



# Pupil premium strategy statement –St. Andrew’s CE Primary School

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

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

## School overview

Detail	Data
Number of pupils in school	449
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-2024 2024-2025 2025-2026
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Lisa Thompson (HT)
Pupil premium lead	Maria Matthews (DHT)
Governor / Trustee lead	Kerryn Stokes

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£282,270
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£28,130
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£310,400

# Part A: Pupil premium strategy plan

## Statement of intent

### **St Andrew's – A Good Samaritan School (Luke Ch 10 v 25-37) – 'Making a difference, so all can flourish.'**

**With Faith Hope and Love we can achieve greater things.**

At St Andrew's, it is our intention to develop all our pupils into life-long learners with a thirst for knowledge. We have both high expectations and aspirations for all pupils in our care. This desire is regardless of background, gender, ethnicity or faith.

The school is committed to ensuring that all children reach their full potential and is relentless in removing individual barriers to learning that exist either in school, the home or community.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. Our PP Strategy is strongly informed by EEF Research and evidence based practice, adopting the three tiered approach of high quality teaching, targeted academic support and wider strategies. As well as supporting those pupils eligible for the grant, we also use the funding to support pupils that we consider 'vulnerable' due to other contextual factors (such as those who have a social worker or are facing other socio-economic disadvantages).

Common barriers to learning for disadvantaged children can include: 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 need to be considered on an individual basis where necessary.

Our overall aims are:

- To ensure that teaching and learning opportunities meet the needs of all the pupils
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To 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

- To ensure that attendance and punctuality of pupils is addressed as a whole school approach.
- To ensure that well-being and meeting SEMH needs is a priority for all pupils, thus enabling them to flourish emotionally and develop strategies to support mental health.

Achieving these objectives:

- Through development of CPD for staff, we aim for all teaching to be good or better, thus improving our Quality First Teaching for all pupils.  
As a consequence of this, our school Pupil Premium Strategy is strongly informed by the Education Endowment Foundation's (EEF) research: <https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium> and in particular the EEF's 'Teaching and Learning Toolkit' 2 ([https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-tool kit](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-tool-kit)) and EEF Early Years Toolkit (<https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit>) to inform our decisions on how our funding is spent
- Use of skilled HLTAs and an academic mentor to provide intervention and 'catch up' support across the school
- Continued commitment to high quality training for staff and support for pupils in Early Reading to provide the best possible start to learning.
- Continued development of good quality language interventions within Early Years to ensure uplift in oral communication (EEF +6months)
- Using a team approach and an effective rewards system to positively engage in removing barriers and raising school attendance in line with National figures.
- Continuing the high quality care and extensive support of our skilled pastoral team to build links with families, promote parental engagement (EEF +4months) and to support individual pupils through nurture and effective guidance.

## Challenges

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

Challenge number	Detail of challenge
1	Poor oral communication skills in Early Years, leading to low baseline entry (less than 10% of pupils 'on track') and extensive support needed.
2	Early reading – continued consistency in approach to teaching Phonics and support with parental engagement in order for all pupils to 'crack the phonics code' and achieve fluency.

3	Attainment gap exists between PP and Non-PP across Reading, Writing and Maths in some year groups.
4	Limited personal experiences outside of school, including access to enrichment opportunities, which support in building cultural capital.
5	Significant economic, social and emotional deprivation exists for some families, which in turn may lead to SEMH challenges and Children's Services involvement.
6	Attendance and Punctuality barriers exist for some PP families

## 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.

Challenge Number	Intended outcome	Success criteria
1.	Improved communication skills in EYFS. Children can communicate orally both clearly and confidently. Pupils have the language to express themselves, ask questions and seek solutions.	<ul style="list-style-type: none"> <li>Targeted PP children achieve EXS in CLL at the end of Reception and the percentage of children who achieve a Good Level of Development is at least in line with the LA/National average.</li> </ul>
2.	Greater % of PP pupils successfully passing the phonic screening assessment in Year 1, in line with their Non-PP peers	<ul style="list-style-type: none"> <li>RWI Phonics scheme taught consistently across EYFS and KS1.</li> <li>All staff delivering the programme are well trained.</li> <li>Phonics lead and teaching staff ensure that all pupils are placed correctly and reviewed regularly.</li> <li>1:1 support as needed to ensure that pupils keep up</li> <li>Phonics screen result in line or above previous academic year with PP pupils above National average and in line with Non PP peers.</li> </ul>
3.	Accelerated progress to be made in all year groups for PP pupils in order to have more PP pupils attaining expected standards or above.	<ul style="list-style-type: none"> <li>Raise in attainment of PP children so that the percentage of PP pupils at ARE+ is in line with National at the end of KS1/2</li> <li>Increase in number of pupils attaining GDS at end of KS1/2</li> </ul>

4..	Continued opportunities to raise cultural capital through the school's curriculum and extra-curricular offer.	<ul style="list-style-type: none"> <li>• Free access to after school-clubs and subsidised educational visits to provide children with wider opportunities and increase cultural capital.</li> <li>• Flexible payment plans to be offered to families to help them spread payments.</li> <li>• Increasing % of pupils attending extra-curricular clubs.</li> </ul>
5.	Pupils with additional challenges arising from home circumstances and environmental factors are well supported to succeed and make the best progress possible.	<ul style="list-style-type: none"> <li>• Pastoral team meet regularly to discuss pupil needs and to reflect upon best possible actions to support, e.g., Lego therapy, Sand therapy, Wishes and feelings etc.</li> <li>• Staff make timely referrals to Learning mentor to ensure that pupils identified with specific SEMH needs can receive targeted support.</li> <li>• Work completed with pupils is evaluated and further academic progress/attainment measured for impact.</li> <li>• PP pupils accessing various therapeutic support/ Early Help/ Reflexions Team/ interventions via Sports Coach have improved mental wellbeing, resulting in improved progress and attainment.</li> <li>• FFQA with SEND – re-accreditation</li> </ul>
6.	To continue to improve attendance figures so that they are at least in line with National. Punctuality is improved for key PP/ vulnerable families.	<ul style="list-style-type: none"> <li>• PP cohort attendance shows a stable and improving picture, with a reduction in persistent absence.</li> </ul>

		<ul style="list-style-type: none"> <li>Fortnightly attendance meetings are held to discuss families and further support needed.</li> </ul>
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## 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: £70,665

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>'Quality First' Teaching</u></b></p> <p>CPD for all staff to focus upon the following:</p> <ul style="list-style-type: none"> <li>Science of learning – How do pupils learn and how can we reduce cognitive overload? Principles of retrieval and spaced learning.</li> <li>Effective modelling – 'I/We/You' approach – application of Rosenshine's principles of effective instruction.</li> <li>Improving upon planning and questioning skills – understanding children's prior knowledge and aiming to build upon this.</li> <li>Increasing opportunities for effective partner discussion and shared tasks.</li> <li>Responsive teaching – how do we improve the quality of live feedback and AfL?</li> </ul>	<p><b><u>Internal</u></b></p> <p>September 2023 baseline data shows that a PP v Non PP gap exists in most year groups across Y1-6. This is prevalent in all core subjects but predominantly Reading and Writing</p> <p><b><u>External EEF Toolkit:</u></b></p> <ul style="list-style-type: none"> <li>Feedback- Cost: Low, Progress: +6 months</li> <li>Reading comprehension- Cost: Low, Progress: +6 months</li> <li>Collaborative learning- Cost: Low, Progress: +5 months</li> <li>Mastery Learning- Cost: Low, Progress: +5 months</li> <li>Academic research: Doug Lemov, 'Teach Like a Champion' Rosenshine's 'Principles of effective instruction' Bambrick and Santoyo – 'Get Better Faster'</li> </ul>	1,3

<p><b><u>EYFS Quality First Teaching</u></b>  CPD for all staff to include how to ensure that:</p> <ul style="list-style-type: none"> <li>• Feedback has impact.</li> <li>• Effective interactions between staff and pupils support in increasing language and vocabulary.</li> </ul> <p>(4 x TAs within Nursery and Reception + 1 x HLTA + experienced teacher for cover)</p>	<p><b><u>Internal</u></b>  PP pupils enter Nursery/Reception with significantly lower baselines than National. There are significant numbers of pupils with EAL which impacts upon CLL.</p> <p><b><u>External</u></b></p> <ul style="list-style-type: none"> <li>• Communication and language approaches- Cost: Low; Progress: +7 months</li> <li>• Early Literacy approaches- Cost: Low; Progress: +4 months</li> </ul>	<p>1, 2</p>
<p><b><u>Access to high quality CPD</u></b></p> <ul style="list-style-type: none"> <li>• Access to NPQs via Ambition Institute/Best Practice Network</li> <li>• 4 x Staff meeting focus on T&amp;L</li> <li>• CPD on EY framework and continued good practice.</li> <li>• Access to regular network meetings for all leaders.</li> <li>• Opportunities to liaise with other local schools in terms of moderation and approaches to T&amp;L.</li> <li>• TAs accessing Broadmeadow Special school training to support pupils with complex needs.</li> <li>• Mental Health lead training</li> <li>• Training for staff new to RWI</li> <li>• WellComm/NELI/Makaton updated training</li> <li>• 3 x ECTs receiving coaching and mentoring</li> <li>• Mentoring and coaching for all ITT students working within school.</li> <li>• Attendance online training programme X 2</li> </ul>	<p><b><u>External</u></b>  EEF Guidance Report on effective professional development</p> <p>Ambition Institute – Steplab online learning programme</p> <p>Best Practice Network – Canvas online</p> <p>Early Career Framework (ECT support):  <a href="https://www.gov.uk/government/publications/early-career-framework">https://www.gov.uk/government/publications/early-career-framework</a></p>	<p>1, 2, 3, 5 &amp; 6</p>

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

Budgeted cost: £127,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training to be provided as needed for specific language intervention programmes which specifically boost and support language development and oral communication</p> <p>NELI/WellComm</p> <p>1 x HLTA across KS1 and KS2 to deliver bespoke Sp &amp; L support to targeted PP individuals</p>	<p>(EEF +4)</p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact so timetables are planned to enable this.</p> <p>Oral Language Interventions: Impact = +5 months e.g. WellComm Source: Education Endowment Foundation – Evidence summaries</p>	<p>1</p>
<p>Regular training in RWI approach to teaching Phonics provided for teachers and support staff via Phonics Lead.</p> <p>Continue to engage in RWI Development days with consultant and update action planning for Phonics in line with this.</p> <p>Continue to regularly assess and flexibly group pupils to ensure that all children learn and make progress.</p> <p>Provide Catch up/Keep up sessions for identified pupils to ensure that all children learn to read.</p>	<p>EEF (+5) Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.</p> <p>Consistent training and monitoring/evaluation of all staff involved in the reading process means that this is given high priority and all members of teaching /support staff can support and teach in the same way.</p> <p>Research says that consistent approaches bring about more positive outcomes and also reduce cognitive overload for the learner.</p>	<p>2</p>



<p>Ensure appropriate interventions are in place for all PP pupils to achieve ARE and those with the potential to be GD.</p> <p>Academic learning mentor/PP lead to support pupils across identified year groups to support small group intervention with specific focus upon reading/writing</p> <p>HLTAs across school provide high quality interventions which focus upon specific needs of pupils.</p>	<p><b><u>Internal</u></b>  Lower percentage of PP pupils are achieving ARE in core subjects.  Lower percentage of PP pupils are achieving GDS in Reading/Writing overall.</p> <p><b><u>External</u></b>  EEF Toolkit:</p> <ul style="list-style-type: none"> <li>● Small group tuition- Cost: Low, Progress: + 4 months</li> <li>● One-to-one tuition- Cost: Moderate, Progress: + 5 months</li> </ul> <p>Research suggests that short, regular sessions over a set period of time appear to result in optimum impact. Evidence also suggests that tuition should be additional to, but explicitly linked with, normal teaching.</p>	<p>1, 2, 3</p>

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

Budgeted cost: £112,135

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupils provided with a wide range of school visits, internal visitors and enrichment experiences and activities to enhance cultural capital and increase knowledge of the wider world.</p> <p>Extra-Curricular activities to be provided free of charge on a range of subject areas in order to enrich pupils' experiences and offer opportunities which could not be accessed from home.</p>	<p><b><u>Internal</u></b>  The school is in the highest band of deprivation nationally (IDACI 5) It is vital that the school provides pupils with as many opportunities as possible to increase cultural capital and support pupils in raising their aspirations for the future.</p>	<p>4</p>

<p>Payment support and subsidised trips to provide opportunities and ensure that no child is disadvantaged due to economic background or deprivation.</p>		
<p><b><u>Continued high quality pastoral support</u></b></p> <ul style="list-style-type: none"> <li>• Parental support/workshops offered</li> <li>• Re-accreditation of Families First Quality Award with SEND</li> <li>• Re-accreditation of Well-being Award</li> <li>• Support with finances/housing/referrals to Early Help</li> <li>• Regular ‘Drop and Stop’ sessions to give parents up to date information on where they can access advice and support.</li> <li>• Learning mentor support for pupils presenting with a variety of needs.</li> <li>• SENDCo support through additional TAC meetings as needed for pupils with complex needs who are also PP</li> <li>• 1 x staff to be trained as Senior Mental Health Lead</li> <li>• Magic Breakfast</li> <li>• Fruit provided across KS2</li> <li>• Whole school approach to maintaining consistently high standards of behaviour for learning across school.</li> <li>• External specialist support to be accessed if required (e.g. CAMHS/ Base 25/Reflexions)</li> </ul>	<p><u>Internal:</u></p> <p>Parents are highly supportive of the school and the work it does to support families, thus helping individual pupils to flourish as a result.</p> <p>A recent SIAMs inspection for church schools – Nov 2023- states:</p> <p><i>“Relationships with families are respectful and supportive. The school makes a positive difference to the lives of its pupils and neighbouring community. This demonstrates leaders’ commitment for all to flourish as precious individuals.</i></p> <p><i>Staff go ‘above and beyond’ in their care for those pupils who are more vulnerable. Each learner is known and cherished and so enabled to grow in personal and academic terms.”</i></p> <p><u>External</u></p> <p><u>EEF Toolkit:</u></p> <ul style="list-style-type: none"> <li>• Metacognition &amp; self-regulation- Cost: Low, Progress: +7 months</li> <li>• Social and Emotional learning: Cost: Low, Progress: + 4 months</li> </ul> <p>Specific advice on behaviour interventions  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/behaviour-interventions</a>  Senior Mental Health Lead training:  <a href="https://www.gov.uk/guidance/senior-mental-health-lead-training">https://www.gov.uk/guidance/senior-mental-health-lead-training</a></p>	<p>5</p>

<p>Attendance support for key groups and families led by Pastoral and Safeguarding leads, DHT, Attendance admin support and EWO.</p> <p>Fortnightly meetings held to discuss cases and next steps. High priority given to attendance on SIP.</p> <p>Additional online training on strategies to manage attendance for HT/DHT</p> <p>Attendance Reviews conducted at school's request.</p> <p>New attendance awards and celebration events to encourage improved attendance.</p> <p>School is committed to embedding principles of good practice set out in the DFE's Improving School Attendance.</p>	<p><b>External</b></p> <p>DFE advice- based on work with school who have significantly reduced levels of absence:  <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p> <p>National research shows that a successful way to improve outcomes for PP pupils is to maximise the engagement of parents and equip them to support in the best way at home – EEF Parental Engagement toolkit strand.</p>	6
<p>Contingency fund for acute issues</p>	<p>Based upon our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

**Total budgeted cost: £310,400**

## Part B: Review of 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.

#### Intended outcomes

**Success Criteria has been RAG rated to show impact of intended outcomes.**

Intended outcome	Success criteria					
<b>Challenge 1:</b> To raise the attainment in phonics so Pupil Premium pupils achieve in line with national and with Non PP in school	<b>Year 1 phonics outcomes to be 75%+</b> (2021 73% (65% disadvantaged compared with 75% National ALL Other))					
	<table border="1"> <thead> <tr> <th>Year</th> <th>Baseline % PP pupils at ARE in Reading</th> <th>Aspirational Target</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>57% (17/30 pupils)</td> <td> <b>77% (23 pupils)</b>             89% (26/29 pupils)            Non PP 88% (22/25 pupils)            School All 87%)         </td> </tr> </tbody> </table>	Year	Baseline % PP pupils at ARE in Reading	Aspirational Target	1	57% (17/30 pupils)
Year	Baseline % PP pupils at ARE in Reading	Aspirational Target				
1	57% (17/30 pupils)	<b>77% (23 pupils)</b>  89% (26/29 pupils) Non PP 88% (22/25 pupils) School All 87%)				

Milestones						
Autumn			Spring			Summer
Year	Baseline % PP pupils at ARE in Reading	Autumn Target (Actual)	Year	Baseline % PP pupils at ARE in Reading	Spring Target	<b>Attainment raised in phonics – surpassing internal school targets. Pupils achieved in line with non PP internally and exceeded National Attainment</b>  <b>Target Achieved</b>
1	57% (17 pupils)	<b>64% (19 pupils)</b> (52% (15 pupils))	1	57% (17 pupils)	<b>71% (21 pupils)</b> 55% (17 pupils)	

**Challenge 2:** To raise the attainment of boys in the following year groups: 1, 2, 4, and 5 from baseline of Autumn 22

Class	Reading	Reading	Writing	Writing	Maths	Maths
	Baseline % PP boys at ARE	Aspirational Target	Baseline % PP boys at ARE	Aspirational Target	Baseline % PP boys at ARE	Aspirational Target
1	63% (15 pupils)	79% (19 pupils) 65% - 15/23)	54% (13 pupils)	75% (18 pupils) 61% - 14/23)	54% (13 pupils)	71% (17 pupils) 61% - 14/23)
2	55% (6 pupils)	82% (9 pupils) 50% (6 pupils)	55% (6 pupils)	73% (8 pupils) 50% (6 pupils)		
4	44% (7 pupils)	56% (9 pupils) 44% (7 pupils)	44% (7 pupils)	56% (9 pupils) 38% (6 pupils)	50% (8 pupils)	69% (11 pupils) 63% (10 pupils)
5	33% (5 pupil)	67% (10 pupils) 27% (4 pupils)	33% (5 pupil)	60% (9 pupils) 20% (3 pupils)	40% (6 pupil)	53% (8 pupils) 47% (7 pupils)

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Milestones													
Autumn							Spring						Summer
Class	Reading	Reading	Writing	Writing	Maths	Maths	Class	Reading	Reading	Writing	Writing	Maths	Maths
	Baseline % PP boys at ARE	Aspirational Target (Actual)	Baseline % PP boys at ARE	Aspirational Target (Actual)	Baseline % PP boys at ARE	Aspirational Target (Actual)		Baseline % PP boys at ARE	Aspirational Target	Baseline % PP boys at ARE	Aspirational Target	Baseline % PP boys at ARE	Aspirational Target
1	63% (15 pupils)	68% (16 pupils) (58% - 14 pupils)	54% (13 pupils)	61% (15 pupils) (58% - 14 pupils)	54% (13 pupils)	58% (14 pupils) (58% - 14 pupils)	1	63% (15 pupils)	74% (18 pupils) (58% - 14 pupils)	54% (13 pupils)	68% (16 pupils) (50% - 12 pupils)	54% (13 pupils)	66% (16 pupils) (58% - 14 pupils)
2	55% (6 pupils)	64% (7 pupils) (45% - 5 pupils)	55% (6 pupils)	61% (7 pupils) (45% - 5 pupils)			2	55% (6 pupils)	71% (8 pupils) (42% - 5 pupils)	55% (6 pupils)	67% (8 pupils) (42% - 5 pupils)		
4	44% (7 pupils)	48% (8 pupils) (44% - 7 pupils)	44% (7 pupils)	48% (8 pupils) (44% - 7 pupils)	48% (8 pupils)	56% (9 pupils) (56% - 9 pupils)	4	44% (7 pupils)	54% (9 pupils) (43% - 7 pupils)	44% (7 pupils)	56% (9 pupils) (43% - 7 pupils)	50% (8 pupils)	63% (10 pupils) (56% - 9 pupils)
5	33% (5 pupils)	44% (7 pupils) (38% - 6 pupils)	33% (5 pupils)	42% (6 pupils) (38% - 6 pupils)	29% (4 pupils)	44% (7 pupils) (31% - 5 pupils)	5	33% (5 pupils)	56% (8 pupils) 20% (3 pupils)	33% (5 pupils)	51% (8 pupils) 20% (3 pupils)	40% (6 pupils)	49% (7 pupils) 33% (5 pupils)
<p>Y1 Raised attainment in RWM from baseline – Y2 Attainment not raised Y4 Raised attainment in maths Y5 Raised attainment in maths</p> <p>Out of 11 areas targeted 5 were achieved 45% increase</p> <p>Target partially achieved</p>													

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**Challenge 3:** To narrow the gap between PP and Non PP in Y3 – Reading & Maths, Y5 – Reading Writing & Maths.

Year Group	Reading Baseline & (Target)%	Writing Baseline & (Target) %	Maths Baseline & (Target) %
Year 3	11% (< 5%) 9%		15% (< 8%) 8%
Year 5	26% (< 9 %) 8%	19% (< 6%) 19%	26% (< 9%) +2%

Milestones											
Autumn				Spring				Summer			
Year Group	Reading Baseline & (Target) %	Writing Baseline &(Target) %	Maths Baseline &(Target) %	Year Group	Reading Baseline & (Target) %	Writing Baseline &(Target) %	Maths Baseline &(Target) %	Year Group	Reading Baseline & (Target) %	Writing Baseline &(Target) %	Maths Baseline &(Target) %
Year 3	11% (< 9%) 18%		15% (< 13%) 18%	Year 3	11% (< 7%) 7%		15% (< 11%) 12%	<b>Y3</b> Reading Gap narrowed Maths Gap narrowed – aspirational target met  <b>Y5</b> Reading Gap narrowed - aspirational target met Writing Gap remained the same Maths Gap narrowed & PP ahead of non PP -			
Year 5	26% (< 17 %) 7%	19% (< 13 %) 11%	26% (< 17 %) 19%	Year5	26% (< 12 %) 8%	19% (< 10%) 17%	26% (< 9 %) 5%				

		<p>aspirational target met</p> <p>Gap narrowed in 4/5 areas</p> <p>PP exceeding non PP in 1 area</p> <p>Gap sustained in 1 area</p> <p><b>Overall Target achieved</b></p>
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<p><b>Challenge 4:</b> To raise the attainment from baseline of Autumn 21 so more PP pupils achieve GD in Reading, Writing &amp; Maths</p>							
	Year	Baseline % PP pupils at GD (no of pupils)			Aspirational Target (no of pupils)		
		R	W	M	R	W	M
	1				11 (3) 7 (2)	7 (2) 10 (3)	7 (2) 14 (4)
	2	13 (3)	9 (2)	9 (2)	21 (5) 13 (3)	17 (4) 0	17 (4) 13 (3)
	3	11 (3)	11 (3)	14 (4)	17 (5) 17 (5)	17 (5) 13 (4)	20 (6) 17 (5)
	4	9 (2)	14 (3)	9 (2)	17 (4) 8 (2)	21 (4) 12 (3)	17 (4) 15 (4)
	5	7 (2)	10 (3)	13 (4)	17 (6) 3 (1)	15 (5) 0	18 (6) 6 (2)
6	14 (6)	14 (6)	14 (6)	19 (8) 14 (6)	19 (8) 7 (3)	17 (7) 12 (5)	

Milestones		
Autumn	Spring	Summer



Year	Baseline % PP boys at ARE			Autumn Target		
	R	W	M	R	W	M
1				3 (1)	3 (1)	3 (1)
2	17 (4)	13 (3)	13 (3)	17 (4)	9 (2)	13 (3)
3	11 (3)	11 (3)	14 (4)	11 (3)	11 (3)	14 (4)
4	9 (2)	14 (3)	9 (2)	9 (2)	14 (3)	9 (2)
5	7 (2)	10 (3)	13 (4)	9 (3)	10 (3)	13 (4)
6	14 (6)	14 (6)	14 (6)	14 (6)	14 (6)	14 (6)

  

Year	Baseline % PP boys at ARE			Spring Target		
	R	W	M	R	W	M
1				7 (2)	3 (1)	3 (1)
2	13 (3)	9 (2)	9 (2)	17 (4)	13 (3)	13 (3)
3	11 (3)	11 (3)	14 (4)	13 (4)	13 (4)	17 (5)
4	9 (2)	14 (3)	9 (2)	13 (3)	13 (3)	13 (3)
5	7 (2)	10 (3)	13 (4)	15 (5)	12 (4)	15 (5)
6	14 (6)	14 (6)	14 (6)	17 (7)	17 (7)	14 (6)

Y1 - Aspirational Target achieved in W & M  
 Y2 - Attainment sustained in R and raised in M  
 Y3 - Attainment raised in R (aspirational target met) W & M  
 Y4 - Attainment sustained in R and W and raised in M (aspirational target met)  
 Y5 - Attainment Fell  
 Y6 – Attainment sustained in R. Attainment fell in W and M

Out of 18 areas targeted 8 showed raised attainment for PP pupils at GD  
 4 showed maintained attainment  
 Combined 67% of targeted areas showed an increase/sustained attainment  
**Target Partially Met**

**Challenge 5-9: Sustain/Improve provision to enhance attendance & wellbeing in school**

Pupils with SEMH difficulties are able to succeed making the best progress possible.

Pupils who are seen by learning mentor, Boxall, Scared etc. monitoring shows numeric improvement and in turn impacts on progress and attainment

**For the 35 children seen by LM**

Expected Progress	More than Expected Progress
Reading – 54%	29%
Writing – 46%	29%
Maths – 49%	40%

**Attainment**  
 Reading – 45%  
 Writing 46%  
 Maths 54%

PP attendance shows a stable – improving picture. Lateness monitored and followed up.

	For the 35 children seen by the LM 57% showed improved attendance
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**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.

NOT APPLICABLE

