

Pupil Premium Strategy Statement

This statement details our school'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.

School overview

Detail	Data
School Name	Holden Clough Community Primary School
Number of pupils in school	382
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers	2021/22
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	F. Kordemir & Jo Hartley & Jenna Boulton
Pupil premium lead	Jo Hartley & Jenna Boulton
Governor / Trustee lead	Ali Basharat

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,425 (65x £1345)
Recovery premium funding allocation this academic year	£10,585 (estimate – will be confirmed in November)
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	£98,010

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, through Pupil Progress meetings, so that they are fully aware of strengths and weaknesses across the school.

Principles

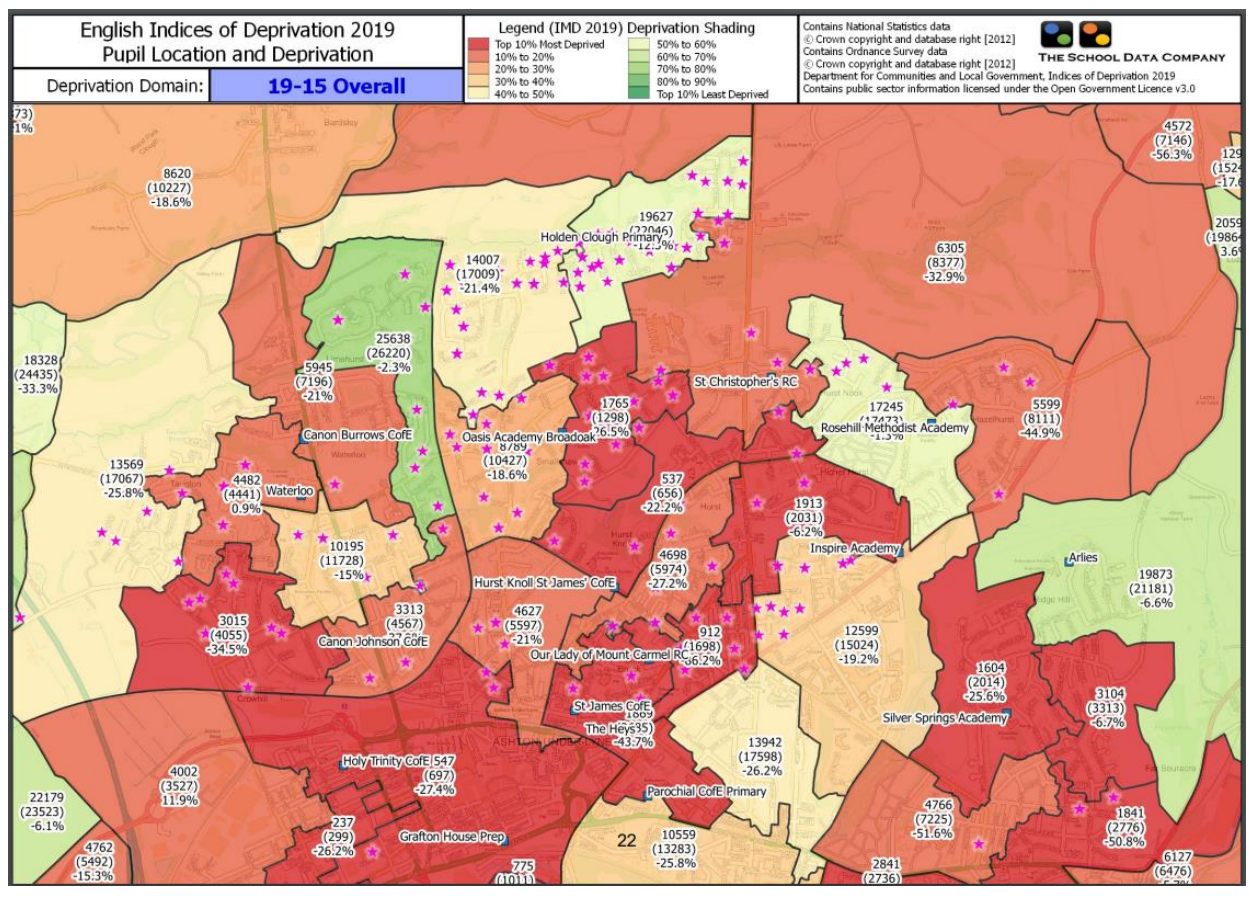
- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Demography and School Context

Holden Clough Primary is a community school located in Ashton-Under-Lyne, in Tameside MBC. This is a two-form entry school with a part time nursery with 26 places. The current admission numbers for 2021-2022 are low (36 pupils in Reception and 16 in Nursery) and the LEA Admissions department forecast is similar for the next 3 years.

The school is currently in consultation process to reduce the PAN for 2023 - 2024 academic year.

The map below displays the “Lower Super Output Areas” (LSOAs) which surround the school and they are colour coded according to which national decile they belong to: decile 1 being the most deprived and decile 10 being the least deprived (IMD rankings). The stars indicate where the school’s pupils live. Although there are areas relatively near to the school which have lower than average levels of deprivation, some of the areas immediately surrounding the school, in which most of the pupils live, are amongst the most deprived in the country.



Holden Clough Primary

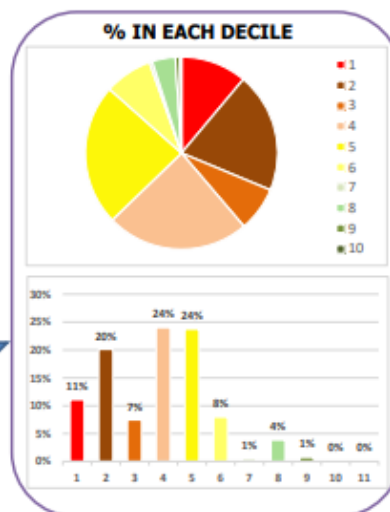


Income Deprivation Affecting Children Index (IDACI)

The Income Deprivation Affecting Children Index (IDACI) measure the proportion of all children aged 0-15 living in income deprived families. This is one of two supplementary indices and is a sub-set of the Income Deprivation Domain.

The Income Deprivation Domain measures the proportion of the population experiencing deprivation relating to low income. The definition of low income used includes both those people that are out-of-work, and those that are in work but who have low earnings (and who satisfy the respective means tests).

Decile	Decile Description	Ranks	Number of Pupils	IDACI %	Avg. Rank
1	10% Most Deprived	1 to 3284	43	11%	1577
2	10% to 20%	3285 to 6568	78	20%	4886
3	20% to 30%	6569 to 9853	29	7%	7300
4	30% to 40%	9854 to 13137	93	24%	11473
5	40% to 50%	13138 to 16422	92	24%	14701
6	50% to 60%	16423 to 19706	31	8%	17242
7	60% to 70%	19707 to 22990	2	1%	21626
8	70% to 80%	22991 to 26275	15	4%	24801
9	80% to 90%	26276 to 29559	3	1%	27549
10	10% Least Deprived	29560 to 32844	1	0%	30544
	UNKNOWN		0	0%	
	TOTAL		387	32.6%	10706



Detailed breakdown of Top 30% Most Deprived (Deciles 1 to 3)

Decile	Decile Description	Ranks	Number of Pupils	IDACI %	Avg. Rank
1	5% Most Deprived	1 to 1642	32	8%	1456
	6% to 10%	1643 to 3284	11	3%	1929
2	10% to 15%	3285 to 4927	30	8%	3795
	16% to 20%	4928 to 6568	48	12%	5567
3	20% to 25%	6569 to 8211	28	7%	7253
	26% to 30%	8212 to 9853	1	0%	8627

IMD Deprivation Indices - See page 4 and 5 for details of the different deprivation indices and what is included

Decile	IDACI	OVERALL IMD	INCOME	EDUCATION	EMPLOYMENT	CRIME	HEALTH	BARRIERS
1	11%	20%	16%	15%	20%	27%	24%	0%
2	20%	16%	11%	9%	12%	26%	33%	0%
3	7%	5%	13%	4%	9%	1%	14%	1%
4	24%	9%	22%	14%	30%	24%	22%	7%
5	24%	21%	8%	21%	22%	0%	6%	1%
6	8%	23%	22%	31%	2%	21%	1%	9%
7	1%	1%	2%	5%	1%	0%	0%	30%
8	4%	5%	4%	0%	4%	1%	0%	6%
9	1%	0%	1%	0%	0%	0%	0%	43%
10	0%	0%	0%	0%	0%	0%	0%	2%
UNKNOWN	0%	0%	0%	0%	0%	0%	0%	0%
Avg. Rank	10706	11550	11298	12776	10219	8424	7057	23489

IDACI by National Curriculum Year

Decile	Year 6	Year 5	Year 4	Year 3	Year 2	Year 1	Reception	Nursery
1	10%	13%	19%	11%	6%	11%	8%	7%
2	25%	22%	14%	20%	20%	17%	30%	7%
3	0%	8%	8%	14%	10%	6%	8%	0%
4	31%	23%	14%	21%	27%	30%	18%	40%
5	21%	18%	27%	21%	20%	28%	28%	40%
6	11%	13%	7%	5%	8%	6%	3%	7%
7	0%	0%	2%	0%	0%	0%	3%	0%
8	2%	0%	7%	5%	8%	2%	5%	0%
9	0%	0%	3%	2%	0%	0%	0%	0%
10	0%	2%	0%	0%	0%	0%	0%	0%
UNKNOWN	0%	0%	0%	0%	0%	0%	0%	0%
Avg. Rank	10399	9965	11379	10510	11421	10643	10245	12085

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

Achieving These Objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- To allocate a 'Catch Up' Teacher to each Year Group - providing small group work with an experienced teacher (Y5/6) and HLTA across the school to focus on overcoming gaps in learning
- 1:1 support
- Use of the Tutor Trust Tutors or other EEF recommended tutoring providers
- Additional teaching and learning opportunities provided through trained LSAs or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary and transition internally and into EYFS.
- Additional learning support.
- Pay towards activities, educational visits and residential trips. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of specialist learning software.
- To extend PE provision by buying specialist provision during and after school.
- To allow the children to learn a musical instrument and to sing in a choir.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote Holden Clough values and thus enhance learning.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Reading skills are less well developed for pupil premium pupils than other pupils, particularly with fluency, stamina and in the understanding of vocabulary.
2	Communication skills are less well developed for pupil premium pupils than other pupils, particularly attention and listening, understanding and

	expressing grammar, understanding and expressing vocabulary and expressive narrative. This is reflected in both their speaking and writing.
3	Lack of a broad range of experiences and less well-developed vocabulary, can mean that writing is a barrier for many pupil premium pupils.
4	Maths skills (particularly arithmetic and number facts) prevent some PP children from achieving ARE.
5	A number of children who are in receipt of Pupil Premium who also have additional vulnerabilities/barriers such as: SEND, EAL, CP issues, difficult early life experiences, in year transfers, prior home education
6	Social and emotional barriers which prevent some pupil premium pupils learning effectively (in some cases, social services involvement).
7	Lack of support from parents of some pupil premium children which results in lower attainment, attendance and lateness.
8	Difficulties for pupil premium children accessing remote learning due to a lack of equipment.
9	Attendance and Punctuality issues. Pupil premium children in our school have lower attendance than our non-pupil premium children. It is also lower than the national average attendance for PP children.

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
To improve progress in Reading	Achieve above national average progress scores in KS2 Reading (0)
To improve progress in Writing	Achieve above national average progress scores in KS2 Writing (0)
Progress in Mathematics	Achieve above national average progress scores in KS2 Maths (0)
Phonics	Achieve above national average expected standard in PSC

Attendance	Ensure attendance of disadvantaged pupils is above 95%
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £58,310

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p><i>Whole class reading approach.</i></p> <p>Pupils are experiencing more age appropriate texts and are hearing others model reading aloud. Pupils with lower reading ages are developing their vocabulary through exposure to more sophisticated texts</p>	<p>EEF Teaching & Learning Toolkit shows that reading comprehension strategies can have an impact of +6 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>In 2021/22 we aim to extend this approach into KS1.</p>	1 & 2
<p><i>First Class Phonics</i></p> <p>A consistent, progressive approach to teaching phonics.</p>	<p>EEF Early Years Toolkit shows that early literacy approaches can have an impact of +4 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</p>	1 & 2

<p>Used as a whole class teaching method in EYFS & KS1 but also to target groups of older children at risk of reading failure due to decoding difficulties.</p> <p>All KS2 staff have also received some First Class Phonics CPD so they are aware of the basic principles of learning to read.</p>	<p>EEF Teaching & Learning Toolkit shows that phonics can have an impact of +5 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>In 2021/22 we have audited our reading book scheme to ensure it aligns with First Class Phonics and shows a cumulative progression in phonics knowledge. Purchasing additional books to fill in any gaps.</p>	
<p><i>Tales Toolkit</i></p> <p>A whole class approach where children lead their own stories and the adults model back the language. Helps to develop language, literacy, social skills, creativity confidence, empathy, writing and problem solving.</p>	<p>EEF Early Years Toolkit shows that early literacy approaches can have an impact of +4 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</p>	2 & 3
<p><i>Maths Lesson Structure</i></p> <p><i>NECTM mastery approach – we have changed the structure of our lessons to focus on a pure mastery approach. It ensures all children are exposed to the full maths curriculum.</i></p> <p><i>X Rockstars</i></p>	<p>We use a mastery learning approach in maths, children are in mixed ability groups and work collaboratively. Y1-Y6 take part in ‘Tough Ten.’ This is a daily arithmetic practise every morning to encourage fluency with number facts. In Summer 2022, we intend to implement a similar approach in EYFS.</p> <p>EEF Teaching & Learning Toolkit shows that mastery approaches and Collaborative learning can have an impact of +5 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	4

<p><i>Deepening Understanding CENTURY</i> <i>In class TA4 Support</i></p>	<p>NECTM Mastering number in EYFS - extra 10-15 mins a day to improve fluency</p> <p>TA4 across the school to ensure that school can sustainably remain open if absences due to COVID and for a consistency of teaching.</p> <ul style="list-style-type: none"> • First port of call on class cover, • Add flexibility for teacher CPD, • Small group teaching, • Guiding and supporting other TAs in the year group • Lead at playtimes. <p>EEF Early Years Toolkit shows that early numeracy approaches can have an impact of +6 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-numeracy-approaches</p> <p>We plan to implement NECTM approach to teaching timetables across the school: 2021/22- Y3 & Y4 2022/23 – Y1 & 2</p> <p>https://www.ncetm.org.uk/features/whole-school-approach-to-learning-times-tables/</p> <p>https://tinyurl.com/vynbpm6f</p> <p>White Rose Concrete, Pictorial, Abstract CPD planned for all staff. CPD planned for LSAs in methods of teaching and scaffolding in maths.</p>	
<p><i>In class targeted class TA support for PP children</i></p>	<p>Every class has a full time TA – in class targeted support for PP children with RWM.</p>	<p>4</p>
<p><i>Forest School/ curriculum enhancement</i></p>	<p>Forest School is a long-term process of regular sessions, rather than a one-off or infrequent visits. The cycle of planning, observation, adaptation and review of children engaged in forest school activities links each session and provides children with the opportunity to learn from first hand experiences.</p>	<p>3 & 6</p>
<p><i>Whole Class Oracy & Vocabulary</i> <i>A whole school approach to ensure that we are immersing</i></p>	<p>https://www.oneeducation.co.uk/news-blog/vocabulary-is-vital</p>	<p>2 & 3</p>

<i>children in rich language and developing their vocabularies. Particularly focussing on tier 2.</i>	CPD planned for all staff from English Lead & One Education.	
<i>Century: a digital platform for homework which is also used by our local secondary school helping to make a smoother transition and prepare our pupils once they move on. This is intended for the children to be able to access independently without parental support.</i>	EEF Teaching & Learning Toolkit shows that homework can have an impact of +3 in primary schools and that the use of digital platforms can increase this to +6 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	7 & 8

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

Budgeted cost: £ 14,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Echo Reading</i> Additional sessions to encourage the fluency of pupils who have a difficulty in this area. LSAs have had echo reading CPD	Herts for Learning Reading Fluency Project https://www.hertsforlearning.co.uk/blog/early-findings-ks2-reading-fluency-project	1
<i>Wellcomm</i> We screen all Nursery children on entry (and any children who are	EEF Early Years Toolkit shows that communication and language approaches in EYFS can have an impact of +6 months.	2

<p>a cause for concern in Reception) to assess their speech and language ability to identify any problems before they become more serious. We then address these with the activities in the Wellcomm toolkit.</p> <p>EY Resourcing to meet the need of the new EY Curriculum EY / KS1 Reading Books (£5000) to ensure the books link to First Class Phonics and accelerate reading</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>Over recent years, about half of children in the reception cohort have achieved a Good Level of Development by the end of the Foundation Stage, and this is again the case in 2021, with exactly 44% achieving GLD. Foundation stage attainment is therefore consistently well below national (72% in 2019). These figures reflect the fact that many children join Holden Clough with very low levels of development. We undertook a review of EY's to invest in new resources in July 2021 to ensure the needs of the new curriculum could be met. An audit by the EYFS lead and LG/ JC was undertaken in 2021 looking at the quality of reading books used in Phonics, Guided Reading and home reading books. An investment of new books was undertaken to support the EEF research.</p>	
<p><i>Toe by Toe</i> Toe By Toe supports any child or adult who has difficulty in decoding (reading unfamiliar words confidently and accurately) or reading fluently (reading without pausing or hesitating when confronted by an unfamiliar word)</p> <p>SENDCO time in class supporting with interventions</p>	<p>https://toe-by-toe.co.uk/wordpress/wp-content/uploads/2021/04/Toe-By-Toe-Academic-Research-Data-.pdf</p> <p>EEF Teaching & Learning Toolkit shows that teaching assistant interventions can have an impact of +4 months and are more effective for reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1
<p><i>Tutoring</i> In Years 4, 5 & 6</p>	<p>EEF Teaching & Learning Toolkit shows that small group tuition can have an impact of +4 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	2, 3 & 4

<p><i>Homework Club</i> A weekly after school club staffed by LSAs who can support children to complete homework in a suitable setting.</p>	<p>EEF Teaching & Learning Toolkit shows that homework can have an impact of +3 in primary schools and that the use of digital platforms can increase this to +6 months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	7
<p><i>Lexia</i> Lexia Reading Core5® (Lexia) aims to improve reading skills and is developed by Lexia Learning Systems LLC. It consists of three elements: personalised online student activities, real-time reporting of student progress, and paper-based resources to guide teacher instruction where needed. Teachers can use it to target struggling readers, as a whole class or whole school intervention, or as a home use supplement to teaching.</p>	<p>EEF study of Lexia in KS1: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia</p> <p>EEF Teaching & Learning Toolkit shows that individualised instruction can have an impact of +4 months including use of digital platforms</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	1
<p><i>Clicker 7</i> Child friendly word processor with assistive technology features to support struggling or reluctant writers.</p>	<p>https://crickmedia2.blob.core.windows.net/files/docs/product-files/clicker-7/rvsd-teacher-use-of-cricksoft-to-support-literacy-2018-final.pdf?sfvrsn=bffcaae0_34</p>	2

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

Budgeted cost: £ 28,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>School Social Worker (CARITAS) 1.5 days per week.</i></p> <p>Carrying out direct 1:1 work with pupils and their families, group sessions and whole class/cohort workshops.</p> <p>Referring and signposting to a range of external agencies.</p> <p>CARITAS worker to stop issues before they start</p>	<p>All direct work and group sessions carried out by our social worker in 2020/21 reviewed as good or very good on our provision map (Edukey). Pupils reporting that they feel improvements in the following areas (using a star rating system prior and after a series of sessions):</p> <ul style="list-style-type: none"> • physical health • where you live • being safe • relationships • feelings & behaviour • friends • confidence & self esteem • education & learning <p>Improved relationships between school and parents – parents we previously struggled to engage with we now have improved communication with and as a school are better able to meet the children’s needs with a better understanding of their family context.</p> <p>CARITAS Impact Report: https://www.caritassalford.org.uk/caritas-impact-report-2020/</p>	<p>5,6 & 7</p>
<p><i>The Zones of Regulation – whole school approach led by SENDCo</i></p> <p>An approach aiming to give pupils and staff a common language and toolkit to use when regulating emotions so that pupils spend less time feeling dysregulated and more time feeling ready to learn.</p> <p>Pupils to extend their emotional vocabulary and be able to verbally express their feelings.</p>	<p>EEF Early Years Toolkit shows that self regulation strategies in EYFS can have an impact of 5+ months. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies</p> <p>EEF Teaching & Learning Toolkit shows that social and emotional learning can have an impact of 4+ months, noting that when a universal approach is taken: ‘Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff.’ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Summer Term 2021:</p> <ul style="list-style-type: none"> • 1 x Staff meeting to introduce The Zones. • 5 x whole school assemblies delivered fortnightly over summer term by SENCo. • 5 x fortnightly circle times provided by the SENCo but delivered by staff in class: differentiated by key stage, discreetly focussing on the zones. <p>By the end of summer every classroom had a Z of R display, parents were made aware of the approach with a guide posted to Dojo and pupils were using the zones to identify their feelings. Teachers reported that pupils</p>	<p>2 & 6</p>

	<p>were using simple strategies to help themselves to feel better.</p> <p>Plans for 2021/22 are as follows:</p> <ul style="list-style-type: none"> • 1 x staff meeting in Autumn to discuss 'scripts' and a common language. • 1 x staff meeting Spring to feedback experiences across school in using Z of R • Z of R recap assemblies each term. • Z of R circle times provided by SENCo, delivered by class teachers termly. • Pupil voice – random sample to give feedback • Parent workshop/info videos on the Zones 	
<p><i>Funded Wraparound Care</i></p> <p>Free access to School Buddies (Private provider) before and after school club for pupils eligible for pupil premium if required. This has supported families around work schedules and helped to reduce attendance/lateness.</p>	<p>Currently we provide regular before and after school care for 6 PP children.</p>	7
<p><i>Attendance monitoring/ EWO support</i></p>	<p>Additional SLA cost for monitoring attendance with EWO support.</p>	9
<p>Data analysis / demographic analysis / Assessment / EduKey</p>	<p>Anthony Conlin - The School Data Company</p> <p>Provision Map Writer (EduKey) to put PP provision and interventions</p>	1,2,3 & 4

<p>Team Teach Training</p>	<p>Positive Behaviour Training Level One</p> <p>10 members of staff trained on L1, 6-hour course. one-day course aimed at individuals operating in low-risk service settings.</p> <p>It equips individuals with simple de-escalation strategies and basic positive handling techniques to deal with challenging behaviour in mainstream setting.</p>	<p>2&6</p>
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Total budgeted cost: £ 101,410

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	+3.0
Writing	-1.0
Maths	+3.5

Disadvantaged pupil attainment percentages for last academic year

Measure	Score
Meeting expected standard at KS2 RWM	44%
Reading	75%
Writing	44%
Maths	94%

The attainment gaps between this group and the rest of the cohort were small. The low attainment on writing had an impact on the combined RWM measure. The attainment and progress on writing was one of the challenges of the COVID-19 pandemic. The attainment of the Disadvantaged group was above national on Reading and Maths.	
Meeting High standard at KS2 RWM	0%
Reading	25%
Writing	0%
Maths	6%

27% of the year group were identified as Disadvantaged.

	Total	PP	SEN	PP&SEN
Number of Pupils	16	16	4	4
Males	11	11	3	3
Females	5	5	1	1

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Maths /Reading/ Science – individualised support programme	CENTURY
X Tables Rockstars	TT Rockstars
Data analysis / demographic analysis / Assessment /	Anthony Conlin - The School data Company
Family and Nurture support	CARITAS
EduKey	Provision Map Writer