



# Pupil Premium Strategy Statement

Updated September 2024

## School overview

Detail	Data
School name	Chilton Primary School
Number of pupils in school	418
Proportion (%) of pupil premium eligible pupils	17.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Kate Law
Pupil premium lead(s)	Alex McAuley
Governor / Trustee lead	Phil Votta

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 24 25	£102,120
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£102,120</b>



# Part A: Pupil premium strategy plan

## Statement of intent

### Objectives for disadvantaged children:

- To ensure that any differences in learning are addressed appropriately both through quality first teaching, appropriate staffing structures and placement and through targeted intervention.
- To ensure that literacy, phonics and speech and language are the core focus for academic success.
- To ensure that children are supported to be ready for learning – through social and emotional support, family support, attendance support
- To ensure that social skills and play opportunities build a solid foundation for success at school
- To ensure that the educational experience of disadvantaged children is in line with that of others – no restriction on enrichment or extra-curricular activities

### How we work to achieve those objectives:

- Early, targeted and focused learning and intervention for literacy, phonics and speech and language across the school
- Staffing structures and grouping of children to support quality first teaching and appropriate intervention and also to allow staff ownership over pupil outcomes
- Providing appropriate training for class-based staff and for leaders at all levels
- Finance for the wider work of the school – attendance, external agency support and intervention, extra-curricular activities, wrap around care
- Structuring, staffing and resourcing play activities and opportunities across the school

### Key Principles of strategy plan:

- Inclusivity – quality first teaching
- Early intervention
- High expectations of achievement for every child
- Appropriate resourcing, staffing and staff training
- Academic success through targeted teaching and learning
- Social, emotional and well-being support
- The importance of play and social skills
- Support for families
- Promotion of good attendance

## Challenges

Challenge number	Detail of challenge
1	Assessments, observations, pupil progress meetings and discussions with children have evidenced: Barriers for phonic knowledge and understanding / application – issues with reading fluency and comprehension along with spelling and grammatical accuracy when writing

2	Assessments, observations, pupil progress meetings and discussions with children have evidenced: Dyslexia related difficulties / memory or processing barriers – lack of retention of learning – requires over-learning, intervention, pre-teaching and re-teaching
3	Assessments, observations, pupil progress meetings and discussions with children have evidenced: Barriers for learning retention due to processing differences and neurodiversity
4	Pupil progress meetings, Parent-Teacher Consultation discussions and observations have indicated: Lack of resilience to learning
5	Pupil progress meetings, assessments, parental feedback, behaviour logs and wellbeing assessments have evidenced: Mental health / social and emotional barriers / social isolation preventing children from fully accessing learning
6	Discussions with families and children and attendance tracking have evidenced: External / home circumstances and attitudes to school affecting attendance
7	Internal and external assessment has evidenced: Disadvantaged children with specific AEN or SEN limiting progress and achievement
8	Observations, assessments and screens have evidenced: Poor speech and language / oracy / vocabulary limiting learning potential
9	Observations, pupil progress meetings, pupil surveys, behaviour logs have evidenced: Lack of social skills and play skills
10	Discussions with parents and finance tracking have indicated: Financial constraints and cost of living – unable to access school wrap-around care, enrichment or extra-curricular activities due to cost
11	Observations, discussions with families and children have evidenced: Attainment differences due to differing cultural experiences outside of schooling

## 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
Difference between disadvantaged and non-disadvantaged children's outcomes and progress will be minimal	Outcomes – Year 1 and 2 phonics screen will show diminishing difference In house data will demonstrate excellent progress for disadvantaged children – including speech and language assessment information KS2 outcomes will demonstrate achievement gap narrowing year on year
Disadvantaged children access all elements of school day and benefit from all enrichment and extra-curricular activities	Pupil conferencing evidences disadvantaged children's engagement in all areas of school

	activities. Clubs and activities are promoted and signposted for disadvantaged children
Improved literacy – reading, writing and speaking and listening to enable children to reach potential across the curriculum	Increased confidence and achievement in all areas of literacy enabling success across the curriculum
Children receive appropriate well-being and social and emotional support so that they can access learning with resilience.	Pupil surveys, pupil conferencing, assessment screens demonstrate improvement in well-being and resilience. Behaviour records demonstrate improvements in social skills / learning skills and tools used effectively
Play and social skills provision provides children plentiful opportunity to build fundamental skills and enjoy success at school	Behaviour tracking evidences reduction in social interaction issues Pupil conferencing on behaviour and attitudes demonstrates enjoyment of play opportunities Parental feedback evidences improvements in behaviours and social skills

## 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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><a href="#">Smaller class or set sizes or additional staffing to year groups</a></p> <p>Staffing allows for coaching and training within the staff team.</p> <p>Most vulnerable cohorts supported by additional staff</p> <p>Staffing structures support staff wellbeing and teacher retention</p>	<p><b>EEF Teacher Toolkit - Reducing class size:</b>  <i>“allows teachers to develop new skills and approaches”</i></p> <p><i>“increasing the amount of high quality feedback or 1:1 attention learners receive”</i>            (for 20 learners or fewer)</p> <p><b>Supporting the Attainment of Disadvantaged Pupils – DFE</b>  <i>Successful strategies:</i>  <i>Additional Teachers</i>  <i>Deploying Staff effectively</i>  <i>Reducing class size</i></p> <p><b>DFE: School and college staff wellbeing: evidence from England, the UK and comparable sectors. Research report - December 2019</b></p> <p><b>Core Themes:</b></p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>7</p> <p>8</p> <p>9</p> <p>10</p>

	2) Implementing whole school/college approaches, 3) Provision of support mentoring and training	
Cohorts split into additional classes or groups (Year 5&6) with fully qualified CT in each class	<p><b>EEF Teacher Toolkit – reducing class size</b></p> <p>“carefully tailored to pupils’ reading capabilities and involve activities and texts that provide effective but not overwhelming challenge”</p> <p>Reducing class size:</p> <p>“allows teachers to develop new skills and approaches”</p> <p>“increasing the amount of high quality feedback or 1:1 attention learners receive” (for 20 learners or fewer)</p> <p>“higher quality interactions and fewer disruptions to learning”</p> <p><b>Supporting the Attainment of Disadvantaged Pupils – DFE</b></p> <p>Successful strategies:</p> <p>Additional Teachers</p> <p>Deploying Staff effectively</p> <p>Reducing class size</p> <p><b>Ofsted – The Pupil Premium 2013</b></p> <p>Successful schools - “allocated their best teachers to teach intervention groups to improve mathematics and English, or employed new teachers who had a good track record in raising attainment in those subjects”</p>	2 3 4 5 7 8 9 11
Teaching Assistants deployed to most vulnerable cohorts cohort to best support learners	<p><b>Ofsted Evidence Report:</b></p> <p>“focus on high quality teaching for all learners rather than focus on one-off activities and events outside of school hours”</p> <p><b>Supporting the Attainment of Disadvantaged Pupils – DFE</b></p> <p>Successful strategies:</p> <p>Additional Teaching Assistants / hours</p> <p>Deploying staff effectively</p> <p><b>Ofsted – The Pupil Premium 2013</b></p> <p>In successful schools - “support staff, particularly teaching assistants, were highly trained and understood their role in helping pupils to achieve”</p>	1 2 3 4 5 7 8 11
Phonics Groups - staffing, training,	<p><b>EEF Teacher Toolkit</b></p> <p>Structured Phonics:</p>	1 2

<p>intervention and resourcing</p>	<p>“Phonics is particularly beneficial for younger learners”</p> <p>Reading Comprehension Strategies:  <i>“carefully tailored to pupils’ reading capabilities and involve activities and texts that provide effective but not overwhelming challenge”</i></p> <p>Small group tuition:  <i>“greater feedback from teacher”</i>  <i>“more sustained progress”</i>  <i>“work closely matched to learner need”</i></p> <p><b>Supporting the Attainment of Disadvantaged Pupils – DFE</b></p> <p>Successful strategies:  Deploying Staff effectively  Reducing class size</p> <p><b>Phonics   Toolkit Strand   Education Endowment Foundation   EEF</b></p> <p><i>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks</i></p> <p><b>Ofsted – The Pupil Premium 2013</b></p> <p><b>Successful schools</b> –<i>“used achievement data frequently to check whether interventions or techniques were working and made adjustments accordingly, rather than just using the data retrospectively to see if something had worked” “made sure that support staff, particularly teaching assistants, were highly trained and understood their role in helping pupils to achieve”</i></p>	<p>3 4 7 8 11</p>
<p>Accelerated Reader and resourcing</p> <p>Additional time and resourcing for reading for pleasure activities within the curriculum, including reading lessons</p>	<p><b>EEF Teacher Toolkit:</b></p> <p>Successful approaches:  <i>“targeted reading aloud and book discussion with young children”</i>  <i>“explicitly extending pupils’ spoken vocabulary”</i></p> <p>Rather than phonics:  <i>“children aged 10 or more require a different approach such as comprehension”</i></p>	<p>1 2 6 8</p>

	<p><i>“carefully tailored to pupils’ reading capabilities and involve activities and texts that provide effective but not overwhelming challenge”</i></p> <p><b>EEF Improving Literacy at KS2</b></p> <p><i>Develop pupils’ language capabilities</i></p> <p><i>Support pupils to develop fluent reading capabilities</i></p> <p><i>Teach reading comprehension strategies through modelling and supported practice</i></p>	
<p>Teachers and Senior Leaders deployed for coaching, training and mentoring of all class based staff to ensure quality of teaching and learning remains high</p>	<p><b>Ofsted Evidence Report:</b></p> <p><i>“focus on high quality teaching for all learners rather than focus on one-off activities and events outside of school hours”</i></p> <p><b>Supporting the Attainment of Disadvantaged Pupils – DFE</b></p> <p><i>Successful strategies:</i></p> <p><i>Additional Teachers</i></p> <p><i>Deploying Staff effectively</i></p> <p><i>Paired or small group additional teaching</i></p> <p><b>DFE: School and college staff wellbeing: evidence from England, the UK and comparable sectors. Research report - December 2019</b></p> <p><b>Core Themes:</b></p> <p><i>1)Engagement from senior leaders; 2) Implementing whole school/college approaches, 3) Provision of support mentoring and training</i></p> <p><b>EEF Toolkit – Metacognition</b></p> <p><i>Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. For example, teachers might explain their thinking when interpreting a text or solving a mathematical task, alongside promoting and developing metacognitive talk related to lesson objectives.</i></p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>7</p> <p>8</p> <p>9</p> <p>11</p>
<p>Middle Leader training and release time to support the development of teaching and learning and implement initiatives</p>	<p><b>Ofsted Evidence Report:</b></p> <p><i>“good leadership of teaching and learning makes the biggest difference to school standards. The report found that talented leadership is particularly important in schools that serve the most disadvantaged communities”</i></p>	<p>3</p> <p>4</p> <p>5</p> <p>7</p> <p>9</p> <p>11</p>

	<p><b>EEF Toolkit – metacognition</b></p> <p>5. Professional development can be used to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies.</p> <p><b>EEF - PUTTING EVIDENCE TO WORK: A SCHOOL'S GUIDE TO IMPLEMENTATION Guidance Report.</b></p> <p>“Implementation is what schools do to improve: to change and be more effective”</p> <p>“Ultimately, it doesn't matter how great an educational idea or intervention is in principle; what really matters is how it manifests itself in the day-to-day work of people in schools.”</p>	
Teaching Assistant and support staff Training	<p><b>Kent Pupil Premium Select Committee:</b></p> <p>“Ensure that teaching assistants have the necessary training and expertise to make interventions and provide feedback”</p> <p><b>Ofsted – The Pupil Premium 2013</b></p> <p>Successful schools - “made sure that support staff, particularly teaching assistants, were highly trained and understood their role in helping pupils to achieve”</p>	1 2 3 4 5 7 8 9
CPD and coaching and mentoring time for teaching staff and wider leaders	<p><b>Ofsted Evidence Report:</b></p> <p>“high quality teaching is essential to promoting social mobility and closing the attainment gap”</p> <p>Reason for success highlighted as “investing in teachers’ professional development”</p> <p><b>DFE: School and college staff wellbeing: evidence from England, the UK and comparable sectors. Research report - December 2019</b></p> <p><b>Core Themes:</b></p> <p>1)Engagement from senior leaders; 2) Implementing whole school/college approaches, 3) Provision of support mentoring and training</p>	2 3 4 5 6 7 8 9 11

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

Budgeted cost: £30,000



Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language support – Senior Teaching Assistant, screens, interventions and resources	<p><b>Kent Pupil Premium Select Committee:</b>  <i>“Kent schools that have been narrowing the attainment gap have highly effective speech and language support”</i></p> <p><b>EEF Teacher Toolkit</b></p> <p><b>Oral Language Interventions</b>  <i>“On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress”</i></p>	1 2 3 7 8 9 11
Speech and Language interventions – Talk Boost, See and Learn, Language Link and Speech Link, etc.	<p><b>EEF guide to the Pupil Premium:</b>  <i>“Language acquisition must be a high priority in schools with explicit strategies for extending vocabulary as well as a language rich environment”.</i></p> <p><b>IMPROVING LITERACY. Supporting oral language development.</b> EEF <i>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:</i> <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation</a>   <b>EEF Deepening knowledge through vocabulary training:</b> <a href="https://impact.chartered.college/article/beck-deepening-knowledge-through-vocabulary-learning">https://impact.chartered.college/article/beck-deepening-knowledge-through-vocabulary-learning</a></p>	1 2 3 7 8 9 11
Phonics Interventions - RWI and precision teaching	<p><b>EEF Teacher Toolkit:</b>  Smaller group tuition  <i>“greater feedback from teacher”</i>  <i>“more sustained progress”</i>  <i>“work closely matched to learner need”</i></p> <p><b>Supporting the Attainment of Disadvantaged Pupils – DFE</b>  Successful strategies:  Deploying Staff effectively</p>	1 2 3 7 8 11
Intervention resources: TTRS, Accelerated Reader, quizzing etc.	<p><b>EEF Teacher Toolkit:</b>  <i>“clear evidence that digital technology approaches are more beneficial for writing and mathematics progress than spelling and problem solving and there is more evidence that they are more effective with young learners”</i></p>	1 2 3 6 7 8

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

Budgeted cost: £72,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Officer hours and support, liaison with external agencies.</p> <p>Senior Leader time and training supporting attendance.</p> <p>Time and resources for parental engagement on attendance inc. communications</p> <p>Mini-bus run in the mornings and staffing for this</p> <p>Breakfast and After school club places</p> <p>Viking Holiday Club places</p> <p>Breakfast foods available for children outside of B/C hours and for children not attending B/C (whole school)</p>	<p><b>EEF guide to the Pupil Premium:</b></p> <p><i>“interventions... are likely to be most effective when deployed alongside efforts to improve teaching and attend to wider barriers to learning such as behaviour and attendance”</i></p> <p><b>Supporting the Attainment of Disadvantaged Pupils – DFE</b></p> <p>Successful strategies:</p> <p><i>Improving attendance</i></p> <p><a href="#">DFE – Improving School Attendance</a></p> <p><a href="#">Moments Matter – Attendance Counts</a></p> <p><b>EEF Parental Engagement</b></p> <p><i>“Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps”</i></p> <p><i>“Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions”</i></p>	<p>4</p> <p>5</p> <p>6</p> <p>9</p> <p>10</p> <p>11</p>
<p>PSHE resourcing and staff training for social skills and play. Places at paid-for after school or extra-curricular activities (run at school)</p>	<p><b>EEF Teacher Toolkit:</b></p> <p><i>“social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school”</i></p> <p><a href="#">EEF blog: The ShREC approach – 4 evidence-informed strategies...   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Moments Matter – Attendance Counts</a></p>	<p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>9</p> <p>10</p> <p>11</p>
<p>Social and emotional support – intervention and social skills support (+resourcing through literature, social stories,</p>	<p><b>EEF – Teacher Toolkit</b></p> <p>Behaviour interventions: <i>“impacts are larger for targeted interventions matched to specific students with particular needs or behaviour issues”</i></p>	<p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>8</p>

<p>visuals, sensory resources)</p> <p>External services employed (e.g. Dare to Differ, well-being support worker, Fegans)</p> <p>Thrive – access to resources and staff training</p> <p>ELSA interventions.</p>	<p>“social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school”</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Collaborative learning approaches   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk">Mentoring   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.publishing.service.gov.uk">Promoting children and young people’s mental health and wellbeing (publishing.service.gov.uk)</a></p>	<p>9</p> <p>11</p>
<p>Financial support – contribution to clubs, trips, activities (e.g. music lessons, Young Voices, swimming lessons, any curriculum trips) where there is a cost to parents.</p>	<p><b>EEF Teacher Toolkit:</b></p> <p>“social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school”</p> <p><b>EEF Teacher Toolkit</b></p> <p>“Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum”</p>	<p>10</p> <p>11</p>
<p>School Uniform grant</p>	<p><b>EEF Teacher Toolkit:</b></p> <p>“social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school”</p>	<p>10</p> <p>11</p>
<p>Resources to promote play and social skills throughout the school day, specifically to create healthy and successful lunchtime play opportunities</p>	<p><b>DFE – Characteristics of Effective Learning; Statutory Framework for the Early Years</b></p> <p><b>Ofsted – Bold Beginnings 2017</b></p> <p><a href="https://www.publishing.service.gov.uk">Promoting children and young people’s mental health and wellbeing (publishing.service.gov.uk)</a></p> <p><b>Learning to Learn 2013</b></p> <p>“stimulation through play is an important factor in the social, emotional and education development of a child”</p> <p><b>The British Psychological Society</b></p> <p>“Play is fundamental to children's health and wellbeing, and for their social development. It helps develop skills in coping with challenge, facing uncertainty, and how to be flexible and adaptable to different circumstances.”</p> <p><b>Cambridge University – The Importance of Play</b></p> <p>“The resulting pattern of children being over-supervised and overscheduled, with</p>	

	<p><i>decreasing amounts of time to play with their peers or parents, is likely to have an adverse effect on children's independence skills, their resourcefulness and the whole range of developmental benefits"</i></p> <p><i>"recent studies using a range of new research techniques, including neuroscientific and other physiological measures, have shown strong and consistent relationships between children's playfulness and their cognitive and emotional development."</i></p>	
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**Total budgeted cost: £102,120**

## Further information

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Peer coaching groups led by Senior Leaders: These groups will focus on classroom strategies for effective instruction and feedback processes. EEF research evidences the impact that high quality feedback can have on disadvantaged learners.
- Focus on vocabulary and oracy development: The impact of high quality language teaching has been proven to accelerate academic progress, particularly for disadvantaged children. Our oracy teaching and learning will be embedded across the curriculum and staff training will ensure that speaking and listening is a key feature of learning for all children.
- Re-designed curriculum with additional support and scaffold for staff to plan the curriculum effectively. Assessment for learning and retrieval practice built in to the curriculum. Carefully planned curriculum allows every child to access the full range of learning on offer. Cultural capital, especially for disadvantaged children, has been a driver of the curriculum design.
- Ongoing CPD for class based staff to ensure focus remains on the highest quality teaching and learning across the school, particularly with a focus on literacy and retrieval practices
- SENCo support for class teachers to inform strategies for whole class teaching as well as specific intervention. Specific tracking for SEN children to identify smaller steps of progress and achievement
- As part of attendance promotion strategies, communications with parents on all aspects of schooling, highlighting all of the reasons that children should not miss out on school through low attendance rates

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

### Pupil premium strategy outcomes

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

#### EYFS

EYFS	GLD	A difference in attainment has been identified this year which has most likely been amplified due to the unusually low numbers of Pupil Premium children (2). SALT and phonic interventions have been used to throughout the year to meet language and communication barriers in the cohort. These interventions will continue into Year 1 where appropriate. Attendance officer worked to ensure school attendance was not a barrier to learning.
All Pupils (60)	80	
Boys (26)	71	
Girls (34)	88	
Pupil Premium (2)	50	

#### Year 1 Phonics

All (60)	92%	Building on the language development foundations laid in EYFS. 8 out of 10 PPG children achieved the standard in Year 1 phonics. Pupil premium strategies continue to ensure a focus is maintained on early reading and maintains hi expectations for early language development
Boys (28)	93%	
Girls (32)	91%	
PPG (10)	80%	
SEN (8)	50%	
EAL (2)	50%	

#### YEAR 4 MTC

Mean Score = 20.4	25`	20 – 24	0 – 19	Non-takers	Maths focus on fluency ensures a continuation of high expectations for all children to make progress in Maths and their time tables. Times tables results, including those of PPG children, are above the national average.
All (60)	40%	25%	35%	0	
Boys (25)	68%	12%	24%	0	
Girls (35)	23%	34%	43%	0	
PPG (19)	42%	16%	42%	0	
SEN (7)	14%	0%	86%	0	
EAL (2)	0%	100%	0%	0	

#### KS2

<b>KS2</b>	<b>GPS</b>	<b>Reading</b>	<b>Maths</b>	<b>Writing TA</b>
<b>National</b>	72%	74%	73%	72%

	EXP+	GDS	EXP+	GDS	EXP+	GDS	EXP+	GDS
<b>All 58</b>	83%	55%	84%	45%	88%	36%	88%	36%
<b>Boys 34</b>	82%	47%	82%	35%	85%	35%	88%	26%
<b>Girls 24</b>	83%	67%	88%	57%	88%	38%	88%	50%
<b>PPG 12</b>	92%	33%	83%	25%	83%	8%	83%	17%
<b>SEN 7</b>	14%	0%	28%	0%	14%	0%	33%	11%
<b>EAL 7</b>	71%	57%	71%	57%	86%	43%	86%	29%

Areas of need identified in the 2023-24 cohort, meant that 2 classes were broken down into 3 smaller ones. TA's were deployed to support SEN and disadvantaged children across core subjects throughout the year.

KS2	Combined (R, W, M)	
National		
	EXP+	GDS
ALL 59	81%	19%
BOYS 31	79%	12%
GIRLS 28	83%	29%
PPG 16	67%	0%
SEN 2	0%	0%
EAL 2	71%	14%

### 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
Accelerated Reader	Renaissance
Power of Reading Project	CLPE
Ruth Miskin	Read, Write, Inc
Thrive	TISS