

Pupil Premium Strategy Statement

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
School name	St Francis CE Primary School
Number of pupils in school	193
Proportion (%) of pupil premium eligible pupils	18.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025 This academic year: 2022-23 Reviewed academic year: 2021-22
Date this statement was published	December 2022
Date on which it will be reviewed	Autumn Term 2023
Statement authorised by	James Kewley, Headteacher
Pupil premium lead	Catherine Foster, Deputy Headteacher
Governor / Trustee lead	Andrea Glynn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,245
Recovery premium funding allocation this academic year	£2,323
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£53,568

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality First Inclusive Teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We place a high importance on continuous professional development of our staff so our disadvantaged children are taught by highly skilled staff.

As part of our ambition, we are working hard to ensure that our disadvantaged children leave Year 2 being able to decode, having passed the phonics screening check.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
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1	<p><u>Narrowing the attainment gap in reading, writing and maths</u></p> <p>Due to the disadvantages our pupils face, there can be gaps in attainment in comparison with their non-disadvantaged peers nationally.</p>
2	<p><u>Increasing the capacity for pastoral and emotional support</u></p> <p>Low emotional resilience, self-esteem and wellbeing results in pupils requiring targeted support to overcome barriers which can affect their levels of focus in the classroom.</p>
3	<p><u>Increasing attendance and punctuality</u></p> <p>Some of our families who have limited aspirations/expectations of children may not see the importance of education.</p>
4	<p><u>Improving aspirations and life chances</u></p> <p>Some of our children would not be able to take part in extra-curricular and enrichment activities without additional financial support. Some of our children would not have a breakfast without attending our Breakfast Club.</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
Improved ELG outcomes for EYFS children	Achieve ELGs in the prime areas
Disadvantaged children achieve national average expected standard in PSC	Achieve national average expected standard in PSC
Improved reading attainment among disadvantaged pupils.	Achieve national average progress scores in KS2 Reading
Improved writing attainment among disadvantaged pupils at the end of KS2.	Achieve national average progress scores in KS2 Writing
Improved maths attainment for disadvantaged pupils at the end of KS2.	Achieve national average progress scores in KS2 Maths

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Tool to audit wellbeing purchased and being used. Training completed in relation to Executive Functions.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Improve attendance of disadvantaged pupils to national average (96%)</p>

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: £26,784

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuous Professional Development for High Quality Teaching</p> <p>Instructional coaching and practice clinics to continue for all teaching and support staff to further develop teaching and learning across the school, ensuring that the Teaching and Learning Policy is fully embedded and followed consistently by all.</p> <ul style="list-style-type: none"> - Continuing to have DHT out of class to support with this activity - Continue practice clinics of instructional pedagogy routines and culture routines - Complete daily SLT walk around schools – capture practice and complete live coaching / coaching sessions as required - Continue fortnightly coaching sessions with all members of staff. 	<p>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.</p> <p>It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. These are fundamental to learning and are the ‘bread and butter’ of effective teaching:</p> <p>Cognitive strategies include subject-specific strategies or memorisation techniques such as methods to solve problems in maths.</p> <p>Metacognitive strategies are what we use to monitor or control our cognition, for example checking whether our approach to solving a mathematics problem worked or considering which cognitive strategy is the best fit for a task.</p> <p>There is research around cognitive load, retrieval practice and instructional teaching that has shaped our teaching and learning policy. We also note that</p>	<p>1, 4</p>

	<p>this supports our children who are disadvantaged with SEND.</p> <p>https://www.greatteaching.com/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <div data-bbox="632 427 756 611"> <p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</p> </div> <div data-bbox="772 427 1203 611"> <p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. Supporting resources:</p> <ul style="list-style-type: none"> The EEF's guidance reports offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. The EEF Toolkit includes summaries of the best available evidence on approaches. Evidence Based Education's Small Teaching Toolkit provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness. Cognitive science approaches offer principles that hold promise for improving the quality of teaching. The EEF Cognitive Science Approaches in the Classroom: A Review of the Evidence summarises the evidence for teachers. </div> <div data-bbox="632 633 756 768"> <p>Professional development on evidence-based approaches</p> <p>for example feedback, metacognition, reading comprehension, phonics or mastery learning</p> </div> <div data-bbox="772 633 1203 768"> <p>Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. Supporting resources:</p> <ul style="list-style-type: none"> The EEF Toolkit and guidance reports. The EEF's Effective Professional Development guidance report offers support in designing and delivering PD and selecting external PD. The EEF has developed support tools to go alongside the 'Effective Professional Development' guidance, such as Considering a balanced design, and more here. </div> <div data-bbox="632 790 756 880"> <p>Mentoring and coaching</p> </div> <div data-bbox="772 790 1203 880"> <p>A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers. Schools should carefully consider the mechanisms, for example, whether they are going to be adopting a mentoring or coaching approach. Supporting resources:</p> <ul style="list-style-type: none"> The EEF guidance on 'Effective Professional Development' is accompanied by a poster to help consider the Effective Mechanisms of PD - i.e. what are the essential elements that make mentoring or coaching more likely to be effective. </div>	
<p>SLCN – WellComm Primary</p> <p>We are going to introduce WellComm Primary to screen our disadvantaged children.</p>	<p>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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <div data-bbox="632 1267 756 1328"> <p>Collaborative learning approaches</p> <p>High impact for very low cost based on limited evidence.</p> </div> <div data-bbox="823 1283 1203 1312"> </div>	<p>1, 2, 4</p>
<p>Phonics</p> <p>Ensure all staff are kept up-to-date with their Little Wandle Letters and Sounds phonics training and are embedding the strategies consistently across school</p> <p>Introduction of the new (Sept 2022) 7+ Rapid Catch-up</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <div data-bbox="632 1671 756 1709"> <p>Phonics</p> <p>High impact for very low cost based on very extensive evidence.</p> </div> <div data-bbox="823 1677 1203 1706"> </div>	<p>1</p>
<p>Reading for Pleasure</p> <p>Embedding Reading for Pleasure training attended by the Reading Lead</p>	<p>Dr Alice Sullivan analysed data to explore how reading for pleasure effects cognitive development. Her ground-breaking finding shows that encouraging a love of reading in childhood reaps significant benefits that extend into later life. Children who read for pleasure aged 10 make more progress in both vocabulary and maths</p>	<p>1, 2, 3</p>

	<p>by age 16 than children who rarely read while growing up. “This is true even after taking account of social background,” Professor Sullivan explains. “Having highly educated parents has traditionally been recognised as the largest social predictor of a child’s progress. But we show the combined effect on children’s learning of reading books often, going to the library regularly and reading newspapers, to be four times greater than the advantage children gain from a parent having a degree.”</p> <p>Reading comprehension strategies  </p> <p><small>Very high impact for very low cost based on extensive evidence.</small></p>	
<p>Executive Functions Training</p> <p>Complete Executive Functions training with an Educational Psychologist</p> <p>The purpose is to support disadvantaged children to better organise their thoughts to support their writing and maths learning.</p>	<p>“When children have opportunities to develop executive function and self-regulation skills, individuals and society experience lifelong benefits. These skills are crucial for learning and development.</p> <p>Executive function and self-regulation skills depend on three types of brain function: working memory, mental flexibility, and self-control.</p> <p>These functions are highly interrelated, and the successful application of executive function skills requires them to operate in coordination with each other.</p> <p>The successful application of executive function skills requires them to operate in coordination with each other.</p> <p>Each type of executive function skill draws on elements of the others.</p> <p><u>Working memory</u> governs our ability to retain and manipulate distinct pieces of information over short periods of time.</p> <p><u>Mental flexibility</u> helps us to sustain or shift attention in response to different demands or to apply different rules in different settings.</p> <p><u>Self-control</u> enables us to set priorities and resist impulsive actions or responses.</p> <p>Children aren’t born with these skills—they are born with the potential to develop them. Some children may need more support than others to</p>	<p>1, 2, 4</p>

develop these skills. In other situations, if children do not get what they need from their relationships with adults and the conditions in their environments—or (worse) if those influences are sources of toxic stress—their skill development can be seriously delayed or impaired. Adverse environments resulting from neglect, abuse, and/or violence may expose children to toxic stress, which can disrupt brain architecture and impair the development of executive function.

Providing the support that children need to build these skills at home, in early care and education programs, and in other settings they experience regularly is one of society’s most important responsibilities.”

<https://developingchild.harvard.edu/science/key-concepts/executive-function/>

Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.

Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.

Self-regulated learning can be broken into three essential components: cognition – the mental process involved in knowing, understanding, and learning

metacognition – often defined as ‘learning to learn’; and

motivation – willingness to engage our metacognitive and cognitive skills.

Metacognition and self-regulation
Very high impact for very low cost based on extensive evidence.



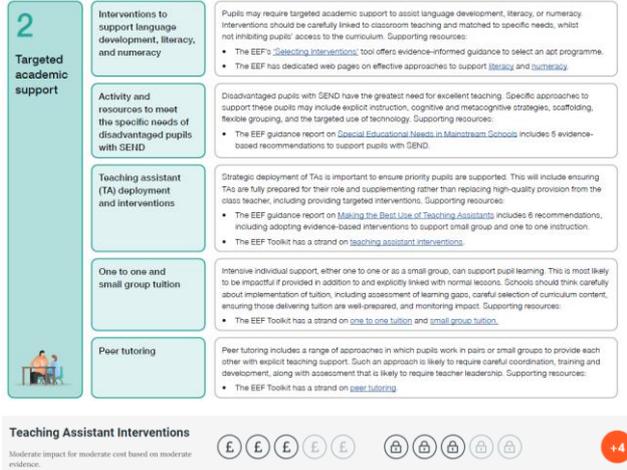
<https://educationendowmentfoundation.org.uk/education-evidence/teaching->

	learning-toolkit/metacognition-and-self-regulation	
<p>Further Embed Metacognition</p> <p>Ensuring metacognition is promoted and celebrated in class through our metacognition mascots.</p> <p>The purpose is to support disadvantaged children to better organise their thoughts to support their writing and maths learning. To increase resilience.</p>	<p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p> <p>Self-regulated learning can be broken into three essential components:</p> <p>cognition – the mental process involved in knowing, understanding, and learning</p> <p>metacognition – often defined as ‘learning to learn’; and</p> <p>motivation – willingness to engage our metacognitive and cognitive skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> 	1, 2, 4

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

Budgeted cost: £20,088

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Targeted Reading Support – Phonics and Reading Practice</p> <p>Additional phonics and/or reading practice sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> 	1
<p>Targeted Support - Flexible Grouping</p> <p>Teachers to continually check children’s understanding and therefore, create flexible grouping in the moment to support a keep-up mentality.</p> <p>Additional support to pre-teach and consolidate learning.</p> <p>Our analogy is ensuring everyone is on the motorway (whole class teaching and learning) but where necessary diverts to an ‘A’ or ‘B’ road for additional support; always having a view back to the motorway.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>SEND in mainstream</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>PP Menu</p> 	1
<p>Targeted Support – ELSA Support</p> <p>Providing a trusted, safe and trained ELSA to check-in and deliver work to support emotions, sense of belonging and regulation.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	2, 3, 4

Include within 'Inclusion Officer' role.	Behaviour interventions Moderate impact for low cost based on limited evidence.		+4
	Metacognition and self-regulation Very high impact for very low cost based on extensive evidence.		+7
	Social and emotional learning Moderate impact for very low cost based on very limited evidence.		+4

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

Budgeted cost: £6,696

Activity	Evidence that supports this approach	Challenge number(s) addressed
Re-Writing Behaviour Policy Re-writing behaviour policy to ensure rapid positive impact for those disadvantaged children struggling.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4
Community Link Continue regular visits to the local library for each class, to promote Reading for Pleasure	Research shows that reading for pleasure can promote better health and wellbeing, aids in building social connections and relationships with others and is associated with a range of factors that help increase the chances of social mobility. Research commissioned by the Museums, Libraries and Archives Council carried out by The Reading Agency and the Department of Information Science at Loughborough University (LISU)	1, 4
Attendance Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Include within 'Inclusion Officer' role.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3
Music Tuition Support for Educational Visits contributions	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside	1, 2, 3, 4

Support for Uniform Costs	to respond quickly to needs that have not yet been identified. Such contingencies include financial support for breakfast club, instrumental tuition, visits and school trips etc.	
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Total budgeted cost: £53,568

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 2020 to 2021 academic year.

Intended outcome	Success criteria																											
<p>Improved reading attainment among disadvantaged pupils.</p>	<p>Pupil groups</p> <p>Key stage 2</p> <ul style="list-style-type: none"> No sentences about key stage 2 performance data have been generated for pupil groups. <p>Reading attainment:</p> <p>Reading - Main Assessment</p> <table border="1"> <caption>Reading - Main Assessment Data</caption> <thead> <tr> <th>Group</th> <th>Well below</th> <th>Just below</th> <th>Expected</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium (4 pupils, Avg: EXP)</td> <td>0%</td> <td>25%</td> <td>50%</td> <td>25%</td> </tr> <tr> <td>Not Pupil Premium (19 pupils, Avg: EXP)</td> <td>10%</td> <td>16%</td> <td>47%</td> <td>21%</td> </tr> </tbody> </table> <p>Reading Progress:</p> <p>Reading</p> <table border="1"> <caption>Reading Progress Data</caption> <thead> <tr> <th>Group</th> <th>Below Expected</th> <th>Expected Progress (0)</th> <th>Above Expected</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium (6 pupils, Avg: +0.2)</td> <td>17%</td> <td>50%</td> <td>33%</td> </tr> <tr> <td>Not Pupil Premium (23 pupils, Avg: 0.0)</td> <td>17%</td> <td>57%</td> <td>26%</td> </tr> </tbody> </table> <p>Area met</p>	Group	Well below	Just below	Expected	Above	Pupil Premium (4 pupils, Avg: EXP)	0%	25%	50%	25%	Not Pupil Premium (19 pupils, Avg: EXP)	10%	16%	47%	21%	Group	Below Expected	Expected Progress (0)	Above Expected	Pupil Premium (6 pupils, Avg: +0.2)	17%	50%	33%	Not Pupil Premium (23 pupils, Avg: 0.0)	17%	57%	26%
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<p>Disadvantaged children achieve national average expected standard in PSC</p>	<p>Attainment in phonics - 2022</p> <ul style="list-style-type: none"> There is nothing to highlight for pupils meeting the phonics expected standard (32+) in Year 1 in 2022. There were 4 pupil(s) that were screened in Year 2 in 2022; 4 of those met the expected standard. <p>Reading</p> <table border="1"> <caption>Reading Phonics Data</caption> <thead> <tr> <th>Group</th> <th>Well below</th> <th>Just below</th> <th>Expected</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium (7 pupils, Avg: 37)</td> <td>14%</td> <td>0%</td> <td>86%</td> <td>0%</td> </tr> <tr> <td>Not Pupil Premium (21 pupils, Avg: 36)</td> <td>10%</td> <td>0%</td> <td>90%</td> <td>0%</td> </tr> </tbody> </table> <p>Area met</p>	Group	Well below	Just below	Expected	Above	Pupil Premium (7 pupils, Avg: 37)	14%	0%	86%	0%	Not Pupil Premium (21 pupils, Avg: 36)	10%	0%	90%	0%												
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<p>Improved writing attainment among disadvantaged pupils at the end of KS2.</p>	<p>Pupil groups</p> <p>Key stage 2</p> <ul style="list-style-type: none"> No sentences about key stage 2 performance data have been generated for pupil groups. <p>Writing attainment</p> <p>Writing - Main Assessment</p> <table border="1"> <caption>Writing - Main Assessment Data</caption> <thead> <tr> <th>Group</th> <th>Well below</th> <th>Just below</th> <th>Expected</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium (4 pupils, Avg: EXP)</td> <td>0%</td> <td>25%</td> <td>75%</td> <td>0%</td> </tr> <tr> <td>Not Pupil Premium (19 pupils, Avg: EXP)</td> <td>21%</td> <td>21%</td> <td>42%</td> <td>16%</td> </tr> </tbody> </table> <p>Writing progress</p> <p>Writing</p> <table border="1"> <caption>Writing Progress Data</caption> <thead> <tr> <th>Group</th> <th>Below Expected</th> <th>Expected Progress (0)</th> <th>Above Expected</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium (6 pupils, Avg: +0.3)</td> <td>0%</td> <td>67%</td> <td>33%</td> </tr> <tr> <td>Not Pupil Premium (23 pupils, Avg: 0.0)</td> <td>26%</td> <td>52%</td> <td>22%</td> </tr> </tbody> </table> <p>Area met</p>	Group	Well below	Just below	Expected	Above	Pupil Premium (4 pupils, Avg: EXP)	0%	25%	75%	0%	Not Pupil Premium (19 pupils, Avg: EXP)	21%	21%	42%	16%	Group	Below Expected	Expected Progress (0)	Above Expected	Pupil Premium (6 pupils, Avg: +0.3)	0%	67%	33%	Not Pupil Premium (23 pupils, Avg: 0.0)	26%	52%	22%
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<p>Improved maths attainment for disadvantaged</p>	<p>Pupil groups</p> <p>Key stage 2</p> <ul style="list-style-type: none"> No sentences about key stage 2 performance data have been generated for pupil groups. 																											

<p>pupils at the end of KS2.</p>	<p>Maths attainment</p> <p>Maths - Main Assessment</p> <p>Legend: ■ Well below ■ Just below ■ Expected ■ Above ■ No data</p> <p>Pupil Premium: 4 pupils - Average: 0.31 25% ■ 75%</p> <p>Not Pupil Premium: 19 pupils - Average: 0.27 1% ■ 32% ■ 53% ■ 11%</p> <p>Maths Progress</p> <p>Legend: ■ Below Expected ■ Expected Progress (0) ■ Above Expected</p> <p>Pupil Premium: 6 pupils - Average: -0.3 50% ■ 33% ■ 17%</p> <p>Not Pupil Premium: 23 pupils - Average: -0.2 13% ■ 52% ■ 35%</p> <p>Partially met – need to evaluate PP maths progress moving forwards.</p>
<p>Improved ELG outcomes for EYFS children</p>	<p>EYFS GLD - EYFSP</p> <p>Legend: ■ Well below ■ Just below ■ Expected ■ Above ■ No data</p> <p>Pupil Premium: 6 pupils - Average: 0.12 67% ■ 33%</p> <p>Not Pupil Premium: 23 pupils - Average: 0.12 9% ■ 91%</p> <p>Partially met – PP progress in all areas, except for maths, was positive, at times, more positive than non-PP children.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Achieved SILVER in our Leeds Beckett Mental Health Award submission.</p> <p>Area met</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Improve attendance of disadvantaged pupils to national average (96%)</p> <p>Details from Dec 22 IDSR:</p> <p>Absence</p> <p>Absence for 2021/22</p> <ul style="list-style-type: none"> There is nothing to highlight for overall absence in 2021/22 compared to all schools. The rate of overall absence (5.1%) in 2021/22 was in the lowest 20% of schools with a similar level of deprivation. There is nothing to highlight for persistent absence in 2021/22 compared to all schools or schools with a similar level of deprivation. <p>Absence</p> <ul style="list-style-type: none"> No sentences about absence have been generated for pupil groups. <p>Area met</p>

Externally provided programmes

Programme	Provider