

This statement details St. Patrick's Catholic Primary School's use of Pupil Premium (and recovery premium for the 2023 to 2026 academic year) funding to help improve the attainment of our disadvantaged pupils.

Furthermore, this statement 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. Patrick's Catholic Primary School |
| Number of pupils in school  | 74                                    |
| Proportion (%) of pupil premium eligible pupils   | 12.1%                                 |
| Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b> | 2023 - 2026                           |
| Date this statement was published   | September 2023                        |
| Date on which it will be reviewed   | July 2024                             |
| Statement authorised by   | Mr David Miller                       |
| Pupil Premium lead  | Mr Sam Keys                           |
| Governor / Trustee lead   | Carol Bainbridge                      |

### Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £18, 580 |
| Recovery premium funding allocation this academic year  | £        |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £        |

## Part A: Pupil Premium Strategy Plan

### Statement of intent

#### What is Pupil Premium?

Pupil Premium is the name given to additional funding designed to raise the attainment of disadvantaged pupils so that they have the same outcomes and life chances as their non- disadvantaged peers. This funding is allocated to schools in accordance to how many pupils are judged to be eligible. Eligibility is outlined in a variety of ways including benefits a household may receive, free school meals, children in local authority care or recently in local authority care and service children. For the year 2023-24 PPG funding is an additional **£1455** per eligible child with **£2530** awarded for children who are currently LAC. Further information can be obtained by following:

<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2023-to-2024>

Schools are able to spend PPG to suit the needs of their pupils. DfE guidance for 2022-2023 states the grant should be spent:

- For the purposes of the school; that is, for the educational benefit of pupils registered at that school
- For the benefit of pupils registered at other maintained schools or academies
- on community facilities; for example, services whose provision furthers any charitable
- purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated
- The grant does not have to be completely spent by schools in the financial year; some or all of it may be carried forward to future financial years.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

At St. Patrick’s we see the raising of attainment for disadvantaged children as part of our commitment to help all children achieve their full potential by:

- Promoting an ethos of attainment of all children rather than stereotyping disadvantaged children as a group with less potential to succeed.
- Having individualised approaches to address barriers to learning at an early stage through intervention.
- Focusing on high quality teaching and effective deployment of staff to support disadvantaged children.
- Make decisions based on detailed data analysis and responding to evidence.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

#### Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils.

- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

### **Demography and school context**

- St. Patrick's is a smaller-than-average primary school. Pupils are taught in mixed age classes from Year R through to Year 6.
- The proportion of pupils receiving support for SEND is lower than the national average.
- The school is a faith school.
- The school extends its services by providing a breakfast club.

### **Ultimate objectives**

- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally; Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to support the development of our pupils' knowledge and understanding of the world.

### **Achieving these objectives**

The range of provision the Governors consider making for this group include and would not be limited to:

- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress.
- Providing small group work with an experienced teacher/ HLTA focussed on overcoming gaps in learning support.
- Additional teaching and learning opportunities provided through trained LSAs or external agencies.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations.
- Transition from primary to secondary and transition internally and into EYFS.
- Additional learning support.
- Pay for selected activities, educational visits and residential thus ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote St. Patrick's values and thus enhance learning.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | <p>Readiness to learn, including emotional wellbeing-</p> <ul style="list-style-type: none"> <li>• 'Regulate before educate' – importance of addressing pupils' social and emotional difficulties alongside academic needs. A number of the pupils supported each day by the pastoral team are disadvantaged.</li> <li>• Emotional literacy and resilience of pupils eligible for pupil premium is low compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.</li> </ul> |
| 2                | Progress in Maths weaker than non-disadvantaged pupils nationally.   |
| 3                | Some pupils who are eligible for Pupil Premium do not enter early years at age related-expectations and communication and language is exceptionally poor. This means they need to make more progress than their peers to catch up.   |
| 4                | Leaders are continuing to promote and embed a positive reading culture and recognise that not all pupils have easy access to quality reading materials – this impacts on the development of our pupils as readers but also impacts on their attainment in all curriculum areas.  |
| 5                | Low attendance for a number of pupils in this group.   |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome   | Success criteria   |
|--|--|
| Improved emotional resilience for pupils with emotional regulation difficulties, anxiety and those lacking in emotional resilience via targeted and direct interventions as well as whole school ethos and Quality First Teaching. | <ul style="list-style-type: none"> <li>• Children are using and can articulate the benefits of zones of regulation and 'regulation stations' within classrooms.</li> <li>• Pupils who require support with emotional resilience/anxiety identified and grouped for interventions.</li> <li>• Promote good relationships with parents to address underlying concerns or refer to specialist agencies for further support (EHT and HoS)</li> <li>• A lower level of behavioural incidents for PP pupils on Arbor.</li> <li>• Lesson observations / learning walks/assemblies highlight examples of resilient learners.</li> <li>• Qualitative data from pupil voice, pupil and parent surveys and teacher observations.</li> </ul> |
| An improved progress score in Mathematics in comparison to 2022 KS2 outcomes.  | Exceed national average progress scores in KS2 Maths (0).  |

|  |   |
|--|---|
| <p>Oral language skills are often lower for disadvantaged pupils which slows reading progress/vocabulary development in subsequent years. Low starting points in verbal communication and language means many pupils lack decoding skills, fluency and comprehension understanding.</p>            | <ul style="list-style-type: none"> <li>• Assessments, lesson observations and book sampling show that improvements are being made in oral language skills.</li> <li>• Children will have had many opportunities to speak and understand a wider range of vocabulary.</li> </ul>   |
| <ul style="list-style-type: none"> <li>• Increase engagement with parents to support home reading.</li> <li>• Provide increased opportunities in school to support and enthuse a love of reading.</li> <li>• There is no attainment gap in Phonics for PP children and Non-PP children.</li> </ul> | <ul style="list-style-type: none"> <li>• By the end of the academic year, attainment in reading for all pupils improves across the whole school compared to standardised assessment in summer 2023.</li> <li>• Percentage of PP pupils meeting the expected standard in phonics is higher when compared to results in 2023.</li> </ul>                  |
| <p>Improved attendance where there are concerns in this area.</p>  | <ul style="list-style-type: none"> <li>• Monitoring of attendance is effective, to allow for early intervention.</li> <li>• Support for families where there are concerns.</li> <li>• BWCET and LA interventions are followed, as appropriate.</li> <li>• There is an improving picture in relation to persistent absenteeism in this group.</li> </ul> |

### 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:** £

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Work with the Archimedes Maths hub &amp; purchase necessary resources to further develop and embed Teaching for Mastery across all year groups, using the 'Power Maths' teaching scheme.</p> | <p>DfE approved schemes supported by the regional Maths hub.</p> <p><b>EEF Toolkit: High impact for very low cost. Mastery learning +5 months</b><br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>   | <p>2</p>                      |
| <p>Staff CPD</p>  | <p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p><b>EEF Toolkit:</b><br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p> | <p>1, 2, 3, 4 &amp; 5</p>     |

|  |  |       |
|--|--|-------|
|  | <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">rg.uk/education-evidence/guidance-reports/effective-professional-development</a>  |       |
| Staff to incorporate speaking and listening opportunities within their Literacy planning to enable pupils to 'say it' then 'write it'.   | <p>Studies indicate that oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p> <p><b>EEF Toolkit:</b><br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>   | 3     |
| Staff to further embed Monster Phonics training to ensure consistency in this approach to systematic synthetic phonics across the school.  | <p>Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. There is some evidence that approaches informed by synthetic phonics (where the emphasis is sounding out letters and blending sounds to form words) may be more beneficial than analytic approaches (where the sound/symbol relationship is inferred from identifying patterns and similarities by comparing several words).</p> <p>Monster Phonics is a DFE accredited systematic synthetic phonics programme. Research indicates a consistent approach to phonics can add an additional 4 months of progress.</p> <p><b>EEF Toolkit</b><br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> | 3 & 4 |
| Whole Class timetabled reading to be embedded across KS2 throughout the year, using a wide range of text types, which will broaden pupil knowledge and increase range of vocabulary. | <p>EEF suggests that reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p><b>EEF Toolkit</b><br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>   | 3 & 4 |

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

**Budgeted cost:** £

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>SENDCo to support staff in timetabling 1:1 and small group interventions, and to offer advice to staff in supporting pupils to overcome barriers to learning.</p>      | <p>Evidence suggests that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress DfE reports suggest that early identification and close monitoring of pupils with SEN will enable positive academic outcomes.</p> <p><b>EEF Toolkit</b><br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>   | <p>1, 2, 3, 4, &amp; 5</p>    |
| <p>Purchase Talk Boost.</p> <p>Speech and Language worker delivering weekly sessions to children in the Early Years, identified as requiring some additional support.</p> | <p>On average, children who are involved in communication and language approaches make approximately six months additional progress over the course of the year.</p> <p><b>EEF Toolkit:</b><br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p>   | <p>3</p>                      |
| <p>Embed Nuffield Early Learning Language Intervention with all EYFS children across the year.</p>  | <p>On average, children who are involved in communication and language approaches make approximately seven-month additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p><b>EEF Toolkit</b><br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p> | <p>3</p>                      |
| <p>Buy and embed use of Accelerated Reader across year groups 3 to 6, to support diagnostic tracking &amp; improve reading for pleasure.</p>                              | <p>Smaller group and smaller cohort provision allow staff to target pupils with more effective teaching and feedback.</p> <p><b>EEF Toolkit: One to one tuition, that is in additional to class teaching, and is in short regular sessions result in optimal impact for improved attainment +5 months</b></p>  | <p>3, 4 &amp; 5</p>           |

|   |  |                           |
|---|--|---------------------------|
|   | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oneto-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oneto-one-tuition</a></p> <p>Teaching assistants who target individuals and small groups show positive benefits where this supplement teaching in class (+4 months)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p>Small group tuition can improve attainment by up to +4 months, where groups are between 2 to 3</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/smallgroup-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/smallgroup-tuition</a></p>   |                           |
| <p>Teaching Assistants to support intervention and catch-up and to reduce cohort size in for English and Maths.</p> <p>Teaching Assistants will also be supported by a bespoke CPD plan to ensure interventions are as effective as possible.</p> | <p>Smaller group and smaller cohort provision allow staff to target pupils with more effective teaching and feedback.</p> <p><b>EEF Toolkit: One to one tuition, that is in additional to class teaching, and is in short regular sessions result in optimal impact for improved attainment +5 months</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oneto-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oneto-one-tuition</a></p> <p>Teaching assistants who target individuals and small groups show positive benefits where this supplement teaching in class (+4 months)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p>Small group tuition can improve attainment by up to +4 months, where groups are between 2 to 3</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/smallgroup-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/smallgroup-tuition</a></p> | <p>1, 2, 3, 4 &amp; 5</p> |
| <p>Head of School with extensive Year 6 experience will teach Year 6 Maths 3x per week to enable smaller group</p>  | <p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p>   |                           |



|   |  |  |
|---|--|--|
| numbers for maths in Year 5 and Year 6. | <b>EEF Toolkit:</b><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a> |  |
|---|--|--|

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

**Budgeted cost:** £

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Training of staff as ELSA to support emotional and mental well-being.</p> <p>Training of staff as Youth Mental Health First Aiders to support emotional and mental well-being.</p> <p>To develop a bespoke area within each classroom to support children via a quiet, low stimulus environment, to prepare them for learning and regulate their emotions to enable the best learning outcomes.</p> | <p><b>EEF Toolkit: Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>  | 1                             |
| Continued development of the school library to provide inviting space for pupils to choose books and read for pleasure.  | See DfE research on <a href="#">reading for pleasure</a> .   | 4                             |
| Continue to provide free access to breakfast club for all disadvantaged pupils in school.  | <p>Access to breakfast club can impact on pupils' outcomes, as well as behaviour and classroom environments.</p> <p><b>EEF toolkit: The model of pre-school breakfast clubs the EEF trialled – free and universal – appears to have clear benefits to pupils. In addition to the positive attainment impact found for pupils... the independent evaluation also found both improved attendance and behaviour in schools. Most importantly, breakfast clubs help ensure that no child has to learn when they're hungry – EEF 2019.</b></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a></p> | 1 & 5                         |

|   |   |              |
|---|---|--------------|
| <p>ST.</p>  | <p>As well as reducing hunger, breakfast clubs were perceived to improve concentration and behaviour in class and to improve punctuality for some pupils.</p> <p>Additional positive impacts on pupils' social development and the way in which they helped some pupils make wider friendship groups and become more confident were also highlighted by schools. DFE 2017</p>   | <p>CLUBS</p> |
| <p>Increased focus on attendance due to high levels of social deprivation in the school catchment area &amp; exacerbated parental anxiety in relation to the ongoing pandemic can affect the attendance of some pupils.</p> <p>Work closely with parents and external agencies to provide bespoke support for pupils who struggle to manage their emotions.</p> | <p>SLT and Business Manager closely monitor the attendance of all of our pupils. The enforcement of guidelines ensures prompt and timely intervention if pupils are absent from or late to school, including first day contact, welfare checks and follow up. Changes to the Education Welfare Service puts a greater responsibility on schools for supporting families and tracking attendance.</p> <p>NFER briefing for school leaders identifies addressing persistent lateness as a key step in improving attendance and outcomes for pupils.</p> <p>Studies indicate that Social and emotional intervention can add up to 4 months of progress.</p> <p><b>EEF Toolkit</b><br/> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> | <p>5</p>     |

Total budgeted cost: £

## 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 2022 to 2023 academic year.

| Challenge   | Impact   |              |          |               |          |               |  |  |  |        |          |        |          |      |           |    |       |    |    |        |          |   |       |   |       |        |           |    |     |   |     |
|---|--|--------------|----------|---------------|----------|---------------|--|--|--|--------|----------|--------|----------|------|-----------|----|-------|----|----|--------|----------|---|-------|---|-------|--------|-----------|----|-----|---|-----|
| <b>Social and emotional difficulties, including finding working and playing with others challenging. Struggle to make friends and display impulsive behaviours.</b> | <ul style="list-style-type: none"> <li>Nurture provision increased pupil resilience – impacting attendance and positive, purposeful engagement in lessons.</li> <li>The number of behavioural incidents recorded is being reduced on a half-termly basis.</li> </ul>   |              |          |               |          |               |  |  |  |        |          |        |          |      |           |    |       |    |    |        |          |   |       |   |       |        |           |    |     |   |     |
| <b>Poor reasoning skills in mathematics and insufficient grasp on multiplication tables.</b>  | <ul style="list-style-type: none"> <li>Times Tables Rockstars has contributed to the median MTC score improving compared to the previous academic year.</li> <li>Intervention timetables and records available, demonstrating bespoke and tailored support linking to area of need and SEND Support Plan targets.</li> <li>Results:</li> </ul> <table border="1"> <thead> <tr> <th colspan="2"></th> <th colspan="2">All children</th> <th colspan="2">Pupil Premium</th> </tr> <tr> <th colspan="2"></th> <th>Number</th> <th>% at EXP</th> <th>Number</th> <th>% at EXP</th> </tr> </thead> <tbody> <tr> <td>EYFS</td> <td>Maths GLD</td> <td>12</td> <td>83.4%</td> <td>--</td> <td>--</td> </tr> <tr> <td>Year 2</td> <td>Maths TA</td> <td>8</td> <td>87.5%</td> <td>3</td> <td>66.7%</td> </tr> <tr> <td>Year 6</td> <td>Maths SAT</td> <td>15</td> <td>67%</td> <td>5</td> <td>40%</td> </tr> </tbody> </table> |              |          | All children  |          | Pupil Premium |  |  |  | Number | % at EXP | Number | % at EXP | EYFS | Maths GLD | 12 | 83.4% | -- | -- | Year 2 | Maths TA | 8 | 87.5% | 3 | 66.7% | Year 6 | Maths SAT | 15 | 67% | 5 | 40% |
|   |  | All children |          | Pupil Premium |          |               |  |  |  |        |          |        |          |      |           |    |       |    |    |        |          |   |       |   |       |        |           |    |     |   |     |
|   |  | Number       | % at EXP | Number        | % at EXP |               |  |  |  |        |          |        |          |      |           |    |       |    |    |        |          |   |       |   |       |        |           |    |     |   |     |
| EYFS  | Maths GLD  | 12           | 83.4%    | --            | --       |               |  |  |  |        |          |        |          |      |           |    |       |    |    |        |          |   |       |   |       |        |           |    |     |   |     |
| Year 2  | Maths TA   | 8            | 87.5%    | 3             | 66.7%    |               |  |  |  |        |          |        |          |      |           |    |       |    |    |        |          |   |       |   |       |        |           |    |     |   |     |
| Year 6  | Maths SAT  | 15           | 67%      | 5             | 40%      |               |  |  |  |        |          |        |          |      |           |    |       |    |    |        |          |   |       |   |       |        |           |    |     |   |     |
| <b>Gaps in skills and knowledge (following the disruption to education – Covid-19).</b>   | <ul style="list-style-type: none"> <li>Intervention records available – demonstrating bespoke/tailored interventions to meet the needs of target pupils.</li> <li>New SENDCo received SEN time weekly.</li> </ul>  |              |          |               |          |               |  |  |  |        |          |        |          |      |           |    |       |    |    |        |          |   |       |   |       |        |           |    |     |   |     |
| <b>Poor reasoning skills, difficulties in processing information and poor working memory.</b>   | <ul style="list-style-type: none"> <li>Identified pupils received targeted interventions throughout 2023 - 2024 (See intervention timetable). Children also accessed additional Maths support – this impact positively on children’s confidence and conceptual/procedural knowledge.</li> <li>Children will continue to receive one to one tuition/small group interventions.</li> <li>We are reviewing our approach to additional needs support using the WAVE model of our BWCET.</li> </ul>   |              |          |               |          |               |  |  |  |        |          |        |          |      |           |    |       |    |    |        |          |   |       |   |       |        |           |    |     |   |     |
| <b>Low attendance for a number of pupils in this group.</b>   | Attendance of PP children and Non-PP children did not differ significantly. However, numbers in this category are very small and leaders will therefore continue to prioritise attendance next academic year.  |              |          |               |          |               |  |  |  |        |          |        |          |      |           |    |       |    |    |        |          |   |       |   |       |        |           |    |     |   |     |

### 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 |
|-----------|----------|
|-----------|----------|

|                          |                  |
|--------------------------|------------------|
| White Rose Maths Premium | White Rose       |
| Timetables Rockstars     | Maths Circle Ltd |

### 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)

|     |
|-----|
| N/A |
|-----|