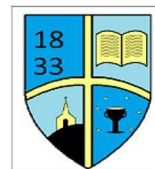


Mellor St Mary CE Primary School

Pupil Premium Strategy Statement



Believing, Learning & Sharing Together

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils. This is the second year of this plan with a full review at the end of the third year 2023-24.

This current plan 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

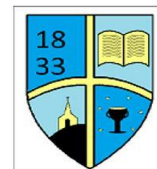
Metric	Data
School name	Mellor St Mary CE Primary School
Pupils in school	144
Proportion of pupil premium eligible pupils (based on Oct 2021 census)	(21) 14.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023/2024
Date this statement was published	July 2022
Date on which it will be reviewed	July 2023
Statement authorised by	J.Embley-Peers
Pupil premium lead	J.Embley-Peers
Governor lead	J.Taylor

Funding Overview

Detail	Amount
Pupil premium allocation this academic year	£34,946
Recover premium funding allocation this academic year Based on October 2020 Census numbers (20)	£19,000
Covid Grant	£3,427
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£57,373

Mellor St Mary CE Primary School

Pupil Premium Strategy Statement



Believing, Learning &
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Part A: Pupil Premium Strategy Plan

Measure

Statement of Intent *What are your ultimate objectives for your disadvantaged pupils?*

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

At Mellor St Mary CE Primary some of the common barriers to learning for our disadvantaged children include: lack of self-esteem, poor self-confidence, more frequent behaviour difficulties, attendance and punctuality issues, less support at home, poor language, vocabulary and social communication skills, metacognition and learning needs which may include those with SEND. For some of our children there may also be complex family situations that prevent them from flourishing. As a small school, the challenges our individual children face are varied and there is no "one size fits all".

Naturally, High Quality Teaching (HQT) 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.

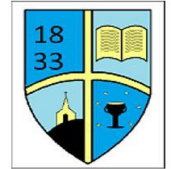
Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring/ School Led Tutoring SLT Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils across the curriculum – focusing on basic knowledge and skills linked to reading, writing and mathematics.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.

Mellor St Mary CE Primary School

Pupil Premium Strategy Statement



Believing, Learning & Sharing Together

- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this by:

- Ensuring teaching and learning opportunities meet the needs of all the pupils.
- Ensuring appropriate enrichment provision is made for all pupils which includes adequate and appropriate assessment of needs.
- Recognising 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.

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. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for individuals include:

- Ensuring all children have access to High Quality Teaching HQT and learning support. Therefore, teaching is good or better across school.
- Reducing class sizes thus improving opportunities for effective teaching and learning accelerating progress and narrowing the gap in attainment in Key Stage 1.
- Pupil Premium resources to be used to target children on Free School Meals to achieve or exceed Age Related Expectations.
- Allocating a 'Keep up and/or Catch Up' Teaching Assistant to each Year Group for basic knowledge and skills development linked to reading, writing and mathematics - providing small group work focussed on overcoming gaps in learning.
- 1-1 support for specialised programmes including those who are socially disadvantaged with SEND and the promotion of mental health and wellbeing.
- Support payment for enrichments including activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom and opportunities to develop their skills and talents outside of school.
- An online platform and additional parent meetings to ensure families are involved in sharing targets, progress and achievements.

And to ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified



adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

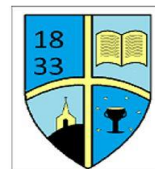
Challenges

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

Challenge Number	Detail of challenge
1	<p>Poor phonic and reading skills:</p> <p>Assessments, observations, and discussions with pupils indicate disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p><i>Therefore to be successful we must improve phonetic understanding and enhance reading skills to ensure children develop a love of reading.</i></p>
2	<p>Poor writing skills, stamina and engagement in written tasks:</p> <p>Assessments, observations, and discussions with pupils indicate disadvantaged pupils generally have greater difficulties with writing than their peers. This negatively impacts their written communication skills and their abilities to record learning across the curriculum.</p> <p><i>Therefore, to be successful we must improve basic writing skills and knowledge–sentence structure, grammar, punctuation and spelling to ensure children have a real purpose and love of writing.</i></p>
3	<p>Poor basic numeracy skills and application of these.</p> <p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in last year, 66% of our disadvantaged pupils arrived below age-related expectations compared to 47% of other pupils. This gap remains steady to the end of KS2.</p> <p><i>Therefore, to be successful we must improve basic maths mastery skills to ensure that children can apply these to reasoning and problem-solving activities.</i></p>
4	<p>Narrow the gap in attainment between disadvantaged and non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.</p>

Mellor St Mary CE Primary School

Pupil Premium Strategy Statement



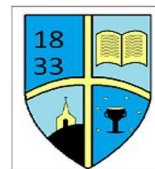
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	<i>Therefore to be successful, we must improve access to high quality support via targeted electronic programmes and keep up/ catch up accredited interventions.</i>
5	<p>Access to enrichment activities which support positive mental health and wellbeing are limited.</p> <p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to bullying, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased since the pandemic. 27 pupils (8 of whom are disadvantaged) currently require additional support with social and emotional needs which includes 1:1 and small group interventions.</p> <p><i>Therefore, to be successful we must provide financial support for wider curriculum learning opportunities within and beyond the school day so that pupils experience rich and varied activities to develop confidence, self-esteem and promote positive mental health.</i></p>
	<p>Lower attendance and punctuality rates compared to peers.</p> <p>Our attendance data over the last year indicates that attendance among some disadvantaged pupils is lower than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p><i>Therefore, to be successful we must improve overall attendance of some disadvantaged pupils to avoid them becoming school based emotional avoiders.</i></p>

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.

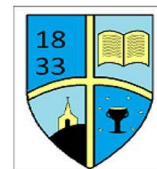
CN	Intended Outcome	Success criteria <i>What will success look like?</i>
1	Progress in phonics and reading	Pass the statutory phonics screening check Achieve age related expectations in KS1 and achieve national average progress KS2 in Reading. KS2 reading outcomes in 2024/25 show that more than 50% of disadvantaged pupils met the expected standard.
2	Progress in writing	Achieve age related expectations in KS1 and achieve national average progress scores in KS2 in writing.



		KS2 writing outcomes in 2024/25 show that more than 50% of disadvantaged pupils met the expected standard.
3	Progress in mathematics	<p>Achieve age related expectations in KS1 and achieve national average progress scores in KS2 in mathematics.</p> <p>KS2 maths outcomes in 2024/25 show that more than 50% of disadvantaged pupils met the expected standard.</p>
4	Narrowed gap in attainment	Age related expectations are achieved at the end of each year group for core learning.
5	Improved confidence and self-esteem	<p>Pupils have access to rich and varied activities and positive mental health.</p> <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
6	Improved attendance and punctuality	<p>Pupils arrive at school on time each day.</p> <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.

Mellor St Mary CE Primary School

Pupil Premium Strategy Statement



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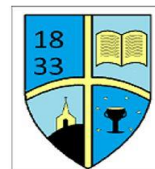
Activity In This Academic Year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

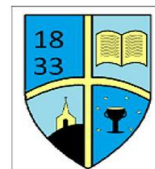
Teaching (for example CPD, recruitment and retention)

Budget cost: £24,605 (school governors approved additional funding-using some school reserves, to exceed government funding to enable us to accomplish our objectives and outcomes.

Activity	Evidence that support this approach	Challenge number(s) addressed
<p>MPS teacher appointed to work with Year 2 cohort to allow mixed Y1 /Y2 class to be taught as two small separate year groups.</p> <p>P/T MPS3 Including on costs. £21,585 (full salary £43,171 supplemented through main budget)</p>	<p>EEF(+2 months)</p> <p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our KS1 cohorts and have identified that 2 small classes of 20 children would allow teachers to increase the amount of attention each child will receive.</p>	1, 2, 3, 4
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Ongoing CPD to improve teaching and non teaching staff understanding and pedagogy in phonics.</p> <p>CPD online training costs: £610</p>	<p>EEF (+5 months)</p> <p>EEF guidance (Putting evidence to work, Improving Literacy in KS1 and KS2)</p> <p>Ensure all relevant staff (including TA's, volunteers and new staff) have received training to deliver Literacy Tree programme effectively and training on new home phonetic reading books and class novels to share in class.</p> <p>Additional time out of class for English Lead to facilitate training, monitoring and assessment of the teaching and learning of reading and writing across school.</p>	1, 2,4



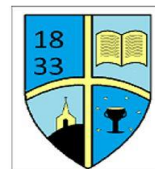
<p><i>Ongoing CPD to improve teaching and non teaching staff maths mastery understanding and pedagogy. This includes release time for the maths lead to coach, plan, monitor and lead maths training to raise standards.</i></p> <p>CPD lead costs: £480</p>	<p>EEF (+5 months)</p> <p>NCTEM North North West Maths Hub (participation in 3 year training.)</p> <p>Ensure all relevant staff (including TA's, volunteers and new staff) have received training to deliver maths mastery programme effectively and to include new mastery pupil books to send home/ share in class.</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>3,4</p>
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Assessment package: £1000</p> <p>Training costs: £180</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Education Endowment Foundation EEF Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>
<p><i>Purchase of high quality progressive teaching and planning aids to ensure all children receive consistent high quality teaching across the curriculum.</i></p> <p><i>Training for staff on how to new electronic schemes.</i></p> <p>Total cost (Kapow) £750</p>	<p>There is extensive evidence and research which highlights the impact high quality teaching has raising attainment and narrowing the gap between disadvantaged pupils, including those with SEND and their peers.</p> <p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p>	<p>4</p>



<p><i>Improve the quality of social and emotional (SEL) learning.</i></p> <p><i>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</i></p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	<p>5</p>
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Targeted Academic Support (for example, tutoring, one to one support, structured interventions)

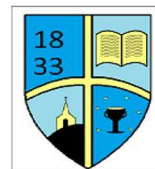
<p>Budget cost: £22,625 (school governors approved additional funding-using some school reserves, to exceed government funding to enable us to accomplish our objectives and outcomes.</p>		
Activity	Evidence that support this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>15 hours of School LE Tutor support for individuals costs: £8,080</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p><i>Pre teach / same day/ specific phonics intervention (Keep Up / Catch up adult support)</i></p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p>	<p>1, 2, 3, 4</p>



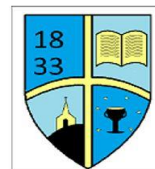
<p>Additional part time support staffing costs: £8,771 including on costs</p>	<p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF (+4 months)</p> <p>EEF making best use of Teaching Assistants guidance and Teaching and Learning Toolkit</p> <p>Small group interventions for disadvantaged pupils falling behind age related expectations catch up intervention for phonics, maths and handwriting led by experience teaching assistants within school.</p> <p>MOTM focused active maths interventions supporting the mastery curriculum and boosting pupil confidence with maths.</p>	
<p><i>ELS synthetic phonics scheme</i></p> <p>Purchased ELS scheme and resources: £4,300</p>	<p>Investment in Phonetically decodable home reading books for disadvantaged pupils in early reading phase.</p> <p>Investment in high interest phonetically decodable reading books for disadvantage pupils in the reading development phase.</p>	1,2,4
<p><i>Online learning platforms to ensure consistency of curriculum learning between school and home (homework)</i></p> <p>KS2 = LBQ SATS Companion, Mathletics, TTRS</p> <p>KS1 = Oxford Owl, Letter Join, 1 Decision</p> <p>Total cost of licenses £1474</p>	<p>EEF (+5 months)</p> <p><i>Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.</i></p> <p><i>It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area).</i></p>	1, 2, 3, 4

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

Budget cost: £10,000 (school governors approved additional funding-using some school reserves, to exceed government funding to enable us to accomplish our objectives and outcomes.



Activity	Evidence that support this approach	Challenge number(s) addressed
<p><i>Weekly specialist music tuition linked to instrumental and performance music in KS2</i></p> <p>Music service £2028</p>	<p>EEF (+3 months)</p> <p><i>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or though extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</i></p>	5
<p><i>Access to quality social and emotional learning resources</i></p> <p>Coram Life education £750</p>	<p>EEF (+4 months)</p> <p><i>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social and Emotional Learning SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</i></p> <p><i>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</i></p>	5
<p>Embedding principles of good practice set out in the DfE's <u>Improving School Attendance</u> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5



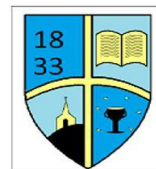
<p><i>Weekly participation in additional enrichment activities based around the arts, STEM and physical activities. Included in this are addition lifesaving/swimming lessons for PPG children in KS2.</i></p> <p>Total cost £3400</p>	<p>EEF (+1 month)</p> <p><i>The average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year.</i></p> <p><i>The variability in effects suggests that the quality of the programme and the emphasis on, or connection with, academic learning may make more difference than the specific type of approach or sporting activities involved. Participating in sports and physical activity is likely to have wider health and social benefits and improved attendance.</i></p>	<p>5</p>
<p><i>Breakfast and food support during the school day</i></p> <p>£920</p>	<p>Pupils are physically and mentally reading for learning, basic needs have been met.</p>	<p>5</p>
<p>Contingency fund for acute issues.</p>	<p>Based on 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>	<p>All</p>

Total PPG funds plus RPG and COVID grant = £57,373

Total Budgeted Cost: = £57,230

Mellor St Mary CE Primary School

Pupil Premium Strategy Statement



Believing, Learning &
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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 2021 to 2022 academic year.

Our internal assessments during 2021/22 suggested that although the performance of some disadvantaged pupils was lower than non disadvantaged in core areas, the progress gap between them had begun to narrow:

19/21 making progress in Reading and 11/21 on track for Age Related Expectations (ARE)

19/21 making progress in Writing and 9/21 on track for Age Related Expectations (ARE)

20/21 making progress in Reading and 13/21 on track for Age Related Expectations (ARE)

However, despite more children being on track, the outcomes we aimed to achieve in our previous strategy were therefore not fully realised.

Our assessment of the reasons for these current outcomes continue to point to the impact Covid-19 has had on the educational system over the last two years, as we are continuing to catch-up on missed learning opportunities. This has been evidenced in schools across the country, with the greatest impact on the social, emotional, communication and literacy skills of our children from EYFS to Year 6. Covid related absences have been most detrimental to our disadvantaged pupils, as they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

We have tried to mitigate this impact by our resolution to maintain a high quality curriculum, including the introduction of a School Led Tutor (SLT) and additional teacher in KS1, who have been aided by use of high quality resources including those provided by Oak National Academy.

Our assessments and observations also indicated that pupil behaviour, wellbeing and mental health are still being impacted by COVID-19-related issues. This has been particularly acute for all our disadvantaged pupils. We have used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Although overall attendance in 2021/22 was lower than in the non COVID years at 96.1%, it was still higher than 2020/21 and the 2021/22 the national average rate of 91.3 %.

There was no persistent absenteeism amongst disadvantaged pupils with the exception to a small minority of those who were disadvantaged with SEND.

Mellor St Mary CE Primary School

Pupil Premium Strategy Statement



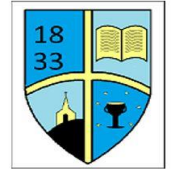
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Externally provided programmes

Programme	Provider
IMPACT and mini IMPACT social and emotional intervention	Lancashire County Council Children and Family Wellbeing Service.
Play Therapy	Essere Therapies
National Tutoring Programme	Internal School Led Tutor

Mellor St Mary CE Primary School

Pupil Premium Strategy Statement



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Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.



Evaluation information

End of Year Internal Data for 2022-23

This year our pupil premium children have been supported through high quality teaching within the classroom and individual or small group interventions funded through the recovery premium and school led tutoring funding from the National Tutoring Programme.

Progress and attainment is as follows:

19 pupils in total: EYFS – 0, Year 1 = 3, Year 2 = 3, Year 3 = 3, Year 4 = 4, Year 5 = 4, Year 6 = 2

Year	Child	Total progress Reading	Total progress Writing	Total progress Maths
Y1	A	3 TERMS at ARE	3 TERMS at ARE	3 TERMS at ARE
	B	4 TERMS at ARE	3 TERMS at ARE	4 TERMS at ARE
	C	0 TERMS below ARE	0 TERMS below ARE	0 TERMS below ARE
Y2	A	2 TERMS below ARE	3 TERMS at ARE	2 TERMS below ARE
	B	3 TERMS at ARE	3 TERMS below ARE	2 TERMS below ARE
	C	2 TERMS at ARE	2 TERMS below ARE	3 TERMS at ARE
Y3	A	3 TERMS at ARE	3 TERMS at ARE	3 TERMS at ARE
	B	4 TERMS at ARE	3 TERMS at ARE	3 TERMS at ARE
	C	3 TERMS at ARE	3 TERMS at ARE	2 TERMS below ARE
Y4	A	3 TERMS at ARE	3 TERMS at ARE	3 TERMS at ARE
	B	3 TERMS at ARE	3 TERMS at ARE	2 TERMS below ARE
	C	3 TERMS below ARE	2 TERMS below ARE	1 TERM below ARE
	D	4 TERMS below ARE	1 TERM below ARE	3 TERMS below ARE
Y5	A	2 TERMS below ARE	3 TERMS below ARE	3 TERMS below ARE
	B	4 TERMS below ARE	3 TERMS below ARE	2 TERMS below ARE
	C	1 TERMS below ARE	5 TERMS below ARE	3 TERMS below ARE
	D	3 TERMS below ARE	3 TERMS below ARE	1 TERM below ARE
Y6	A	6 TERMS below ARE	6 TERMS at ARE	4 TERMS below ARE
	B	4 TERMS at ARE	3 TERMS at ARE	4 TERMS at ARE
Total Average progress made this year.		Average 3 terms	Average 3 terms	Average 2.7 terms

Summary:

Pupil Premium children are making progress inline with non PP children across R W M, with some making better than expected progress. However, those that are PP and SEND combined, have not made the expected progress as intended.

This end of year data indicates that our current PP expenditure plan is making a positive impact on the lives of pupil premium children and we will continue to maintain spending in these areas next year. Our next steps are to investigate why there is a significant attainment gap between PP/SEND and non PP/ SEND pupils and address this through focused SEND support and interventions.