

# Pupil premium strategy statement – Rakegate Primary School

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 outcomes for disadvantaged pupils last academic year.

## School overview

| Detail   | Data                                |
|--|-------------------------------------|
| Number of pupils in school   | 471                                 |
| Proportion (%) of pupil premium eligible pupils  | 51% 239                             |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> ) | 2023-2024<br>2024-2025<br>2025-2026 |
| Date this statement was published  | December 2024                       |
| Date on which it will be reviewed  | November 2025                       |
| Statement authorised by  | S Horton                            |
| Pupil premium lead   | L Rogers                            |
| Governor / Trustee lead  | Mrs New                             |

## Funding overview

| Detail   | Amount   |
|--|----------|
| Pupil premium funding allocation this academic year  | £289,198 |
| Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  | £0       |
| <b>Total budget for this academic year</b><br><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £330,00  |

# Part A: Pupil premium strategy plan

## Statement of intent

At Rakegate Primary School, we have high aspirations and ambitions for all children. We strongly believe that all pupils should be given equal access to opportunities and experiences to reach their full potential, regardless of the social demographic they belong to, with a focus on developing the necessary knowledge, skills and values required to succeed. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker (currently and previously) and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. We recognise that for our pupils in receipt of the Pupil Premium Funding, the issues they may face with identified specific barriers to reaching their full potential. We consult with other educational partners and utilise national research guidance produced by the Education Endowment Fund (EEF) to support our decision making for the usefulness of different strategies and to ensure the best value for money.

We are determined to provide the support and guidance our children need to help them overcome these barriers. We recognise that disadvantaged children may experience a variety of factors that can impact upon their learning such as: attendance and punctuality issues, home support, emotional and well-being needs, additional learning needs such as SEND, language and communication issues, behaviour difficulties and changes in family dynamics. The challenges for children are varied, therefore we take a personalised approach to the needs of every child recognising the need to continually review the impact of the strategies we implement and to be versatile in our approach. We aim to provide pupils with access to a variety of exciting opportunities and a rich and varied curriculum based on the progression of skills underpinned by aspirational enrichment opportunities.

Our approach will be responsive to common challenges and individual needs. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure that teaching and learning opportunities meet the needs of all pupils,
- use assessments that are robust so that we act early to intervene at the point need is identified,
- ensure that all staff are committed to the pupil premium agenda and take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Internal and historic external assessments indicate that attainment among Pupil Premium children is below that of Non-Pupil Premium children in reading, writing and maths. Consistent quality first teaching and effective interventions to close the disadvantaged gap so that more Pupil Premium children achieve in line with national expectations for both the expected and greater depth standard in reading, writing and maths.                 |
| 2                | As a result of assessments, observations and discussions with pupils, it has been identified that poor spoken language skills and vocabulary is below developmental expectations from EYFS.   |
| 3                | A proportion of children with Special Educational Needs or Disability (SEND), are also Pupil Premium <b>children (57%)</b> .  |
| 4                | Observations and discussions with pupils and families have identified social and emotional issues for many pupils, money restraints and a lack of enrichment opportunities outside of school. These challenges particularly affect disadvantaged pupils, including their attainment. The emotional well-being, social and behavioural needs of pupils that impact upon learning will be supported.  |
| 5                | Low attendance and punctuality rates of some Pupil Premium children ( <b>65%</b> of the persistently absent children are pupil premium). Travelling to school from a distance is also a difficulty for some families.   |
| 6                | Access to enrichment activities, clubs, visits and learning materials/ resources. Pupil premium children have not got access to external after school clubs and are missing out on their cultural capital entitlement in this area. Support is needed to access clubs, trips and wider experiences.   |
| 7                | Phonics scores in 2024 (74%) show a large proportion of children not passing their checks and this also impacts on their writing scores. Reading materials in school and reading and writing interventions will be further developed to secure a greater understanding of the different domains and reading comprehension, with particular emphasis on retrieval, inference and securing punctuation basics and understanding of sentence construction. |

## 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   |
|--|--|
| <p>All children receive quality first teaching and appropriate interventions so that: Pupil Premium children working below ARE make accelerated progress in Reading, Writing and Maths in all year groups in order to close the attainment gap and catch up with their non-Pupil Premium peers. Pupil Premium pupils, who have the potential and/or have higher prior attainment, receive appropriate challenge appropriate to achieve GDS.</p>            | <p>The percentage of Pupil Premium pupils achieving EXS/GDS at the end of KS2 in Reading, Writing and Maths will have risen so that it is at least in line with National. The percentage of Pupil Premium children achieving ARE and ARE+ in each year group in Reading, Writing and Maths will rise to close the disadvantaged gap internally with non-Pupil Premium peers.</p>       |
| <p>Pupil Premium children who enter EYFS with low starting points in language make better than expected progress from their baseline assessments; their oral language skills improve through targeted use of NELI and WELLCOMM interventions.</p>  | <p>The large majority (at least 70%) of targeted Pupil Premium children achieve the expected standard in Communication and Language at the end of Reception and is at least in line with National. Targeted Pupil Premium children have completed intervention programmes successfully and have developed their communication and language skills.</p>                                 |
| <p>All children will receive a full curriculum offer. Swift and accurate diagnosis of Pupil Premium children with SEND needs is made so that school staff can plan and deliver a tailored intervention programme of learning that is bespoke to their needs. External agencies are utilised to ensure that Pupil Premium children with SEND needs increase more quickly through their individual SEND targets.</p>   | <p>Pupil Premium pupils will have a programme of support/intervention that is bespoke to their needs in order to access the full curriculum offer. Outside agency help where necessary, is used to ensure that Pupil Premium children with SEND needs increase more quickly through their individual SEND targets. Pupil Premium children with SEND make accelerated progress.</p>     |
| <p>Social, Emotional and Mental Health barriers to learning for Pupil Premium children are addressed through the RSE curriculum and PSHE scheme of work including nurture group sessions with the learning mentors. Pupils are resilient and able to cope with challenging situations. Pupils who require additional support are identified for the SEND register and receive specialist intervention and support from the Mental Health Support Team,</p> | <p>Pupil Premium children accessing Mental Health &amp; Wellbeing interventions have fewer behaviour incidents recorded on CPOMS. Teachers observe that Pupil Premium children are more positively engaged with their learning and are better able to use self-regulation. Pupil Premium children can demonstrate resilience and perseverance when their work becomes challenging.</p> |

|   |  |
|---|--|
| <p>Outreach, Educational Psychologist or CAMHS.</p>   |  |
| <p>To achieve and sustain improved attendance for our Pupil Premium children.</p>   | <p>The attendance of Pupil Premium children continues to improve and is at least in line with National (94%). The number of Pupil Premium children considered persistently absent and/or arriving late is below 15%.</p>   |
| <p>The curriculum offer ensures that Pupil Premium children access the cultural capital and skills and knowledge to achieve their full potential in all subjects.</p>   | <p>Assessment and monitoring shows access to a broad and balanced curriculum.</p>  |
| <p>Pupil premium children's contextual knowledge and real-life experiences have been enhanced through access to outdoor learning, subsidised trips, visits, swimming lessons, residential stays, after-school clubs, breakfast club, enrichment weeks and wider opportunities as delivered by colleagues from Wolves Foundation (all year groups) and Wolverhampton's Music School (Y4). Pupil Premium children are chosen to take part in school community and sporting events. Parents and carers of children who receive funding have attended curriculum workshops and enrichment mornings where they have received support with practical strategies to help them assist their child's learning at home.</p> | <p>All Pupil Premium children have attended visits and experienced enrichment weeks in school. At least 60% of Pupil Premium children have attended at least one after school club throughout the year. All Pupil Premium children have the opportunity to attend a residential trip by the time that they leave Rakegate Primary. All Pupil Premium children have learned to play a musical instrument through access to Whole Class Instrumental Teaching lessons in Y4. All Pupil Premium children have accessed swimming lessons by the end of Key Stage Two. All parents/carers of Pupil Premium children have been given the opportunity to attend a range of curriculum and enrichment learning events throughout the year.</p> |
| <p>Pupil Premium children have higher future aspirations and are inspired by enrichment events, visits from positive role models and having met with successful role models on extra-curricular visits. They expand their knowledge and understanding of the world of work, the types of jobs available and different career paths. Children are inspired to become pupil leaders on all school leadership teams and as such are able to have an influence on the decision-making process. Pupil Premium children have a clear understanding of how achieving well at school enables them to be socially mobile and supports their future economic wellbeing and share their</p>                                  | <p>As part of transition work from Year 5/6 and Year 6/7, Pupil Premium children can discuss their high aspirations and pathways to achieve. At least 60% of Pupil Premium children are represented on all school leadership teams. For example: planet point captains, school council, digital ambassadors and mental health leads.</p>   |

|   |   |
|---|---|
| aspirations with parents and carers through discussions at home.    |   |
| Improved reading and writing attainment among disadvantaged pupils. | Phonics scores show a larger proportion (80%) of disadvantaged Year 1 pupils passing the phonics check. KS2 reading and writing outcomes in 2024 show that more than 75% (reading) and 65% (writing) of disadvantaged pupils will meet the expected standard in writing and reading. Reading material in school are high quality and pupils can access independently. Pupils develop a greater understanding of the reading domains with reading comprehension. Writing results are enhanced through effective interventions. |

## 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: £140,000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Purchase of standardised diagnostic assessments (NTS) for years 1-6. Training for staff to ensure assessments are interpreted and administered correctly. Effective use of time to input and analysis data is used for future teaching and intervention planning. | When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:<br><a href="#">Diagnostic assessment   EEF</a> | 1, 7                          |
| Activities across the school curriculum support pupils to articulate key ideas, consolidate   | There is a strong evidence base that suggests oral language interventions and activities such as high-quality classroom discussion, are inexpensive                                       | 1, 2, 3, 7                    |

|  |   |            |
|--|---|------------|
| <p>understanding and extend vocabulary (Wellcomm and NELI). Purchase resources and fund ongoing teacher training and release time. Dedicated member of staff to support the delivery of the interventions in EYFS.</p>   | <p>to implement with high impacts on reading:<br/> <a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p>  |            |
| <p>CPD for staff and management support of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils. Ongoing access to training and employment of a RWI lead.</p>   | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:<br/> <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>   | 1, 2, 3, 7 |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.<br/> We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>                              | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:<br/> <a href="#">Mathematics guidance: key stages 1 and 2</a><br/> The EEF guidance is based on a range of the best available evidence:<br/> <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> | 1, 2, 3    |
| <p>Improve the quality of social and emotional (SEL) learning from staff and learning mentor.<br/> SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. Support from wider services such as Outreach and Educational</p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):<br/> <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p>   | 3, 4, 5    |

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|--|---|----------------------------|
| <p>Psychologist will support in training opportunities for all staff.</p>  |   |                            |
| <p>Invest in high quality online subscriptions for all Pupil Premium children that focus upon basic skills to support home learning.<br/>(Classroom Secrets, Timetables Rockstars, Spelling shed, LBQ (maths) and Edshed) and provide access to devices to complete tasks wherever needed in school. Devices will be readily available in school and for home use if required.</p>   | <p>EEF: The impact of homework in primary leads to an additional 2 months progress. EEF: The impact of digital technology leads to an additional 4 months progress.</p> <p>EEF Document: Using Digital Technology to Improve Learning.<br/>'Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.</p> <p>All Pupil Premium children will regularly access high quality subscriptions to supplement the teaching and learning of key concepts and areas.</p>   | <p>1, 2, 3, 5, 6, 7</p>    |
| <p>To provide robust training, coaching and mentoring packages for all members of staff in reading/phonics, writing and maths. Maths, English and Computing subject leaders and wider staff (where possible) to access high quality CPD from a variety of sources including the Local Authority, SHaW maths hubs and Squirrel learning. Staff have access to the apprentice levy and school funding to attend HOET training in order to upskill qualifications. Employment of a strong curriculum lead and secured subject release time for all middle leaders. Additional part time teacher to be employed for release time and to lead on interventions.</p> | <p>Education Policy Institute 2018 – Key Drivers of the Disadvantage Gap: The most important school-level factor for pupil attainment is teacher effectiveness. Evidence shows that the difference between being taught by a good versus bad teacher is equivalent to a whole year of learning for disadvantaged pupils. This supports our objective to ensure that Rakegate Primary has a highly skilled workforce. Every class has an effective teacher delivering quality first teaching. Accelerated progress is made in all year groups to allow identified Pupil Premium pupils to close any attainment gaps.</p> | <p>1, 2, 3, 4, 5, 6, 7</p> |



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| <p>Access to CPD and implement strategies that research shows effectively supports children with SEND. 1. Pre-teaching and Overlearning; 2. Precision Teaching / Echo reading / RWI training / Grammarsaurus; 3. Pupil Well-being and trauma based practice. 4. Restorative Practice / Relational Practice training. The expertise of bought in professional services (Educational Psychology, SEND Specialist Teachers) are used to provide guidance to teaching staff on best practice for supporting children with specific needs in their classes and this is acted upon in a timely manner. 5. Zoe Lodrick to deliver trauma informed practice and self care for teachers supporting children.</p> | <p>EEF: Metacognition and Self-regulation. See the EEF Documentation: SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS: High-quality teaching for pupils with SEND.</p> <p>Outside agency input will successfully support teaching staff in teaching Pupil Premium children with SEND more effectively and link with home to empower parents with strategies for success consistent with those applied within school. Lesson observations/ drop-ins will show Pupil Premium children with SEND working with increased confidence and independence because they are receiving a tailored programme of learning that is scaffolding and supporting their needs. Behaviour supported by all staff training in restorative practice enables pupils to access learning when supported well through difficult times. Staff will build resilience and a deeper understanding on how to support children who have experienced trauma whilst looking after their own well-being.</p> | <p>1, 2, 3, 4, 7</p> |
|---|--|----------------------|

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

Budgeted cost: £100,000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Utilising 3 HLTAs in school as well as an additional part time teacher, they will provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:<br/> <a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a><br/>           And in small groups:</p> | <p>1, 3, 7</p>                |

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| most impacted by negative life experiences. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.                            | <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>  |            |
| Identified Teaching Assistants to deliver evidence based small group interventions to PP pupils who are falling behind in maths, reading and writing.   | EEF Best Use of Teaching Assistants guidance shows larger impacts when they are used to deliver structured interventions. +5 EEF: Oral Language Intervention +5 EEF: Early Years Intervention Research shows that both lead to an additional 5 months progress. Specialist support staff deliver high quality intervention programmes that are recommended by the EEF. | 1, 2, 3    |
| All teaching assistants to deliver daily 'Keep Up not Catch Up' interventions for Pupil Premium children who have not yet met the day's learning objectives in reading/phonics, writing and maths | +4 EEF: small group tuition Research shows that small group tuition leads to an additional 4 months progress. All pupils who need additional support will receive same-day intervention in reading/phonics, writing and maths so that they keep up with their peers and do not fall behind in their learning and meet their end of year targets.                       | 1, 2, 3, 7 |
| Additional phonics sessions targeted interventions such as the 1-1 tool kit will target disadvantaged pupils who require further phonics support.   | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:<br><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>                              | 1, 2, 3, 7 |
| Purchase of the LBQ programme to improve mathematic skills for disadvantaged pupils. I pads purchased to allow all to access during interventions.  | The DFE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the teaching of mathematics, drawing on evidence-based approaches:<br><a href="#">Maths guidance KS1 and 2 (publishing.service.go.uk)</a>   | 1, 3       |

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|  | The EEF guidance is based on a range of the best available evidence:<br><a href="#">Improving Mathematics in Key Stages 2 and 3.</a> |  |
|--|--|--|

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

Budgeted cost: £80,000

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Whole staff training on SEMH, behaviour management and anti-bullying approaches with the aim of developing our school ethos, culture and improving behaviour across school. Restorative Practice and Relational Practice CPD for all school staff including extensive training for the leadership team. Children will be supported to engage positively in restoration of behaviour incidents and be ready to learn after conflict is supported effectively. Zoe Lodrick to deliver trauma informed practice and self care for teachers supporting children. | <p>Both targeted interventions and universal approaches can have positive overall effects:<br/><a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a></p> <p>Mental Health Support is rooted within the school environment: Teachers model use of key strategies for identifying emotions and employing self-regulation strategies and children know who to ask for help to support their mental wellbeing if they need it.</p> <p>Where pupils experience more complex mental health difficulties, clear plans and pathways to specialist support exist, including the involvement of outside agencies such as Mental Health Support Practitioner, Base 25 Counsellor, CAMHS worker, Educational Psychologist, school nurse or GP.</p> | 1, 2, 3, 4, 5                 |
| Training and release time for staff to develop and implement new procedures and appointing attendance/support  | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. EEF Improving behaviour in schools documentation.  | 1, 2, 3, 4, 5, 7              |

|  |   |                            |
|--|---|----------------------------|
| <p>officers to improve attendance.<br/>Restorative Practice and Relational Practice CPD to support conflict resolution.<br/>Employment of an Attendance Officer and Educational Welfare Officer.</p>   |   |                            |
| <p>Pupil Premium children will be invited to a free Breakfast club to help with engagement, mental health and wellbeing and reducing persistent absences, lateness and attendance.</p>   | <p>Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year Education Endowment Foundation (EEF). Research shows that schools will see an increase in concentration and energy amongst children attending breakfast clubs.</p>  | <p>1, 2, 3, 4, 5</p>       |
| <p>Pupil Premium children (60%) will attend at least 1 after school each year. They will have access to subsidised trips and enrichment activities, some of these will be completely paid for by PP money. Pupil Premium children will represent the school in interschool competitions. Financial support will be provided to families where the need has been identified. This will include support with uniform, clothes, food, Christmas presents etc. All Pupil Premium children will be offered a warm, nutritious breakfast each morning.</p> | <p>EEF guidance supports that schools need to be working hard to ensure no child goes hungry. It is recognised that economic hardship caused by Covid-19 crisis will have a potentially devastating impact on the poorest children and young people in our society.<br/>EEF has also identified that Magic Breakfast schemes will improve attainment outcomes by increasing the number of children who ate a healthy breakfast.</p> | <p>1, 2, 3, 4, 5, 6, 7</p> |

|   |  |                   |
|---|--|-------------------|
| <p>Rewards will be given for all children who have improving attendance, 95%+ attendance and those achieving 100% attendance each term. Children will strive to attend school every day and be on time so learning can take place.</p>  | <p>The importance of student attendance: Social Mobility Commission (2021), p49- 50.</p>   | <p>1, 2, 5</p>    |
| <p>Parents and families will be supported with travel to school via the local bus services. Buss passes will be purchased to enable children to arrive at school each day and on time.</p>  | <p>The importance of student attendance: Social Mobility Commission (2021), p49- 50.</p>   | <p>1, 2, 5</p>    |
| <p>Teaching assistants will be employed to deliver a wider range of after school clubs to the children. This will increase the offer and open up more spaces for children to take part. Wolves foundation will be employed to offer school enrichment activities and an after school sports session each term with PP children being offered priority spaces.</p> | <p>+4 EEF: The impact of outdoor adventure learning leads to an additional 4 months progress.</p> <p>+2 EEF: The impact of arts participation learning leads to an additional 2 months progress.</p> <p>+2 EEF: The impact of sports participation learning leads to an additional 2 months progress. All children will have attended 2 educational visits, or have experience of a visiting speaker, each academic year and attend a residential stay in Y2, Y4 and Y6.</p> | <p>1, 2, 5, 6</p> |
| <p>Part week and last day of term incentives will be used to encourage attendance to improve. Events will include special treat days, discos, theatre productions etc.</p>  | <p>The importance of student attendance: Social Mobility Commission (2021), p49- 50.</p> <p>All Pupil Premium children will have experienced IMPACT and Enrichment Weeks in school to cultivate their aspirations and ambitions for the future.</p>  | <p>4, 5, 6</p>    |

|  |   |                   |
|--|---|-------------------|
| <p>To maximise the engagement of parents and equip them with skills to support their children at home by: Providing support workshops in reading/phonics, writing and maths.</p> <p>Providing open sessions where children can work alongside their children on practical tasks.</p> | <p>+3 EEF: The impact of parental engagement leads to an additional 3 months progress.</p> <p>Pupil Premium parents are increasingly confident with how to best support their child's learning working together with school to overcome any perceived barriers.</p> | <p>1, 2, 4, 6</p> |
|--|---|-------------------|

**Total budgeted cost: £330,000**

## Part B: Review of the previous academic year 2023-2024

### Outcomes for disadvantaged pupils

*Autumn 2023 to Summer 2024: % on track increase or decrease.*

|                       | <i>Nursery</i> | <i>Rec</i> |
|-----------------------|----------------|------------|
| <i>Com &amp; Lang</i> | <i>+14</i>     | <i>+30</i> |
| <i>Literacy</i>       | <i>+14</i>     | <i>+18</i> |
| <i>Maths</i>          | <i>+15</i>     | <i>+13</i> |

*A pleasing amount of PPG children in EYFS have made good progress throughout the year at the expected standard+ in all 3 main areas. Interventions have clearly made an impact on outcomes for PPG children. Language First, Neli and Wellcomm have made positive impacts in communication and language and literacy. Maths mastery has also improved the attainment for PPG children.*

|                | <i>Y1</i>  | <i>Y2</i> | <i>Y3</i> | <i>Y4</i> | <i>Y5</i>  | <i>Y6</i> |
|----------------|------------|-----------|-----------|-----------|------------|-----------|
| <i>Reading</i> | <i>+5</i>  | <i>0</i>  | <i>+6</i> | <i>+6</i> | <i>+11</i> | <i>+1</i> |
| <i>Writing</i> | <i>+10</i> | <i>+2</i> | <i>0</i>  | <i>+6</i> | <i>+14</i> | <i>0</i>  |
| <i>Maths</i>   | <i>+5</i>  | <i>+3</i> | <i>+6</i> | <i>+6</i> | <i>+1</i>  | <i>+2</i> |

*Interventions such as RWI 1-1 toolkit and maths mastery has had a positive impact on the attainment on Year 1 children. Writing has seen the most increase due to the successful transition from Reception and adapted teaching approaches during the autumn term as they entered Year 1. Y4 and Y5 have seen PPG children make good progress due to the Numberstacks and interventions such as pre-teach, echo read and misconceptions. Writing for those PPG Year 3 and Year 6 children need to be explored further and wider strategies put in place to see improvement.*

*Attendance Autumn 2023 to Summer 2024:*

|                                | <i>Autumn 2023</i> | <i>Autumn - Spring 2024</i> | <i>Autumn – Summer 2024</i> |
|--------------------------------|--------------------|-----------------------------|-----------------------------|
| <i>Reception disadvantaged</i> | 90.1%              | 88.7%                       | 91.5%                       |
| <i>Y1 – Y6 disadvantaged</i>   | 93.7%              | 93.5%                       | 93.6%                       |

*Attendance has stayed fairly static but it has dipped and improved throughout the year. Further strategies such as widening before and after school club free spaces, offering a wider range of extra curricular activities with PPG children taking priority and the new guidance on attendance should have a better impact over the next year.*

**Statutory Results**  
**July 2024**

**EYFS**

| <b>Area</b>                         | <b>2024</b> |
|-------------------------------------|-------------|
| <b>Literacy</b>                     | 50%         |
| <b>Communication &amp; Language</b> | 73%         |
| <b>Maths</b>                        | 67%         |
| <b>GLD</b>                          | 48%         |

**Year 1 Phonics**

45/61 children  
74% achieving the standard  
standard

**Year 2 Phonics**

5/14 children  
85% cumulative score achieving the  
standard



### **Year 4 Multiplications Check**

Cohort: 61

|                   |                   |                 |
|-------------------|-------------------|-----------------|
| 15 marks+         | 20 marks +        | 25 marks        |
| 66% (40 children) | 45% (27 children) | 8% (5 children) |

### **End of KS2**

Cohort: 61 (1 disapplied)

|                 | 2024                 |               |
|-----------------|----------------------|---------------|
|                 | At Expected Standard | Greater Depth |
|                 | At Expected Standard |               |
| <b>Reading</b>  | 62%                  | 17%           |
| <b>SPAG</b>     | 67%                  | 22%           |
| <b>Maths</b>    | 58%                  | 15%           |
| <b>Writing</b>  | 65%                  | 11%           |
| <b>Combined</b> | 48%                  | 8%            |

## **Externally provided programmes**

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

| <b>Programme</b>                    | <b>Provider</b>                        |
|-------------------------------------|--|
| Mastery Maths                       | Support SHaW Maths Hubs                |
| SEND specialist teaching            | Wolverhampton Council/ Local Authority |
| Educational Psychologist support    | Wolverhampton Council/ Local Authority |
| Mental Health support practitioners | CAMHS Reflexions                       |
| School nurses                       | Wolverhampton Council/ Local Authority |
| Educational Welfare Officer support | Independant Education Welfare Services |
| Musical instrument tuition          | Wolverhampton Music School             |