

Nettleton CPS Pupil premium strategy statement 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	Nettleton Community Primary School
Number of pupils in school	70
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Andrew Smith, Executive Headteacher
Pupil premium lead	Andrew Smith, Executive Headteacher
Governor / Trustee lead	Geoff Barnes, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 26,190 (DPP)
Recovery premium funding allocation this academic year	£ 3190 (RP) £ 1485 (SBT)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 1,055
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	£31,920

The spending of pupil premium funding was agreed by the North Wolds Federation Governing Body in the April 2022 Full GB meeting. The Pupil Premium Strategy will be ratified at the Full GB meeting on 22nd January 2024

Part A: Pupil premium strategy plan

Statement of intent

At Nettleton Community Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. Our key values that align to this intent are commitment to achieve, independence, happiness and caring.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, young carers and those who have additional needs. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This will come from a data driven evidence base. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School Based Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure we carefully identify all disadvantaged children, not just those eligible for the Pupil Premium.
- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge									
1	<p>Assessments and teacher's expert knowledge of learners show that children on entry have lower CLL skills and vocabulary gaps.</p> <p>CLL On Entry</p> <table border="1" data-bbox="371 577 1348 801"> <thead> <tr> <th></th> <th>Not DPP Eligible On Track</th> <th>DPP Eligible On Track</th> </tr> </thead> <tbody> <tr> <td>2022/2023</td> <td>56%</td> <td>50%</td> </tr> <tr> <td>2023/2024</td> <td>100%</td> <td>50%</td> </tr> </tbody> </table>		Not DPP Eligible On Track	DPP Eligible On Track	2022/2023	56%	50%	2023/2024	100%	50%
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2	<p>Whilst there is no significant gap between outcomes for children eligible for PP and those who are not in terms of PSC outcomes, children eligible need more support to meet the expected standard.</p> <table border="1" data-bbox="371 981 1348 1328"> <thead> <tr> <th></th> <th>Not DPP Eligible Expected Standard</th> <th>DPP Eligible Expected Standard</th> </tr> </thead> <tbody> <tr> <td>2021/2022</td> <td>67%</td> <td>100% (1 child difference)</td> </tr> <tr> <td>2022/2023</td> <td>50%</td> <td>80% (0 child difference)</td> </tr> </tbody> </table>		Not DPP Eligible Expected Standard	DPP Eligible Expected Standard	2021/2022	67%	100% (1 child difference)	2022/2023	50%	80% (0 child difference)
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3	<p>Disadvantaged children across the school are likely to be lower in reading, writing and maths than children considered not disadvantaged.</p> <p>2021/22</p> <table border="1" data-bbox="371 320 1407 602"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Not Disadvantaged</td> <td>84%</td> <td>82%</td> <td>78%</td> </tr> <tr> <td>Disadvantaged</td> <td>68%</td> <td>64%</td> <td>68%</td> </tr> <tr> <td>Gap</td> <td>-16%</td> <td>-18%</td> <td>-10%</td> </tr> </tbody> </table> <p>2022/23</p> <table border="1" data-bbox="371 665 1407 947"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Not Disadvantaged</td> <td>82%</td> <td>84%</td> <td>80%</td> </tr> <tr> <td>Disadvantaged</td> <td>70%</td> <td>65%</td> <td>74%</td> </tr> <tr> <td>Gap</td> <td>-12%</td> <td>-19%</td> <td>-6%</td> </tr> </tbody> </table>		Reading	Writing	Maths	Not Disadvantaged	84%	82%	78%	Disadvantaged	68%	64%	68%	Gap	-16%	-18%	-10%		Reading	Writing	Maths	Not Disadvantaged	82%	84%	80%	Disadvantaged	70%	65%	74%	Gap	-12%	-19%	-6%
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4	<p>We know that our children who are disadvantaged and co-classified SEND are our most vulnerable group. This sub group make us 14% of our 2023/24 school cohort.</p>																																
5	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils were impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This could be down the engagement with the online learning. This data, from the 2nd school lockdown, shows that disadvantaged children were less likely to be in school as keyworker children or vulnerable. Disadvantaged children, despite our best efforts, were more likely to be in the bottom 2 categories of engagement.</p> <table border="1" data-bbox="363 1487 1407 2047"> <thead> <tr> <th></th> <th>Not Disadvantaged</th> <th>Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>In school full time</td> <td>29%</td> <td>31%</td> </tr> <tr> <td>In school part time</td> <td>13%</td> <td>11%</td> </tr> <tr> <td>High level of engagement</td> <td>37%</td> <td>39%</td> </tr> <tr> <td>Medium level of engagement</td> <td>11%</td> <td>17%</td> </tr> <tr> <td>Low level of engagement</td> <td>4%</td> <td>11%</td> </tr> <tr> <td>Low to No levels of engagement</td> <td>5%</td> <td>17%</td> </tr> </tbody> </table>		Not Disadvantaged	Disadvantaged	In school full time	29%	31%	In school part time	13%	11%	High level of engagement	37%	39%	Medium level of engagement	11%	17%	Low level of engagement	4%	11%	Low to No levels of engagement	5%	17%											
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Whilst the school closures seem a long time ago now the “long tail” of COVID still has an impact and disadvantaged learners are more likely to have gaps in learning than non-disadvantaged,

The measurement (matched children) of pre-covid (Autumn 2 2019) to the last data drop (Summer 2 2023) for all matched children shows the gap is closing for disadvantaged and not disadvantaged children but there is still a gap to pre covid levels and a gap between those who are and are not disadvantaged.

All Matched Children Pre Covid to Summer 2 2023

Pupils (from 2022-2023) in Years 3–6

		2019-2020	2022-2023
		Autumn 2	Summer 2
		% of pupils Just below or higher	% of pupils Just below or higher
Reading	Main Assessment	77%	73%
Writing	Main Assessment	71%	76%
Maths	Main Assessment	78%	75%
GPS	Main Assessment	78%	86%
Handwriting	Main Assessment	43%	76%

-4%
+5%
-3%
+8%
+33%

Disadvantaged Children Pre Covid to Summer 2 2023

Pupils (from 2022-2023) in Years 3–6, who are disadvantaged

		2019-2020	2022-2023
		Autumn 2	Summer 2
		% of pupils Just below or higher	% of pupils Just below or higher
Reading	Main Assessment	50%	59%
Writing	Main Assessment	50%	59%
Maths	Main Assessment	50%	71%
GPS	Main Assessment	50%	76%
Handwriting	Main Assessment	0%	76%

+9%
+9%
+1%
+26%
N/A

6 Records show that families in Team Around the Child requiring support are much more likely to be eligible for the Pupil Premium.

7	<p>Our attendance data for 2021/22 and 22/23 show that disadvantaged children at Nettleton as a group have much worse attendance than non-disadvantaged children.</p> <p>2022/23 Year End Attendance Data</p> <table border="1" data-bbox="371 392 1310 730"> <thead> <tr> <th></th> <th>2021/2022</th> <th>2022/2023</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged Attendance</td> <td>91.3%</td> <td>88.6%</td> </tr> <tr> <td>Not Disadvantaged Attendance</td> <td>96.2%</td> <td>96.2%</td> </tr> <tr> <td>Gap</td> <td>-4.9%</td> <td>-7.6%</td> </tr> </tbody> </table>		2021/2022	2022/2023	Disadvantaged Attendance	91.3%	88.6%	Not Disadvantaged Attendance	96.2%	96.2%	Gap	-4.9%	-7.6%
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8	<p>We have significant levels of inwardly mobility; children who join us at times other than Reception. 21% of the school cohort falls into this category which means stability is much lower than usual.</p> <p>Many of our inwardly mobile children are disadvantaged and/or SEND.</p> <p>Of the 15 inwardly mobile children at NCPS in September 2023, who did not start in our Reception cohort:</p> <ul style="list-style-type: none"> • 33% or SEND • 33% are disadvantaged. • 20% are SEND and Disadvantaged, our most vulnerable group. <p>The more children we have with SEND and disadvantage the greater the challenge becomes to close the gap.</p> <p>As of September 2023, we have:</p> <ul style="list-style-type: none"> • 24% SEND (National 13.5%) • 7.1% EHCP (National 2.5%) 												
9	<p>Our research shows us that disadvantaged children are less likely to attend residential events or extra-curricular activities.</p>												

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 and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Attainment in phonics for disadvantaged children remains strong.	PSC scores for 22/23, 23/24 and 24/25 continue to show no real gap between our disadvantaged and not disadvantaged children.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 22/23, 23/24 and 24/25 show that more the % of disadvantaged children who achieve the expected level is similar to that of National Other.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 22/23, 23/24 and 24/25 show that more the % of disadvantaged children who achieve the expected level is similar to that of National Other.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 reading outcomes in 22/23, 23/24 and 24/25 show that the % of disadvantaged children who achieve the expected level is similar to that of National Other.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Reduction in the need for Parental Support and ELSA
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3% on 2021/22 Year End Figures. • the percentage of all pupils who are persistently absent being is at least in line with the National Average % and the figure among disadvantaged pupils is, like all children, at least in line with the national average.
To accelerate the progress of children co-classified as SEND and deprived.	Gap between SEND disadvantaged and not SEND closes from the Summer 22 levels in R,W and M.
To close the gap in teacher assessment attainment in core subjects	By 24/25 close the gaps as measured in Summer 2022 in R,W,M
Disadvantaged children access extra curricular activities and residential opportunity at the same level as their disadvantaged peers	By 2024/25 there is no real gap in the % of disadvantaged children who attend clubs or residential opportunities to their not disadvantaged peers.

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: **£18,227**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To have targeted teaching assistant support for classes with high levels of disadvantaged children (£12,400) PP</p>	<p>The EEF suggest using TAs to</p> <ul style="list-style-type: none"> • Deliver high quality one-to one and small group support using structured interventions • Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction 	<p>1,2,3,4,5,8</p>
<p>To teach EYFS children separately to KS1 children in the mornings to improve teaching of phonics, early reading and CLL more generally. (£5,827) PP</p>	<p>It is notoriously difficult to teach the EYFS curriculum alongside KS1 as we have done in the past.</p> <p>The voice of our experienced EYFS and KS1 teachers tells us that this new strategy is having significant impact on the teaching and learning of the EYFS children and the Y1/2 children.</p>	<p>1,2,3,4,5,8</p>

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

Budgeted cost: **£3,349**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School Led Tuition for around 25 children. 14 blocks of tuition to be taught totally around 210 hours in total.</p> <p>(£1485) (SBT)</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>3,4,5,8</p>
<p>To run an “Easter School” for all Y6 children wishing to attend to ensure they are secondary ready.</p> <p>(£1864) DPP</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>3,4,5,8</p>

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

Budgeted cost: **£10,344**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To have access to an ELSA key worker to support emotional wellbeing and improve attendance via support and EBSAs. (£1500) DPP	Extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): There is extensive evidence that show that good school attendance correlates with better outcomes for pupils.	6,7
To have more access to a qualified SENCo to support send children especially those nine children who are considered deprived. (£3,000) DPP	Our data shows us that our co-classified SEND and deprived children are by far our most vulnerable group in terms of outcomes.	4,8
To purchase additional support from STT to expedite reports for disadvantaged children with SEND / suspected SEND. (£1,704)	Our data shows us that our co-classified SEND and deprived children are by far our most vulnerable group in terms of outcomes. Strategies suggested in the SSTT reports are invaluable to ensure those children make accelerated progress.	4,8
Support for disadvantaged children to attend clubs and residential opportunities. Deprived children to be prioritized for all activities and residential. Any deprived child not attending a residential event to be contacted to offer support to ensure they are able to go if they want to. (£1,000) (DPP)	It is a moral imperative that deprived children have at least as much access to the aforementioned so as not to limit their exposure to cultural capital and further opportunities.	9
Provision of milk for disadvantaged pupils. (£900) (DPP)	The ensure the health of our DPP eligible children. Links with our context specific intent of health given the issues with this is WL.	
Time out of class for Attendance Lead to monitor attendance, hold panel meetings and attend EBSA meetings. (£2,000) (DPP)	Our data shows a large gap between DPP and no DPP attendance. We need to improve capacity to challenge and support.	7
Contingency fund for acute issues. (£240) (DPP)	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	N/A

Total budgeted cost: £ 31,920

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.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>22/23 Entry CLL DPP 50%</p> <p>22/23 Exit CLL DPP 100%</p> <p>22/23 Entry CLL All 73%</p> <p>22/23 Exit CLL All 83%</p> <p>Analysis: Progress is made by DPP who come in with lower than expected CLL.</p>
Attainment in phonics for disadvantaged children remains strong.	<p>PSC scores for 22/23, 23/24 and 24/25 continue to show no real gap between our disadvantaged and not disadvantaged children.</p> <p>21/22 PSC DPP 67%</p> <p>21/22 PSC DPP 100% (1 child difference)</p> <p>22/23 PSC DPP 60%</p> <p>22/23 PSC Not DPP 80% (0 child difference)</p> <p>Analysis: Gap between DPP and Not DPP eligible is minimal due to the support put into place.</p>
Improved reading attainment among disadvantaged pupils.	<p>KS2 reading outcomes in 22/23, 23/24 and 24/25 show that more the % of disadvantaged children who achieve the expected level is similar to that of National Other.</p> <p>22/23 Reading EXS DPP 60%</p> <p>21/22 Reading National DPP* 62%</p> <p>21/22 Reading National Other* 80% (1 child difference)</p> <p><i>*22/23 National DPP not released yet.</i></p> <p>Analysis: School is in line with DPP children nationally but not yet at our aspiration of national not DPP.</p>

<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 maths outcomes in 22/23, 23/24 and 24/25 show that the % of disadvantaged children who achieve the expected level is similar to that of National Other.</p> <p>22/23 Maths EXS DPP 60%</p> <p>21/22 Maths National DPP* 56%</p> <p>21/22 Maths National Other* 78% (0 child difference)</p> <p><i>*22/23 National DPP not released yet.</i></p> <p>Analysis: School is in line with National Other as there is 0 child difference.</p>
<p>Improved writing attainment for disadvantaged pupils at the end of KS2</p>	<p>KS2 Writing outcomes in 22/23, 23/24 and 24/25 show that the % of disadvantaged children who achieve the expected level is similar to that of National Other.</p> <p>22/23 Writing EXS DPP 60%</p> <p>21/22 Writing National DPP* 55%</p> <p>21/22 Writing National Other* 75% (0 child difference)</p> <p><i>*22/23 National DPP not released yet.</i></p> <p>Analysis: School is in line with National Other as there is 0 child difference.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing in 22/23, 23/24 and 24/25 demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student and parent surveys and teacher observations • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Reduction in the need for Parental Support and ELSA <p>See 2022/23 Parent View</p> <p>See 2022/23 Wellbeing Survey</p> <p>Analysis: Pupil wellbeing as voiced by parents and children is good. However we have record numbers of families needed support from school so the need for Parental Support, TAC and ELSA continues.</p>

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3% on 2021/22 Year End Figures. the percentage of all pupils who are persistently absent being is at least in line with the National Average % and the figure among disadvantaged pupils is, like all children, at least in line with the national average. <p>2022/23 Year End Attendance Data</p> <table border="1" data-bbox="555 533 1425 831"> <thead> <tr> <th></th> <th>2022/2023</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged Attendance</td> <td>88.6%</td> </tr> <tr> <td>Not Disadvantaged Attendance</td> <td>96.2%</td> </tr> <tr> <td>Gap</td> <td>-7.6%</td> </tr> </tbody> </table> <p>Analysis: This continues to be a real concern due to a small number of DPP eligible children with low attendance.</p>		2022/2023	Disadvantaged Attendance	88.6%	Not Disadvantaged Attendance	96.2%	Gap	-7.6%												
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Disadvantaged children access extra curricular activities and residential opportunity at the same level as their disadvantaged peers	By 2024/25 there is no real gap in the % of disadvantaged children who attend clubs or residential opportunities to their not disadvantaged peers.
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Externally provided programmes

Programme	Provider
Little Wandle Letters and Sounds	Little Wandle / English Hub

Service pupil premium funding (optional)

Measure	Details

Due to the very small number of pupils eligible for SPP, it would not be appropriate to share this information here for fear of identification.