

# Pupil premium strategy statement

## RANDLAY PRIMARY SCHOOL AND NURSERY

2024 -25

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Randlay Primary School and Nursery
Number of pupils in school	353 (including Nursery) 322 (excluding Nursery)
Proportion (%) of pupil premium eligible pupils	107 pupils – 30%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2025 2025/2026 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Lynda Stolic Headteacher
Pupil premium lead	Sophie Watton (on Maternity Leave during 2024-5 academic year. PPG to be temporarily overseen by Lynda Stolic).
Governor	Harvey Unwin

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140,060
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

# Part A: Pupil premium strategy plan

## Statement of intent

At Randlay Primary and Nursery School, all of our staff work together to ensure that every child is successful and achieves well, irrespective of background or challenges they may face. We do this through quality first teaching supported by high quality training for all staff to ensure teaching and learning is of a consistently high standard for everyone. We believe every child can achieve their potential, regardless of background, and that no child should be left behind. As a school, we will provide opportunities to break through barriers by adhering to our core values and key intentions which demonstrate our high expectations for all our children.

### Respect

We treat each other with respect and kindness by accepting each other's values and differences.

### Aspiration

We want our pupils to fulfil their potential and be successful in all that they do.

### Courage

We help our pupils to be confident, to take risks, overcome their doubts and fears, and not be afraid of making mistakes.

### Creativity

We create opportunities within our curriculum for our pupils to be imaginative, original, innovative and creative.

### Collaboration

We support each other in our learning and celebrate and share in one another's success.

### Excellence

We want the very best for our pupils. High expectations are non-negotiable.

We believe that all children can be successful and confident learners and there should be no limit to what they can achieve with dedication and a commitment to learning. With regards to PPG, we recognise that not every child receiving PPG is socially disadvantaged and that not every child who is disadvantaged receives PPG. By focusing on children's individual needs, we aim to

enable every child to achieve and make the best progress they can. We treat all our children as individuals, carefully monitoring their progress and planning next steps on their learning journey to achieve the highest possible standards in everything we do; no child is left behind. Whilst carefully monitoring the progress of all pupils, we also closely track how well PPG children are achieving in comparison to their peers to close any gaps. We undertake careful analysis of assessments to ensure additional provision is based upon need.

As a school, we are aware of potential barriers the children may face, such as socio-economic factors, low prior attainment, proficiency in English, social care involvement, home stability and mental health and wellbeing. Therefore, we provide a stimulating learning environment that does not limit a child's potential but presents fun and stimulating learning opportunities, where each day brings new challenges and experiences, inspiring our children with the creative, balanced approach of our curriculum and providing a rich foundation for lifelong learning. Permeating throughout our school are the strong relationships based on trust and respect with our highly valued pupil voice which helps us to listen, value and act on what is important to our children.

We take an evidence informed approach that informs teachers and leaders by combining research (including through the Education Endowment Foundation), professional expertise and school context to make decisions.

#### Funding Priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring all students receive quality first teaching each lesson.
- Closing the attainment gap between disadvantaged pupils and their peers.
- Providing targeted academic support for students who are not making expected progress to ensure aspirational targets for their attainment can be reached.
- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital.
- Providing opportunities for children that they would not have the opportunity to do otherwise.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Need for accelerated progress:</b> Pupils from Reception to Year 6 require support to accelerate progress in order to close the gap in attainment compared to national expectations following Covid19 . Early identification of specific learning needs is important.
2	<b>Communication and Language:</b> Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and, in general terms, are more prevalent among our disadvantaged pupils than their peers.
3	<b>Reading:</b> Assessments suggest disadvantaged pupils generally have greater difficulties with reading and language comprehension than their peers. Reading is the key to unlocking the rest of the curriculum: if children cannot read, they may struggle across a wider breadth of studies. The effect of the pandemic has resulted in the gap widening between the disadvantaged pupils and their peers across the school.
4	<b>Regulating emotions:</b> Recent observations and assessment have indicated that some pupils are unable to self-regulate and manage emotions in an age-appropriate way. Under-developed personal, social and emotional development skills are evident from Nursery and through into further cohorts.
5	<b>Enrichment opportunities:</b> It is evident that not all children experience wide-ranging life experiences and time/cost or circumstances can be a barrier.
6	<b>Attendance and Parental Engagement:</b> Low attendance, poor punctuality, and persistent absence create barriers to children's learning. Varied levels of parental engagement with pupils' learning and capacity to support learning also affects this.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2026- 2027)** and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>All pupils receive high quality first teaching and, as a result, make good progress.</p> <p>Increased amount of disadvantaged pupils achieving the expected standard in Reading, Writing and Maths by the end of EYFS, Key Stage 1 and Key Stage 2.</p>	<p>All disadvantaged pupils make good or better progress and attainment of non-SEND pupils is in line with their peers.</p> <p>EYFS GLD at expected standard show that 85% or more disadvantaged pupils will work at this standard.</p> <p>Key Stage One and Two attainment – Reading, Writing and Maths to be 85% or above as individual subjects.</p> <p>Combined measure at Key Stages One and Two – at least 70% of disadvantaged pupils to attain at age related expectations across RWM.</p> <p>We expect to see an increase each year for the periods 2021-2025.</p>
<p>Improved communication and language skills, for disadvantaged pupils in EYFS and Key Stage One.</p>	<p>Assessment, observations and related activities will indicate a significant increase communication/language skills.</p> <p>This will be evident in pupils’ play, activities and social interactions.</p> <p>Sources of evidence will be varied and encompass lesson observations, pupil voice, book scrutiny and continual formative assessment.</p>
<p>Improve Reading attainment across school</p> <p>Improve the phonetic knowledge and application of disadvantaged pupils, leading to increased attainment in reading.</p>	<p>Increasing the amount of Year 1 disadvantaged pupils achieving age-related expectations in Phonics at the end of Year 1 - at least 90%.</p>

<p>Ensure disadvantaged children are reading regularly throughout the week ensuring opportunities for reading for pleasure and improvement of comprehension skills.</p>	<p>Phonics Year 2 test to show 90% or above of our disadvantaged pupils passing the phonics screening check at the end of Year 2.</p> <p>Reading outcomes at both Key Stages One and Two to show at least 85% are meeting the expected standard.</p> <p>We expect to see an increase each year for the periods 2021-2025.</p>
<p>Pupils can engage in their learning and make accelerated progress leading to improved attainment because of pastoral support that is in place. Improved personal, social, and emotional development skills.</p>	<p>All pupils feel happy and safe in school.</p> <p>Pupils can regulate their behaviour.</p> <p>All pupils can be resilient.</p> <p>Assessment, Boxall profiles, observations and related activities will indicate a significant increase in both personal, social, and emotional development skills.</p> <p>Sources of evidence will be varied and encompass lesson observations, pupil voice, book scrutiny and continual formative assessment.</p>
<p>To achieve and sustain higher levels of cultural capital and enrichment for all pupils, particularly our disadvantaged pupils.</p> <p>All pupils have opportunity to experience Forest School and extended curriculum activities.</p>	<p>No child misses out on extracurricular activities or experiences because of financial struggles.</p> <p>Disadvantaged pupils can confidently articulate skills they have developed in Forest School.</p> <p>Disadvantaged pupils have rich outdoor experiences.</p>
<p>To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.</p>	<p>Pastoral team can engage families and ensure they feel supported and part of the school's community. Families feel supported by the school.</p>

	<p>Increased parental engagement of disadvantaged families.</p> <p>Sustained high attendance from 2024 – 2025 as reflected in the overall absence rate for all pupils being no more than 3% and the attendance gap between disadvantaged pupils and their peers to be narrowed to see them in line with each other.</p>
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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** (2024-25) to address the challenges listed above.

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

Budgeted cost: £50,322.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The school will continue to facilitate a range of targeted CPD to enable teachers and support staff to be effective practitioners.</p> <p>Each half term will have a RADY focused staff meeting which will be delivered to teachers by PPG lead. This CPD will then be delivered to support staff where appropriate (PPG Lead on Maternity Leave during 2024-5 academic year. Any PPG CPD will be led by Lynda Stolic in 2024-5).</p> <p>Local authority support will continue as well as SIP support focusing on PPG attainment and progress.</p> <p>Marking and Feedback policy to be reviewed to ensure maximum impact on children's progress.</p>	<p>Research shows high quality AFL leads to clarity of learning and effective feedback which supports rapid progress - Education Endowment Fund (EEF) toolkit. Quality feedback will ensure a long-term impact for all pupils.</p> <p>EEF research suggests studies of verbal feedback show slightly higher impacts overall (+7 months). Written feedback may play one part of an effective feedback strategy – but is crucial to monitor impacts on staff workload.</p> <p>Professional development has a positive effect on pupil attainment. Goal setting, feedback and action planning are the key mechanisms of effective PD (Sims et al. 2021).</p>	1, 2, 3
<p>Funding for a Pupil Premium Grant Champion will continue. PPG/RADY lead will</p>	<p>Lead professional will be the champion for PPG and set an example for school</p>	1, 2, 3, 4, 5, 6



<p>continue to embed equitable RADY approaches across the school and will monitor the impact that this has on outcomes for disadvantaged pupils.</p> <p>PPG/RADY lead will continue to deliver termly CPD sessions to staff and will take lead on the development and training of all staff, as well as collaborating with other schools/staff (PPG Lead on Maternity Leave during 2024-5 academic year. Any PPG CPD will be led by Lynda Stolic in 2024-5).</p> <p>Pupil Premium to continue to work alongside local authority,</p>	<p>staff in leading all matters pertaining to PPG.</p> <p>The research demonstrates that leads in more effective schools are successful in improving pupil outcomes through who they are - their values, virtues dispositions, attributes and competences - the strategies they use, and the specific combination and timely implementation and management of these strategies in response to the unique contexts in which they work (NCSL School Leadership 2018).</p>	
<p>Quality first teaching for all supported by (non-class based to support coaching model).</p> <p>The Assistant Head/SEND Co-ordinator will be part-time class based in EYFS but with time to support second year ECT, the Sunshine Room and SEHM across school.</p> <p>UKS2 lead will have release time to mentor second year ECT and lead Reading and Writing.</p> <p>KS1 lead will have release time to lead Phonics and Early Reading.</p>	<p>Effective Professional Development Guidance Report (EEF): High quality teaching can narrow the disadvantage gap (Slater, Davies, and Burgess, 2012).</p> <p>The quality of teaching is not fixed: teachers can be improved, and they can be improved by effective professional development (Rauch and Coe, 2019).</p>	<p>1, 2, 3, 4</p>

<p>Little Wandle will continue to be embedded across school.</p> <p>All staff new to the school will receive training to support with delivering the programme and to ensure fidelity to the scheme.</p> <p>KS2 staff will use Little Wandle to support those who did not pass phonics check in Year 1 or Year 2 and require phonics support in KS2. Little Wandle intervention materials are used to support these children.</p> <p>From Year 2 onwards, there will be a new focus on reading fluency. Specific interventions will be implemented by Reading Lead.</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.</p> <p>Synthetic phonics approaches have higher impacts, on average, than analytic approaches.</p> <p>(EEF Phonics)</p>	1, 2, 3
<p>Funding to cover Forest Schools teacher and provide training and resources.</p> <p>Forest schools teacher to support Pupil Premium children during forest schools' sessions through extra nurture group sessions throughout the year.</p>	<p>Whilst evidence is weak for its effect on cognitive outcomes, through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation (EEF).</p> <p><a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</a></p>	5

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

Budgeted cost: £42,562 (PPG funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>PPG lead works to establish which curriculum areas to target. PPG children and those from disadvantaged backgrounds will continue to be prioritised to close the gap between PPG and non-PPG students.</p> <p>PPG Lead and SENDCo work to allocate staffing to appropriate SEND interventions. This will allow TAs, HLTAs and support staff to develop specialisms for interventions and support across class/key stages where appropriate (new for 2024-5)</p> <p>SENDCo to oversee implementation of Telford and Wrekin's Literacy Pathway programme by training two HLTAs to deliver this across KS2 (from Spring term 2024, continuing into 2024-5 academic year).</p>	<p>The average impact of the small group tuition is +4 months progress on average over a year.</p> <p>Evidence shows smaller groups are more beneficial: they suggest greater feedback from the teacher and more sustained engagement. Learning content can also be more matched to the learner.</p>	<p>1, 2, 3</p>
<p>Highly structured and targeted teaching strategies will be further embedded to support with development of improved communication and language skills in KS1 and EYFS, eg. NELI, Talk Boost with small group interventions to support. Train more staff to be able to deliver speech and language interventions, such as NELI and Talk Boost.</p>	<p>EEF evidence shows children's language benefits (+6 months) from approaches which include verbal expression, modelling, reasoning, reading aloud, discussion, explicitly extending children's spoken vocabulary in context.</p> <p>These approaches have a consistently positive impact on outcomes particularly spoken language, expressive vocabulary and early reading skills. Some studies show particular benefits for disadvantaged children.</p>	<p>2, 3</p>

Key member of staff trained to deliver communication and language interventions in both KS1 and KS2, allowing staff members to develop specialism to support learners with communication and language difficulties (overseen by SENDCo, new structure in 2024-5 academic year).	“The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year” (EEF Teacher Toolkit). Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller group the better.	
<p>A number of interventions delivered by TAs, including precision teaching, will support pupils to know more and remember more in key curriculum areas, such as spelling and in mathematics.</p> <p>Additional reading opportunities with TA’s on 1:1 basis to ensure 4/5 reads per week and reading diary engagement.</p> <p>Writing Lead continues to embed new spelling scheme of Spelling Shed across school and assess its effectiveness through assessment data and staff voice.</p> <p>Maths Lead to introduce Number Sense for EYFS-Year 4 children. This will be introduced to staff through whole school CPD and delivered daily to children in those year groups as part of Maths lessons or separate sessions (appropriate to</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 foundation).</p> <p>However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months’ progress lies between these figures.</p>	1, 2, 3

KS). Maths Lead will assess its effectiveness through assessment data and staff voice. Year 5 and 6 to build on key number concepts through daily “Flashback 5” opportunities and weekly Arithmetic sessions.		
Highly structured and targeted teaching strategies are embedded across the curriculum in KS2 to support the development of language and oracy. These include small group intervention (Book Club) led by TA, which ensures pupils can clearly themselves more clearly, engage in meaningful discussion and apply newly acquired vocabulary in context. These will target the lowest 20% of readers in each class.	EEF evidence shows children’s language benefits (+6 months) from approaches which include verbal expression, modelling, reasoning, reading aloud, discussion, explicitly extending children’s spoken vocabulary in context.  These approaches have a consistently positive impact on outcomes particularly spoken language, expressive vocabulary and early reading skills. Some studies show particular benefits for disadvantaged children.	1, 2, 3

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

Budgeted cost: £47,966

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will provide access to 1:1 counselling sessions for 1 day per week with an external, trained counsellor (from outside agency Reach Psychology) who will support pupils’ mental well-being. Pupils will access an initial 8-week programme	Evidence (Young Minds, 2020) shows mental health and wellbeing programmes can lead to significant improvements in children’s mental health, and social and emotional skills.  Experiencing a mental health problem in childhood is one of the biggest barriers to achieving well-being and yet only one	4, 5

<p>following a referral from parents and/or staff and will be prioritised using a tiered entry criteria.</p> <p>Impact will be reported to the SENDCo after each course of counselling to monitor impact.</p>	<p>quarter of children affected are getting specialist help (Green et al, 2005).</p> <p>Research shows that nurture groups help develop affective bonds and help create a whole school nurturing ethos (Binnie and Allen 2008; Cooper 2001).</p>	
<p>The Sunshine Room runs a morning Nurture group for children needing additional social and emotional support. This is overseen by SENDCo, Pastoral Lead and ELSA support and a nurture based curriculum is followed.</p> <p>A focus upon metacognition and self-regulation is part of the morning structured curriculum led programme within the Sunshine Room.</p> <p>Further opportunities for other learners are timetabled in the afternoons to support children's self-regulation through ELSA work.</p> <p>Randlay is now a member of the Attachment Research Community and all school staff will participate in training on Trauma Informed Schools in Autumn term 2024.</p>	<p>EEF social and emotional learning (+4 months): 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. Most schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs.</p> <p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p>	4
<p>We will provide a daily breakfast club between 7:45 – 8:35am offering a range of healthy options for breakfast. This will be staffed by two midday supervisors. The club will be heavily subsidised for</p>	<p>Schools reported perceived impacts in terms of reducing hunger, improved concentration, and behaviour, and saw breakfast clubs as helping pupils to develop social skills (Graham et al., 2017)</p>	4, 5, 6

all children eligible for PPG.		
<p>A full programme of educational visits, core experiences and termly enrichment clubs will take place during academic year 2024-25.</p> <p>All pupils eligible for PPG will have a fully funded the opportunity to attend an after school or lunchtime club.</p> <p>PPG Lead will monitor access to extracurricular clubs to ensure that PPG and SEND pupils are well represented on club registers. This information will be used to target PPG and disadvantaged pupils not accessing extra-curricular sessions to ascertain any barriers to participation to increase PPG participation.</p>	<p>All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. The impact of both sports and arts participation on academic learning appears to be positive (EEF, 2020), accelerating progress by approximately 2 months.</p> <p>The average impact of engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year.(EEF, 2020)</p>	5
<p>Our school uniform policy ensures that school uniform can be bought easily and no fixed emblem is compulsory.</p> <p>School does assist with other equipment/ uniform such as PE and Forest school clothes.</p>	Evidence which indicates uniform has an impact upon achievement or attainment are limited. However, in order for all children to feel smart and well equipped for sessions such as PE/ Forest Schools, school does subsidise and support with needs.	5, 6
<p>The school buys into a cluster Education Welfare Officer, who supports families.</p> <p>.</p> <p>PPG will work alongside HT, School Attendance Officer and FSW to target support to families with</p>	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.	6

persistent absence/ punctuality issues.		
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**Total budgeted cost:** £140,850.00



## 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 2023 to 2024 academic year.

Progress grid				
Progress in reading	End of KS1 data			
	Reading	EXS+	GDS	WTS
	Cohort (45)	69% (31)	13% (6)	31% (14)
	PPG (15)	47% (7)	0	53% (8)
	Non-PPG (30)	80% (24)	20% (6)	20% (6)
<p>69% of pupils achieved the Expected Standard in Reading in the 2023-24 academic year, a reduction of 10% from the 2022-23 academic year. In 2022-23, there was no gap between PPG and non-PPG cohorts, however in the 2023-24 academic year, there was a 33% gap. 0 PPG children also achieved GDS in Reading which is down from 1 in 2022-23. Targeted interventions for KS1 readers (particularly PPG learners) will continue in the 2024-25 academic year. Year 1 Phonics data (please see below) showed that 92% of Year 1s passed the Phonics Screening Check. The Phonics Lead is also working with KS2 staff to implement targeted Little Wandle Rapid Catch Up and SEND sessions for KS2 pupils, who have either not passed the PSC or achieved the Expected Standard in Reading at the end of KS1.</p>				
	End of KS2 data			
	Reading	EXS+	GDS	WTS
	Cohort	80% (40)	20% (10)	20% (10)
	PPG	93% (14)	40% (6)	7% (1)
	Non-PPG	86% (30)	26% (9)	14% (5)
<p>80% of pupils achieved the Expected Standard in Reading at the end of KS2. This is down from the 2022-23 figure of 94%, however it is still above the national average of 74%. In the 2023-24 academic year, PPG learners achieved above non-PPG learners with 93% achieving EXS+ compared to 86%. In addition, 40% of PPG learners achieved GDS in comparison with 26% of non-PPG learners.</p>				

## Progress in writing

End of KS1 data Writing	EXS+	GDS	WTS
Cohort (45)	62% (28)	13% (6)	38% (17)
PPG (15)	33% (5)	0	67% (10)
Non-PPG (30)	77% (23)	20% (6)	23% (7)

62% of pupils in KS1 achieved the Expected Standard in Writing, which is an increase of 10% from last year. However, the gap between PPG and non-PPG learners increased from 26.5% to 44%, however the gap between PPG learners achieving the Expected Standard at the end of KS1 was similar between the two years: 37.5% in 2022-23 and 33% in 2023-24. Writing will continue to be a whole school focus for the 2024-25 academic year with the Writing Lead meeting with and supporting Team Leaders with planning, interventions and strategies, particularly those to target PPG learners.

End of KS2 data Writing	EXS+	GDS	WTS	BLW
Cohort	72% (36)	8% (4)	24% (12)	4% (2)
PPG	60% (9)	7% (1)	40% (6)	0
Non-PPG	77% (27)	9% (3)	17% (6)	6% (2)

In the 2023-24 academic year, 72% of pupils achieved the Expected Standard in Writing, which was on a par with the national average. There was a 17% gap between PPG and non-PPG learners in Writing. Writing continues to be a focus within school with the Writing Lead working to identify strategies and interventions to improve outcomes in writing and close the gap between PPG and non-PPG learners.

## Progress in mathematics

End of KS1 data Maths	EXS+	GDS	WTS
Cohort (45)	64% (29)	13% (6)	36% (16)
PPG (15)	33% (5)	0	67% (10)
Non-PPG (30)	80% (24)	20% (6)	20% (6)

64% of pupils in Year 2 achieved at or above the Expected Standard in Maths in the academic year 2023-4. This is on par with the 2022-23 academic year (64%). However, the gap between PPG and non-PPG cohorts increased to 46%. There were also no GDS PPG pupils in Maths. The Maths Lead has introduced Number Sense for EYFS – Year 4 children in the 2023-4 academic year. The intention is to develop pupil's early understanding of number as a concept. As with programmes introduced in other areas of the curriculum (such as Little Wandle, which has seen a great improvement in school phonics data), over time it is hoped that this will have reach have a positive impact on pupil's attainment in Maths at the end of KS1, including PPG learners, in the 2024-25 academic year.

End of KS2 data Maths	EXS+	GDS	WTS
Cohort	80% (40)	20% (10)	20% (10)
PPG	80% (12)	13% (2)	20% (3)
Non-PPG	80% (28)	23% (8)	20% (7)

For the 2023-24 academic year, there was no gap between PPG and non-PPG cohorts in Maths at the end of Year 6. This is an improvement on the data for 2022-23 when there was a 14% gap. The White Rose programme is now fully implemented across school and by Year 6, we are starting to see the benefits of this regimented approach to the teaching of Maths. There was still a 10% gap between PPG and non-PPG pupils achieving GDS by the end of KS2. Targeting PPG learners with the potential to be GDS will be a focus for the 2024-5 academic year.

## Progress in phonics

Our pass rate for the Phonics Screening Check in the 2023-24 academic year was 92%, an increase of 17% from last year. Out of a cohort of 39, 3 children did not pass. The gap between PPG and non-PPG children passing the PSC also decreased. In the 2022-3 academic year, this gap was 39%. However, in the 2023-24 academic year, the PPG pass rate was 87.5% and the non-PPG pass rate was 93.5%, which is a gap of 6%. It is important to note that just one PPG child did not pass the PSC in 2024 and no children were disapplied in this academic year. The Little Wandle programme continues to be embedded with staff and pupils, evidenced by our increased pass rate annually.

In the 2023-24 academic year, 13 Year 2 children had to re-sit the Phonics Screening Check. Out of these children 7 passed, which is a pass rate for the cohort of 54%. The gap between PPG and non-PPG children re-sitting the PSC was 56%. The pupils who have still not passed the PSC will continue to access Rapid Catch Up/SEND Little Wandle sessions in KS2 appropriate to their needs. KS2 phonics will continue to be a focus for the 2024-5 academic year, overseen by the Phonics Lead.

Year 1 Phonics Data	Passed	Not passed	Disapplied
Cohort (39)	36 (92%)	3 (8%)	0
PPG (8)	7 (87.5%)	1 (12.5%)	0
Non-PPG (31)	29 (93.5%)	2 (6.5%)	0

Year 2 Phonics Re-sit Data	Passed	Not passed	Disapplied
Cohort (13)	7 (54%)	5 (38%)	1 (8%)
PPG (9)	4 (44%)	4 (44%)	1 (12%)
Non-PPG (4)	4 (100%)	0	0

## 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 tables Rockstar	Oxford University
Bug Club online Reading	Oxford Reading Tree
Number Sense	Number Sense Maths
Little Wandle Letters and Sounds	Little Wandle

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

**Further information (optional)**