



# Spring Grove Primary Pupil Premium Strategy Statement

This statement details our school’s use of Pupil Premium and Recovery Premium funding for the 2023-2024 academic year, utilised to support and improve the progress and attainment of our disadvantaged pupils. This is a Three Year Plan, first published in December 2021 and has been reviewed and adapted in December 2022 and December 2023.

This statement outlines our Pupil Premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of Pupil Premium had within our school.

## School Overview

Detail	Data
School name	Spring Grove Primary School
Number of pupils in school	249
Proportion (%) of pupil premium eligible pupils	40 17%
Academic year/ years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024 – 2027
Date this statement was published	31 <sup>st</sup> December 2024 Reviewed: NEW
Date on which it will be reviewed	December 2025
Statement authorised by	Susan Colley Head Teacher
Pupil Premium Lead	Adam Malin Deputy Head Teacher
Governor	Rob Heath Chair of Finance

## Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£64,415
Recovery Premium funding allocation this academic year	£3,256
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£67,671</b>
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	



## Part A: Pupil Premium Strategy Plan

### Statement of Intent

At Spring Grove Primary School, we aim to ensure that all children, regardless of their background, have access to high-quality education and support. Pupil Premium is designed to raise the attainment of all social-economically disadvantaged children, however the primary driver behind our strategy is to meet the needs of those children that are eligible for Pupil Premium Funding.

Our strategy is informed by a deep understanding of the needs of our children and an awareness that there are some significant non-academic challenges that have a negative impact on learning such as behaviour, attendance and social and emotional needs.

Our Primary aim is to ensure that our children receive high quality teaching and there is a specific focus to support those children from disadvantaged backgrounds, as this will help ensure that we continue to close the attainment gap between children in receipt of Pupil Premium funding and 'All Children'. We know from a wide body of evidence that targeted academic support has a positive impact on learning. At the heart of our approach is professional development including support for early career teachers, to ensure that staff pedagogy is of the highest standard.

We have a clear and strategic model for the spending of our Pupil Premium funding. Regular self-review helps us to identify key areas for the development and spending of Pupil Premium, alongside other funding that we receive. Senior leaders take responsibility for monitoring the provision and outcomes and the wider staff team support the implementation and evaluate the provision that is on offer. The Headteacher, Deputy Headteacher and other senior leaders regularly evaluate Pupil Premium outcomes compared to other children in school to ensure the correct strategies and provision are in place in order to continue to close the gap.

The aims of our strategy for this academic year are to ensure that we:

- continue to close the gap between children in receipt of Pupil Premium funding and 'All children'
- ensure that the tracking and monitoring of the attainment of children in receipt of Pupil Premium is robust and used to inform subsequent provision
- continue to support the social, emotional and health needs of children in receipt of Pupil Premium
- monitor, support and challenge the attendance of children in receipt of Pupil Premium
- ensure that children in receipt of Pupil Premium make rapid progress in order to catch up to their peers, and wherever possible exceed the Expected Standard
- ensure disadvantaged children are challenged in the work that they're set
- improve school readiness and the children's engagement in school life through providing funding for before and after school clubs and subsidising trips



## Challenges

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

Challenge number	Detail of challenge
1	<p>Communication and Interaction</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Early Years through to Key Stage Two. The school population comprises pupils from approximately 29 ethnic backgrounds, 42 different languages are spoken and 84% of pupils are from homes where a language other than English is spoken. The increasing number of EAL children also impedes phonics, early reading and language fluency.</p>
2	<p>Multiple Barriers to Learning</p> <p>There is a growing trend that amongst disadvantage children there are multiples barriers to their learning such as:</p> <ul style="list-style-type: none"><li>SEND/PPG</li><li>PPG/EAL</li><li>SEND/PPG/EAL</li><li>SEND/PPG/SEMH</li></ul> <p>Internal assessments and data tracking show that these children attain significantly less than other disadvantaged children in Reading, Writing and Maths.</p>
3	<p>Emotional Wellbeing</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for some children who are unable to self-regulate and manage their emotions in an age appropriate way. This impacts negatively on relationships with others, learning behaviour, progress and achievement.</p>
4	<p>Attendance</p> <p>School attendance is a challenge and averages 95%, from September to December 2024 with 55% of disadvantage children having an attendance of 95% or below. 32.5% of disadvantage children have an attendance of 92% or below. In 2024 the school joined an Attendance Hub to help improve the school approach to managing attendance.</p>
5	<p>Early Communication and Interaction</p> <p>Attainment on entry to the school is below average, and many disadvantaged children enter the EYFS with lower than average levels of Communication and Language skills.</p> <p>Trained TAs support in the EYFS to deliver Wellcomm, and this intervention successfully supports the children – by the time they enter Key Stage One, only a few require further Wellcomm support.</p>



## Intended Outcomes

This explains the outcomes that 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
<p>Improve the quality of teaching across the school</p>	<p>Provide ongoing professional development for staff focused on inclusive teaching strategies that results in increased pupil engagement and improved assessment outcomes at the end of Key Stage Two.</p> <p>Internal data shows a narrowing of attainment gap between PP and non-PP children throughout the academic year</p> <p>Implement peer coaching and mentoring for teachers that results in increased teacher engagement, sharing of good practice and engagement of current peer assessed educational research.</p>
<p>Disadvantaged children have at least average levels of Communication and Language skills.</p>	<p>Children are clearer communicators with noticeable progress from their starting points. At least 70% of PPG children meet the ELGs in Communication and Language at the end of Reception.</p> <p>At least 70% of PPG pupils meet the age related expectations for speaking and listening at the end of Key Stage One.</p>
<p>Provide additional support for disadvantaged pupils in literacy and maths</p>	<p>Implement small group targeted interventions for reading and mathematics and as a result children make more than expected progress in reading and maths.</p> <p>National data shows an increase in children passing the Year One phonics check over the next three years.</p>
<p>Improved writing attainment among disadvantaged pupils, in particular those with additional learning barriers.</p>	<p>Key Stage Two writing outcomes show that more disadvantaged pupils achieve the national average progress scores and attainment for the expected standard and for greater depth writing.</p>
<p>Enhance the emotional well-being of disadvantaged pupils.</p>	<p>School has an identified Mental Health Lead and is actively engaged in Hounslow Mental Health Services to enable school to refer identified children to mental health support.</p> <p>School to implement restorative practises to resolve conflicts and build relationships and have reviewed behaviour policy.</p>



	Children are able to self-regulate and manage emotions in appropriate ways.
To achieve and sustain improved attendance.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"><li>• the attendance gap between disadvantaged pupils and their non-disadvantaged peers is comparable.</li><li>• The attendance percentage of all pupils is above 96%</li></ul>
Children access variety of enrichment activities and experiences, outside of school, which widen aspirations and future choices	PPG pupils participate in/attend targeted enrichment activities. Feedback from children, parents and staff indicate these are positive and enriching experiences.
Pupils are able to self-regulate and manage emotions in appropriate way.	In house ELSA records and SEND provision mapping shows decreasing amount of targeted support needed.  Pupil voice indicates that children are aware and are confident to implement individual toolkits.



## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year, 2024-2025**, to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£27,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff trained and deliver support led by fulfilment of the Resilience Award.</p> <p><i>We will purchase the subscription for the Pupil Resilience Award to enable a Resilience Award Working Party guidance and support to develop an action plan that will lead to accreditation by September 2025.</i></p>	<p>The award further develops a culture of resilience through the school ethos and encourages a growth mindset approach. Furthermore this award will further support our children in developing healthy relationships with themselves and others.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p> <p><a href="https://teachingcommons.stanford.edu/teaching-guides/foundations-course-design/learning-activities/growth-mindset-and-enhanced-learning">https://teachingcommons.stanford.edu/teaching-guides/foundations-course-design/learning-activities/growth-mindset-and-enhanced-learning</a></p>	2,3
<p>Ongoing coaching by RWI lead and RWI link to ensure that the teaching of phonics is consistent and of the highest standard.</p> <p><i>We will purchase, support and monitor the implementation of Read Write Inc (SPP).</i></p> <p><i>We will fund teacher release time to embed key elements of guidance in school and support and monitor the implementation of RWI in EYFS and Key Stage One.</i></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 children:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p>	1,2,5
<p>To enhance the curriculum offer and consider disadvantaged children to further narrow the attainment gap between disadvantage children and non-disadvantage children.</p>	<p>Successful school leaders improve teaching and learning and thus pupil outcomes indirectly and most powerfully through their influence on staff motivation, commitment, teaching practices and through developing teachers' capacities for leadership.</p> <p><a href="https://dera.ioe.ac.uk/11329/1/DCSF-RR108.pdf">https://dera.ioe.ac.uk/11329/1/DCSF-RR108.pdf</a></p>	1,2,4



<p><i>We will fund release time for school leaders to monitor the attainment and progress of disadvantage children and plan for any necessary interventions, staff training to take place to ensure that they make at least the expected progress in order to narrow the gap between them and non-disadvantage children.</i></p> <p><i>We will support subject leaders and inclusion leaders to monitor impact of PPG spending, refocus interventions where necessary and providing regular management release time to monitor the implementation of subject pathways.</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium">https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p>	
<p>To ensure that teaching staff use quality first teaching strategies to ensure that teaching is of the highest standard.</p> <p><i>We will evaluate current staff professional development model and monitor teaching outcomes to ensure that teaching staff are reflecting of current research to inform own practice and good practice is shared across the school.</i></p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes, including the induction of early carer teachers.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p><a href="https://cirl.etoncollege.com/tom-sherringtons-division-of-rosenshines-principles-of-instruction-into-strands/">https://cirl.etoncollege.com/tom-sherringtons-division-of-rosenshines-principles-of-instruction-into-strands/</a></p>	1,2,5



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

Budgeted cost: £34,171

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue to support the academic, social, emotional and behavioural needs of children in receipt of Pupil Premium Support.</p> <p>We will release ELSA trained staff for regular training and supervision.</p> <p><i>We will develop the role of a school based Mental Health Practitioner.</i></p>	<p>The overlaps between Pupil Premium, SEND and attainment are clear and present in all schools and are reported in many research documentations. Support from a ELSA trained member of staff to support identified children to engage in school as well as a whole school approach to improve quality first teaching has a positive influence on attainment.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</a></p>	<p>3,4</p>
<p>To continue to close the gap between PP Children and All Children and ensure that children close any gaps.</p> <p><i>We will review staff deployment and further develop a whole school approach to provision mapping (Eg: Precision teaching, pre/post teaching, RWI Freshstart, RWI Fasttrack, 1:1 reading, boosting sessions, SEMH-ELSA/nurturing/play therapy).</i></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><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	<p>2</p>



<p>To further improve children’s oral skills and early reading in EYFS.</p> <p><i>We will purchase resources and fund ongoing teacher training and release time.</i></p>	<p>WellComm is a Speech and Language Toolkit for Screening and Intervention in the Early Years: Revised Edition that plays a crucial role in identifying children with potential language difficulties and offers a range of customised intervention activities to help support their language development.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/931313/BSSLC_Case-studies.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/931313/BSSLC_Case-studies.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language</a></p>	<p>1,2,5</p>
<p>To further supporting children’s speech, language and communication in EYFS, Key Stage One and Key Stage Two to raise children’s confidence, self-esteem and attainment.</p> <p><i>We will fund additional support for the teaching of those children who have English as an Additional Language prioritising those who are in receipt of pupil premium support.</i></p> <p><i>We will fund S&amp;L release time for specialised intervention delivered by teaching assistants and engage with local services to further develop the skill set of staff (Eg WellComm) .</i></p>	<p>Evidence suggests that children from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Given that Oral language interventions can be used to provide additional support to children who are behind their peers in oral language development, the targeted use of approaches can support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy_KS1_Guidance_Report_2020.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy_KS1_Guidance_Report_2020.pdf</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/931313/BSSLC_Case-studies.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/931313/BSSLC_Case-studies.pdf</a></p> <p><a href="https://www.gl-assessment.co.uk/case-studies/">https://www.gl-assessment.co.uk/case-studies/</a></p>	<p>2,5</p>



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

Budgeted cost: £6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To promote children's engagement in school life.</p> <p><i>We will provide funding for before and after school clubs and subsidise trips.</i></p>	<p>Going on field trips offers children a unique cultural learning experience. It allows children to be involved in new environments, key to encouraging curiosity about a given subject. It is also valuable as an exercise in broadening a child's understanding of the world and their place in it.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/physical-activity</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/parental-engagement</a></p>	1,3,4
<p>To continue to support the social, emotional and behavioural needs of children in receipt of Pupil Premium</p> <p><i>We will provide small group sessions and staff training to improve the MHWB of identified children and provide individual nurturing, ELSA or Zones of Regulation support sessions.</i></p>	<p>Research evidence shows that education and health are closely linked. So promoting the health and wellbeing of children has the potential to improve their educational outcomes and their health and wellbeing outcomes.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf</a></p> <p><a href="http://blog.soton.ac.uk/edpsych/files/2019/07/ELSA-article-version-for-submission-to-Debate-amendmended.pdf">http://blog.soton.ac.uk/edpsych/files/2019/07/ELSA-article-version-for-submission-to-Debate-amendmended.pdf</a></p> <p>The Emotional Literacy Support Assistant (ELSA) Programme: Can you develop an evidence base for an adaptive intervention?, Woodcock, C, Pickering, L (2019)</p> <p><a href="https://www.zonesofregulation.com/research--evidence-base.html">https://www.zonesofregulation.com/research--evidence-base.html</a></p>	2,3,4
<p>To continue to improve school attendance and further raise the attainment and emotional wellbeing of disadvantage children.</p> <p><i>We have established an attendance team, led by the Headteacher and supported by members of the administration team</i></p>	<p>Research has found that poor attendance at school is linked to poor academic attainment across all stages (Balfanz &amp; Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, &amp; Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1647348064">https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1647348064</a></p> <p><a href="https://www.lbhf.gov.uk/sites/default/files/section_attachments/1.11.ace_initiatives_to_improve_school_attendance.pdf">https://www.lbhf.gov.uk/sites/default/files/section_attachments/1.11.ace_initiatives_to_improve_school_attendance.pdf</a></p>	4,2



*and senior leaders, to monitor attendance, host regular attendance meetings, with staff and parents, and engage with external agencies to support parents and improve attendance.*

**Total budgeted cost: £67,671**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

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

Internal assessments relating to the progress and outcomes of our disadvantaged pupils are generally positive all children making a good level of progress from their starting points, and in some cases indicate that the gap between PPG and non-PPG pupils is narrowing well.

#### 2023-202224 Headline Data

	End of EYFS GLD	Key Stage One Phonics	Key Stage Two Reading EXP +	Key Stage Two Writing EXP+	Key Stage Two Maths EXP+	Key Stage Two RWM EXP+
<b>ALL Chn</b> (HS- High Standard)	<b>69%</b>	<b>83%</b>	<b>80%</b> (HS 33%)	<b>87%</b> (GD 43%)	<b>83%</b> (HS47%)	<b>73%</b> (HS 20%)
<b>PPG</b>	<b>60%</b>	<b>100%</b>	<b>80%</b>	<b>80%</b>	<b>100%</b>	<b>60%</b>
Non PPG	54%	81%	80%	88%	80%	76%
<b>EAL</b>	<b>56%</b>	<b>80%</b>	<b>83%</b>	<b>92%</b>	<b>88%</b>	<b>75%</b>
Non EAL	0%	89%	67%	67%	67%	67%
<b>SEN</b>	<b>0%</b>	<b>0%</b>	<b>40%</b>	<b>40%</b>	<b>60%</b>	<b>20%</b>
Non SEN	60%	86%	88%	96%	88%	77%
GD- Greater Depth HS- High Score						

This year (2023-2024), 60% of children in receipt of the pupil premium grant in our Reception class achieved a Good Level of Development – demonstrating confidence and expected abilities in the prime and key specific areas of EYFS learning. Some of the reasons for key children not achieving a GLD were due to complex SEND needs, extremely challenging circumstances in their lives which made self-regulation, communication and building relationships so difficult. To help us track the progress that these children with additional needs make, each half-term the Early Years Team assesses all children against our Learning Barriers Assessment document then appropriate intervention planned. However, 80% of children who are eligible for the PPG achieved the 'expected' standard in the communication and language goals. This indicates a readiness to communicate and have the necessary language to progress well in Key Stage One.

One of our Key Priorities was to further increase the amount of children, including those in receipt of the PPG, achieving the expected standard or better in the Key Stage One Phonics Check. Data indicates that 100% of children who are eligible for the PPG at the end of Key Stage One achieved the expected standard or better in the Key Stage One Phonics Check To support us continue to narrow the attainment gap some of the activities in 2024-2025 PP Strategy remain the same, such as: ongoing coaching by Read Write Inc (RWI) lead for those teaching staff delivering phonics sessions and ensuring that all teaching staff are aware of quality first teaching strategies.



## Key Stage One– PPG Data

	Reading		Writing		Maths		Science	
	PPG (6)	Non-PPG (24)	PPG (6)	Non-PPG (24)	PPG (6)	Non-PPG (24)	PPG (6)	Non-PPG (24)
<b>WTS or -/HNM</b>	4 67%	7 29%	2 40%	6 24%	3 50%	3 13%	2 33%	2 8%
<b>EXS or +</b>	2 33%	17 71%	3 60%	19 76%	3 50%	21 88%	4 66%	24 92%
<b>GDS</b>	0	5 21%	1 20%	5 20%	1 17%	8 33%		

Data indicates that there is a significant difference of the attainment of PP children when compared to non-PP children in Reading, Writing and Maths at the end of Key Stage One, however the majority of children in receipt of the PPG have additional Social, Emotional and Mental Health needs that impacts their learning. As a result of targeted intervention, high quality teaching and in class support PP children have made 100% EXP progress in Maths and Writing but only made 33.30% Exp progress in Reading. Narrowing the attainment gap between all children and disadvantaged is one of our key development priorities as a school and we will carefully review our activities in our PP strategy for 2024-2025 to consider how we can close the gap further in all areas, but particularly in reading.

## Key Stage Two – PPG Data

	RWM		Reading		Writing TA		GPS		Maths		Science TA	
	PPG (5)	Non-PPG (25)	PPG (5)	Non-PPG (25)	PPG (5)	Non-PPG (25)	PPG (5)	Non-PPG (25)	PPG (5)	Non-PPG (25)	PPG (5)	Non-PPG (25)
<b>Working towards the expected standard</b>	2 40%	5 20%	1 20%	5 20%	1 20%	3 12%	0	3 12%	0	5 20%	0***	3*** 12%
<b>Expected Standard +</b>	3* 60%	20* 80%	4 80%	20 80%	4 80%	23 92%	5 100%	22 88%	5 100%	20 80%	5* 100%	22* 88%
<b>Working at GD within Expected standard</b>	0**	6** 24%	1 20%	10 40%	1 20%	12 48%	0	15 60%	1 20%	13 52%		

\* Expected Standard

\*\* Higher Standard

\*\*\*Not met standard

Data indicates that the attainment gap between non PP and PP children has significantly decreased and in Reading, GPS and Maths PP children achieved the same or better than Non-PP children as a result of targeted intervention, high quality teaching and data tracking.



Reflecting on the impact of the activities outlined in this strategy, there have been many that were embedded and demonstrated positive impact on these children as seen through internal assessments, end of Key Stage Assessments outcomes, attitudes to learning and being at school, and through teacher feedback. Some of the activities will stay the same next year (e.g. improving attendance, small group phonics support, precision teaching) as we believe these to be having the most impact on our children's learning. Some outcomes have been further refined after evaluation of the intended outcome. Please see our PPG strategy from 2022-23 for comparative information.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Lexia	Lexia Learning Systems LLC
Mathletics	3P Learning Limited
TT Rockstars	Maths Circle Ltd
RWI	Ruth Miskin
Jigsaw	Jigsaw PSHE Ltd
CLPE	Centre for Literacy in Primary Education
EdShed	EdShed
Discovery RE	Discovery RE Ltd
Kapow	Kapow Primary
Access Art	Access Art
Grammarly	Grammarly
KS2 History	SkyRocket Educational Limited
Digi Maps	The University of Edinburgh
History Association	The Historical Association
Geography Association	The Geographical Association



## Service pupil premium funding (optional)

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

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

