



Charnock Hall Primary Academy

A L.E.A.D. Academy



# CHARNOCK HALL PRIMARY ACADEMY

PUPIL PREMIUM STATEMENT 2022-2023

## Pupil Premium Strategy Statement

This statement details CHPA's use of Pupil Premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

### CHPA Overview

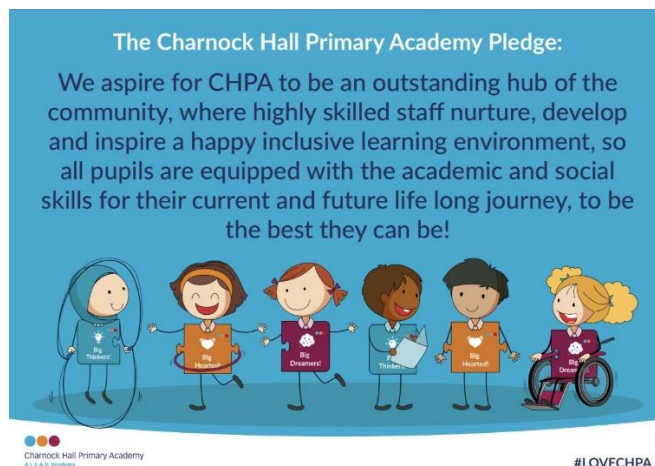
Detail	Data
Academy Name	Charnock Hall Primary Academy
Pupils in Academy	408 (at time of writing 5.10.22)
Proportion (%) of Pupil Premium Pupils	22.1% (at time of writing 5.10.22)
Period Planned For	2022-2024 Academic Years
Date Published	November 2022
Date Reviewed	September 2022
Statement Authorised by	Paul Burgess
Pupil Premium Lead	Louise Fotheringham
Governor Lead	Luan Roper

### Funding Overview – 2022-2023 Academic Year

Detail	Amount
Allocated Pupil Premium Funding	£109,415
Allocated Recovery Premium Funding	£47,560
Pupil Premium Funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total Budget for 2022-23 Academic Year</b>	<b>£156,975</b>



## Statement of Intent



This pledge is made to all pupils, regardless of the individual circumstances or background of any pupil, to ensure they have the opportunity to be the best they can be!

In order to achieve this, CHPA employs strategies and interventions to reduce and remove barriers which could be caused by individual personal circumstances or learning gaps. Furthermore, we ensure pupils have opportunities and access to a variety of rich extra-curricular provision.

At CHPA, our intention is to use the Pupil Premium Grant (PPG) effectively to encompass all elements of our vision and values. All pupils, including the most disadvantaged and most able, are regarded as unique individuals and receive both challenge and support designed to best meet their needs and to have the mantra 'be the best I can be!'



We believe that education plays a powerful and transformative role in improving life chances. We aim to remove any barriers that stand in the way of pupils achieving an excellent education. As such, our main purpose is to focus on closing the gaps in achievement and attainment that may exist for different groups of pupils in our academy.

Quality First Teaching is at the heart of our approach, with the focus on areas in which disadvantaged pupils require the most support. This will not only support our disadvantaged learners but our non-disadvantaged learners too.

Our approach will be responsive to individual challenges and need, therefore, our strategy will be regularly reviewed and adapted accordingly

At CHPA, our objectives for disadvantaged pupils are :

- to provide effective social and emotional support to disadvantaged pupils so they are safe, happy and attend every day
- to provide all pupils with high quality teaching and learning opportunities
- to ensure disadvantaged pupils have priority access to high quality recovery programmes in 2022-23

- to ensure disadvantaged children have access to a wide range of curriculum and extracurricular activities, in order to provide an enriched, relevant, engaging and innovative curriculum enabling children to uncover a world of possibilities.

These will lead to:

- diminished differences in attainment between our disadvantaged pupils and their peers
- a reduction in the attainment gap between disadvantaged pupils in school and disadvantaged pupils nationally
- continued wider opportunities to access extra-curricular, activities/sports, such as Young Voices, Art Club, Various sports clubs i.e. Hatters Basketball.

To ensure successful implementation of the plan, evidenced based strategies will be used to support the most disadvantaged pupils. A blend of educational recovery programmes alongside social and emotional programmes and support, will enable children and families to flourish during their time at CHPA and at home.

Successful implementation will be achieved through a number of key principles in order to provide an **enriched, relevant, engaging and innovative curriculum**:

- Evidenced based strategies will be implemented to ensure the best impact on improving outcomes for disadvantaged pupils.
- Outstanding teaching is the key to improve outcomes for disadvantaged pupils
- Every child has the right to succeed academically and children and their families will be supported socially and emotionally at all times.
- We are committed to providing our disadvantaged pupils with access to a wide variety of curricular and extracurricular experiences and activities. to eliminate the attainment gap between disadvantaged and non-disadvantaged pupils
- For all disadvantaged pupils to meet or exceed nationally expected progress rates
- For all pupils have the mantra, 'be the best I can be!'



## Challenges

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

Challenge number	Detail of challenge
1	<p><b><u>Increased number of pupils eligible for FSM, MAST &amp; Social Care support</u></b></p> <p>An increasing number of children eligible for FSM leading to an increase in Early Help and Social Care involvement and support required for their needs.</p> <p>An increase in children requiring SEMH support as a result of the Covid Pandemic, with particular focus for disadvantaged children.</p>
2	<p><b><u>Attendance</u></b></p> <p>Attendance of disadvantaged children is below that of their non-disadvantaged peers across the school as is the levels of persistent absence across vulnerable groups.</p> <p>Our overall attendance data over the last academic year indicates that attendance among disadvantaged pupils has been lower than for those not identified as disadvantaged.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
3	<p><b><u>Phonics, Spelling/Vocabulary and English Grammar</u></b></p> <p>Monitoring throughout school has identified under-developed language skills and vocabulary gaps particularly among many disadvantaged children, within both their verbal and written communication.</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
4	<p><b><u>Gaps in curriculum subject knowledge</u></b></p> <p>Internal assessments indicate that attainment of disadvantaged pupils is significantly below that of those not identified as disadvantaged, in all core curriculum subjects, and wider curriculum areas and experiences. This is both as a result of Covid restrictions, significant absences due to illness and limited parental skill/knowledge and engagement of parents.</p>
5	<p><b><u>School Readiness &amp; Early Language</u></b></p> <p>There has been a significant decrease in school readiness particularly in the area of speech and language.</p>
6	<p><b><u>Wider opportunities</u></b></p> <p>For the large majority of our pupils eligible for Pupil Premium, there is a lack of engagement wider opportunity experiences, for example visiting the theatre or music concerts, trips to the seaside, attending clubs.</p>

## 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>1. An increasing number of children eligible for FSM leading to an increase in Early Help and Social Care involvement and support required for their needs.</p> <p>To ensure that all pupils have access to high quality mental health and well-being support.</p>	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Positive outcomes of pupil voice, pupil and parent questionnaire and teacher observations</li> <li>• High quality CPD for all staff so they are able to identify and support vulnerable children.</li> <li>• An increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
<p>2. Attendance of disadvantaged children is below that of their non-disadvantaged peers across the school as is the levels of persistent absence across vulnerable groups.</p> <p>To improve attendance of all pupils and diminish differences between disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• School attendance target of 96.5% met.</li> <li>• Attendance of disadvantaged pupils in line with attendance of their peers</li> <li>• Persistent absence reduced below 10% and inline for disadvantaged pupils and their peers.</li> <li>• Strategies to improve attendance have a positive impact: Breakfast club, rewards, pastoral support.</li> </ul>
<p>3. Monitoring throughout school has identified under-developed language skills and vocabulary gaps particularly among many disadvantaged children, within both their verbal and written communication.</p> <p>To improve language skills and vocabulary for all children with an emphasis on disadvantaged learners</p>	<ul style="list-style-type: none"> <li>• Assessments (DCPro) and observations indicate improved language skills and vocabulary among all children in reading, writing and spelling.</li> </ul>
<p>4. Internal assessments indicate that attainment of disadvantaged pupils is significantly below that of those not identified as disadvantaged, in all core curriculum subjects, and wider curriculum areas and experiences. This is both as a result of Covid restrictions, significant absences due to illness and limited parental skill/knowledge and engagement of parents.</p> <p>To close the gap in attainment between disadvantaged pupils and their peers.</p>	<ul style="list-style-type: none"> <li>• Internal school attainment data will demonstrate that the gap is diminishing between disadvantaged children and their peers.</li> <li>• Outcomes at the end of each Key Stage (EYFS, KS1, KS2) will show an increase in disadvantaged children working at Age Related Expectations.</li> </ul>
<p>5. There has been a significant decrease in school readiness particularly in the area of speech and language.</p> <p>To ensure most children are able to fully access the Early Years curriculum and develop their speech and language skills.</p>	<ul style="list-style-type: none"> <li>• Assessments (NELI &amp; Speech and Language therapy reports) and observations indicate a significant improvement in speech and language leading to an increased percentage of disadvantaged children achieving ELG for Reading and Writing.</li> </ul>

<p>6. For the large majority of our pupils eligible for Pupil Premium, there is a lack of engagement wider opportunity experiences, for example visiting the theatre or music concerts, trips to the seaside, attending clubs.</p> <p>To provide pupils with opportunities to access wider experiences both within curriculum, extra-curricular and effective club links.</p>	<ul style="list-style-type: none"> <li>• A greater range of activities for disadvantaged children to access (lower in cost or no cost).</li> <li>• An increase in participation of extra-curricular activities.</li> <li>• Visitors/visits planned into the curriculum for all year groups.</li> <li>• Increasing external clubs links.</li> </ul>
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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

Budgeted cost: £ 39,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff CPD:</p> <p>External CPD delivered to staff to ensure high quality Teaching and Learning across the school.</p> <p>All subject leaders to attend CPD for their areas of responsibility.</p> <p>CPD sessions include Active English, Active Spelling, Real PE (refreshers), Power maths, Lexia, National Online Safety, Monster Phonics, Teacher Walkthrus.</p> <p>This to include costing for teacher cover also</p>	<p><b>High Quality Teaching</b> Pupil Outcomes</p>	<p><b>3 &amp; 4</b></p>
<p>Speech &amp; Language: EYFS children are assessed and whole class teaching delivered to improve articulation. (NELI –Nuffield Early Language Intervention)</p> <p>Teachers, throughout CHPA, model and develop children’s oral language skills and vocabulary development.</p>	<p><b>Oral language interventions</b></p> <p>EEF- low cost, high impact with average of 6 months additional progress</p>	<p><b>3, 4 &amp; 5</b></p>
<p>Curriculum: To review and develop further a curriculum that is relevant to our children and provides them with opportunities to succeed in life.</p> <p>Subscription – Cornerstones, Monster Phonics</p>	<p>In-school observations and outcomes of pupil voice suggested that children enjoyed more hands-on and more engaging learning experiences that challenged and provoked new learning, thoughts and ideas.</p>	<p><b>3 &amp; 4</b></p>



Reading: Increase the range and quality of books and reading areas.	Clark and Douglas 2011 (assets.publishing.service.gov.uk), report that there is a positive relationship between reading frequency, reading enjoyment and attainment.	3 & 4
Subscriptions: These subscriptions are purchased to support remote learning and to engage children with learning at home.  Subscriptions including – Monster Phonics, Active English, Active Spelling, Real PE, Power Maths, TT Rockstars, Lexia, National Online Safety, Purple Maths, Forge School Sport Partnership	EEF research shows that using digital technology has a positive benefit of +4 months EEF research shows that parental involvement has a positive benefit of +3 months	2, 3, 4 & 5

## Targeted academic support

**Budgeted cost: £69,250**

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS & KS2 apprentices: Partially fund additional members of staff within Reception to support EYFS interventions for disadvantaged children	<b>Small group tuition</b>  EEF indicates that small group tuition can have a positive impact of 4+ months  <b>Phonics</b>  EEF indicates that there is very extensive evidence to suggest that the impact is high for very low cost.	3, 4 & 5
After school 'Booster' sessions: Staff to lead interventions focused on particular areas of need throughout the year. Subjects (Reading, Writing, incl SP&G and maths) and areas for intervention will be agreed at data collection points throughout the year	<b>Small group tuition</b>  <b>Reading Comprehension strategies</b>  EEF indicates that for low cost the impact is high and progress can be +6 months  <b>One to One tuition</b>  EEF indicates that for a moderate cost the positive impact is approximately +5 months.	3, 4 & 5



Phonics intervention KS1 and KS2 Daily phonics interventions delivered across Key Stage 1 and 2 for pupils who are not attaining expected standards with Phonics or need further consolidation.	<b>Phonics</b> <b>Small group tuition</b>	<b>3, 4 &amp; 5</b>
1:1 reading support: Daily targeted 1:1 reading support across all year groups.	<b>One to One tuition</b> <b>Reading Comprehension strategies</b>	<b>3, 4 &amp; 5</b>
Targeted reading intervention: 3x a week intervention for pupils who are working below Expected Standard (EXS) using Lexia Core 5 UK.  Pupils will also be able to access this programme at home.	EEF research shows that using digital technology has a positive benefit of +4 months  <b>Lexia</b> EEF reports that for the study for Y2 children, the positive impact was +2 months.	<b>3 &amp; 4</b>
Afternoon TA intervention KS1 & KS2, including Impact Interventions and those that are pertinent to identified need	<b>Teaching assistant interventions</b> <b>Small group tuition</b>	<b>3, 4 &amp; 5</b>

## Wider Strategies

Budgeted cost: £ 38, 750

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
SEMH support for vulnerable children and their families:  To fund a percentage of our Pastoral Support Officer to work with children and families who need support from outside agencies or where there are concerns around behaviour and attendance. Hours to be increased due to an increase in children and families struggling with Mental Health (from Pandemic).	<b>Behaviour interventions</b> <b>Social and Emotional Learning</b> <b>Parental engagement</b>	<b>1 &amp; 2</b>
Parental workshops: Phonics, maths, reading, Y6 SATs, Y2 SATs, FS2 active learning projects & engaging children in play	<b>Parental engagement</b>	<b>3, 4 &amp; 5</b>
Providing breakfast/snacks for identified pupils.	<b>Breakfast Clubs</b>	<b>6</b>

<p>Increased opportunities:</p> <p>~ Participation and enrichment through extra- curricular learning (variety of sports, performing arts and creative clubs).</p> <p>~ Engagement and participation in music and the performing arts (Young Voices concert).</p>	<p><b>Arts participation</b></p> <p>Benefits:</p> <p>Children have access to a wide range of after school club provision across a wide range of skills and genres.</p>	<p><b>1 &amp; 6</b></p>
<p>Educational experiences and visits:</p> <p>A contribution (where necessary and appropriate) to support the cost of educational visits and residentials on bespoke level based upon individual need.</p>	<p><b>Arts participation</b></p> <p>Benefits :</p> <p>Contribution to each of the education visits bringing down the costs to a minimum - resulting in more learning opportunities across the curriculum.</p>	<p><b>1, 2, 3, 4, 5 &amp; 6</b></p>
<p>Attendance rewards and incentives</p> <p>Part funding one of the admin roles to focus specifically on attendance, liaising with DHT and LA Attendance officers.</p>	<p><b>DfE Evidence Report</b></p>	<p><b>2</b></p>
<p>Nurture Provision:</p> <p>Opportunities for pupils to access during playtimes and lunchtimes as well as to be used for planned intervention/support on a bespoke basis related to need.</p> <p>In addition to the PSO staff will take responsibility for working closely with pupils eligible for pupil premium funding if needed.</p>	<p>Social and emotional learning programmes have been acknowledged by the EEF as having positive impact of +5 months.</p> <p>Lunchtime provision with PSO for some vulnerable children have been successful over the last few years, resulting in trusted relationships, decrease in anxieties, and improvement of conduct behaviours. In order to allow more children to access this provision, a new space needs to be developed.</p>	<p><b>1, 2 &amp; 3</b></p>
<p>Contingency fund:</p>	<p>Based on previous experiences and those in local schools, we have identified a need to set aside an amount for any issues arising throughout the year to ensure school can respond quickly.</p>	<p><b>1, 2, 3, 4, 5 &amp; 6</b></p>

**Total budgeted cost: £147,500 (leaving £9,475 contingency)**

# Review of outcomes in the previous academic year

## Pupil Premium Strategy Outcomes

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

### Pupil Outcomes

#### EYFS - Reception

Early Years Foundation Stage (YR) pupils are expected to reach a Good Level of Development by the end of the academic year.

Personal, Social and Emotional Development		Communication and Language		Physical Development		Literacy			Mathematics		Good Level of Development		
BR	MS	SR	S	LAU	FMS	GMS	W	WR	C	NP	Num	GLD ARE	GLD ABV
58	55	56	56	53	53	60	46	45	53	53	53	45	8
96.7%	91.7%	93.3%	93.3%	88.3%	88.3%	100%	76.7%	75%	88.3%	88.3%	88.3%	75%	13.3%
12	11	12	12	10	10	13	6	5	10	10	10	5	-
92.3%	84.6%	92.3%	92.3%	76.9%	76.9%	100%	46.2%	38.5%	76.9%	76.9%	76.9%	38.5%	-
46	44	44	44	43	43	47	40	40	43	43	43	40	8
97.9%	93.6%	93.6%	93.6%	91.5%	91.5%	100%	85.1%	85.1%	91.5%	91.5%	91.5%	85.1%	17%

#### Next Steps:

- Implement the new teaching approach to Phonics.
- Implement opportunities to address early reading and reading for pleasure.
- Implement opportunities for pupils to engage in writing.



## Year 1 to Year 6 data

Year 1				Year 2				Year 3				Year 4				Year 5								Year 6											
Attainment																																			
All Pupils ARE & GD			ARE & above		Gr Depth		ARE & above		Gr Depth		ARE & above		Gr Depth		ARE & above		Gr Depth		ARE & above		Gr Depth				ARE & above		Gr Depth								
			Cohort:																																
			(53)	(53)	(60)	(60)	(58)	(58)	(56)	(56)	(57)	(57)					(58)	(58)																	
	Reading		38 72%	15 28%	38 63%	10 17%	40 69%	16 28%	41 73%	19 34%	49 86%	22 39%		45 78%		15 26%																			
	Writing		38 72%	10 19%	31 52%	-	37 64%	8 14%	38 68%	11 20%	40 70%	16 28%		45 78%		15 26%																			
	Maths		40 75%	11 21%	37 62%	7 12%	47 81%	17 29%	44 79%	21 38%	41 72%	17 30%		41 71%		14 24%																			
	SPaG		37 70%	10 19%	31 52%	-	40 69%	12 21%	41 73%	19 34%	43 75%	23 40%		40 69%		14 24%																			
Combined		35 66%	8 15%	28 47%	-	37 64%	8 14%	38 68%	8 14%	37 65%	11 19%		38 66%		6 10%																				
PP vs non-PP ARE			PP		No PP		PP		No PP		PP		No PP		PP		No PP						PP		No PP										
			Cohort:																																
			(16)	(37)	(10)	(50)	(16)	(42)	(12)	(44)	(13)	(44)					(10)	(48)																	
	Reading		9 56%	29 78%	7 70%	31 62%	6 38%	34 81%	8 67%	33 75%	8 62%	41 93%		6 60%		39 81%																			
	Writing		8 50%	30 81%	5 50%	26 52%	5 31%	32 76%	8 67%	30 68%	5 38%	35 80%		4 40%		41 85%																			
	Maths		9 56%	31 84%	6 60%	31 62%	10 63%	37 88%	9 75%	35 80%	3 23%	38 86%		4 40%		37 77%																			
	SPaG		8 50%	29 78%	5 50%	26 52%	6 38%	34 81%	9 75%	32 73%	8 62%	35 80%		4 40%		36 75%																			
Combined		6 38%	29 78%	5 50%	23 46%	5 31%	32 76%	8 67%	30 68%	3 23%	34 77%		3 30%		35 73%																				
PP vs non-PP Gr Depth			PP		No PP		PP		No PP		PP		No PP		PP		No PP						PP		No PP										
			Cohort:																																
			(16)	(37)	(10)	(50)	(16)	(42)	(12)	(44)	(13)	(44)					(10)	(48)																	
	Reading		2 13%	13 35%	2 20%	8 16%	1 6%	15 36%	4 33%	15 34%	1 8%	21 48%		-		15 31%																			
	Writing		1 6%	9 24%	-	-	-	8 19%	2 17%	9 20%	1 8%	15 34%		-		15 31%																			
	Maths		2 13%	9 24%	1 10%	6 12%	2 13%	15 36%	4 33%	17 39%	-	17 39%		-		14 29%																			
	SPaG		1 6%	9 24%	-	-	1 6%	11 26%	4 33%	15 34%	2 15%	21 48%		-		14 29%																			
Combined		1 6%	7 19%	-	-	-	8 19%	2 17%	6 14%	-	11 25%		-		6 13%																				

### Year 1

In Year 1, pupils are assessed in Reading, Writing and in Mathematics. Pupils are expected to meet the expected age related standard (EXS) and for some pupils they will show that they are working at greater depth (GDS). These assessments are completed by teachers. Further to this, Y1 pupils are expected to pass a National Phonics Screening Check. This is a short assessment which checks if your child knows the first sounds and blends of sounds. Progress is measured from their end of EYFS outcomes.

Attainment at EXS for PP pupils in Y1 in all core areas was below non-PP pupils.

Attainment at GDS for PP pupils in Y1 in all core areas was below non-PP pupils.

Progress for PP pupils in Y1 in all core areas was below non-PP except for SPaG.

### Next Steps:

- Implement the new teaching approach to Early Reading and Phonics.
- Implement appropriate and well designed interventions to support pupil need to address learning gaps, Maths and Writing.
- Implement the new teaching approach to Phonics.

## **Year 2**

In Year 2, pupils are usually assessed in Reading, Writing and Mathematics and these results are submitted nationally and compared. These are known as Key Stage 1 assessments. We also test in Grammar, Punctuation and Spelling. These tests provide a starting point to measure progress for the pupils as they move through CHPA. Progress is measured from their end of EYFS and previous year outcomes.

Attainment at EXS for PP pupils in Y2 in Reading, and Combined was above non-PP, in line in Writing, SPaG and Maths.

Attainment at GDS for PP pupils in Y2 above non-PP pupils in Reading and Maths and below in Reading, SPaG and Combined..

Progress for PP pupils in Y2 in all core areas was slightly above or significantly above non-PP.

### **Next Steps:**

- Implement appropriate and well designed interventions to support pupil need to address learning gaps in all core areas.
- Implement new phonics approach for identified pupils.

## **Year 3**

In Year 3, pupils are given teacher assessments and their progress is tracked from their Key Stage 1 assessments and previous year outcomes with comparative outcomes measured against set targets and KS2 national outcomes.

Attainment at EXS for PP pupils in Y3 in Reading, and Combined was above non-PP, in line in Writing, SPaG and Maths.

Attainment at GDS for PP pupils in Y3 in all core areas was below non-PP pupils.

Progress for PP pupils in Y3 was below non-PP in Reading, Writing and SPaG and in-line in Maths. PP pupils however progressed better than non-PP in all subjects combined.

### **Next Steps:**

- Implement appropriate and well-designed interventions to support pupil need to address learning gaps in all core areas.
- Implement new phonics approach for identified pupils.

## **Year 4**

In Year 4, pupils are given teacher assessments and their progress is tracked from their Key Stage 1 assessments and previous year outcomes with comparative outcomes measured against set targets and KS2 national outcomes.

Attainment at EXS for PP pupils in Y4 was below in Reading, in line in Writing and Combined and above in Maths & SPaG compared to non-PP pupils.

Attainment at GDS for PP pupils in Y4 was below in Writing and Maths, in line in Reading and SPaG and above in Combined compared to non-PP pupils.

Progress for PP pupils in Y4 was below non-PP in all areas. However, these outcomes were still 90+%.

### **Next Steps:**

- Implement appropriate and well-designed interventions to support pupil need.

### **Year 5**

In Year 5, pupils are given teacher assessments and their progress is tracked from their Key Stage 1 assessments and previous year outcomes with comparative outcomes measured against set targets and KS2 national outcomes.

Attainment at EXS for PP pupils in Y5 was below in all core areas compared to non-PP pupils.

Attainment at GDS for PP pupils in Y5 was below in all core areas compared to non-PP pupils.

Progress for PP pupils in Y5 was in line with non-PP in all areas and above in Reading. However, these outcomes were still 100%.

#### **Next Steps:**

- Implement appropriate and well-designed interventions to support pupil need, particularly in Reading and Maths.

### **Year 6**

In Year 6, the pupils take tests that are externally marked in Reading and Mathematics, Grammar, Punctuation and Spelling. Writing remains a teacher assessment that is moderated, often by the Local Authority.

Attainment at EXS for PP pupils in Y6 was below in all core areas compared to non-PP pupils.

Attainment at GDS for PP pupils in Y6 was below in all core areas compared to non-PP pupils.

Progress for PP pupils in Y6 was above non-PP in Reading, Writing and Combined and below in SPaG and Maths all areas and above in Reading.

#### **Next Steps:**

- Implement appropriate and well-designed interventions to support pupil need, particularly in all core areas.

## **Externally Provided Programmes**

<b>Programme</b>	<b>Provider</b>
Nuffield Early Language Intervention	Oxford University Press
Monster Phonics	Monster Phonics
Volunteer Reading Helper Programme	Coram Beanstalk
Lexia Subscription	Lexia
Times Tables Rockstars Subscription	Times Tables Rockstars
Test Base	Test Base
Purple Mash	2Simple
Power Maths	Pearson Education
Curriculum Maestro	Cornerstones Education
Active English	LEAD Equate
Active Spelling	LEAD Equate
REAL PE	Create Development
National Online Safety	National Online Safety