

Pupil premium strategy statement

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This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 | Zetland Primary |
| Number of pupils in school | 222 |
| Proportion (%) of pupil premium eligible pupils | 34.68% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 22 - 23 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | December 2023 |
| Statement authorised by | S English |
| Pupil premium lead | S English P Richardson |
| Governor / Trustee lead | S Leng |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £103 875 |
| Recovery premium funding allocation this academic year | £11 310 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | 0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £115 185 |

Part A: Pupil premium strategy plan

Statement of intent

All children will access an engaging and supportive teaching and learning environment so that their outcomes improve. High quality teaching enable pupils to make good progress from starting points by retaining key skills and applying their understanding, and knowledge in lessons. Pupils will show positive attitudes to learning and their wider needs are met. They are prepared for their next phase of learning across school and by the end of Key Stage 2 are “secondary ready”.

Priority 1:
Improve writing attainment outcomes by the end of each phase

Pupils to close gaps in writing and outcomes are at least in line with prior attainment. This includes attainment at the expected level and for higher attaining pupils greater depth levels by the end of KS1 and 2.

Pupils to show increased understanding and application of grammar and punctuation within written work at age appropriate levels.

Pupils to use an increasingly wide range of appropriate vocabulary so that their written work is engaging and purposeful.

Pupils have access to appropriately engaging texts, writing and planning models so that pupils written outcomes improve from assessed starting points.

Pupils' posture, core strength and handwriting formation during Key Stage1 improves so that appropriately cursive formation can be introduced and letter formation is consistent.

Outcomes in books show that Pupil Premium pupils are proud of their work and can talk about their achievements.

Pupil Premium children's attainment in the ELGS within Personal, Social and Emotional alongside , reading, writing improve due to effective provision through direct teaching/modelling, focused tasks in learning areas across EYFS.

The above improves through:

Effectively delivered high quality teaching and learning strategies
appropriately high expectations/models of work

Effective additional support including School Led Tutoring, in class support and interventions, use of additional staff and other professionals beyond school

Assessment and marking ensures focused, relevant feedback to move learning forward and maintain engagement.

| | |
|---|---|
| | Lessons are well planned with pitch, pace and delivery which provides appropriate challenge. Feedback, peer tutoring, active learning strategies show high pupil engagement. . |
| Priority 2 | All PP children close gaps in phonics and reading skills (as shown by assessment) through access to effective catch up provision at each phase |
| Priority 3 | Pupils have their emotional and health needs met so they attend school regularly and access wider support services as appropriate. Additional support for younger children who may require specific work around social interaction, learning together and building relationships. |
| Barriers to learning these priorities address | <p>Pupils will have received a variable experience in their wider life with some pupils having limited life experiences, access to services and living in challenging social -economic situations. This can impact upon their motivation, stamina, knowledge, recall and understanding. Pupils will need an appropriately differentiated curriculum supported by a catch up program. Younger children will also take time to adapt to learning routines as they enter school in EYFS with personal, social and emotional needs being impactful on academic progress.</p> <p>Attendance is variable with some families showing persistent absence. This has a negative impact upon progress.</p> |

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p style="text-align: center;">Writing</p> <p style="text-align: center;">FS1 - Gross and Fine motor development</p> <p style="text-align: center;">FS2 - Pencil grip, fine motor skills and body position, phonics</p> <p style="text-align: center;">Y1 – To secure basic sentence structure (subject verb object). Consistent letter and number formation.</p> <p style="text-align: center;">Y2 – Application of spellings and developing coherence of writing so that simple sentences are sequenced and written accurately. Introduce joined handwriting.</p> |

| | |
|---|---|
| | <p>Y3 – Developing sentence structure, punctuation and application of spelling patterns from Y2+.</p> <p>Y4 – Writing more complex sentences with increasing independence through the inclusion of effective adjectives and adverbs</p> <p>Y5 –Handwriting shows legible, cursive joins. Application of basic punctuation supports a range of sentences matching the writing outcomes. Spelling is consistent with the spelling of high frequency common exception words accurate and spelling patterns from Y3 and 4 revised. More complex vocabulary has recognisable phonic approximations where incorrect.</p> <p>Y6 – Reducing over-reliance of scaffolding and developing independence. Increased range of effective vocabulary following the style of the model text.</p> |
| 2 | <p style="text-align: center;">Reading:</p> <p style="text-align: center;">FS 1 - Language Development (Sp and L).</p> <p>FS2 - Closing gaps in in Phase 1 of Letters and sounds, aspect 7, oral blending and segmenting; speech and Language through Interventions.</p> <p>Y1 – Closing gaps in Phase 3/4 of Letters and Sounds and providing 'keep up' interventions for Phase 5.</p> <p>Y2 – Using Reading Dogs reading comprehension strategies in preparation for end of KS1 assessments.</p> <p>Y3 – Phonics and developing retrieval skills and vocabulary through whole class reading.</p> <p>Y4 – Developing basic comprehension skills through use of Comprehension Express format. Children still receiving phonics.</p> <p>Y5 – Support developing reading fluency, retrieval skills and vocabulary through focus group work in whole class reading. Increased 1:1 reading. Using Reading Plus/Reading Rocketeers skills</p> <p>Y6 – Adapting responses to the demands of the question – using Reading Plus/Reading Rocketeers skills</p> |
| 3 | <p style="text-align: center;">Maths</p> <p style="text-align: center;">FS1 - Language Development (Speech and Language)</p> <p style="text-align: center;">FS2 - Development of vocabulary (Speech and Language)</p> <p>Y1 – 1 to 1 correspondence up to 20 and number recognition up to 20.</p> |

| | |
|---|---|
| | <p>Y2 – Place value beyond 20 and basic computation (4 operations).</p> <p>Y3 – Number and place value up to 20 and beyond. For the higher attaining Pupil Premium children, it is varied fluency to lead to reasoning and problem solving.</p> <p>Y4 – Times tables. For the higher attaining Pupil Premium children, it is varied fluency leading to reasoning and problem solving.</p> <p>Y5 – Securing written methods and mental strategies.</p> <p>Y6 – Securing fluency to lead to application of knowledge.</p> |
| 4 | Emotional and physical health and well being – understand and follow the Emotional Well Being and Behavioural Strategy. Effective and timely access to mental health services through Inside Out, ELSA and SEND. |
| 5 | Attendance and Punctuality issues. |

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 |
|--|---|
| Achieve national average progress scores in KS2 Writing achieved as attainment outcomes improve by the end of each phase. | Progress score achieved so that gaps close. |
| All Pupil Premium children will engage with high quality teaching of reading. All Pupil Premium children (unless significant SEND identified) will access School-Led Tutor. All Pupil Premium will have effective rapid catch up following Little Wandle reading scheme. | All Pupil Premium children will pass the phonics screen check. |
| Maintain outcomes for PP children in maths | PP children to achieve or exceed National Average Progress score. Continued achievement trends for PP maintain. Children are well prepared for secondary school. |
| Enrichment beyond the curriculum to promote engagement, active learning strategies and retain knowledge/understanding. | Maximise opportunities to consolidate and extend learning through a wide range of experiences and support for our children e.g. being able to resume visits outside of the classroom which will provide children with vital learning experiences that can be then applied to work within the classroom e.g. Beach Schools and planned visits. |
| Attendance of Pupil Premium Children will be 96%+ in line with school expectation. | Attendance of Pupil Premium children will be 96%+ |

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 36,670

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>PP children have greater access to high quality teaching.</p> <p>Assessment and marking policy followed so that PP children have rapid access to focused support to address misconceptions.</p> <p>PP children access additional 1:1 and focus group sessions with the teacher than non-PP children.</p> | <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability</p> <p>https://educationendowmentfoundation.org.uk/</p> <p>https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</p> | 1,2,3, |
| <p><i>Additional staffing across school</i></p> | <p>Effective interventions and well trained TAs make improved outcomes for children (EEF)</p> <p>TAs work within the classroom to support children with key areas of learning including PRIME, CLL, phonics, reading , writing and maths skills in EYFS</p> <p>TAs work before and after school to support planning , preparations and interventions</p> <p>TAs support pupils within lessons and through planned interventions</p> <p>Phonic and reading interventions effectively delivered</p> | 1,2,3 |
| <p><i>MAT subject leader groups</i></p> | <p>Termly meetings with subject leaders across the Ironstone MAT will share best practice in the teaching and learning of English and maths. CPD to be identified and delivered. <i>(The EEF Guide to the Pupil Premium: Good teaching is the most important lever schools have to improve outcomes for disadvantaged</i></p> | 1,2,3, |

| | | |
|---|--|-------|
| | <i>pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium).</i> | |
| <i>Early Morning Maths</i> | <p>Children not secure in the use of four operations, with 53% achieving expected in Y6 (2021). Children in Y5/6 will be invited to attend early morning maths sessions, which focus upon the children being confident in their application of the four operations of number. The sessions will start at 8.25 each morning (3x 20 minutes per week) and will provide children with the opportunity to improve their fluency in the four operations. This will enable more time to be allocated to reasoning within the usual timetable.</p> <p>Within the rest of the school we start our day with a morning Maths session which is additional to our daily maths lessons and primarily aims to develop fluency and confidence in the key skills of number It also allows opportunities to consolidate and extend learning as well as addressing any misconceptions. Having staff available to take children in smaller groups ensures that the learning can be differentiated appropriately and vulnerable children can be targeted for extra support under the direction of class teachers. EEF research recognises the importance of dedicating time for children to learn mathematics and integrate mathematics across the school day and also the importance of using high quality targeted support with brief, regular sessions.</p> | 1,2,5 |
| <i>Extra time/resources for practical maths</i> | <p>Time for practical maths to be allocated within the weekly timetable to allow children first-hand experience of a range of measures. This will allow the children to have a visual grasp on measurements. Practical work in mathematics provides a chance for learners to study and explore the outside world where the concepts, terms and principles of mathematics are used, which in return ensures they become more equipped in the theoretical part of mathematics. Increased opportunity and application of hands on, concrete mathematical modelling to secure concepts.</p> <p>EEF research shows the importance of the ‘use of manipulatives and representations to develop understanding’</p> | 1,2 |
| <i>Implementation of Little Wandle a new validated Systematic Phonics scheme.</i> | EEF research shows that a Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling. At Zetland we are implementing this scheme beginning in September 22. Additional rapid catch up sessions to support children close gaps. | 1, 2, |
| <i>Implementation of new SPAG scheme</i> | Teaching of SPAG to be supported within the framework of Schofield and Sims and Grammarsaurus. Teaching of discrete SPAG skills to be in addition to | 1,2, |

| | | |
|----------------------------------|--|-----|
| | delivery of SPAG within the Literacy writing cycle so that all age appropriate skills are taught. Pupils accuracy in retaining mathematical knowledge has been effective (evidenced by school outcomes in maths over time). School to reflect this success in acquisition of grammar and punctuation skills. | |
| <i>Whole Class Focus Writing</i> | Effective modelling of sentence composition to build strong writing habits in regards to oral rehearsal, punctuation and meaning. Children to have secure understanding of audience, form, genre, and style by the end of KS2 so that writing outcomes are effective. Assessment /success criteria to be explicit and inform pupils of what they need to do to achieve outcomes. Use of whiteboards for draft work and peer assessment to self-assess. Use of visualiser and home learning technology to share writing with a real audience. | 1.2 |

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

Budgeted cost: £42 863

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|--------------------------------------|
| <i>School-Led Tutor</i> | Tailored academic support to be provided by school led tutor. Working with groups of 3 -6 children at a time, the tutor will liaise closely with the class teacher to plan and deliver targeted support for PP children across the year. | 1,2,3, |
| <i>Additional tutoring</i> | Additional tutoring to target other children not accounted for in the school –led funding as well as additional hours for those where 15 hours has proved not enough. | 1,2,3 |
| <i>One to one and small group Reading and Phonics intervention groups</i> | EEF research on Literacy shows the importance of the ‘use of high quality interventions to help pupils who are struggling with their literacy’. Following this research we also ensure that adults have been trained to deliver the activity and that the activity is brief, regular and sustained. Adults have structured supporting resources alongside plans with clear objectives. Reading and Phonics intervention support across KS1 is co-ordinated and | 1,2,3 |

| | | |
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| | often delivered by a trained Reading Recovery Teacher. Use of Reading Rocketeer resources to support reading intervention sessions. | |
| <i>Communication and Language support – one to one speech and language support and small group interventions e.g. BLAST, Talk Boost, ELSA support, individual support based upon the recommendations of our SALT service</i> | EEF research states that schools need to ‘prioritise the development of communication and language’ and we also follow the guidance of ‘recognising that students from disadvantaged backgrounds are more likely to have less extensive vocabulary’ so we make this a key priority for our targeted intervention support right from the beginning of our children’s journey through school. | 1,2, |
| <i>Physical Development Interventions to support gross and fine motor skills</i> | The aim of these intervention groups is to meet the aim of EEF research which states the importance of ‘supporting children to develop the foundations of a fast, accurate and efficient handwriting style. ‘It is important to carefully monitor appropriate support and intervention in this area’. | 1,2 |
| <i>Reading Plus (Can be used at home/remotely)</i> | Children to be closely monitored in their progress using the program and how this is implemented in their independent work. <i>(Research-based assessment and instruction designed to develop the basic visual/functional perceptual processing skills needed for fluency in reading. Improvement of automaticity and effortless vocabulary/word recognition skills. Multi-level as well as multi-modal instructional approaches. Intensive reading instruction, practice and training designed to develop reading text fluently with good comprehension)</i> | 1,2 |
| <i>Support for targeted resources for Y6</i> | Pupils to have effective revision material to support their learning | 1,2,3 |

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

Budgeted cost: £35 652

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p><i>ELSA</i> <i>Inside Out Mental Health Team</i></p> | <p>1:1 ELSA sessions weekly (30 min approx.) to focus on specific emotional targets. Sessions to include group work specific to social skill acquisition and building relationship.</p> <p>Inside Out timely support to pupils and families will support emotional and mental health needs. This will enable effective learning to take place.</p> | 4,5 |
| <p>Implementation of the school's Emotional Well-Being and Behaviour Policy</p> | <p>Improved pupil self-regulation Increased engagement in learning leading reducing fewer behaviour incidents recorded for pupils on the school system.</p> | 4, 5 |
| <p>Additional support at lunch time and break time</p> | <p>Additional staffing support pupils progress in the key areas of social, emotional, physical and communication and language.</p> | 4, 5 |
| <p>Additional support at before school – Breakfast Club</p> | <p>Additional staffing support pupils physical and mental health and well being.</p> | 4, 5 |
| <p>Support for school trips, additional events and breadth of learning experiences promotes engagement and enjoyment in school</p> <p>Prepare pupils for the wider world and their future lives</p> | <p>Pupils are exposed to a wide range of social /cultural and sporting experiences through a broad and varied curriculum (including Beach School).</p> <p>Ongoing experiences within and beyond the curriculum to help support and engage the children (subject to government guidelines). Disadvantaged pupils attend events/visit places they would not usually be exposed to (where possible).</p> <p>Broad and balanced curriculum for all ensures pupils have enhanced social and life experiences. (<i>EEF T&L toolkit: Outdoor adventure learning</i>)</p> | 4,5 |

| | | |
|--|--|-------------|
| <p>Develop positive learning behaviours, reward and recognition for achievements to promote engagement, enjoyment and attendance</p> | <p>Pupils will be engaged, resilient, independent and self-motivated learners and the successful implementation of Kidsafe (will increase understanding of behaviour expectations (in school and generally in society). Increased engagement in learning leading to fewer behaviour incidents recorded for pupils on the school system (without changing recording practices or standards).</p> <p>Regular communication using Marvellous Me and Seesaw to help share positive experiences and learning between home and school. Children encouraged to share out of school learning through Seesaw platform so that additional recognition can be gained from teachers and peers.</p> <p>Awards and achievements celebrate positive outcomes for children including academic, social and attendance</p> | <p>4,5,</p> |
| <p>Improved Attendance</p> | <p>Provision of attendance officer and additional office support to maintain systems and communicate effectively and quickly with parents</p> <p>Rigorously monitor the attendance across the school, inc. of groups of pupils (e.g. SEND, PP, different year groups) so that support can be targeted carefully. Ensure whole school accountability for promoting excellent attendance through whole school strategies & targeted support meetings (esp. for those who with poor attendance history in previous years). <i>(The EEF Guide to the Pupil Premium: There is a strong evidence base showing the impact that high- quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour).</i></p> | <p>5</p> |

Total budgeted cost: £115 185

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 2020 to 2021 academic year.

The below review is based on the analysis of national and internal data.

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 |
|-------------------|--|
| Reading Plus | |
| Grammar Resources | Schofield and Sims |
| Little Wandle | Letters and Sounds revised /Big Cat publishers |

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? | No |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |

Further information (optional)

Please note:

Pupil Premium children are also referred to as Disadvantaged in results

National Other refers to pupils who are not Pupil Premium/Disadvantaged

KS2

PP children 7 boys 10 girls 17 children 57% of cohort of 30 pupils

Maths

Children's arithmetic and application of number by the end of Key Stage 2 showed good progress against National Other (4.08 boys 1.54 girls 2.59 all – compared to Nat Other 1.00 boys -0.40 girls 0.3 all). They reflect this group's performance being well above PP National results both for Disadvantage and other. Disadvantaged pupils overall also attain above National Other (85.7% boys 80.0% girls 82% all compared to National Other 79% boys 77% girls 78 all.) Therefore, school would judge that Pupil Premium progress was particularly strong from Key Stage 1 starting points continuing trends over time.

This reflects the emphasis on ensuring practical, and visualisation methods such as diagrammatic / bar modelling work alongside an emphasis on pupil explanation before the abstract element is taught. Pupils are keen to challenge themselves as well as understanding the importance of mathematical number recall confirmed by pupil voice. Effective recall of times tables through the Y4 test show that Pupil Premium children are not limited by insecure knowledge which would pose a barrier to learning.

There is good attendance in the Early Morning Maths Club where school begins at 8.30 3 times per week. This means that we can extend the maths morning session to 2 hours whilst offering extra support with homework and any misconceptions in lessons.

The trend over time supports the impact our maths teaching has upon Disadvantaged pupils. We are now using the teaching of maths as a model of good practice in supporting pupils understanding, application and retention of grammar and punctuation in order to help raise standards in writing.

Reading

End of Key Stage 2 Reading results continue to show that Pupil Premium progress is better than Disadvantage results nationally in reading (-0.24 boys -0.41 girls -0.34 all compared to Nat Dis -0.90 boys -0.20 girls -0.60 all). Results do show that Disadvantaged girls progress (-0.41) is below that of non-disadvantaged girls Nationally (0.80). However, 80% of Pupil Premium girls (8/10) did attain the Expected Standard or above which is the same as the overall National result of 80% and significantly above National Disadvantage results of 68%. We therefore deem that outcomes for Disadvantaged girls in terms of attainment is in line with National Results. Disadvantaged boys do less well compared to National Other (57% compared to 75%)

though they are in line with National Disadvantage (57%). However from starting points boys have made better progress than national Disadvantage results (see above). Therefore, school would judge that reading provision remains good for Pupil Premium children reflecting trends over time though we need to ensure Pupil Premium boys are fully engaged in reading well matched books and interventions enable outcomes to close towards National Other. School also concludes that the current provision remains effective to enable this to be achieved.

Writing

Pupil Premium attainment and progress are lowest in writing. This can be seen when compared to National Other (boys 42.9% 60.0% girls , 52.9% all compared to National Other 69% boys 82% girls 75 % all) Attainment gaps between groups are broadly similar (- 26 % boys and – 22 % girls compared to National Other). This is an area for school improvement. Progress however for Pupil Premium boys (-0.02) is above National Disadvantage (-0.9) and National Other (-0.5) so boys have been effective in closing gaps from starting points in KS1 though the gap has been too wide to achieve Expected Standards. This is more pronounced in girls (-2.39 compared to National Other 1.00 and National disadvantage 0.5). This reflects some girls not attaining Greater Depth from high attaining starting points in Key Stage 2.

School determines through self-review that the main barrier to outcomes has been an insecurity with grammar and punctuation which impacted upon progress. Although this was a focus in teaching last year outcomes show we were not as effective in enabling all pupils to make good progress.

School have now prioritised the teaching of grammar and punctuation within the writing cycle. We have also increased the amount of time devoted to this aspect of writing and altered the way in which we deliver teaching in this area.

All Pupil Premium children who attained the Higher Standard in maths and reading were girls (18%) which was below the National Average of National Other pupils (27% and 32 %). It was above National Disadvantage in maths(12 %) and in line with reading (17%). Pupil Premium children did not attain Greater Depth in writing or in the SPAG test.

Key Stage 1

8 PP boys, 8 PP girls 16 pupils 50% of cohort of 30

Maths

Outcomes for Pupil Premium children show that 56% attained the expected level. This is below the National Average at the Expected Standard of 68% and below National results for Non-Disadvantage of 73%. However, results are slightly above the National average for Disadvantage of 52%.

Results also show that Pupil Premium boys' attainment of 88% at the Expected Standard is significantly higher than National results of 68% and above Non Disadvantage results of 73%. It is also significantly higher than girls in school. Girls

attainment outcomes are significantly lower at 25.0%. This reflects a significant group of lower attaining and SEND girls with specific issues in the acquisition of maths concepts. This group will be targeted and carefully monitored so that teaching and learning strategies as well as additional support are focused on closing gaps as they transition from KS1 to 2.

13% of pupils (all boys) attained greater depth, slightly below the National Average of 15% and above the disadvantaged results of 7%.

Reading

Pupil Premium children's attainment was slightly below National Average Results for all pupils at the expected level: 62.5% compared to National Results for all pupils 67% . However, results were above the National results for Disadvantage of 51%. There remains an attainment gap between Pupil Premium boys and girls with 75% of boys attaining the Expected Standard. This is above the National Average for all pupils of 67% and significantly above National Disadvantage results for boys of 51%. Pupil Premium girls did not attain in line with National Average as 50% attained at the Expected Standard compared to National results of 71%. As with maths, this data reflects a group of lower attaining girls who will require additional and effectively targeted teaching and support to close gaps as they transition into KS2.

13% of Pupil Premium children (all boys) attained greater depth. This is below the National Average of 18% but above the National average results for disadvantage of 8%.

Writing

Pupil Premium children's attainment was the lowest in writing, reflecting the trend in KS2 outcomes. 50% of Pupil Premium children attained the Expected Standard below National Average Results for all pupils at the Expected Standard of 58%. However, results were above the National results for Disadvantage of 41%. There remains an attainment gap between Pupil Premium boys and girls with 63% of boys attaining the expected level. This is above the National Average for all pupils of 58 % and above results for boys of 52%. Pupil Premium girls did not attain in line with National Average as 50% attained at the expected level compared to National results of 71%. This data reflects a group of lower attaining girls who will require additional and effectively targeted teaching and support to close gaps as they transition into KS2.

There were no Pupil Premium children attaining greater depth at KS1.

Year 1 Phonics

9 PP pupils from a cohort of 28 children = 33%

89% of PP pupils achieved the phonics pass mark. This was significantly above the disadvantaged National result of 62% and above non-disadvantaged children (National Other) of 80%. This reflected the successful additional support all children received

from a the Year 1 staff along with a reading specialist teacher and school led tutor. This was a focus of PP and Catch up support for this group.

EYFS

7 PP Boys 3 PP Girls 10 children 34% from a cohort of 29

Outcomes for Pupil Premium children a gender gap in achievement with 67% of girls attaining GLD against 14% of boys. Limiting ELGs having the greatest impact upon boys performance was Personal, Social and Emotional areas of learning as well as maths, reading and writing. This group of boys will be carefully tracked and receive additional catch up interventions as they progress into Y1.

All Pupil Premium children received School – Led Tutoring Support during this academic year.