

Pupil premium strategy statement 2024-2025

This statement details our school's use of pupil premium funding (and recovery premium for the 2023 to 2024 academic year) 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	Clipstone Brook Lower
Number of pupils in school	283
Proportion (%) of pupil premium eligible pupils	31 pupils (11%)
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mrs Sarah Orr Head teacher
Pupil premium lead	Mrs Sarah Orr Headteacher
Governor	Mrs Coralie Bodiak

Funding overview

Detail	Amount
Pupil Premium Grant funding allocation this academic year	£45,880
Service Pupil Premium Funding	£680.00

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£46,560

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and attain highly across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

The challenges faced by vulnerable pupils, such as young carers, service pupils and those pupils under a social worker's care, will be considered and their needs met regardless of whether they are technically disadvantaged or not.

Clipstone Brook Lower receives a pupil premium grant (PPG) from the government. It is based on the number of pupils receiving free school meals or who have received free school meals at any time in the last six years. In addition, the Recovery Premium funding is explicitly used to support disadvantaged learners in Reading, Writing and Maths. However, other pupils may benefit from small group work if the groups are no more than 6 pupils. We receive other grants for Looked After Pupils or pupils with parents in the armed forces; these grants may be spent by maintained schools for the purpose of individual pupil needs. Updated guidance for the Education Endowment Foundation (EEF) September 2023, highlights that good teaching is the most important lever, schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium Grant to improve the quality of teaching benefits all pupils and has a particularly positive effect on pupils eligible for Pupil Premium.

At Clipstone Brook we use the following approaches:

- 1) High Quality Teaching (HQT) (50%) including training for current staff and Apprentice/ECTs on effective pedagogy for all pupils, including disadvantaged pupils.
- 2) Targeted academic approach (25%). Identified gaps in Reading, Writing and Maths to be rectified through HQT, targeted intervention (within the class where appropriate)
- 3) Wider strategies (25%). Developing relationships with parents for disadvantaged pupils and wider links in the community.

4) Understanding the barriers that pupils, parents and staff face through discussion, questionnaires and staff training (asset framing, deficit framing, use of praise and triangulated communication between school, pupil and parents).

This strategy also considers the impact on pupils' education and well-being after the pandemic. NB The current Reception cohort were the 'Lockdown babies'). Whole class interventions or groups of no more than six pupils will also benefit non disadvantaged pupils.

Our approach will be to use assessment data and our knowledge of individual pupils to identify gaps in skills, knowledge and social and emotional issues, which may hinder a pupil's progress. The interventions or strategies to be used will in the first instance look to benefit whole classes through High Quality Teaching and then target individuals, followed by addressing the barriers to learning experienced outside of school in the wider community. To ensure these are effective we will:

- undertake rigorous assessment systems to identify gaps in skills and knowledge
- Act early to intervene at the point any needs are identified.

Pupil progress meetings with the Headteacher will also focus on disadvantaged pupils' progress. They also help to plan how pupils will be supported to secure good progress or to ensure that they meet age related expectations (ARE).

Challenges

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

Challenge number	Detail of challenge
1	Parental engagement and mistrust of school, lack of education, language or cultural barriers: Through discussion with parents, family worker engagement, admissions data, or family history we have identified families that present with these barriers and data suggests that it has had a negative impact on most pupil's progress. Attendance data also supports this area of challenge for parents. Language barriers also provide difficulties for both parents and pupils alike.

2	<p>Above average incidence of Special Educational Needs (29% of disadvantaged with SEND) (including behaviour and emotional well-being):</p> <p>There is a diverse range of special educational needs: ASD, ADHD, S&L, SEMH, Dyslexia, Dysgraphia, GDD and low cognition. Although, ASD remains the most common need in pupils with and EHCP, speech, language and communication difficulties are the most common at SEN support. This is in line with national data. Provision and funding for SEND remains a challenge for the school both financially and in recruitment.</p> <p>With local housing developments and demand for school places, we have seen a rise in 'in-year' transfers requiring SEN support. Pupils entering the school in Reception have also arrived with undiagnosed high needs that would ordinarily be identified in pre-school/nursery and have therefore not been seen by the Early Years team or Edwin Lobo (local Community Paediatric Service) before starting school. This has meant developing a nurture provision to meet the needs of these pupils whilst we compile EHCP evidence, where appropriate. Accessing support from outside agencies has compounded pupil's difficulties due to the time waiting to observe, diagnose and provide support strategies. Working with or signposting parents to support their understanding of their child's diagnosed or undiagnosed need is also required as NHS services are currently stretched.</p> <p>Attendance for some disadvantaged pupils with SEND, continues to be a barrier to learning; due to ill health, sensory difficulties, emotional regulation or school refusal.</p>
3	<p>Speech and language development: Reception baselines demonstrated that a significant number of pupils in the 24/25 cohort required support for speech and language development.</p>

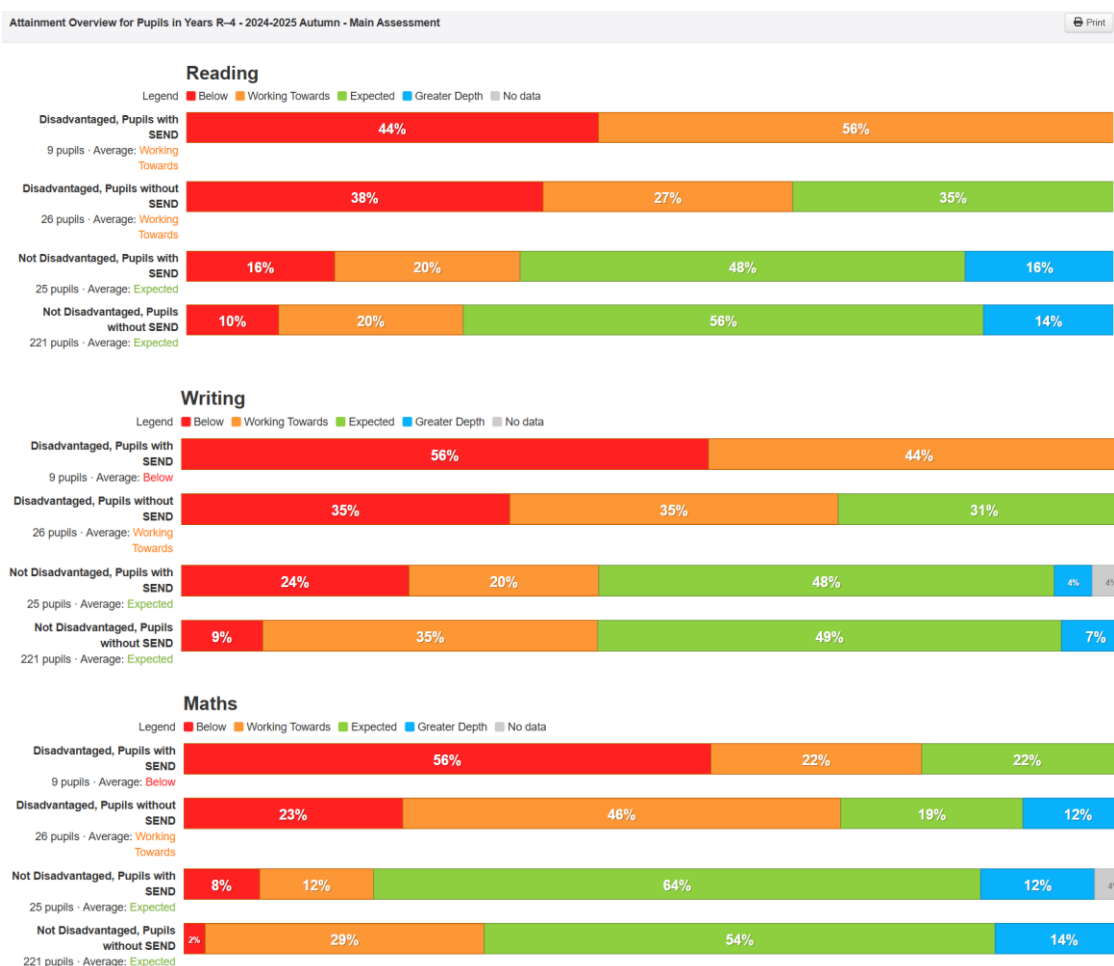
4	<p>Lack of or no experience in an educational setting (school readiness) and lack of life enriching experiences: Nurseries and pre-schools are still feeling the effect of lockdown and basic skills such as sitting, sharing, peer relationships and toilet training were not fully acquired. A lot of pupils were unable to go to playgroups, baby groups, and social activities or see relatives and friends. Although data indicates an improvement compared to last year's baseline data, some pupils in Reception continue to require support for self-care and social skills; communication and language skills; gross and fine motor skills. We also have a 'full reception' cohort of 60 pupils in 2024/25 compared with 49 in 2023/24.</p>
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Poor reading, writing and maths outcomes: Autumn assessments indicate low attainment for most disadvantaged pupils compared to non-disadvantaged pupils in KS1 and KS2.

Data percentages indicate a much higher proportion of pupils working below or working towards ARE.

There is a need to identify the specific barriers eg comprehension/ phonics/ number bonds/ place value. To be explored in detail at pupil progress meetings with each teacher.

There is a need to identify how lack of attendance is impacting - ie what specifically are pupils missing in their learning?



Providing more opportunities to write high quality sentences across the curriculum will increase teaching writing skills and application in other subject areas, which will support the long-term memory acquisition of knowledge taught in foundation subjects.

6	<p>Basic needs not being met: poor housing, lack of food, access to educational technology, toys, books and games: Discussions with family worker, parents, children's services and safeguarding processes indicate a number of families that are affected by the lack of basic needs being met, which has impacted on attendance, health, well-being and the ability to access education either in school.</p>
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7	<p>Service pupils: We recognise that service pupils can often have gaps in their learning due to changing educational establishments more often than most pupils. They may also not reach their full potential by studying at greater-depth level or have access to technology. They may also have language barriers. Early identification of gaps, followed by HQT and targeted intervention will be required. Pupils from service backgrounds can also suffer from mental health conditions: Family support work/ counselling should be offered if required.</p>
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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. Disadvantaged pupils and their parents understand and value education and engage with school to break down barriers.</p>	<ul style="list-style-type: none"> • Parents share their needs and engage in actions designed to break down barriers encountered. • Parents, pupils and staff recognise and celebrate the achievements of disadvantaged pupils. • Praise pad certificates demonstrate an improved engagement in lessons, attendance and attainment. • PPG book look and pupil voice meetings demonstrate that disadvantaged pupils feel their needs are being met or will voice their concerns. • Attendance is at 96% • Cultural representation can be seen around the school and celebrated by staff, parents and pupils. • Positive engagement by parents during inductions • Parents will engage with the google translation facility on the Reach More Parents website or school website. <ul style="list-style-type: none"> ◦ Positive feedback on translated letters in parents' home language; when neither parent speaks or reads English.
<p>2. Disadvantaged pupils with SEND or SEMH needs will achieve improved well-being and start to demonstrate an</p>	<ul style="list-style-type: none"> • Early identification of SEND during transitional visits will enable early intervention and referral to outside agencies. • SENDCo will accompany Early Years lead on all home visits • Referrals processed in a timely manner and in accordance with the graduated approach and ADPR cycles.

<p>ability to access the curriculum.</p>	<ul style="list-style-type: none"> • Pupils with sensory seeking difficulties will take part in daily sensory circuits. • Whole school /Group or individual interventions: Zones of Proximal development will see pupils being able to identify and regulate or co-regulate their behaviour and be ready to learn. • Pupils will be able to verbalise their emotions. • Pupils will take part in MHST or Drawing and Talking Therapy. Reports will be fed back from Family worker/ teachers as to impact on pupil's emotional and academic progress. • Impact of nurture provision, measured using Boxhall profile. • Widget resources used effectively to communicate with or support learning in the classroom. • Reduction in assaults on staff, pupils and damage to school property, reduced behaviour log incidents. • Qualitative data, gathered through pupil voice, parent voice and teacher observations, shows improving trends. • CPD on adaptive teaching will demonstrate work matched to ability and thus more independence and engagement. • CPD on Behaviour/Relational Policy will demonstrate more understanding of children who struggle to regulate their behaviour and emotions. • Preparing pupils in advance for enrichment activities will demonstrate greater engagement and retention of information. • Jigsaw SEMH outreach reports and following observations/ meetings will indicate a pupil's well-being progress. • Pupils will be able to access the curriculum and retain what they have been taught: summative and formative pupil data. Pupil Progress meetings focus on DA pupils with SEND. • Parents to be signposted to pre/post diagnosis packs on the NHS website. Signposted to support groups e.g. Autism Bedfordshire.
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3. Improved oral language skills and language development amongst disadvantaged pupils	<ul style="list-style-type: none"> • Lift off to Language course pre and post assessment data will demonstrate that pupils have acquired the necessary skills and vocabulary from the six-week course or further intervention is required. • EYFS assessments show a significant increase in pupils working at the expected level for communication and language by July 2025. • SEND pupils with communication and language difficulties make measurable progress towards their provision map targets or EHCP targets. • SALT set new targets or discharge from their care. • New KS1 Lift off to Language provision provides pre and post assessment data that indicates impact for KS1 pupils requiring communication and language support.
4. To demonstrate school readiness and improve life experiences .	<ul style="list-style-type: none"> • EYFS 'school readiness' parent/carer meeting and information leaflets. • Information gathered from transition visits is acted on swiftly to ensure that new pupils are able to make swift progress from their starting point. • Lift off to Language interventions indicate that pupils have gained oral skills and can apply these. • Pupils will be able to turn-take and share. • Gross and fine motor skill interventions will demonstrate improved abilities. • All disadvantaged pupils will have the opportunity to apply for subsidised access to trips and visitors in order to extend their life experiences and cultural capital. • All disadvantaged pupils will have the opportunity to discuss and understand these experiences back in the classroom. • High proportions (75%+) of disadvantaged pupils access extra-curricular clubs and sporting activities. • PPG pupils will access the free holiday clubs.

<p>5. To ensure phonics, reading maths and writing are at least ARE, where there are no significant SEND barriers.</p>	<ul style="list-style-type: none"> • All pupils, including disadvantaged and vulnerable will have access to high quality daily phonics teaching, using the Read, Write, Inc. programme. • All pupils, will have access to high quality reading materials matched to their phonic ability, so that they learn to read quickly and well. • When the basics of phonics has been mastered, all pupils will continue to have access to high quality guided reading lessons, so that they develop as engaged and fluent readers. • Any pupil, who is in danger of not keeping up with phonics will receive targeted support and/or pre teaching. • By the end of Year 1 100 % of pupils, including disadvantaged pupils, will meet the expected standard in the phonic screening check. • Disadvantaged pupils achieve in line with their peers in reading, writing and maths. • All Year 4 pupils, including disadvantaged learners, will achieve the Multiplication Tables Check (MTC)
<p>6. Barriers to the basic needs of disadvantaged families are improved through support and signposting.</p>	<ul style="list-style-type: none"> • Families will be signposted by the Family Worker to the Leighton-Linslade food banks, school uniform grants and toy lending libraries at the children's centre etc. • Families will feed back their experience as evidence of the positive impact from this support. • School nurse involvement will support pupils to maintain a good level of attendance where health issues impede this. • Monitoring of attendance by SLT, Family Worker and Access and inclusion will demonstrate improved and sustained attendance figures. • Families will have access to services such as Citizen Advice Service, Children's Centre or counselling services etc. • PPG families will be supported through the 'Marcus Rashford' free school meals vouchers during holidays.

7. Disadvantaged service pupils will achieve in all areas of the curriculum and take part in enriching activities outside of the classroom.
• Service pupils identified for GDS in reading, will achieve this by the end of this academic year.

- Service pupils identified as needing additional support in computing, maths and reading -to reach GDS, will demonstrate improved skills and technical knowledge/vocabulary.
- Service pupils will take part in extracurricular activities and educational visits or enrichment activities.

Activity in this academic year

Details of how the pupil premium grant, recovery premium funding and national tutoring funding will be spent this academic year in order to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 22,940 (PPG) , £335 (SPPG) = £23,275 *total*

Activity	Evidence that supports this approach The EEF Guide to the Pupil Premium EEF	Challenge number(s) addressed
Provide high quality training for teachers	<p>Teachers need to be up-to-date with the latest strategies used to improve the attainment and progress of pupils eligible for the pupil premium:</p> <p>Reading fluency project (Years 2 and 3) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Improving Literacy in Key Stage 1 EEF Improving Literacy in Key Stage 2 EEF</p>	2, 5,7

TA support for disadvantaged pupils	<p>Planned class TA support will enable teachers to plan for better adapted teaching within the maths and English curriculum. Planned support will allow for specific interventions to be tailored to meet individual needs and learning objectives.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	2, 3, 4, 5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 11,640 (PPG);

Total targeted support: £23,280

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement with the school-led tutoring programme, which will focus on phonics.	<p>Tuition targeted towards specific needs and gaps in knowledge is an effective way of supporting pupils with low prior attainment or those falling behind. All tutoring will be completed on a 1:1 basis. Read, Write Inc. Fast Track Phonics Tutoring programme is an approved intervention to support the teaching of synthetic phonics.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	5
Additional targeted support for those falling behind in maths and KIRFs (key instant recall of facts)	<p>Ongoing assessment has continued to identify gaps in pupils' knowledge as a result of lockdown. Additional targeted support is an effective means of enabling pupils to catch up. TA to support small group work interventions (x 6 pupils max)</p> <p>TA led small group work to support instant recall of mathematical facts (KIRFs)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF</p>	5

Support for home learning: TT Rock stars: fluency programme to develop time table	Home learning continues to provide a useful means for all pupils to consolidate learning. All disadvantaged pupils now have access to appropriate technology at home, enabling them to access such programmes as TT Rock Stars and Numbots to support their learning.	1, 5
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Numbots to develop number bond recognition.	Home learning continues to provide a useful means for all pupils to consolidate learning. All disadvantaged pupils now have access to appropriate technology at home, enabling them to access such programmes as TT Rock Stars and Numbots to support their learning.	1,5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 11,640 (PPG)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidies for trips and extra-curricular clubs. Provision of school uniform.	Enabling disadvantaged pupils to access to school clubs, trips and enrichment activities, give them access to the same opportunities as their peers. Developing cultural capital within the curriculum before going on trips will strengthen the links made during trips and embed new knowledge. Being responsive to financial pressures reduces the stress and worries on family life for parents.	5
Drawing and Talking Therapy training	CPD training for designated Family Support Worker https://www.elsanetwork.org/report/elsa-evaluation-report-pembrokeshire/	7
Pastoral, wellbeing and behaviour	Zones of Regulation: To support pupils to identify and learn to regulate/co-regulate their behaviours in order to be in a place to learn. CPD staff and lessons for pupils, implementation and monitoring by SLT.	2, 5, 6,7

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?token=T8tpRsQYHiHFpJXJ0nfPtUB55Dd3lck2 Improving Social and Emotional Learning in Primary Schools EEF	
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Family worker to contact parents, where their child's attendance falls below 96% to offer support.	Early intervention and support can reduce attendance issues. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	1, 6
Family worker parent meetings, delivering courses or redirecting parents to support within the community.	The family worker is a key player in promoting improved family life and school relations.	4
Parental engagement in their child's learning:	<ul style="list-style-type: none"> • Praise pad certificates • PPG pupil voice meetings to review learning and feedback to parents (access to technology at home) • Sharing information on how parents can effectively support children in their learning at home e.g. routines, independent skills and emotional regulation https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents?token=T8tpRsqYHiHFpJXJ0nfPt uB55Dd3lck2	1, 6

Total budgeted cost: £46,560

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?	Greater Depth readers training: Chris Quigley
What was the impact of that spending on service pupil premium eligible pupils?	Pupil achieved Greater depth in reading

Part B: Review of the previous academic year 2023/24

Outcomes for disadvantaged pupils

Outcome	Review against intended outcomes:
<p>1) Disadvantaged pupils and their parents understand and value education and engage with school to break down barriers.</p>	<p>Teachers are aware of the DA pupils in their class. They share targets when they are reached and good pieces of work are celebrated through praise pads, phone calls home or certificates in celebration assembly. Attendance still presents a barrier to learning, in addition to PPG status, as does EAL, SEN and traveler commitments. Group meetings with PPG pupils to look through their books and listen to what challenges they face, have proved supportive and insightful. SLT to take their suggestions forward to next year. Cultural representation has improved, according to feedback by pupils but there is still more work to be done in this area. Inductions for pupils and parents with EAL have used Google translate and new EAL training for staff are supporting pupils to access the curriculum through visuals and communication aids. However, this is still new to the school and not yet embedded. Out traveler community pupils have reduced in number to only 2 pupils that come to school via car and not transport so travel by school bus is not a barrier for these group of pupils.</p>
<p>2) Disadvantaged pupils with SEND or SEMH needs will achieve improved well-being and start to demonstrate an ability to access the curriculum.</p>	<p>DA pupils at SEN support or EHCP status are making the following progress:</p> <ul style="list-style-type: none"> • 88% in reading making expected progress. • 75% in writing making expected progress. • 38 % in maths making expected progress and 13% making above expected progress. <p>In maths the 4 pupils (50%) that are not making expected progress, are also experiencing attendance issues.</p>

3) Improved oral language skills and language development amongst disadvantaged pupils	<p>In Reception, interventions, such as Lift off to Language, speech and language interventions, social skills interventions, and a communication rich environment for pupils with SEN. Data from EYFS demonstrates that 50% (2 pupils) have achieved GLD in speaking, listening and attention and understanding. In comparison, 71% achieved in these two areas, with a further 8% working at greater depth for their age.</p>
4) Disadvantaged learners with EAL will demonstrate improved attainment in literacy and topic related vocabulary	<p>Teachers received training in February 2024 on adaptive teaching strategies and Widgit online resources. Data analysis demonstrates that DA pupils with EAL saw attainment rise from 20% (WA) to 40% (WA) in reading. In writing, attainment rose from 20% (WT) to 20% (WA). In maths, 20% of pupils working towards Autumn 23 rose to 40% working at by the summer of July 24.</p> <p>In comparison, non-DA EAL pupils working at (WA) in reading was 52% with 18% at greater depth. In writing, 42%, with 16% at greater depth and 56% in maths with 10% at greater depth.</p> <p>*We will have comparative data to analyse against next year.</p>
5) DA pupils will be school ready and given opportunities to life experiences e.g. trips	<p>DA pupils in Reception have met all of their personal development milestones and all have taken part in trips, performances and outside visitor experiences e.g. travelling farm, local area visit to the library, Harvest Festival, Christmas and end of term performances. 50% towards trip costs has been offered to all PPG families, should they wish to.</p>
6) Disadvantaged pupils will achieve in line with their peers in phonics, reading, writing and maths.	<p><u>KS1 (10 DA pupils)</u></p> <p>In Phonics, the Year 1 PSC and Year 2 retakes showed that:</p> <p>61 pupils took the Year 1 Phonic Screening Check (PSC) on June 24. There were 4 disadvantaged pupils in this cohort, all receiving 1:1 RWI phonics tutoring. 2/4(50%) DA pupils passed the PSC. The other two pupils scored well but not enough to pass. One pupil came into Year 1 with stage 1 EAL and achieved 15/40 marks. The other pupil is a PA (65%) and was tutored whenever he was in and achieved 25/40. 91% of the Year 1 cohort passed</p>

the PSC (June 24). 94% of Year 2 pupils passed the PSC (by June 24). In comparison, national was 80%.

In Reading, the Year 2 statutory reading assessments showed that:

Year 2 cohort data demonstrated that 71% achieved ARE in line with national and 27% in greater depth, which is higher than national at (19%). 50% of DA pupils (5) achieved ARE in reading, with 10% working towards and 40% working below. The pupils working below or working at have had additional complications, such as attendance, new to the school, traveller commitments or SEND difficulties. In comparison, 63% of non-PPG pupils are working at and 20% of pupils in KS1 are working at greater depth.

In Writing, teacher assessments show that the 10 DA pupils in KS1 have attained:

30% (3 pupils) of DA pupils are working at ARE. 40% (4 pupils) at working towards ARE, and 30% (3 pupils) are working below. However, out of the 10 DA pupils in KS1 80% have made expected or above expected progress in writing; with Year 2 achieving 100% expected progress for DA pupils. National data shows that 62% of Year 2 pupils achieved ARE and 8% achieved GD in writing.

In Maths, statutory assessments in Year 2 demonstrated that:

59% of the Year 2 cohort are working at ARE in June 24, which is considerably lower than the national average of 71%. 15% of pupils achieved greater depth, which is roughly in line with national percentages of 16%.

50% of DA pupils in KS1 achieved ARE in maths. 40% are working towards and 10% are working below. Pupils that have not made ARE also face barriers to learning such as SEN, EAL, attendance and traveler commitments.

In summary for KS1 data

Data analysis has shown that PPG pupils are making good progress but poor attainment in line with their peers. This is when pupils have additional barriers to their learning e.g. EAL, SEND, attendance or traveler commitments. Pupils that do not have additional barriers to learning, other than PPG achieve well or better.

[KS2 \(17 DA pupils\) - attainment](#)

	<p>In Reading, 35% of KS2 DA pupils achieved ARE in Reading. 14% of DA pupils achieved Greater Depth too. In comparison, 63% of non- PPG pupils achieved ARE and 20% achieved greater depth. There is no national comparison data available for lower KS2. Pupils working towards or below, have additional barriers to learning such as SEN, EAL, Traveler commitments or attendance issues. In comparison, 47% KS2 non-PPG pupils achieved ARE and 35% achieved greater depth.</p> <p>In Writing, 29% of KS2 DA pupils were working at and 0% at greater depth. 71% were working towards or working below in writing. These pupils also had additional barriers to learning such as SEN, EAL, New to the country, attendance. In comparison, KS2 non-PPG pupils on average achieved 47% ARE and 20% at greater depth.</p> <p>In Maths, 37% of KS2 DA pupils achieved ARE and 14 % achieved greater depth. DA pupils working towards or below ARE, are also experiencing barriers such as EAL, SEN and attendance issues. In comparison, average non-PPG pupils achieved 46% ARE and 31% greater depth. DA pupils are achieving slightly below their non-PPG peers and below their non-PPG peers at Greater Depth. National average is 73% ARE and 24% Greater depth.</p> <p>Maths - Multiplication Check (MTC)</p> <p>1 out of 3 DA pupils passed the MTC (2.33%)</p> <p>In comparison, 23% (10) of Year 4 cohort (43) passed the MTC, which is below the national average of 34%.</p> <p><u>In summary</u></p> <p>DA pupils in KS2 are not attaining at the same level as their non-PPG peers. They are making good progress but additional barriers to learning need to be considered alongside the interventions to support DA pupils to ensure not just good attainment but also meet ARE or achieve greater depth. A profile of individual pupils and their barriers to learning need to be drawn up and a plan made to support the pupil in a holistic approach.</p> <p><i>*Note: Pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently</i></p>
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7) Basic needs of disadvantaged families are met through Family Worker support and signposting to appropriate services.	<p>Family worker support for DA pupils, where needed, has signposted families to foodbanks, children's centres for free uniform or our own PTA uniform sales. EHA's in the community and referrals to mental health teams e.g. MHST/CAMH have supported families through such difficulties as bereavement, low mood, school refusal and domestic violence. The impact can be seen through pupil engagement in lessons, rise in self-esteem, improved attendance and well-being.</p>
8) Disadvantaged service pupils will achieve in all areas of the curriculum and take part in enriching activities outside of the classroom. A service pupil, identified for GDS in reading, will achieve this by the end of Y3.	<p>There are two pupils identified as Service children at our school.</p> <ul style="list-style-type: none"> • One pupil has achieved ARE in all areas and although WTS in Maths in May SATS, they achieved ARE, with support, by the end of the year. • The other pupil has achieved ARE or better in all areas of the curriculum. They have achieved GDS in Reading and French.

Externally provided programmes

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

Programme	Provider
RWI Phonics / 1:1 Tutoring	Read, Write Inc.
RWI Spelling	Read, Write Inc.
TT Rock Stars	Maths Circle Ltd.
Numbots	Maths Circle Ltd.
Maths mastery	White Rose
Lift off to Language	Bedfordshire community Health services (SALT)
Writing to Learn	Chris Quigley
Nessy (Dyslexia programme)	Nessy Ltd
Nessy Dyslexia quest (Dyslexia assessment)	Nessy Ltd
The Curiosity Approach/accreditation	The Curiosity Approach

Service pupil premium funding (optional)

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

How our service pupil premium allocation was spent last academic year

£670 paid for the Chris Quigley course on supporting pupils to achieve GD in reading and the cost of a TA to implement it.

The impact of that spending on service pupil premium eligible pupils

Pupil achieved Greater depth in Reading