

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Sunnyfields Primary
Number of pupils in school	332
Proportion (%) of pupil premium eligible pupils	18.4%
Academic year/years that our current pupil premium strategy plan covers	2023 - 2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024 (Interim review April 2024)
Statement authorised by	David Richardson
Pupil premium lead	Jonathan Crosby
Governor lead	Louise Laycock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,140
Recovery premium funding allocation this academic year	£7,830
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	£91,970

Part A: Pupil premium strategy plan

Statement of intent

Strategies to Raise the Attainment of Pupils supported by the Pupil Premium Funding 2023/24 Pupil Premium Allocation: £84,140.

Scawthorpe Sunnyfields Primary School has a Pupil Premium Grant allocation of £84,140 for the academic year 2023-24. This funding is given with a specific remit of diminishing any differences between disadvantaged students and those who are not disadvantaged. Sunnyfields Primary School is working to support disadvantaged students in all areas of their education from the moment that they arrive in school.

We aim for our curriculum provision to support all children, irrespective of their background, to be successful at Sunnyfields Primary School. Pupil premium funding enables us to be at the forefront of pedagogical approaches, ensuring High Quality teaching supports all pupils to achieve their potential. A range of research-based interventions are delivered and measured by trained staff.

At Sunnyfields we aim to provide every child with the vocabulary and skillset to be fluent readers; our intervention programme supports this goal. Our aim is that every disadvantaged student will achieve at least as well as their peers and have every opportunity to excel.

Pupil premium funding allows us to put in additional support for a child's mental health and wellbeing where a need has been identified. Some disadvantaged students face many and complex barriers in during their education which make effective learning very difficult. Other students have very specific needs, and still others have few barriers at all. Our inclusive, caring ethos means that every child is supported pastorally. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Staff will aim to ensure that

- teaching and learning opportunities meet the needs of all the pupils
- appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Ultimate objectives: To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data. For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6, which will enable pupils to be successful in KS3 and KS4.

Challenges

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

Challenge number	Detail of challenge
1	In some cases, pupil attendance (and attitudes towards attendance) at school has been impacted particularly since the pandemic Attendance figures 22/23 stand at whole school 93.5% vs PP attendance of 93.9%.
2	Our internal assessment of CPOMS shows that some students struggle to self regulate their behaviour.
3	Our internal assessment and observations of phonic understanding of some pupils, particularly those within our current FS2 and KS1 needs further support and this is particularly true of vulnerable groups who did not benefit from classroom-based learning and this negatively impacts on their reading.
4	Increase the number of enrichment activities, particularly active– to have a positive impact on pupil's character education and cultural capital. Some students face significant challenges in their lives and have social, emotional and mental health needs that prevent them from learning.
5	monitoring and moderation has demonstrated that some children, particularly those who fall into more than one category of vulnerability, find reading challenging, and this impacts their understanding of some curriculum elements.
6	Assessments and observations indicate that children's attainment in writing and grammar has been impacted on due to gaps in learning as a result of the pandemic. This includes the mechanics of writing. Some students need 1:1 tuition and/or teaching in small groups to enable them to achieve.
7	Some students do not have access to a healthy diet or even food (cost of living crisis related) which impacts on their general well-being.

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 attendance for all pupils in particular those that are disadvantaged.	A sustained high attendance by our percentage staying in line with national figures, at or above 96%. The attendance gap between pupil premium children and their peers being reduced. Families understand importance of attendance and feel supported by school
Improved outcomes in Phonics	To achieve above national average in phonics (aiming for 95+%). Assessment and observations indicate significant improvements in oral language amongst pupils. This is evident when triangulated with other source of evidence. • Attainment in phonics shows further increases in %, above national • Attainment in reading ELG shows increases in % above national • Attainment in reading indicates increase in % across all year groups with Y6 above national
To further improve quality first teaching, diagnostic assessment and interventions to accelerate progress in reading, writing and maths.	Children in KS1 and KS2 attain national average or better progress scores in all subjects, including those who are disadvantaged
To improve attainment for all pupils in writing.	Attainment in writing ELG shows increases in % year on year and is not a limiting factor in GLD. Attainment in writing indicates increase in % across all year groups with Y6 above national.
To improve children's oracy skills to further develop children's understanding across the curriculum and enable them to articulate their understanding.	For all staff to access Little Wandle CPD to allow them to improve the oracy skills of children.
To further improve social, emotional and mental health support for all pupils within school.	Children are self-regulated learners, aware of their strengths and weaknesses and can motivate themselves to engage in and improve their learning. Children have access to a wide, rich range of experiences and disadvantaged children (including those with SEND) consistently benefit from this work.

To further improve collaboration with parents	Parents report that school is the 'hub' of the community and a place to seek support and guidance. Parents report improved knowledge and understanding about how and what their children learn. Pupil voice demonstrates improving well being
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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: £53,695.42

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training of staff to ensure assessments are interpreted and administered correctly as well as allowing us to compare with similar schools in the trust	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	3 5 6 8
High Quality Teaching and Learning This is essential for every student and especially for those who are disadvantaged. To this end, the school invests significant time in developing staff through individual coaching and whole staff training. All teachers have plans for development which specifically identify the needs of individual pupils (supported by the pupil premium). They use strategies where there is a firm	Teachers need to consistently provide enough support so that pupils can successfully complete tasks that they could not do independently. Explicit Instruction (EEF toolkit +3) Explicit instruction is not just teaching by telling. Teachers need to use visual and concrete aids. (Rosenshine's Principles Of Instruction). Cognitive & Metacognitive Strategies (EEF toolkit +7) Teachers need to use more Metacognitive strategies to help pupils plan, monitor and evaluate their learning.	1 2 3 5 8

research base of positive impact.		
Walkthru Resources linked to Rosenshine Principles of Instruction as a basis for staff CPD to ensure quality first teaching and teaching methods aligned with how children learn.	Walkthru resources are research evidence based fifty strategies to instructional coaching led by Tom Sherrington, Oliver Caviglioli, Dylan Williams, Mary Myatt amongst others.	1 2 3 5 8
Little Wandle Revised Letters and Sounds programme – Staff trained and scheme integrated and taught effectively across EYFS and KS1. Daily timetabled phonics and catch up / keep up intervention groups 3 x weekly reading groups prioritised whereby TAs are timetabled to move through F2, Y1, Y2 Programme of CPD for teaching and support staff (Little Wandle)	DFE Approved SSP programme to ensure continuity, clarity and progression through phonics teaching DFE - By ensuring high-quality phonics teaching the government wants to improve literacy levels to: • give all children a solid base upon which to build as they progress through school . help children to develop the habit of reading widely and often, for both pleasure and information particularly for disadvantaged pupils	3 6 8
Teacher to pupil ratio increased in key areas to enable quality researched interventions and accelerate pupil progress	Sutton Trust found that “ The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds. 1.5+ years’ progress as a result of highly effective teaching On entry to Reception, most children have low Language and Communication skills. Due to the pandemic children are unlikely to have the breadth of vocabulary, knowledge and skills required that ‘typical’ Reception children have. In KS1 children are unlikely to use talk to connect ideas and explain what is happening coherently.	1 2 3 5 6 8
Mental Health Champion	The Senior Mental Health Lead Training, backed by the Department for Education (DfE), aims to equip senior members of school or college staff with the knowledge, skills, and confidence to champion mental health and wellbeing strategies.	1 2 4 7

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

Budgeted cost: £7,854.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention Programmes	Interventions from the class teacher is provided for pupils who need this additional support on a regular basis in order to progress and engage effectively with their learning. Intervention in all subjects is provided, often in a small group setting and sometimes on a 1:1 basis. For some pupils this is planned on a regular basis and for others, it is managed by the class teacher according to needs as they arise	1 2 3 5 6 8
FS / KS1 group tutor sessions which will be used to ensure that support is well-targeted and to monitor pupil progress. This will be formative based initially. Small group and/or one to one tuition with particular focus on phonics and reading	One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil's understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum.	1 2 3 5 6 8
Times Table Rockstars White Rose Maths Learning by Questions (in Maths)	Low stakes testing using TTRS is increasing the X knowledge throughout the school. Sequenced Learning of White Rose allows the teachers to provide the Pupils with clear goals/objectives. Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them. Automatically marks children's work and presents the teachers with a matrix for	3 5 6 8

	powerful lesson based interventions. The scheme accumulates results over time to give a comprehensive snapshot of progress and gaps.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £29,672.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent support officer employed to support families	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1 2 4 7
To work closely with SLT, EWO. Regular meetings, letters and rewards for good attendance. As well as providing enriched curriculum opportunities for those with improved attendance.	Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning. Both targeted interventions and universal approaches have positive overall effects (+ 4 months)	1
Behaviour Management and new behaviour reward scheme Support will work with vulnerable pupils to ensure they can access learning	For a whole range of reasons some pupils struggle to accept boundaries and manage their own behaviour. Extensive support is provided by the SLT and specific trained staff. Training will be tailored to staff. For instance BOSS training of MDSA.	1 2 4 5

Outdoor learning classroom	Research shows outdoor education including learning about: nature; society; nature-society interactions and oneself will help with working with others, developing new skills, undertaking practical conservation and influencing society. The intended outcomes of such experiences can encompass: knowledge and understanding, attitudes and feelings, values and beliefs, activities or behaviours, personal development and social development.	1 2 4 5
Breakfast / Snacks for identified PP children	Food deprivation is occurring more in PP families. Research shows hungry children do not perform as well.	2 7
Residential / Trip costs	It is essential for their own wellbeing that they experience different settings before writing about it. All residentials / trips are linked to Topics that they are studying.	3 4
Live sport and events – purchasing tickets for pupils to attend a live game – inspiring children to be involved in live sport and become more active.	Taking advantage of world class sport and events. As above EEF denotes a positive impact of sports, art and music on our pupils – ranging from 1 month to 4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	4

Service pupil premium funding (optional)

Budgeted cost £747.78

Measure	Detail
How will you spend your service pupil premium allocation this academic year?	Rock Steady lessons - Playing an instrument can help young people to reduce anxiety, gain control of emotions, and focus attention – by altering the behaviour-regulating and motor areas of the brain (long-term study, 232 children, 6 years, University of Vermont College of Medicine). Music To My Brain: Could Music Training Be Used to Improve Adolescent Brain Development? Guido K W Frank, Journal of the American Academy of Child and Adolescent Psychiatry (2014)

What was the impact of that spending on service pupil premium eligible pupils?	Currently the first year of providing – however staff are saying we have really seen the positive impact of these children engaging in weekly music lessons: they have gained confidence, performing in front of the whole school at the end of term concerts, and made new friends, not to mention all of the benefits that come from listening to and playing music.
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Total budgeted cost: £91,970

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
Times Table Rockstars, Numbots, Stats	Times Table Rockstars
White Rose Maths	White Rose Maths
Learning by Questions	Learning by Questions
Every Child Counts (EFF Project)	Edge Hill University
The Write Stuff	Jane Considine
Wordshark Online	Wordshark LTD

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 2022 to 2023 academic year.

Improved language and oral skills		% of cohort	GLD 2023	All ELGs	Goals Exp.	LA (GLD)	England	GLD 2022	GLD 2019		
	All pupils (40)	100%	53%	53%	13.5	67%	67%	48%	78%		
	Female (19)	48%	58%	58%	15.2	74%	74%	42%	67%		
	Male (21)	53%	48%	48%	12.0	61%	61%	56%	86%		
	PP (7)	18%	29%	29%	12.3	54%	52%	60%	100%		
	Not PP (33)	83%	58%	58%	13.8	70%	70%	46%	76%		
This is ongoing and the staff in EYFS have worked particularly hard to develop opportunities for developing language in the setting.											
Improved outcomes in phonics		% of cohort	Wa	Mark	LA	England	Wa 2022	Wa 2021	GLD 2022		
	All pupils (40)	100%	68%	28.7	80%	79%	78%	70%	48%		
	Female (24)	60%	54%	24.5	83%	83%	81%	71%	42%		
	Male (16)	40%	88%	35.0	77%	76%	75%	70%	56%		
	PP (5)	13%	40%	25.6	69%	67%	43%	40%	60%		
	Not PP (35)	88%	71%	29.1	84%	82%	85%	74%	46%		
Year 2 resits											
	% of cohort	Wa	Mark	LA	England						
All pupils (8)	100%	50%	28.9	61%	59%						
Female (3)	38%	100%	35.0	64%	64%						
Male (5)	63%	20%	25.2	58%	56%						
PP (4)	50%	50%	26.5	58%	53%						
Not PP (4)	50%	50%	31.3	62%	63%						
Little Wandle programme has now been fully implemented. There is already impact on our pupils and staff. Subject knowledge has improved and delivery across Early Years and KS1 is consistent. There is also support in place for pupils in KS2 who need it – through phonic intervention.											
Improved attendance for all pupils in particular those that are disadvantaged	Year Group	No in Group	No Total Absences	No Authorised Absences	No Unauthorised Absences	No Presents	% Attendance	No Lates	% Lates	PA No of Group	PA % of Group
	ALL School	310	6991	4182	2809	105139	93.77%	1051	0.94%	63	20.32%
	Pupil Premium	52	1239	706	533	17840	93.51%	317	1.66%	15	28.85%
The PSA works closely with families and the SLT in order to support families with their attendance.											

To improve attainment for all pupils in writing	This is on going and with the purchase and continued implementation of the Write stuff scheme. We are hoping to see strong foundations built across school and have additional CPD from the content creator in February. Key Stage 1 Writing <table><tr><th></th><th>% of cohort</th><th colspan="6">Teacher assessment</th><th>LA</th><th>England</th></tr><tr><th></th><th></th><th>EXS+</th><th>GDS</th><th>EXS</th><th>WTS</th><th>PKS</th><th>EM</th><th>EXS+</th><th>EXS+</th></tr><tr><td>All pupils (40)</td><td>100%</td><td>23%</td><td>0%</td><td>23%</td><td>58%</td><td>20%</td><td>0%</td><td>59%</td><td>60%</td></tr><tr><td>Female (16)</td><td>40%</td><td>13%</td><td>0%</td><td>13%</td><td>69%</td><td>19%</td><td>0%</td><td>65%</td><td>66%</td></tr><tr><td>Male (24)</td><td>60%</td><td>29%</td><td>0%</td><td>29%</td><td>50%</td><td>21%</td><td>0%</td><td>53%</td><td>54%</td></tr><tr><td>PP (9)</td><td>23%</td><td>33%</td><td>0%</td><td>33%</td><td>33%</td><td>33%</td><td>0%</td><td>42%</td><td>45%</td></tr><tr><td>Not PP (31)</td><td>78%</td><td>19%</td><td>0%</td><td>19%</td><td>65%</td><td>16%</td><td>0%</td><td>66%</td><td>65%</td></tr><tr><td>EHCP (0)</td><td>0%</td><td></td><td></td><td></td><td></td><td></td><td></td><td>7%</td><td>8%</td></tr><tr><td>SEN support (3)</td><td>8%</td><td>0%</td><td>0%</td><td>0%</td><td>33%</td><td>67%</td><td>0%</td><td>17%</td><td>22%</td></tr><tr><td>No SEN (37)</td><td>93%</td><td>24%</td><td>0%</td><td>24%</td><td>59%</td><td>16%</td><td>0%</td><td>68%</td><td>69%</td></tr><tr><td>English (36)</td><td>90%</td><td>22%</td><td>0%</td><td>22%</td><td>58%</td><td>19%</td><td>0%</td><td>60%</td><td>61%</td></tr><tr><td>EAL (4)</td><td>10%</td><td>25%</td><td>0%</td><td>25%</td><td>50%</td><td>25%</td><td>0%</td><td>49%</td><td>59%</td></tr><tr><td>Wt (5)</td><td>13%</td><td>0%</td><td>0%</td><td>0%</td><td>20%</td><td>80%</td><td>0%</td><td>2%</td><td>-</td></tr><tr><td>Wa Y2 (4)</td><td>10%</td><td>25%</td><td>0%</td><td>25%</td><td>0%</td><td>75%</td><td>0%</td><td>17%</td><td>-</td></tr><tr><td>Wa Y1 (31)</td><td>78%</td><td>26%</td><td>0%</td><td>26%</td><td>71%</td><td>3%</td><td>0%</td><td>75%</td><td>-</td></tr></table> Key Stage 2 Writing <table><tr><th></th><th>% of cohort</th><th colspan="7">Teacher assessment</th><th>LA</th><th>England</th></tr><tr><th></th><th></th><th>EXS+</th><th>GDS</th><th>EXS</th><th>WTS</th><th>PKS</th><th>EM</th><th>Progress</th><th>EXS+</th><th>EXS+</th></tr><tr><td>All pupils (40)</td><td>100%</td><td>83%</td><td>8%</td><td>75%</td><td>18%</td><td>0%</td><td>0%</td><td>+1.3</td><td>68%</td><td>72%</td></tr><tr><td>Female (23)</td><td>58%</td><td>91%</td><td>13%</td><td>78%</td><td>9%</td><td>0%</td><td>0%</td><td>+2.9</td><td>75%</td><td>78%</td></tr><tr><td>Male (17)</td><td>43%</td><td>71%</td><td>0%</td><td>71%</td><td>29%</td><td>0%</td><td>0%</td><td>-0.7</td><td>60%</td><td>65%</td></tr><tr><td>PP (8)</td><td>20%</td><td>75%</td><td>0%</td><td>75%</td><td>25%</td><td>0%</td><td>0%</td><td>-0.9</td><td>54%</td><td>58%</td></tr><tr><td>Not PP 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(3)</td><td>8%</td><td>0%</td><td>0%</td><td>0%</td><td>100%</td><td>0%</td><td>0%</td><td>+3.3</td><td>9%</td><td></td></tr><tr><td>WTS (8)</td><td>20%</td><td>75%</td><td>0%</td><td>75%</td><td>25%</td><td>0%</td><td>0%</td><td>+4.1</td><td>37%</td><td></td></tr><tr><td>EXS (26)</td><td>65%</td><td>92%</td><td>8%</td><td>85%</td><td>8%</td><td>0%</td><td>0%</td><td>+0.3</td><td>85%</td><td></td></tr><tr><td>GDS (2)</td><td>5%</td><td>100%</td><td>50%</td><td>50%</td><td>0%</td><td>0%</td><td>0%</td><td>+1.2</td><td>98%</td><td></td></tr></table>		% of cohort	Teacher assessment						LA	England			EXS+	GDS	EXS	WTS	PKS	EM	EXS+	EXS+	All pupils (40)	100%	23%	0%	23%	58%	20%	0%	59%	60%	Female (16)	40%	13%	0%	13%	69%	19%	0%	65%	66%	Male (24)	60%	29%	0%	29%	50%	21%	0%	53%	54%	PP (9)	23%	33%	0%	33%	33%	33%	0%	42%	45%	Not PP (31)	78%	19%	0%	19%	65%	16%	0%	66%	65%	EHCP (0)	0%							7%	8%	SEN support (3)	8%	0%	0%	0%	33%	67%	0%	17%	22%	No SEN (37)	93%	24%	0%	24%	59%	16%	0%	68%	69%	English (36)	90%	22%	0%	22%	58%	19%	0%	60%	61%	EAL (4)	10%	25%	0%	25%	50%	25%	0%	49%	59%	Wt (5)	13%	0%	0%	0%	20%	80%	0%	2%	-	Wa Y2 (4)	10%	25%	0%	25%	0%	75%	0%	17%	-	Wa Y1 (31)	78%	26%	0%	26%	71%	3%	0%	75%	-		% of cohort	Teacher assessment							LA	England			EXS+	GDS	EXS	WTS	PKS	EM	Progress	EXS+	EXS+	All pupils (40)	100%	83%	8%	75%	18%	0%	0%	+1.3	68%	72%	Female (23)	58%	91%	13%	78%	9%	0%	0%	+2.9	75%	78%	Male (17)	43%	71%	0%	71%	29%	0%	0%	-0.7	60%	65%	PP (8)	20%	75%	0%	75%	25%	0%	0%	-0.9	54%	58%	Not PP (32)	80%	84%	9%	75%	16%	0%	0%	+1.9	75%	77%	EHCP (0)	0%								12%	12%	SEN support (2)	5%	50%	0%	50%	50%	0%	0%	+4.6	30%	34%	No SEN (38)	95%	84%	8%	76%	16%	0%	0%	+1.2	79%	83%	English (36)	90%	83%	8%	75%	17%	0%	0%	+1.3	69%	72%	EAL (4)	10%	75%	0%	75%	25%	0%	0%	+1.5	59%	72%	BLW (0)	0%								0%		PKS (3)	8%	0%	0%	0%	100%	0%	0%	+3.3	9%		WTS (8)	20%	75%	0%	75%	25%	0%	0%	+4.1	37%		EXS (26)	65%	92%	8%	85%	8%	0%	0%	+0.3	85%		GDS (2)	5%	100%	50%	50%	0%	0%	0%	+1.2	98%	
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To improve attainment for all pupils in reading	Key Stage 1 reading <table><tr><th></th><th>% of cohort</th><th colspan="6">Teacher assessment</th><th>LA</th><th>England</th></tr><tr><th></th><th></th><th>EXS+</th><th>GDS</th><th>EXS</th><th>WTS</th><th>PKS</th><th>EM</th><th>EXS+</th><th>EXS+</th></tr><tr><td>All pupils (40)</td><td>100%</td><td>60%</td><td>13%</td><td>48%</td><td>30%</td><td>10%</td><td>0%</td><td>66%</td><td>68%</td></tr><tr><td>Female (16)</td><td>40%</td><td>63%</td><td>6%</td><td>56%</td><td>31%</td><td>6%</td><td>0%</td><td>70%</td><td>72%</td></tr><tr><td>Male (24)</td><td>60%</td><td>58%</td><td>17%</td><td>42%</td><td>29%</td><td>13%</td><td>0%</td><td>62%</td><td>65%</td></tr><tr><td>PP (9)</td><td>23%</td><td>56%</td><td>11%</td><td>44%</td><td>22%</td><td>22%</td><td>0%</td><td>52%</td><td>54%</td></tr><tr><td>Not PP (31)</td><td>78%</td><td>61%</td><td>13%</td><td>48%</td><td>32%</td><td>6%</td><td>0%</td><td>72%</td><td>73%</td></tr><tr><td>EHCP (0)</td><td>0%</td><td></td><td></td><td></td><td></td><td></td><td></td><td>12%</td><td>13%</td></tr><tr><td>SEN support (3)</td><td>8%</td><td>33%</td><td>0%</td><td>33%</td><td>33%</td><td>33%</td><td>0%</td><td>26%</td><td>32%</td></tr><tr><td>No SEN (37)</td><td>93%</td><td>62%</td><td>14%</td><td>49%</td><td>30%</td><td>8%</td><td>0%</td><td>75%</td><td>77%</td></tr><tr><td>English (36)</td><td>90%</td><td>67%</td><td>14%</td><td>53%</td><td>25%</td><td>8%</td><td>0%</td><td>68%</td><td>70%</td></tr><tr><td>EAL (4)</td><td>10%</td><td>0%</td><td>0%</td><td>0%</td><td>75%</td><td>25%</td><td>0%</td><td>56%</td><td>65%</td></tr><tr><td>Wt (5)</td><td>13%</td><td>20%</td><td>0%</td><td>20%</td><td>20%</td><td>60%</td><td>0%</td><td>3%</td><td>-</td></tr><tr><td>Wa Y2 (4)</td><td>10%</td><td>25%</td><td>0%</td><td>25%</td><td>50%</td><td>25%</td><td>0%</td><td>26%</td><td>-</td></tr><tr><td>Wa Y1 (31)</td><td>78%</td><td>71%</td><td>16%</td><td>55%</td><td>29%</td><td>0%</td><td>0%</td><td>83%</td><td>-</td></tr></table> Key Stage 2 reading		% of cohort	Teacher assessment						LA	England			EXS+	GDS	EXS	WTS	PKS	EM	EXS+	EXS+	All pupils (40)	100%	60%	13%	48%	30%	10%	0%	66%	68%	Female (16)	40%	63%	6%	56%	31%	6%	0%	70%	72%	Male (24)	60%	58%	17%	42%	29%	13%	0%	62%	65%	PP (9)	23%	56%	11%	44%	22%	22%	0%	52%	54%	Not PP (31)	78%	61%	13%	48%	32%	6%	0%	72%	73%	EHCP (0)	0%							12%	13%	SEN support (3)	8%	33%	0%	33%	33%	33%	0%	26%	32%	No SEN (37)	93%	62%	14%	49%	30%	8%	0%	75%	77%	English (36)	90%	67%	14%	53%	25%	8%	0%	68%	70%	EAL (4)	10%	0%	0%	0%	75%	25%	0%	56%	65%	Wt (5)	13%	20%	0%	20%	20%	60%	0%	3%	-	Wa Y2 (4)	10%	25%	0%	25%	50%	25%	0%	26%	-	Wa Y1 (31)	78%	71%	16%	55%	29%	0%	0%	83%	-																																																																																																																																																																																											
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		% of cohort	Test				LA	England
			Score	Exp+	High	Progress	Exp+	Exp+
	All pupils (40)	100%	105	73%	28%	+0.8	68%	73%
	Female (23)	58%	105	74%	22%	+0.3	72%	76%
	Male (17)	43%	106	71%	35%	+1.5	65%	70%
	PP (8)	20%	103	50%	13%	-1.9	57%	60%
	Not PP (32)	80%	106	78%	31%	+1.5	75%	78%
	EHCP (0)	0%					23%	18%
	SEN support (2)	5%	107	100%	50%	+9.6	38%	45%
	No SEN (38)	95%	105	71%	26%	+0.3	78%	82%
	English (36)	90%	105	72%	28%	+0.6	70%	74%
	EAL (4)	10%	105	75%	25%	+2.4	56%	70%
	BLW (0)	0%					0%	-
	PKS (3)	8%	100	33%	33%	+7.9	16%	-
	WTS (4)	10%	97	0%	0%	-1.3	38%	-
	EXS (23)	58%	106	83%	22%	+1.0	78%	-
	GDS (9)	23%	110	89%	56%	-1.0	98%	-
To support and sustain positive levels of parental engagement in particular with our most disadvantaged families	The school PSA works hard with a number of families to ensure that they are fully supported. Conversations, calls and emails are exchanged regularly and well-being checks conducted.							
	2 X SGO							
	2 X CIN							
	3 x LAC							
	10 X EHS							

Further information

The impact of our actions above are reviewed termly and in governors meetings. Some of the impact is qualitative (eg. the impact of theatre trips) but some is quantitative (eg. numbers of behavioural incidents, achievement data, attendance figures). This data is gathered during regular meetings with senior staff and through analysing the data at key data input points. Individual students are monitored daily where needed, to ensure actions to support them are taken swiftly. Clearly the over-arching impact of this work is to raise the standards reached by disadvantaged students and prepare them for the next stage of their education. We adapt our support and our plans for further work in the light of this evaluation. Ultimately, the impact of our actions over time are seen as pupils reach the end of each year group. The impact for each child at an individual level is monitored carefully during each academic year as they progress towards the next school year.