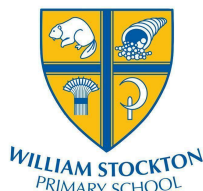


Pupil premium strategy statement

WILLIAM STOCKTON PRIMARY SCHOOL

HEATHFIELD ROAD, ELLESMERE PORT, CH65 8DH



This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	William Stockton Primary School
Number of pupils in school	347 (including Nursery) 315 (Reception – Y6)
Proportion (%) of pupil premium eligible pupils	150 (including Nursery) 43% 145 (Reception – Y6) 46%
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	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Governing Body
Pupil premium lead	Mrs Jo Clarke
Governor / Trustee lead	Ms Davina Hein

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£221,160
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£221,160

Part A: Pupil premium strategy plan

Statement of intent

At William Stockton Primary School we live by our school motto: 'Achieve Excellence'

We target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, independent, socially-responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning and ultimately narrow the attainment gap between disadvantaged and non-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 in relation to national expected levels of attainment. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve those goals, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who could have less support at home, have a social worker, have attendance or punctuality issues and who may be 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. Therefore as identified by the EEF, we acknowledge that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils' and we intend to focus heavily on developing the quality of teaching through focused CPD of teachers and strong recruitment processes.

We ultimately endeavour to improve the self-belief, motivation and aspiration of all pupils. We are constantly striving to improve the standards of teaching and learning in order to accelerate progress by delivering Quality First Teaching. 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.

Our pupils receive high quality intervention and personalised provision to support them at our school and all pupils will experience success by teachers adapting lessons, whilst maintaining high expectations for all, so that **all** pupils have the opportunity to meet expectations. Additionally, providing small group

work focussed on overcoming gaps in learning and moving children to at least age-related expectations.

We liaise closely with our families and the local community to foster an invested interest in our school and to create a collaborative ethos with strong home-school connections. This includes emotional and wellbeing support to access learning and support payment for activities, educational visits and residential ensuring children have first hand experiences to use in their learning in the classroom.

Our Context

47% of pupils are eligible for Pupil Premium Funding in comparison to 23% nationally.

Whole School Objectives

- Remove barriers to learning created by poverty, family circumstance, and background, focusing on '[Achieving Excellence](#)'
- 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 pupils' confidence in their ability to communicate effectively in a wide range of contexts.
- Promote good attendance, and liaise closely with families to foster good collaborative relationships.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience in order to improve their self-motivation and aspiration.
- Access a wide range of opportunities to enhance their knowledge and understanding of the world.

Achieving Our Objectives

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers and support staff with high-quality CPD to ensure that all pupils access effective Quality First Teaching.
- Provide targeted intervention and adaptive teaching to quickly address identified gaps in learning including the use of small group work and 1:1 support.
- Use of highly qualified teaching assistants to deliver targeted support and intervention across the school as supported by EEF research.

- Provide opportunities for all pupils to participate in enrichment activities including sport and music, trips, residential visits and other first hand learning experiences.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom, and to support social and emotional wellbeing.

This is not an exhaustive list and strategies will change and develop based on the needs of the individuals.

Key Principles

We will ensure that effective teaching, learning, and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium lists, the specific intervention and support for individual pupils, which will be reviewed at termly. Alongside academic support we will ensure that those pupils with social, emotional and mental health needs will have access to appropriate high-quality provision.

Our approach will be responsive to common challenges and individual needs, with robust diagnostic assessment and not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel and achieve.

Disadvantaged pupil performance overview for last 3 academic years available.

	2018-19	2021-22	2022-2023
Meeting expected standard in RWM at KS2	50%	38%	36%
Meeting ABOVE expected standard in RWM at KS2	0%	0%	4%
Average score in Reading	104	103	104
Average score in mathematics	104	99	101

Challenges

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

Challenge number	Detail of challenge
1	<p>Some children are not emotionally ready to access learning. Social, Emotional and Mental Health (SEMH) development.</p> <ul style="list-style-type: none"> - Raising the SEMH, self-belief, motivation and aspirations of individual pupils. - Our 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.
2	<p>Improve pupils Speech, Language and Communication</p> <ul style="list-style-type: none"> - Some very low language skills on entry to school and limited range of vocabulary - Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident in Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	<p>Narrowing the gap in Phonics</p> <ul style="list-style-type: none"> - 70% of disadvantaged children at William Stockton (2022-23 school year) passed the Phonics Screening Check compared to 62% nationally - Whole school target to improve standards of teaching, learning, achievement and progress in Phonics using a systematic, synthetic phonics scheme.(Little Wandle) - Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. - School and phonic action plan priority states school will 'ensure children and young people access a curriculum that allows them to acquire the necessary oracy, fluency and comprehension in reading.'
4	<p>Narrowing the gap in Reading and Writing</p> <ul style="list-style-type: none"> - Whole school target to improve standards of teaching, learning and achievement and progress. - We focus on the precision of intervention support for individual needs. - Assessments and observations from our teachers indicate that the education 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. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. - School and phonic action plan priority states school will 'ensure children and young people access a curriculum that allows them to acquire the necessary oracy, fluency and comprehension in reading.' - The gap between disadvantaged writers and non-disadvantaged writers is significant in Key Stage 2. Individuals need to be more targeted for significant progress. English writing scheme implemented in September 2022, (Pathways to Write)

5	<p>Narrowing the attainment gap in Mathematics</p> <ul style="list-style-type: none"> - - Whole school target to improve standards of teaching, learning and achievement and progress. Through our 'quality of teaching' monitoring system, subject leaders have identified the potential need for using a scheme and are identifying maths schemes (March 2022) Maths scheme sourced and implemented July 2022 - We focus on the precision of intervention support for individual needs. - Assessments and observations from our teachers indicate that the education 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. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
6	<p>Attendance and punctuality for disadvantaged pupils is not yet in line with national standards.</p> <ul style="list-style-type: none"> - Attendance and limited parental support from some parents/carers to help children improve attendance and punctuality. - Our attendance data over the last 4 years indicates that attendance among disadvantaged pupils has been between 0.47 - 3.96 lower than for non-disadvantaged pupils. - Our assessments and observations indicate that absenteeism and punctuality is negatively impacting disadvantaged pupils' progress.
7	<p>Barriers to learning may be linked to SEND needs</p> <ul style="list-style-type: none"> - Observations and discussions with pupils and families have identified social and emotional issues for some pupils, notably due to challenges presented by lockdowns and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. - Disadvantaged children with SEND can demonstrate significant challenges that require additional support/specific intervention.

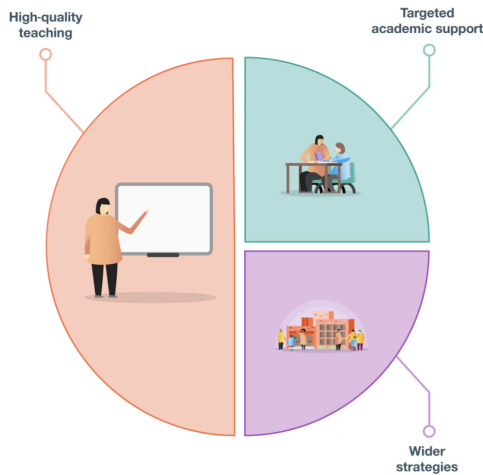
Intended outcomes

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.

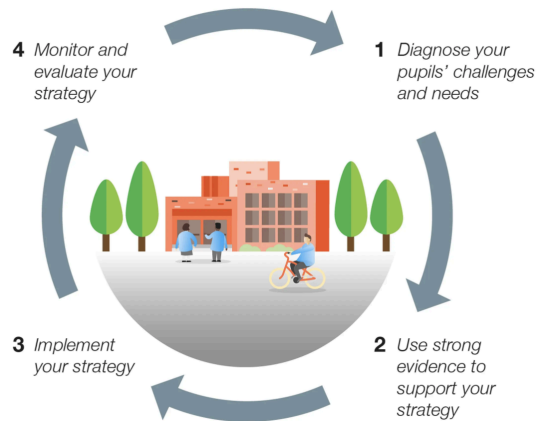
Intended outcome	Success criteria
<ul style="list-style-type: none"> - To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. 	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> - qualitative data from student voice, student and parent surveys and teacher observations; - a wider range of enrichment opportunities for all pupils; - a increase in participation in enrichment activities, particularly among disadvantaged children;
<p>Improved Phonics and/or Reading skills for Pupil Premium pupils.</p>	<ul style="list-style-type: none"> - Progress in phonics and reading show disadvantaged pupils are performing in line with non-disadvantaged.

<p>Lead practitioners in the school leading in the local phonics hub in the Trust. Continue to work closely with the English hub to develop subject knowledge through CPD opportunities.</p> <p>Subject leader training for curriculum subject leaders.</p>	<ul style="list-style-type: none"> - Half - termly and annual data to track pupil progress – Little Wandle - Assessments, observations and with pupils indicate some underdeveloped phonics and/or reading skills, oral language skills and vocabulary gaps among some disadvantaged pupils. Evidence from reception, through to KS2 are more prevalent among our disadvantaged pupils than their peers.
<ul style="list-style-type: none"> - Improved outcomes narrowing the gap between pupil premium pupils and pupils nationally at end of EYFS, KS1 and KS2 - Target individuals through smaller groups and additional teachers. 	<ul style="list-style-type: none"> - KS2 Reading and Writing outcomes in 2024/25 show more than 75% of disadvantaged pupils met the expected standard. - Progress to show pupil premium pupils in line with National non- pupil premium. - Achieve outcomes in-line with, or above, National average by the end of KS2. - Measures half termly internal tracking system ` (Little Wandle), then annually against National Standards and locality benchmarking.
<ul style="list-style-type: none"> - Improved mathematical understanding and attainment for Pupil premium Pupils.. - Internal (and external) assessments indicate that Mathematics attainment among disadvantaged pupils is below that of non-disadvantaged pupils. 	<ul style="list-style-type: none"> - KS2 Maths outcomes in 2024/25 show that more 65% of disadvantaged pupils met the expected standards. - On entry to Reception class some of our disadvantaged pupils arrive below age-related expectations. This gap remains steady to the end of KS2. - Progress to show disadvantaged pupils in line with National non-disadvantaged pupils. - Quality of Education document monitoring records to show 'knowledge gaps' closing as measured by class teachers and team leaders. - Implementation of new maths scheme and monitoring of its use. - Measured half-termly internal tracking system (teacher assessments) then annually against National Standards and locality benchmarking. Additional teachers across KS2, to improve maths progress and impact upon attainment with smaller focussed groups.
<ul style="list-style-type: none"> - Improved attendance and punctuality 	<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 98%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.

	<ul style="list-style-type: none"> - the percentage of all pupils who are persistently absent being narrow compared to non PP pupils. - Attendance support and tracking systems and early intervention (systems regularly reviewed) Through CPOMs records, attendance meetings, letters and attendance reports. Senior leaders to monitor attendance (weekly)
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Source: EEF 'School Improvement Planning' 2021-22



Source: EEF 'Using pupil premium funding effectively' 2021

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 (Quality First Teaching, CPD, recruitment and retention)

Budgeted cost: £84,629

<u>Breakdown</u>	£84,629
- Staffing cost combined with with teachers and teaching assistants	£43,189
- Monitoring from Team Leaders and subject leaders, Headteacher and Deputy and Assistant Headteacher (with only 0.2 class based commitment between them). Team Leaders and subject leaders with release time (costed 2 hours per week @ £35)	
- Targeted interventions planned for individuals in class from teacher and teaching assistant support (30 mins per week per pupil)	£25,480 £15,960

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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Year 6 PP pupils' progress, from their KS1 end of phase data, and Year 2 PP pupils from their GLD to be 'good or better' and EYFS PP pupils from their starting points to GLD or better.</p> <p>Teaching and support staff reorganised to allow more targeted support of pupils across KS2.</p> <p>Formative Assessment focus on closing the gaps through structured conversations and adaptive learning on a daily basis.</p>	<p>Positive impact of structured, adaptive learning conversations on outcomes.</p> <p>As the CPD and advice for teaching staff to target PP pupils in the whole class system and in targeted interventions.</p> <p>(Feedback EEF +6)</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 pupil will receive will increase, improving outcomes for pupils.</p> <p>We have analysed the needs across KS2 and have identified that making a small group of pupils with identified needs and catering for them would allow teachers to increase the amount of attention each child will receive.</p>	<p>4 and 5</p>
<p>PP pupils' progress, from their starting points across the school to be good or better.</p> <p>Collaborative Learning strategies e.g. Little Wandle and use of Kagan structures</p>	<p>Pupils to continue collaborative work to further impact upon 'learning to learn' strategies and teacher 'structured learning conversations' 1:1 and small group support from teachers and teaching assistants on a daily basis to improve collaboration when learning.</p> <p>(Collaborative Learning EEF +5)</p> <p>Focused in school monitoring (quality of education document) to regularly assess effectiveness of strategy, practice and attainment.</p>	<p>3, 4 and 5</p>
<p>PP pupils' progress from their starting points across the school to be good or better.</p> <p>Meta-cognition and self regulation approach; learning to learn, mindset, CHAMPs learning structure,</p>	<p>Teachers and Teaching Assistants' to use structured learning conversations in feedback daily around learning to further impact positively upon progress.</p> <p>(Meta-cognition and Self-regulation EEF +7)</p> <p>Whole school CPD on meta-cognition, pedagogy and interconnectedness of learning and</p>	<p>1, 2 and 7</p>

pedagogy and interconnectedness.	curriculum. Schema training for all staff to support the children in making a change in the long term memory. Regularly assessed and revisited by SLT for effectiveness of strategies and consistency.	
<p>Staff to be knowledgeable about individual needs and allocation of PP support.</p> <p>Staff to be proactive in seeking opportunities for PP children to excel across all areas of the curriculum.</p> <p>Staff knowledge of curriculum (where children have come from and where they are going, plus what gaps they may have). Interconnectedness</p>	<p>For interventions to be effective and children supported appropriately, staff must be knowledgeable about individual needs and barriers to success. Use of adaptive teaching providing targeted support.</p> <p>(Individualised Instruction EEF +4)</p> <p>Staff to use PP class lists effectively. ALL staff are aware of which children are PP across the school.</p> <p>All staff understand how PP is allocated and what the school provides for PP children so they can fully contribute to meeting individual needs of disadvantaged pupils.</p> <p>All staff to identify needs of PP children and the most suitable intervention/targeted approach for greatest impact.</p> <p>Teachers to liaise, plan and prepare appropriate interventions with teachers in their team and team leader.</p> <p>Interventions to be evaluated and improved for maximum impact</p>	2,3,4 and 5

Targeted academic support (One-to-one and small group support structured interventions)

Budgeted cost: £99,591

Breakdown	£99,591
- <i>Assessment sessions with disadvantaged pupils Teaching Assistants (cost per hour £15) - £13.75 per child</i>	£12,399
- <i>Deployment of additional teachers (x2) to impact upon progress and attainment across KS2.</i>	£79,980
- <i>Attendance support (LM) /Admin</i>	£3000
- <i>Social, Emotional and Mental Health support (inc ELSA)</i>	£4875

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To raise standards of disadvantaged pupils in basic skills of reading, writing and maths, plus self-esteem and communication skills.</p> <p>Targeted maths and literacy intervention from additional teachers deployment across KS2 to support and improve progress and attainment of PP pupils.</p> <p>Termly Little Wandle Phonics monitoring from phonic lead. (LH). Little Wandle Phonics in LKS2 for those pupils who need it, including catch up sessions.</p> <p>Weekly shared reading covers a variety of fiction, non-fiction and poetry texts, including genres linked to key calendar events</p>	<p>Early intervention for individuals to assess their own learning and provide targeted feedback for them to improve, impacting positively on end of key stage outcomes.</p> <p>(Feedback EEF +6)</p> <p>Assessments for pupils - qualitative and quantitative data (e.g. self esteem questionnaires and measures and tracking data) to target pupils.</p> <p>EEF guide to pupil premium - tiered approach - teaching is the top priority including CPD.</p> <p>Sutton Trust - quality first teaching has direct impact on student outcomes.</p>	<p>1, 2, 3, 4 and 5</p>
<p>To support pupils from Early Years to Year 6 in class and during small targeted intervention group sessions - providing pastoral support to ensure engagement in learning.</p>	<p>EEF - oral language interventions consistently show positive impact on learning</p> <ul style="list-style-type: none"> - High quality small interventions - Proven interventions are used with evidence supporting the development in speech and language and mental health. <p>Feeling detectives, worry warriors, rockies and health box.</p> <p>EEF - social and emotional learning - improves interaction with others and self management of emotions - impacts on attitudes to learning and social relationships in school, which increases progress in attainment.</p>	<p>1, 2, 3 and 7</p>

	(Small Group Tuition EEF +4 and Teaching Assistants EEF +4)	
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Wider strategies (Related to attendance, behaviour, wellbeing)

Budgeted cost: £22,175

Breakdown	£22,175
- VARA sports provision for enhancement opportunities (inclusive of lunchtime provision and enrichment provision)	£11,450
- Social, Emotional and Mental Health support (inc ELSA) for 1:1 support for individuals identified for intervention. (34 PP pupils)	£4875
- Payment to staff to lead on walking bus routes (x2)	£5850
- MGL computing provision for enhancement opportunities (including after school club)	£4500
- Financial support to ensure inclusion	£15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve attendance and punctuality of identified pupils. Work closely with services to support children and families, inc. EWO, FSW etc.</p> <p>To work alongside families to reduce a range of barriers to learning including language skills, emotional skills and family support.</p> <p>Attendance monitoring by attendance lead , admin support, team leaders and senior leaders.</p>	<p>Attendance and punctuality of pupils is a priority; essentially to ensure the correct provision and support to identify barriers to pupils attending and being punctual.</p> <p>EEF - Pupils' attainment can only be improved if they are attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p> <p>(Parental Engagement EEF +4)</p> <p>Emotionally vulnerable groups of pupils require additional support to develop resilience to learning and improve their learning attitudes.</p> <p>(Social and Emotional Learning EEF +4)</p>	1, 6 and 7

<p>Walking bus led by staff to improve attendance and punctuality of PP pupils.</p>		
<p>Financial support to ensure inclusion: pupils are supported financially in all educational trips and visits and subsidised residential visits.</p> <p>Support and enhancement opportunities for vulnerable pupils in developing 'learning attitudes' - targeted groups and individuals.</p> <p>VARA enhancement opportunities after school clubs (free of charge) as well as lunchtime and enrichment time to enhance improved resilience, mental health and wellbeing in all pupils. PP pupils encouraged to participate.</p>	<p>Studies of adventure learning consistently show positive benefits on academic learning and wider outcomes such as self confidence. On average pupils who participate in adventure learning appear to make approximately an additional four months progress.</p> <p>(Meta-cognition and Self-regulation EEF +7)</p> <p>The overall impact of sports participation on academic achievement tends to be positive but low. (about two additional months progress) There is recent evidence though from the UK that sports participation can have a larger effect on for example, mathematics learning when combined with a structured numeracy programme. (with one study showing an impact of up to ten months additional progress)</p>	<p>1, 2, 6 and 7</p>

Total budgeted cost: £221,395

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.

1. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

Children with emotional needs have been supported by the school pastoral team as well as teaching and support staff throughout the year. Reduction in incidents of dysregulation throughout school.

Identified children are supported and school staff are in regular contact with parents to analyse needs and support appropriately. This has been evidenced in learning walks and school monitoring. Identified children have also been selected as 'key focus' children for all members of staff (changing weekly) to help these pupils feel safe and secure in school. Programmes initiated such as worry warriors, passion for learning programme and through regular ELSA provision

2. Improved Phonics and/or Reading skills for Pupil Premium pupils.

In EYFS 62% of Pupil Premium children achieve a Good Level of Development (GLD) and 70% of Pupil Premium children achieved the phonics screening test compared to 80% in 2021-2022. Only 4 Pupil Premium children were required to retake the test in Year 2 and 50% passed, compared to 11 children in 2021-2022 where 27% passed.

The Little Wandle phonics scheme remains a priority for the school and keep up programmes are in place through into KS2 to support Pupil Premium pupils to keep up with Non Pupil Premium pupils.

3. Improved outcomes narrowing the gap between pupil premium pupils and pupils nationally at the end KS2.

KS2 SATs and end of year teacher assessments for 2022/23 suggest that the performance of disadvantaged pupils was below the children without Pupil Premium in Reading. This means we have adapted our approach to whole class reading and use of additional intervention and resources.

The number of children with Pupil Premium who reached the expected level in Reading was higher in 2021-22 (72%) and 56% in 2022-23.

The gap between Pupil Premium and non-PP remains in Writing. End of Key Stage data shows that the number of children with Pupil Premium who reached the expected level in Writing increased from remains similar 55% in 2021-22 and 52% in 2022-23.

However, no Pupil Premium children achieved the Greater Depth standard

The gap between Pupil Premium and non-PP remains similar in Maths. End of Key Stage data shows that the number of children with Pupil Premium who reached the expected level in Maths increased from 51% in 2021-22 to 48% in 2022-23.

4. Improved mathematical understanding and attainment for Pupil premium Pupils.

Internal (and external) assessments indicate that Mathematics attainment among disadvantaged pupils is below that of non-disadvantaged pupils.

The performance of Pupil Premium pupils is currently below those pupils who are non-PP. The introduction on 'power maths' has embedded mathematical concepts throughout the years that have been missed. Keep up groups for Pupil Premium pupils in maths continue to narrow the gap between the groups.

5. Improved attendance and punctuality

In 2021-22, attendance was 92.32% for non PP children, and 90.57% for PP children, so PP was 1.75% lower.

In 2022-23, attendance was 92.79% for non PP children, and 90.99% for PP children, so PP was 1.8% lower.

The attendance of persistently low attenders still identified children as requiring further support. Weekly and half termly attendance checks undertaken by the school pastoral team to compare children from the previous week in order to decide whether further strategies or intervention is appropriate. Each month, vulnerable groups are analysed including FSM, SEND, PP, LAC and Young Carers. Children put on attendance plans, should they need them..

Key Areas of Impact: - 2022-23

- *2023 EYFS PP (16 pupils) GLD - Reading - 62%
Writing - 62%
Maths - 62%*
- *2023 July Term Phonics screening test results 80%*
- *Year 1 Phonics screening PP children (20) : 70% .*
- *Year 2 Phonics recheck PP children (4) : 50%*

- *PP attendance figures for end 2022-2023: 91%*

- *2023 - KS1 (26 pupils) SATs Reading 88% PP pupils achieved the pass mark.
Writing 69% PP pupils achieved the pass mark
Maths 73% PP pupils achieved the pass mark*

- *2023 - KS2 (24 pupils) SATs Reading 56% PP pupils achieved the pass mark.
Writing 52% PP pupils achieved the pass mark
Maths 48% PP pupils achieved the pass mark
SPAG 52% PP pupils achieved the pass mark
Combined 36% PP pupils achieved the pass mark*

- *2023 - KS2 (22 pupils) SATs GREATER DEPTH - Reading 4% (2 pupils)*

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

**In no particular order*

Programme	Provider
TIMES TABLES ROCK STARS	TTRS
LITTLE WANDLE	LITTLE WANDLE
CLASS DOJO (behaviour)	CLASS DOJO
EDUCATION LIBRARY SERVICE	CHESHIRE LIBRARY SERVICES
NELSON HANDWRITING	NELSON
ROSETTA STONE	ROSETTA STONE
VARA SPORTS	VARA SPORTS
MGL	MGL
DUOLINGO FRENCH	DUOLINGO
IDL ENGLISH	IDL

Service pupil premium funding (optional)

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

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

Further information (optional)

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