



St. John Bosco RC Primary School 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 last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St. John Bosco Catholic Primary School
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	November 2021-2024 (3 year plan)
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023 annually
Statement authorised by	Lianne Peart
Pupil premium lead	Lianne Peart
Governor / Trustee lead	Ian McDonough (COG) Donna Rushworth (VCOG)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,965
Recovery premium funding allocation this academic year	£8,748 (National Tutoring)
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	£76,713

Part A: Pupil premium strategy plan

Statement of intent

At St. John Bosco School it is our intention that all pupils irrespective of their background or the challenges they face make good progress and reach their full potential in all curriculum areas.

The ultimate goal is that our strategy meets the needs of our disadvantaged including those who are high achievers.

High quality teaching is at the heart of our approach with a focus on areas in which disadvantaged pupils require support.

Our strategy will work alongside our SIP and wider school plans for recovery post pandemic and will become integral to the strategic plans for the year ahead.

This document will respond to the challenges and needs of our children.

To ensure we are effective we will:

- Adopt a whole school implementation approach in which all staff take responsibility for disadvantaged pupils outcomes;
- Act early to intervene and provide appropriate intervention;
- Ensure disadvantaged pupils' progress is evaluated

Analysis of IDACI data (2019) demonstrates the following:

- 44% of children live in the top 10% most deprived areas in England;
- 36% of pupils live in the top 10%/20% most deprived areas in England;
- Therefore, 80% of the school population live in 10%-20% most deprived areas;
- 20% of school deprivation live in 5% most deprived areas;

Income

- 56% of school population in 10% most deprived

Employment

- 60% of school population in 10% most deprived

Health

- 70% of school population in 10% most deprived

The majority of our pupils are predominantly of White British heritage, with 9% of pupils from minority ethnic backgrounds.

9% of pupils are with SEN support.

EHCP 1.5%.

LAC 1%

The proportion of pupils eligible for Pupil Premium (25%) is above national average.

Pupils enter our EYFS with scores suggesting attainment that is below national average. However, by the time they leave St John Bosco School, they have made good / outstanding progress from their starting points. Attainment for a large majority of pupils is in line with or above national averages by the end of Key Stage 2

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are more prevalent among our disadvantaged pupils.
2	Assessments and observations suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This then has a negative effect on their development through the school as fluent readers.
3	Our pupils are not achieving Exp/GD in the same proportions as non-pupil premium across the school and at the end of key stages.
4	Our assessments and observations indicate that the attainment among disadvantaged pupils is below that of non-disadvantaged pupils in both key stages.
5	Our assessments, observations and discussions with families have resulted in increased Social Services involvement. Many of our disadvantaged pupils have been impacted by Covid to a greater extent than other pupils.
6	Our attendance data for Pupil Premium children last year was 94% compared to 94.4% for the rest of the school.

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.

The outcomes we are aiming to achieve:	
<ol style="list-style-type: none"> 1. To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and within school internal date 2. For all disadvantaged children to meet age-related expectations. 3. Enable pupils to look after their social and emotional wellbeing. 4. For children to be provided with a wide range of opportunities to develop their knowledge and understanding of the world in which we live. 	
Intended outcome	Success criteria
<ol style="list-style-type: none"> 1. A clear phonics programme is embedded throughout the school with confident, well trained staff delivering the programme. To make at least expected/accelerated progress from initial baseline assessments. 	<ul style="list-style-type: none"> ▪ Phonics scheme is central to reading development. ▪ Secure knowledge of programme; all staff completed 4 days training ▪ Continually CPD to refine practice using Sounds Write website ▪ Increased parental understanding of phonics ▪ Increase in phonics data (2022-76%) ▪ Increased parental understanding of phonics programme ▪ Consistent approach across the whole school will continue to impact attainment ▪ Children’s data will be tracked and assessed ½ termly ▪ Pupil progress meetings
<ol style="list-style-type: none"> 2. Increase in phonics data in Year 1 assessments 	<ul style="list-style-type: none"> ▪ Children’s data will show increase on progress scores. ▪ Data will show St. John Bosco above National Average in phonics for ‘all’ children. ▪ Narrow the gap between disadvantaged/non pupil premium children.
<ol style="list-style-type: none"> 3. To make at least expected/accelerated progress from initial starting points. To increase % achieving Exp standard for all children. To narrow the gap between disadvantaged and non-disadvantaged children. 	<ul style="list-style-type: none"> ▪ Targeted children’s data will show accelerated progress. ▪ Data will show a narrowing of the gap between disadvantaged and non-disadvantaged children. ▪ Increased % achieving Exp in all Year Groups
<ol style="list-style-type: none"> 4. To raise the profile of reading across the school and hence the reading attainment. 	<ol style="list-style-type: none"> 1. Data ½ termly 2. Work trawls 3. Pupil Voice 4. Reading age data 5. Reading comprehension data
<ol style="list-style-type: none"> 5. To maintain/increase % of children achieving combined R, W, M at Exp standard. To narrow the gap between disadvantaged and non- 	<ol style="list-style-type: none"> 6. Targeted children’s data will show increased attainment. 7. Data will show in line with National expectations. 8. Data will be monitored ½ termly. 9. Pupil progress meetings.

disadvantaged children across the school.	
6. Increase/maintain attendance in 'all' children. Reduce the % of Pupil Premium absence	10. Data will show a reduction in Pupil Premium absences 11. Absence of Pupil Premium children will remain at 94%, broadly in line with National averages.

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: **£35,837**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> ▪ Embed use of Sounds Write validated phonics scheme across EYFS and KS1 to support teaching of a consistent phonics scheme. ▪ To extend this to KS2 to support children who do not meet threshold for Phonics Screening in KS1. ▪ Training – ensure all staff have necessary pedagogical skills and content knowledge. ▪ Responsiveness – monitoring if learning can be accelerated and difficulties faced with all staff. ▪ Engagements – to ensure lessons are engaging pupils and are also enjoyable for the teacher. ▪ To train all teaching assistants in Sounds Write, to complete CPD 4 day course. ▪ To develop a spelling programme for the whole school based on Sounds Write approach. ▪ To work alongside Westgarth Hub to provide CPD for staff to increase the % of ‘all’ children achieving/passing phonics screening test. ▪ To work alongside TfC and Maths lead to ensure a bespoke curriculum in EYFS suitable for the needs of the class and then share this practise with all staff. ▪ Develop and extend reading resources and activities to ensure opportunities for all 	<p>Research suggests the impact of the adoption of phonics approaches can add an additional 5 months progress over the year.</p> <p>EEF Improving Literacy document: <i>“There is very extensive evidence to support the use of a systematic phonic programme with pupils in KS1”.</i></p> <p>There is particularly good evidence around impact of teacher professional development leading to greater improvement.</p>	<p>3,1</p> <hr/> <p>3</p>

<p>learners at all reading abilities to develop a 'love' for reading and lifelong readers.</p>		
<ul style="list-style-type: none"> ▪ Ensure St. John Bosco School is a school that celebrated and promotes reading across all aspects of the curriculum: <ul style="list-style-type: none"> ❖ <i>Bagel and a Book on entry to school</i> ❖ <i>Well-developed reading areas in class, school and to develop external reading areas.</i> ❖ <i>Reward systems for extensive reading/Reader of the Week awards.</i> ❖ <i>Continue to purchase Reading Plus for KS2 to support online reading and reading intervention</i> 	<p>The average impact of reading comprehension strategies is an additional 6 months progress over the course of a year.</p>	<p>1, 3</p>
<ul style="list-style-type: none"> ▪ Reading Intervention programme monitored by SLT for children Y1-Y6 small group targeted support to diminish/close the gap ▪ Reception, Year 1, Year 2 – Daily Phonics whole class using Sounds Write. ▪ Guided Reading x3 per week ▪ Pre-teach sounds 8.40-9.00am (TA) ▪ Year 3/Year 4 Daily Sounds Write to increase reading/spelling fluency ▪ Year 5/Year 6 – Reciprocal reading every day ▪ Staff costs. All TA's 8.40-9.40am ▪ Training (2 days supply) 	<p>EEF Targeted small group and 1:1 interventions have the potential for the largest immediate impact on attainment.</p>	<p>1, 3, 4</p>
<ul style="list-style-type: none"> ▪ Daily pre-reading intervention and support provided by TA/Teacher. (8.40-9.00am) ▪ Data ½ termly monitored to support additional small group sessions to close the gap in phonics. ▪ Data ½ termly monitored on reading ages to ensure progression and highlight children needing intervention (PIRA programme) 		<p>1, 3, 4</p>

<ul style="list-style-type: none"> ▪ To deliver CPD for all staff to teach phonics using the Sounds Write programme (4 days per staff member). ▪ To deliver CPD for TA's to support Sounds Write in KS2 to teach pupils specific strategies to support inferencing and increase their understanding. ▪ To deliver CPD for TA's to support their understanding of scaffolding techniques to increase efficiency and effectiveness. ▪ Develop use of 'Word a Day' across the whole school to develop and support vocabulary and enhance writing capacity. (Resources) ▪ To promote the communication and language approaches to emphasise the importance of language and verbal interaction. ▪ Staff to attend BLAST training (EYFS). ▪ Staff to deliver BLAST – a fully inclusive and accessible to all children to support the development of speech, language and communication. 	<p>EEF</p> <p>When TA's are properly trained and supported, working in structured ways with small groups can boost pupil progress.</p> <p>+ 6 months</p> <p>EEF states: <i>"The average impact of oral language intervention is approximately an additional 6 months progress over the course of a year. This can also improve the classroom climate."</i></p> <p>EEF states + 6 months <i>"Overall, 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....."</i> <i>"Some studies show slightly larger effects for children from disadvantaged backgrounds."</i></p>	<p>4</p> <p>4</p> <p>3</p> <p>1,2</p> <p>1</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £6,480

Additional Costs: £7,656

Total £14,136

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> To purchase 1:1 Maths Tutor using Third Space Learning to support Year 5/Year 6 children. 	<p>+ 4 months</p> <p>There is evidence that digital technology can be used effectively to provide individualised instruction. Many of these studies use digital technology alongside small group tuition with teachers providing targeted instruction to the pupils that are not engaging with the technology.</p>	
<ul style="list-style-type: none"> To continue to purchase Reading Plus for all pupils in KS2 to allow them online access to books and reading comprehension tasks. 	<p>Research engagement states: "Greater parental involvement with school leads to an increase in attainment and progress for Pupil Premium pupils".</p>	3
<ul style="list-style-type: none"> To provide and promote awards to support engagement at home. 	<p>+ 4 months</p> <p>Parental engagement has a positive impact.</p>	3
<ul style="list-style-type: none"> To purchase and use resources supported by Number Sense To provide CPD in house and allow TA's time to train using CPD videos and make resources so they can implement the activities well. 	<p>EEF evidence states that PP eligible children will fall further behind when they have less effective learning experiences, therefore all staff need to provide QFT which has the most impact on pupil achievement and progress.</p>	3, 4
<ul style="list-style-type: none"> A whole school planned, monitored intervention programme which considers 'all' children. Pupil progress meetings to develop and challenge children's progress. 	<p>+ 4 months</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p>	3, 4, 5
<ul style="list-style-type: none"> To release SENDCo 1/2 day per week % of disadvantaged children have SEND – Supply Costs 		

<ul style="list-style-type: none"> ▪ For school to use Times Tables Rockstars to support the recall of multiplication facts for all children Y1-Y6 ▪ All year groups to complete whole class reading at the same time of day to increase its profile and status across the school. ▪ To provide robust rewards for children to promote engagement within/external to school environment. 	<p>Whole school implementation.</p>	<p>3</p>
<ul style="list-style-type: none"> ▪ To ensure the emotional wellbeing of all children at St. John Bosco School by providing a School Counsellor ½ day per week 	<p>+ 4 months Evidence suggests that sessions can produce large improvements in academic performance to decrease behaviours and support children engage in their learning.</p>	<p>5</p>
<ul style="list-style-type: none"> ▪ School will coordinate and organise nurture groups for children Y1-Y6 providing regular sessions where children can explore: <ul style="list-style-type: none"> ❖ feelings ❖ friendships/relationships ❖ behaviour ▪ School to provide CPD for all staff to develop opportunities for children’s learning linked to attitudes and readiness for learning. <ul style="list-style-type: none"> ❖ Sensory breaks ❖ Sensory stations in classrooms <p>One TA per hour x 2 sessions (Rec/Year 1) One TA per hour x 2 sessions (Year 5/Year 6) One TA per hour x 2 sessions (Year 3/Year 4)</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their peers. These skills are unlikely to influence a range of outcomes for pupils.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships and subsequently increase academic attainment.</p> <p>+ 4 months</p>	

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

Budgeted cost: £28,912

Activity	Evidence that supports this approach	Challenge number(s) addressed																																														
Behaviour Support CPD to work with vulnerable children to ensure they can access learning that fits their needs.	+4 months Behaviour interventions can produce moderate improvements in academic performance, problematic behaviours.	4, 5																																														
<p>National School Breakfast Programme. Due to our Pupil Premium increasing to above 25% we are able to offer all children a Bagel and a Book on entry to school and a universal offer to all children.</p> <p>From April 2022 to July 2023 school will contribute 25% of the weekly amount</p> <p>Additional Fiction Books</p>	Children can concentrate on learning when they are fed and not hungry.	7																																														
<p>SLA with A Star Attendance to support the school offering:</p> <ul style="list-style-type: none"> ▪ First Day Response ▪ Weekly attendance monitoring ▪ Home visits ▪ Support to promote parental engagement <p>We would like to maintain, improve our attendance figures across the school:</p> <table border="1" data-bbox="167 1489 718 1960"> <thead> <tr> <th colspan="4">Whole School Attendance</th> </tr> <tr> <th colspan="2">Autumn Term 2021</th> <th colspan="2">Autumn Term 2022</th> </tr> </thead> <tbody> <tr> <td>Authorised</td> <td>95.4%</td> <td>Authorised</td> <td>94.6%</td> </tr> <tr> <td><i>Unauthorised</i></td> <td>0.6%</td> <td><i>Unauthorised</i></td> <td>1.4%</td> </tr> <tr> <td><i>PA</i></td> <td>18%</td> <td><i>PA</i></td> <td>22%</td> </tr> <tr> <td><i>PA PP</i></td> <td>37%</td> <td><i>PA PP</i></td> <td>35%</td> </tr> <tr> <td><i>PP</i></td> <td>93%</td> <td><i>PP</i></td> <td>95%</td> </tr> </tbody> </table>	Whole School Attendance				Autumn Term 2021		Autumn Term 2022		Authorised	95.4%	Authorised	94.6%	<i>Unauthorised</i>	0.6%	<i>Unauthorised</i>	1.4%	<i>PA</i>	18%	<i>PA</i>	22%	<i>PA PP</i>	37%	<i>PA PP</i>	35%	<i>PP</i>	93%	<i>PP</i>	95%	<p>Poor attendance is the main barrier to learning.</p> <p>Pupils need to attend school to enable them to reach their full potential.</p> <table border="1" data-bbox="742 1276 1204 1870"> <thead> <tr> <th>Days Absent by End of Year</th> <th>Equal to Absence %</th> <th>Overall Attendance % by End of Year</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0.5%</td> <td>99.50%</td> </tr> <tr> <td>5</td> <td>2.5%</td> <td>97.50%</td> </tr> <tr> <td>10</td> <td>5%</td> <td>95%</td> </tr> <tr> <td>20</td> <td>10%</td> <td>90%</td> </tr> <tr> <td>30</td> <td>15%</td> <td>85%</td> </tr> </tbody> </table>	Days Absent by End of Year	Equal to Absence %	Overall Attendance % by End of Year	1	0.5%	99.50%	5	2.5%	97.50%	10	5%	95%	20	10%	90%	30	15%	85%	6
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Authorised Absences		Unauthorised Absences	
% of Pupils	% of Sessions	% of Pupils	% of Sessions
90.5	4.5	33.3	1.1

Persistent Absence	% of students who met absence threshold	No. of students who met absence threshold & PP	% of students who met absence threshold & PP	No. of students who met absence threshold & SEN	% of students who met absence threshold & SEN
All Terms Included: (06/09/2021 to 04/09/2022)	17.57	14	35.90	6	15.38

Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before
Has English Additional Language	19	95.19	4.53	0.27
Free School Meals	54	93.32	5.42	1.26
Pupil Premium	42	94.40	4.61	0.99
Education, Health and Care Plan	4	99.03	0.97	0.00
SEN Support	15	90.54	6.01	3.45

<ul style="list-style-type: none"> ▪ Improve parenting capacity to support children’s learning both in school and at home. Take home bags. ▪ Provide a Family/Adult Learning programme in partnership with City of Sunderland College: Supply Teacher @ ½ day per week. for one term Provide a regular programme of opportunities where children/parents can engage and gain support from school community. ▪ Provide a regular programme of opportunities where children/parents can engage and gain support from school community. <ul style="list-style-type: none"> ➤ Teacher drop in sessions to support and increase parental understanding of expectations. ➤ Resources ➤ Maths workshops, face to face and videos on website. ➤ How to help your child sessions. ➤ How to keep your child safe online sessions. ➤ EYFS engagement sessions ➤ Parents library to develop and encourage love for reading for all our school community. ➤ Parental come/stay sessions for all year groups (Autumn Term) 	<p>+4 months</p> <p>Research suggests the average impact of parental engagement is an addition of 4 months but also higher impact for pupils with low attainment.</p> <p>It is crucial to consider our approach and consider how parents.</p> <p>Guidance report linked to:</p> <ul style="list-style-type: none"> ▪ Working with parents ▪ To support children’s learning 	3
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<p>➤ Phonics Stay and Play sessions for EYFS/Year 1/Year 2.</p>		
<p>To create subsidised experience to enhance academic learning to create aspirations and give children opportunities to excel in areas they might not otherwise have access to:</p> <ul style="list-style-type: none"> ▪ After school clubs (Free Y5/Y6) ▪ Family Learning (Free) ▪ Music Tuition per session per child subsidised by school ▪ Disadvantaged children encouraged to attend clubs funded by school ▪ Whole school music programme to encourage and provide opportunity for all children to learn an instrument ▪ Educational visits – all subsidised ▪ Sporting activities ▪ Residential trips to ensure all children have access to the experience (50% supported) 	<p>Evidence highlights that we should consider:</p> <ul style="list-style-type: none"> ▪ Guidance on knowledge skills and characteristics required to achieve future goals. ▪ Activities to support self-esteem/motivation and learning ▪ Opportunities for pupils to encounter new experiences and settings ▪ To monitor the impacts and draw a correlation with increased attainment for all 	<p>3, 7</p>
<ul style="list-style-type: none"> ▪ Enhance aspirations, life skills and supporting children’s desire to be the very best they can be. ▪ Providing the children with the belief and skillset to understand they can achieve their ambitions and life goals. ▪ Each curriculum area to signpost careers linked to promote aspirations for the future. ▪ Purchase raising aspirations programme for Year 5/6 children ▪ Engagement audit and development programme with local Secondary school to highlight careers ▪ To provide a careers day for all children and parents to raise profile of aspirations. 		
<ul style="list-style-type: none"> ▪ To develop the wellbeing champions and their actions to achieve Mental Health Bronze Award application. ▪ CPD for SLT Mental Health and for key staff ▪ Supply costs 	<p>SEL interventions in education are show to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation. Both of which may subsequently increase academic attainment.</p>	<p>1</p>

Total budgeted cost: £78,885

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.

DISADVANTAGED DATA					
EYFS	Current GLD		76%		
	2022 National		65.2%	National	
	The % of girls achieving GLD		9/11	81%	71.9%
	The % of boys achieving GLD		14/19	73%	58.7%
	The % of Pupil Premium pupils achieving GLD		2/3	66%	49.11% (FSM)
	The % of SEND pupils achieving GLD		0/2	0%	
	The % of EAL pupils achieving GLD		3/3	100%	60.1%

Key Stage 1	Year 1	National		
Phonics	The % of children achieving the expected standard 32+ out of 40 in Year 1 Phonics Test	16/21	76%	82%
	Pupil Premium	5/7	71%	

Key Stage 1	Year 2	National		
Phonics	The % of pupils achieving the pass mark by the end of Year 2	23/20	77%	
	% of SEND	1/4	25%	
	% of FSM	10/12	83%	
	% of LAC	0/1	0%	
RWM	% Combined	56.6%		
Reading	Overall % of pupils achieving the expected standard or above	65.52%		
	Pupil Premium	7/12	58.3%	
	National Disadvantaged (<i>St. John Bosco is Above National Average</i>)	51%		
Writing	Overall % of pupils achieving the expected standard or above	68.96%		
	Pupil Premium	8/12	66.6%	
	National Disadvantaged (<i>St. John Bosco is Above National Average</i>)	41%		
Maths	Overall % of pupils achieving the expected standard or above	69%		
	Pupil Premium	7/12	58.3%	
	National Disadvantaged (<i>St. John Bosco is Above National Average</i>)	52%		

Key Stage 2				
Reading, Writing, Maths Combined	Overall % of pupils achieving the expected standard or above		76%	
	National Average of Expected or Above		71%	
Disadvantaged	SEND	% at standard	67%	

		% of HNM	33%
	Pupil Premium	% at standard	56%
		% of HNM	44%
	FSM	% at standard	57%
		% of HNM	43%
	EAL	% at GD standard	75%
		% at standard	25%
		% at standard or above	100%
Reading			
	Overall % of pupils achieving the expected standard or above		83%
	National Average of Expected or Above		74%
	The % of pupils achieving GD		28%
Disadvantaged			
	SEND	% at standard	67%
		% of HNM	33%
	Pupil Premium	% at GD standard	11%
		% at standard	56%
		% of HNM	33%
	FSM	% at GD standard	14%
		% at standard	57%
		% of HNM	29%
	EAL	% at GD standard	50%
		% at standard	25%
		% at standard or above	100%
Writing			
	Overall % of pupils achieving the expected standard or above		63%
	National Average		69%
	The % of pupils achieving GD		10%
Disadvantaged			
	SEND	% at standard	25%
		% of HNM	75%
	Pupil Premium	% at standard	33%
		% of HNM	67%
	FSM	% at standard	29%
		% of HNM	71%
	EAL	% at GD standard	0%
		% at WTS	25%
		% at standard or above	75%
Combined RWM			
	Overall % of pupils achieving the expected standard or above		64%
	National Average		59%
	The % of pupils achieving GD		7%
	National Average		7%
Disadvantaged			
	SEND	% at standard	25%
		% of HNM	75%
	Pupil Premium	% at standard	33%
	FSM	% at standard	29%
	EAL	% at GD standard	25%
		% at standard	50%
Maths			
	Overall % of pupils achieving the expected standard or above		80%
	National % of pupils achieving the expected standard or above		71%
	The % of pupils achieving GD		14%

Disadvantaged	SEND	% at standard	67%
		% at HNM	33%
	Pupil Premium	% at GD standard	-
		% at EXP standard	56%
		% at HNM	44%
	FSM	% at GD standard	-
		% at EXP standard	57%
		% of HNM	43%
	EAL	% at GD standard	75%
		% at EXP standard	25%
		% at HNM standard	-

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
Reading Plus	Reading Solutions
Google Classroom	Google
Times Tables	TT Rockstars
Maths	Numbots
BLAST Package	Purple Mash
Third Space Learning	Evidence Me
Sounds Write Phonic Programme	
Evidence Me	Purple Mash
Purple Mash	Purple Mash

Service pupil premium funding (optional)

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

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.