



# Pupil Premium Strategy Statement

Updated September 2024

## School overview

| Detail  | Data                         |
|---|------------------------------|
| School name   | Ramsgate Arts Primary School |
| Number of pupils in school  | 416                          |
| Proportion (%) of pupil premium eligible pupils   | 30%                          |
| 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)   | Nicholas Budge               |
| Governor / Trustee lead   | Phil Votta                   |

## Funding overview

| Detail  | Amount          |
|---|-----------------|
| Pupil premium funding allocation this academic year 24 25 | £167,895        |
| Pupil premium funding carried forward from previous years | 0               |
| <b>Total budget for this academic year</b>                | <b>£167,895</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<br>In house data will demonstrate excellent progress for disadvantaged children – including speech and language assessment information<br>KS1 & 2 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  |

|  |   |
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|  | 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.<br>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<br>Pupil conferencing on behaviour and attitudes demonstrates enjoyment of play opportunities<br>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 £110,000

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed   |
|--|--|---|
| <p>Partially fund AHT out of class role and provide daily opportunities for internal skills sharing and modelling/coaching/collaborative planning with Teams .</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>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>Reducing class size</i></p> <p><b>DFE: School and college staff wellbeing:</b></p> <p><b>evidence from England, the UK and comparable sectors. Research report - December 2019</b></p> <p><b>Core Themes:</b></p> <p><i>2) Implementing whole school/college approaches, 3) Provision of support mentoring and training</i></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> |

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| <p>Cohorts split into additional class or groups with fully qualified CT in each class</p>     | <p><b>EEF Teacher Toolkit – reducing class size</b></p> <p><i>“carefully tailored to pupils’ reading capabilities and involve activities and texts that provide effective but not over-whelming challenge”</i></p> <p>Reducing class size:</p> <p><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” (for 20 learners or fewer)</i></p> <p><i>“higher quality interactions and fewer disruptions to learning”</i></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 - <i>“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”</i></p> | <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>7</p> <p>8</p> <p>9</p> <p>11</p> |
| <p>Teaching Assistants deployed to most vulnerable cohorts cohort to best support learners</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>Successful strategies:</p> <p>Additional Teaching Assistants / hours</p> <p>Deploying staff effectively</p> <p><b>Ofsted – The Pupil Premium 2013</b></p> <p><i>In successful schools - “support staff, particularly teaching assistants, were highly trained and understood their role in helping pupils to achieve”</i></p>   | <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>7</p> <p>8</p> <p>11</p> |
| <p>Phonics Groups - staffing, training, intervention and resourcing</p>                        | <p><b>EEF Teacher Toolkit</b></p> <p>Structured Phonics:</p> <p><i>“Phonics is particularly beneficial for younger learners”</i></p>  | <p>1</p> <p>2</p> <p>3</p> <p>4</p>                                      |

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|  | <p>Reading Comprehension Strategies:<br/> <i>“carefully tailored to pupils’ reading capabilities and involve activities and texts that provide effective but not over-whelming challenge”</i></p> <p>Small group tuition:<br/> <i>“greater feedback from teacher”</i><br/> <i>“more sustained progress”</i><br/> <i>“work closely matched to learner need”</i></p> <p><b>Supporting the Attainment of Disadvantaged Pupils – DFE</b></p> <p>Successful strategies:<br/> Deploying Staff effectively<br/> 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> | 7<br>8<br>11     |
| <p>CLPE -Power of Reading</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:<br/> <i>“targeted reading aloud and book discussion with young children”</i><br/> <i>“explicitly extending pupils’ spoken vocabulary”</i></p> <p>Rather than phonics:<br/> <i>“children aged 10 or more require a different approach such as comprehension”</i></p>   | 1<br>2<br>6<br>8 |

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|   | <p><i>“carefully tailored to pupils’ reading capabilities and involve activities and texts that provide effective but not over-whelming 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:</b></p> <p><b>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</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</i></p>   | <p>3</p> <p>4</p> <p>5</p>   |

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| <p>learning and implement initiatives</p>                                       | <p>that talented leadership is particularly important in schools that serve the most disadvantaged communities”</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> | <p>7<br/>9<br/>11</p>                                     |
| <p>Teaching Assistant and support staff Training</p>                            | <p><b>Kent Pupil Premium Select Committee:</b> “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>   | <p>1<br/>2<br/>3<br/>4<br/>5<br/>7<br/>8<br/>9</p>        |
| <p>CPD and coaching and mentoring time for teaching staff and wider leaders</p> | <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</p>   | <p>2<br/>3<br/>4<br/>5<br/>6<br/>7<br/>8<br/>9<br/>11</p> |



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|  | approaches, 3) Provision of support mentoring and training |  |
|--|--|--|

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

Budgeted cost: £35,000

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed    |
|--|--|----------------------------------|
| Speech and Language support –Teaching Assistant, screens, interventions and resources              | <p><b>Kent Pupil Premium Select Committee:</b><br/> <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><br/> <i>“On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress”</i></p>   | 1<br>2<br>3<br>7<br>8<br>9<br>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><br/> <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. EEF</b> 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: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF Deepening knowledge through vocabulary training: <br/>https://impact.chartered.college/article/beck-deepening-knowledge-through-vocabulary-learning</a></p> | 1<br>2<br>3<br>7<br>8<br>9<br>11 |
| Phonics Interventions - RWI and precision teaching   | <p><b>EEF Teacher Toolkit:</b><br/> Smaller group tuition<br/> <i>“greater feedback from teacher”</i><br/> <i>“more sustained progress”</i><br/> <i>“work closely matched to learner need”</i></p> <p><b>Supporting the Attainment of Disadvantaged Pupils – DFE</b><br/> Successful strategies:</p>   | 1<br>2<br>3<br>7<br>8<br>11      |

|   |   |                            |
|---|---|----------------------------|
|   | <i>Deploying Staff effectively</i>  |                            |
| Intervention resources: TTRS, Doodle, quizzing etc. | <b>EEF Teacher Toolkit:</b><br>“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” | 1<br>2<br>3<br>6<br>7<br>8 |

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

Budgeted cost: £30,000

| 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><br/>“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”</p> <p><b>Supporting the Attainment of Disadvantaged Pupils – DFE</b><br/>Successful strategies:<br/><i>Improving attendance</i></p> <p><a href="#">DFE – Improving School Attendance</a><br/><a href="#">Moments Matter – Attendance Counts</a></p> <p><b>EEF Parental Engagement</b><br/>“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”<br/>“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”</p> | 4<br>5<br>6<br>9<br>10<br>11  |
| <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><br/>“social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school”</p>  | 3<br>4<br>5<br>6<br>9         |

|  |   |   |
|--|---|---|
|  | <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>10</p> <p>11</p>   |
| <p>Social and emotional support – intervention and social skills support (+resourcing through literature, social stories, visuals, sensory resources)</p> <p>External services employed (e.g. Play Therapy, School Counsellor, Mental Health and Wellbeing Leader)</p> <p>Thrive – access to resources and staff training</p> <p>ELSA interventions.</p> | <p><b>EEF – Teacher Toolkit</b></p> <p>Behaviour interventions: “impacts are larger for targeted interventions matched to specific students with particular needs or behaviour issues”</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="#">Collaborative learning approaches   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Mentoring   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Promoting children and young people’s mental health and wellbeing (publishing.service.gov.uk)</a></p> | <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>8</p> <p>9</p> <p>11</p> |
| <p>Financial support – contribution to clubs, trips, activities (e.g. music lessons) 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="#">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><i>“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.”</i></p> <p><b>Cambridge University – The Importance of Play</b></p> <p><i>“The resulting pattern of children being over-supervised and overscheduled, with 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> |  |
|--|---|--|

**Total budgeted cost: £175,000**

## 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

#### EYFS

|                           |            |   |
|---------------------------|------------|---|
| <b>EYFS</b>               | <b>GLD</b> | <i>Difference in attainment because of speech and language barriers, lower phonic knowledge, social emotional barriers and some attendance issues. SALT support and intervention to continue for identified children, phonics groups continue into Year 1 on RWI scheme, attendance officer monitoring and supporting identified families. DSLs in support of families with external agency support in place.</i> |
| <b>All Pupils (60)</b>    | 71%        |   |
| <b>Pupil Premium (10)</b> | 36%        |   |

#### Year 1 Phonics Outcomes

|                 |     |  |
|-----------------|-----|--|
|                 | Met | <i>Twelve PPG children did not meet standard. Seven of these children have SEN as an additional barrier to learning. Two of these children have attendance issues and are now picked up by the school minibus. Phonics groups to continue into Year 2 along with targeted Speech and Language support and screening to identify class-based strategies to use for children alongside intervention.</i> |
| All Pupils (60) | 82% |  |
| PPG (12)        | 50% |  |

#### YEAR 4 MTC RESULTS

|   |           |                |               |
|---|-----------|----------------|---------------|
| <b>Mean Score = 21</b>  | <b>25</b> | <b>20 - 24</b> | <b>0 - 19</b> |
| <b>All (60)</b>   | 17 (29%)  | 20 (33%)       | 23 (38%)      |
| <b>PPG (28)</b>   | 6(21%)    | 10 (34%)       | 12(45%)       |
| Significant attainment difference remains, additional support deployed for Terms 4,5 and 6. |           |                |               |

#### KS2 RESULTS

|               | GPS  |     | READING |     | MATHS |     | WRITING TA |     |
|---------------|------|-----|---------|-----|-------|-----|------------|-----|
| National      | 72%  |     | 74%     |     | 73%   |     | 72%        |     |
|               | EXP+ | GDS | EXP+    | GDS | EXP+  | GDS | EXP+       | GDS |
| <b>ALL 30</b> | 73%  | 20% | 73%     | 23% | 67%   | 27% | 77%        | 10% |
| <b>PPG 10</b> | 50%  | 10% | 50%     | 20% | 70%   | 20% | 50%        | 13% |

*There is a significant attainment difference remains across all subjects. Four of the children had SEN as an additional barrier to learning of which 2 were disapplied from the SATS. Four of the children had attendance issues which were referred to the LA for support. All were offered the minibus for support but only one family accepted intervention. Five of these children also were not in our KS1 and had significant gaps in their learning when they arrived at RAPS during KS2.*

Our tracking systems and records demonstrate that children in receipt of the pupil premium grant display good standards of behaviour within the classroom and during playtimes. Their social skills have improved

post-Covid and school closures as a result of the classroom-based strategies, staffing support and pastoral learning in place.

*There is a small difference in attendance for children in receipt of the pupil premium grant – for 22-23 this was 90.21% compared to 92.94% for the whole school. Attendance strategies have, however, improved attendance for key individuals with consistently lower attendance levels.*

## 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             |