# Pupil premium strategy statement

## 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

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| Detail | Data |
| School name | Swain House Primary |
| Number of pupils in school  | 491 |
| Proportion (%) of pupil premium eligible pupils | 33% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021 – 20222022 – 20232023 - 2024 |
| Date this statement was published | 11th November 2021Reviewed Oct 2022Reviewed Oct 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Full GB |
| Pupil premium lead | Clare PughClaire Broomfield  |
| Governor / Trustee lead | Roger Butterfield |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £243,892 |
| Covid Recovery Funding | £25,863 |
| 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 | £269,755 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Swain House Primary School we are committed to providing a respectful, diverse, inclusive and safe environment for all of our pupils to learn and thrive. The focus in our school is on ensuring that all pupils have high aspirations for themselves and that we teach and support them to be able to persevere to achieve their goals. Our Swain House centric curriculum is personalised, celebrates diversity and offers a wide range of opportunities to broaden pupils’ experiences and equip them with the skills and attitudes they need to be successful, happy, resilient and confident learners who make the right decisions for themselves.We are a fully inclusive school, removing barriers to learning. Our holistic approach to teaching and learning ensures that our pupils have the knowledge, skills, attitudes and cultural capital they need, so they are ready for the next stage of their education and life. Our pupil premium strategy draws upon the best evidence available, to ensure that our disadvantaged pupils are supported to achieve their full potential and aspirations. We know that evidence indicates that a tiered approach to Pupil Premium spending helps balance the essential ingredients of an effective Pupil Premium plan: high quality teaching, targeted academic support and supporting wider strategies. Our ultimate objectives are to - * + provide high-quality effective teaching for all of our pupils
	+ identify barriers to learning for pupils and find evidence based solutions to remove these barriers
	+ ensure that disadvantaged pupils make or exceed nationally expected progress rates
	+ close the gap in attainment outcomes between non-disadvantaged and disadvantaged pupils
	+ ensure that the health and well-being of our pupils is prioritised to enable them to access learning at an appropriate level
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## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | Low levels of education and educational aspirations amongst families |
| 2 | Low levels of communication and language development and lack of relevant play skills and experiences on entering nursery and Reception  |
| 3 | Lack of wider life experiences outside of the home and school |
| 4 | Complex family circumstances leading to poor routines and organisation in the home |
| 5 | Low levels of attendance and high levels of persistent absenteeism, including problems with punctuality |
| 6 | Access to technology in the home |
| 7 | Gaps in learning due to disrupted school attendance  |
| 8 | Poor physical health, including obesity levels, and poor nutrition |
| 9 | Poor social, emotional and mental health  |

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.

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| Intended outcome | Success criteria |
| **Attainment outcomes**Improve outcomes for disadvantaged pupilsNarrow the attainment gap between disadvantaged and non-disadvantaged pupils | * Improved Good Level of Development (GLD) at the end of Reception for disadvantaged pupils
* Improved outcomes in the Year 1 and Year 2 Phonic Screening Checks for disadvantaged pupils
* Improved outcomes in the Multiplication Tables Check (MTC) for disadvantaged pupils in Year 4
* Improved outcomes in reading, writing and maths including combined for disadvantaged pupils at end of KS1 and KS2
* An increase in the number of disadvantaged pupils achieving Greater Depth in KS1 and KS2
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| **Progress**Disadvantaged pupils to make or exceed nationally expected progress rates | * Disadvantaged pupils to make expected or more than expected in reading, writing and maths
* Increased number of disadvantaged pupils achieving ARE
* Gap between disadvantaged and non-disadvantaged pupils to narrow
 |
| **Attendance and Persistent Absentees**To improve attendance for disadvantaged pupils To reduce the number of disadvantaged pupils who are persistent absentees (PA)  | * Attendance of disadvantaged pupils is at or above national
* Close the attendance gap between non-disadvantaged and disadvantaged pupils
* PA figure to be lower than national figure for disadvantaged pupils
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| **Punctuality**To improve punctuality for disadvantaged pupils | * Reduce the number of lates for disadvantaged pupils
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| **Mental health and well-being**To improve pupils’ mental health and well-being | * Successful implementation of myHappymind mental health programme
* Disadvantaged pupils have a range of strategies to manage their mental health, emotions, self-regulation and well-being
* Positive pupil voice feedback
* Positive parent voice feedback
* Low levels of behaviour incidents associated with relationships with peers
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| **Communication and Language development**To improve the spoken language of disadvantaged pupils | * Disadvantaged pupils can communicate with others effectively and confidently in a range of situations
* Improved EGPS results at the end of KS2
* Successful implementation of Dialogic Teaching throughout school
* Successful implementation of WellComm in Early Years
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| **Wider experiences**To provide a wider range of experiences across the curriculum and beyond for disadvantaged pupils | * Disadvantaged pupils to attend a variety of clubs offered to them
* Subsidised trips and residential visits for all disadvantaged pupils
* Increased range of ‘first-hand’ experiences throughout school
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## 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: £90,517

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Deputy Headteacher teaching target group for maths and English each day in Year 5.Pupil premium funding allows the Deputy Headteacher to be not class based and allows small group teaching each morning. | **Targeted academic support**Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.<https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support>**Improving literacy in KS2** <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2>**Improving maths in KS2**https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1698843946**Reducing class size EEF +2 months**Reducing class size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller.<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size> | 1 and 7 |
| Assistant Headteacher responsible for Inclusion and SENDCo teaching target groups in English and maths each day in Y6 Pupil premium funding allows the Assistant Headteacher SENDCo to be not class based and allows small group teaching each morning. | **Targeted academic support**Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.<https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support>**Improving literacy in KS2** <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2>**Improving maths in KS2**https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1698843946**Reducing class size EEF +2 months**Reducing class size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller.<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size> | 1 and 7 |
| Implementation of Dialogic Teaching across school Dialogic Teaching Leader to support with implementation | **Improving Literacy in KS1 EEF**Collaborative activities that provide opportunities to learn/hear language often also provide opportunities for wider learning through talk. Skills such as social awareness, relationship skills, and problem-solving are developed, as well as knowledge.<https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1698843622> **Improving Literacy in KS2 EEF**Promote high quality dialogue in the classroom, between the teacher and the pupils and between pupils, to support pupils to develop their thinking and use of language.<https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1698843770> | 1, 2 and 7 |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support led by trained Teaching Assistants | **Phonics EEF +5 months**Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics> **Teaching assistant Interventions +4 months**Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions>  | 1, 2 and 7 |
| Chatterbug – Speech and Language therapist to work in school on a weekly basis | **Communication and language approaches +7 months**Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make seven months’ additional progress over the course of a year.<https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches>  | 1, 2 and 7 |
| Implementation of WellComm in Early Years to support communication and language development  | **EEF Guidance Report – Preparing for Literacy –** The complete speech and language toolkit, from screening to intervention. Delayed language skills lead to under-performance later in life, yet many children have unidentified speech and language difficulties. WellComm can help to turn this around. **Communication and language approaches +7 months**<https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches>**Preparing for Literacy**<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years>  | 2 and 3 |
| Implementation of Drawing Club in Early YearsEnriching children’s language skills and developing their fine motor skills | **Communication and language approaches EEF+7 months**On average, children who are involved in communication and language approaches make seven months’ additional progress over the course of a year. All children appear to benefit from such approaches.<https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches>**Preparing for Literacy EEF**The EEF document focuses on the importance of high quality interactions between adults and children to develop their communication and language skills<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years>  | 2 |

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

Budgeted cost: £46,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| National Tutoring Programme – school based tutoring in small groups.A significant proportion of the pupils will be disadvantaged, including those who are high attaining. | Small group tuition targeted at specific needs and knowledge gaps (in Year 2 and Year 6) can be an effective method to support low attaining pupils or those falling behind **Small group tuition EEF +4 months**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. Small group tuition has an average impact of four months’ additional progress over the course of a year.<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>  | 1 and 7 |
| National Tutoring Programme – school based tutoring in small groups – UKS2 leader to be covered for 1 day each week (Jan – May)A significant proportion of the pupils will be disadvantaged, including those who are high attaining. | Small group tuition targeted at specific needs and knowledge gaps (in Year 2 and Year 6) can be an effective method to support low attaining pupils or those falling behind **Small group tuition EEF +4 months**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. Small group tuition has an average impact of four months’ additional progress over the course of a year.<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition> | 1 and 7 |
| National Tutoring Programme –Partner tuition 1-1 online sessions (Connex)A significant proportion of the pupils will be disadvantaged, including those who are high attaining. | Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind **Small group tuition EEF +4 months**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. Small group tuition has an average impact of four months’ additional progress over the course of a year.<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition> | 1 and 7 |
| Access to technology for use at home to support with homework | **Homework EEF +5 months**Homework has a positive impact on average (+ 5 months)<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework> | 6 |

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

Budgeted cost: £136,254

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Heavily subsidised residential visits in Y3, Y4, Y5 and Y6 for all disadvantaged pupils. 50% subsidy for disadvantaged pupils | **Physical activity EEF +1 month**There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity>**Outdoor Adventure Learning EEF**Outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning> | 3 and 8 |
| Visits and visitors into school to support the curriculum and learning of all pupils, including disadvantaged | **Outdoor Learning EEF**Through participation in outdoor learning, challenging physical and emotional activities can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning>  | 3 and 8 |
| Two experienced Learning Mentors to take responsibility for Parental involvement to tackle attendance, punctuality and support families with poor organisation and routines  | **Parental Engagement EEF +4 months**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. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement>**Social and emotional learning EEF +4 months**Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year. | 1, 4, 5, 9 |
| To provide Breakfast club (if needed) for Disadvantaged pupils to improve – * social interactions between peers
* attendance and punctuality
* morning routines
* nutrition
* emotional and mental health
 | **The National School Breakfast Programme**The National School Breakfast Programme (NSBP) is funded by the Department for Education and delivered by Family Action to support schools in England to provide children with a healthy breakfast at the start of the school day.Family Action is committed to supporting child development, and we believe a healthy school breakfast, without barrier or stigma, can set up children to succeed and give them the very best chance to learn.<https://www.family-action.org.uk/content/uploads/2023/09/Impact-of-the-National-School-Breakfast-Programme.pdf> | 4, 5, 8 and 9 |
| To provide a wide range of extra-curricular activities for Disadvantaged pupils | **Physical Activity EEF +1 month**There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity> | 3, 8 and 9 |
| Necessity clothing allowance - cost of 2 sweatshirts to support families getting their children ready for school. | **School Uniform EEF**There is a belief in some countries that school uniform supports the development of a whole school ethos and therefore supports discipline and motivation. Some also believe that a uniform promotes social equity. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform> | 4 and 9 |
| Enhanced staffing structure – one Teaching Assistant (TA) per class - to ensure excellent relationships are in place for vulnerable pupils and each child has two key adults in school (their class teacher and their class TA)This approach makes sure there is a fully inclusive education for identified pupils to address their social, emotional, communication, sensory and physical needs to ensure they are not vulnerable to exclusion. All TAs paid to attend all weekly staff meetings and five school INSET days.  | **Teaching Assistants EEF +4**Teaching assistants can provide a large positive impact on learner outcomesResearch that examines the impact of teaching assistants deployed in everyday classroom environments suggests that students in a class with a teaching assistant present do not, on average, outperform those in one where only a teacher is present. This average finding covers a range of effects. In some cases, teachers and teaching assistants work together effectively, leading to increases in attainment.<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions><https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants> | 5, 7 and 9 |
| Implement the JU:MP! (Join Us: Move Play!) Project led by Active Bradford.  | **Physical activity EEF +1 month**Physical activity has important benefits in terms of health, wellbeing and physical development as well as other potential benefits have been reported such as improved attendance.<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity><https://www.activebradford.com/what-is-jump> | 3 and 8 |
| Mental Health Champion in school to support pupil and families with social, emotional and mental health. (TLR post holder)Implementation of myHappymind throughout school | **Social and Emotional Learning EEF +4 months**Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year. Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.[**https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning**](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning)[**https://myhappymind.org/**](https://myhappymind.org/) | 5, 8 and 9 |

**Total budgeted cost:**

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| --- | --- |
| **Teaching** | £90,517 |
| **Targeted academic support** | £46,000 |
| **Wider strategies** | £136,254 |
| **Total** | £272,771 |

# 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.

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| **Pupil Premium strategies and impact 2022 - 2023**At Swain House Primary School pupil premium money is used to address barriers to learning in order to improve educational outcomes. Throughout 2022 - 2023, we offered breakfast club places to approximately 25 pupil premium pupils to ensure that these children were in school on time, well fed and learned much needed social skills in order that they could access learning.Our Learning Mentors have had dedicated time each day where they rigorously work on attendance issues, contacting parents, offering support for parents and signposting them to other agencies in order to improve attendance. The Learning Mentors have provided individual and group work for children and families to remove barriers to learning and address social, emotional and mental health issues. Some of the money has been used to employ a speech and language therapist (Chatterbug) who has worked with pupil premium children to improve language acquisition and language development. All children made accelerated progress in language development as a result of this work.Throughout the year, Pupil Premium pupils in Years 4, 5 and 6 were taught either in a small target group or within a smaller group in the classroom for either maths and/or English. This small group teaching, led by experienced and skilled teachers, targeting specific needs and knowledge gaps, was an effective strategy to support low attaining Pupil Premium pupils or those falling behind.Residential visits were subsidised for pupils in receipt of pupil premium to widen their life experiences and provide life long memories. All Pupil Premium pupils attended the residential visits from Year 3 to Year 6. * Y3 Bradley Wood Outdoor Activity Centre
* Y4 Nell Bank
* Y5 Ingleborough Hall
* Y6 High Adventure

90 pupil premium families received 2 school jumpers per child. A number of pupils who are pupil premium also have special educational needs, it is crucial that we devise individual programs of work for these children, which are reviewed regularly. Employing a full time Assistant Headteacher who is responsible for SEND and Inclusion ensures that our most vulnerable children have excellent provision and make good progress. **Pupil outcomes in July 2023****Good Level of Development**Reception GLD all pupils – 56%. Disadvantaged (15 pupils) – 33%**Phonics Year 1 and 2*** Year 1 phonics all pupils – 77%. Disadvantaged – 70%
* Year 2 phonics all pupils – 90%. Disadvantaged – 95%

**Year 2*** Year 2 reading all pupils – 66%. Disadvantaged (18 pupils) – 56%
* Year 2 writing – 62%. Disadvantaged (18 pupils) – 50%
* Year 2 maths – 66%. Disadvantaged (18 pupils) – 44%

**Year 6*** Year 6 reading all pupils – 69%. Disadvantaged (34 pupils) 77%
* Year 6 writing all pupils – 76%. Disadvantaged (34 pupils) 74%
* Maths all pupils – 77%. Disadvantaged (34 pupils) 77%
* Year 6 combined all pupils – 61%. Disadvantaged – 62%

**Attendance**Attendance September 2022 – July 2023 all pupils – 93.5%. Disadvantaged (169 pupils) 92.8%. Attendance remains a key priority in the School Improvement Plan 2023 – 2024**Behaviour and well-being**Behaviour outcomes in 2023 were good. Pupil learning behaviours are a strength of the school. The strategy of one TA per class to ensure excellent relationships are in place for vulnerable pupils and each child has two key adults in school (their class teacher and their class TA) for each part of the school day, including lunchtimes, has resulted in good outcomes. This approach makes sure there is a fully inclusive education for identified pupils to address their social, emotional, communication, sensory and physical needs to ensure they are not vulnerable to exclusion. **Recovery Premium strategies and impact** School used 2 strategies to support pupils following the pandemic:* school led tuition
* tuition partners through Connex Education (1 teacher in school for 2 days and online sessions)

**School led tuition** – These sessions were either reading, phonics, writing or maths, depending on the gaps in the individual classes/groups and were delivered to pupils in Years 1 to 6. All sessions were led by teachers following NTP training. Sessions were delivered in a ratio of 1:3/4 in blocks of 15 weeks. **Tuition partners** – Connex Education delivered online tutoring sessions before, during and after school to pupils in Years 5 and 6. The ratio of these sessions was 1:3. These sessions focused on maths. There was a teacher in school for 2 days each week from Connex. She delivered small group sessions to pupils in Years 5 and 6 with a focus on maths and reading. **Reading outcomes**Y1 – Non-disadvantaged 69% Y1 Disadvantaged – 65%Y2 – Non-disadvantaged 70% Y2 Disadvantaged – 55%Y3 – Non-disadvantaged 68% Y3 Disadvantaged – 72%Y4 – Non-disadvantaged 62% Y4 Disadvantaged – 56%Y5 – Non-disadvantaged 74% Y5 Disadvantaged – 68%Y6 – Non-disadvantaged 61% Y6 Disadvantaged – 77%**Writing outcomes**Y1 – Non-disadvantaged 63% Y1 Disadvantaged – 46%Y2 – Non-disadvantaged 68% Y2 Disadvantaged – 50%Y3 – Non-disadvantaged 54% Y3 Disadvantaged – 63%Y4 – Non-disadvantaged 59% Y4 Disadvantaged – 52%Y5 – Non-disadvantaged 63% Y5 Disadvantaged – 56%Y6 – Non-disadvantaged 86% Y6 Disadvantaged – 74%**Maths outcomes**Y1 – Non-disadvantaged 74% Y1 Disadvantaged – 58%Y2 – Non-disadvantaged 76% Y2 Disadvantaged – 45%Y3 – Non-disadvantaged 75% Y3 Disadvantaged – 66%Y4 – Non-disadvantaged 65% Y4 Disadvantaged – 52%Y5 – Non-disadvantaged 60% Y5 Disadvantaged – 62%Y6 – Non-disadvantaged 79% Y6 Disadvantaged – 77%**Technology**Pupils who did not have technology at home to support with their learning (eg TT Rock Stars, homework, coding etc) had access to Chromebooks for home use throughout the year. All pupils were offered to loan Chromebooks and during the year so they had access to technology at home.  |

## 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*

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| Programme | Provider |
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## Service Disadvantaged funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| --- | --- |
| Measure | Details  |
| How did you spend your service Disadvantaged allocation last academic year? | N/A |
| What was the impact of that spending on service Disadvantaged eligible pupils? | N/A |