



Pupil premium strategy statement

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	The Isaac Newton Primary School
Number of pupils in school	405
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/ 2022- 2024/ 2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Chris Heathcote (Headteacher)
Pupil premium lead	Emma Moorcroft (Assistant Headteacher)
Governor / Trustee lead	Jo Blatherwick (Governor responsible for Pupil Premium)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£253,947
Recovery premium funding allocation this academic year	£25,375
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	£279,322

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges that they face, make good progress and are able to achieve their full potential during their time at The Isaac Newton Primary School. We want to ensure equity for all of our pupils in terms of our curriculum aspirations, educational experiences, enrichment opportunities & pastoral support. We recognise that our pupils are all unique and different and we therefore target our support carefully to ensure that this meets the needs of the right children in the right areas.

As a school we put 'quality first teaching' at the heart of our approach. This has the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

In order for our pupils to access the 'quality first teaching' on offer, we realise that as a school we need to ensure that any barriers to this are removed. Although barriers can be at times specific to certain pupils, we often find that there are many commonalities across our pupils, particularly those who are disadvantaged. Our approach is responsive to both these common challenges and pupils' individual needs. Identification of these needs is rooted in an in-depth knowledge of our school, its pupils and the wider school community. No assumptions are made about the impact of disadvantage without robust quantitative or qualitative evidence.

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

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

The elements of our approach are mutually supportive and beneficial of each other and to ensure that we are effective, we will:

- Provide a curriculum which is ambitious and ensure that disadvantaged pupils are challenged in their learning.
- Identify early, pupils who require intervention or additional support in order to address their social, emotional or academic needs.
- Maximise parental engagement, including reaching out to those that are hardest to reach, to ensure that they are able to support their child effectively with their learning.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped language and communication skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general. On entry into EYFS (Sept 2021) 63% of pupils did not have age-related language and communication skills. Internal assessment data indicates that this then becomes a barrier to reading for disadvantaged pupils as a lower percentage achieve age-related expectations in comparison to their peers in most year groups across the school (Autumn 2021). By the end of Key Stage Two (2019), disadvantaged pupils made -2.6 progress in comparison to other pupils who made -2 progress.</p>
2	<p>Our assessments, observations and discussions with pupils indicate that wider experiences outside of school are limited for many of our disadvantaged pupils. This is as a result of a range of social and economic factors. A lack of experience and enrichment opportunities impacts on pupils' 'cultural capital' as they are missing out on some of the wider knowledge and experiences that they need to provide context for their learning and to make connections. Pupils require 'cultural capital' to ensure that they have the essential knowledge needed to prepare them for their future success.</p>
3	<p>Internal and external (where available) assessments indicate that Maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. On entry to Reception class in September 2021, 63% of our disadvantaged pupils arrived below age-related expectations compared to 50% of other pupils. This gap remains steady to the end of KS2 as a lower percentage achieve age-related expectations in comparison to their peers in most year groups across the school (Autumn 2021). In 2019, disadvantaged pupils made -1.9 progress in Maths in comparison to all pupils who made -0.3. This was the largest gap across all our core subjects. At the end of KS1 (2019), there was a 10% gap in Maths between the results of our pupil premium children and those achieved by disadvantaged pupils nationally.</p>
4	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to pressures at home, unsettled home lives & levels of trauma. These challenges particularly affect disadvantaged pupils, including their attainment. 14 pupils (9 of whom are disadvantaged) currently require additional support with social and emotional needs. Due to the level of need, all pupils are currently receiving support through personalised 1:1 sessions.</p>
5	<p>In 2017-18 our persistent absence data for disadvantaged pupils was 11% above the national average. The school have successfully closed this gap since September 2018 using pupil premium funding to support effective strategies. However, without these strategies remaining in place, attendance for this group would again decline and absenteeism would therefore again negatively impact on disadvantaged pupils' progress. Currently, in the 2020- 2021 academic year, there are 36 pupils who are persistently absent, 75% of these pupils (27) are disadvantaged. The school have also identified a correlation between pupils with low attendance and a lack of parental engagement across all</p>

	aspects of school life, which further impacts on pupil's progress, for example, with reading.
6	Internal and external (where available) assessments indicate that reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils. In Year 2 (Autumn 2021) 52% of disadvantaged pupils were achieving age-related expectations in reading, this is in comparison to 69% of other pupils. A similar gap is notable from EYFS and Year 1 with pupils' early reading (including phonics). This gap remains steady across Key Stage Two with a lower percentage of disadvantaged pupils achieving age-related expectations in comparison to their peers in most year groups across the school (Autumn 2021). By the end of Key Stage Two (2019), disadvantaged pupils made -2.6 progress in comparison to other pupils who made -2 progress.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. KS1 & KS2 reading outcomes in 2024/25 show that more than 65% of disadvantaged pupils met the expected standard. QLA indicates that vocabulary is no longer preventing pupils from achieving the expected standard. Between 2021/22 & 2024/25 the average percentage of disadvantaged children achieving age related expectations in communication and language (ELG) is in-line with the national average.
To ensure that pupils, especially those who are disadvantaged, have a breadth of experiences and the 'cultural capital' required to provide them with the essential knowledge needed to prepare them for their future success.	By 2024/25 there are an increased number of extra-curricular visits, experiences & opportunities available for pupils throughout school. All children, including those who are disadvantaged, access the opportunities available to them as any barriers (i.e. financial) are removed.
Improved maths progress attainment among disadvantaged pupils.	KS2 maths outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard. KS2 maths progress in 2024/2025 is above 0 for disadvantaged pupils.

	KS1 maths outcomes in 2024/25 show that more than 65% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations <p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. This is demonstrated by internal activity tracking data.</p>
To sustain high levels of attendance for all pupils, particularly those who are disadvantaged and persistently absent.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall attendance rate for all pupils being in-line with or greater than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being no greater than 2%. the percentage of all pupils who are persistently absent being below 8.5% and the figure among disadvantaged pupils being no more than 2% higher than their peers.
Improved reading attainment among disadvantaged pupils.	KS1 & KS2 reading outcomes in 2024/25 show that more than 65% of disadvantaged pupils met the expected standard.

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: £ 95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our reading curriculum and the teaching of this (including early reading) in line with DfE and EEF guidance.</p> <p>Fund teacher release time to attend CPD and to engage in monitoring and scrutiny</p>	<p>The DfE highlights the importance of reading in the following publication: DfE Reading Framework</p> <p>As a school we continue to implement a reading curriculum based on guidance produced by the EEF. The following</p>	1, 6

<p>activities with external professionals/ consultants (e.g. English Hub). We will also fund the costs of employing such external professionals/ consultants to work with the school and to support with teacher development and curriculum design. Examples of CPD include:</p> <ul style="list-style-type: none"> • Language and vocabulary CPD • Fluency CPD • Cost of reading leaders to attend training/ course/ projects e.g. fluency, early reading & vocabulary • Literacy consultant visit 6 times per year 	<p>documents inform our school improvement plan and curriculum leader action planning to ensure that we continue to make rapid and sustained progress in these areas, thus improving outcomes for our disadvantaged pupils:</p> <p>EEF Literacy KS1 Guidance EEF Literacy KS2 Guidance</p>	
<p>Ensure that staff have the relevant training, confidence and skills, through coaching (e.g. educational psychologist) and CPD (e.g. Team Teach) to support with a range of needs within a mainstream setting (behavioural and academic). Many of our disadvantaged pupils present challenging behaviour or barriers to learning due to a range of issues including those that are both environmental and medical.</p>	<p>Ensuring that staff are trained in specific approaches forms part of the recommendations from the EEF: EEF Behaviour Guidance</p> <p>The school using an emotion coaching approach to support with challenging behaviour. This is underpinned by us being a 'trauma informed school' which is widely proven as being an effective approach in supporting with behaviour and ensure that this does not become a barrier to learning or school attendance (reducing need for exclusion):</p> <p>Emotion Coaching</p> <p>Ensure that staff have the range of skills EEF SEND In Mainstream</p>	4, 5
<p>Purchase of Renaissance Star Assessment to ensure that the school has standardised and diagnostic assessments. This also includes developments to the school's internal tracking and monitoring system (Integris) to ensure that data is both accessible and useful and can be analysed to support with identification of interventions without increasing teacher workload.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 3, 6

<p>Purchase of Accelerated Reader scheme, including equipment to ensure that this can be deployed effectively e.g. tablets.</p>	<p>Children from Years 3- 6 have books which are matched to their reading ability and their reading habits and comprehension can be monitored effectively to support with intervention. Good reading habits and a love of reading can also be effectively developed effectively.</p> <p>EEF Teaching & Learning Toolkit Key Stage Two Literacy DfE Reading Framework</p>	<p>1, 6</p>
<p>Purchase of Times Tables Rockstars package, including equipment to ensure that this can be deployed effectively e.g. tablets.</p>	<p>EEF research– homework more effective when linked to directly to classwork. DfE Maths Guidance KS1 & KS2</p>	<p>3</p>
<p>Additional books purchased to ensure that children have access to a range of high quality texts through our reading schemes (e.g. Accelerated Reader), our curriculum (including foundation subjects) and our daily story time sessions. All texts are mapped to ensure both progression and coverage across the school.</p>	<p>Research shows that children who are read to and read independently have an increased vocabulary which they can access on a daily basis. DfE Reading Framework</p> <p>High levels of deprivation within the community mean children enter significantly below ARE so children need accessible, high-quality texts and resources to engage children in building vocabulary and a love of reading.</p>	<p>6</p>
<p>All classes have at least one full time teaching assistant to support with the delivery of structured interventions. Ongoing CPD is targeted around the effective deployment of these teaching assistants through INSET, staff meeting and twilights.</p>	<p>The school utilises the EEF guidance in its deployment of teaching assistants. Support, training and coaching is ongoing within this area to ensure greatest impact & this is factored into school development planning. EEF Effective TA Deployment</p>	<p>1, 3, 6</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training & Engagement in the Mastering Early Number Project).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: DfE Maths Guidance KS1 & KS2</p> <p>The EEF guidance is based on a range of the best available evidence: EEF Improving Mathematics in Key Stages 2 and 3</p>	<p>3</p>
<p>Educational psychologist (Futures in Mind) provides direct work with pupils as well</p>	<p>Approximately 50% of the pupils who receive educational psychologist support are disadvantaged.</p>	<p>1, 3, 4, 5, 6</p>

<p>as staff CPD to support with classroom practice, interventions and personalised approaches to develop skills of staff across the school. There will also be direct work with parents as part of this process and in addressing any barriers to learning.</p>	<p>Educational psychologist involvement has been proven to support with addressing barriers to engagement within the classroom and ensure that continue to make good progress.</p> <p>EEF SEND In Mainstream EEF Behaviour Guidance</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Evidence based interventions purchased and deployed across the school to support children to 'catch up'. This includes the cost of the packages, staff training, release time and resources to ensure that interventions are delivered effectively</p>	<p>All of the school's interventions are now structured and evidence based. Many of these interventions have been selected via the EEF Teaching & Learning Toolkit.</p> <p>Examples include: Catch Up Maths Catch Up Literacy IDL Precision Teaching Nuffield Early Language Intervention (NELI) WellComm</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF EEF Effective TA Deployment</p>	<p>1, 3, 6</p>
<p>Additional teachers and additional teaching assistants released to support with the delivery of daily phonics & reading sessions in Years 1 & 2.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Children need to continue to develop their reading skills outside of phonics lessons. This has historically not been the case and accounts for the gap that exists for disadvantaged pupils in reading. A new model for the teaching of reading ensures</p>	<p>1, 6</p>

	<p>that this is taught daily, alongside phonics and is based on recommendations from EEF guidance:</p> <p>EEF Key Stage One Literacy</p>	
<p>An additional teacher is employed to support with helping identified children across EYFS and KS1 'catch up' with phonics and language and communication.</p>	<p>Wellcomm, Talk Boost and catch up phonics interventions are delivered across EYFS and Year 1. Children are identified & monitored through our robust assessment system and pupil progress reviews.</p> <p>EEF Teaching & Learning Toolkit. Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 6
<p>Engaging with the National Tutoring Programme to provide Maths tuition for pupils in KS2 whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are higher attaining pupils.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>The school uses Third Space Learning as this is an approved DfE provider. Maths has been selected as this is statistically the area within which pupils have fallen furthest behind, especially those who are disadvantaged. DfE Covid Impact Study</p> <p>Children are identified & monitored through our robust assessment system and pupil progress reviews.</p> <p>At least 65% of pupils who are receiving tutoring are disadvantaged.</p>	3
<p>Fully qualified teachers used to provide tuition for pupils in KS1/ KS2 who have been most impacted by the pandemic. A significant proportion of pupils who receive tutoring will be disadvantaged.</p>	<p>PP funding used to cover the shortfall from the school-led tutoring grant. Tutoring will focus on pupils and areas not covered through engagement with the NTP and 1:1 tutoring (Third Space). Tutoring will take place in small groups and children are identified & monitored through our robust assessment system and pupil progress reviews. Children receive tutoring for 15 weeks. 1 qualified teacher employed additionally for 1 day, 1 qualified teacher employed additionally for 2 days and 5 class teachers providing one after school session once a week.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	3, 6

<p>Additional hours allocated to members of staff (MSAs & TAs) to be deployed to support with hearing individual readers across KS1</p>	<p>Children who do not read at home are targeted to ensure that they are not disadvantaged in relation to their peers. Those children who are significantly behind and have not been reading at home during school closures are targeted to enable them to catch up. Approximately 60% of the pupils being heard read more frequently are disadvantaged. The school is ensuring that all these children are being heard read individually between 3 and 5 times per week.</p> <p>EEF Key Stage One Literacy One to one tuition EEF (educationendowmentfoundation.org.uk) DfE Covid Impact Study</p>	<p>1, 6</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £105,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subsidised places at breakfast club for PP children & the employment of an additional adult to manage increased demand for places.</p>	<p>There is a proven link that when children access a nutritious breakfast that they are more inclined to successfully engage in learning and more likely to attend school. Breakfast is also recognised as a strategy within the following EEF research: EEF Behaviour Guidance</p>	<p>5</p>
<p>Subsidise school trips and wider experiences for children to ensure that these are affordable for parents and are therefore able to take place regularly as part of curriculum enrichment.</p>	<p>Research and evidence demonstrates that disadvantaged pupils lack many of the opportunities available to those who are not disadvantaged. This can be due to both financial and environmental factors. The school looks to 'level the playing field' within this respect and provide all pupils with a wide range of experiences that they can draw upon in learning and develop a deeper understanding of the world around them.</p> <p>EEF Behaviour Guidance EEF Social and Emotional Learning Toolkit OFSTED Inspection Handbook</p>	<p>2, 5</p>
<p>Subsidise instrumental tuition for pupils within school.</p>		
<p>Subsidise 11+ tuition with a fully qualified teacher so that pupils are not disadvantaged in comparison to their peers at other schools.</p>		
<p>Purchase of the E-Schools app package to ensure that the school is able to communicate promptly and effectively with all parents/ carers across the</p>	<p>One of the recommendations from the EEF research into effectively engaging parents/ carers is to ensure that school communications are tailored. Following stakeholder feedback it was found that the</p>	<p>5, 6</p>

<p>school and increase parental engagement.</p>	<p>school needed to enhance its communication tools to ensure that these were more accessible timely: EEF Guidance Supporting Parents The school uses this platform to communicate with parents more frequently a provide updates around aspects such as attendance, reading & how to support their child at home.</p>	
<p>Undertake the 'Leading Parental Partnerships Award' (LPPA) to evaluate, develop and sustain effective parental engagement. This will include the cost of the award and the relevant release time and support required for the lead to undertake this and drive forward necessary improvements.</p>	<p>The school will evaluate its current parental engagement strategies in-line with EEF guidance and make necessary improvements based around this: EEF Guidance Supporting Parents</p>	<p>5, 6</p>
<p>Expansion of the role of the SENDCO (Assistant Headteacher) to become non-teaching to allow for both the time and capacity to support and coordinate pastoral provision within school.</p>	<p>The EEF toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. Children can only learn when they are in the mindset to do so, children in emotional crisis will struggle to achieve. The research by the EEF clearly shows a link with a strong pastoral programme and successful confident learners and outcomes for children. Additional capacity for the Assistant Headteacher/ SENDCO to undertake this role is provided through PP funding due to the fact that on average 68% of the families/ children who are supported pastorally are disadvantaged. EEF Guidance Supporting Parents EEF Social and Emotional Learning Toolkit EEF Behaviour Guidance</p>	<p>2, 5</p>
<p>Ensure that children have access to Forest School and outdoor learning provision and that the trained Forest School leader is released to facilitate this where required. Continued development of the outdoor Forest School Area. Outdoor sessions planned in across the curriculum to ensure access for all. Weekly Forest School provision for pupils within EYFS.</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Forest School and outdoor learning provides opportunities for the above to take place within a class or small group setting. EEF Social and Emotional Learning Toolkit</p>	<p>2, 4</p>

<p>Provide capacity for the Deputy Head teacher to take on the role of attendance officer and access external services to support with this.</p>	<p>Over the past three years we have been above the NA for attendance and below NA for PA- this is down to the tireless work that our Deputy Headteacher does. Additional capacity for the Deputy Headteacher to undertake this role is provided through PP funding due to the fact that the percentage of persistent absence amongst disadvantaged children is currently 75% higher than those who are non-disadvantaged, making them a target group for attendance.</p> <p>EEF Guidance Supporting Parents DfE Securing Attendance In Schools</p>	<p>5</p>
<p>Counsellor (CASY) employed 1 day per week to support targeted children with MHWB needs.</p>	<p>Approximately 50% of pupils who receive counselling are disadvantaged. Counselling has been proven to support children's MHWB as well as being effective in addressing barriers to engagement within school.</p> <p>EEF Behaviour Guidance EEF Social and Emotional Learning Toolkit</p>	<p>1, 3, 4, 5, 6</p>
<p>Increase the delivery of social and emotional interventions through the creation of an additional 'non-class based' teaching assistant.</p>	<p>Additional capacity now available to enable the school to cope with the increased demand for EHWB support (in-line with our tiered approach model). A wider range of interventions are now also available due to previous training and skills of this teaching assistant (e.g. drawing and talking).</p> <p>EEF Behaviour Guidance EEF Social and Emotional Learning Toolkit</p>	<p>4, 5</p>
<p>Provide a greater range of after school/ extra-curricular activities/ clubs for children in KS1/ KS2.</p>	<p>Percentage of cost of staffing funded through PP and up-take of clubs by disadvantaged pupils will be monitored to provide evidence and impact. Research shows that disadvantaged pupils have limited opportunities in comparison to their peers and will therefore be given priority access to some clubs where spaces are limited.</p> <p>EEF Behaviour Guidance EEF Social and Emotional Learning Toolkit</p>	<p>2</p>

Total budgeted cost: £ 263,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

<u>Pupil Premium: End of Key Stage Two Results (2021- 2022)</u>								
	PP EXS+	School	LA	LA Gap	PP GDS	School	LA	LA Gap
Reading	73%	80%	57%	+16%	8%	8%	13%	-5%
Writing	65%	68%	51%	+14%	8%	12%	5%	+3%
Maths	65%	66%	53%	+12%	4%	10%	8%	-4%
Combined	54%	59%	39%	+15%	0%	2%	2%	-2%
<u>Pupil Premium: Progress KS1- KS2</u>								
	2018-19	2021-22	Gap from National Average PP		School Gain PP			
Reading	-2.6	+1.1	+1.9		+3.7			
Writing	-0.8	+2	+2.7		+2.8			
Maths	-1.9	-0.3	+0.8		+1.6			
<u>Pupil Premium: Phonics (2021-22)</u>								
	PP	School	PP Lincolnshire Average		LA Gap			
Achieving Standard	70%	80%	61%		+9%			

EYFS Results

	PP	School	PP Lincolnshire Average	LA Gap
Achieving GLD	64%	63%	49%	+15%
Achieving C & L ELG	86%	78%	70%	+16%

Pupil Premium: End of Key Stage One Results (2021- 2022)

	PP EXS+	School	LA	LA Gap	PP GDS	School	LA	LA Gap
Reading	46%	63%	49%	-3%	13%	13%	8%	+5%
Writing	46%	60%	37%	+9%	0%	8%	3%	-3%
Maths	42%	63%	51%	-9%	8%	15%	6%	+2%

Pupil Premium: Attendance

2021-2022	PP	School	PP Gap National	National Average
Attendance	93%	94%	-1%	94% (All pupils)
Absence	7%	6%	-1%	8% (PP)
Persistent Absence	16.5%	13.7%	-7.5%	24% (PP)

11+ Club

20 pupils attended 11+ club. 50% of pupils who attended were PP. 40% of PP children passed their 11+ test. This is in comparison to 70% of non-PP pupils.

Extra-Curricular Club Attendance (one or more club)

	PP	Non-PP	PP Attendance Gap
Year 1	54%	49%	+5%

Year 2	70%	44%	+26%
Year 3	78%	73%	+5%
Year 4	76%	31%	+45%
Year 5	90%	90%	0%
Year 6	100%	100%	0%

Breakfast Club

Approximately 30 pupils attend breakfast club- attendance varies depending on days of the week. On average, 20 pupils who attend breakfast club are PP (67%).

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
National Tutoring Programme	Third Space Learning
Star Assessment	Renaissance
Accelerated Reader	Renaissance
Times Tables Rockstars	Maths Circle Ltd.
Leading Parental Partnership Award	Award Place
Catch Up Literacy and Numeracy	Catch Up
IDL	IDL/ Acentis
WellComm	GL Assessment
Phonics Bug	Pearsons