

# Pupil premium strategy statement – St Michael’s CE (A) Primary School

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	221
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2021/2022 to 2023/2024
Date this statement was published	7 <sup>th</sup> December 2023
Date on which it will be reviewed	31 <sup>st</sup> December 2024
Statement authorised by	Staffing and Finance Committee
Pupil premium lead	Kate Jackson Headteacher
Governor / Trustee lead	Linda Guest Link Governor for PP

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,108.33
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£8,239.58
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£112,347.91

# 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 outstanding 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 and the activity we have outlined in this statement is also intended to support their needs, regardless of whether they are categorised as disadvantaged or not.

High-quality teaching is at the heart of our approach. 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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme (School Led Tutoring) for pupils whose education has been worst affected, including non-disadvantaged pupils.

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
1	Vocabulary

	Assessments and observations of pupils indicate a lack of understanding of the meaning of words in context and the challenge presented by making inferences. This is a result of, under-developed oral language skills, vocabulary gaps on entry to the school and limited life experiences. This difficulty, in general, is more prevalent amongst our disadvantaged pupils, than their peers.
2	<p><b>Phonics/Reading</b></p> <p>Baseline assessments, observations and discussions with stakeholders suggest that disadvantaged pupils have limited literacy on entry to the school, resulting in greater difficulty with phonics, than their peers. This slows their progress in acquiring phonic knowledge and becoming fluent readers.</p> <p><i>In September 2023 there was a gap between boys and girls reading at the expected standard at the end of KS1.</i></p>
3	<p><b>Early Numeracy Skills</b></p> <p>Baseline assessments, observations and discussions with stakeholders suggest that disadvantaged pupils have limited numeracy skills on entry to the school, resulting in greater difficulty with early number acquisition, than their peers. This slows their progress in acquiring mathematical knowledge and becoming confident mathematicians.</p>
4	<p><b>Wellbeing</b></p> <p>Internal welfare tracking system, following lockdown, indicates that disadvantaged pupils have been adversely impacted by a lack of enrichment opportunities during school closure. Stakeholder referrals for support have markedly increased following the pandemic.</p> <p><i>In September 2021, 78% of the pupils requiring 1-1 weekly support for social and emotional needs were disadvantaged. In addition, of the pupils receiving a regular check-in with the Pastoral Lead, 51% were disadvantaged. In September 2023, more pupils in Year 4 than any other year group required 1-1 support for social and emotional needs. In this year group there is the highest percentage of disadvantaged pupils.</i></p>
5	<p><b>Multi-disadvantage Pupils</b></p> <p>Pupils who fall into multiple categories that can adversely affect them and disadvantage them make less progress than their peers, in all subjects.</p> <p><i>In September 2021, 33% of PP fell into at least one further category (EAL, SEND, CYPIC, Post-CYPIC). In September 2022, that increased to 39%. In September 2023, 34% of PP fell into at least one further category.</i></p>
6	<p><b>Punctuality</b></p> <p>Of all the pupils who are regularly late on more than two occasions per week, 100% are PP. This detrimentally impacts on their engagement in the first lesson of the day.</p>
7	<p><b>Resilience and attitudes to learning</b></p> <p>Our assessments and observations indicate that the education and attitudes to learning of some 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. These children require additional support to</p>

	develop a 'can do' attitude and to persevere when being asked to develop their ideas and explanations.
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## 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
<b>Vocabulary</b> Improved oral language skills and vocabulary among disadvantaged pupils. Improved performance in the inference domain questions, among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language and use of vocabulary, among disadvantaged pupils, demonstrated through a closing of the gap for the meaning of words in context/vocabulary domain. Assessments and observations indicate significantly improved inference among disadvantaged pupils, demonstrated through a closing of the gap for the inference domain.
<b>Phonics/Reading</b> Improved reading attainment among disadvantaged pupils.	The gap between PP and Non-PP is narrowed for phonics screening data, year on year, resulting in no gap in 2023/2024.
<b>Early Numeracy Skills</b> Improved maths attainment for disadvantaged pupils at the end of KS1.	KS1 maths outcomes in 2023/24 show that more than 50% of disadvantaged pupils met the expected standard.
<b>Wellbeing</b> To achieve and sustain improved wellbeing in our school, particularly for our disadvantaged pupils.	Sustained high levels of wellbeing for disadvantaged pupils, demonstrated in the quantitative data of 2023/2024 and taken from: <ul style="list-style-type: none"> <li>pupil voice, parent surveys and calmbrain data</li> <li>participation data for enrichment activities</li> </ul>
<b>Multi-disadvantage Pupils</b> To improve attainment in reading, writing and maths for multi-disadvantaged pupils.	The gap between outcomes for multi-disadvantaged PP and PP is narrowed for reading, writing and maths.
<b>Punctuality</b> To achieve and sustain improved punctuality for identified disadvantaged pupils.	Sustained improvement in punctuality will be demonstrated by improved punctuality for the identified pupils.
<b>Resilience and attitudes to learning</b> To improve attainment in reading, writing and maths for disadvantaged pupils.	The gap between PP and non-PP will be narrowed for reading, writing and maths.

## Activity in this academic year (2023/2024)

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

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

Budgeted cost: £66,433.15

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to develop and embed key elements of the NCETM approach and to access Maths Hub resources and CPD. We will purchase resources.	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: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>  The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	3, 5, 7
CPD for staff on teaching writing composition strategies through modelling and supported practice.	Evidence suggests that through modelling and supported practice writing can be thought of as a process made up of five components: planning; drafting; revising; editing; and publishing. Effective writers use a number of strategies to support each component of the writing process. Giving pupils a reason to write — and someone to write for — can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes. <a href="#">Literacy KS2   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 5, 7
Training on a DfE validated systemic synthetic phonics	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily	2, 5, 7

<p>programme (Read, Write Inc) to secure stronger phonics teaching for all pupils.</p> <p>Purchase of DfE validated systematic synthetic phonics online teaching support programme.</p>	<p>comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff as part of the trauma-informed attachment aware pathway.</p> <p>Purchase of LDBE validated SEL approach – CalmBrain programme. Purchase of training for Drawing and Talking Therapy, Sand Therapy, Lego Therapy, Mental Health Champions programme.</p> <p>Improve wellbeing and mental health of pupils and staff through the Trauma-informed Attachment Aware pathway.</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><a href="#">EEF Social and Emotional Learning.pdf</a></p>	<p>1, 2, 3, 4, 5, 7</p>

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

Budgeted cost: £33,814.44

Activity	Evidence that supports this approach	Challenge number(s) addressed
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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2, 5, 7
Small group tuition for pupils identified as part of termly Raising Achievement Planning meetings, including, Word Aware and Echo Reading sessions targeted at disadvantaged pupils who require further reading fluency support.	Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. <a href="#">Small Group   Toolkit Strand   Education Endowment Foundation   EEF</a> Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text. Developing pupils' fluency through guided oral reading instruction and repeated reading support pupils to develop fluent reading capabilities. <a href="#">Literacy KS2   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3, 5, 7
<b>Year 5</b> Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted	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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 5, 7

by their vulnerability. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. <i>(50% funded by School-led tutoring funding)</i>		
Mastering Number sessions targeted at disadvantaged pupils who require further early numeracy support.	Many children who may need additional support with early mathematics can return to a typical learning trajectory with varied teaching methods and targeted individual support.  Evidence suggests structured interventions developed by expert teams that have been informed by research on children's mathematical development, and include training and pre-specified materials, can have significant impact. <a href="#">EEF Maths EY KS1 Guidance Report.pdf</a>	3, 5, 7
One-to-one regular pastoral support using a range of strategies, including approved programmes for pupils with social and emotional difficulties.	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): <a href="#">EEF Social and Emotional Learning.pdf</a>	1, 2, 3, 4, 5, 7

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

Budgeted cost: £12,116.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular release time for the School Attendance Officer to meet with the EWO and parents, to improve punctuality of a targeted group of pupils.	Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice which has been informed by engagement with schools that have significantly improved punctuality and attendance data.	6



Enable disadvantaged pupils to access a wider curriculum through specialist peripatetic teaching and attendance on trips, visits and residential.	<p>Evidence from <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a> suggests that enriching education has intrinsic benefits (sometimes referred to 'art for arts sake'). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p> <p>However, many go beyond this and argue that enrichment approaches can directly improve pupils' attainment and it is this link that EEF is particularly interested in.</p>	4
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, including deprivation due to rising energy and food costs.	All

**Total budgeted cost: £112,364.29**

**Total funding: £112,347.91**

**Additional School Spend: £16.38**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that at the end of Key Stage Two, there were more disadvantaged pupils at the expected standard in reading, writing and maths than nationally. It showed that the percentage of pupils at the expected standard in reading, writing and maths combined was above national. In addition, the percentage of pupils scoring a high scaled score was in line with national for reading, writing and reading, writing and maths combined, and above national for maths. The IDSR shows that maths KS2 high standard was significantly above national and in the 90<sup>th</sup> percentile.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

The data demonstrates that within years 1-5, the gap between PP and non-PP is smaller than within the LA for Year 1. However, there is a larger gap between PP and non-PP for the other year groups. This gap is impacted by pupils who have multiple disadvantages, pupils new to school (2022/23 - Year 3) and includes those pupils registered in our SEMH SEND provision.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that school attendance overall was above predicted national levels at 95.1% v .92.7% (latest available Autumn 22/Spring 23 data). Disadvantaged attendance for school was 93.9% which was above the latest national data for all pupils. See further analysis below.

Based on all the information above, the performance of our disadvantaged pupils at the end of KS2 exceeded expectations, and for most disadvantaged pupils we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that the use of NCETM and the associated strategies was highly effective in raising achievement. In addition, the use of Calm Brain has ensured that there is minimal low-level disruption in classes as observed through monitoring activity and that the use of Read Write Inc as both our phonics scheme and for intervention has resulted in good outcomes for disadvantaged pupils.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Intended outcome	Success criteria	Progress towards intended outcomes Reviewed July 2023																		
		Cohorts vary and therefore it is hard to compare data year to year. In addition, some groups of pupils are very small and not statistically significant.																		
<b>Vocabulary</b> Improved oral language skills and vocabulary among disadvantaged pupils. Improved performance in the inference domain questions, among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language and use of vocabulary, among disadvantaged pupils, demonstrated through a closing of the gap for the meaning of words in context/vocabulary domain.  Assessments and observations indicate significantly improved inference among disadvantaged pupils, demonstrated through a closing of the gap for the inference domain.	% EXS+ in inference domain <table><tr><td>Year group</td><td>Sept 2021</td><td>Sept 2022</td><td>Sept 2023</td></tr><tr><td>6</td><td>30.4%</td><td>31.8%</td><td>30.5%</td></tr></table> <b>Action September 2022 onwards</b> Specialist Teacher to target reading in Year 5 as a result of % at EXS+ lower than September 2021. <b>Review of progress July 2023</b> 69% of disadvantaged pupils in Year 5 were at least working within the expected level by the end of the year (All – 83%)  Therefore, although outcomes for disadvantaged pupils are improving, performance in the inference domain still needs to be a focus for intervention for a specific group of disadvantaged pupils.  <b>Action September 2023 onwards</b> Focus on developing a love of reading especially for boys so that the gap between boys and girls at the expected standard is diminished, in KS1 and Year 3.				Year group	Sept 2021	Sept 2022	Sept 2023	6	30.4%	31.8%	30.5%							
Year group	Sept 2021	Sept 2022	Sept 2023																	
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<b>Phonics/Reading</b> Improved reading attainment among disadvantaged pupils.	The gap between PP and Non-PP is narrowed for phonics screening data, year on year, resulting in no gap in 2023/2024.	<table><tr><td></td><td><b>2022</b></td><td><b>2023</b></td></tr><tr><td><b>All</b></td><td>90.9%</td><td>77%</td></tr><tr><td><b>PPG</b></td><td>90% (national 62%)</td><td>70%</td></tr><tr><td><b>Non-PPG</b></td><td>91.3%</td><td>81%</td></tr><tr><td><b>Gap</b></td><td>1.3%</td><td>11%</td></tr></table> There remains a gap between PP and Non-PP and therefore this remains a focus for intervention moving forward.					<b>2022</b>	<b>2023</b>	<b>All</b>	90.9%	77%	<b>PPG</b>	90% (national 62%)	70%	<b>Non-PPG</b>	91.3%	81%	<b>Gap</b>	1.3%	11%
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disadvantaged pupils at the end of KS1.	met the expected standard.	<table><tr><td>PPG</td><td>62% (National 52%)</td><td>45%</td></tr><tr><td>Non-PPG</td><td>75%</td><td>83%</td></tr></table> <p>Gap remains between PP and non-PP.</p> <p><b>Action September 2023</b></p> <ul style="list-style-type: none"><li>• Graduate Teacher employed in Year 2 to support learning.</li><li>• Analysis of KS1 papers to ensure targeted provision for identified children in Year 3.</li><li>• Use of NCETM Mastery approach for Maths across school.</li><li>• Adoption of Mastering Number in KS1.</li></ul>	PPG	62% (National 52%)	45%	Non-PPG	75%	83%										
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<p><b>Wellbeing</b></p> <p>To achieve and sustain improved wellbeing in our school, particularly for our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing for disadvantaged pupils, demonstrated in the quantitative data of 2023/2024 and taken from:</p> <ul style="list-style-type: none"><li>• pupil voice, parent surveys and calmbrain data</li><li>• participation data for enrichment activities</li></ul>	<p>All pupils in school have accessed a physical activity during their lunch hour during the year.</p> <p>All pupils in school have participated in at least 2 Forest School sessions during the year.</p> <p>All extra-curricular clubs have been open for all pupils to attend, and at no cost to parents.</p> <p>LA PPG Review September 2022 reported that <i>'It is clear that leaders know their school and have identified support for pupils both on the basis of data and understanding of individual pupil's needs. There is clear evidence of the school doing everything they can to identify and narrow gaps in children's learning and ensure no child is left behind.'</i></p> <p>SIAMS April 2023 reported that <i>'St Michael's, coupled with the Ark, cherish the worth of each member of the community. Exemplary care and support is demonstrated to the most vulnerable pupils, those with SEN and their families.'</i></p>																
<p><b>Multi-disadvantage Pupils</b></p> <p>To improve attainment in reading, writing and maths for multi-disadvantaged pupils.</p>	<p>The gap between outcomes for multi-disadvantaged PP and PP is narrowed for reading, writing and maths.</p>	<table><tr><td><b>KS2 Outcomes 2022</b></td><td>PP EXS+ (13 pupils)</td><td>Multi-PP EXS+ (8 pupils)</td><td>Gap</td></tr><tr><td>Reading</td><td>54%</td><td>37.5%</td><td>16.5%</td></tr><tr><td>Writing</td><td>69%</td><td>50%</td><td>19%</td></tr><tr><td>Maths</td><td>62%</td><td>50%</td><td>12%</td></tr></table>	<b>KS2 Outcomes 2022</b>	PP EXS+ (13 pupils)	Multi-PP EXS+ (8 pupils)	Gap	Reading	54%	37.5%	16.5%	Writing	69%	50%	19%	Maths	62%	50%	12%
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<p><b>Punctuality</b></p> <p>To achieve and sustain improved punctuality for identified disadvantaged pupils.</p>	<p>Sustained improvement in punctuality will be demonstrated by improved punctuality for the identified pupils.</p>	<p><b>September 2021</b> - 25 pupils late for school on more than one occasion during the month, of which 21 were eligible for PPG. This equates to 84% of the cohort. However, in <b>July 2022</b> – 18 pupils were late for school on more than one occasion during the month, of which 9 were eligible for PPG. This equates to 50% of the cohort. A reduction of 34%.</p> <p><b>September 2022</b> - 36 pupils late for school on more than one occasion during the month, of which 22 were eligible for PPG. This equates to 61% of the cohort. However, in <b>July 2023</b> – 6 pupils were late for school on more than one occasion during the month, of which 2 were eligible for PPG. This equates to 33% of the cohort. A reduction of 28%.</p> <p>Overall, less pupils that are disadvantaged are now late for school on a regular basis.</p>																																
<p><b>Resilience and attitudes to learning</b></p> <p>To improve attainment in reading, writing and maths for disadvantaged pupils.</p>	<p>The gap between PP and non-pp will be narrowed for reading, writing and maths.</p>	<p>Variable and dependent on cohorts. Data held internally for 22/23.</p> <table><tr><td>KS2 Outcomes 2022</td><td>PP EXS+ (13 pupils)</td><td>Non-PP EXS+</td><td>Gap</td></tr><tr><td>Reading</td><td>54%</td><td>100%</td><td>-46%</td></tr><tr><td>Writing</td><td>69%</td><td>88%</td><td>-19%</td></tr><tr><td>Maths</td><td>62%</td><td>94%</td><td>-32%</td></tr></table> <table><tr><td>KS2 Outcomes 2023</td><td>PP EXS+ (13 pupils)</td><td>Non-PP EXS+ (14 pupils)</td><td>Gap</td></tr><tr><td>Reading</td><td>84.6%</td><td>78.6%</td><td>+6.0%</td></tr><tr><td>Writing</td><td>69.2%</td><td>92.9%</td><td>-23.7%</td></tr><tr><td>Maths</td><td>76.9%</td><td>100%</td><td>-23.1%</td></tr></table> <p>Improved outcomes for reading and maths at GDS for disadvantaged pupils.</p>	KS2 Outcomes 2022	PP EXS+ (13 pupils)	Non-PP EXS+	Gap	Reading	54%	100%	-46%	Writing	69%	88%	-19%	Maths	62%	94%	-32%	KS2 Outcomes 2023	PP EXS+ (13 pupils)	Non-PP EXS+ (14 pupils)	Gap	Reading	84.6%	78.6%	+6.0%	Writing	69.2%	92.9%	-23.7%	Maths	76.9%	100%	-23.1%
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Maths	76.9%	100%	-23.1%																															

		<b>Action September 2022 onwards</b> Improve attainment in reading, writing and maths at GDS, for disadvantaged pupils. <b>Review July 2023</b> <table><tr><th>KS2 2023</th><th>All GDS</th><th>PP GDS</th><th>XPP GDS</th></tr><tr><td>Reading</td><td>22.2%</td><td>15.4%</td><td>28.6%</td></tr><tr><td>Writing</td><td>14.8%</td><td>7.7%</td><td>21.4%</td></tr><tr><td>Maths</td><td>40.7%</td><td>30.8%</td><td>50%</td></tr></table>	KS2 2023	All GDS	PP GDS	XPP GDS	Reading	22.2%	15.4%	28.6%	Writing	14.8%	7.7%	21.4%	Maths	40.7%	30.8%	50%
KS2 2023	All GDS	PP GDS	XPP GDS															
Reading	22.2%	15.4%	28.6%															
Writing	14.8%	7.7%	21.4%															
Maths	40.7%	30.8%	50%															

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
CalmBrain	CalmBrain Approach by Dr Sarah Taylor
Teaching for Mastery - NCETM	NCETM
Mastering Number	NCETM
Mental Health Champions Programme	One Goal
Now Press Play	Now Press Play
Read, Write, Inc Phonics	Ruth Miskin