



# Pupil Premium Statement

2022/2023

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that the previous two years' spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Green Park Village Primary Academy
Number of pupils in school	119
Proportion (%) of pupil premium eligible pupils	11% (13/119)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023- 1 year as school is growing and cohort needs evolve all the time
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Gemma Jackson
Pupil premium lead	Gemma Jackson
Governor / Trustee lead	Gavin O'Meara

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9695
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

# Part A: Pupil premium strategy plan

## Statement of intent

Our main goals are to ensure that pupil premium (PP) children's achievements remain in line with their non-pupil premium peers.

This year our main priorities focus on the following areas:

- A. Improve communication and language skills for children eligible for PP
- B. Increase children's progress in reading for children eligible for PP
- C. Improve personal, social and emotional skills for children eligible for PP
- D. Improve academic attainment for pupil premium children impacted by 2021 lockdowns
- E. Increase accessibility of out of school experiences for children eligible for PP
- F. To further engage with parents and carers of children eligible for PP

Our Pupil Premium plan works to achieving these objectives in the following ways:

### A **Communication and language**

- Focus on Communication and Language in all QFT in both YR and Y1. This includes embedding strategies from Talk for Writing.

### B **Early Reading**

- Focus on Early Reading and the use of vocabulary within lessons. This includes professional development training for all staff within the school on the subject of reading; moderation throughout the year to ensure judgements are correct and whole school initiatives on reading focussing on the development of vocabulary
- Focused Early Years Foundation Stage interventions on Early Reading to narrow the gap between pupil premium children and their peers in this area.
- Phonics precision interventions in place for children who are not at age-related expectation in this area.

### C **Personal, Social and Emotional**

- Implementation and development of the Personal Social and Health Education curriculum across the school, including regular monitoring and feedback from staff and the pupils.
- Relationship, Health and Sex Education curriculum in place, made available to all children.
- Social and emotional interventions led by the Learning and Teaching Team

### D **Personalised interventions/ QAT**

- Pupil Progress Meetings used to identify Pupil Premium children and implement further in class support, where needed.
- Additional academic interventions in place to support PP children.

### E **Wider experiences**

- Funding in place for trips and other 'experience' opportunities

### F **Parental engagement**

- Increased engagement opportunities such as extension of the use of Tapestry for communication about learning (QFT and QAT activities)
- Duplicating CLiCs, Learning Looks and Learning Showcases to ensure engagement / participation

## Challenges

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

Due to offering in-school places (within Dual Learning offer during lockdown) and supporting with supporting Early Reading Development in 2020-2021, the current Y2 PP learners are in a good place with data (excluding one PP learner with complex SEND needs) all meeting ELGs.

There was an observed increased challenge with the YR cohort in 2021-2022, with continuing themes around communication and language presenting. Social and emotional needs are higher profile.

The focus on Early Reading and Communication and Language was repeated in 2021-2022

Challenge number	Detail of challenge
1	Parent capacity to support at home with home reading is observed to be lower for children eligible for PP than for their peers- this is despite training and additional guidance and support
2	Communication and language below age related standard on entry to school and where the gap is closed by ELG, there is risk of this progress stagnating as peers progress
3	Oral language skills and development are lower for pupils eligible for PP than for other pupils. This is also impacted on by their lack of reading/listening to high-quality children's literature. This will slow reading progress in subsequent years.
4	Personal, social and emotional development is lower for pupils eligible for PP than for other pupils. This will limit learning overall over-time.
5	Pupils eligible for PP have limited out-of-school experiences, which limit their vocabulary and understanding of the world.

## 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
Improve communication and language skills for pupils eligible for PP	Pupils eligible for PP make rapid progress by the end of the year so that greater numbers of pupils eligible for PP meet age related expectations.

<p>Increase children's progress in reading for pupils eligible for PP.</p>	<p>Pupils eligible for PP make rapid progress by the end of the year so that greater numbers of pupils eligible for PP meet age related expectations.</p>
<p>Improve personal, social and emotional skills for pupils eligible for PP.</p>	<p>Pupils eligible for PP have a reduced number of behaviour incidents relating to their PSE skills.</p> <p>Pupils eligible for PP meet the ARE for PSE.</p>
<p>Improve fine motor skills for pupils eligible for PP.</p>	<p>Pupils eligible for PP are able to form letters correctly and use this to support them to develop fluid handwriting.</p>
<p>Increase accessibility of out-of-school experiences for pupils eligible for PP.</p>	<p>All pupils eligible for PP take part in out-of-school experiences and are included at all times, reducing financial barriers.</p>
<p>Increase parental engagement in their children's learning for families eligible for PP.</p>	<p>Each PP family attends at least one school-based engagement event to support their child in their learning.</p> <p>Each PP family logging in and liking/ commenting on additional activities shared on Tapestry</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: £0 (purchased in 2021/2022)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Guidance on classroom learning environments will be further developed, including a range of elements that will contribute towards improving children's vocabulary	Documents such as 'Why closing the word gap matters' highlights the need to ensure there is effective provision for vocabulary within schools, particularly with disadvantaged children as they are less likely to have the opportunities at home. Systems established across the school ensure children are exposed to a wide range of vocabulary on a daily basis.	2 3
CPD for teachers with the focus on reading skills to enable high quality first teaching for all	CPD to develop teacher's knowledge of teaching strategy, which will be used within the planning and delivery of shared and guided reading lessons.  The Sutton Trust (2011) confirms that good teachers are especially important for pupils from disadvantaged backgrounds, and through quality teaching first provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice.	1
Embedding of PSHE curriculum across the school.	The Jigsaw PSHE curriculum has been implemented in the previous year. Lessons are taught on a weekly basis with monitoring consisting of pupil voice, learning walks and book looks.	4
Due to the gaps in the curriculum from recent lockdowns, SLT monitoring will	A range of monitoring will be completed across the year by the SLT (HT, PLs and SENDCO). This	1 2 3

act to review if there are any gaps in learning and where necessary, adaptations will be made within the curriculum.	includes, pupil voice, book looks, learning walks and planning scrutiny,	
Story Massage training		4
CPD provided on Zones of Regulation to develop whole school and in class approaches to support children with self-regulation and understanding their emotions.	As per the EEF school approaches to self-regulation have a low cost but a high impact with the potential of +7 months gained.	4

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

Budgeted cost: £8527

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Years baseline for speech and language will be taken from WellComm and interventions will take place for children with potential language difficulties.	On entry to Reception some children will require further support to bring them up to Age Related Expectation with regards to reading. Early Years intervention can prove to give on average 5 months progress based on the EEF.	2 3
Individual daily reading will be established for those children who are low attaining in reading and phonics	EEF shows that oral interventions have an impact of +5 months. Children that do not read regularly will be able to develop fluency with further support in school.	1
Talk Boost program used for children identified with communication difficulties.	Talk Boost Research (2020 report) found via <a href="https://ican.org.uk/media/2962/i-can-impact-report-2020.pdf">https://ican.org.uk/media/2962/i-can-impact-report-2020.pdf</a>	2 3

	<p style="text-align: center;">77%</p> <p style="text-align: center;">of children with delayed language reached expected levels after taking part in a Talk Boost programme</p> <p style="text-align: center;">84% of children made good progress in their language after taking part in a Talk Boost programme or attending one of our schools.</p> <p style="text-align: center;">All children who participated in Talk Boost in school in 2020/2021 met the ELG for C&amp;L, with 85.7% of cohort meeting area of learning ARE+</p> <table border="1" style="margin: auto;"> <thead> <tr> <th colspan="6">Communication and Language</th> </tr> <tr> <th colspan="2"></th> <th colspan="2">Listening and Attention</th> <th colspan="2">Understanding</th> <th colspan="2">Speaking</th> </tr> <tr> <th colspan="2"></th> <th>ARE+</th> <th>SP</th> <th>ARE+</th> <th>SP</th> <th>ARE+</th> <th>SP</th> </tr> </thead> <tbody> <tr> <td><b>Cohort</b></td> <td style="text-align: center;">+</td> <td style="text-align: center;">89.3%</td> <td style="text-align: center;">4.1</td> <td style="text-align: center;">96.4%</td> <td style="text-align: center;">4.2</td> <td style="text-align: center;">85.7%</td> <td style="text-align: center;">4.2</td> </tr> <tr> <td colspan="2"></td> <td style="text-align: center;">(25/28)</td> <td style="text-align: center;">(28)</td> <td style="text-align: center;">(27/28)</td> <td style="text-align: center;">(28)</td> <td style="text-align: center;">(24/28)</td> <td style="text-align: center;">(28)</td> </tr> <tr> <td colspan="2">Area of Learning ARE+</td> <td colspan="6" style="text-align: center;"><b>85.7% (24/28)</b></td> </tr> </tbody> </table> <p style="text-align: center;">This picture was repeated in 2021/2022 and all children in receipt of PP (2) met the ELG for L,A &amp; U and Speaking.</p>	Communication and Language								Listening and Attention		Understanding		Speaking				ARE+	SP	ARE+	SP	ARE+	SP	<b>Cohort</b>	+	89.3%	4.1	96.4%	4.2	85.7%	4.2			(25/28)	(28)	(27/28)	(28)	(24/28)	(28)	Area of Learning ARE+		<b>85.7% (24/28)</b>						
Communication and Language																																																
		Listening and Attention		Understanding		Speaking																																										
		ARE+	SP	ARE+	SP	ARE+	SP																																									
<b>Cohort</b>	+	89.3%	4.1	96.4%	4.2	85.7%	4.2																																									
		(25/28)	(28)	(27/28)	(28)	(24/28)	(28)																																									
Area of Learning ARE+		<b>85.7% (24/28)</b>																																														
<p>Learning Support Assistants and Teachers deliver social and emotional interventions such as ELSA, Lego therapy and Zones of Regulation.</p>	<p>EEF shows that social and emotional learning has a moderate impact of 4 months gained for children who require further support in their ability to interact with others and improving their self-management of emotions and cognitive elements of learning.</p>	4																																														
<p>Targeted support of PP children whose attainment was impacted by recent lockdowns, this includes in-class support and small group support across year groups.</p>	<p>As per the EEF small group tuition has shown to have a potential of +4 months in attainment levels.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>																																														

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

Budgeted cost: £3168



Activity	Evidence that supports this approach	Challenge number(s) addressed
Massage Therapy	<p>Research summarises the following benefits on an emotional, social and sensory level:</p> <ul style="list-style-type: none"> <li>• Enhances Attentiveness</li> <li>• Enhances Social Interaction</li> <li>• Decreases Aggression</li> <li>• Reduces Anxiety</li> <li>• Reduces Stress Hormones</li> </ul> <p><a href="https://www.storymassage.co.uk/research/">https://www.storymassage.co.uk/research/</a></p>	4
Fund cost of out of school trips/experiences	Some families are unable to contribute towards out of school experiences such as visiting speakers or educational trips. The school will support financially PP parents/carers with this.	5
Fund cost of clubs	Some families are unable to contribute towards in-school enrichment activities such as sports lessons. The school will offer a contribution towards any of these activities for pupils eligible for PP.	5
Fund element of uniform for each child	Families eligible for PP do not always notify the school of their status and receive help so an incentive is used to encourage parents to apply and provide an additional but necessary piece of school uniform.	5
Develop strong relationships with parents across the school through a range of communication methods	<p>Communication is a recognised strength of the school.</p> <p>As social distancing restrictions have now been lifted, the school will recommence parent engagement events such as CLICs, Learning Looks and Learning Celebrations.</p> <p>Parents enjoy seeing photos of their child's learning</p>	1

**Total budgeted cost: £11695**

## 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 and 2021 to 2022 academic years.

#### All intended actions/ activities to support children took place, apart from:

School subsidy for visits or visitors- **paused due to COVID-19 ongoing restrictions in 2020 to 2021 but occurred in 2021 to 2022.**

These actions were:

- Targeted approach linked to children's interests for all areas of learning- *e.g. dinosaurs, animals*
- Bespoke activities set through Tapestry for learning at home
- One to one reading in school for all PP children on a daily basis
- Targeted QAT groups for phonics and reading, including challenging the most able  
Phonics support- differentiated groups for main input (QFT) and additional group sessions (QAT)
- Target QAT through targeted interventions based on baseline and ongoing assessment  
Talk Boost priority for those children with CLL needs
- Additional check ins with families  
Additional guidance and encouragement to engage with reading at home and recording observations on Tapestry
- School purchasing of logo uniform items

#### 2020-2021

##### Outcomes:

*Due to small cohort (4), some identifiable details omitted*

All children made expected or accelerated progress from starting points.

1 of 4 PP learner is also on the SEND register, with a diagnosed medical need impacting on communication and language -this child did not meet ELG for Speaking, Moving and Handling, Reading, Writing, Number and Shape, Space and Measures. However met for high intervention areas of Listening and Attention, Understanding, Health and Self Care and Managing Feelings. 3 of 4 PP learners met ELG for all areas.

EYFS12 | Good Level of Development Tracking  
Reception | Summer End of Term | All Pupils

Report Description:

This report displays the number and percentage of pupils achieving their expectations for GLD Aspects. This is grouped by key contextual groups. There is an option to drill down in the report (+) which will show individual pupil's attainment within the Summer End of Term and a Mode (Most frequent result) column based on the number of aspects displayed.

	Communication and Language			Physical Development		Personal, Social and Emotional Development			Literacy		Mathematics		On Track for GLD
	Listening and Attention	Understanding	Speaking	Moving and Handling	Health and Self-Care	Self-Confidence and Self-Awareness	Managing Feelings and Behaviour	Making Relationships	Reading	Writing	Numbers	Shape, Space and Measures	
Reception (+)	86.2% (25/29)	96.6% (28/29)	82.8% (24/29)	86.2% (25/29)	93.1% (27/29)	82.8% (24/29)	79.3% (23/29)	82.8% (24/29)	82.8% (24/29)	79.3% (23/29)	82.8% (24/29)	86.2% (25/29)	72.4%
Boys (+)	69.2% (9/13)	92.3% (12/13)	61.5% (8/13)	84.6% (11/13)	84.6% (11/13)	76.9% (10/13)	69.2% (9/13)	76.9% (10/13)	84.6% (11/13)	76.9% (10/13)	84.6% (11/13)	84.6% (11/13)	61.5%
Girls (+)	100.0% (16/16)	100.0% (16/16)	100.0% (16/16)	87.5% (14/16)	100.0% (16/16)	87.5% (14/16)	87.5% (14/16)	87.5% (14/16)	81.3% (13/16)	81.3% (13/16)	81.3% (13/16)	87.5% (14/16)	81.3%
Disadvantaged (+)	100.0% (4/4)	100.0% (4/4)	75.0% (3/4)	75.0% (3/4)	100.0% (4/4)	100.0% (4/4)	100.0% (4/4)	100.0% (4/4)	75.0% (3/4)	75.0% (3/4)	75.0% (3/4)	75.0% (3/4)	75.0%
Non Disadvantaged (+)	84.0% (21/25)	96.0% (24/25)	84.0% (21/25)	88.0% (22/25)	92.0% (23/25)	80.0% (20/25)	76.0% (19/25)	80.0% (20/25)	84.0% (21/25)	80.0% (20/25)	84.0% (21/25)	88.0% (22/25)	72.0%
FSM (+)	100.0% (4/4)	100.0% (4/4)	75.0% (3/4)	75.0% (3/4)	100.0% (4/4)	100.0% (4/4)	100.0% (4/4)	100.0% (4/4)	75.0% (3/4)	75.0% (3/4)	75.0% (3/4)	75.0% (3/4)	75.0%
Non FSM (+)	84.0% (21/25)	96.0% (24/25)	84.0% (21/25)	88.0% (22/25)	92.0% (23/25)	80.0% (20/25)	76.0% (19/25)	80.0% (20/25)	84.0% (21/25)	80.0% (20/25)	84.0% (21/25)	88.0% (22/25)	72.0%
Non In Care (+)	86.2% (25/29)	96.6% (28/29)	82.8% (24/29)	86.2% (25/29)	93.1% (27/29)	82.8% (24/29)	79.3% (23/29)	82.8% (24/29)	82.8% (24/29)	79.3% (23/29)	82.8% (24/29)	86.2% (25/29)	72.4%
Non Ever InCare (+)	86.2% (25/29)	96.6% (28/29)	82.8% (24/29)	86.2% (25/29)	93.1% (27/29)	82.8% (24/29)	79.3% (23/29)	82.8% (24/29)	82.8% (24/29)	79.3% (23/29)	82.8% (24/29)	86.2% (25/29)	72.4%
Pupil Premium (+)	100.0% (4/4)	100.0% (4/4)	75.0% (3/4)	75.0% (3/4)	100.0% (4/4)	100.0% (4/4)	100.0% (4/4)	100.0% (4/4)	75.0% (3/4)	75.0% (3/4)	75.0% (3/4)	75.0% (3/4)	75.0%
Non Pupil Premium (+)	84.0% (21/25)	96.0% (24/25)	84.0% (21/25)	88.0% (22/25)	92.0% (23/25)	80.0% (20/25)	76.0% (19/25)	80.0% (20/25)	84.0% (21/25)	80.0% (20/25)	84.0% (21/25)	88.0% (22/25)	72.0%
Non Service Child (+)	86.2% (25/29)	96.6% (28/29)	82.8% (24/29)	86.2% (25/29)	93.1% (27/29)	82.8% (24/29)	79.3% (23/29)	82.8% (24/29)	82.8% (24/29)	79.3% (23/29)	82.8% (24/29)	86.2% (25/29)	72.4%
SEN (+)	25.0% (1/4)	75.0% (3/4)	0.0% (0/4)	50.0% (2/4)	50.0% (2/4)	50.0% (2/4)	25.0% (1/4)	50.0% (2/4)	50.0% (2/4)	25.0% (1/4)	50.0% (2/4)	50.0% (2/4)	0%
Non SEN (+)	96.0% (24/25)	100.0% (25/25)	96.0% (24/25)	92.0% (23/25)	100.0% (25/25)	88.0% (22/25)	88.0% (22/25)	88.0% (22/25)	88.0% (22/25)	88.0% (22/25)	88.0% (22/25)	92.0% (23/25)	84.0%
EAL (+)	81.3% (13/16)	93.8% (15/16)	81.3% (13/16)	93.8% (15/16)	93.8% (15/16)	87.5% (14/16)	81.3% (13/16)	87.5% (14/16)	87.5% (14/16)	87.5% (14/16)	87.5% (14/16)	93.8% (15/16)	75.0%
Non EAL (+)	92.3% (12/13)	100.0% (13/13)	84.6% (11/13)	76.9% (10/13)	92.3% (12/13)	76.9% (10/13)	76.9% (10/13)	76.9% (10/13)	76.9% (10/13)	69.2% (9/13)	76.9% (10/13)	76.9% (10/13)	69.2%
BME (+)	83.3% (20/24)	95.8% (23/24)	83.3% (20/24)	95.8% (23/24)	91.7% (22/24)	87.5% (21/24)	83.3% (20/24)	87.5% (21/24)	91.7% (22/24)	87.5% (21/24)	87.5% (21/24)	95.8% (23/24)	79.2%

Report generated from optimumtrack.co.uk  
Green Park Village Primary Academy



Report generated on 24/06/2021

**Attendance:**

Attendance of PP cohort was above attendance of cohort:

	Year to end of Term 5
<b>Cohort</b>	96.8%
<b>Statutory age</b>	97.2%
<b>PP</b>	97.6%
<b>SEND</b>	97.3%
<b>Key worker guardian</b>	98.1%
<b>In year admission</b>	94.3%
<b>EAL</b>	95.7%

**2021-2022**

**Outcomes:**

YR

The 2 PP learners met all ELGs.

EYFS20 | Good Level of Development Tracking

Reception | Summer End of Term | All Pupils  
Report Description:

This report displays the number and percentage of pupils achieving their expectations for GLD Aspects. This is grouped by key contextual groups. There is an option to drill down in the report (+) which will show individual pupil's attainment within the Summer End of Term and a Mode (Most frequent result) column based on the number of aspects displayed.

		Listening, Attention and Understanding	Speaking	Self-Regulation	Managing Self	Building Relationships	Gross Motor Skills	Fine Motor Skills	Comprehension	Word Reading	Writing	Number	Numerical Patterns	On Track for GLD
Reception	(+)	78.1% (25/32)	71.9% (23/32)	87.5% (28/32)	87.5% (28/32)	78.1% (25/32)	90.6% (29/32)	84.4% (27/32)	71.9% (23/32)	78.1% (25/32)	71.9% (23/32)	78.1% (25/32)	75.0% (24/32)	71.9%
Boys	(+)	91.7% (11/12)	83.3% (10/12)	91.7% (11/12)	83.3% (10/12)	91.7% (11/12)	91.7% (11/12)	83.3% (10/12)	83.3% (10/12)	100.0% (12/12)	83.3% (10/12)	83.3% (10/12)	83.3% (10/12)	83.3%
Girls	(+)	70.0% (14/20)	65.0% (13/20)	85.0% (17/20)	90.0% (18/20)	70.0% (14/20)	90.0% (18/20)	85.0% (17/20)	65.0% (13/20)	65.0% (13/20)	65.0% (13/20)	75.0% (15/20)	70.0% (14/20)	65.0%
Disadvantaged	(+)	100.0% (2/2)	100.0% (2/2)	100.0% (2/2)	100.0% (2/2)	100.0% (2/2)	100.0% (2/2)	100.0% (2/2)	100.0% (2/2)	100.0% (2/2)	100.0% (2/2)	100.0% (2/2)	100.0% (2/2)	100.0%
Non Disadvantaged	(+)	76.7% (23/30)	70.0% (21/30)	86.7% (26/30)	86.7% (26/30)	76.7% (23/30)	90.0% (27/30)	83.3% (25/30)	70.0% (21/30)	76.7% (23/30)	70.0% (21/30)	76.7% (23/30)	73.3% (22/30)	70.0%
FSM	(+)	100.0% (2/2)	100.0% (2/2)	100.0% (2/2)	100.0% (2/2)	100.0% (2/2)	100.0% (2/2)	100.0% (2/2)	100.0% (2/2)	100.0% (2/2)	100.0% (2/2)	100.0% (2/2)	100.0% (2/2)	100.0%
Non FSM	(+)	76.7% (23/30)	70.0% (21/30)	86.7% (26/30)	86.7% (26/30)	76.7% (23/30)	90.0% (27/30)	83.3% (25/30)	70.0% (21/30)	76.7% (23/30)	70.0% (21/30)	76.7% (23/30)	73.3% (22/30)	70.0%
Pupil Premium	(+)	100.0% (3/3)	100.0% (3/3)	100.0% (3/3)	100.0% (3/3)	100.0% (3/3)	100.0% (3/3)	100.0% (3/3)	100.0% (3/3)	100.0% (3/3)	100.0% (3/3)	100.0% (3/3)	100.0% (3/3)	100.0%
Non Pupil Premium	(+)	75.9%	69.0%	86.2%	86.2%	75.9%	89.7%	82.8%	69.0%	75.9%	69.0%	75.9%	72.4%	69.0%

Y1

The PP cohort increased by 1 child and of the 5 learner, 3 (60%) are on the SEND register..

Attaining age-related:

Reading- 40%

Writing- 40%

Maths- 60%

All children continue to receive QAT.

Attendance:

Attendance of PP cohort was above attendance of cohort:

Whole school

	As of 1/7/2022
Cohort	92.4%
Statutory age	92.3%
PP	94.3%
SEND	87.5%
EAL	92.4%

YR

	As of 1/7/2022
Cohort	91.3%
PP	95%
SEND	75.1% (1x part time)
EAL	91.2%

Y1

	As of 1/7/2022
Cohort	93.5%
PP	94%
SEND	94.8%
EAL	93.4%

## 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
Talk Boost	I can

## Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a