

## Pupil premium strategy statement – Alkborough Primary School

**2023-2024**

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Alkborough Primary
Number of pupils in school	66FT (67 including F1)
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-23 2023-24 2024-25
Date this statement was published	November 2023
Date on which it will be reviewed	01/11/2024
Statement authorised by	Miss J Ashton
Pupil premium lead	Miss J Ashton
Governor / Trustee lead	Mrs M Garlick

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,600
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£20,600

## Part A: Pupil premium strategy plan

### Statement of intent

At Alkborough Primary School we target the use of Pupil Premium Grant funding and to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become confident, resilient, successful, active and socially responsible citizens of the future.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning, particularly with the impact of the Covid19 pandemic.

**Our ultimate objectives are to:**

- Remove barriers to learning created by poverty, family circumstance and background.
- Remove barriers influenced by the Covid19 pandemic
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- To ensure quality first teaching so that all children make good progress or better and catch up.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional well-being and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

**Our context:**

- 7 % of pupils are eligible for Pupil Premium Funding

**Background**

Evidence shows that children from disadvantaged backgrounds generally face extra challenges in reaching their potential at school and often do not perform as well as their peers. Therefore, publicly funded schools in England receive additional funding (pupil premium) from the government to help overcome barriers to learning and improve the progress and outcomes of disadvantaged pupils.

Pupil premium funding based on the number of pupils in school in January each year from the following groups:

- Free school meals;
- Looked-after and previously looked-after children;
- Service premium - whilst paid to schools with the pupil premium the service premium is not part of the pupil premium and eligibility relates to pupils with a parent serving in HM Forces or in receipt of a pension from the Ministry of Defence. This funding is to help with pastoral support.

**Non-eligible pupils**

Schools may spend their pupil premium funding on pupils who do not meet the eligibility criteria but need additional support.

For example:

- are in contact with a social worker
- used to be in contact with a social worker
- are acting as a carer

### **Allocation of additional funding**

At Alkborough Primary School we use the Education Endowment Foundation (EEF) Guide to Pupil Premium. This includes the following 5 key principles of spending:

- Schools can make a difference in narrowing attainment gaps;
- Evidence-informed teachers and leaders must combine research findings with professional expertise to make decisions;
- Quality First Teaching helps every child;
- Funding must support middle and higher attaining pupils – it must not solely focus on lower ability pupils;
- Focussing on a small number of carefully chosen priorities is effective - less can be more.

In line with the EEF Guide, Alkborough Primary School adopts a tiered approach to Pupil Premium spending. They are as follows:

### **Quality First Teaching**

Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending. Spending on improving teaching might, but not exclusively, include professional development, training and support for early career teachers and recruitment and retention.

### **Targeted academic support**

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy. The EEF have evaluated the impact of a range of strategies and schools are encouraged to make use of these resources.

### **Wider strategies**

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.

### **Responsibilities**

Governors are responsible for:

Holding the Headteacher to account in order to ensure the Pupil Premium grant helps all disadvantaged pupils by improving their progress and attainment.

The Governing Body is responsible for:

- Agreeing and approving annual Pupil Premium statements;
- Ensuring the school meets its statutory responsibilities for Pupil Premium spending, including publication on the school website.

The Headteacher is responsible for:

- Writing annual Pupil Premium statements
- Reviewing Pupil Premium statements for the previous academic year
- Ensuring agreed strategies are effectively implemented and monitored so that they lead to improved outcomes for disadvantaged pupils;
- Publishing statutory information on the school's website;

Teachers and other school staff are responsible for:

- Ensuring they have an accurate understanding of the disadvantaged pupils in their class/group etc and their specific barriers to achieving highly;
- Implement the school's agreed Pupil Premium strategy (as appropriate to their role).

## Challenges

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

Challenge number	Detail of challenge
1	<p>Effect on academic progress for PP children in reading, writing and maths, as a result of the impact of lockdown, remote learning &amp; COVID19 related illness on pupils, including SEN pupils and more able pupils:</p> <ul style="list-style-type: none"> <li>- PP access and engagement in remote learning</li> <li>- new PP pupils in school that struggled to access remote learning at previous school (reduced confidence / self-esteem)</li> <li>- access to a breadth of quality reading materials</li> <li>- reduced engagement in writing activities and tasks</li> <li>- consistent engagement in remote learning for maths</li> <li>- consistent engagement in remote learning</li> <li>- access to remote learning and support from parents/carers</li> <li>- absence due to COVID19 related illness</li> </ul> <p><i>EEF:</i>  <i>Research has found that disadvantaged pupils have been worst affected by partial school closures, and that the attainment gap has grown as a result of national lockdowns. The economic impact of Covid-19 has also led to higher numbers of pupils qualifying for pupil premium. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils.</i></p>
2	Under developed communication and language skills impede disadvantaged children's access to the curriculum and independent learning strategies.
3	<p>The effect of COVID 19 restrictions &amp; lockdowns, remote learning &amp; COVID19 related illness for PP children &amp; their families, with regards to the Social, emotional and mental health of pupils, including SEN pupils and more able pupils:</p> <ul style="list-style-type: none"> <li>- increased number of PP pupils accessing nurture support</li> <li>- PP pupils with an EHP, in need of individual and family support</li> <li>- increased number of PP pupils with persistent absenteeism / absence</li> <li>- reduced confidence and/or self esteem</li> </ul>

	<ul style="list-style-type: none"> <li>- reduced access to activities and life experiences that promote well-being, due to lockdowns and restrictions</li> <li>- reduced face to face social interaction with peers, extended family members and others within the local and wider community</li> <li>- reduced understanding of social expectations</li> </ul> <p><i>EEF:</i>  <i>Research has found that disadvantaged pupils have been worst affected by partial school closures, and that the attainment gap has grown as a result of national lockdowns. The economic impact of Covid-19 has also led to higher numbers of pupils qualifying for pupil premium. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils.</i></p>
4	<p>Access to wider opportunities and life experiences:</p> <ul style="list-style-type: none"> <li>- lack of wider opportunities and life experiences, due to lockdowns &amp; restrictions</li> <li>- lack of wider opportunities and life experiences due to parental loss of jobs / reduction in income</li> <li>- reduced access to activities and life experiences that promote well-being, due to lockdowns and restrictions</li> <li>- reduced face to face social interaction with peers, extended family members and others within the local and wider community</li> <li>- reduced experience of social and interactive norms and real life experiences</li> </ul> <p><i>EEF:</i>  <i>Research has found that disadvantaged pupils have been worst affected by partial school closures, and that the attainment gap has grown as a result of national lockdowns. The economic impact of Covid-19 has also led to higher numbers of pupils qualifying for pupil premium. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils</i></p>
5	<p>Diagnosed learning difficulties:</p> <ul style="list-style-type: none"> <li>- pupil premium children with additional needs</li> <li>- pupil premium children with diagnosed needs</li> </ul>

## 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
Gaps in pupils' learning are identified in reading, writing, spelling & maths and quality first teaching and interventions are adapted and targeted to address these.	<ul style="list-style-type: none"> <li>● Formative assessments will show gaps are being addressed and pupils are making expected progress (or exceeding).</li> <li>● Effective early interventions and teacher targeting are in place to challenge previously exceeding children and accelerate progress of children with potential.</li> </ul>

	<ul style="list-style-type: none"> <li>● Individual support plans will be formulated for those pupils with additional needs and targets, strategies and progress will be reviewed, discussed and shared with the pupil and parents.</li> <li>● Progress will be monitored termly.</li> </ul>
Close the gap and improve progress in reading for disadvantaged pupils.	<ul style="list-style-type: none"> <li>● Achieve outcomes in-line with, or above, national average by the end of KS1 &amp; KS2 in reading and writing.</li> <li>● Effective early interventions and teacher targeting are in place to challenge previously exceeding children and accelerate progress of children with potential.</li> <li>● Individual support plans will be formulated for those pupils with additional needs and targets, strategies and progress will be reviewed, discussed and shared with the pupil and parents, with regards to reading (where applicable)</li> <li>● Across the school, pupils have access to a range of quality reading materials in class libraries and gain an interest in reading for pleasure, developed from high quality phonics &amp; reading lessons with a focus on fluency &amp; class discussion to build comprehension skills.</li> </ul>
Close the gap and improve progress in and writing (including handwriting) for disadvantaged pupils.	<ul style="list-style-type: none"> <li>● Achieve outcomes in-line with, or above, national average by the end of KS1 &amp; KS2 in and writing.</li> <li>● Effective early interventions and teacher targeting are in place to challenge previously exceeding children and accelerate progress of children with potential.</li> <li>● Individual support plans will be formulated for those pupils with additional needs and targets, strategies and progress will be reviewed, discussed and shared with the pupil and parents, with regards to writing (where applicable)</li> <li>● Pupils are able to write independently and use writing skills across the curriculum.</li> <li>● Pupils' handwriting and presentation improved.</li> </ul>

	<ul style="list-style-type: none"> <li>● Pupils feel confident with letter formation and joined up handwriting (age appropriate)</li> </ul>
<p>In EYFS, pupils are supported in developing social, emotional, communication and language skills in order to transition into:</p> <ul style="list-style-type: none"> <li>- F1</li> <li>- F2</li> </ul> <p>and access learning.</p> <p>Pupils in KS1, are supported in developing social, emotional, communication and language skills.</p> <p>Pupils in KS2, are supported in developing social, emotional, communication and language skills</p>	<ul style="list-style-type: none"> <li>● To secure quality first teaching for disadvantaged pupils with identified communication and language needs.</li> <li>● The EYFS curriculum &amp; environment supports the development of social, emotional, communication and language skills</li> <li>● Disadvantaged pupils with communication &amp; language needs in EYFS, KS1 &amp; KS2 are identified by class teachers &amp; liaison with SENDCO &amp; outside agencies.</li> <li>● Disadvantaged children with underdeveloped language receive targeted intervention to accelerate progress.</li> <li>● Children who receive targeted intervention for speech, communication &amp; language, make the expected progress and maintain progress, post intervention.</li> <li>● Targeted support from leaders and school based interventions for all year groups including early support for new starters is effective.</li> </ul>
<p>Maintain positive outcomes in maths for disadvantaged pupils, including SEN and more able pupils.</p>	<ul style="list-style-type: none"> <li>● Achieve outcomes in-line with, or above, national average by the end of KS1 &amp; KS2.</li> <li>● Pupils' gaps in learning are identified and arithmetic skills are focused on during class time and within targeted intervention &amp; support time to maintain progression and positive outcomes.</li> <li>● Gaps in other core areas of maths are identified and addressed during lessons, 1-1 support and interventions</li> <li>● Individual support plans will be formulated for those pupils with additional needs and targets, strategies and progress will be reviewed, discussed and shared with the pupil and parents, with regards to maths (where applicable)</li> </ul>
<p>Support pupils' emotional and physical well-being, resilience and self-esteem, in order that they access and engage positively in their learning.</p>	<ul style="list-style-type: none"> <li>● Pupils engage well in lessons and achieve outcomes in-line with or above national average by the end of KS1 &amp; KS2.</li> </ul>

	<ul style="list-style-type: none"> <li>● Early Help supports individual pupils and parents and pupils engage positively in lessons.</li> <li>● PP pupils have equal opportunities and pupils have positive aspirations and make good life choices &amp; behaviour is good.</li> <li>● Children are accessing the curriculum in a positive and mindful way.</li> <li>● Children create management techniques to ensure they utilise learning time</li> <li>● Focus on mental well-being is effective.</li> </ul>
Pupils are afforded opportunities to experience a wide range of social/cultural and sporting experiences.	<ul style="list-style-type: none"> <li>● Pupils given opportunities for outdoor learning and well-being and resilience is improved.</li> <li>● Pupils attend school trips to visit places they otherwise would not.</li> <li>● Pupils are exposed to enrichment activities and sporting events.</li> <li>● Pupils are enthusiastic for learning through the delivery of an exciting and engaging curriculum, whilst also providing opportunities for learning in different contexts impacting positively on pupil engagement and pupil outcomes.</li> </ul>
Attendance.	<ul style="list-style-type: none"> <li>● Ensure attendance of disadvantaged pupils is at least 96%.</li> <li>● Support plans put in place, where required, to support parents and improve attendance.</li> </ul>

## Activity in this academic year

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

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

Budgeted cost: £ 12,715

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure that pupils with social and emotional needs are met:	School based evidence: Positive outcomes from allocated SLT time for:	3 5



<ul style="list-style-type: none"> <li>- Sendco to work with teachers and teaching assistants to create nurture plans for individual pupils</li> <li>- allocated SLT time in order that pupils receive relevant and timely support within school and from external agencies</li> <li>- Sendco ½ day</li> </ul>	<ul style="list-style-type: none"> <li>- Allocated time for the writing and reviews of Early Help Plans</li> <li>- Administration time: paperwork and admin for EHCP, reviews and reports</li> <li>- SENDCO time</li> <li>- Child Protection Co-ordinator time: <ul style="list-style-type: none"> <li>- meetings with parents &amp; parent feedback</li> <li>- Meetings with outside agencies &amp; their input and feedback</li> <li>- Reviews (pupil and parent voice)</li> </ul> </li> <li>- Purchase and production of resources to support additional needs</li> <li>- Utilise outside agencies to support pupils and families: e.g. Children's Services -Complex Behaviour Team,SENd Team</li> <li>- Support plans: individual programmes of work (IEPs) for pupils</li> <li>- liaison with social workers: <ul style="list-style-type: none"> <li>- LAC meetings</li> </ul> </li> </ul> <p><i>EEF:</i>  <i>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</i></p>	
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<p>Staff CPD:</p> <ul style="list-style-type: none"> <li>- Mental Health Champion in school (staff member)</li> <li>- PSE subject leader (staff member)</li> <li>- purchase of SCARF scheme</li> <li>- BIG Talk staff training</li> <li>- Team Teach Training</li> </ul>	<p>School based evidence:</p> <p>Positive outcomes and engagement in activities / lessons to support pupils safeguarding, well-being and social and emotional needs:</p> <ul style="list-style-type: none"> <li>- 1st aid training for all pupils</li> <li>- Big Talk workshops for all pupils (and parents - information &amp; workshop)</li> <li>- Anti-bullying week / activities</li> <li>- access to quality lessons in PSE</li> <li>- A range of books available to raise awareness of diversity.</li> <li>- Positive behaviour management training evident in the behaviour policy to allow pupils to develop skills to deal with challenging situations &amp; behaviours in a desirable ay which develops positive relationships at school or in daily life.</li> </ul> <p><i>EEF:</i></p> <p><i>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</i></p> <p><b>eg</b></p> <p><i>Establish school-wide norms, expectations and routines that support children's social and emotional development.</i></p> <p><i>Align the school's behaviour and anti-bullying policies with SEL.</i></p>	<p>3</p> <p>4</p>
<p>CPD for teaching assistants:</p> <ul style="list-style-type: none"> <li>- continued support from SENDCO</li> <li>- ongoing CPD re-use of resources / delivery of interventions</li> </ul>	<p>School based evidence:</p> <p>High impact of the delivery of focussed interventions which support wave 1 teaching.</p> <ul style="list-style-type: none"> <li>• Thrive Training- emotionally friendly schools to allow pupils to develop skills to deal with challenging situations &amp; behaviours in a desirable ay which develops positive relationships at school or in daily life.</li> </ul> <p><i>EEF:</i></p>	

	<p>Where TAs are working individually with low attaining pupils the focus should be on retaining access to high-quality teaching, for example by delivering brief, but intensive, structured interventions.</p> <p>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 (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training.</p>	
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### Targeted academic support (for example, catch up, one-to-one support structured interventions)

Budgeted cost: £6385

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted catch-up support for individuals in reading, writing and or maths delivered by a teaching assistant/ Early years Manager to deliver 1:1 or 1:2 phonics to targeted pupils	<p>School based evidence:</p> <p>Increased pupil confidence and self-esteem.</p> <p>Pupils engage well in the classroom, using &amp; applying learnt skills in 'catch-up booster programme'.</p> <p>Use of schools phonics scheme to support learning &amp; closing gaps.</p> <p><b>See 2023 results in Part B page</b></p> <p>EEF:</p> <p>'Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.'</p>	<p>1</p> <p>2</p> <p>3</p> <p>5</p>

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

Budgeted cost: £ 1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Purchase of resources	<p>Purchase of resources:</p> <ul style="list-style-type: none"> <li>- CPOMs</li> <li>- reward certificates / stickers etc</li> <li>- safeguarding training</li> <li>- Team Teach</li> </ul>	<p>1</p> <p>2</p> <p>3</p>
Time-tabled opportunities for children to participate in outdoor learning opportunities to improve and develop social, emotional and well-being	<p>EEF:</p> <p><i>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.</i></p> <p><i>Evidence and outdoor learning (EEF):</i></p> <p><i>Outdoor adventure learning + 4 months</i></p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>
Support plans formulated with teachers, parents and pupils to support social, emotional and physical well-being	<p>School based evidence:</p> <ul style="list-style-type: none"> <li>- positive outcomes for families and pupils</li> <li>- positive transitions into school for new pupils</li> <li>- positive transitions to secondary school</li> <li>- positive behaviour</li> </ul> <p>EEF:</p> <p><i>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</i></p> <p><i>eg</i></p> <p><i>Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions.</i></p> <p><i>Social awareness: use stories to discuss others' emotions and perspectives.</i></p>	<p>3</p>
Quality first teaching to ensure good or better attainment & progress in reading, writing and maths	<p>School based evidence:</p> <p>:</p> <p><b>See 2023 results in Part B page 15 for a breakdown of the results.</b></p> <p>Monitoring, evidences quality first teaching via:</p> <ul style="list-style-type: none"> <li>- pupil voice</li> <li>- work scrutiny</li> <li>- lesson observations</li> </ul>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p>

	<p><i>EEF:</i></p> <p><i>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</i></p>	
Quality first teaching to improve and develop social, emotional and well-being	<p>School based evidence:</p> <ul style="list-style-type: none"> <li>- positive outcomes for all pupils</li> <li>- access to nurture time</li> <li>- access to outdoor learning opportunities to improve well being</li> </ul> <p><i>EEF:</i></p> <p><i>Use a range of strategies to teach key skills, both in dedicated time, and in everyday teaching.</i></p> <p><i>Self-awareness: expand children's emotional vocabulary and support them to express emotions.</i></p> <p><i>Relationship skills: role play good communication and listening skills.</i></p> <p><i>Responsible decision-making: teach and practise problem solving strategies.</i></p>	<p>3</p> <p>4</p>
<p>Extra transition for vulnerable PP children:</p> <ul style="list-style-type: none"> <li>- A transition week for pupils moving into EYFS, KS1 &amp; KS2.</li> </ul>	<p>Positive outcomes for pupils, improved engagement, improved self-esteem / confidence &amp; behaviour as a result of the use of:</p> <ul style="list-style-type: none"> <li>- targeted 1-1 time</li> <li>- focused social / emotional development activities</li> <li>- delivery of speech &amp; language</li> <li>- extra nurture / nurture plans</li> <li>- liaison with secondary schools to organise and support extra targeted transition opportunities</li> <li>- positive pupil voice feedback</li> </ul>	<p>1</p> <p>2</p> <p>3</p> <p>5</p>
Wider curriculum opportunities - To ensure that socio-economical factors do not restrict pupils' access to the wider curriculum.	<p>Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.</p> <p>Equal opportunities for PP children.</p> <ul style="list-style-type: none"> <li>- Funded trips</li> <li>- Funded curriculum enrichment trips</li> <li>- Breakfast Club</li> <li>- snacks for breaktime</li> </ul>	<p>4</p>

	<ul style="list-style-type: none"> <li>- Purchase of uniform</li> <li>- Purchase of resources</li> </ul>	
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**Total budgeted cost: £ 20,600**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

(National %)

#### EYFS

	2022 - 2023	
	All	PPG
<b>Good Level of Development</b>	6/8 67% <b>67%</b>	No PPG children

#### Key Stage 1

	2022 - 2023	
	All	PPG
<b>Year 1 Phonics Screen</b>	5/9 56% <b>(81%)</b>	No PPG in cohort

#### Key stage 1

Year 2 SATs		2022 – 2023 9 pupils		
		All	PPG	SEND
<b>Reading</b>	<b>EXS</b>	7/9 78% <b>(68%)</b>	0/1	1/2 50%
	<b>GDS</b>	2/9 22% <b>(18%)</b>	0/1	0/2
<b>Writing</b>	<b>EXS</b>	7/9 78% <b>(59%)</b>	0/1	1/2 50%
	<b>GDS</b>	2/9 22% <b>(8%)</b>	0/1	0/2
<b>Maths</b>	<b>EXS</b>	9/9 100% <b>(70%)</b>	1/1 11%	2/2 100%
	<b>GDS</b>	1/9 11% <b>(16%)</b>	0/1	0/2

#### Key Stage 2

Year 4	2022 - 2023	
	All: 11	PPG: 1

<b>Multiplication Check (25)</b> <b>20 = average score</b>	25+: 1 (9%) 20+: 8 <b>(25: 31%)</b>	Sc: 24
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## Key Stage 2

Year 6 SATs		2022 – 2023		
		11 pupils		
		All	PPG	SEND
Reading	EXS	7/11 64% (73%)	4/5 80%	2/5 40%
	GDS	1/11 9%	1/5 20%	1/5 20%
Writing	EXS	6/11 55% (71%)	3/5 60%	2/5 40%
	GDS	0/11	0	0
Maths	EXS	6/11 55% (73%)	3/5 60%	2/5 40%
	GDS	0	0	0
Combined	EXS	6/11 55% (59%)	3/5 60%	2/5 40%
	GDS	0	0	0
SPAG	EXS	9/11 56% (72%)	3/5 60%	2/5 40%
		3/11 27%	2/5 40%	2/5 40%
	GDS			

## Externally provided programmes

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

Programme	Provider
Thrive	Emotionally Friendly Schools
SALT	Speech and Language
Jungle Gym	

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

N/A

## Further information (optional)



## **School Development Planning:**

### **School Development Priorities 2022-2023**

#### **SDP: 1**

##### **Priority One 2023-2024**

- To achieve national average or above in phonics, reading, writing and maths at expected and greater depth.

#### **SDP 2**

##### **Priority Two 2023-2024**

- To ensure that subject leaders are able to identify good and outstanding teaching and learning and a broad and balanced curriculum within their subjects.

#### **SDP 3**

##### **Priority Three 2023-2024**

- To continue to improve the well-being and social and emotional development of both staff and pupils.