

# Pupil premium strategy statement – Lozells JIN 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	458 (N- Y6)
Proportion (%) of pupil premium eligible pupils	289 – 63%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	Sept 2024 to Sept 2027
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Avnish Dhesi
Pupil premium lead	Jessica Merritt
Governor / Trustee lead	Karen Grant

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£362,600
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2024/25 cannot be carried forward beyond August 31, 2025.</i>	£17, 326 CFW £9, 359
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	PP CFW £15,591
<b>Total budget for this academic year</b> <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>	£404, 876

# Part A: Pupil premium strategy plan

## Statement of intent

### Our overarching whole school vision:

To teach and nurture the children of our community is a privilege.

Our families and children are ambitious for themselves and supportive of one another in a way that simply defines 'community'.

Our vision is for all our children to know that they are valued, can make a difference and can achieve great things through hard work and perseverance.

### Our school ethos is:

Everyone is entitled to be the best they can be.

We will enable children to learn, challenge them to think hard and guide their growth as young people.

They are their own future, their families' futures, our future.

Our children have differences, character and voices and we encourage this!

### Core curriculum drivers:

Our curriculum is underpinned by a series of key themes we have identified as a school – they drive the curriculum and personalise it to the ambition we have for all children at Lozells Primary school:

**Healthy Advocates, Respectful Citizens, Knowledgeable Scholars, Successful Achievers, Aspirational Learners and Confident Communicators.**

### Our key principles of our Pupil Premium Strategy are:

At Lozells School, we understand that some children experience life circumstances in which they face socio-economic challenges that can greatly impact their educational achievement. All members of staff and governors are committed to using an evidence-informed approach to meet the pastoral, social and learning needs of our disadvantaged pupils.

### Our ultimate objectives for our disadvantaged pupils are:

Our tiered approach in line with current EEF guidance, will address the following priorities and ensure that our disadvantaged pupils achieve:

- 1. Fundamentally, high levels of attendance, health, well-being and personal development including a positive attitude towards their learning.**
- 2. High communication skills; receptive and expressive skills, vocabulary acquisition and oracy – school will be supportive of children with SEND in this area.**
- 3. Consistently high achievement in early reading - attainment and progress that is in line or above ARE and non-disadvantaged pupils nationally. Where children have identified SEND, pupils achieve the best possible outcomes and good progress from their starting points.**

4. **Consistently high achievement in all subjects, but with a focus in addition to English reading, English Writing, Maths and Science – attainment and progress that is in line or above ARE and the national average. Where children have identified SEND, pupils achieve the best possible outcomes and good progress from their starting points.**
5. **A wide understanding of the world, through curriculum-linked and additional well-planned enrichment opportunities to inspire children to be ambitious for their futures and their possible life choices.**

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Reception baseline</b></p> <p>This evidences that high proportions of pupils enter school below age-related expectations. A number of children in this cohort did not attend a nursery setting.</p> <p>September 2024 Reception Baseline has identified areas of significant concern in key areas impacting on GLD:</p> <p><b>Communication and Language:</b></p> <ul style="list-style-type: none"> <li>- Listening, Attention and understanding: 22% on track.</li> <li>- Speaking: 33% on track.</li> </ul> <p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>- Writing: 22% on track.</li> <li>- Word Reading: 13% on track.</li> <li>- Comprehension: 33% on track.</li> </ul>
2.	<p><b>Expressive language</b></p> <p>This is a priority in EYFS and across the school so that children understand and use new vocabulary in their everyday experiences and can articulate themselves coherently.</p> <p>Autumn 2024: 57/82 children on the SEND register have Speech and language or communication needs.</p> <p>Autumn 2024: EYFS Speaking Assessment data: 27/60 pupils are not on track to achieve ELG.</p> <p>Higher than average levels of EAL 320 – 70% of pupils currently across school have English as an Additional Language.</p>
3.	<p><b>Phonics Achievement</b></p> <p>Autumn 2024 baseline data identified Phonics achievement in Years 1 as a priority. 22/57 children are at risk of not passing their PSC in Year 1.</p> <p>There are currently 11 children in Year 2 who did not meet the PSC threshold in Year 1 (5 PP eligible).</p>

	<p>5/8 Year 3 children did not meet the threshold in the Y2 PSC, 1/8 did not sit Y2 PSC.</p> <p>There are an additional 10 children across KS2 Years 3 - 6 who require continued phonics interventions.</p>																																																																																																																																																																																																														
4.	<p><b>Whole school attendance is below the target of 95%.</b></p> <p>Autumn 2024: Whole school's attendance 94.8%</p> <p>Autumn 2024 – School currently has 74 (40 PP eligible) pupils vulnerable due to attendance concerns.</p> <p>Autumn 2023 - School currently has 87 pupils vulnerable due to attendance concerns.</p> <p>Autumn 2022 - School had 90 pupils vulnerable due to attendance concerns.</p> <p>Figures from DFE Sign In</p> <table><tr><th></th><th>2018-19</th><th>2019-20</th><th>2020-21</th><th>2021-22</th><th>2022-23</th><th>2023 – 2024 Whole year</th></tr><tr><td>Overall attendance</td><td></td><td>Covid significantly impacted</td><td>Covid significantly impacted</td><td>92.9% (93.7 NA)</td><td>92.7%</td><td>93.6%</td></tr><tr><td>Ever 6-FSM attendance</td><td>96.8% (94.4 NA)</td><td></td><td></td><td>93.9% (91.6 NA)</td><td>94.6% Aut + Spr</td><td>93.9%</td></tr><tr><td>Non- FSM ever 6 attendance</td><td>95.8% (96.5 NA)</td><td></td><td></td><td>91.7% (94.5%)</td><td>93.8% Aut + Spr</td><td>93%</td></tr><tr><td>Gap</td><td>+1%</td><td></td><td></td><td>+2.2</td><td>+0.8</td><td>+0.9</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> <p><b>Y1-Y6 Current Year Persistent Absences by Year</b></p> <table><tr><th></th><th>Y1</th><th>Y2</th><th>Y3</th><th>Y4</th><th>Y5</th><th>Y6</th><th>Inf</th><th>Jun</th><th>WhSc</th><th>Nat</th></tr><tr><td>All Pupils</td><td>17.2</td><td>10.0</td><td>11.7</td><td>14.8</td><td>14.8</td><td>10.0</td><td>13.6</td><td>12.8</td><td>13.1</td><td></td></tr><tr><td>Boys</td><td>20.7</td><td>14.3</td><td>20.7</td><td>16.7</td><td>6.7</td><td>11.1</td><td>17.5</td><td>13.8</td><td>15.0</td><td></td></tr><tr><td>Girls</td><td>13.8</td><td>6.3</td><td>3.2</td><td>12.9</td><td>22.6</td><td>9.1</td><td>9.8</td><td>11.9</td><td>11.2</td><td></td></tr><tr><td>EAL</td><td>20.0</td><td>12.8</td><td>13.9</td><td>19.6</td><td>16.7</td><td>5.1</td><td>16.5</td><td>14.2</td><td>14.9</td><td></td></tr><tr><td>Non EAL</td><td>11.1</td><td>4.8</td><td>8.3</td><td>0.0</td><td>7.7</td><td>19.0</td><td>7.7</td><td>9.6</td><td>8.9</td><td></td></tr><tr><td>SEN EHCP</td><td>100.0</td><td>0.0</td><td>0.0</td><td>50.0</td><td>0.0</td><td>0.0</td><td>50.0</td><td>16.7</td><td>25.0</td><td></td></tr><tr><td>SEN Supp</td><td>22.2</td><td>16.7</td><td>22.2</td><td>35.3</td><td>25.0</td><td>11.1</td><td>20.0</td><td>25.6</td><td>24.1</td><td></td></tr><tr><td>No SEN</td><td>14.6</td><td>9.4</td><td>10.0</td><td>4.8</td><td>13.5</td><td>10.2</td><td>11.9</td><td>9.8</td><td>10.5</td><td></td></tr><tr><td>PP</td><td>16.1</td><td>12.2</td><td>15.4</td><td>15.0</td><td>15.4</td><td>9.3</td><td>13.9</td><td>13.7</td><td>13.7</td><td></td></tr><tr><td>Non PP</td><td>18.5</td><td>5.3</td><td>4.8</td><td>14.3</td><td>13.6</td><td>11.8</td><td>13.0</td><td>11.1</td><td>11.8</td><td></td></tr><tr><td>FMS</td><td>16.1</td><td>13.5</td><td>14.3</td><td>12.5</td><td>13.2</td><td>11.6</td><td>14.7</td><td>12.8</td><td>13.4</td><td></td></tr><tr><td>Non FSM</td><td>18.5</td><td>21.7</td><td>20.0</td><td>23.8</td><td>21.7</td><td>29.4</td><td>20.0</td><td>23.3</td><td>22.1</td><td></td></tr></table> <p><b>Summer 2024 gap analysis</b></p> <table><tr><th>Year</th><th>Y1</th><th>Y2</th><th>Y3</th><th>Y4</th><th>Y5</th><th>Y6</th></tr><tr><td>Gap</td><td>+2.4</td><td>-6.9</td><td>-10.6</td><td>-0.7</td><td>-1.8</td><td>+2.5</td></tr></table> <p>Key year groups to monitor: Years 3, 4, 5 and 6.</p>		2018-19	2019-20	2020-21	2021-22	2022-23	2023 – 2024 Whole year	Overall attendance		Covid significantly impacted	Covid significantly impacted	92.9% (93.7 NA)	92.7%	93.6%	Ever 6-FSM attendance	96.8% (94.4 NA)			93.9% (91.6 NA)	94.6% Aut + Spr	93.9%	Non- FSM ever 6 attendance	95.8% (96.5 NA)			91.7% (94.5%)	93.8% Aut + Spr	93%	Gap	+1%			+2.2	+0.8	+0.9																Y1	Y2	Y3	Y4	Y5	Y6	Inf	Jun	WhSc	Nat	All Pupils	17.2	10.0	11.7	14.8	14.8	10.0	13.6	12.8	13.1		Boys	20.7	14.3	20.7	16.7	6.7	11.1	17.5	13.8	15.0		Girls	13.8	6.3	3.2	12.9	22.6	9.1	9.8	11.9	11.2		EAL	20.0	12.8	13.9	19.6	16.7	5.1	16.5	14.2	14.9		Non EAL	11.1	4.8	8.3	0.0	7.7	19.0	7.7	9.6	8.9		SEN EHCP	100.0	0.0	0.0	50.0	0.0	0.0	50.0	16.7	25.0		SEN Supp	22.2	16.7	22.2	35.3	25.0	11.1	20.0	25.6	24.1		No SEN	14.6	9.4	10.0	4.8	13.5	10.2	11.9	9.8	10.5		PP	16.1	12.2	15.4	15.0	15.4	9.3	13.9	13.7	13.7		Non PP	18.5	5.3	4.8	14.3	13.6	11.8	13.0	11.1	11.8		FMS	16.1	13.5	14.3	12.5	13.2	11.6	14.7	12.8	13.4		Non FSM	18.5	21.7	20.0	23.8	21.7	29.4	20.0	23.3	22.1		Year	Y1	Y2	Y3	Y4	Y5	Y6	Gap	+2.4	-6.9	-10.6	-0.7	-1.8	+2.5
	2018-19	2019-20	2020-21	2021-22	2022-23	2023 – 2024 Whole year																																																																																																																																																																																																									
Overall attendance		Covid significantly impacted	Covid significantly impacted	92.9% (93.7 NA)	92.7%	93.6%																																																																																																																																																																																																									
Ever 6-FSM attendance	96.8% (94.4 NA)			93.9% (91.6 NA)	94.6% Aut + Spr	93.9%																																																																																																																																																																																																									
Non- FSM ever 6 attendance	95.8% (96.5 NA)			91.7% (94.5%)	93.8% Aut + Spr	93%																																																																																																																																																																																																									
Gap	+1%			+2.2	+0.8	+0.9																																																																																																																																																																																																									
	Y1	Y2	Y3	Y4	Y5	Y6	Inf	Jun	WhSc	Nat																																																																																																																																																																																																					
All Pupils	17.2	10.0	11.7	14.8	14.8	10.0	13.6	12.8	13.1																																																																																																																																																																																																						
Boys	20.7	14.3	20.7	16.7	6.7	11.1	17.5	13.8	15.0																																																																																																																																																																																																						
Girls	13.8	6.3	3.2	12.9	22.6	9.1	9.8	11.9	11.2																																																																																																																																																																																																						
EAL	20.0	12.8	13.9	19.6	16.7	5.1	16.5	14.2	14.9																																																																																																																																																																																																						
Non EAL	11.1	4.8	8.3	0.0	7.7	19.0	7.7	9.6	8.9																																																																																																																																																																																																						
SEN EHCP	100.0	0.0	0.0	50.0	0.0	0.0	50.0	16.7	25.0																																																																																																																																																																																																						
SEN Supp	22.2	16.7	22.2	35.3	25.0	11.1	20.0	25.6	24.1																																																																																																																																																																																																						
No SEN	14.6	9.4	10.0	4.8	13.5	10.2	11.9	9.8	10.5																																																																																																																																																																																																						
PP	16.1	12.2	15.4	15.0	15.4	9.3	13.9	13.7	13.7																																																																																																																																																																																																						
Non PP	18.5	5.3	4.8	14.3	13.6	11.8	13.0	11.1	11.8																																																																																																																																																																																																						
FMS	16.1	13.5	14.3	12.5	13.2	11.6	14.7	12.8	13.4																																																																																																																																																																																																						
Non FSM	18.5	21.7	20.0	23.8	21.7	29.4	20.0	23.3	22.1																																																																																																																																																																																																						
Year	Y1	Y2	Y3	Y4	Y5	Y6																																																																																																																																																																																																									
Gap	+2.4	-6.9	-10.6	-0.7	-1.8	+2.5																																																																																																																																																																																																									

	<div><div><div>100%</div><div>95-99%</div><div>90-95%</div><div>80-90%</div><div>80% -</div></div><div><div>Y1-Y6 Attendance by Year Group &amp; KS 23/24</div></div></div> <table><tr><th></th><th>Y1</th><th>Y2</th><th>Y3</th><th>Y4</th><th>Y5</th><th>Y6</th><th>KS1</th><th>KS2</th><th>WSch</th></tr><tr><td>All Pupils</td><td>92.9</td><td>94.6</td><td>94.6</td><td>92.6</td><td>94.1</td><td>94.1</td><td>93.8</td><td>93.8</td><td>93.8</td></tr><tr><td>Boys</td><td>92.7</td><td>93.8</td><td>93.4</td><td>90.9</td><td>94.7</td><td>93.9</td><td>93.2</td><td>93.2</td><td>93.2</td></tr><tr><td>Girls</td><td>93.2</td><td>95.3</td><td>95.8</td><td>94.2</td><td>93.5</td><td>94.3</td><td>94.3</td><td>94.4</td><td>94.4</td></tr><tr><td>EAL</td><td>92.8</td><td>94.6</td><td>94.6</td><td>94.6</td><td>93.9</td><td>94.5</td><td>93.7</td><td>93.6</td><td>93.6</td></tr><tr><td>Non EAL</td><td>93.1</td><td>94.6</td><td>94.6</td><td>94.9</td><td>94.9</td><td>93.4</td><td>93.9</td><td>94.4</td><td>94.2</td></tr><tr><td>SEN EHCP</td><td>81.5</td><td>92.3</td><td>93.7</td><td>54.1</td><td>95.3</td><td>94.6</td><td>86.9</td><td>81.1</td><td>82.5</td></tr><tr><td>SEN Support</td><td>93.4</td><td>94.8</td><td>92.7</td><td>91.9</td><td>92.0</td><td>93.9</td><td>94.0</td><td>92.5</td><td>92.9</td></tr><tr><td>No SEN</td><td>93.0</td><td>94.6</td><td>95.0</td><td>94.7</td><td>94.4</td><td>94.1</td><td>93.9</td><td>94.6</td><td>94.3</td></tr><tr><td>PP</td><td>92.8</td><td>94.6</td><td>94.4</td><td>93.6</td><td>93.7</td><td>94.2</td><td>93.9</td><td>94.0</td><td>93.9</td></tr><tr><td>Non PP</td><td>92.9</td><td>94.4</td><td>95.1</td><td>90.7</td><td>94.6</td><td>93.9</td><td>93.6</td><td>93.6</td><td>93.6</td></tr><tr><td>FMS</td><td>92.8</td><td>94.5</td><td>94.5</td><td>93.6</td><td>93.8</td><td>94.2</td><td>93.8</td><td>94.0</td><td>93.9</td></tr><tr><td>Non FSM</td><td>92.9</td><td>94.7</td><td>94.9</td><td>90.7</td><td>94.5</td><td>93.9</td><td>93.8</td><td>93.6</td><td>93.6</td></tr></table> <div>Summer 2024 gap analysis</div> <table><tr><th>Year</th><th>Y1</th><th>Y2</th><th>Y3</th><th>Y4</th><th>Y5</th><th>Y6</th></tr><tr><td>Gap</td><td>-0.1</td><td>+0.2</td><td>-0.7</td><td>+2.9</td><td>-0.9</td><td>+0.3</td></tr></table> <div>Key Year groups to monitor – Year 4 and Year 5</div>		Y1	Y2	Y3	Y4	Y5	Y6	KS1	KS2	WSch	All Pupils	92.9	94.6	94.6	92.6	94.1	94.1	93.8	93.8	93.8	Boys	92.7	93.8	93.4	90.9	94.7	93.9	93.2	93.2	93.2	Girls	93.2	95.3	95.8	94.2	93.5	94.3	94.3	94.4	94.4	EAL	92.8	94.6	94.6	94.6	93.9	94.5	93.7	93.6	93.6	Non EAL	93.1	94.6	94.6	94.9	94.9	93.4	93.9	94.4	94.2	SEN EHCP	81.5	92.3	93.7	54.1	95.3	94.6	86.9	81.1	82.5	SEN Support	93.4	94.8	92.7	91.9	92.0	93.9	94.0	92.5	92.9	No SEN	93.0	94.6	95.0	94.7	94.4	94.1	93.9	94.6	94.3	PP	92.8	94.6	94.4	93.6	93.7	94.2	93.9	94.0	93.9	Non PP	92.9	94.4	95.1	90.7	94.6	93.9	93.6	93.6	93.6	FMS	92.8	94.5	94.5	93.6	93.8	94.2	93.8	94.0	93.9	Non FSM	92.9	94.7	94.9	90.7	94.5	93.9	93.8	93.6	93.6	Year	Y1	Y2	Y3	Y4	Y5	Y6	Gap	-0.1	+0.2	-0.7	+2.9	-0.9	+0.3
	Y1	Y2	Y3	Y4	Y5	Y6	KS1	KS2	WSch																																																																																																																																								
All Pupils	92.9	94.6	94.6	92.6	94.1	94.1	93.8	93.8	93.8																																																																																																																																								
Boys	92.7	93.8	93.4	90.9	94.7	93.9	93.2	93.2	93.2																																																																																																																																								
Girls	93.2	95.3	95.8	94.2	93.5	94.3	94.3	94.4	94.4																																																																																																																																								
EAL	92.8	94.6	94.6	94.6	93.9	94.5	93.7	93.6	93.6																																																																																																																																								
Non EAL	93.1	94.6	94.6	94.9	94.9	93.4	93.9	94.4	94.2																																																																																																																																								
SEN EHCP	81.5	92.3	93.7	54.1	95.3	94.6	86.9	81.1	82.5																																																																																																																																								
SEN Support	93.4	94.8	92.7	91.9	92.0	93.9	94.0	92.5	92.9																																																																																																																																								
No SEN	93.0	94.6	95.0	94.7	94.4	94.1	93.9	94.6	94.3																																																																																																																																								
PP	92.8	94.6	94.4	93.6	93.7	94.2	93.9	94.0	93.9																																																																																																																																								
Non PP	92.9	94.4	95.1	90.7	94.6	93.9	93.6	93.6	93.6																																																																																																																																								
FMS	92.8	94.5	94.5	93.6	93.8	94.2	93.8	94.0	93.9																																																																																																																																								
Non FSM	92.9	94.7	94.9	90.7	94.5	93.9	93.8	93.6	93.6																																																																																																																																								
Year	Y1	Y2	Y3	Y4	Y5	Y6																																																																																																																																											
Gap	-0.1	+0.2	-0.7	+2.9	-0.9	+0.3																																																																																																																																											
5.	<div><div>Mental Health and Well-being:</div><div>The school currently has 27 pupils who are being supported or monitored through safeguarding and pastoral provision as ‘Vulnerable Pupils’ with an increase in self-esteem and mental health concerns.</div><div>The school serves an area of high deprivation and is in the 10% most deprived in the country. The school has a deprivation indicator of 0.38 which is higher compared to NA indicator of 0.21 for income-deprived families.</div><div>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for certain pupils. These challenges particularly affect our disadvantaged pupils, impacting on their attainment. Low self-esteem, emotional intelligence and resilience and ACES (Adverse Childhood Experiences) are some of the specific challenges amongst pupil premium pupils.</div><div>Associated with this are complex social and environmental issues including severe income-deprivation, unstable housing and poor parental mental health and wellbeing which significantly affects pupil well-being.</div></div>																																																																																																																																																
6.	<div><div>Identified SEND:</div><div>A significant proportion of pupil premium pupils are also SEND which raises significant and individualised barriers to progress / attainment.</div><div>The school currently has 82 children with identified SEND 18%. 59/82 72% are identified as disadvantaged under Pupil Premium funding.</div></div>																																																																																																																																																
7	<div><div>Reading Achievement:</div><div>Current TA Reading Data showed gaps in achievement between PP and Non-PP for our current Year 3, Year 4 and Year 5 cohorts.</div><div>It is important to understand the contextual data:</div></div>																																																																																																																																																

	<p>Year 3 cohort context: PP eligible children 47/60, SEND 7/60, EAL 39/60</p> <p>Year 4 cohort context: PP eligible children 40/60, SEND 11/60, EAL 36/60</p> <p>Year 5 cohort context: PP eligible children 49/62, SEND 19/62, EAL 47/60</p>
8	<p><b>Mathematics Achievement:</b></p> <p>Current TA Maths Data showed gaps in achievement between PP and Non-PP for our current Year 3, Year 4 and Year 6 cohorts.</p> <p><b>It is important to understand the contextual data:</b></p> <p>Year 3 cohort context: PP eligible children 47/60, SEND 7/60, EAL 39/60</p> <p>Year 4 cohort context: PP eligible children 40/60, SEND 11/60, EAL 36/60</p> <p>Year 6 cohort context: PP eligible children 44/61, SEND 9/61, EAL 48/61</p>
9	<p><b>Writing Achievement:</b></p> <p>Current TA data for Writing showed gaps in achievement between PP and Non-PP for our current Year 3, Year 4 and Year 5 cohorts.</p> <p><b>It is important to understand the contextual data:</b></p> <p>Year 3 cohort context: PP eligible children 47/60, SEND 7/60, EAL 39/60</p> <p>Year 4 cohort context: PP eligible children 40/60, SEND 11/60, EAL 36/60</p> <p>Year 5 cohort context: PP eligible children 49/62, SEND 19/62, EAL 47/60</p>

## Intended outcomes

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

Intended outcome	Success criteria
<p>Improved attendance figures across school and the narrowing of the gaps between disadvantaged and non-disadvantaged groups</p> <p>Attendance of disadvantaged pupils will be monitored closely and increase where there are concerns.</p>	<p>Where attendance is below 93%, parents and carers of these pupils will be offered support in order to raise attendance.</p> <p>Achievement of pupils who have attendance concerns (below 93%) will be monitored closely.</p>
<p>Achievement of disadvantaged pupils and non-disadvantaged pupils in EYFS is of a similar level and in line with National averages.</p>	<p>Increased numbers of disadvantaged pupils will achieve the ELG of Maths and Literacy.</p> <p>Increased number of disadvantaged pupils will achieve a GLD in EYFS.</p> <p>All disadvantaged pupils with SEND will make good progress in reading from their starting points against the new EYFS framework.</p> <p>Disadvantaged children who have not been identified as having SEND, will be secure in phase 3 phonics and be working within phase 4.</p>
<p>Achievement of disadvantaged pupils and non-disadvantaged pupils in Phonics is of a</p>	<p>Increased numbers of disadvantaged pupils will achieve the expected standard in the Year 1 and Year 2 Phonics check.</p>

similar level and in line with the National average.	All disadvantaged pupils with SEND will make good progress in phonics from their starting points. Gaps between disadvantaged and non-disadvantaged groups will be narrowed.
Achievement of disadvantaged pupils and non-disadvantaged pupils in KS1 Reading, Writing and Maths is of a similar level and pupils have made good progress from their starting points.	Increased number of disadvantaged pupils will achieve expected standard ARE in Reading, Writing and Maths at KS1 and at least in line with NA. Disadvantaged pupils with SEND will make good progress in KS1 Reading, Writing and Maths from their starting points.  Gaps between disadvantaged and non-disadvantaged groups will be narrowed.
Achievement of disadvantaged pupils and non-disadvantaged pupils in Year 4 MTC is of a similar level and pupils have made good progress from their starting points.	Disadvantaged pupils will achieve an average score in line with non-disadvantaged pupils and NA. Gaps between disadvantaged and non-disadvantaged groups will be narrowed.
Achievement of disadvantaged pupils and non-disadvantaged pupils in KS2 Reading, Writing and Maths is of a similar level and pupils have made good progress from their starting points.	Increased number of disadvantaged pupils will achieve expected standard ARE in Reading, Writing and Maths at KS2 and at least in line with NA. Disadvantaged pupils who have not been identified as having SEND, will achieve at least ARE in KS2 Reading, Writing and Maths. Disadvantaged pupils with SEND will make good progress in KS2 Reading, Writing and Maths from their starting points. Disadvantaged pupils will achieve progress scores in line with the national average in Reading and Maths. Gaps between disadvantaged and non-disadvantaged groups will be narrowed.

## 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: £ [75, 418.50]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High Quality CPD for subject leads including:</p> <ul style="list-style-type: none"> <li>- EYFS leader training</li> <li>- CUSP Subject Leader Training</li> <li>- Subscription of Nautilus Leadership tool</li> <li>- Science, History, Geography – association led training</li> </ul>	<p>The EEF identifies supporting high quality teaching as being pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. Recommendations include - ensuring that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	1, 2, 3, 4, 6,7,8,9
<p>High quality CPD for teaching team including:</p> <ul style="list-style-type: none"> <li>- Provision for pupils with SEND</li> <li>- Provision for pupils with EAL</li> <li>- Accredited SSP Phonics.</li> <li>- English Subject knowledge enhancement sessions</li> <li>- Kinetic Letters</li> <li>- Mastery Maths Subject knowledge enhancement sessions/Mastering.</li> <li>- Number sense NCETM project - training – KS2</li> </ul>	<p>The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. — flexible grouping; — cognitive and metacognitive strategies; — explicit instruction; — using technology to support pupils with SEND; and — scaffolding Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1702387918">https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1702387918</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/">https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/</a></p>	1, 2, 3, 4, 5, 6,7,8,9
<p>Smaller group teaching – EYFS and Year 6. This enables more direct feedback, effective monitoring of underachievement and modelling of metacognition strategies. Implementation of Rosenshine principles</p>	<p>Some studies also have found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.</p> <p>Smaller classes only impact upon learning if the reduced numbers allow teachers to teach</p>	1, 2, 3, 4, 6, 7,8,9



<p>of effective instruction through whole school WALKTHRU techniques.</p>	<p>differently – for example, having higher quality interactions with pupils or minimising disruption.</p> <p>Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	
<p>Priority development of children's reading fluency.</p> <ul style="list-style-type: none"> <li>- Accredited SSP – Floppy's Phonics.</li> <li>- Effective use of Accelerated Reader – beginning in Summer Term Y2 – Y6.</li> <li>- Continued adaptation and implementation of CUSP English – Reading and Writing.</li> </ul>	<p>Research indicates 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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>1, 2, 3, 6, 7, 9</p>
<p>Promotion of high-quality dialogue within classrooms and the effective teaching of new vocabulary across the curriculum.</p> <p>Continued implementation of CUSP curriculum – Y1 – 6 in Science, History, Geography, Art, DT and French.</p> <p>Purchase of CUSP Early Foundations resources</p>	<p>Research indicates that exposing children to new vocabulary across all literacy activities and the wider curriculum also helps to ensure breadth and depth of vocabulary.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>1, 2, 3, 6, 7, 9</p>

<p>Review and develop whole school assessment systems to ensure effective use in identification of underachieving children and priority targets for intervention.</p> <p>Purchase PiXL subscription – KS1 and KS2.</p> <p>Purchase Renaissance STAR Maths online adaptive assessments</p>	<p>Ensuring teachers have the time to respond to misconceptions or gaps identified in assessments is an important priority.</p> <p>It is important that teachers understand the learning gaps of the pupils that receive small group tuition and using this knowledge to select curriculum content appropriately.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback">https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</a></p>	1, 3, 6, 7, 8, 9
---	--	------------------

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

Budgeted cost: £ [230, 478.50]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assessment and delivery of TALKBOOST interventions across EYFS.	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1, 2, 5
Targeted small group interventions led by teachers/intervention teachers – reading fluency/comprehension focus – PiXL therapies/ interventions/Same Day Catch up/ Ready to Progress Maths interventions/ White Rose resources/CUSP Strong Start Resources.	<p>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	2, 5, 6, 7, 8, 9

Extended school day for targeted teacher led interventions – Phonics Y1, Reading, Writing and Maths KS2 Y6 using identified structured resources – PiXL. .	Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a>	3, 5, 6, 7, 8, 9
Additional teaching assistants funded through PP funding.  Targeted Intervention led by TAs in school – overseen by SENDCO AHT.	Research on TAs delivering targeted interventions in one- to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>  <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>	1, 2, 3, 4, 6, 7, 8, 9
Specialist speech and Language therapy sessions – one day in school per week.	EEF identifies that as some pupils may struggle specifically with spoken language, schools should consider how they will identify pupils that need additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities separately where needed to meet particular needs.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1, 2, 4, 5, 6
Online learning platforms: CENTURY/TT Rock stars as homework/flipped learning tools including homework clubs.	EEF research indicates using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a>	6, 7, 8, 9

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

Budgeted cost: £ [98, 979]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to Forest School and outdoor gardening activities	Research has shown that children developed more sophisticated uses of both written and spoken language prompted by their visual and sensory	1, 2, 5, 6.

	<p>experiences at Forest School. If activities can assist teachers in delivering parts of the curriculum there is more likely to be support for Forest School.</p> <p><a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</a></p>	
Art Therapy – once weekly trained teacher professional	<p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	2, 5, 6
<p>Mentoring programme.</p> <p>School-based pastoral mentoring – SEMH pathway through school Pastoral manager/ Learning Mentor/TA mentor.</p> <p>Mental Health Practitioner Lead – Pastoral Manager to train/lead Mental Health Heroes/ Mini-medics</p> <p>School Nurse support.</p>	<p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies</a></p> <p>Health and well-being support addresses barriers, inequality and enables children to access learning.</p>	5, 6,
Attendance Officer monitoring/support.	<p>Good attendance is essential to successful achievement. Generally, the higher the percentage of sessions missed across the key stage at KS2 and KS4, the lower the level of attainment at the end of the key stage.</p> <p>Among pupils with no missed sessions over KS2, 83.9% achieved the expected standard compared to 40.2% of pupils who were persistently absent.</p> <p><a href="https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4">https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4</a></p>	4, 5, 6
Easter School project – disadvantaged children given priority if spaces are limited.	<p>Greater impact can be achieved when summer schools are intensive, well-resourced, and involve small group or one to one teaching by trained and experienced teachers. It does appear to be an advantage to have teachers who are known to the pupils (typically +4 months overall).</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</a></p>	7,8, 9

Continue to raise parental engagement and information sharing across school.	<p>Messages are likely to be more effective if they are personalised, linked to learning and promote positive interactions, e.g. celebrate success. Communication should be two-way: consulting with parents about how they can be involved is likely to be valuable, and increase the effectiveness of home-school relationships.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>	All
--	---	-----

**Total budgeted cost: £ [404, 876]**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Pupil Attainment July 2024

**EYFS – Proportions of children achieving a ‘Good Level of Development’ – the expected standard of achievement in Communication and Language, Personal, Social and Emotional Development, Physical Development, Literacy and Mathematics.**

2024 31 children eligible for PP in Reception	Pupil Premium	Other	Birmingham LA comparison - Ever 6	NA Pupil Premium eligible
GLD 2023	81.5%	69.7%	55%	
	32.4 Average score	30.3 Average score	29.6 Average score	
GLD 2024	61.2% (19/31)	57% (16/28)	59.2%	67.7% (GLD all children).
<b>Comments:</b>  <b>2024 analysis</b>	<p>School PP eligible pupil achievement is slightly above LA comparisons.</p> <p>4/31 PP eligible children in this cohort have complex and significant needs and were not accessing the school's main EYFS provision and were receiving specialist support within a school-based resource base.</p> <p>Of the 5 PP children who were close to achieving the ELG, achievement in Word Reading and Writing were the main barriers. This has been passed over to Year 1 teachers in transition and provision in Year 1 has been adapted to close the gaps.</p> <p>8 PP eligible children had significant barriers in Communication and Language and in the core areas of Mathematics and Literacy. 4/8 have significant and complex identified SEND.</p>			

\*LA – Birmingham Local Authority schools

**Phonics PSC achievement Year 1 – Proportions of children achieving the expected standard mark of 32/40 in the Year 1 Phonics Screening Check in June 2024.**

2024 31 children eligible for PP	Pupil Premium			Other		Birmingham LA comparison - 2024 Disadvantaged pupils	NA Disadvantaged pupils 2024
	2022	2023	2024	2023	2024		
At standard in PSC	78.1%	91%	83.9% 26/31 (one child left school PSC 40/40)	81%	77.8% (3 D)	75.3%	68%

Average Point score	35.5	35	34	35	36	32.1	30
<b>Comments:</b>  <b>2024 analysis</b>	<ul style="list-style-type: none"> <li>School PP achievement is above LA figures and significantly above the NA figures.</li> <li>One Y1 child completed PSC and then left – 40/40.</li> <li>One Y1 child eligible for PP joined – PSC completed in another school</li> <li>3/27 non-PP eligible children disapplied</li> </ul>						

**Phonics PSC achievement Year 2 – Proportions of children achieving the expected standard mark of 32/40 in the resit Phonics Screening Check taken in June 2024 by children not meeting the threshold in Year 1.**

2024  4/8 children eligible for PP  2/3 PP +SEND  1 PP EAL newly arrived	Pupil Premium			Non - PP		Birmingham LA comparison - Pupil Premium eligible	NA Pupil Premium eligible
	2022	2023	2024	2023	2024		
At standard in PSC	66.7%	50% *	50% 2/4	60%	25% 1/4		-  -
Average Point score	34.6	30	26.5	30	26		
<b>Comments:</b>  <b>2024 analysis</b>	<ul style="list-style-type: none"> <li>2023 NB – Two PP eligible children did not sit the Y2 PSC</li> <li>2023 90% of children meet the PSC threshold by the end of Year 2 – this has increased by 7% and is above the NA.</li> <li>2024 NB – One non-PP child did not sit the Y2 PSC.</li> <li>2024 91.7% (55/60) of children meet the PSC threshold by the end of Year 2 – this has increased since 2023.</li> </ul>						

#### Y4 MTC achievement

2024  40 eligible for PP  15 PP +SEND	Pupil Premium			Others			Birmingham LA All pupils	NA All pupils
	2022	2023	2024	2022	2023	2024		



Mean average score	20.4	TBC	20.4	22.5	TBC	23.1	21.4	20.6
<b>Comments:</b>  <b>2024 analysis</b>	<ul style="list-style-type: none"> <li>2022 Gap of -2.1 compared to other children. PP Average score above NA 20.4/17.9 NA</li> <li>2024 Gap of -2.7 compared to other children. 15 PP eligible children also SEND and 2 children working below the standard of the check.</li> </ul>							

**KS1 Y2 achievement – Proportions of children achieving the ‘Expected Standard’ or above in Reading, Writing and Maths against the Teacher Assessment Frameworks at KS1 in July 2024. (It is not statutory to report this KS1 data to the LA and there is no national comparator).**

2024  41 children eligible for PP  7 SEND  3/7 PP +SEND	Pupil Premium			Other		Birmingham LA comparison - 2024 Ever 6	
	2022	2023	2024	2023	2024		
Reading	62.5%	76%	75.6% (31/41)	68%	73.7% (14/19)	63.9%	
Writing	46.9%	62%	58.5% (24/41)	61%	73.7% (14/19)	56.1%	
Maths	56.3%	66%	73% (30/41)	65%	78.9% (15/19)	63.2%	
Science		79%	80.5% (33/41)	77.4%	78.9% (15/19)	-	
<b>Comments:</b> <b>2024 analysis</b>	<p>This year group has a significant number of children eligible for PP 68%, which is above the LA average of 42.6%. This significant disparity between the groups will affect data comparisons significantly.</p> <p>PP achievement has improved in Maths and Science compared with 2023 data.</p> <p>PP achievement has remained broadly similar for Reading.</p> <p>School PP achievement is significantly above LA published figures for Reading and Maths (reporting schools).</p> <p>1 PP eligible child with identified SEND achieved EXS in Reading, Maths and Science.</p>						

**KS2 Y6 achievement – Proportions of children achieving the ‘Expected Standard’ or above in Reading, SPAG and Mathematics in the Year 6 SATs tests in May 2024. Also, in Writing, the proportions of children achieving the Expected Standard or above against the Teacher Assessment Frameworks at KS2 in July 2024.**

2024  43 children eligible for PP	Pupil Premium			Other		Birmingham LA comparison – Pupil Premium eligible  2024	NA Pupil Premium eligible  2024
	2022	2023	2024	2023	2024		

Reading EXP or above	88.9%	71%	81.4% (35/43)	86%	82.4% (14/17)		
Writing EXP or above	66.7%	61%	65.1% 5/43 GDS 23/43 EXS 10 WTS 5 PK	86%	82.4% 1/17 GDS 13/17 EXS 2 WTS 1 PK		
Maths EXP or above	83.3%	68%	76.7% (33/43)	86%	94% (16/17)		
EXP or above in R,W,M	63.9%	61%	65.1% (28/43)	68%	76.5% (13/17)		
Science		77.4%	79% (34/43)	93%	94% (16/17)		
<b>Comments:</b> <b>2024 analysis</b>	<ul style="list-style-type: none"> <li>• Significant increase in proportions of PP eligible pupils achieving EXS+ in Mathematics.</li> <li>• Significant increase in proportions of PP eligible pupils achieving EXS+ in Reading.</li> <li>• Increase in proportions of PP eligible pupils achieving EXS+ in science.</li> <li>• Slight increase in proportions of PP eligible pupils achieving EXS+ in Writing.</li> </ul>						

## 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
Personalised pupil Online Learning Platform	CENTURY Tech
Accelerated Reader Quiz and assessment programme	Renaissance Learning

## Service pupil premium funding (optional)

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

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*