.chartered.college/article/beck-deepening-knowledge-through-vocabulary-learning/">https://impact.chartered.college/article/beck-deepening-knowledge-through-vocabulary-learning/</a></p> <p>M.Bromley Sept'19 'Three Tenets of effective Pupil Premium practice (Headteacher update)</p>	1, 3, 4,

<ul style="list-style-type: none"> <li>- Staff target identified families with additional 'inferential' support for reading at home.</li> <li>- Embed classroom reading areas (min-libraries) in all classrooms to ensure access to a greater range and quantity of 'topic/vocab -specific fiction and non-fiction books, in addition to class/library reading books.</li> <li>- Continue to utilise word windows and 'words on walls' in each classroom, to enable new and relevant vocabulary to be visible and accessible at all times.</li> <li>- Promote the use of the outside 'Ladybridge Learning Libraries', so pupils have access to high quality texts during play and lunch.</li> </ul>	<p><a href="https://headteacher-update.com">Three tenets of effective Pupil Premium practice (headteacher-update.com)</a></p> <p>Visual prompts support learning and memory</p> <p>Practise makes permanent</p>	
<ul style="list-style-type: none"> <li>- Ensure all 'new/moved' staff have received appropriate phonics CPD.</li> <li>- Daily phonics teaching through the use of teachers/TAs support (Rec- Y2).</li> <li>- Through 'Unlocking Letters and Sounds' provide high quality phonics resources to support teaching and learning.</li> <li>- Maintain the high-priority focus on speech and language throughout Reception.</li> </ul>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a></p> <p>There is evidence that the systematic synthetic approach is particularly effective.</p> <p>The most successful schools ensure that pupils catch up with the basics of literacy and numeracy.</p> <p>Practise makes permanent</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Law_et_al_Early_Language_Development_final.pdf">https://educationendowmentfoundation.org.uk/public/files/Law_et_al_Early_Language_Development_final.pdf</a></p> <p><a href="https://earlyexcellence.com/latest-news/press-articles/navigating-the-sea-of-talk/">https://earlyexcellence.com/latest-news/press-articles/navigating-the-sea-of-talk/</a></p>	5, 6

	<a href="https://www.mheducation.co.uk/interacting-or-interfering-improving-interactions-in-the-early-years-9780335262564-emea-group">https://www.mheducation.co.uk/interacting-or-interfering-improving-interactions-in-the-early-years-9780335262564-emea-group</a>  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</a>	
<p>- <i>Maintain small staff:pupil ratios in Reception, Y1 and Y2 to enable pupils to benefit from frequent and regular high quality interactions with adults.</i></p> <p>- <i>Maintain access to high quality resources and learning areas</i></p> <p>- <i>Appropriate 1:1 and small group teaching and interventions, in response to pupil needs.</i></p> <p>- <i>Provide access (AM) to high quality support, where needed, during the mornings, to deliver group and 1:1 interventions</i></p>	<p>One to one led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.</p> <p>Smaller adult:pupil ratios enable pupils to have increased access to adults, resulting in more feedback and teaching at source.</p> <p>Dfe ‘Supporting the attainment of disadvantaged pupils (Nov’15): nfer research</p> <p><a href="https://publishing.service.gov.uk">Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk)</a></p> <p>collaborative learning</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/</a></p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a></p> <p>Where pupils are removed from their class and given intensive tuition, the most effective impact is through short, regular sessions, over a set period of time (5-10 weeks) and in a small group: ideally one-to-three.</p> <p>‘The best leaders ensure that the work of additional adults is closely monitored and thoroughly evaluated’</p> <p><i>Nfer research (Nov 2015) ‘What are the most effective ways to support disadvantaged pupils’ achievement’</i></p>	6



	<a href="#">What are the most effective ways to support disadvantaged pupils' achievement? (publishing.service.gov.uk)</a>	
<i>HT to lead on embedding Rosenshine's Principles, to further improve the quality of teaching and learning.</i>	<p>More successful schools emphasise the importance of 'quality teaching first'. Good teachers are especially important for pupils from disadvantaged backgrounds.</p> <p>Findings from previous monitoring; Recent external reviews/reports</p> <p><a href="https://www.researchgate.net/publication/324830361_Accountable_Talk_Instructional_dialogue_that_builds_the_mind">https://www.researchgate.net/publication/324830361_Accountable_Talk_Instructional_dialogue_that_builds_the_mind</a></p> <p><i>Education inspection framework: Overview of research (Jan'19)</i></p> <p><a href="#">Research for education inspection framework (publishing.service.gov.uk)</a></p>	6
<i>- Provide access to computers (and adult) for those pupils with restricted digital/online access at home (lunchtime computing suite; i-pads in lessons and for any future remote learning) and provide access to engaging online resources</i>	<p>Limited/no online access reduces the opportunities for pupils to practise, consolidate and extend their learning</p> <p>Digital learning motivates and engages pupils</p> <p>Digital learning enables pupils to work at their own pace – targeting areas of need.</p>	1, 3, 4, 8

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

Budgeted cost: £24900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Provide KS2 pupils with access to an additional HLTA support (5 x AM and 3 X PM, to provide 1:1 and small groups support to unpick and address specific misconceptions and knowledge gaps as well as check and address any other barriers to learning (eg. effort, interest, motivation, concentration, etc).</i></p> <p><i>- Appoint a TLR responsible for 'checking-in' and supporting disadvantaged pupils in KS2, to provide support with all aspects of their learning.</i></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><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></p> <p>And in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a></p>	<p>1, 2, 3, 4, 8</p>
<p><i>Ensure 'Looked After Children' have access to additional support (as required and in line with PEPs)</i></p>	<p>Poorer level of independent learning without adult/ peer support</p>	<p>1-9</p>

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

Budgeted cost: £7800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Promote and facilitate the use of first-hand experiences, visits and visitors across the curriculums (additional funds for class budgets, subsidised trips/events):</i>  <i>14 classes x £100</i>  <i>Y6 Lledr residential support</i>  <i>Y5 camping</i>  <i>5 x rock steady places</i></p>	<p>Some children do not experience the same things as others (and this is particularly pertinent because of the missed learning opportunities during the coronavirus pandemic) – we want everyone to have the same opportunity, in order that they can build their cultural capital and contribute to, and access society (Eg beach, museums, galleries, etc)</p>	9
<p><i>School to fund access to a counsellor</i>  <i>5hrs a week, every week.</i></p>	<p>More successful schools have strong social and emotional support strategies to help pupils in need of Additional support, including working with their families</p> <p>Research indicates that school-based counselling is perceived by children and pastoral care staff as a highly accessible, nonstigmatising and effective form of early intervention for reducing psychological distress (Cooper, 2009)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p>	9
<p>Embed the principles of good practice set out in the DfE's Improving School Attendance advice.  <i>DHT 1:1 time and communication with targeted pupils and families to identify barriers, targets and actions (including resources, rewards and monitoring)</i></p>	<p>More successful schools set up rapid response systems to address poor attendance</p> <p>‘The most effective leaders track the progress of pupils meticulously and make sensible amendments to the support they provide’</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	7

**Total budgeted cost: £102160**

## Part B: Review of the previous academic year (2022-23)

Outcomes for disadvantaged pupils (data based upon 2023)

Over the last few years only a very small number of pupils in Reception class are in receipt of pupil premium, and therefore any data is not statistically reliable when being compared with any local or national comparators.

Outcomes from the phonics screening test show that, by the end of KS1, disadvantaged pupils were above their peers and better than national comparators.

At the end of KS1, outcomes for reading for disadvantaged pupils, were above their peers and better than national comparators.

At the end of KS1, outcomes for writing for disadvantaged pupils, were above their peers and better than national comparators.

	End of EYFS: Jul'23		End of KS1: Jul'23	
	Attainment National		Attainment National	
	Disadvantaged	Not Disadvantaged	Disadvantaged	Not Disadvantaged
No. of pupils	5	40	7	54
Reading	Literacy: 60% <b>Literacy: 55%</b>	Literacy: 70% <b>Literacy: 72%</b>	86% (29%) <b>54% (9%)</b>	78% (30%) <b>73% (22%)</b>
Writing			86% (0%) <b>45% (3%)</b>	61% (0%) <b>65% (10%)</b>
Maths	60% <b>64%</b>	68% <b>80%</b>	86% (43%) <b>56% (8%)</b>	80% (22%) <b>75% (19%)</b>
RWM	60%	68%	86% (0%) <b>40% (2%)</b>	61% (0%) <b>61% (7%)</b>
Other	GLD: 60% <b>52%</b>	GLD: 65% <b>70%</b>	End of Y1 Phonics:60% <b>67%</b> End of Y2 Phonics: 100% <b>81%</b>	End of Y1 Phonics:88% <b>82%</b> End of Y2 Phonics: 93% <b>91%</b>

End of KS1 outcomes continue to remain positive, particularly for disadvantaged pupils – this reflect the high staffing ratios that we have prioritised and maintained for our younger pupils (in order that any gaps that emerge are addressed before pupils move into KS2). For our very youngest pupils, we remain astutely aware of the significant and detrimental impact of coronavirus pandemic on pre-school learning, with many pupils joining school with even lower starting points (because of missed learning and fewer pre-school learning opportunities).

At the end of KS2, attainment outcomes (for ARE) for reading show that disadvantaged pupils attained above their comparable group nationally, but below their peers. For writing outcomes, disadvantaged pupils attained broadly in line with their comparable group nationally, but below their peers. In terms of progress, disadvantaged pupils were lower than national comparators and their peers. Progress during KS2, for our most recent Y6 cohort, was significantly impacted upon by absence the coronavirus pandemic, which was compounded by the significant number of disadvantaged pupils who were in the low prior attaining group. Whilst school did much to try and mitigate against this, with remote learning, engagement with this was not consistent. Absence data included in the IDSR (Aut 2020) demonstrates that over 7,500 sessions were missed because of the coronavirus pandemic – this has been compared with other schools locally and nationally, and is considered significantly high.

End of KS2: Jul'23				
	Attainment: ARE (GDS/HS) National		Progress: National	
	Disadvantaged	Not Disadvantaged	Disadvantaged	Not Disadvantaged
No. of pupils	18	42		
Reading	67% (11%) <b>60% (17%)</b>	74% (31%) <b>78% (34%)</b>	-3.3 <b>-0.9</b>	-0.8 <b>0.4</b>
Writing	56% (0%) <b>58% (7%)</b>	76% (10%) <b>77% (16%)</b>	-1.0 <b>-0.7</b>	-3.5 <b>0.3</b>
Maths	72% (11%) <b>59% (13%)</b>	83% (48%) <b>79% (28%)</b>	-1.6 <b>-1.0</b>	1.1 <b>0.5</b>
RWM	56% (0%) <b>44% (3%)</b>	64% (10%) <b>66% (10%)</b>		
GPS	61% (17%) <b>59%</b>	81% (48%) <b>78%</b>		

Monitoring by the intervention leader has shown that specific interventions continue to have a positive impact – TAs that work with pupils and have established relationships and knowledge of previous learning, have the greatest impact.

After a thorough analysis of data across the core subjects, we feel that because of the long-term impact of the coronavirus, that writing progress is approximately one term behind where we would normally expect it to be. As a result of this, we know this has significantly impacted upon the number of previously high attaining writers that have been unable to show writing at greater depth. With a continued focus on good attendance for all pupils, combined with changes to our writing curriculum, we are confident that any remaining gaps will be addressed during the next academic year.

The gap between disadvantaged and non-disadvantaged pupils by the end of KS2, was more pronounced this year. We feel that this was amplified by the significantly high proportion of low prior attainers in the disadvantaged group. Factors such as behaviours for learning, support from home and gaps in learning all contributed to their lower attainment and progress this year, despite significant targeted support during their time in KS2.

### 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
<del>The Write Stuff (removed end of 22-23)</del>	<del>Jane Considine</del>
White Rose Maths	White Rose Hub
Talk 4 numbers	Every Child Counts
Becoming 1 <sup>st</sup> Class @ number	Every Child Counts
Century	Century
Mastering Number	Maths Hub
LBQ	Learning By Questions
The Literacy Pathway (added 23-24)	The Literacy Company