

# Pupil premium strategy statement

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	St George's Church of England Primary School, Wrotham
Number of pupils in school	199
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Elizabeth Rye, Headteacher
Pupil premium lead	Matthew Jones, Deputy Headteacher
Governor / Trustee lead	Nicholas Castell, Governor Lead for disadvantaged learners

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,760
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>	<b>£54,760</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

Our aim is to use pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantaged pupils nationally. For this to take place, the disadvantaged children at our school must achieve accelerated progress across the curriculum.

We have identified key challenges that are preventing our disadvantaged pupils from attaining well: identifying speech and language need early, parental support and expectations of what our disadvantaged pupils can achieve. We will support the disadvantaged children at St George's individually as we know that all children are different and have different needs in order to succeed.

Our expectation at St George's is that all pupils, irrespective of their background or the challenges they face, become strong readers. This will enable them to read to learn and broaden horizons. We want all children to enjoy school and have a want to come to school. We must ensure that all pupils receive an outstanding primary school experience.

We have adopted a whole school approach to tackle the challenges that these children face. Every member of staff will take responsibility for disadvantaged pupils outcomes and raise expectations of what they can achieve. It is vital for our disadvantaged children to be challenged in the work they are set and also receive early intervention when needed. All stakeholders in our school will work to build positive relationships with our disadvantaged families. Ensuring that all individuals view school as a positive and welcoming environment.

## Challenges

Challenge number	Detail of challenge
1	<p>Our assessments, discussions and observations show underdeveloped oral language and vocabulary gaps for some disadvantaged pupils, from EYFS and through school to KS2.</p> <p>Our EYFS results last year showed that 50% of disadvantaged children achieved their Early Learning Goals in July 2024. There were only two children on the Pupil Premium list in our Early Years Class.</p>
2	<p>Internal and external assessments show that our disadvantaged pupils attain less well in the Y1 phonics check, impacting on their development as readers. This has been over the previous four years. The gap has closed from year to year but widened slightly in the previous school year.</p>

	<p>2024 – PP (2 children) = 50% achieved, Non PP = 86%</p> <p>2023 – PP = 57% achieved, Non PP = 80%</p> <p>2022 – PP = 43% achieved, Non PP = 86%</p> <p>2021 – PP = 33% achieved, Non PP = 69%</p>
3	<p>Internal assessments show that there is a significant data gap between our disadvantaged and non-disadvantaged children in KS1 Reading, Writing and Maths (particularly in Reading and Writing).</p> <p>Assessments show that within KS1 there is currently a 20% gap in Reading (last year 31%), 34% gap in Writing (last year 36%) and a 6.5% gap in Maths (last year 10%). Since the previous year, the gap has closed in Reading, Writing and Maths.</p>
4	<p>Internal assessments show that there is a significant data gap between our disadvantaged and non-disadvantaged children in KS2 Reading, Writing and Maths.</p> <p>2024 KS2 Reading gap – 35.5%</p> <p>2024 KS2 Writing gap – 40%</p> <p>2024 KS2 Maths gap – 21%</p> <p>2023 KS2 Reading gap – 32%</p> <p>2023 KS2 Writing gap – 38%</p> <p>2023 KS2 Maths gap – 25%</p> <p>The gap has closed in the subject of Maths but widened slightly in Reading and Writing.</p>
5	<p>Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance.</p> <p>Our attendance data in 2023 indicated that disadvantaged pupils were at school 2.64% less than our total attendance data. The gap between disadvantaged and total in 2024 was 2%. The gap has closed between disadvantaged and total by 0.64%. In July 2022, the gap was 4.6%.</p>
6	<p>Missing out on enriching life experiences due to financial implications. From pupil voice surveys, children report that they do not attend the same number of out-of-school clubs or experiences as their peers due primarily to financial implications but also time constraints, transport and lack of information of what is available.</p>
7	<p>There is potential for there to be a lack of aspiration beyond St George’s Church of England Primary School. This includes future secondary school choices and outside of school enrichment. This could be due to many factors, including not being able to access key tutoring, in order to support learning.</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.

Intended outcome	Success criteria
<p><b>1. Reception Baseline assessments</b>  <i>Expected and accelerated progress in the Early Years Foundation Stage, following the Reception Baseline assessments</i></p>	<p>Baseline to end of year data for EYFS shows accelerated progress for children in receipt of pupil premium funding.            When needed, children eligible for Pupil Premium are prioritised for interventions and booster sessions.            Targeted engagement of parents in workshops to support their children at home e.g. homework, how to read effectively etc.</p>
<p><b>2. Phonics Screening Test</b>  <i>Children to make expected and accelerated progress with their reading in Year 1 and 2, culminating with the Phonics Screening assessment</i></p>	<p>Children eligible for Pupil Premium funding to make expected or accelerated progress with their word reading across the year.            Termly Phonics Screening check-ups to be completed to ensure that all children are making progress to passing their assessment. Those who need it to receive interventions/boosters with children eligible for Pupil Premium to have priority.</p>
<p><b>3. Closing the Key Stage 1 Pupil Premium/Non Pupil Premium gap in reading, writing and maths</b>  <i>Children who qualify for the Pupil Premium funding to make accelerated progress to ensure that the achievement gap percentage decreases</i></p>	<p>Children eligible for Pupil Premium funding to make expected or accelerated progress in reading, writing and maths.            Interventions/boosters to be planned for those in need of help to achieve expected or accelerated progress – children eligible for Pupil Premium funding to have priority.            Termly Pupil Progress meetings to define progress and next steps for individual children.            Monday morning homework club for children eligible for Pupil Premium to help with progress, attainment and engagement for learning.</p>
<p><b>4. Closing the Key Stage 2 Pupil Premium/Non Pupil Premium gap in reading, writing and maths</b>  <i>Children who qualify for the Pupil Premium funding to make accelerated progress to ensure that the</i></p>	<p>Children eligible for Pupil Premium funding to make expected or accelerated progress in reading, writing and maths.            Interventions/boosters to be planned for those in need of help to achieve expected or accelerated progress –</p>

<p><i>achievement gap percentage decreases</i></p>	<p>children eligible for Pupil Premium funding to have priority.</p> <p>Termly Pupil Progress meetings to define progress and next steps for individual children.</p> <p>Monday morning homework club for children eligible for Pupil Premium to help with progress, attainment and engagement for learning.</p>
<p><b>5. Poor Attendance &amp; Punctuality</b></p> <p><i>Increased attendance and punctuality for PP children, at least in line with non-PP children.</i></p> <p><i>Reduced number of persistent absentees among pupils eligible for PP meaning less missed learning opportunities.</i></p> <p><i>Higher uptake to academic morning boosters offered.</i></p>	<p>PP children are supported through effective parental meetings and attendance action planning to have a positive impact on attendance and consequently progress/attainment.</p> <p>Less learning missed will consequently lead to higher attainment.</p> <p>Healthy eating workshops are planned, with Pupil Premium families attending to improve diet – a potential cause for poor attendance.</p>
<p><b>6. Missing out on enriching life experiences due to financial implications</b></p> <p><i>Children to leave St George's with life experiences appropriate to their age, in line with their peers</i></p>	<p>Children to have the opportunity to experience everything planned and provided for by the school. Families to be given a set amount for each child on the Pupil Premium list for experiences such as school trips, breakfast club, residential etc.</p>
<p><b>7. Lack of aspiration beyond and outside of St George's</b></p> <p><i>Disadvantaged families of St George's to access enrichment opportunities (clubs etc) outside of school.</i></p> <p><i>Families of upper Key Stage Two children on the Pupil Premium list to visit secondary school open days.</i></p>	<p>Children to experience enrichment opportunities outside of St George's – whether it be sports clubs, scouts etc.</p> <p>Children in Upper Key Stage Two to visit secondary school open days so they get the opportunity to find the school that suits them the most.</p>

## Activity in this academic year

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

Budgeted cost: £1,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue developing a varied and ambitious knowledge-rich curriculum	<p>You should continue to teach a broad and balanced curriculum in all subjects. This includes what pupils learn from wider experiences such as educational visits and visitors to the school.</p> <p><u><a href="#">DfE   Teaching a broad and balanced curriculum for education recovery (2021)</a></u></p>	1, 2, 3, 4, 5, 6
Develop a culture where a love of reading is at the centre of the curriculum	<p>There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development. Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment.</p> <p><u><a href="#">DfE   Research evidence on reading for pleasure (2012)</a></u></p>	1, 2, 3, 4
To embed 'Rosenshine's ten principles of instruction' as the school's pedagogical model	<p>Rosenshine's principle emphasises the importance of giving students sufficient time to practise retrieval, ask questions, and get the desired help. Students must not stop after learning the information once, they must continue to rehearse it by summarising, analysing, or applying their knowledge.</p>	3, 4
Embed the use of immediate feedback given to children through staff meetings.	<p>EEF identifies that immediate feedback has a +6 months impact on progress.</p> <p><u><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></u></p> <p><i>"There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior-attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work."</i></p>	1, 2, 3, 4

<p>Encourage teachers to plan English and Maths lessons using the outdoor area.</p>	<p>EEF is currently identifying the impact of outdoor learning on progress.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p> <p><i>“Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.”</i></p>	<p>3, 4</p>
<p>Embed the use of mastery learning led by ER and LD.          Maths lead attending Maths hub sessions.</p>	<p>EEF identifies that mastery learning has a +5 months impact on progress  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p> <p><i>“Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.”</i></p>	<p>3, 4</p>
<p>Ensuring consistency of teaching of early reading and phonics (Little Wandle)          English lead attending English hub sessions.</p>	<p>EEF identifies that quality phonics teaching has a +5 months impact on progress  <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><i>“Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.”</i></p>	<p>1, 2, 3</p>
<p>Staff teaching and learning CPD through the Sevenoaks Partnership Primary School</p>	<p>CPD increases teacher motivation, confidence, and commitment to teaching; learning new skills and applying them in the classroom can lead to a more effective teaching environment. These new skills then in turn have a positive impact on the learning of the children in the classroom.</p>	<p>1, 2, 3, 4, 5</p>



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

Budgeted cost: £29,620

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identifying children early (EYFS) for Speech and Language interventions using Speech Link assessments and Infant Language Link assessments	<p>EEF identifies that Communication and Language approaches have a +7months impact on progress.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p> <p><i>“Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make seven months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.”</i></p>	1
Identifying children for Speech and Language interventions throughout the school (Junior Language Link assessments)	<p>EEF identifies that oral language interventions have a +6months impact on progress.  <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><i>“There is evidence to suggest that pupils 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. Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.”</i></p>	1, 2, 3, 4
Identify children for support and interventions and track the progress of these children	<p>EEF identifies that small group work/interventions have a +6months impact on progress.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><i>“Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</i></p>	1, 2, 3, 4

<p>throughout the school year This to include the Monday morning Breakfast Maths Club</p>	<p><i>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.”</i></p>	
<p>Weekly/Daily interventions planned by the Teacher and run by the Teaching Assistant</p>	<p>EEF identifies that Teaching Assistant interventions have a +4months impact on progress. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p><i>“The average impact of the deployment of teaching assistants is about an additional four months’ progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months’ progress lies between these figures.”</i></p>	<p>1, 2, 3, 4</p>
<p>Buddy system with Year 6 and Reception children being paired up - mentoring</p>	<p>EEF identifies that Mentoring has a +2months impact on progress. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p> <p><i>“On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.”</i></p>	<p>5</p>
<p>NESSY dyslexia support</p>	<p><a href="https://www.nessy.com/uk/">https://www.nessy.com/uk/</a></p> <p>The Nesy Approach to Learning is multisensory and engaging. The programs are designed to help students of all abilities learn to read, write, spell and type, especially those who learn differently, including students with dyslexia. Nesy believes that if children have fun then learning becomes more memorable.</p>	<p>3, 4</p>

<p>Dyslexia Screener and Portfolio</p>	<p><a href="https://www.gi-assessment.co.uk/assessments/products/dyslexia-screener-and-dyslexia-guidance/">https://www.gi-assessment.co.uk/assessments/products/dyslexia-screener-and-dyslexia-guidance/</a></p> <p>Identifying children who are dyslexic early is important for them gaining support throughout school. Early help is vital to reduce the chance of loss of confidence and low self-esteem.</p>	<p>3, 4</p>
<p>The AIM Programme (A Charity supporting disadvantaged children in the pursuit of passing the PESE test)</p>	<p><a href="http://aimkent.org.uk">Apply to AIM (aimkent.org.uk)</a></p> <p>Identifying children, from low income families, in the current Year 5 class who have aspirations of taking and passing the Kent PESE test. If successful enough to be able to access The AIM Programme (there is a limit on the amount of children able to take part), the children will access funded small group tutoring at a local secondary school.</p>	<p>7</p>
<p>Challenger Troop</p> <p>Award winning programme to develop resilience, team work and independence.</p>	<p><a href="https://www.challengertroop.org/">https://www.challengertroop.org/</a></p> <p>Programmes designed to build resilience, respect, courage, loyalty and integrity. We instil self-discipline, raise confidence and aspirations whilst creating a sense of individual pride, self-worth and fulfilment.</p> <p>EEF identifies that collaborative learning approaches have a +5months impact on progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p> <p><i>“Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment. Pupils need support and practice to work together; it does not happen automatically. Professional development can support the effective management of collaborative learning activities.”</i></p>	<p>5, 6, 7</p>
<p>Forest School</p> <p>KS1 and KS2</p>	<p>Forest School is a child-centred inspirational learning process, that offers opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.</p> <p>EEF is currently identifying the impact of outdoor learning on progress.</p>	<p>6</p>

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning>

*“Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.”*

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

Budgeted cost: £23,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
Draw and Talk intervention	<p><a href="https://drawingandtalking.com/">https://drawingandtalking.com/</a></p> <p>It is seen that after completion of Drawing and Talking Therapy Session, children are more able to control their behaviour, better able to access an academic curriculum and most importantly have higher self-esteem; this allows them to thrive in the world around them.</p>	3, 4, 5
SENCO being ELSA trained	<p><a href="https://psychologyfirst.co.uk/our-services/elsa-training-and-supervision/">https://psychologyfirst.co.uk/our-services/elsa-training-and-supervision/</a></p> <p>Our SENCO is now ELSA trained. The benefits of having a member of staff being ELSA trained are that they can work with children to develop greater self-awareness, manage school better and feel better about themselves. Children also learn to develop coping strategies and talk about difficulties.</p>	5
Subsidising of school trips	<p>Some of our school trips are funded using the Pupil Premium grant, including year 5 and 6 residential visits for some children. School trips can make a major contribution to the acquisition of knowledge and development of skills.</p>	6
Extra support such as free Breakfast Club and afterschool club	<p>By offering before school clubs, it enables the school to broaden its contact with certain families. We can ensure that these pupils have a calm and appropriate start to the day allowing them to achieve well in their learning.</p>	5, 6
Organising Parental involvement in school events (Early Years in particular).  This includes	<p>EEF identifies that Parental Engagement has + 4 months impact on progress</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p><i>“Parental engagement in early years’ education is consistently associated with children’s subsequent academic success. On average, parental engagement programmes evaluated to date have led to a positive impact of approximately four additional months’ progress over the course of a year.”</i></p>	1, 2, 3, 4, 5

workshops and coffee mornings	Our aim is to build strong relationships with all of our parents, but particularly those of our PP children.	
Pupil Premium and Wellbeing Champion	<p>Key aspects of the role is to close the attainment gap between Pupil Premium and non-Pupil Premium cohorts. This is done by working to remove the barriers to learning for students and by supporting their personal and academic development.</p> <p>Other responsibilities include mentoring groups and individuals who are eligible for Pupil Premium funding, proactively seek out, identify, plan, organise, and lead an extensive variety of academic, social and esteeming interventions for students eligible for the Pupil Premium, and develop constructive and supportive relationships with the Pupil Premium cohort, and engage with students in order to maximise progress, attainment and enjoyment for school.</p>	1, 2, 3, 4, 5, 6, 7

**Total budgeted cost: £54,760**

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

### Pupil premium strategy outcome

#### Reading progress and attainment data

	July 2023 WTS	July 2023 EXS	July 2023 GDS	July 2024 WTS	July 2024 EXS	July 2024 GDS
Year 1 (2)				0%	50%	0%
Year 2 (7)	11%	55%	0%	14%	57%	14%
Year 3 (7)	43%	43%	0%	43%	43%	0%
Year 4 (4)	0%	25%	25%	0%	50%	25%
Year 5 (6)	33%	33%	17%	33%	17%	17%
Year 6 (7)	0%	43%	0%	29%	29%	0%

Majority of children have made expected or accelerated progress from their previous year group. There has been accelerated progress made in Year 2 regarding GDS and in Year 4 regarding children reaching the expected standard.

The percentage of Pupil Premium children attaining expected or accelerated progress, from their previous key stage, in Reading is as follows:

Year 1: 100%

Year 2: 100%

Year 3: 100%

Year 4: 100%

Year 5: 100%

Year 6: 71%

In Year 1 83% of children passed the Phonics Screening Check, with 50% of disadvantaged children attaining the pass mark.

## Writing progress and attainment data

	July 2023 WTS	July 2023 EXS	July 2023 GDS	July 2024 WTS	July 2024 EXS	July 2024 GDS
<b>Year 1 (2)</b>				50%	0%	0%
<b>Year 2 (7)</b>	11%	55%	0%	14%	71%	0%
<b>Year 3 (7)</b>	57%	29%	0%	57%	29%	0%
<b>Year 4 (4)</b>	0%	25%	25%	0%	50%	0%
<b>Year 5 (6)</b>	33%	17%	0%	33%	33%	0%
<b>Year 6 (7)</b>	0%	43%	0%	14%	43%	0%

Accelerated progress was made in Year 3 and 5 regarding the increasing number of children reaching the expected standard. The child in Year 4 who was working at GDS but now EXS will be an area of focus for next year.

The percentage of Pupil Premium children attaining expected or accelerated progress, from their previous key stage, in Writing is as follows:

Year 1: 50%

Year 2: 100%

Year 3: 86%

Year 4: 100%

Year 5: 83%

Year 6: 86%



## Maths progress and attainment data

	July 2023 WTS	July 2023 EXS	July 2023 GDS	July 2024 WTS	July 2024 EXS	July 2024 GDS
<b>Year 1 (2)</b>				0%	50%	0%
<b>Year 2 (7)</b>	0%	67%	0%	0%	86%	0%
<b>Year 3 (7)</b>	43%	43%	0%	43%	43%	0%
<b>Year 4 (4)</b>	0%	50%	25%	0%	50%	25%
<b>Year 5 (6)</b>	17%	50%	17%	33%	50%	17%
<b>Year 6 (7)</b>	0%	57%	0%	14%	43%	0%

Majority of children have made expected or better progress in Maths in each year group across the school year. In Year 2, the percentage of children achieving the expected standard has increased.

The percentage of Pupil Premium children attaining expected or accelerated progress, from their previous key stage, in Maths is as follows:

Year 1: 100%

Year 2: 100%

Year 3: 100%

Year 4: 100%

Year 5: 100%

Year 6: 86%

## Wider strategies and Pupil Voice

Pupil Premium attendance 2021/22 – 88.91%

Pupil Premium attendance 2022/23 – 91.46% (increase of 2.55% from the previous year)

Pupil Premium attendance 2023/24 – 92.6% (increase of 1.14% from the previous year)

100% of children have access to clubs – 57% attending at present