

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) for 2023-2026 to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	Pheasey Park Farm Primary School
Number of pupils in school	571
Proportion (%) of pupil premium eligible pupils	22.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 2024-2025 2025-2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Sue Arnold
Pupil premium lead	Sarah Morgan
Governor / Trustee lead	C. O'Neill

Funding overview

Detail	Amount
Pupil premium funding allocation in 2023-24 Pupil premium funding allocation in 2024-25 Pupil premium funding allocation in 2025-26	£189,150
Recovery premium funding allocation in 2023-24	£19,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for 2023-24 Total budget for 2024-25 Total budget for 2025-26 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£208,150

Part A: Pupil premium strategy plan

Statement of intent

The school's intent for pupil premium is aligned with the school's mission statement: Our vision is to develop a learning community where **all** children enthusiastically participate, excel and are proud of their achievements across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that vision – whether that be attaining age related expectations or excelling further for higher attainers. We want everyone on our Trust to develop a 'can do' attitude.

When making decisions about using Pupil Premium funding we will consider the challenges faced by vulnerable learners, such as those who have social workers or are young carers. This statement is intended to support their needs, regardless of whether they are disadvantaged or not. We will offer support through the 'menu of approaches', based on the evidence of how to best support individual learners.

We remain firm in our belief that quality teaching within the classroom remains the heart of our approach complimented with additional focus for disadvantaged learners. This is proven, by the EEF, to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit non-disadvantaged learners. In keeping with our mission statement, the intended outcomes detailed below ensure sustaining attainment for all pupils and improved alongside accelerated progress for disadvantaged learners.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

It is important to consider the context of the school and the subsequent challenges faced with education and wider school recovery following the COVID-19 pandemic. Research conducted by EEF, Best Practise Network and previous experience will be used to support decisions around implementation of different strategies and their value for money.

Our response to common challenges and individual needs will be approached through robust diagnostic assessments to focus on the individual, without about the impact of disadvantage. We focus on a 'golden thread' approach, where a conscious thought process about providing opportunities for disadvantaged learners permeates across all we do, thereby helping learners exceed in all areas.

To ensure effectiveness we will:

- Ensure disadvantaged pupils are suitably challenged in the work that they are set
- Use early identification measures to intervene if needed
- Adopt a whole school approach in which all staff, at all levels, take responsibility for raising confidence, aspirations, belief and opportunity for our disadvantaged learners.

Challenges

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

Challenge number	Detail of challenge
1	<p>Narrowing the attainment gap in oral language skills across school.</p> <ul style="list-style-type: none"> • Assessments, observations and discussion indicate under developed oral language skill, a lower word acquisition and lower vocabulary range among our disadvantaged learners compared to our non-disadvantaged learners. • This is evident across school from N-Y6. • Communication data end of Reception 73% PP v 81% non-PP learners
2	<p>Attendance levels to be in-line between PP and non-PP across school</p> <ul style="list-style-type: none"> • Evidence clearly demonstrates a gap between PP and non-PP learners attending school. This gap is noticeably wider in KS1 and current Y2 shows PP absentees at 89.1% compared to 94.73% school non-PP learners. • Persistent absentees evidence shows a 3% dip for PP learners across school. • Lower attendance lessens the amount of time spent in school learning and developing.
3	<p>Attainment and Progress</p>

	<p>Internal assessment indicates that for some disadvantaged learners, attainment is lower compared to attainment of non-disadvantaged learners. Writing attainment</p> <p>Among PP pupils is lower than compared to non-PP pupils.</p> <ul style="list-style-type: none"> • Data shows that the gap in writing between PP boys and non-PP pupils in year groups 1,2,5 is considerably lower. <p>Maths attainment</p> <p>Improve maths attainment for PP pupils in Year 2 (girls) Year 3 (girls), Year 4 (all) in Maths</p> <ul style="list-style-type: none"> • Data shows that non-PP learners achieve higher attainment in mathematics in all year group but the widest gap is in Y2,3 and 4 with PP girls being a focus in Y2 and 3. <p>Reading attainment</p> <p>Improve reading attainment for PP learners across school.</p> <ul style="list-style-type: none"> • Data shows that non PP learners are achieving between 16% - 24% better in reading attainment across year groups compared to PP learners. • Year 1 to remain a year group focus due to the largest gap of 24% • In nearly all year group girls outperform boys – PP boys to be a whole school focus <p>Phonics</p> <p>Phonics is vital to unlocking learning across all curriculum areas and if not secured, could prevent children achieving their full potential.</p> <ul style="list-style-type: none"> • Phonics focus in Year 1 to support reading achievement across school – data shows a difference between PP and non PP learners of 25%.
4	<p>Engagement with Parents</p> <p>Across school the engagement with parents to improve relationships and communication is an area of focus.</p> <ul style="list-style-type: none"> • Some disadvantaged families attending the school are more hard to reach and engage with compared to non-disadvantaged families • Some disadvantaged and non-disadvantaged families display a negative opinion of education and authority • Views and opinions of some disadvantaged families may not be as positively aspirational towards educations as others.
5	<p>Wider Opportunities</p> <p>To increase opportunities for non-PP pupils both academic and in wider school life.</p> <ul style="list-style-type: none"> • Evidence from the Equity Model

	<ul style="list-style-type: none"> • National data highlights that the number of PP pupils is continuing to rise. • School data has shown historically that non-PP pupils are less likely to attend after-school club opportunities, participate in wider music lessons, attend out of school swimming lessons, represent the school in competitions or events. • School will continue to make conscious appointments to ensure that 25% of all school badge holder roles and opportunities to represent the school are given to PP pupils.
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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
Improved oral language skills across school.	<ul style="list-style-type: none"> • Increased % of children achieving age-related expectation in Communication & Language at the end of Reception. • The number of disadvantaged pupils children meeting the required level in Year 2 and Year 1 phonics assessments to be in line with National • KS2 pupils to be using a wider and more varied vocabulary – in line with non-disadvantaged learners. • Increase in child confidence to offer responses in class and volunteer to read/perform. • End of KS1 assessment and KS2 SATS data improves. • School review to see an increase in child voice confidence and engagement with lessons. • Year on Year reading data to improve to close the gap with peers. • Evidence will show increased pupil engagement with knowledge-rich, word-rich improvements in their oracy and writing skills as they acquire and use a wider and more sophisticated range of vocabulary.

	<ul style="list-style-type: none"> • Subject Leaders would see an increase in children using subject rich vocabulary in lessons and around school. • School environment will be vocabulary rich
Increase attainment through rapid progress in reading, writing and maths.	<ul style="list-style-type: none"> • Analyse data from summer term and identify children that need additional support in reading, writing and maths through quality first teaching and interventions. • Rigorous tracking of PP children throughout the year to ensure they are demonstrating accelerated progress to close the gap • PP pupils identified as being below ARE at end of Sum2023 to be set inspirational targets and support in order to reach ARE by Sum2024 • All PP children to achieve in line with the national average both ARE and GDS • There will be no gap in the % between disadvantaged pupils and non-disadvantaged pupils attainment in the Year 4 multiplication check.
Decrease the gap between PP and non-PP in Phonics assessment Year 1	<ul style="list-style-type: none"> • Ensure Phonics baseline data for PP pupils in Year1 and those that previously didn't pass the assessment is undertaken • Identify pupils that need additional support in phonics on top of quality first teaching
Improving whole school attendance including disadvantaged pupils.	<ul style="list-style-type: none"> • EWO and Attendance Lead to work with PP children who have ongoing attendance issues and persistent absences to improve • As a result of improved attendance, attainment and progress will improve • End of year data shows no gap between PP and Non PP • Persistent absence of PP is in line with national PA. • Attendance data for pupil premium increases each year for the next three years with the number of unauthorised absences reducing each year for the next three years.
Parental engagement in school to be increased creating positive relationships forming a triangulation of trust – pupil, parent and school.	<ul style="list-style-type: none"> • Provide parental questionnaires • Analyse findings

	<ul style="list-style-type: none"> • Parental voice for events – identify the best way for engagement and communication to take place • Use online means where appropriate • Monitor attendance to various school events – Parent’s meetings, workshops, Inspire events and fates. • All efforts made to connect with parents at Parent’s Evening with follow up calls, alternative appointments or virtual meetings arranged to support.
<p>PP pupils will access all opportunities in school and wider (after school clubs and events) at the same rate or higher than non PP pupils.</p>	<ul style="list-style-type: none"> • PP to be % represented in all wider and extra school activities. • All pupils will actively engage with in-school and wider school activities that are wider than curriculum learning. • All PP pupils will take part in curriculum enrichment activities to increase their access to broader life experiences. • Curriculum leads will provide further suggestions to enhance subject experience for PP pupils • Create further opportunities (virtual or real-life) for PP pupils to gain deeper experiences that they can use to relate and enhance learning understanding. • In-Trust events and competitions to be represented by PP pupils only

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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funding for the provision of Pupil Premium champion (AHT) to:</p> <ul style="list-style-type: none"> - Liaise directly with parents to build a positive relationship and closer community - Carry out termly in-depth monitoring in each class. - Carry out termly half-day meetings with each teacher, linked to the above, focusing on children in receipt of PP and the provision of high quality teaching and learning. - Carry out half-termly 'pupil voice' sessions whereby children are given the opportunity to 	<p>By having an experienced teacher identified as a Pupil Premium Champion, the school can suitably challenge their own provision to ensure that PP learners are a priority focus group.</p> <p>This approach maintains close, collaborative engagement with teachers whereby they fully participate and invest in developments to their practice.</p> <p>This is highly effective in ensuring and assuring high quality teaching and learning for all.</p> <p>Evidence indicates that high quality first teaching impacts disproportionately on disadvantaged children. These activities also ensure that all disadvantaged children are known and being monitored by SLT and Phase Leaders to ensure that all PP children are on track and do not fall behind.</p> <p>The EEF identify 'Sustain' as a key part of the implementation process to ensure that improvement can continue to impact positively on pupils. EEF - Putting Evidence to Work - A School's Guide to Implementation https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/implementation/EEF_Implementation_Guidance_Report_2019.pdf?v=1699117433</p>	<p>All</p>

<p>relate and discuss their learning experience.</p> <ul style="list-style-type: none"> - The above is a cyclical process whereby areas for development are reviewed at the subsequent termly meeting. - Provide follow-up monitoring and support and mentoring for teachers and support staff as required. - Provide ongoing support and mentoring for individual children at particular risk of falling behind. -Meet with Subject Leaders to champion PP opportunities across all curriculum areas and monitoring opportunities. 		
<p>Leaders and teachers participating in Maths Mastery programme (in conjunction with Maths Hub) and EYFS maths training</p> <ul style="list-style-type: none"> -Leaders and teachers released -Manipulatives purchased 	<p>Maths Lead is currently rolling out Mastery Maths in Y3 and 1. This is mapped out for whole school Maths Mastery implementation by 2026.</p> <p>NCETM (National Centre for Excellence in the Teaching of Mathematics): https://www.ncetm.org.uk/maths-hubs-projects/primary-teaching-for-mastery-development/ EEF identified that the impact of a maths mastery approach was +2 months https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mathematics-mastery-primary?utm_source=/projects-and-evaluation/projects/mathematics-mastery-primary&utm_medium=search&utm_campaign=site_search&search_term=mastery https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	<p>1,3</p>

	identifies key recommendations that include developing practitioners' understanding, integrating mathematics through the day and using manipulatives and representations and seizing opportunities to reinforce mathematical vocabulary.	
Curriculum area leaders to be released to join SLT plan and monitor their curriculum subjects, with a particular focus on Pupil Premium to ensure that high aspirations, high expectations, suitable challenge and opportunities are provided through their curriculum area. Findings to be shared with PP Action Plan to further improve and inform of good practise.	Curriculum Leads to meet with wider Trust leads to monitor, collaborate and moderate to quality assure provision. The EEF identify 'Sustain' as a key part of the implementation process to ensure that improvement can continue to impact positively on pupils. EEF - Putting Evidence to Work - A School's Guide to Implementation https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/implementation/EEF_Implementation_Guidance_Report_2019.pdf?v=1699117433	1,3,4,5
2023/2024 - 4 leaders undertaking NPQ CPD – course fee £0 (15 days supply costs) 2024/2025 - 4 leaders undertaking NPQ CPD – course fee £0 (15 days supply costs) 2025/2026 - 4 leaders undertaking NPQ CPD – course fee £0 (15 days supply costs)	Classroom teaching to be enhance further by impact of CPD to improve staff pedagogical understanding and approaches. EEF research highlights to impact and priority for teaching to include staff having access to high quality CPD. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	All
All ECT'S to receive bespoke targeted support from EHLT ECF Programme. Mentors to drive bespoke support with ECT's to drive standards of quality first teaching and learning. 2023/2024 – 2024/2025	Research taken from Best Practice Network and other teaching providers supports schools with a new ECT programme of study over 2 years. Thus, supporting new teachers using smaller achievable steps into making long term goals of teaching as a career.	1,3,4,5

Staff training for Phonics Scheme, Handwriting Scheme and Spelling Scheme.	New and experienced staff will continue to receive training to ensure the whole school follows the prescribed scheme towards – phonics, handwriting and spelling – providing all learners with a familiar and continuous approach.	1,3
Early Years Oracy training and Makaton Training	Year Leader R receiving Oracy Training which will be cascaded back to wider staff across Early Years. There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions EEF www.educationendowmentfoundation.org.uk (+6months)	1,3,6
Purchase high-quality Wider Curriculum subscriptions (Curriculum Maestro, Purple Mash, Twinkl, Classroom Secrets, Oxford Reading Buddy) to support teachers with progressive, subject-specific resources, linked to homework opportunities provided.	In April 2021, DfE published the revised core criteria for effective systematic synthetic phonics teaching programmes (SSP) Animaphonics listed. Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning (+5months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homewor EEF review undertaken in 2012 (Higgins et al.) concluded that positive benefits of technology use for supporting learning have been consistently identified. As well as supporting innovative pedagogies, technologies can make <i>teaching and learning more efficient and/or offer supplementary practice</i>	All
Provide 3 revision guides for all PP pupils	The EEF's Julie Kettlewell explains how teachers can scaffold pupils' revision using the seven-step model – revision guides support pupils activating prior knowledge.	1,3,4,5

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

Budgeted cost: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
2023/2024 TA support in every Year group 1-6	EEF – Teaching Assistants given a direct instructional role can add value to the work of the teacher, TA are not to replace.	1,3,5

<p>TA in every class R</p> <p>2024/2025</p> <p>2025/2026</p>	<p>High quality teaching delivered by a teacher addressing the needs of all learners first and foremost – TA to compliment.</p> <p>Staff will be placed strategically in team and in year group to best utilise the skills of individual members of staff.</p> <p>HLTAs and TAs will attend all Staff Meetings weekly and INSET days to ensure they are fully aware and trained in the approaches taken across school to support learning.</p> <p>SLT will monitor regularly the impact TAs have within classrooms and feedback is given during formal observations to other adults supporting in the classroom. EEF – school leaders should systematically review roles of both teachers and TAs and take a wider view on how TAs can support learning and improve attainment throughout the school.</p>	
<p>2 TA to support across school complimenting teaching by providing Fast Response, Pre and Post Learning support for Maths, Writing and Reading.</p>	<p>A structured support to target pupils who have a misconception in learning – addressed in 1:1 or 1:2 rapidly. Same day verbal feedback and support given.</p> <p>Pre and Post teaching TAs given direct instructional role to introduce new learning or refer back to previous learning.</p> <p>Teaching Assistant intervention (+4months) Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a TA, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1,2,3</p>
<p>Wellcomm programme small group target N and R</p>	<p>EEF findings - Small tuition groups relatively low cost, middle to high gain pupils making +4months progress.</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions EEF www.educationendowmentfoundation.org.uk</p>	<p>1</p>
<p>AHT, PL and CT to provide phonics, reading, writing and maths Booster group to identified PP pupils.</p>	<p>The EEF toolkit highlights the value of group activities in teaching practice. The research finds collaborative learning which “involves pupils working together on activities or learning tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned”, and peer tutoring can be associated with gains of up to +5 months if used well</p>	<p>1,3,4,5</p>

<p>TA hears all PP children across school for an additional read as least once per week</p>	<p>Teaching Assistant intervention (+4months) Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>3,5</p>
<p>TA support for identified PP focus pupils in Y3,4 and 5 using pre and post teaching methods. Focus on maths and writing.</p>	<p>Supporting pupils transferring new learning from working memory into long term memory.</p> <p>http://bit.ly/2OvmvKO</p> <p>'What makes great teaching? Review of the underpinning research. Durham University</p>	<p>3, 4,</p>
<p>HLTA and TA to provide Fast response support in Maths, Phonics and Writing to identified PP children across school</p>	<p>In school evidence has shown historically that pupil's respond to same day feedback and support to correct misconceptions.</p> <p>Evidence from Best Practise network - After just 20 minutes 42% of new information is forgotten. Retrieval practice is required to develop schema and support consolidation</p>	<p>1,3,4,</p>
<p>2 Learning Mentors work across school as Behaviour Leads supporting pastoral and behaviour.</p>	<p>Learning Mentors support PP pupils and their family with social, emotional needs and also Early Help. Researches stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	<p>2.3.5</p>
<p>TA to work across EY to provide PSED based activities for identified pupils to support regulation of emotions.</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social and Emotional Learning skills at all ages than their more affluent peers. EEF Toolkit shows that Targeted Interventions can be up to 6 months progress Social and emotional learning EEF www.educationendowmentfoundation.org.uk</p>	<p>1,6</p>
<p>Leaders to be released to plan and monitor their curriculum subjects, ensuring children identified as Pupil Premium form a reflective</p>	<p>The EEF identify 'Sustain' as a key part of the implementation process to ensure that improvement can continue to impact positively on pupils. EEF - Putting Evidence to Work - A School's Guide to Implementation https://d2tic4wvo1iusb.cloudfront.net/production/eef-</p>	<p>1,3,5</p>

percentage of children taking part in discussions. Monitoring to inform planning next steps by Leaders.	guidance-reports/implementation/EEF_Implementation_Guidance_Report_2019.pdf?v=1699117433	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £48,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
EWO on site to offer bespoke support to PP families and wider.	EWO track and supports PP families has provided transportation of children to and from school to support attendance Education Welfare Service .	2,3
Reading for pleasure - Create an outdoor reading library for pupils to build a love of reading and have further opportunities to read wider texts.	On average, disadvantaged children are less likely to own a book of their own and read at home with family members, for these reasons may not acquire the necessary skills for reading and understanding challenging texts. Looked at other schools who have set this up and research https://www.explorelearning.co.uk/free-resources/tips-engaging-reluctant-readers/	1,3,5
All pupils in Year 4 and 6 are provided with an electronic device to use in school and take home to complete homework. Other disadvantaged and other pupils, across the school, who require a	EEF research – if devices are planned for and used purposefully to increase the quality or quantity of rehearsal for pupils by undertaking quizzes or being given precision feedback on misunderstandings, then a positive impact can be made https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	3,5

<p>device in order to access their work are loaned one for the year.</p> <p>2023/2024</p> <p>81 loaned devices</p> <p>2024/2025</p> <p>2025/2026</p>		
<p>Provide wider field trips and life experience for disadvantaged pupils – virtual or face to face, to help make connection between learning and experiences.</p> <p>Create a pond and nature area to provide opportunities for all pupils across school to make connection in learning with real-experiences.</p> <p>Purchase 15 VR Headset to provide immersive experiences for pupils to support ‘real ‘life’ learning.</p>	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>To give all pupils a greater life experiences that can be used to support learning in the classroom.</p>	<p>1, 2, 3, 5</p>
<p>TA to support individual pupils at unstructured time on the playground</p>	<p>Some pupils require a more structured approach or support to learn how to play with others and the playground equipment. From experience we know that by allocating an adult to focus on supporting children in this specific area, more positive playtimes take place.</p>	<p>3,5</p>

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 2022 to 2023 academic year.

Attendance

Progress towards our intended outcomes

Attendance for PP pupils is 92.5% and numbers of persistent absentees has fallen to 5.5%.F

From 2022-23, the overall attendance for PP pupils from Reception to Y6 94.9% compared to non-PP pupil 92.5% - a gap of 2.4%. In all year groups PP attendance was lower than non-PP.

By July 2023, 84 pupils from R-Y6 met the threshold for persistent absence and of these, 39 pupils (46.43%) were PP pupils. Of these PP persistent absentees, 7 pupils were in Year 6 and 10 being in Year 2. Parent meetings were offered to all parents of PP persistent absentees to discuss any barriers. There was approximately 25% take up of meetings. School will explore further ways to engage parents of this group including attendance newsletters and information at the Secondary Transfer meeting. This specific group will be carefully tracked and monitored

End Early Years

Reception shown interventions are having an impact on GLD for PP pupils with a continued focus on previous identified weaker areas of Communication and Language, self-regulation, mathematics and word reading, showed in July 2023 PP pupils achieved 63% GLD which is an increase to previous year and the gap between PP and non-PP pupils reduced to 9%.

Reading - At the end of Reception in 2022-2023, 63% of PP pupils achieved ELG in reading which is a 2% increase compared to previous year. This validates the successful implementation of our systematic synthetic phonics using Anima phonics. The gap between PP and non-PP pupils has reduced from 15% to 9%.

Writing - At the end of Reception in 2022-2023, 63% of PP pupils achieved ELG in writing and the gap between PP and non-PP pupils remains at 11%.

Maths - In mathematics, at the end of Reception in 2022-2023, 79% of PP pupils achieved the ELG in number which is a 4% increase to previous year.

KS1

PP pupils 33% reaching age related expectations in reading, writing and maths by the end of KS1

Reading –PP pupils attained 58% with the gap reduced to 17%.

Writing – PP pupils achieved 42% by the end of Y2 (July 2023)

Maths – PP pupils achieved 54% at the expected level by the end of Y2 (July 2023)

Year 2 Phonics attainment for PP pupils was 87% showing that the interventions put into place have had a positive impact.

Year 4 MTC

Improved on last year by 23% those gaining full marks improved by 10% PP pupils have made 9% increase compared to last year showing interventions are working

KS2

Reading – PP pupils achieved 59% at the expected level or above and the gap between PP and non-PP pupils achieving the expected level or above was 12%.

Writing – PP pupils achieved 69% at the end of 2022- 2023 and the gap between PP and non-PP has decreased to 14%. This has shown that the key focus from last year has had a positive impact on closing the gap in writing.

Maths - PP pupils achieved 72% at the end of 2022-2023 maintaining an 11% difference below National.

PP pupils were proportionally represented in all areas of school life including extra-curricular clubs. All staff were aware of the PP children in their classes and ensured there was proportional representation in key areas of school including Badge holders, Young Leaders, Digital Leaders and Librarians. PP pupils represented Pheasey at the laying of the wreath at Barr Beacon monument on Remembrance Day and PP children solely represented their school when competing in the intra-Trust competitions and celebrations. PP children were encouraged and supported where appropriate to write letters of application for elected roles such as School Council and to enter competitions which involved posters or model making. PP pupils are actively encouraged to take up extra-curricular activities, particularly those involving sporting activity. This has been successful and we will continue to promote these. All of our PP pupils are encouraged to take an active part in the wide range of after school clubs provided during all terms. Our swimming booster club is 100% PP pupils and of these all but 1 child achieved 25m distance by the end of Year 6

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Externally provided programmes

Programme	Provider

