

# Pupil premium strategy statement – *Silver Springs Primary Academy*

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	410
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2022/3 – 2024/5
Date this statement was published	Dec 24
Date on which it will be reviewed	Dec 25 (with regular interim reviews)
Statement authorised by	D Mason
Pupil premium lead	D Mason
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 235,320
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	n/a
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£ 0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£

# Part A: Pupil premium strategy plan

## Statement of intent

Pupil Premium funding is used to support a raft of interventions specifically targeted at the children with pupil Premium in the Academy. As just over half of the pupils in the Academy are covered by this (51%) there are some large-scale interventions and principles outlined below.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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.

The key principles of the use of our Pupil Premium funding are addressing individual need and equality of opportunity where there are difficult circumstances and providing strong additional academic support for our Pupil Premium students with the allocated funding.

Pupil Premium is an identified and monitored attribute for children at a whole school and departmental level. All teaching staff are aware of these children within their classes and are asked to be mindful of when and where support needs to be drawn from the funding to provide equality of opportunity.

We are aware of the principles outlined in the EEF guidance for Pupil Premium and have designed our strategy with these in mind.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Complex Family Needs</p> <p>Data for the end of the academic year showed that 1.4% of children in the school are Looked after compared to 0.76% of children across Tameside. 2.3% of children in the school are subject to child protection plans compared to 0.39% locally and 4.5% of children are subject to Early Help Strategies compared to 1.33% of Tameside children. Of our</p>

	pupil premium cohort 99% of children are currently eligible for free school meals, which now represents over 50% of the whole school population.
2	<p><b>Attendance and Punctuality</b></p> <p>Since the pandemic absence rates have been lower than national averages for the school as a whole and for those eligible for pupil premium. However, during the last academic year we saw a significant improvement in the same figure, bring us closer to national averages as a result of our attendance improvement initiatives.</p> <p>The children eligible for Free School Meals and those with an EHCP, where there are health needs had the lowest attendance albeit that their attendance was in line with the same group nationally. Persistent Absenteeism was brought down more in line with national average. A number of families have made significant improvements to their attendance as a result of initiatives led by our Attendance team.</p>
3	<p><b>Social, Emotional and Mental Health</b></p> <p>30+ children currently in school receive support for their Social, Emotional and Mental Health needs at various levels, including children who have suffered some significant family bereavements.</p>
4	<p><b>School Readiness / Speech and Language</b></p> <p>The vast majority of children enter the Foundation Stage with Speech and Language that is below the expected level for their age. 1 in 5 enter with language as low as 11 to 16 months, having only one- or two-word utterances on assessment. Speech sound pronunciation is a limiting factor in progress in phonics. Over generalisation and limited vocabulary are both factors that limit progress in reading and writing.</p>
5	<p><b>Home Learning Environment / Readiness to Learn</b></p> <p>For significant numbers of children, home support for learning is a struggle. Many parents lack the confidence, organisation and skills to provide the kind of support needed for learning at home. This prevents children from consolidating learning or extending learning done in school. Restricted access to educational IT and internet in the home and wider experiences out of school time also have a bearing on children's wider vocabulary, general knowledge and confidence in a wide range of social situations.</p>

6	<p>Complex Learning Needs</p> <p>Those children with SEND are doubly disadvantaged. Their circumstances mean that they have additional SEMH or family circumstances that make addressing their needs more complicated. Some parents may not have the skills to support them sufficiently well. 5.8% of children have Education, Health and Care Plans compared to 3% in mainstream primary schools nationally.</p>
7	<p>FSM and LAC pupils don't do as well KS1 writing and KS1 maths and Phonics</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
To improve outcomes for disadvantaged pupils in EYFS	10% increase in disadvantaged children achieving GLD
To improve outcomes in Communication and Language for disadvantaged group	The percentage of disadvantaged children completing the Wellcomm Programme is 80%+
To increase the percentage of disadvantaged children achieving the phonics pass mark	% of disadvantaged cohort achieving the phonics standard is at least in line with disadvantaged cohort locally and nationally
To improve the attendance and punctuality of the disadvantaged cohort	The attendance of disadvantaged children is above the national average for disadvantaged children The percentage of PA children in the disadvantaged group decreases year on year
To improve outcomes for the disadvantaged cohort in Reading and Maths at the end of Key Stage Two	% of disadvantaged children achieving Reading and Maths is in line with the percentage of children achieving writing and SPAG
To ensure that learning and conduct behaviour of FSM6 and LAC children does not negatively impact on other children's learning	Zero FSM6 and LAC exclusions
To improve the quality of provision for FSM6 children with additional needs	80%+ Disadvantaged SEND cohort achieve personal targets from interventions and targeted support and education plans.
To improve the well-being of the disadvantaged cohort	The outcomes for the well-being survey for the disadvantaged group are in line with their non-disadvantaged peers and national averages.

## 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: £ 60,775

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Additional phonetically decodable books</b> Ensure that all children have access to high quality sequenced phonetically decodable books to take home.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	4 7
<p><b>First Class Phonics</b> Approved Systematic Phonics programme</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p>	4 7
<p><b>Learning by Questions Software</b> Supports formative assessment of children’s learning / prior knowledge through independent access to retrieval questions enabling teachers to check children’s understanding a t key points in the lesson or sequence of lessons</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a></p>	4
<p><b>Additional 0.5 SENCO Non-classroom based</b> Additional Time for SENCO to complete paperwork of referrals, EHCP applications, hold termly 4 plus 1 review meetings, quality assure provision and oversee provision</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	6

mapping, support teachers with intervention planning		
<b>Specialist EYFS SEND Teacher</b>  0.4 teacher will lead the delivery and development of our small specialist class for children with complex additional learning needs  Meeting the needs of up to 8 children  Provide a low stimulus consistent environment  Supporting and preparing children for transition to Year One	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a>  <a href="https://educationendowmentfoundation.org.uk/early-years-evidence-store/personal-social-and-emotional-development">https://educationendowmentfoundation.org.uk/early-years-evidence-store/personal-social-and-emotional-development</a>  <a href="https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language">https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language</a>	6
<b>Bug Club</b> Annual software licence for online reading platform for KS1 and Year 3	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>	4 7
<b>Reading Plus</b> Annual software licence for online reading platform for KS2	<a href="#">Reading comprehension strategies   EEF</a>	5

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

Budgeted cost: £65,851

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Additional Education Psychologist Time</b>  Priority given to additional Educational Psychologist time to	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>	3

<p>assess disadvantaged SEND pupils</p>		
<p><b>10 days Speech and Language Therapist time</b></p> <p>Broker an NHS Speech and Language Therapist to screen all children in EYFS at the start of the year to ensure that all complex needs have referrals escalated for external support</p> <p>Also to ensure that we have a clear picture of all children's needs and that they are correctly placed on the intervention pathway that most suits their needs</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	4
<p><b>Wellcomm Programme</b></p> <p>Welcomm teaching and assessment materials to support the delivery of the programme</p>	<p><a href="https://educationendowmentfoundation.org.uk/measures-database/welcomm-the-complete-speech-language-toolkit">https://educationendowmentfoundation.org.uk/measures-database/welcomm-the-complete-speech-language-toolkit</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a></p>	4
<p><b>Therapeutic Play Support &amp; Therapeutic Play Resources</b></p> <p>Additional TA time to support Messy Play sessions for 20 weeks 1 day per week</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p>	1, 3, 5, 6
<p><b>Emotional Literacy Support Assistant</b></p> <p>Learning Mentor will work primarily with disadvantaged children who have barriers to</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>	3, 6, 1

<p>their learning and their families</p> <p>Learning Mentor will provide daily support children with additional needs who are subject to a behaviour plan</p> <p>Learning Mentor provides responsive and pre-emptive support for children with identified SEMH needs</p> <p>Learning Mentor will be trained in the delivery of therapeutic and SEMH interventions</p> <p>Learning mentor will be trained in parenting support and attachment</p>	<p><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a></p>	
<p><b>Better Reading Partnerships TA</b></p> <p>Additional TA hours to provide Guided Reading Sessions for Y2 and Y3 children</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p><a href="https://sites.edgehill.ac.uk/everychildcounts/better-reading-support-partners/">https://sites.edgehill.ac.uk/everychildcounts/better-reading-support-partners/</a></p>	4, 6, 7
<p><b>First Class at Number</b></p> <p>Additional TA to support Maths catch up in Year 2 and 3</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p><a href="https://sites.edgehill.ac.uk/everychildcounts/eef-trial-1stclassnumber/">https://sites.edgehill.ac.uk/everychildcounts/eef-trial-1stclassnumber/</a></p>	4, 6, 7
<p><b>Phonics Catch Up Interventions</b></p> <p>Additional TA to support Phonics catch up in Y1 to Y3</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	4, 6, 7



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

Budgeted cost: £ 108,641

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Family &amp; Community Engagement Co-ordinator</b></p> <p>FaCE co-ordinator provides concentrated support for hard-to-reach families. In addition, this member of staff co-ordinates the delivery of courses for parents and families. She also leads on persistent absenteeism and supports families on CP Plans and EHPs. She is able to co-ordinate Early Intervention via Team Around the School meetings. This member of staff leads on Child Protection Training and co-ordinates and monitors training records of the staff.</p> <p>This member of staff also takes the lead on referrals for Emotional Support and Play Therapy</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p> <p><a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education--2">https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</a></p> <p><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	<p>1, 2, 3, 5</p>
<p><b>Safeguarding Network Subscription</b></p> <p>Training resources and Safeguarding forum subscription – wider use of this package for online training to ensure that all staff have the knowledge they need to identify</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	<p>1, 3</p>

<p>vulnerability and recognise signs of concern</p>		
<p><b>Safeguarding Reporting Software</b> CPOMS Software package enabling school to monitor and respond to all safeguarding concerns</p>	<p><a href="https://www.gov.uk/government/publications/keeping-children-safe-in-education--2">https://www.gov.uk/government/publications/keeping-children-safe-in-education--2</a></p>	<p>1, 3</p>
<p><b>SSS Learning</b> Online on demand CPD for Safeguarding to ensure that we have a broad range of safeguarding training readily available for staff, new staff, students etc and we are able to respond to local themes</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	<p>1, 3</p>
<p><b>Attendance Assistant</b> Attendance Assistant deals with all admin directly related to attendance, ensuring that procedures are effective in recording and reporting absence and reasons for absence and that appropriate referrals and proceedings are implemented.  The attendance assistant will record all details collate information to enable FACE co-ordinator and senior leaders to identify patterns and trends.  Effective follow up of Fixed penalty notices for parents taking children out of school during term time.  Direct work with EWO to follow up Attendance Improvement Plans.</p>	<p><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a></p> <p><a href="https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence">https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence</a></p>	<p>2</p>

<p><b>Breakfast Club Subsidy</b></p> <p>The aim of breakfast club is to improve attendance and punctuality of targeted children and to support parents returning to work ensuring that all these children have a nutritious breakfast and a structured calm start to the school day, as well as providing additional opportunities for physical activities, social play, support with reading and homework / peer mentoring etc</p>	<p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a></p>	<p>1, 2, 3, 4, 5, 6</p>
<p><b>School Visits Subsidy</b></p> <p>Subsidy for all children for educational visits and Robinwood to ensure that the parental contribution requested for each trip is kept as low as possible and where needed to fund paid places for Pupil Premium children, whose parents cannot afford to contribute.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p>1, 2, 3, 5</p>

<p><b>Bounce Together</b> Enables us to monitor the well-being of our children in a meaningful way throughout the year</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p> <p><a href="https://www.well-together.co.uk/measurement">https://www.well-together.co.uk/measurement</a></p>	<p>1, 3</p>
<p><b>Storytime Magazine</b> 1 x Annual Subscription per child in Year 3 and Year 4</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	<p>4, 5</p>
<p><b>Making it REAL</b> a professional development programme that trains early years practitioners to deliver home visits and literacy events to disadvantaged families, with the aim of improving children's early literacy development</p>	<p><a href="https://www.ncb.org.uk/making-it-real">Microsoft Word - Making it Real - formatted (ncb.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/making-it-real">Making It REAL (2023/24 and 2024/25 trial)   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>4, 5</p>

**Total budgeted cost: £ 235,320**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The performance of our disadvantaged pupils in the previous academic year and how it has been assessed.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils

#### EYFS 2024

Areas of Learning	Target	Actual	National	Tameside
<b>Communication and Language</b>	81	77	79	77
<b>Reading</b>	76	71	76	76
<b>Writing</b>	71	65	71	67
<b>Maths</b>	77	69	77	73
<b>GLD</b>	76	57	68	62

The cohort had double percentage of disadvantaged pupils in comparison to the national picture.

There are about the same percentage of children with EAL as there is nationally for this cohort and about the same percentage of children from non-white British backgrounds.

28% of children have SEND the percentage of pupils with an EHCP was more than twice the national average for maintained primaries.

There are significantly more boys (63.5%) in the cohort than girls compared to the local and national picture. Class sizes are in line with National Average.

#### Overview

Overall the targets were broadly met when Oasis children were discounted from the data. Results for the same cohort were above the Easter prediction, which is testament to the responsive approach to targeted intervention that Reception staff have developed so well. Overall Disadvantaged children's performance was higher in PSED, CLL and Maths and lower in Literacy and Physical development compared to similar cohorts nationally. Their achievement was lower overall to non-disadvantaged pupils both in school and nationally, despite the fact that they made excellent progress from their very low starting points. Disadvantaged Boys attainment was much lower than the national average. 48% of our boys achieved a Good Level of Development (GLD) compared to 60% nationally. It is important to note that all of our EHCP learners in the cohort are boys, which had a significant impact of this figure.

77% of learners achieved the standard in Communication and Language, compared to the national figure of 79% broadly in line with National Average

#### Interventions

All staff in EYFS have a great deal of expertise in Speech and Language Development and this year WELLCOM was delivered to all children through dynamic groupings, which were initially based on the outcomes of screening by our Speech and Language Therapist at the start of the year. As a result, the

outcome for Communication and Language was higher than other areas and broadly in line with National Average even when Oasis Children are included in the data.

### PHONICS 2024

Year Group	Target	Actual	Actual Minus EHCPs	National	Tameside
EXS	80	70	83	79	77
Y2	92	86	89	89	

#### Context of the cohort:

Contextually, 40% of last year's Year One cohort have been identified as needing additional support due to SEND. Fewer children than in other years groups are eligible for Free School Meals (43%), but this figure is almost twice the National Average.

#### Overview

Overall, Phonics results were very pleasing with 20% of children achieving full marks on the screening check and 61% were high scoring; which indicates that we have a sound curriculum and strong teaching. 6 children were disapplied due to SEND. The disadvantaged cohort were slightly below the disadvantaged cohort nationally.

#### Significance

The impact of the high number of SEND children including those who were disapplied can be seen on the reportable result 70% (including EHCP children). Nonetheless if we take EHCP children out the results are in line with National Average and above the Tameside result also. Results for our SEN Support Cohort (K) was 58% compared to 52% locally and nationally. Their average points score was 30.1 compared to 24.8 locally and 25.6 nationally.

#### Year Two Resits Overview

15 children in total who have taken the resit:

9 children scored 32 or above

There will be 6 children requiring Phonic intervention when in Year 3

46% of the Year Two Cohort passed the Phonics Resit Test in Year Two, which is significantly above the National Average for resits 15.2%

Overall 86% of Year Two have achieved the pass mark compared to the national figure of 89%

This is testament to the positive impact of intense tutoring for phonics.

### Key Stage Two 2024

Subject	Target	Prediction	Actual 2024	National 2024	Tameside 2024
Reading EXS+	73%	71%	76%	74%	73%
Reading GDS	20%	13%	24%	28%	24%
Writing EXS+	73%	76%	76%	72%	70%
Writing GDS	13%	15%	17%	13%	8%
Maths EXS+	80%	76%	85%	73%	73%
Maths GDS	20%	17%	24%	24%	21%
Combined EXS+	59%	59%	71%	61%	59%
Combined GDS	10%	7%	10%	8%	5%
Grammar & Spelling EXS+	n/a	n/a	78%	72%	72%
Grammar & Spelling GDS	n/a	n/a	27%	32%	30%

#### Context of the Cohort

This cohort of children has twice the percentage of disadvantaged pupils (56%) than National (28%) and 18% more than the local average (38%). Ethnicity and EAL were in line with local figures but lower than national although not significantly so. There were slightly more boys than nationally and locally and slightly more SEND.

**Overview**

Combined results for the expected standard (71%) are above targets set and significantly above the national average (61%). This is also the case for the higher standard. All individual subject results were above the national and local averages with the exception of Reading GDS, which was 4% below national. The disadvantaged children’s combined achievement was 11% higher than their disadvantaged peers and only 4% below the national average for all. Reading for the same cohort was slightly below the disadvantaged cohort nationally but in writing and Maths this group’s attainment was significantly higher and in Maths their achievement was slightly higher than the National average for all.

**Writing**

A significant improvement was seen in Writing both at EXP+ and GDS for the disadvantaged cohort. The impact of the lead teacher’s experience and expertise in this area has been the defining factor in this outstanding result.

**Maths**

Results in Maths were significantly above the National Average for this cohort of children and for the disadvantaged cohort. Pivotal to the success in Maths is the well-established Maths Curriculum, outstanding formative assessment methodology seen in lessons, dynamic grouping and tracking of progress and in addition to all this the introduction of the LbQ software Maths Spring board, which was implemented in March. There is much we can learn from the success of this year group that can potentially be transferred to other subjects and other year groups.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
First Class at Number	Every Child Counts
First Class Phonics	BC Education
BRP	Every Child Counts
Learning by questions	<a href="https://www.lbq.org/">https://www.lbq.org/</a>
Play Therapy	<a href="https://playtherapy.org.uk/">https://playtherapy.org.uk/</a>
Reading Plus	<a href="#"><u>Reading Plus - Adaptive Literacy Program - Hybrid Learning</u></a>
Wellcomm	GL Assessment
Well Together	<a href="https://www.bouncetogether.co.uk">https://www.bouncetogether.co.uk</a>

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A – no pupils currently eligible for SPPG at this school.
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A – no pupils currently eligible for SPPG at this school.