

# Pupil premium strategy statement



This statement outlines our pupil premium strategy, and how we allocated funding for the academic year 2023 to 2024.

## School overview

Detail	Data
School name	Chantry Community Primary School
Number of pupils in school	201
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	September 2022
Dates on which it will be reviewed	July 2023, July 2024, July 2025 (New 3 Year Strategy to be Implemented)
Statement authorised by	Becky Reed
Pupil premium lead	Helen Drake
Governor / Trustee lead	David Becker

National PP%	Non-PP	PP (Ever 6)
24.6%	135 (67%)	66 (33%)

## Funding overview

Detail – Pupil Premium	Amount
Pupil premium funding allocation this academic year	£94,575
Post LAC allocation	£10,120
Out of County CLA PP	£2,480
Pupil premium funding carried forward from previous years	£7,142
<b>Total PPG budget for this academic year</b>	<b>£114,317</b>
Detail – Recovery Premium	Amount
Recovery premium funding allocation this academic year	£9,788
<b>Total PPG &amp; Recovery budget for this academic year</b>	<b>£124,105</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our aims in supporting disadvantaged pupils are:

- KPI 1 To develop children's oracy, vocabulary and reading skills
- KPI 2 To improve standards of children's writing across the school
- KPI 3 To raise the percentage of children attaining EXS at the end of KS2
- KPI 4 To develop children's creative thinking skills
- KPI 5 To ensure children with SEND can be successful across the curriculum
- KPI 6 To raise levels of school attendance
- KPI 7 To ensure the school's behaviour policy is consistently implemented

## Challenges

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

Challenge number	Detail of challenge
1	Social, Emotional and Mental Health difficulties leading to difficult and dangerous behaviour in specific individuals. This has improved significantly over the last 2 academic years in most classes. There continue to be children who need targeted or enhanced ongoing support, and these are almost solely Pupil Premium children. Behaviours impact on others feeling safe and ready to learn, and therefore need careful planning and provision.
2	Lack of resilience in some year groups, and some parents/carers. Lack of investment in the importance of education which impacts heavily on attendance, self-esteem and progress, as well as behaviours linked to these.
3	Lack of connection to community, and how behaviour and language may look different in different contexts – both in and out of school. Cultural Capital deficit.
4	Low levels of language impacting on attention, behaviour, relationships, regulation and impulse control, as well as academic progress. Ongoing impact of COVID (reduced interactions, range of available experience and day to day life meaning fewer opportunities to learn and embed new vocabulary).
5	Ongoing low attainment due to combination of above factors, parents finding it difficult to support at home, and low levels on entry. This was significant for Pupil Premium children. The academic gap has not closed satisfactorily following COVID.

## Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan (July 2025), and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<ul style="list-style-type: none"> <li>- Consistency of prosocial and prolearning behaviour across year groups.</li> </ul>	<p>All children settled and ready to learn following:</p> <ul style="list-style-type: none"> <li>- entry to school</li> <li>- transitions</li> <li>- challenge</li> </ul> <p>with appropriate support</p>
<ul style="list-style-type: none"> <li>- “Low level” behaviour challenges. Children and adults have strategies to manage behaviour in class, and a good understanding of what’s available in the wider school when children begin to dysregulate.</li> </ul>	<p>Children recognise:</p> <ul style="list-style-type: none"> <li>- expectations in school</li> <li>- learning comes from challenge and this is positive</li> <li>- They are only in competition with themselves</li> <li>- What different emotions feel like as sensations in their bodies</li> <li>- Granulation of language around emotions, and how this links with response</li> <li>- Agreed spaces and times when they are overwhelmed, and that this is only for the rare times it’s needed</li> </ul>
<p>All children accessing class learning to the level of their ability.</p>	<p>All children in all classes, in class:</p> <ul style="list-style-type: none"> <li>- for input of learning</li> <li>- have support, including word banks, scaffolds, concrete resources, sensory support etc.</li> </ul> <p>High level children are:</p> <ul style="list-style-type: none"> <li>- in class for the lessons they can be</li> <li>- have a differentiated level of support, including alternative linked curriculum, visual and concrete resources and in some cases 1:1 adult support. Class teachers understand their responsibility for planning and assessment of these pupils</li> <li>- have a clear signal to their adult when they need to leave an area or activity</li> </ul>

	<ul style="list-style-type: none"> <li>- build up time in school and class over time</li> </ul>
Parents and Carers have a working understanding of the importance of children being in school consistently and learning.	<ul style="list-style-type: none"> <li>- increased attendance</li> <li>- increased parental engagement (in school for coffee mornings, open learning, workshops etc)</li> <li>- fewer parental concerns logged on CPOMS</li> <li>- parent/carer feedback</li> </ul>

### Activity for 2023 - 24

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: £10,637

Activity	Rationale for this approach	Challenge number(s) addressed
<i>Whole school Oracy Training</i>	Increased vocabulary, processing/comprehension (reading and verbal) and attainment. Increased phonic knowledge at accelerated rate leading to raised attainment.	4, 5
<i>Fresh Start Phonics Training</i>	Supports older children developing phonic knowledge to decode and accelerate reading progress.	4, 5
<i>Ongoing support and training from Read, Write, Ink (RWI)</i>	Consistent High Quality teaching across year groups to accelerate progress.	5
<i>Early Maths (8.35 – 8.45 daily)</i>	Target gaps in learning to accelerate progress.	5
<i>Test Base</i>	Software to assess children's strengths and gaps, ensuring planning can be targeted to need in each class. Interventions can be carefully planned based on analysis.	5
<i>Increased diversity through resources, displays, texts, visitors, curriculum</i>	Increase children's understanding of broader diversity to build respect and appreciation of differences among us.	3

<i>TT Rockstars, Numbots, Accelerated Reader, Star Maths</i>	Software to support basic skills development and consolidation.	5
<i>Read Write Ink Resources</i>	Phonic programme to accelerate learning early, impacting on reading and writing	5
<i>Widgit Software</i>	Provides a language rich environment, access to and support for ambitious vocabulary for all children.	4, 5

## Targeted support

Budgeted cost: 96,836

<b>Activity</b>	<b>Rationale for this approach</b>	<b>Challenge number(s) addressed</b>
<i>Volunteer Readers</i>	Repetition, enjoyment of reading, broadens parachute of support.	1, 4, 5
<i>Speech and Language TA</i>	Targeted intervention for language development and speech sound formation to support decoding, writing, comprehension and processing of language.	1, 4, 5
<i>1:1 Reading (PP, vulnerable and lower 6 targeted)</i>	Targeted intervention to support decoding, comprehension and enjoyment of reading.	4, 5
<i>1:1 Tutoring</i>	Targeted intervention to support maths and English skills and accelerate progress.	5
<i>Nurture support lead</i>	Talkabout, Zones of Regulation, Coaching, 1:1 and small group nurture support, social skill development	1, 2, 5
<i>TA interventions – phonics, basic maths skills, sensory circuits, motor skills, pre-teaching vocabulary, reading comprehension e.g.</i>	Proactive, planned, targeted intervention to support skills development, support sensory and mental health need, to increase access and accelerate progress.	1, 4, 5
<i>Additional Adult Support to target PP in high % classes (R, 1, 2, 6)</i>	Reactive and proactive planned targeted support for skills development, increase access to the curriculum, support sensory and mental health need.	1, 2, 4
<i>Music Therapy</i>	Targeted support for SEMH	1, 2
<i>Speech and Language link</i>	Targeted assessment of and intervention for language development and speech sound formation to support	1, 4, 5

	decoding, writing, comprehension and processing of language.	
<i>Family Support Key Worker</i>	Targeted support for families experiencing broader difficulties.	2, 5
<i>Targeted SATS support – CGP packs, SATS Week Tutoring and Breakfast club e.g.</i>	Targeted support for year 6 parents to engage with their child' learning at home and support progress.	5

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

Budgeted cost: £16,632

<b>Activity</b>	<b>Rationale for this approach</b>	<b>Challenge number(s) addressed</b>
<i>Parent Workshops and Coffee Mornings: Maths basic skills, Times Tables, SEMH/SEND, Behaviour, MHEW, Online Safety, Oracy</i>	Increased parent confidence in supporting children at home, leading to greater engagement with home learning	4,
<i>Artist in Residence, Arts Award, Discover/ Explore, Rocksteady, Music Lessons</i>	Increased Cultural Capital, passion and skill development, increased engagement	1, 2, 3
<i>Empowerment Approach, Therapeutic Thinking, MHEW embedded in curriculum</i>	Increased skills of empathy and emotional regulation, increased understanding of how to improve and maintain positive mental health	1, 2
<i>Attendance Awards</i>	Increase parental engagement and attendance with, impact on wellbeing and attainment	
<i>Equality of access (clubs, trips, PGL, cultural capital, arts, holiday activities, uniform, equipment)</i>	Equality of access, increased cultural capital, skills and passion development	1, 2, 3
<i>Culture Shift</i>	Increased cultural capital, skills (including social and emotional skills) and passion development, increased understanding of how to improve and maintain positive mental health	1, 2
<i>Year 6 Narcanon, Bikeability</i>	Life skills, keeping themselves safe now and in the future	1, 2, 3
<i>Breakfast Club</i>	Physical needs met, settled positive social start to the day, increase in attendance and being in school on time	

<i>Remarkable Me Art Workshops, Cultural Capital Activities, Therapeutic Storytelling, Curriculum experiences, Musical experiences, Transport to CC events</i>	Increased cultural capital, skills (including social and emotional skills) and passion development, increased understanding of how to improve and maintain positive mental health, opportunity awareness development	1, 2, 3, 4
<i>Equality of resources – uniform, water bottles, equipment e.g.</i>	Equality of access, resources and presentation	1, 2
<i>Staff training – Empowerment Approach, Therapeutic Thinking, Oracy development, SEND support, maths mastery, phonics etc</i>	Increased confidence in supporting children's skills, knowledge and wellbeing across priorities	1, 2, 3, 4, 5

**Total budgeted cost: £124,105**

For outcomes from the previous year please see Pupil Premium Report, completed and reported to governors Annually.

## Further information (optional)

- **Catch up (COVID) Funding has been used to support classes with high numbers of children vulnerable to under achievement following COVID. Two teachers were hired at the beginning of the year, with one continuing until Easter. They worked 1:1 or with small groups to ensure that gaps were highlighted and targeted intervention was in place to support children to make accelerated progress in maths and English.**



<b>Year Group</b>	<b>% of PP</b>	<b>Allocated Support</b>
<b>Reception</b>	<b>11%</b>	<b>Nurture, TASS “Switching On”, Speech and Language, PFF Voucher</b>
<b>Year 1</b>	<b>20%</b>	<b>Additional adult (high challenge PP), Nurture, TASS “Switching On” 1 child, Speech and Language, FLP 1 child, L2FKW, Foodbank, PFF Voucher</b>
<b>Year 2</b>	<b>15%</b>	<b>Additional adult (high challenge PP), Nurture, Speech and Language, Catch Up Teacher, Music Therapy, L2FKW, PFF Voucher</b>
<b>Year 3</b>	<b>11%</b>	<b>Additional adult (high challenge PP), Nurture, Speech and Language, Catch Up Teacher, Music Therapy, Worry Tree Group, PFF Voucher</b>
<b>Year 4</b>	<b>17%</b>	<b>Nurture, Speech and Language, Catch Up Teacher, Music Therapy, Worry Tree Group, TLG Coaching, PFF Voucher</b>
<b>Year 5</b>	<b>14%</b>	<b>Nurture, Speech and Language, Foodbank, Music Therapy, L2FKW, TLG Coaching, Willow Tree Therapy, Time to Talk Group, PFF Voucher, Tutoring</b>
<b>Year 6</b>	<b>14%</b>	<b>Nurture, Foodbank, Music Therapy, TLG Coaching, PFF Voucher, Tutoring, Additional Transition</b>

**NB: Nurture support includes Zones of Regulation, Friendship Groups, Sensory Circuits, Talkabout, Freeflow and 1:1/small group social and emotional skills support**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

#### Progress for Ever 6 children

This table represents children from years 2 – 6. Transferring data from reception to year 1 is not yet reliable, and therefore year 1 has not been included on this occasion due to previous year's data being from their reception year. There has also been a change in software (from Classtracker to Insight) so reliability is not yet fully embedded. The data has been compared from Summer 2 2023 to Summer 2 2024 (an entire academic year).

	<b>Expected Progress (stable trajectory)</b>	<b>Accelerated Progress (increased levels)</b>	<b>Below Expected Progress (reduced levels)</b>
<b>Reading</b>	<b>53%</b>	<b>12%</b>	<b>35%</b>
<b>Writing</b>	<b>49%</b>	<b>26%</b>	<b>26%</b>
<b>Maths</b>	<b>49%</b>	<b>16%</b>	<b>35%</b>
<b>Average</b>	<b>50%</b>	<b>18%</b>	<b>32%</b>

68% made expected or better progress. Whilst this is positive, nearly a third of children did not make expected progress. There are clear reasons and individual stories around this (inconsistent teaching, high levels of need, trauma and change in family circumstances, low attendance and therefore increasing gaps, for example). However, this highlights the need to plan rigorously to reduce this percentage so all children make the best possible progress.

Writing has the smallest decrease in progress. This suggests that targeted Oracy and writing planning are impacting.

Reading shows the most stable trajectory, but lowest accelerated progress, suggesting that higher levels of targeted work needs to be done to prevent children being unable to reach expected levels at the end of KS2, and to excel in this area.

Read, Write, Inc (RWI) was introduced at the end of 2022 - 23, and embedded throughout 2023 – 24. It is therefore expected that reading (and writing) levels will improve due to this as children move through the school. The school is well resourced, and groups are running smoothly, adapting to progress termly as a minimum.

Fresh Start Phonics Training (RWI support for older children not yet confident with phonics) has been trialled, but is not yet in place consistently. This will be introduced in 2024 – 25.

Early Maths – Now embedded. School day starts at 8.35 and the majority of children arrive ready for this. Data above suggests that this is not yet impacting on progress for PP children (see attendance and late analysis below).

**Volunteer Readers** – we have benefitted from Volunteer Readers in the majority of classes across the school this year, although these have not all been able to complete the full academic year for a range of reasons (travel, personal circumstances, work, for example). Pupil Premium children have been prioritised for this support. Regular reading is essential, and volunteers fill a vital role in fulfilling this.

**Test Base** – No longer in place. PIRA and PUMA are now used to give an objective view of progress and attainment in each year group. Transition to DCAT has structured this, but the result has been positive. This year has been spent embedding its use for teachers, and for familiarity and resilience for pupils. From 2024 – 2025 it will be used to analyse gaps. This will inform teaching for the whole class, as well as support planning for specific groups

**1:1 Reading (PP, vulnerable and lower 6 targeted)** – This has been impacted due to the need for additional support in class, staff absence and cover needs. Volunteers have aided progress (as above) but more rigorous intervention, and tracking of progress, is required moving forward. Behaviour support is no longer required at the same level, and therefore more support is available for academic input. This will be planned into intervention for 2024 – 2025 with class support adults.

**Increased diversity through resources, displays, texts, visitors, curriculum** – ongoing. Training for awareness has been completed, with a greater number of assemblies and individual lessons embedded in the curriculum. More work needs to be done to ensure diversity is visible across the school and embedded within the curriculum so all feel welcomed as part of the Chantry community. This is prioritised through our School Development Plan for year 2024 – 2025.

**TT Rockstars, Numbots, Accelerated Reader, Star Maths licenses** – it's difficult to separate the impact of these on progress from other forms of support. They are accessible from home, but PP children may not have access to technology or the internet for regular use. In school, regular access to these is available. Access needs to be assessed to ensure equity where possible.

**Widgit Software (Visual images for key words)** – All displays are expected to include this. Word banks are expected for ambitious vocabulary in lessons for all, but targeted for those who need it. This supports pre-teaching for EAL, dyslexic, low vocabulary, low language level children – Oracy focus. It also builds access and independence for all learners.

**Speech and Language TA, Speech and Language Link Licenses** – Post no longer in place. Nurture Teacher now supports speech sound and language development, and prioritising this has increased consistency of intervention – Oracy focus. Low levels of language significantly impact behaviour and future outcomes. All Reception and Year 3 children are assessed, along with those who have received support in the last academic year, as part of our cycle of support.

Progress is clear from assessments (one children achieving 4 areas of assessment rather than one for example). Speech sounds support phonic development, and therefore reading and writing progress. This needs to remain a long term priority as children move through the school.

**TA interventions (all classes); Additional Adult Support to target PP in high PP% classes (years 1, 2, 3)** – phonics, fluency, reading comprehension, basic maths skills, fine motor skill/handwriting support e.g: Following COVID lockdowns TAs were needed in class to support mental health and wellbeing difficulties leading to difficult and dangerous behaviour as the children settled back into routine and got used to being back in large groups, and managing social situations. All classes have observable gaps and these were addressed to ensure pro-social and pro-learning behaviours were in place. Having invested heavily in this area (both in terms of time and resources) we are now in a place where the focus needs to be shifted firmly back to progress and outcomes. Accelerated progress in phonics in year 1 is noted (one child with only 6 weeks previous experience of any schooling progressed from knowing only letter names and being able to read 0 words, to achieving 15 words in the statutory assessment. This does not meet the threshold but is testament to the rigorous teaching and practice of the year 1 team, led by the year 1 teacher, and is a strong starting point to continue to build on this in year 2). In year 4, daily phonic sessions have plugged gaps (all PP children). In year 3, data shows accelerated progress for several children. Movement of children, both in an out of the class, make year group data challenging to assess by %. SEND and behaviour challenges increase this. Additional resources have been invested for 2024 – 2025, and a strong team has been put in place to support accelerated progress.

**Music Therapy** – 70% of children who remain at Chantry and have accessed Music Therapy in 2023 – 2024 are Pupil Premium (in year leavers who accessed this were high level SEND or demonstrated difficult and dangerous behaviours). Progress based on solely on Music Therapy is difficult to assess due to the nature of therapeutic approaches, and these being used alongside other support due to complexity of need. A significant majority of children show observable increase in confidence and access to learning, as well as being able to manage increased time on the playground without conflict. Music Therapy supports expression without words, team work and reciprocity, trust building and regulation. This is a valuable use of funding despite progress being difficult to pinpoint.

**Family Support Key Worker** – Sam Davies, Level 2 Family Keyworker has worked with, or had referrals for future work with, 10 children (8 families) in 2023 – 2024. 60% of children and 58% of families are Pupil Premium. Impact is difficult to measure as work is done with the whole family. Observable impact: increased pro-learning and pro-social behaviours, increased attendance (leading to increased progress) in some families, better access to services and networking for isolated families, increased capacity at home to manage difficult behaviours. PP will continue to be prioritised in 2024 – 2025, but need is the driving factor, to ensure the best possible support and outcomes for our children.

**Parent Workshops and Coffee Mornings** – Five coffee mornings/workshops were planned, and four coffee mornings took place during 2023- 2024. These were led by Deputy Head and SENCO Helen Drake with input from various outside agencies. They covered behaviour, “How to Support your Child with Anxiety”, “Sleep, Food and Mood” and general concerns raised by parents and carers. Services such as iGo, Bexhill Foodbank, the Level 2 Keyworker and Educational Mental Health Practitioner have been present to support these. One coffee

morning needed to be cancelled – only one parent/carer arrived to take this up. Attendance is variable. Surveys by the MHST informed priority of workshops and Anxiety was better attended with 8 parents taking part, compared to only 2 at Sleep, Food and Mood.

**Artist in Residence, Arts Award, Discover/ Explore, Rocksteady, Music Lessons - 29**

Year 3 children were able to complete Arts Award Discover. This allowed children to work towards a nationally recognised award, showcasing their individual progress and skills in the arts.

3 children were funded through bursaries for music tuition with 'Rocksteady' This allowed the children to access individual music tuition to increase their confidence and resilience by playing in a band at three live performances over the year.

**Empowerment Approach, Therapeutic Thinking, Mental Health and Emotional Wellbeing**

- Therapeutic Thinking and The Empowerment Approach are embedded in our practice, policy and curriculum. All staff are expected to be calm and respectful when interacting with children, especially those who are dysregulated. Children are held to account for their behaviour, and firm, clear direction is part of good behaviour support. Adults may raise their voice, or shout, to ensure safety but it is expected that this is the exception rather than the rule. This is observable throughout the school with almost all staff.

Outside agencies and visitors regularly comment on how calm and respectful we are with our children. Positive behaviour has been consistently reported over recent months, with pupils' level of engagement, respectful attitude and politeness remarked upon by visitors to school and when out on enrichment activities.

The Wellbeing curriculum enables staff to teach emotional regulation and empathy. Celebration of diversity continues to be a priority. Bullying, including the use of language that impacts protected characteristics, has been consistently supported following rigorous policy. Parents have been satisfied, unequivocally and with verbal gratitude, with our response to occasions when discriminatory language has been used. Some whole class work has been needed, and may continue to receive input, as they move into their next year group.

**Attendance Awards**

<b>% National attendance</b>	<b>% Whole School attendance</b>	<b>% Non-PP attendance</b>	<b>% PP attendance</b>
<b>92.9%</b>	<b>94.12%</b>	<b>95.65%</b>	<b>91.10%</b>

Attendance awards are no longer used as they were not effective. A school attendance team has been created, who are on duty every day, liaising with and supporting parents. Persistent absence has decreased from 26% to 14.8% in 2023/24. Whole school attendance has been increased and persistent absence decreased through the use of bespoke attendance plans and relationship building with individual families.

There is a 4.55% gap between PP and Non-PP attendance. The Attendance Team are working hard to target PP families for additional support where relevant. DSL/Deputy Head/SENCO is part of the County Emotionally Based School Avoidance (EBSA) Pilot and has been collecting

data and attending meetings to explore new findings, trends and growing research in this area. In 2024 – 2025 we will be utilising this research, and the accompanying resources (currently in development) to support pupils and groups vulnerable to EBSA. Workshops for Behaviour, Anxiety, and Sleep, Food and Mood have been provided for parents over the course of the year, led by the SENCO/ Deputy Head with the MHST in school for 2 of these.

**Equality of access (clubs, trips, PGL, cultural capital, arts, holiday activities, uniform, equipment) Culture Shift, Narcanon, Bikeability** – No children have been excluded from any school experiences because of PP status. PP funds have supported trips, paid for visitors and covered costs for activities such as Bikeability, where parents may be unable to. Narcanon is paid for from Pupil Premium due to local data on vulnerabilities relevant to our locality. Breakfast and After School club are also paid for or subsidised for some children using PP funding. Support for PP families extends into the wider school community with the PFF providing tokens for the School Fete so all children can take part in school community activities.

**Equality of resources** – uniform, water bottles, equipment e.g. Support with these resources supports families to have enough items to reduce washing required (and the associated costs), and ensures children have the same quality of uniform as their peers.

**1:1 Tutoring in year 6 (and early tutoring in year 5: introduced June 2024); Targeted SATS support – CGP packs, SATS Week Tutoring and Breakfast club e.g.** - Targets children vulnerable to underachievement who need support to meet expected standards, or to feel confident in their ability to do so. This was expanded for some to 1:2/3 group tutoring as this was more motivating for them. Children make higher than average progress and are observably more confident in engaging with the SATs. To give an example, one child with ASC diagnosis and low self-esteem did not finish papers during most practise sessions. Following 1:1 tutoring, they attempted every paper, showing consistent effort in working through them until they had finished the paper or the full time available had been used. Outcomes reflect this and our children are more “secondary ready”.

This table represents Year 6 outcomes :

	National	Chantry (All)	PP	Non PP
<b>Reading</b>	<b>74%</b>	<b>76%</b>	<b>78%</b>	<b>75%</b>
<b>Writing</b>	<b>72%</b>	<b>79%</b>	<b>56%</b>	<b>90%</b>
<b>Maths</b>	<b>73%</b>	<b>79.3%</b>	<b>78%</b>	<b>81%</b>
<b>Combined</b>	<b>61%</b>	<b>66%</b>	<b>56%</b>	<b>70%</b>

The difference between PP and non-PP maths attainment is equivalent to one child, and the percentage remains significantly above National data. As the table shows however, there is a marked gap between PP and Non-PP children achieving the writing standard, and therefore combined scores. PP outcomes are below county and, more significantly, school percentages. Reading percentages for PP children are higher than Non-PP children, suggesting that work

needs to be done converting knowledge and skills from reading into writing. This will need to be a focus in 2024 – 25.

It is worth noting that 100% of PP pupils' attainment was at or above that assessed at the end of year 5. This is a testament to the hard work of the year 6 team and to those supporting through Tutoring. This is something to be celebrated.