



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Burrough Green CofE Primary School
Number of pupils in school	87
Proportion (%) of pupil premium eligible pupils	18.4% (16 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	10.11.22
Date on which it will be reviewed	1.11.23
Statement authorised by	Ms Anna Hayesmore
Pupil premium lead	Ms Laurie-Lee McDowell
Governor / Trustee lead	Mrs Anthea Kenna

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,900
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£25,900

Part A: Pupil premium strategy plan

Statement of intent

At Burrough Green CofE Primary School, our intent is to ensure all our disadvantaged pupils have access to and are afforded the same quality of education and educational opportunities as their peers in order to address disadvantage gaps, primarily with regards to the core subjects. This plan provides workable objectives and strategies in order to engage with our ultimate intent. Our key principles are centred on the following: ensuring our disadvantaged pupils make the same if not greater progress than their peers; ensuring our disadvantaged pupils attain age related expectations by the end of KS2.

Challenges

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

Challenge number	Detail of challenge
1	Communication and language skills on entry to school are lower for some pupils eligible for PP than for other pupils.
2	The % of pupils achieving ARE at the end of KS1 and KS2 is lower for those eligible for PP funding than for those not eligible in reading, writing and in maths. At the end of KS2 the gap is greatest in writing and maths (last published data) At the end of KS1 the gap is greatest in reading (last published data)
3	A number of pupils eligible for PP funding have a range of social, emotional and mental health needs, exacerbated by the Covid 19 pandemic, which are affecting their readiness to learn and make progress.
4	Restoring attendance and parental engagement rates post Covid 19 pandemic
5	Several of our pupils who are eligible for PP funding come from homes where families are unable to support their learning outside of school for a variety of reasons, e.g. poor literacy and numeracy skills, lack of resources to support learning at home, complex issues within the family, lack of engagement with school etc.

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.

At Burrough Green Primary School:

Intended outcome	Success criteria
1. Increased communication and language skills of disadvantaged pupils	<p>By end of KS1, communication and language skills are in line with non-disadvantaged pupil peers (Vocab/Grammar)</p> <p>Progress for disadvantaged pupils in communication and language skills continues to match non-disadvantaged pupil peers throughout KS2 (Vocab/Grammar)</p>
2. ARE for disadvantaged pupils across the school is in line with their non-disadvantaged pupil peers	<p>ARE for disadvantaged pupils matches KS1 and KS2 national average in Reading, Writing and Maths</p> <p>ARE for disadvantaged pupils matches KS1 and KS2 non-disadvantaged pupil peers' attainment in Reading, Writing and Maths</p>
3. Increase in SEMH wellbeing of disadvantaged pupils	<p>Stirling Wellbeing survey (completed biannually) demonstrates improvement in disadvantaged pupils' scores.</p> <p>Stirling Wellbeing survey (completed biannually) demonstrates disadvantaged pupils' scores are in line with non-disadvantaged pupil peers</p>
4. Increase in participation of disadvantaged pupils and their parents/carers within school	<p>Disadvantaged pupils attendance matching or exceeding target of 97%</p> <p>Parents/carers of disadvantaged pupils have communication with teacher/school on at least a half termly basis.</p>

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: £11,575

Activity	Evidence that supports this approach	Outcome number(s) addressed
Raise profile of disadvantaged pupils: Pupil progress meetings with Class teacher and HT/PPC/SENCO to discuss progress and attainment termly (£400)	<ul style="list-style-type: none"> Pupil Premium children need to be at the forefront of all members of staff to ensure that they are being provided with opportunities to enhance their learning. Teachers and TAs need to know the barriers for the PP children in their class, as well as what can help them. 	1,2,3,4
Raise profile of disadvantaged pupils: Pupil progress meetings with PPC/Governors. Link with SENCO	<ul style="list-style-type: none"> Pupil Premium children need to be at the forefront of all members of staff to ensure that they are being provided with opportunities to enhance their learning. 	1,2,3,4
Raise profile of disadvantaged pupils: Discussed first at all pupil progress meetings; discussed at all SLT meetings; focus of all lesson observations, learning walks and book scrutinies; item on every governor report and meeting (£160 SL time to monitor)	<ul style="list-style-type: none"> Pupil Premium children need to be at the forefront of all members of staff to ensure that they are being provided with opportunities to enhance their learning. 	1,2,3,4
Raise profile of disadvantaged pupils: Learning conferences to be embedded with disadvantaged pupils (at least once half termly in Year 1 beginning Spring 1) (£160 cover for teachers)	<ul style="list-style-type: none"> This will not only keep these children at the forefront of all staff members but demonstrate the importance and value of education to these pupils, setting targets and discussing academic progress as well as SEMH needs 	1,2,3,4
Raise profile of disadvantaged pupils: PPC to attend Primary Offer PP training sessions (£250 cover)	<ul style="list-style-type: none"> Ensuring we are kept up to date on new policies/practices for our pupils 	1,2,3,4
Raise profile of disadvantaged pupils: All teachers to write IEP for PP children to be discussed once a term with parents, related to 3 targets in areas: Reading, Maths, 1 individual target. Shared with TAs in classroom	<ul style="list-style-type: none"> Raising profile for all staff and setting SMART targets will ensure that all staff are aware of the pupils' needs and the support that is being provided for them in order to progress and achieve in line with their peers 	1,2,3,4
Feedback to pupils: Teachers and support staff will spend lessons prioritising feedback to pupils through live marking to celebrate success and to respond to misconceptions.	<ul style="list-style-type: none"> Providing feedback is well-evidenced and has high impact on learning outcomes. It tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Impacts are highest when feedback is delivered by teachers. Studies of verbal feedback show slightly higher impacts overall (+7 months). (EEF –Teaching and Learning Toolkit -Feedback) 	1,2,3
English: Embedded use of new Phonics scheme (£300 English SL cover time to monitor and support); (English Advisor support - £1000) Use of additional resources (£500)	<ul style="list-style-type: none"> Increased understanding of letter sounds and word construction, such as syllables. Evidence seen by matching sounds to pictures, alliterations games, listening walks to identify sounds. All evidences in Tapestry. 	1,2

	<ul style="list-style-type: none"> Improved range of vocabulary from all tiers in writing across the curriculum, both linked to project and general vocabulary use 	
English: Talk for Writing “Words of the Week” (Tier 2) vocabulary to be embedded in all classes with new staff members (£300 English SL cover time to monitor and support)	<ul style="list-style-type: none"> Continuous embedding of Tier 2 vocabulary linked to reading spines will improve pupils’ understanding and use of language to apply it to oral and written work 	1,2
English: Embed use of Reading spines so that all classes have access to an ambitious and appropriate class text (£245 resources)	<ul style="list-style-type: none"> Affording pupils with the opportunity to explore a range of texts in the class and have accessibility to these high level texts 	1,2
English: Reading cafés to be embedded into parental events with clear communication between teachers and parents of disadvantaged pupils to give them as many opportunities to attend (£200 resources, £160 SL time)	<ul style="list-style-type: none"> Supporting parents in understanding how to help develop and foster a love for reading is crucial to developing the pupils’ reading skills 	1,2,4
English: Disadvantaged pupils in KS1 to be read with at least once a day and at least 3x weekly in KS2 (£160 SL time to train volunteers; £100 resources).	<ul style="list-style-type: none"> Regular reading helps with fluency as well as developing a shared interest in the text. Specific questions will ensure pupils progress throughout reading bands whilst improving inference and deduction skills 	1,2
English: Talk for Writing to be embedded into English curriculum (£300 resources, £160 SL time, £1000 English advisor time) including learning cafés on approach to enable parents to support their pupils. Clear communication between teachers and parents of disadvantaged pupils to give them as many opportunities to attend	<ul style="list-style-type: none"> The Talk for Writing approach enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through ‘talking the text’, as well as close reading. 	1,2,4
Vocabulary: Tier 3 vocabulary linked to project work embedded into expectations of each project and monitored through “sticky learning” and “baseline” tasks (£160 Curriculum SL for CPD/monitoring)	<ul style="list-style-type: none"> Embedding of Tier 3 vocabulary will give pupils a greater appreciation of subject specific vocabulary which will be built upon throughout the years 	1,2
Maths: Continue to embed and develop mastery in all maths teaching, especially for new members of staff. (Maths advisor support - £1000) including learning cafés on approach to enable parents to support their pupils. Clear communication between teachers and parents of disadvantaged pupils to give them as many opportunities to attend (£200 resources, £160 SL time)	<ul style="list-style-type: none"> Maths mastery is a teaching and learning approach that aims for pupils to develop deep understanding of maths rather than being able to memorise key procedures or resort to rote learning. 	1,2,4
Curriculum: Continue to embed use of “Bees” each half term for KS1/KS2 pupils with disadvantaged pupils representing at least their yearly percentage of the chosen pupils (Year 1- 16%) (£200 resources, £160 SL time plus SL time to ensure parents – especially those of disadvantaged pupils- attend at least one event)	<ul style="list-style-type: none"> Bees (Maths, Spelling, History etc) enable the pupils to demonstrate their “sticky learning” whilst ensuring they are aspiring and finding joy in reinforcement of knowledge 	1,2
Training: Training to be carried out to improve the effectiveness of TA support given to PP children (Improvement Partner Fee – £1000). Link with Virtual Schools to provide training for attachment in LAC/Post LAC pupils.	<ul style="list-style-type: none"> Pupil Premium children need to be at the forefront of all members of staff to ensure that they are being provided with opportunities to enhance their learning. Teachers and TAs need to know the barriers for the PP children in their class, as well as what can help them. 	1,2

<p>Training: All Staff to access training to help with specific barriers for PP children (£300-SL time and resources)</p>	<ul style="list-style-type: none"> • Pupil Premium children need to be at the forefront of all members of staff to ensure that they are being provided with opportunities to enhance their learning. • Teachers and TAs need to know the barriers for the PP children in their class, as well as what can help them. 	1,2
<p>PD for teachers planned and delivered regularly through the year (£3000)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Safeguarding <input type="checkbox"/> Reading <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> EYFS – language and learning <input type="checkbox"/> Subject leadership <input type="checkbox"/> Metacognition <p>CPD meetings at will involve quality pedagogical discussions about learning.</p> <p>Senior leaders design the schedule and plan delivery on Work Plan.</p> <p>Leaders at all levels contribute to these sessions with additional INSET/ Twilight sessions involving experts from other schools and subject specialists.</p> <p>Developing the team's subject knowledge supports recruitment and retention of quality staff.</p>	<ul style="list-style-type: none"> • High-quality CPD for teachers has a significant effect on pupils' learning outcomes. • Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day. (Education Policy Institute, Evidence Review: The effects of high-quality professional development on teachers and students) • Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. • The average impact of oral language interventions is approximately an additional six months progress over the course of a year. (EEF Teaching and Learning Toolkit – Oral Language Interventions) 	1,2,3,4

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

Budgeted cost: £7610

Activity	Evidence that supports this approach	Outcome number(s) addressed
<p>Learning conferences to be embedded with disadvantaged pupils (at least once half termly in Year 1 beginning Autumn II) (£160 cover for teachers- see above)</p>	<ul style="list-style-type: none"> • This will not only keep these children at the forefront of all staff members but demonstrate the importance and value of education to these pupils, setting targets and discussing academic progress as well as SEMH needs 	1,2,3,4
<p>Bespoke Spelling intervention to be delivered in 6 sessions across the week to KS2 pupils (£200 resources, £700 TA time)</p>	<ul style="list-style-type: none"> • Spelling is a key area in KS2 writing curriculum. This intervention is systematically structured and carefully programmed to ensure accelerated progress in this area 	1,2
<p>Bespoke maths intervention to be carried out at least 3xweekly for 2 groups of KS2 pupils not yet at ARE (incl those disadvantaged) (£800 plus £200 for resources)</p>	<ul style="list-style-type: none"> • Taken from Success@Arithmetic which is a light touch calculation-based intervention for learners in Key Stage 2 and Key Stage 3 who have difficulties with arithmetic proficiency. This intervention aids with accelerated progress and confidence in maths • EEF report that research shows a consistent impact on attainment when structured interventions are delivered by trained TAs. EEF report that optimum impact is seen when sessions are brief e.g. 30 minutes, regular (3 to 5 times a week), maintained over a sustained period (6 to 	1,2

	<p>12 weeks) and carefully timetables to enable consistent delivery . The smaller the group, the more effective the support (less than 5).</p> <ul style="list-style-type: none"> • FFT research shows that one of the most effective strategies for pupils is high quality teacher input 	
<p>Bespoke 1stClass@Number intervention to be carried out at least 3xweekly for KS1 pupils not yet at ARE during maths sessions (incl those disadvantaged) (£400 plus £200 for resources)</p>	<ul style="list-style-type: none"> • Taken from 1stClass@Number is a programme delivered by teaching assistants which provides intensive support for pupils struggling with maths. This intervention aids with accelerated progress and confidence in maths • EEF report that research shows a consistent impact on attainment when structured interventions are delivered by trained TAs. EEF report that optimum impact is seen when sessions are brief e.g. 30 minutes, regular (3 to 5 times a week), maintained over a sustained period (6 to 12 weeks) and carefully timetables to enable consistent delivery . The smaller the group, the more effective the support (less than 5). • FFT research shows that one of the most effective strategies for pupils is high quality teacher input 	1,2
<p>TTRS programme (£100 time plus time for CT to deliver lunchtime club for TTRS)</p>	<ul style="list-style-type: none"> • Times Tables Rock Stars is a carefully sequenced programme of daily times tables practice. All pupils can engage with this at home/school and it has demonstrated great accelerated fluency progress 	1,2
<p>Booster classes for Year 6 pupils beginning March 2023 (£500 teacher time plus £300 resources)</p>	<ul style="list-style-type: none"> • Extra Maths and English support to be given to those pupils not yet at ARE or have not shown expected progress 	1,2
<p>Finger gym intervention to build progress and development through gross and fine motor skills (£50 resources)</p>	<ul style="list-style-type: none"> • This intervention will benefit the pupils' writing skills and focus/concentration areas as well as confidence in gross motor skills 	2
<p>Targeted Phonics Intervention (£1000 TA time) We are developing our reading and phonic strategy to ensure all children can learn to read and read to learn so that no child is left behind.</p> <p>Using support from an appointed reading lead and through a robust approach to assessing and teaching in organised RWI groups we will raise achievement for all.</p> <p>TAs will receive training and coaching to follow a structured programme and precision teach to pupil gaps through EYFS-KS1 on a daily basis.</p> <p>Parents will be involved, training and supported.</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. If an older reader is struggling with decoding, phonics approaches will still be appropriate.(EEF Teaching and Learning Toolkit – Phonics)</p>	1,2,4
<p>TA's to provide targeted support in class (£3000)</p> <p>One to one or one to three tuition</p> <p><input type="checkbox"/> SALT intervention</p> <p>Catch up</p> <p><input type="checkbox"/> Bespoke interventions</p> <p><input type="checkbox"/> Social and Emotional support</p>	<p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. (EEF Teaching and Learning Toolkit – Teaching Assistant Interventions)</p> <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might</p>	1,2

	<p>be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. (EEF Teaching and Learning Toolkit –Teaching Assistant Interventions)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £6715

Activity	Evidence that supports this approach	Outcome number(s) addressed
<p>SEMH intervention: ELSA training for 2x TAs plus 5 training days and resources £2500</p>	<ul style="list-style-type: none"> The ELSA (Emotional Literacy Support Assistant) intervention was originally developed within Southampton, then Hampshire, by Sheila Burton, Educational Psychologist. It was designed to build the capacity of schools to support the emotional needs of their pupils from within their own resources. 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.(EEF) 	1,2,3
<p>SEMH intervention: Sensory circuits delivered daily (Staff time £600 plus £200 for resources)</p>	<ul style="list-style-type: none"> This intervention supports SEMH by providing a sequence of physical activities that are designed to alert, organise and calm the child. The sensory circuit aims to facilitate sensory processing to help children regulate and organise their senses in order to achieve the 'just right' or optimum level of alertness required for effective learning. 	3
<p>Pupil voice: Conduct Stirling Wellbeing assessment at least 2x yearly (Year 1), moving into termly (Year 2 onwards) (£100 resources; £160 SLT monitoring and link to school council)</p>	<ul style="list-style-type: none"> Tracking pupil voice related to their SEMH needs throughout the year and throughout their time in the school is important to identify and provide appropriate support/intervention to pupils 	3
<p>Pupil voice: Where appropriate, as identified by Stirling Wellbeing assessment or elsewhere, to provide specific pupils struggling with SEMH needs as link adult to "drop in" daily and discuss both academic and mental wellbeing needs (£200)</p>	<ul style="list-style-type: none"> A link/trusted adult is important for specific children to develop a relationship with to share problems/concerns and discuss these before pupils are able to make progress in lessons 	3
<p>Pupil voice: From Jan 2023, Pupil representation by disadvantaged pupils on the school</p>	<ul style="list-style-type: none"> Participation in the school council can provide a meaningful way in which pupils can voice their opinions and have their views taken into account in decisions which impact upon them. 	3

council to be at or above school percentage (16% in Year 1)		
<p>Opportunities: Support vulnerable families in funding residential visits, day trips, visitors by subsidising these (£800)</p>	<ul style="list-style-type: none"> All children benefit from extra curricula activities and there are often wider benefits in terms of attendance, behaviour and peer relationships. By subsidising trips and visitors we ensure all children have the same opportunities. With reference to residential trips, EEF reports that studies of 'Adventure Learning' consistently show positive benefits on academic learning. There is also evidence of impact on non-cognitive 	3
<p>Opportunities: Planning a wide variety of trips (local and further afield), linked to extending cultural and social capital, throughout the year to ensure all children have a range of experiences (Curriculum SL to provide CPD/ monitor this £160)</p>	<ul style="list-style-type: none"> By planning and providing a wide range of trips. we can broaden horizons for our pupils and ensure they have access to same opportunities within school 	3
<p>Opportunities: Inform parents of things to do in the holidays via Class Dojo/Tapestry and keep up to date</p>	<ul style="list-style-type: none"> Providing a leaflet of things to do in the holidays will ensure that parents know what is available and broaden opportunities for some pupils 	3,4
<p>Enrichment/Extracurricular provision including: <input type="checkbox"/> Lunchtime clubs <input type="checkbox"/> Sports events</p> <p>Further promote enrichment opportunities across the curriculum for disadvantaged pupils to ensure they can access cultural opportunities in line with non-disadvantaged pupils. (£160 SL monitoring time, £400 staff release time, £500 resources)</p>	<ul style="list-style-type: none"> Physical activity has important benefits in terms of health, wellbeing and physical development. There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. (EEF Teaching and Learning Toolkit –physical activity/extending school time) 	3
<p>Parental communication: Regular support and communication between class teachers and parents via Tapestry/Class Dojo (SLT monitoring £160)</p>	<ul style="list-style-type: none"> Through providing support and communicating with parents, both parents and pupils engagement in education will increase 	4
<p>Parental communication and development: Development of learning cafés across the curriculum to support not only academic but SEMH needs of pupils (£500 incl training and resources)</p> <p>PPC to support and engage with disadvantaged parents to ensure they are able to access at least 1 termly (£115)</p>	<ul style="list-style-type: none"> The sharing of knowledge and skills, both on academic and SEMH issues, helps parents develop their skills, knowledge and confidence in supporting, at home, children's development and learning across the curriculum . EEF report that 'parental involvement is consistently associated with pupil's success at school' 	1,2,3,4
<p>Parental communication and development (£160 SL monitor time): Social Media and 1 parental event per week</p>	<ul style="list-style-type: none"> Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. (EEF Teaching and Learning Toolkit – Parental Engagement) 	1,2,3,4
<p>Attendance: Office staff and PPC to monitor pupils and follow quickly on absences, provide support for parents when needed and</p>	<ul style="list-style-type: none"> If pupils are not in school they can't make progress. Through providing support for parents, planning workshops around their needs etc, parental engagement should increase. 	1,2,4

meet with parents if attendance becomes an area of concern		
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Total budgeted cost: £25,900

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.

Please see our 2021-22 reviewed PP plan for specific details on each activity for the previous academic year.

Progress towards Intended Outcome 1: Increased communication and language skills of disadvantaged pupils

Talk for Writing approach and Word Play have highlighted our drive for communication and language skills throughout the curriculum. At end of academic year, a new phonics scheme was introduced to help communication and language skills in KS1. See below for progress and attainment data. Overall, this is still an ongoing target. Most progress in this area shown in KS2 results.

Progress towards Intended Outcome 2: ARE for disadvantaged pupils across the school is in line with their non-disadvantaged pupil peers

See below for progress and attainment data. Overall, this is still an ongoing target. Most progress in this area shown in KS2 results.

Progress towards Intended Outcome 3: Increase in SEMH wellbeing of disadvantaged pupils

This is an ongoing target. Interventions have been put in place and will continue in upcoming academic year, especially training 2x TAs as ELSA specialists. More overall has been done with staff training in this area, especially with regards to attachment (Adrian Bethune).

Progress towards Intended Outcome 4: Increase in participation of disadvantaged pupils and their parents/carers within school

Overall attendance of PPD pupils in 21/22: 94.9% compared with non-PPD pupils at 95.1%. This is a gap of 0.2%. There are more opportunities in place post-covid and next year we want to build upon these, ensuring parents/carers of disadvantaged pupils are able to participate in school led sessions.

Summer2 2021- Summer2 2022 Progress Data* of Disadvantaged vs Non-Disadvantaged Pupils (Y1-Y6)

	Reading	Writing	Maths	Average of displayed subjects
Disadvantaged pupils	5.7	6.3	5.8	6
Non-disadvantaged pupils	6.1	6.2	6.2	6.2

* Expected steps progress: 6

NB: In Academic year 2021-22, 57% of PPD pupils were on SEND register compared to 17% of Non-PPD pupils on SEND register.

Summer 2 2022 Age Related Expectations across school (Y1-Y6)

	Reading	Writing	Maths
Percentage of disadvantaged pupils achieving ARE: ALL YEAR GROUPS <i>57% on SEND register</i>	36%	29%	43%
Percentage of disadvantaged pupils achieving ARE: Y1 <i>100% on SEND register</i>	0%	0%	0%
Percentage of disadvantaged pupils achieving ARE: Y2 <i>100% on SEND register</i>	0%	0%	33%
Percentage of disadvantaged pupils achieving ARE: Y3 <i>50% on SEND register</i>	50%	50%	100%
Percentage of disadvantaged pupils achieving ARE: Y4 <i>25% on SEND register</i>	25%	25%	0%
Percentage of disadvantaged pupils achieving ARE: Y5 <i>50% on SEND register</i>	50%	50%	50%
Percentage of disadvantaged pupils achieving ARE: Y6 <i>50% on SEND register</i>	100%	100%	100%

End of KS1 data Summer 2022

	Reading	Writing	Maths
Percentage of disadvantaged pupils at ARE <i>100% on SEND register</i>	0% (33% "At risk"+)	0%	33% (66% "At risk"+)
Percentage of non-disadvantaged pupils at ARE <i>29% on SEND register</i>	50%	50%	62.5%

End of KS2 data Summer 2022

	Reading	Writing	GPS	Maths
Percentage of disadvantaged pupils at ARE <i>50% on SEND register</i>	100%	100%	100% (50% GD)	100%
Percentage of non-disadvantaged pupils at ARE <i>21% on SEND register</i>	78.6%	85.7%	85.7%	80%

End of Key Stage 1 → End of Key Stage 2 progress Summer 2022

	Reading	Writing	Maths
Percentage of disadvantaged pupils achieving "expected progress" between key stages	100%	100%	100% 50% Accelerated progress

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
Talk for writing	https://www.talk4writing.com/
White Rose Maths	https://whiterosemaths.com/
Cornerstones Education	https://maestro.cornerstoneseducation.co.uk/dashboard