



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 2024 to 2025 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	192
Proportion (%) of pupil premium eligible pupils	23.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	November 2024-2027 (3-year plan)
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025 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	£72,520
Recovery premium funding allocation this academic year	£0
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	£72,520

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 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.

Our strategy will work alongside our SIP and wider school plans and will become integral to the strategic plans for the year ahead. 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 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
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

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 our pupils from minority ethnic backgrounds.

16% of our pupils are with SEN support.

EHCP 1.5%

LAC 1%

The proportion of pupils eligible for Pupil Premium (23.9%) 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

Key stage two SATS results 2023 – RWM combined 61% National Average 61%

Challenges

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

Challenge number	Detail of challenge
1	Early Language Acquisition 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. We refer a noticeable amount of children to SALT and use speech and language programmes to support these from Nursery.
2	Early Reading 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	Attainment 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	School Context Our assessments, observations and discussions with families have resulted in increased Social Services involvement. Many of our disadvantaged pupils are still facing challenges due to environmental factors to a greater extent than our other pupils.
6	Attendance Data Our attendance data for Pupil Premium children last year was 92%.

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 ▪ Continue to support staff to receive good quality CPD to refine practice using Sounds Write training, Westgarth Hub support. ▪ Increased parental understanding of phonics ▪ Increase in phonics data (2022-76%) (2023 – 83%) with ambition to achieve (90% in 2024) ▪ 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 ▪ Support every half term form Westgarth Hub ▪ Staff to develop their own spelling programme across the whole school to support the Sounds Write approach.
<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

<p>4. To raise the profile of reading across the school and hence the reading attainment.</p>	<ul style="list-style-type: none"> ▪ Data of reading will show a narrowing the gap between disadvantaged and non-disadvantaged children. ▪ Liaising with external agencies to support the CPD and upskilling of all staff in early reading phonic development, spelling programmes. ▪ Liaising with Westgarth Hub to support progression of reading.
<p>5. To maintain/increase % of children achieving combined R, W, M at Exp standard. To narrow the gap between disadvantaged and non-disadvantaged children across the school.</p>	<ul style="list-style-type: none"> ▪ Targeted children’s data will show increased attainment. ▪ Data will show in line with National expectations. ▪ Data will be monitored ½ termly. ▪ Pupil progress meetings.
<p>6. Increase/maintain attendance in ‘all’ children. Reduce the % of Pupil Premium absence</p>	<ul style="list-style-type: none"> ▪ Data will show a reduction in Pupil Premium absences ▪ Attendance of Pupil Premium children will increase to 95%, with an aspiration that this will increase and become broadly in line with National averages. ▪ To reduce the PA for Pupil Premium children ▪ 2023 – 39%

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. ▪ To monitor and track the children and for all children to complete phonic screening tests to ensure the teaching is matching to the gaps in phonetic code. 	<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> There is particularly good evidence around impact of teacher professional</p>	<p>3,1</p> <hr/> <p>3</p>

<ul style="list-style-type: none"> ▪ 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 continue to train all staff in the SOUNDS WRITE programme ▪ 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. (one day per half term) ▪ To work alongside Westgarth Hub to review and provide next steps for KS2 Reading approaches in school (24 and then embed practices) ▪ Embed and extend reading resources and activities to ensure opportunities for all learners at all reading abilities to develop a ‘love’ for reading and lifelong readers. 	<p>development leading to greater improvement.</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 	<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"> ▪ 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) 		
<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) 		1, 3, 4
<ul style="list-style-type: none"> ▪ To deliver CPD for all staff to teach phonics using the Sounds Write programme – updates and extended programmes to support the initial four days of training. ▪ To embed CPD for TA's to support Sounds Write in KS2 to teach pupils specific strategies to support inferencing and increase their understanding. ▪ To embed CPD for TA's to support their understanding of scaffolding techniques to increase efficiency and effectiveness. ▪ Embed and extend the 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 	<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</p>	<p>4</p> <p>4</p> <p>3</p> <p>1,2</p> <p>1</p>

<p>development of speech, language and communication.</p> <ul style="list-style-type: none"> To purchase the Blast 2 programme to boost language, auditory skills and talking in the EYFS but also other areas of the school if needed. 	<p>+ 6 months</p> <p><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></p> <p><i>“Some studies show slightly larger effects for children from disadvantaged backgrounds.”</i></p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £7,771

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>+ 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>	
	<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>	<p>3, 4, 5</p>
<ul style="list-style-type: none"> To release SENDCo 1/2 day to support the SEND children across the school and their families. To release Deputy SENDCo to support the SEND children across the school and their families. 		
<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>To purchase an Early Help worker – one day per week to support the children and families of St John Bosco – support in applications for housing, benefits, to run Early Help programmes for individuals and small groups across the school.</p>	<p>+ 4 months</p> <p>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 	<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</p>	

<ul style="list-style-type: none"> ▪ School to provide CPD for all staff to develop opportunities for children’s learning linked to attitudes and readiness for learning. ❖ Sensory breaks ❖ Sensory stations in classrooms <p>One TA per hour x 2 sessions (Rec/Year 1)</p> <p>One TA per hour x 2 sessions (Year 5/Year 6)</p> <p>One TA per hour x 2 sessions (Year 3/Year 4)</p>	<p>disadvantaged pupils to understand and engage in healthy relationships and subsequently increase academic attainment.</p> <p>+ 4 months</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £28,912

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Behaviour Support CPD to work with vulnerable children to ensure they can access learning that fits their needs.</p> <p>Purchase of Behaviour Support Service Level Agreement to support individual children, staff CPD to support all staff.</p>	<p>+4 months</p> <p>Behaviour interventions can produce moderate improvements in academic performance, problematic behaviours.</p>	<p>4, 5</p>
<p>National School Breakfast Programme.</p> <p>Due to our Pupil Premium increasing over the last few years, we able to offer all children a Bagel and a Book on entry to school and a universal offer to all children.</p> <p>School contributes 25% of the weekly amount</p> <p>Additional Fiction Books</p>	<p>Children can concentrate on learning when they are fed and not hungry.</p>	<p>7</p>
<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>	<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>	<p>6</p>

Whole School Attendance			
Autumn Term 2022		Autumn Term 2023	
Authorised	5.4%	Authorised	8.1%
Unauthorised	1.4%	Unauthorised	2.19%
PA	22%	PA	27.31%
PA PP	35%	PA PP	39%
PP Attendance	95%	PP Attendance	90%

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%

Attendance 23-24 was adversely affected by school being displaced to two sites due to RAAC for 2 ½ terms.

Attribute	Academic year	2024-2025				2023-2024				2022-2023		
		Attendance	Attendance gap	Persistent absence	Persistent absence gap	Attendance	Attendance gap	Persistent absence	Persistent absence gap	Attendance	Attendance gap	Persistent absence
Trust	Trust	93.18%	93.18%	17.78%	17.78%	89.84%	89.84%	38.18%	38.18%	92.12%	92.12%	18.33%
SEN	EHCP	100.00%	5.88%	0.00%	12.57%	98.61%	7.49%	0.00%	2.50%	83.73%	-9.59%	50.00%
	No SEN	94.12%		14.71%	12.57%	91.12%		37.50%	2.50%	93.33%		13.33%
	SEN needs	89.27%	-4.85%	30.00%	12.57%	85.67%	-5.44%	42.86%	2.50%	89.16%	-4.17%	30.77%
PP	Non PP				17.78%				38.18%			
	PP	93.18%	93.18%	17.78%	17.78%	89.84%	89.84%	38.18%	38.18%	92.12%	92.12%	18.33%
LAC	LAC	100.00%	6.97%	0.00%	-18.18%	98.61%	8.94%	0.00%	-38.89%	99.18%	7.18%	0.00%
	Non LAC	93.03%		18.18%	-18.18%	89.67%		38.89%	-38.89%	92.00%		18.64%
Gender	Female	92.11%	-2.19%	21.74%	8.10%	91.72%	4.05%	31.03%	-15.12%	93.99%	3.65%	6.90%
	Male	94.30%	2.19%	13.64%	8.10%	87.67%	4.05%	46.15%	-15.12%	90.34%	3.65%	29.03%
FSM	FSM	92.89%	-6.64%	18.60%	18.60%	89.41%	-7.62%	40.38%	40.38%	91.79%	-4.81%	17.86%
	Non FSM	99.53%		0.00%	18.60%	97.04%		0.00%	40.38%	96.60%		25.00%
EAL	EAL	96.23%	3.11%	0.00%	-18.18%	86.39%	-3.52%	100.00%	62.96%	89.89%	-2.26%	100.00%
	Non EAL	93.11%		18.18%	-18.18%	89.91%		37.04%	62.96%	92.16%		16.95%
Disadvantaged	Disadvantaged	93.18%	93.18%	17.78%	17.78%	89.84%	89.84%	38.18%	38.18%	92.16%	2.48%	16.95%
	Non disadvantaged				17.78%				38.18%	89.67%		100.00%

- Improve parenting capacity to support children's learning both in school and at home. Take home bags.
- Provide a regular programme of opportunities where children/parents can engage and gain support from school community.
 - Teacher drop in sessions to support and increase parental understanding of expectations.
 - Resources
 - Maths workshops, face to face
 - How to help your child sessions.
 - How to keep your child safe online sessions.
 - EYFS engagement sessions
 - Stay and play sessions for all key stage one classes

+4 months

Research suggests the average impact of parental engagement is an addition of 4 months but also higher impact for pupils with low attainment. It is crucial to consider our approach and consider how parents.

Guidance report linked to:

- Working with parents
- To support children's learning

3

<ul style="list-style-type: none"> ➤ Regular invitations to the school for parents to increase participation and engagement to develop a real sense of belonging and community, especially after recent RAAC events. ➤ Re-establish parents library to develop and encourage love for reading for all our school community.) ➤ Phonics Stay and Play sessions for EYFS/Year 1/Year 2. ➤ Reading sessions for parents/child 		
<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) ▪ Music Tuition per session per child heavily subsidised by school (£1.00 per session) ▪ 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 ▪ Yearly pantomime funded to support experiences for all children. 	<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 host a careers week in the summer term for all children and parents to raise profile of aspirations. ▪ Raising Aspirations Programme ▪ Start small dream big programme to engage with 		

<ul style="list-style-type: none"> ▪ National Qualification for Careers staff to attend 		
<ul style="list-style-type: none"> ▪ To embed the wellbeing champions and their actions to achieve Mental Health Bronze Award application or a National Qualification to recognise valuable work completed. ▪ CPD for SLT Mental Health and for key staff ▪ Supply costs to cover CPD 	<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: £72,520

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

DISADVANTAGED DATA				
EYFS	Current GLD	82%		School
	2023 National	65.7%		National
	The % of girls achieving GLD	5/5	100%	
	The % of boys achieving GLD	4/6	67%	
	There are no Disadvantaged pupils			

Key Stage 1	Year 1		School	National
Phonics	The % of children achieving the expected standard 32+ out of 40 in Year 1 Phonics Test	21/29	72%	79% (2023)
	The % of disadvantaged children achieving the expected standard 32+ out of 40 in Year 1 Phonics Test	8/13	61%	

Key Stage 1	Year 2		School	
Phonics	The % of pupils achieving the pass mark by the end of Year 1/Year 2	27/30	90%	
	% of SEND	2/4	50%	
	% of FSM	5/6	83%	
	% of LAC	-	-	

KEY STAGE 1 ASSESSMENT (Non-Statutory) 2023-2024			School	National
RWM Combined			77%	
RWM Combined GD			13%	
Reading 25/30	% of children achieving expected or above		83%	
	% of FSM achieving expected or above		67%	
	% of Boys achieving expected or above		82%	
	% of Girls achieving expected or above		85%	
	% of children achieving GD		17%	19% (2023)
	% of Pupil Premium achieving GD		0%	
	% of Girls achieving GD		15%	
National				68% (2023)
Writing 24/30	% of children achieving expected or above		80%	
	% of FSM achieving expected or above		67%	
	% of Boys achieving expected or above		76%	
	% of Girls achieving expected or above		85%	
	% of children achieving GD		13%	8% (2023)
	% of FSM achieving GD		0%	

	% of Boys achieving GD	17%	
	% of Girls achieving GD	8%	
National			60% (2023)
Maths 26/30	% of children achieving expected or above	86%	
	% of FSM achieving expected or above	67%	
	% of Boys achieving expected or above	88%	
	% of Girls achieving expected or above	85%	
	% of children achieving GD	20%	16% (2023)
	% of FSM achieving GD	0%	
	% of Boys achieving GD	29%	
	% of Girls achieving GD	8%	
National			70% (2023)

Key Stage 2	2023-2024	
Reading, Writing, Maths Combined	The % of pupils achieving the expected standard or above	61%
	National Average	61%
	The % of pupils achieving the GD standard	6.4%
	National Average	8%
Reading	The % of pupils achieving the expected standard or above is	71%
	National Average	74%
	The % of pupils achieving GD	13%
	National Average	28%
Disadvantaged	The % of SEND pupils	0%
	The % of Pupil Premium	50%
	The % of free school meals	45.5%
	The % of EAL	100%
	National Disadvantaged	
Maths	The % of pupils achieving the expected standard or above	74%
	National Average	73%
	The % of pupils achieving GD	6%
	National Average	24%
Disadvantaged	The % of SEND pupils	0%
	The % of Pupil Premium	58.3%
	The % of free school meals	58.3%
	The % of EAL	100%
	National Disadvantaged	
Writing	The % of pupils achieving the expected standard or above	71%
	National Average	72%
	The % of pupils achieving GD	19%
	National Average	13%
Disadvantaged	The % of SEND pupils	0%
	The % of Pupil Premium	41.6%
	The % of free school meals	36.6%
	The % of EAL	100%
	National Disadvantaged	

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
Office 365	Microsoft
Times Tables	TT Rockstars
Maths	Numbots
BLAST Package	Blast Programme
Sounds Write Phonic Programme	Sounds Write
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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

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.