

# Hoylake Holy Trinity Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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                                                                                                     | Hoylake Holy Trinity CE Primary School |
| Number of pupils in school                                                                                      | 298                                    |
| Proportion (%) of pupil premium eligible pupils                                                                 | 14.53%                                 |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2022<br>2022-2023<br>2023-2024    |
| Date this statement was published                                                                               | December 2021                          |
| Date on which it will be reviewed                                                                               | September 2024                         |
| Statement authorised by                                                                                         | Christine Wright<br>(Headteacher)      |
| Pupil premium lead                                                                                              | Christine Wright                       |
| Governor / Trustee lead                                                                                         | Chris French                           |

## Funding overview

| Detail                                                                                                                                                                      | Amount                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| Pupil premium funding allocation this academic year                                                                                                                         | £67,245                      |
| Recovery premium funding allocation this academic year                                                                                                                      | £5909                        |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                      | £0                           |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £73,154 (2023-24 Allocation) |

# Part A: Pupil premium strategy plan

## Statement of intent

### Objectives

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

### School Culture

We will provide a culture where:

1. we believe in all children
  - a. there are “no excuses” made for underperformance
  - b. staff adopt a “solution-focused” approach to overcoming barriers
  - c. staff support children to develop growth mindsets towards learning
2. we have high expectations
3. we share good practice within the school and draw on external expertise
4. we provide high quality staff training
5. we ensure assessment, including Assessment for Learning, informs next steps in learning schools
6. Use research and training to support us in determining the strategies that will be most effective e.g. Lesson Study

### Guiding principles for the allocation of resources

1. Quality first teaching and reducing child: adult ratio.
2. Teaching and learning opportunities and support that meet the needs of all of the pupils including focused intervention.
3. Pastoral and emotional support for example Emotional Literacy Support Assistant (ELSA)
4. Equality of opportunity. This could be access to visits, IT equipment or extra-curricular events.
5. Promoting and supporting attendance.

Allocation of funding will, in the first instance, be targeted towards raising the achievement of children on Pupil Premium but will impact positively on all children, for example through intervention groups, whole school resources and reduced child: adult ratio and any pupil or groups of pupils the school has identified as being in need of intervention and support.

Pupil Premium funding will be used where priority classes, groups or individuals have been identified through progress meetings. This means that not all children receiving free school meals will attend specific interventions if such interventions do not meet their academic or pastoral needs, but they will benefit because of the improved child: adult ratio within the classroom. Underachievement at all levels is targeted. All pupil premium children benefit from the funding, not just lower attaining pupils. Intervention groups also focus on higher achieving children who need further challenge or children who are working at the expected level but may have misconceptions, for example a child may be achieving well within mathematics lessons but struggle with fractions.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Some of these challenges have been identified through the use of the EEF Diagnostic Assessment resource e.g. reading fluency and progress.

| Challenge number | Detail of challenge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | Poor language, communication and reading skills. Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.                                                                                                                                                                                                                                                                                                                                                                               |
| 2                | Limited life experiences and opportunities with issues around poverty and limited financial resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 3                | <p>Poor attendance. Our attendance data over the last X years indicates that attendance among disadvantaged pupils has been between X - Y% lower than for non-disadvantaged pupils.</p> <p>X - Y% of disadvantaged pupils have been 'persistently absent' compared to X - Y% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 4                | School closures have resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. Internal and external (where available) assessments indicate that attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 5                | <p>Low self-esteem and lacking in self confidence. Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to bullying, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. X pupils (X of whom are disadvantaged) currently require additional support with social and emotional needs, with X (X of whom are disadvantaged) receiving small group interventions.</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                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Increase the number of disadvantaged children reaching ARE in the core subjects across the school.                                                                                                                                                                                                                                                                        | In years F2 to Y6, children achieve outcomes that are at least in line with Wirral and National counterparts for Reading, Writing, Maths, Phonics and GLD.                                                                                                                                                                                        |
| Emotional difficulties of pupils are addressed leading to an increase in time spent accessing learning.                                                                                                                                                                                                                                                                   | Appropriate support and strategies in place to enable improvements.                                                                                                                                                                                                                                                                               |
| Increased attendance rates for pupils eligible for PP. Increase the attendance of the identified pupils who had persistent absence in 2020-21. Maintain the good attendance records of all children in receipt of PP.                                                                                                                                                     | Attendance Officer and Admin team monitor attendance closely. Attendance Officer meets with parents to offer support on getting children to school and encourages positive attitudes to education. Attendance Officer also supports families if there is a specific barrier to good attendance. School works closely with the LA attendance team. |
| <p>Increased number of PP children experiencing wider opportunities</p> <p>Visits and visitors are explicitly planned as an opportunity to broaden our curriculum and broaden the opportunities available to our PP children.</p> <p>Wide programme of extracurricular activities runs throughout the year, providing a range of experiences for PP pupils to access.</p> | <p>PP children represent the school in a range of sports and activities.</p> <p>A range of visitors and visits support children's understanding of society and learning is enhanced.</p> <p>As a school we will not allow funding to be a reason for a PP pupil to not access an activity.</p>                                                    |
| <p>PP children will have regular access to ELSA to access specific support including relaxation, anger management, social and emotional wellbeing.</p> <p>School focus is on allowing children to talk and feeling enabled to speak to any adult should they want to.</p>                                                                                                 | <p>Pupils with a range of barriers to learning are ready to learn and develop good behaviour for Learning.</p> <p>Pupils are able to regulate their emotions.</p>                                                                                                                                                                                 |
| Pupils are able to self-regulate and manage emotions in appropriate way.                                                                                                                                                                                                                                                                                                  | In house ELSA support programme data shows movement in developmental strands for pupils.                                                                                                                                                                                                                                                          |

## 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: £22,868

| Activity                                                                                 | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Challenge number(s) addressed |
|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Senior teacher to lead on research informed practice                                     | Research should be at the forefront of school improvement.<br>Implementing and leading on the delivery of proven research informed practices will benefit the pupils within our school.<br><a href="#">school-improvement-planning</a>                                                                                                                                                                                                                                                                                                                                                                            | 1, 4                          |
| Senior teacher to lead on enrichment, enjoyment (Cultural Capital)                       | Cultural Capital is identified as the biggest barrier for disadvantaged pupils making higher rates of progress.<br>Along with other measures, ensuring that educational experiences of the youngest children are of the highest quality provides opportunities to reverse this long-term cycle of deprivation for our disadvantaged children.<br><a href="#">Unknown children destined for disadvantage.pdf</a>                                                                                                                                                                                                   | 2                             |
| TA3 To screen all children on entry to F1/F2 and bespoke programmes are put in place.    | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:<br><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>                                                                                                                                                                                                                                                                                             | 1                             |
| SENCO additional half day                                                                | Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers.<br><a href="#">educationendowmentfoundation/send</a>                                                                                                                                                                                                        | 1, 4, 5                       |
| Staff CPD and cost of cover for teachers for 1/2 day per term with weekly cover for SLT. | High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. All staff are allocated time to lead effectively and are released once a term. SLT to be released weekly and for all subject leaders to be released once a term.<br>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF guide to the Pupil Premium. Team leads and Head of key stages promote positive engagement and teaching strategies with Pupil Premium Students. Teachers track PP students progress and liaise with team to help | 1, 4                          |

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|                                                                                                                                                                                                                                                                                      | signpost needs for targeted intervention. "Evidence consistently shows the positive impact that targeted academic support can have."                                                                                                                                                                                                                                                                  |      |
| Additional TA3 in Y5/6 5 mornings to enable smaller and more focussed sets for Maths and English                                                                                                                                                                                     | Small group tuition teaching strategy from the EEF teacher toolkit. "The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better."                                                                                       | 1, 4 |
| Enhancement and embedding of our maths teaching and curriculum planning in line with DfE and EEF guidance.<br><br>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:<br><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a><br><br>The EEF guidance is based on a range of the best available evidence:<br><a href="#">Improving Mathematics in Key Stages 2 and 3</a> | 4    |

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

Budgeted cost: £18,094

| Activity                                                                           | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Challenge number(s) addressed |
|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <b>School Led Tutoring 40 weeksx£225 (started Aut 2)</b><br>PP to top up           | £6642 (gov 60% allocation) £2656.80 (school 40% allocation) Total £9298.80<br><b>*Not included in PP spend £450 from PP spend</b><br><br>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:<br><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a><br><br>And in small groups:<br><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a> | 1, 2, 4                       |
| ICT programmes to aid home learning (Purple Mash, Times Table Rockstars, Bug Club) | Families are more engaged with home learning and children are active in continuing their learning outside of the classroom.<br><br>Where students made regular use of the resources last year, it led to improved confidence in class and a secure functional maths foundation.                                                                                                                                                                                                                                  | 1, 2, 4                       |
| EY and KS1 Resourcing to meet the need of the new EY Curriculum EY / KS1           | An audit was undertaken in 2021 looking at the quality of reading books used in Phonics, Guided Reading and home reading books. An investment of new books was undertaken to support the EEF research.<br><br><a href="#">/literacy-ks-1</a>                                                                                                                                                                                                                                                                     | 1, 2, 4                       |

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| Reading Books to ensure the books link to RWI and accelerate reading with all children having access to a quality reading scheme. | <a href="https://educationendowmentfoundation.org.uk/literacy-ks2">educationendowmentfoundation.org.uk/literacy-ks2</a>                                                                                                                                                                                                                                                                                                                                                          |            |
| Targeted interventions including Lego Therapy, Drawing and Talking, Socially Speaking resources and staffing                      | <p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF guide to the Pupil Premium.</p> <p>Staff who feel skilled and confident leading an intervention will see better progress from the children.</p> <p>We hope to see TAs becoming more confident with monitoring and evaluating the interventions which take place and enabling them to evaluate which strategies lead to good progress and how this is measured.</p> | 1, 2, 4, 5 |
| Reading Recovery programme delivered two sessions per week                                                                        | <p>Reading is a key determiner for academic success. Closing the reading gap leads to improved confidence, engagement and greater outcomes.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition   EEF (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>                                       | 1          |
| KAM Speech and Language Support                                                                                                   | <p>Studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills.</p> <p><a href="#">communication-and-language-approaches</a></p>                                                                                                                                                                                      | 1          |

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

Budgeted cost: £34, 863

| Activity                                                                                                                                                                                                                                                 | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Challenge number(s) addressed |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>Subsidised visits, including Y6 &amp; Y4 residential, to broaden the opportunities available to our PP children.</p> <p>Subsidised costs of the programme of extracurricular activities providing a range of experiences for PP pupils to access.</p> | <p>Equality of Opportunity.</p> <p>“Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling.” Social Mobility Commission research.</p> <p>Cultural Capital is identified as the biggest barrier for disadvantaged pupils making higher rates of progress. Along with other measures, ensuring that educational experiences of the youngest children are of the highest</p> | 1, 2, 5                       |

|                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |      |
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|                                                                                                                                                                                                                                                                                                        | <p>quality provides opportunities to reverse this long-term cycle of deprivation for our disadvantaged children.</p> <p><a href="#">Unknown children destined for disadvantage.pdf</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |      |
| <p>Alternative provision and Outreach support for individuals for whom behaviour presents a significant barrier to learning.</p>                                                                                                                                                                       | <p>More frequent behaviour difficulties meaning PP pupils are more likely to be placed in Red Zone which impacts on their academic progress</p> <p>Behaviour interventions strategy from the EEF teacher toolkit.</p> <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>                                                                                                                                                                                                                                                                                       | 5    |
| <p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Admin tracking absences team and providing support for parents</p> <p>Attendance Officer analysis of absence data plus meetings with parents to address attendance issues</p> | <p>Our Attendance Officer will work with each family on a regular basis to offer support and guidance to help remove any potential barriers for lack of attendance.</p> <p>"Interventions may well be one part of an effective Pupil Premium Strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour."</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>                                                                                                                                            | 3    |
| <p>Following the identification of barriers to learning by teachers, the ELSA implements appropriate intervention/therapeutic response.</p> <p>SENCO/ELSA works with class teachers and teachers. ELSA works with identified children on bespoke intervention/Nurture programmes.</p>                  | <p>Research from the EEF show that Social and Emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months additional progress on attainment.</p> <p>Improving mental health raises self-esteem, self-confidence and leads to improved attendance and outcomes for learners.</p> <p>"Mentoring appears to have a positive impact on academic outcomes. Studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour." EEF Teacher Toolkit Mentoring.</p> | 5    |
| <p>Lunchtime Support to provide high quality games and activities to engage pupils and provide opportunities to experience a wider range of activities.</p>                                                                                                                                            | <p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p><a href="#">educationendowmentfoundation.org.uk/physical-activity</a></p>                                                                                                                                                                                                                                                  | 2, 5 |
| <p>1 to 1 TAs</p> <p>Whole staff training on Learning behaviour approaches with the aim of developing our school ethos and improving learning behaviours across school.</p>                                                                                                                            | <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="#">behaviour-interventions</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 5    |

|                                                                                                   |                                                                                                                                                                                                                                                                                                                                                             |     |
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| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:<br><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a> | 1   |
| Contingency fund for acute issues.                                                                | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.                                                                                                                                                              | ALL |

**Total budgeted cost: £ 75,825**

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

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

We deployed learning support assistants across the school to enable disadvantaged pupils to be supported in the classroom, to access the full curriculum, to address gaps in learning as part of quality first teaching and to deliver specific interventions where required.

The PPG was used to fund the following interventions:

- Maths Intervention (for example overlearning of core skills)
- Reading Intervention (for example paired reading)
- Focussed Spelling Support
- Speech and Language Intervention
- Social and Communication Intervention (for example 'Socially Speaking')

The school also used PPG to purchase a specialist ELS (Emotional Literacy Support Assistant) who has widened her role to also provide support to families. She works with individual children and their parents/carers to overcome a range of emotional issues, for example a family who have experienced trauma of some kind, such as bereavement or a family break-up, or where there is conflict in the family which has an adverse effect on the emotional well-being of the child. It is impossible to measure the impact of such specialised intervention, but the results are very positive. Pupils whose behaviour previously caused concern and had a detrimental effect on the class become more content, less withdrawn and were finally able to access their learning.

A wide range of extra-curricular opportunities were also offered to pupils. Pupils were able to extend their learning beyond the classroom, develop personal skills and enjoy new experiences. We encourage attendance of our PP children and support this by offering them at a subsidised cost. Despite the COVID restrictions, we continued to offer as broad a range of activities as possible.

Another use of PPG was to provide financial support for those families who were unable to pay for educational trips organised for every class throughout the academic year and the Y2, Y4 and Y6 residential trip. Once again, this can't be measured in data but the ethos of our school is to include every child in every learning opportunity. The funding eases the financial burden on the school as there would be no question of a child ever being excluded for financial reasons.

PPG has also been used to purchase equipment that will support pupils to access the curriculum. This includes technology such as Laptops or manipulatives for use in English and Maths.

Over the last few years, an increasing number of children eligible for PPG have met national targets. At Hoylake, there are some year groups with a low number of disadvantaged children in, which means there are often no significant trends in the data. However, we track each individual child very carefully.

Our internal assessments during 2023/24 suggested that the performance of disadvantaged pupils was lower than in the previous years in reading and writing. Outcomes in our KS2 Statutory assessments showed 60% of DA achieving standards in Reading compared to 79% of Other, 50%DA in writing (77% other), 80%DA Maths (79% other) and 80%DA GPS (78% other). English continues to be a key focus with our PP plan as we strive to raise standards in this area, narrowing the gap between ALL and disadvantaged pupils.

Pupil premium numbers have increased across school, with higher numbers than previous years on starting school. As we review our strategy, we will continue to adapt to the changing demographic for our school.

## 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 |
|--------------|----------|
| TT Rockstars |          |
| Purple Mash  |          |
| Primary Quiz |          |

