

**Bedford Drive Primary School**

**Pupil Premium Strategy**

**Last Updated:** 1st September 2022

# 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.

This statement follows new Department for Education guidance issued for schools from September 2021.

## School overview

|  |  |
| --- | --- |
| Detail | Data |
| School name | Bedford Drive Primary School |
| Number of pupils in school | 420 |
| Proportion (%) of pupil premium eligible pupils | 43.8% (183 children) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-2025 |
| Date this statement was published | September 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Mrs Rebecca Bridges |
| Pupil premium lead | Miss Stacey Lewis |
| Governor / Trustee lead | Diane Hollis |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £262,095 |
| Recovery premium funding allocation this academic year | £20,539 |
| 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 | £282,634 |

# Part A: Pupil premium strategy plan

## Statement of intent

|  |
| --- |
| **Our Philosophy**  We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term  strategy aligned to the SDP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn. Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and  costs will differ depending on the barriers to learning being addressed. As such, we do not  automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify  the barrier to be addressed and the interventions required, whether in small groups, large  groups, the whole school or as individuals, and allocate a budget accordingly.  **Our Priorities**  Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:   * Closing the attainment gap between disadvantaged pupils and their peers. * Providing targeted academic support for pupils who are not making the expected progress. * Addressing non-academic barriers to attainment such as attendance and behaviour. * Ensuring that the PPG reaches the pupils who need it most.   **Our Implementation Process**  We believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact. We will:  Explore   * Identify a key priority that we can address; systematically explore appropriate programmes and practices; examine the fit and feasibility with the school.   Prepare   * Develop a clear, logical and well-specified plan; assess the readiness of the school to deliver the plan; make practical preparations.   Deliver   * Support staff and solve any problems using a flexible leadership approach; reinforce initial training with follow-on support; drive faithful adoption and intelligent adaption.   Sustain   * Plan for sustaining and scaling the intervention from the outset; continually acknowledge, support and reward good implementation practices; treat scale-up as a new implementation process.   **Our Tiered Approach**  To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:  1. Teaching  2. Targeted academic support  3. Wider strategies  Within each category, we have chosen interventions. This focussed approach ensures the best chance of success for each intervention. |

## Challenges

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

|  |  |
| --- | --- |
| Challenge number | Detail of challenge |
| 1 | As children enter the school, baseline levels for many areas of development, particularly the prime areas, are well below age-related expectations. Communication and language, understanding and speech are significantly below for those children eligible for PP. |
| 2 | Many pupils come from homes that are unable to support a positive learning culture and do not have easy access to quality books, reading environments or the skills to improve mathematics. Many families also struggle with the devices required to engage fully with online / blended learning. |
| 3 | Many pupils do not have access to additional opportunities, including cultural capital, that are needed to provide a rounded education and the characteristics that lead to successful employment in the future. |
| 4 | Parental Engagement is a barrier for many of our PP families. Our school is located in a deprived area where unemployment is high. |
| 5 | Pupil Attendance, in particular persistent absence, is a barrier for many PP children. |
| 6 | Poor living environments and high levels of deprivation are present for many of our PP families. Many families require support with housing, food, clothing ect. |
| 7 | Many of our PP children have experienced ACEs and demonstrate poor social, emotional and mental health. |
|  | |

## 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 |
| For all children, including PP children, to achieve in line with national expectations for reading, writing and maths in both KS1 and KS2. | Attainment in 2022 statutory assessments. |
| For all children, including PP children, to achieve national average progress scores (0) for reading, writing and maths in KS2. | Attainment in 2022 statutory assessments. |
| For all children, including PP children, to attain well in the statutory multiplication tables check. | Attainment in 2022 statutory assessment. |
| For all children, including PP children, to achieve national average expected standard in Phonics Screen Check. | Attainment in 2022 statutory assessment. |
| Improve the quality of teaching and therefore improve the rates of progress for PP children. | Accelerated progress rates for PP children.  Improvements in children’s confidence to apply learning across the curriculum. |
| To decrease the gap in attainment between PP and non-PP pupils in reading, writing and maths in EYFS, KS1 and KS2. | No gap between disadvantaged and other children. |
| To decrease the attainment gap in Phonics between PP and non PP pupils. | No gap between disadvantaged and other children. |
| Improved attendances rates of all pupils  (including disadvantaged). For the percentage of persistent absentees to continue to reduce. | No gap between disadvantaged and other children.  Persistent absenteeism rate to be less than national figures. |
| Improve children’s emotional well-being in order to engage better with learning in class. | Noticeable improvement in learning engagement for targeted children. |
| Improve children’s behaviour in order to engage better with learning in class. | Noticeable improvement in learning engagement for targeted children. |
| For all children to have access to, and be able to take part in, remote and blended learning. | All children having access to devices.  All children accessing Google Classroom, SeeSaw, Big Cat Collins eBooks, MyOn and TTRS from home. |

## Activity in this academic year

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

### Teaching

Budgeted cost: £36,650

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Continued access to high quality CPD for staff to ensure quality first mastery teaching is widespread throughout the school.  Continued work with School Improvement Liverpool and Rose Littler.  Continued access to high quality schemes of work to ensure systematic practice across the school.  Training for all new staff to ensure that schemes of work are most effective including Little Wandle Phonics, Maths No Problem, Read to Write and Steps to Read. | Traditional teaching keeps time spent on a topic constant and allows pupils’ ‘mastery’ of curriculum content to vary. Mastery learning keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent at these objectives.  Mastery learning breaks subject matter and learning content into units with clearly specified objectives, which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps and must demonstrate a high level of success on tests, typically about 80%, before progressing to the next unit. Those who do not reach the required level are provided with additional tuition, peer support, small group discussions, or homework, so that they can reach the expected level.  A number of meta-analyses studies indicate that, on average, mastery learning approaches are effective, leading to an additional five months’ progress.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning> | 1  2  3 |
| To continue to incorporate the elements of the Voice 21 Project into classroom.  To practice and embed the principles of oracy from EYFS – Y6.  To continue to celebrate oracy champions in each class and ensure oracy is a golden thread running throughout the school.  To take part in oracy events in partnership with other Voice 21 project schools. | Oral language interventions (also known as oracy) are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners’ use of vocabulary, articulation of ideas and spoken expression.  Oral language approaches might include:   * Targeted reading aloud and book discussion with young children. * Explicitly extending pupils’ spoken vocabulary. * The use of structured questioning to develop reading comprehension. * The use of purposeful, curriculum-focused, dialogue and interaction.   Research has found that on average, oral language approaches have an impact of 6 months’ additional progress. Studies also suggest that it is important for spoken language activities to be matched to learners’ current stage of development, so that it extends their learning and connects with the curriculum.  <https://voice21.org/oracy/>  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions> | 1  2 |

**Targeted academic support**

Budgeted cost: £115,566

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Structured 1:1 or small group interventions to decrease the gap in attainment between PP and non-PP pupils in reading in EYFS, KS1 and  KS2. | One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching – for example as part of extending school time or a Summer school – or as a replacement for other lessons.  Evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Studies comparing one to one with small group tuition show mixed results.  In some cases, one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. The variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition> | 1  2  3 |
| Small group tuition: that focuses on maths for pupils who are below age-related expectations. To decrease the gap in attainment between PP and non-PP pupils in maths in EYFS, KS1 and KS2. | Small group tuition is defined as one teacher or professional educator working with several pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition> | 1  2  3 |
| Creating additional teaching and learning opportunities using TAs to decrease the attainment gap in Phonics between PP and non PP pupils. | Phonics is an approach to teaching reading, and some aspects of writing, by developing learners’ phonemic awareness. This involves the skills of hearing, identifying and using phonemes or sound patterns in English. The aim is to systematically teach learners the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or ‘blending’ the sound-spelling patterns.  Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective than other approaches to early reading and should be embedded in a rich literacy environment for early readers.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics> | 1  2  3 |

**Wider strategies**

Budgeted cost: £103,418

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| To engage with and support families in a pastoral capacity to strengthen parental engagement.  Attendance officer to monitor pupils and follow up quickly on absences. To improve attendance rates of all pupils (including disadvantaged) and reduce the percentage of persistent absentees. | Parental engagement is consistently associated with pupils’ success at school, and there is some evidence that supporting parents with their first child will have a knock on benefit for siblings. Developing effective parental engagement to improve attainment is challenging and costly and therefore needs to be monitored carefully. Research suggests that the average impact of parental engagement approaches is an additional four months’ progress over the course of a year. There are also higher impacts for pupils with low prior attainment. Parents’ aspirations also appear to be important for pupil outcomes, although there is limited evidence to show that intervening to change parents’ aspirations will raise their children’s aspirations and achievement over the longer term.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement> | 4  5  6 |
| Mental Health Support:  Use of Place2Be and other trained staff to improve the mental health of our pupils and increase their readiness to learn.  Improve children’s emotional well-being in order to engage better with learning in class. | Interventions which target social, emotional, mental health and wellbeing learning (MHWB) seek to improve pupils’ interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. MHWB interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.  Three broad categories of interventions can be identified:   * Universal programmes which generally take place in the classroom * More specialised programmes which are targeted at students with particular social or emotional needs * School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning.   On average, MHWB interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. Although MHWB interventions are generally perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when MHWB 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> | 7 |
| To continue to embed Rest Easy and PIVOTAL approaches to improve children’s behaviour in order to engage better with learning in class. | Behaviour interventions seek to improve attainment by reducing challenging behaviour. The interventions themselves can be split into three broad categories:   * Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning. * Universal programmes which seek to improve behaviour and generally take place in the classroom. * More specialised programmes which are targeted at students with specific behavioural issues.   Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Impacts are larger for targeted interventions matched to specific students with particular needs. School-level behaviour approaches are often related to improvements in attainment and parental and community involvement programmes are often associated with improvements. Approaches such as improving teachers’ behaviour management and pupils’ cognitive and social skills seem to be equally effective.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions> | 7 |

**Total budgeted cost: £282,634**

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

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity has had on pupils over the

2021 to 2022 academic year.

|  |  |
| --- | --- |
| Aim | Outcome |
| Access to high quality CPD for staff to ensure quality first mastery teaching is widespread throughout the school.  Continued access to high quality schemes of work to ensure systematic practice across the school. | Schemes of work including Maths No Problem and Literacy Counts have continued to provide a mastery curriculum, which has contributed to the recovery of all children following the pandemic. A clear focus on reading and vocabulary throughout the school has ensured that our most disadvantaged children are not left behind.  The Voice21 oracy project has continued to be developed and embedded. Each class now have an oracy champion and oracy has become a golden thread running through our teaching and learning. Improving our children’s use of vocabulary, articulation of ideas and spoken expression will continue to be a strategy used to support all children and will disproportionately influence our disadvantaged children in a positive way. During the 2022/23 academic year we will endeavour to work collaboratively with other Voice 21 project schools to complete projects and raise the profile of oracy further.  Investment in staff CPD has ensured that our children are receiving quality first teaching and lessons are delivered using high quality resources. This includes Art CPD that focused on the use of sketchbooks and has had a positive impact in the quality of art lessons being delivered across the school. During the next academic year, the CPD focus will be on music and DT to develop these subjects further.  The introduction of Little Wandle is having a significant impact on phonics in EYFS and KS1. All teaching staff, including TAs, completed training to ensure that children in all year groups can access the phonics support they need. As a result of high quality phonics intervention, children make accelerated progress from their starting points. In EYFS a significant majority of pupils have made this accelerated progress from a baseline below ARE to meeting or exceeding expectations in phonics and reading. Children enjoy listening to adults read and develop a love of reading, gaining satisfaction from their growing success in developing independence and fluency. Reading outcomes at the end of reception for 2022 are in line with national expectations (word reading 74%, comprehension 72%). In Year 1, attainment in phonics has risen by 30% from the end of the previous academic year. In Year 2, attainment in phonics increased by 46% from the start of the academic year to be broadly in line with national figures (84%). There is no gap in the attainment of phonics for PP and NPP children by the end of Year 2. The children who did not meet the expected standard for phonics will continue to receive targeted academic support and intervention over the next academic year. |
| Targeted academic support including intervention, small class teaching and in class support. | Academic support and intervention from teachers, TAs, Catch Up Funding, our academic mentor and Third Space Learning have been invaluable in supporting our children to 'catch up' over the course of this academic year.  We have established ‘Curriculum Teams’ designed to focus on curriculum leadership and have worked collaboratively to identify gaps and plan a curriculum that aims to plug these gaps as best as possible.  As a result of academic support and effective curriculum planning, attainment of our PP children has improved significantly with more working at the expected standard for their year group. Since the start of the academic year, attainment in reading has improved by 21%, attainment in writing has improved by 18% and attainment in maths has improved by 9%.  The gap between PP and Non PP children has remained at a similar level throughout the year.  Writing was the subject area that we, as a school, identified as being the most impacted by the recent lockdowns; this was most evident in our disadvantaged pupils. Due to this, we did have a large gap between the attainment of our PP and NPP children when they returned to school in March 2021. It is to be celebrated, that through quality first teaching and a targeted approach to writing this gap has reduced so significantly (17%) during the first two terms of this academic year.  Continuing to reduce the gap in maths was a priority. During the last academic year 70 children from Year 4, 5 and 6 took part in Number Stacks intervention with our academic mentor and 20 Year 2 and 3 children took part in Third Space Learning interventions. The majority of these children (68%) were PP children.  Number Stacks intervention had a clear impact in addressing gaps in the children’s knowledge from previous years. The number of children working at the expected standard for their year group has increased by 15% since the start of the intervention. NFER assessments indicate that 62% of the children in Year 4 and 5 have made an improvement of their standardised scores with 22% showing a significant improvement and now working at the expected standard where previously they weren’t. SATs assessments indicate that 74% of children Year 6 children have improved their standardised score with 35% achieving the expected standard where they hadn’t previously.  Reports from Third Space Learning indicate that children were engaged in the sessions and are achieving well during in the lesson. Teaching staff reported a positive impact on the children’s self-esteem and confidence and attainment data for these children indicates clear progress. |
| Mental Health Support:  Use of Place2Be and other trained staff to improve the mental health of our pupils and increase their readiness to learn.  Improve children’s emotional well-being in order to engage better with learning in class.  Attendance officer to monitor pupils and follow up quickly on absences. To improve attendance rates of all pupils (including disadvantaged) and reduce the percentage of persistent absentees. | Wider strategies including Place2Be, Rest Easy and the attendance team had a positive impact on the mental health and well-being of our children. They are in school and ready to learn. Where children are struggling, they were supported and received the help they needed.  Attainment of the children attending regular counselling sessions with Place2Be has improved over the course of the year. Reading improved by 15% and maths improved by 14%. Attainment in writing remained the same. This clearly demonstrates that supporting our children’s mental health needs did have a positive impact on attainment and will be something that we continue to invest in during the next academic year.  This academic year we have appointed a Mental Health and Well Being lead who has worked with both staff and students on raising the profile of mental health and wellbeing across the school. Wellbeing Warriors have been appointed in each class and work to champion the importance of healthy sleep, mindfulness, exercise and self-care.  Throughout the Autumn and Spring term, the attendance team have ensured that our attendance has been in line with or above the national figure. During the Summer term, attendance was impacted significantly by sickness and holidays. Children from each class have been established as Attendance Monitors and take pride in continuing to raise the profile of attendance throughout school. For those children that do fall below 90% attendance, attendance cards were issued. These have been shown to have a positive impact on improving attendance with 5% fewer children on an attendance card in the Summer term compared to the Spring. Continuing to embed to roll of Attendance Monitors and reduce rates of persistence absenteeism is something we will continue to work on during the course of the next academic year. |

## Pupil premium strategy outcomes 2020/21

This details the impact that our pupil premium activity had on pupils in the

**2020 to 2021 academic year.**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *Whole School Attainment*   |  |  | | --- | --- | | Action / Aim | Impact / Outcome | | *Recovery Curriculum - Upon return to school in September 2020 all children took part in our recovery curriculum.* | *During this time, lessons prioritised mental health and wellbeing and gave the children the opportunity to reflect on their experiences of lockdown. This ensured that all our children transitioned back into school successfully and were ready to learn. Feedback from the children and parents via questionnaires indicated that the recovery curriculum was received well and had a positive impact on the children’s wellbeing and attitudes to learning. Staff also reported a smooth transition back into school.* | | *Lockdown Learning –*  *Vulnerable children and the children of key workers had a place in school, this included many of our PP pupils.* | *Quality first teaching and learning continued in school during lockdown. PP children that were in school during lockdown made good progress. They benefited from smaller class sizes and a lower pupil to teacher ratio. A pupil voice during this time demonstrated that the children enjoyed their learning and said they liked the smaller classes.* | | *Lockdown Learning –*  *Some PP children remained at home and were taught remotely.* | *The online learning provided during this time replicated what was being delivered in school. Teachers recorded videos and uploaded resources to SeeSaw or Google Classroom to enable the children who were at home to access learning. Many of our PP children were provided with devices during lockdown to enable them to access remote learning. Some families were also supported to access data. The children that engaged well with online learning made good progress and did not fall behind their peers who were in school.* | | *Lockdown Learning –*  *Mental health and well-being support.* | *In addition to uploading learning to SeeSaw or Google Classroom, regular wellbeing phone calls were made by class teachers, our pastoral team and senior leaders. In the event that children or families were not coping, we made places available in school to support these children.* | | *Lockdown Learning –*  *Wider strategies* | *If children were not accessing our remote learning offer, additional phone calls were made to families, home visits were made and paper packs of work delivered. Some families were supported with food hampers and utility bills during the lockdown period. Safeguarding practices continued to ensure that all of our children were safe. This ensured that we, as a school community, were confident that our all of our children, including our disadvantaged an vulnerable children, were safe, well fed and cared for during a challenging time for many of our families.* |   *At the end of the academic year 2020-21, there was a gap in attainment between PP and NonPP children. However, last year’s pupil premium strategy aimed to continue to reduce this gap using the strategies outlined above and effective use of the National Tutoring Programme to support our disadvantaged pupils.* |

## 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 |
| Little Wandle Letters and Sounds | Big Cat Collins |
| Read to Write | Literacy Counts |
| Steps to Read | Literacy Counts |
| Maths No Problem | Maths No Problem |
| Vipers Comprehension Plus | Ed Shed |
| Spelling Shed | Ed Shed |
| Emile Multiplication Check | Emile Education |
| Times Tables Rockstars | Maths Circle |
| NELI | Nuffield |
| WellComm | GL Assessments |
| REST EASY | Emily Gearing |

## 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? | For the academic year 2021-22 we had two service children. One child was an F2 child who received additional support settling in and additional phonics intervention.  The other is a child in Year 4 who arrived at Bedford Drive in January 2022. He received additional support with transitioning into our school and settling in. He has also received additional in class support. |
| What was the impact of that spending on service pupil premium eligible pupils? | The child in F2 settled in well and thrived during the academic year. By the end of the year, she had achieved in all areas achieving GLD.  The child in Year 4 also achieved well and by the end of the year was working at the expected standard for reading and maths. He achieved close to the expected standard for writing. Moving into the next academic year, he will continue to receive additional in class support with his writing. |

# Further information (optional)

|  |
| --- |
| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |