

Oak CE Primary School Pupil Premium and Recovery Premium strategy statement 2024-25

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils for the 2024-25 academic year.

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 | 402 |
| Proportion (%) of pupil premium eligible pupils | 45.27% |
| Academic year/years that our current pupil premium strategy covers | 2022/23 to 2025/26 Reviewing :- 23-34 |
| Date this statement was published | 6.1.25 |
| Date on which it will be reviewed | July25 |
| Statement authorised by | Melanie Garlick |
| Pupil premium lead | Sarah Wilson |
| Governor / Trustee lead | Jennifer Ryan |

Funding overview

| Detail | Amount |
|--|-----------------|
| Pupil premium funding allocation this academic year | £275,280 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £0 |
| <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> | |
| Total budget for this academic year | £275,280 |
| <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> | |

Part A: Pupil premium strategy plan

Statement of intent

At Oak CE Primary, we believe that all children should reach their full potential, whatever their background or circumstances. We want all children to leave the school with the essential knowledge and skills that they need for future success.

Our Pupil premium strategy is informed by high quality research to ensure we provide the best possible route to improve the educational outcomes of children. This is done through the EEF tiered model which focuses on:

- *high quality teaching*
- *targeted academic support*
- *wider strategies*

We firmly believe that excellent teaching (Quality First Teaching) is the most important lever schools have to improve outcomes for disadvantaged pupils and this is a focus of our school improvement plan also. With this in mind, our pupil premium strategy will be rooted strongly in CPD for all our staff to ensure quality first teaching and learning.

Targeted support is used to narrow gaps and support children to reach their full potential not only academically but through providing wellbeing support to ensure pupils are emotionally ready to learn.

A further barrier for our disadvantaged pupils is their lack of wider experiences (cultural capital) and therefore we aim to maximise opportunities to provide such experiences through both our curriculum design and wider school offer. We recognise the importance of strong home-school links and aim to work with parents to form a partnership so that parents are fully involved in encouraging and supporting their child's progress.

This plan has been written with reference to research from the EEF on their tiered approach to Pupil Premium Spending.

https://d2tic4wv01iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/the_tiered_approach_to_pupil_premium_spending.pdf?v=1726139801

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Tracking of assessment outcomes and learning walks evidence that disadvantaged pupils have greater difficulties with phonics than non – disadvantaged pupils. Data shows that 36.8% of disadvantaged pupils in Year 1 failed to meet the required standard of phonics in 2023 – this is higher than the National Average. This gap has decreased with 86% of disadvantaged pupils meeting the required standard. This is due to the measure put in place to support the pupils over the last 2 years. This focus needs to continue. |
| 2 | Internal data for all year groups relating to reading, writing and maths show that a higher proportion of disadvantaged pupils compared to non-disadvantaged pupils did not meet their end of year targets. Writing is a significant concern. Many of our disadvantaged pupils have difficulties with transcription and composition skills, which limits their progress in lessons. |
| 3 | Our school profile shows that 12% disadvantaged pupils have SEN which creates their complex needs and adds to further difficulties in fully engaging in lessons resulting in negative impact on attainment and progress. This further compounds the gap between disadvantaged pupils and non-disadvantaged pupils. |
| 4 | Through discussions with families, alongside our monitoring of observations and assessments would indicate that education and wellbeing of our disadvantaged pupils continues to be affected to a greater extent by the impact of school closures during the pandemic. This is manifest in behaviours for learning and resilience and language and communication. |
| 5 | Our behaviour platform evidences that many of our disadvantaged pupils need interventions following issues at behaviour and lunchtime causing them to miss further learning time which further adds to the gap widening for age related expectations. Disadvantaged pupils made up the vast majority of our suspensions and exclusions in 2023 and 2024. |
| 6 | There is a lack of enrichment experience for some of our disadvantaged pupils such as school trips (Seaside, museums, zoo and cultural visits), music lessons, residential visits and taking part in sporting activities outside of school. Also many of our disadvantaged children do not have adequate opportunities to play |
| 7 | Attendance for the disadvantaged pupils is lower than that of the non-disadvantaged pupils. Persistent absence is higher for disadvantaged pupils, 35% compared to 28% at the end of 2023-24 which further negatively impacts the progress made by this group of learners. |
| 8 | Some parents of disadvantaged children have limited engagement with school. Through gaining support for parents our disadvantaged learners will secure increased rates of progress. |

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.

| Intended outcome | Success criteria |
|---|--|
| The gap between disadvantaged and non-disadvantaged children in reading, writing and maths is narrowed through quality first teaching resulting in disadvantaged children's attainment being greater than national data for disadvantaged children. Where the gap remains, there is evidence that the gap has been reduced. | <ul style="list-style-type: none">• Disadvantaged pupils achieve at least the national progress scores at the end of KS2 with an aim to achieve higher.• Attainment data for Y2, phonics and EYFS shows that disadvantaged pupils are achieving at or above the national expectations.• Internal tracking data shows that disadvantaged children are making accelerated progress and that the gap has been reduced by the end of this strategy plan.• AIO and SLT QA processes verifies these findings in children's day-to-day learning. |
| Parents of disadvantaged children become more engaged in their child's learning, showing a positive attitude towards school. | <ul style="list-style-type: none">• Class Dojo, homework and reading records reflects increased engagement.• Attendance data for parent workshops etc shows increased engagement.• Parental survey reflects increased engagement.• Raised profile of disadvantaged lead and class teachers with parents results in improved engagement from parents with them making early contact when support is needed. |
| All children are emotionally ready to learn and can self-regulate to be able to fully engage in the curriculum and make accelerated progress. | <ul style="list-style-type: none">• CPOMS data shows a downward trend in behaviour incident across the year for disadvantaged pupils.• Children, parent and staff surveys evidence positive behaviour attitudes.• End of year data reflects good or better progress for disadvantaged pupils. |
| All disadvantaged pupils will take part in the school's enrichment offer and have opportunities for play. | <ul style="list-style-type: none">• Enrichment gives disadvantaged pupils opportunities to try new and varied activities that develop character, resilience and motivation and encourage them to pursue wider goals including those of learning.• Higher % of children will engage in school trips and activities. |

| | |
|---|---|
| | <ul style="list-style-type: none"> • OPAL lunchtimes will give all children 60 mins of uninterrupted play. |
| For disadvantaged children, there will be improved attendance and punctuality outcomes alongside the reduction in number of persistent absentees. | <ul style="list-style-type: none"> • Attendance of disadvantaged pupils will be in line with non-disadvantaged pupils and at least 94%. • The percentage of persistent absentees (PA) to be less than national (FFT) PA figure of 20% |

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: £66,837

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Deputy Headteacher (DHT) 2-day weekly release to drive up standards through school improvement plan priorities | EEF states that '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 pupils, particularly the most disadvantaged among them'. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching | 1, 2, 3 & 4 |
| Assistant Headteacher (AHT) 2 days weekly release to drive up standards through the school improvement plan, with a particular focus on Early Years Foundation Stage (EYFS), phonics and Key Stage 1 | EEF states that '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 pupils, particularly the most disadvantaged among them'. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching | 1, 2, 3 & 4 |

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Pupil progress meetings release time cover | <p>Pupil progress meetings are a useful way to track progress and implement required interventions for school improvement.</p> <p>https://schoolleaders.thekeysupport.com/curriculum-and-learning/assessment-non-specific/pupil-progress-meetings-organisation-and-models/</p> | 1, 2 & 4 |
| Continued professional development and training on metacognition and self-regulation approaches | <p>The potential impact of self-regulation and metacognition and self-regulation methods is good and can add on +7 months additional progress. Although it can be difficult to realise this impact in practice as such methods require Pupils take greater responsibility for their learning and develop their understanding of what is needed to succeed.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> | 1, 2 & 4 |
| SENDCO release to work alongside class teachers; mentoring a Quality First Teaching model | <p>High quality teaching has been proven to narrow the disadvantaged gap. Pupil outcomes are improved by high quality first teaching. Effective professional development is a crucial tool in developing teaching quality and therefore children's outcomes from learning in the classroom.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> | 1, 2, 3 & 4 |

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

Budgeted cost: £ 76,950

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| ETA staffing to focus on disadvantaged pupils and deliver catch up sessions for reading, writing and Maths | <p>Individualised instruction by providing targeted academic support can achieve +4months progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction?utm_source=/education-evidence/teaching-learning-toolkit/individualised-instruction&utm_medium=search&utm_campaign=site_search&search_term=Individualised%20instructional</p> | 1, 2 & 4 |
| Daily phonics sessions for disadvantaged pupils over a 12 – week period delivered by ETAs & AHT | <p>Targeted phonics sessions have a positive impact of up to 5+months when delivered over a 12-week period for disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> | 1, 2, 3 & 4 |
| Reading fluency practice for all disadvantaged pupils in some groups and one to one | <p>Targeted reading fluency and vocabulary sessions run by ETA some of which are part of a trial for FFT intervention.</p> <p>https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency#:~:text=A%20fluent%20reader%20is%20one,those%20resources%20available%20for%20comprehension.</p> | 1,2,3,4 |

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| one delivered by ETA and class teachers. | | |
| Staff to have access to quality ICT intervention and support platforms for teaching | <p>Studies involving digital technology have impact of around 6+ months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>KAPOW - https://www.kapowprimary.com/ £1008.00</p> <p>Spelling Shed - https://www.literacyshed.com/ £340</p> <p>Literacy Shed - https://www.literacyshed.com/ £340</p> <p>Rising Stars – https://www.risingstars-uk.com/ £1703</p> <p>SingUp – www.signup.org £285</p> <p>Little Wandle https://www.littlewandlelettersandsounds.org.uk/</p> <p>Retoday -Natre membership https://www.natre.org.uk/member-login/ £380</p> | 1, 2, 3 & 4 |

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

Budgeted cost: £131,460

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Pastoral Wellbeing Team staffing to support all | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers). Social and emotional learning (SEL) interventions seek to improve | 4, 5, 7 & 8 |

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| years and implement SEMH interventions | <p>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</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> | |
| Forest school to run for all year groups. Intervention groups to be in place for disadvantaged pupils | <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning#:~:text=Opportunities%20for%20collaborative%20learning%2C%20problem,overcome%20challenges%20and%20experience%20success.</p> | |
| Exposure to a wide variety of subject areas, arts and wider personal development opportunities to ensure children have the knowledge and cultural capital they need to succeed in life | <p>Research shows the impact that a reduced opportunity for home learning (educational, trips and visits) has on future outcomes.</p> <p>http://www.educationengland.org.uk/documents/pdfs/2015-sutton-subject-to-background.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and</p> | 6 |

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| | <p>spatial aware-ness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. However, the evidence base linking non-cognitive skills and pupil attainment is weak and schools should therefore carefully evaluate the impact of outdoor learning interventions on pupil achievement, if this is the intended outcome.</p> | |
| Pastoral Wellbeing Team to monitor attendance and reduce persistent absenteeism | <p>Through the wider strategies strand of the EEF's school's planning guide 2022-23 that support non-academic barriers such as attendance and behaviour, relationships and routines have a considerable influence on attainment.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/School_Planning_Guide_2022-23.pdf?v=1679661329</p> | 4, 5, 7 & 8 |
| Increasing disadvantaged parental engagement with school and supporting families further with home learning | <p>Parental engagement refers to school involving parents in supporting their children's academic learning. Evidence from EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. Research show that by designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> | 4, 6 & 8 |

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents | |
| Subsidise breakfast club for disadvantaged children | <p>IFS research evidence that offering school breakfasts free to all children in disadvantaged primary schools supports pupils in making two months' additional progress over the course of a year. Breakfasts instil better behaviour and concentration in the classroom.</p> <p>https://ifs.org.uk/articles/breakfast-clubs-work-their-magic-disadvantaged-english-schools</p> | 1,2 & 5 |

Total budgeted cost: £275,247 (£33 underspend)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

| Pupil Assessment Outcomes 2023-24 | | | | | |
|-----------------------------------|-------------|----------|-----------|----------|--|
| Reception | | | | | |
| Year Class 2022-23 | Age related | Overall | PP status | | |
| | | | Non | Ever6 | |
| R | | 46 | 67% (32) | 32% (14) | |
| N3 | All PSE | 72% (33) | 63% (20) | 93% (13) | |
| | Reading | 70% (32) | 69% (22) | 71% (10) | |
| | Writing | 61% (28) | 56% (18) | 71% (10) | |
| | Number | 70% (32) | 72% (23) | 71% (10) | |
| | GLD | 54% (25) | 53% (17) | 57% (8) | |

| Year Class 2023-24 | Age related | Overall | PP status | |
|--------------------|-------------|----------|-----------|----------|
| | | | Non Ever6 | Ever6 |
| | Number | 39 | 21 | 18 |
| R | All C&L | 72% (28) | 67% (14) | 78% (14) |
| | All PSE | 73% (28) | 67% (14) | 78% (14) |
| | Reading | 77% (30) | 81% (17) | 72% (13) |
| | Writing | 69% (27) | 86% (18) | 67% (12) |
| | Maths | 69% (27) | 86% (18) | 67% (12) |
| | GLD | 56% (22) | 57% (12) | 56% (10) |

- The gap between PP and non PP has decreased in GLD and is now almost inline and has improved since 2022-23 data.
- PPG out perform non PP pupils in C&L and all PSE
- PP pupils do not achieve as well in Maths, Reading and Writing.

Year 2

| Attainment | | Overall | PP status | |
|------------|---------|----------|-----------|----------|
| 2022-23 | | | Ever6 | Non |
| Y2 EXS+ | Number | 59 | 56% (33) | 44% (26) |
| | Reading | 49% (29) | 30% (10) | 73% (19) |
| | Writing | 32% (19) | 21% (7) | 46% (12) |
| | Maths | 42% (25) | 33% (11) | 54% (14) |
| | | | | |
| Y2 GDS | Reading | 5% (3) | 6% (2) | 4% (1) |
| | Writing | 2% (1) | 0 | 4% (1) |
| | Maths | 2% (1) | 0 | 4% (1) |
| | | | | |

| Attainment | | Overall | PP status | |
|------------|---------------|-------------|-----------|----------|
| 2023-24 | | | Ever6 | Non |
| Y2 EXS+ | Number | 55 | 25 | 31 |
| | Reading | 60% (33) | 44% (11) | 71% (22) |
| | Writing | 47% (26) | 40% (10) | 52% (16) |
| | Maths | 62% (34) | 52% (13) | 68% (21) |
| | | | | |
| Y2 GDS | Reading | 9% (5) | 4% (1) | 13% (4) |
| | Writing | 0 | 0 | 0 |
| | Maths | 9% (5) | 4% (1) | 13% (4) |
| | Combined EXS+ | 42% (23/55) | 32% (8) | 48% (15) |

- PPG pupils do not achieve as well as non-PPG in year 2 in all areas.
- The gap is closing between PP and non PP pupils.
- The gap has attainment for PP pupils has increased from 2022 -2023 in all subjects.
- Maths and writing have had the highest increase of 19% in both subjects.

Year 6

| Year 6 | Reading | | | Maths | | |
|--------------------------|------------|----------|-----------|------------|----------|-----------|
| 2023-24 | All pupils | Ever6 | Non Ever6 | All pupils | Ever6 | Non Ever6 |
| Num. | 61 | 27 | 34 | 61 | 27 | 34 |
| EXS+ Com. | 26% (16) | 26% (7) | 26% (9) | 26% (16) | 26% (7) | 26% (9) |
| GDS | 18% (11) | 22% (6) | 15% (4) | 7% (4) | 11% (3) | 3% (1) |
| EXS+ | 52% (32) | 56% (15) | 50% (17) | 45% (27) | 41% (11) | 47% (16) |
| 99 | 11% (7) | 15% (4) | 9% (3) | 13% (8) | 11% (3) | 15% (5) |
| Spread of Scores Reading | | Ever6 | Non Ever6 | Maths | Ever6 | Non Ever6 |
| EXS+ | 52% (32) | 26% (16) | 26% (16) | 18% (11) | 26% (7) | 26% (9) |
| 99 | 11% (7) | 7% (4) | 5% (3) | 5% (3) | 8% (5) | 26% (16) |
| 97-98 | 15% (9) | 5% (3) | 10% (6) | 10% (6) | 10% (6) | 8% (5) |
| 90-96 | 16% (10) | 10% (6) | 7% (4) | 8% (5) | 3% (2) | 10% (6) |
| 85-89 | 2% (1) | 2% (1) | 0 | 8% (5) | 0 | 3% (2) |
| Below 85 | 3% (2) | 2% (1) | 2% (1) | 3% (2) | 0 | 0 |

| Attainment | | Overall | PP status | |
|------------|---------|----------|-----------|----------|
| | | | Ever6 | Non |
| Y6 | Number | 61 | 27 | 34 |
| EXS+ | Reading | 52% (32) | 59% (16) | 47% (16) |
| | Writing | 52% (32) | 48% (13) | 56% (19) |
| | Maths | 44% (27) | 41% (11) | 47% (16) |
| Y6 | Reading | 18% (11) | 22% (6) | 15% (5) |
| GDS | Writing | 5% (3) | 11% (2) | 3% (1) |
| | Maths | 7% (4) | 11% (3) | 3% (1) |
| Combined | | 26% (16) | 26% (7) | 26% (9) |

- In Reading we had significant conversions from Autumn baseline e.g. 89 ss to 102 ss

- In 2023 we had 7% achieving GDS in Reading and this had increased to 18% in 2024
- This year, 15% of Ever6 pupils achieved GDS in Reading compared to 5% in 2023.
- Ever6 pupils attain higher in R than non Ever6 and for Combined they are in line with their peers.

Phonics

| Attainment | | Overall | PP status | |
|------------|-----------------|-------------|-------------|-------------|
| 2022-23 | | | Ever6 | Non |
| | | 56 | 24 | 32 |
| Y1 | 32+ | 57% (32) | 54% (13) | 59% (19) |
| | 30/31 | 0 | 0 | 0 |
| | 25-29 | 9% (5) | 13% (3) | 6% (2) |
| | Total to retake | 22 | 68% (15) | 32% (7) |
| Y2 retake | 32+ | 55% (13) | 47% (7) | 86% (6) |
| | 30+ | 5% (1) | 7% (1) | 0 |
| | 25+ | 5% (1) | 7% (1) | 0 |

| Attainment | | Overall | PP status | |
|------------|-----------------|---------|-----------|-----|
| 2023-24 | | | Ever6 | Non |
| | Pass Mark | 32 | | |
| Y1 | 32+ | 74% | 86% | 68% |
| | 30/31 | 74% | 86% | 68% |
| | 25-29 | 80% | 94% | 74% |
| | Total to retake | 25 | | |
| Y2 retake | 32+ | 84% | 83% | 77% |
| | 30+ | 84% | 83% | 77% |
| | 25+ | 88% | 83% | 85% |

Y1 Pass total 2023: 57%

Y2 Pass total 2023: 83%

Y1 Pass total 2024: 74%

Y2 Pass total 2024: 91%

Phonics outcomes improved in 2024 and disadvantaged pupils outperformed the non disadvantaged pupils

Attainment outcomes overall have improved since 2022 in all areas.

Disadvantaged did not achieve as well as non disadvantaged pupils in Maths in KS2 but the gap is closing.

In reading in KS2 disadvantaged pupils out performed the non disadvantaged pupils and in line with their peers for combined outcomes

The gap has closed in year 2 between non disadvantaged and disadvantaged pupils but disadvantaged pupils are still not performing as well as their peers.

This data has been analysed to target provision for 2024-25

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 |
|-----------|----------|
| | |
| | |