

Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium (and Recovery Premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School Overview

Detail	Data
School name	Moorlands Primary School
Number of pupils in school	405
Proportion (%) of pupil premium eligible pupils	39.9% (161 pupils)
Academic year/years that our current pupil premium strategy plan covers (<i>3 year plans are recommended</i>)	2021/2022 - 2024/2025
Date this statement was published	December 2021
Date it was last reviewed	November 2023
Date on which it will be reviewed	October 2024
Statement authorised by	David Parkin, Headteacher
Pupil Premium Lead	Peter Reed, Phase Leader
Governor / Trustee lead	Richard Harris

Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£219705
Recovery Premium funding allocation this academic year	£23345
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	£243050

Part A: Pupil Premium Strategy Plan

Statement of Intent

We believe that the primary years should be full of joy, laughter and inspirational learning in a safe and supportive school. Children thrive with supportive adults modelling the values and behaviours we wish for our children - everybody at Moorlands is a learner and every individual can learn something new every day. All members of our school are given the support and challenge they need across a broad, rich curriculum to discover and develop their unique attributes as learners and to embed our values in their lives. Children of all ages can be confident, independent learners, evaluating their learning, taking on board feedback to improve and wanting to do their best.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already higher achievers.

We consider the challenges faced by all vulnerable pupils and support all the needs of the children from a variety of diverse backgrounds. The support we have outlined in this statement is also intended to care for their needs, regardless of whether they are disadvantaged or not.

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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. This will in turn, ensure to close the gap between the disadvantaged pupils and the non-disadvantaged pupils.

Our strategy is also integral to wider school plans for education recovery, including use of the School-Led Tutoring Programme.

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

- Ensure disadvantaged pupils are challenged in the work that they're set.
- Act early to intervene at the point that need is identified.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Our building blocks for tackling educational disadvantage:

Whole-school ethos of Every Learner Matters.

- There is a culture of high expectations for all, amongst children and staff.
- There is a belief that all disadvantaged pupils can overcome their personal barriers to succeed.
- Disadvantaged pupils and their families are held in high regard and support provided for those that need it.
- Leaders, teachers and other adults understand their role within the school's strategy.

Addressing behaviour and attendance

- A strong emphasis is placed on developing positive behaviours for learning in all of the curriculum.
- The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.
- Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.
- Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

High quality teaching for all

- The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on- going formative assessment is essential to ensure disadvantaged pupils make strong progress.
- Disadvantaged and vulnerable children are the first port of call for formative feedback within class.
- Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners.
- Professional development is focused on securing strong subject knowledge, questioning, feedback, 'talk for learning', metacognition and self-regulation of emotions.
- Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement through monitoring cycles.

Meeting individual learning needs

- There is a strong understanding of the barriers to learning and how these barriers present in school.
- Personalised profiles are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.
- Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.
- Transition processes for disadvantaged pupils are carefully planned and implemented in all year groups.

Data-driven

- The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase.
- Accelerated progress must lead to higher attainment within an academic year and key stages.
- Children are monitored for all of their data sets to ensure that the children are successful in all areas of the curriculum.

Clear, responsive leadership

- A Strategy Group, which includes the HT, Pupil Premium Lead and governors, review the effectiveness of strategies at the end of each assessment phase.
- Self-evaluation is rigorous and honest with next steps identified.
- The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.
- Leaders apply robust quality assurance processes and clear success criteria.

Deploying staff effectively

- Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.
- Resources are targeted at pupils at risk of underachievement in terms of low and high attainment with a close eye on the progress throughout their school life.

These aspects are monitored and reviewed by the strategy group.

Challenges

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

Challenge Number	Detail of Challenge
1	Assessments, observations, and discussions with pupils indicate <u>underdeveloped oral language skills and vocabulary gaps</u> among many disadvantaged pupils.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have <u>greater difficulties with phonics</u> than their peers. This negatively impacts their <u>development as readers</u> .
3	Our records, observations and discussions with pupils indicate that many disadvantaged pupils are <u>not reading at home</u> , especially with an adult, as often as other pupils. This negatively impacts their <u>development as readers</u> .
4	Internal and external assessments indicate that attainment among disadvantaged pupils is <u>significantly below</u> that of non-disadvantaged pupils in <u>Reading, Writing and Maths</u> .
5	Our observations and discussions with pupils and families have identified <u>social and emotional issues</u> for many pupils, notably due to a lack of enrichment opportunities during school closure and increased tension in the home. These challenges particularly affect disadvantaged pupils, including their attainment. ELSA referrals for emotional support have markedly increased. 41 pupils currently require additional targeted support with social and emotional needs and are receiving individual or small group interventions. 15 of these pupils (37%) are disadvantaged.
7	Our <u>attendance</u> data indicates that attendance among disadvantaged pupils is lower than for other pupils. 42% of disadvantaged pupils have been 'persistently absent' in the academic year 2023-24 so far (November 23) compared to 16% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' <u>progress</u> .
8	Our observations and discussions indicate that maintaining positive links with parents, ensuring all parents are equipped with the skills to support home learning can be an issue in regard to the children's progress.
9	Internal and external data indicate a proportion of SEND/ disadvantaged children have lower prior attainment compared to their non-SEND peers.

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended Outcome	Success Criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved Phonics and Reading attainment for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> Phonics records demonstrate that disadvantaged pupils are making good progress with individual sounds and blending and are keeping up with their peers. Y1 Phonics outcomes in 2024/25 show that more than 85% of all pupils met the expected standard, including 80% of disadvantaged pupils. KS2 Reading outcomes in 2024/25 show that more than 80% of all pupils met the expected standard, including 80% disadvantaged.
Improved Writing attainment for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> KS2 Writing outcomes in 2024/25 show that more than 75% of all pupils met the expected standard, including 75% disadvantaged.
Improved Maths attainment for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> KS2 Maths outcomes in 2024/25 show that more than 85% of all pupils met the expected standard, including 85% disadvantaged.
All disadvantaged children make progress at least as good as non-disadvantaged peers in reading, writing and mathematics.	<ul style="list-style-type: none"> Progress scores by the end of KS2 are at least in line with national and local data. Targeted interventions are informed by timely, accurate assessments from teachers and support staff. Evidence in children's books shows learning from interventions is being applied across subjects and clear progression is shown.
To achieve and sustain improved well-being for all pupils, particularly our disadvantaged pupils.	<p>Sustained high levels of well-being demonstrated in 2024/25 by:</p> <ul style="list-style-type: none"> ELSA records demonstrate progress during targeted interventions Qualitative data from pupil voice, pupil and parent surveys and teacher observations. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Overall school attendance for all pupils is at least in line with the national average of 96%. • The percentage of all pupils who are persistently absent is below the national average of 13%. • The attendance gap between disadvantaged pupils and other pupils has closed. • Attendance champion established with members of staff taking ownership of attendance of these children. • Regular meetings to discuss the attendance and review vulnerable individuals lead to impact in improved attendance over time (measured term on term) • Early communication with parents/carers by the office team and attendance lead shows a positive improvement in attendance/punctuality. • Further interventions are used where attendance is not improving and lead to positive outcomes as assessed by individual attendance targets.
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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: £156,434

Activity	Evidence that supports this approach	Challenge Number(s) addressed
<p>TA in every class during core learning in the morning, enabling more opportunities' for immediate feedback within lessons</p>	<p>Providing feedback has a high impact on learning outcomes. Low attaining pupils particularly tend to benefit more from explicit feedback:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>1, 2, 4, 5, 9</p>
<p>Purchase of FFT's Reading Assessment</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they</p>	<p>1, 2, 3, 4, 9</p>

<p>Programme (included in Phonics package)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>receive the correct additional support through interventions or teacher instruction:</p> <p>https://fft.org.uk/phonics/</p> <p>https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	
<p>Coaching of teachers from leadership in regard to supporting their vulnerable children, developing first quality teaching and promoting positive relationships with those children.</p>	<p>Coaching for Teachers: What school leaders need to consider.</p> <p>https://blog.irisconnect.com/uk/coaching-for-teachers</p> <p>Coaching for schools</p> <p>https://www.teachertoolkit.co.uk/wp-content/uploads/woocommerce_uploads/2019/01/1.-Coaching-Manual-for-Schools-by-TeacherToolkit.pdf</p>	<p>1, 2, 3, 4, 9</p>
<p>Pupil Premium progress meetings, termly including assessment in maths and English to support forensic analysis of learning gaps and target setting. This will also ensure that the gaps will diminish as a result of the teachers fully understanding the children's barriers to learning.</p>	<p>Pupil Progress Meetings in Action https://boltonlearningtogether.org.uk/wp-content/uploads/2018/04/2018-Pupil-Progress-Meetings-in-Action.pdf</p> <p>EEF Leadership</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/leadership</p> <p>EEF Assessment</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</p>	<p>1, 2, 3, 4, 8, 9</p>
<p>Teachers champion the vulnerable children in their care, developing first quality teaching strategies that ensure those particular children are supported to achieve through modelling, scaffolding and guidance in lessons.</p>	<p>Championing the Disadvantaged</p> <p>https://www.centreforpublicimpact.org/insights/championing-the-disadvantaged</p> <p>Pupil Premium Strategies for cost effective impact in Primary Schools</p> <p>https://thirdspacelearning.com/blog/how-to-spend-pupil-premium-funding-primary/</p>	<p>1, 2, 3, 4, 9</p>

<p>Improve the quality of personal, social and emotional learning.</p> <p>Personal, social and emotional approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood personal, social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Jigsaw PSHE/RSE scheme</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	5, 6, 9
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Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £178,161

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants carrying out small group and individual interventions for basic skills every afternoon.	Teaching Assistants delivering targeted interventions to individual pupils or small groups shows positive benefits of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2, 4, 5
High quality CPD from SENco to support LSA's in providing first quality support to these children. LSA's, will in turn, use this knowledge to support the vulnerable children in their classes.	Providing Teaching Assistants with first quality Continued Professional Development show evidence of Teaching Assistants feeling valued and provides the skills to support the most vulnerable children. https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course	1, 2, 3, 4, 9
Increase children's	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently	2, 3, 4, 5, 8

<p>opportunities to practice basic skills at home through both engaging the child and the parents</p>	<p>associated with better academic outcomes. Effective parental engagement can lead to learning gains of +3 months over the course of a year: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>Supporting the Home Learning Environment https://my.chartered.college/2020/03/supporting-the-home-learning-environment/</p> <p>Supporting parental engagement through workshops https://www.estyn.gov.wales/effective-practice/supporting-parental-engagement-through-workshops</p>	
<p>Use of the NELI programme during targeted learning and continuous provision to improve listening, narrative and vocabulary skills, especially for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: DfE approved NELI programme</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1, 9</p>
<p>Additional phonics sessions across the school targeted at disadvantaged and vulnerable pupils who require further phonics support.</p>	<p>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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>2, 3, 4, 5</p>
<p>Engaging with the school-led tutoring programme for pupils whose education has</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>2, 4, 5</p>

<p>been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged. The focus will be early reading and Phonics for Y1 – Y5</p>	<p>And in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
<p>Development of the school library to support engagement of reading and ensure vulnerable children always have access to books for their level of reading.</p>	<p>School Libraries: The big picture https://www.sla.org.uk/article/alison-tarrant/school-libraries-the-big-picture-and-the-all-important-details</p>	<p>1, 2, 3, 4</p>

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

Budgeted cost: £40,993

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff training and coaching on behaviour management approaches with the aim of improving</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>5, 6</p>

<p>behaviour for individuals and identified cohorts.</p>	<p>Coaching: What school leaders need to consider. https://blog.irisconnect.com/uk/coaching-for-teachers</p> <p>Coaching for schools</p> <p>https://www.teachertoolkit.co.uk/wp-content/uploads/woocommerce_uploads/2019/01/1.-Coaching-Manual-for-Schools-by-TeacherToolkit.pdf</p>	
<p>Personal, Social and Emotional interventions with ELSA</p>	<p>The average impact of successful social and emotional interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Interventions which focus on improving social interaction tend to be more successful (+6 months) than those focusing on personal and academic outcomes (+4 months) or those aimed at preventing problematic behaviour (+5 months):</p> <p>Social and Emotional Learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Metacognition and Self-Regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Behaviour Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>5, 6</p>
<p>Developing principles of good practice set out in the DfE's 'Working together to improve school attendance' advice. This will involve coaching and time for the</p>	<p>Guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence:</p> <p>Improving school attendance https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>How schools are managing attendance effectively https://teaching.blog.gov.uk/2021/12/10/how-schools-are-managing-attendance-effectively/</p>	<p>7</p>

attendance team to develop and implement procedures		
Allocate two 'free' spaces (20%) in each after-school club to Pupil Premium children	<p>Enriching education has intrinsic benefits. All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. There is some research that enrichment approaches can directly improve pupils' attainment (EEF is particularly interested in exploring this further):</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	5, 6, 7
Parenting support signposting for emotional, medical and education needs	<p>Aspiration Interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	7, 8

Total budgeted cost: £375,588

Part B: Review of Outcomes in the previous academic year

Pupil Premium Strategy Outcomes

This details the impact that our Pupil Premium activity had on pupils in the 2022 to 2023 academic year.

Intended Outcome	Actual Outcome
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> Observations indicate improved oral language among Pupil Premium pupils, especially in Year R, where NELI training has supported implementation of strategies throughout teacher directed and child-initiated provision.
Improved Phonics and Reading attainment for all pupils, particularly our disadvantaged pupils.	<p>Y1 Phonics:</p> <ul style="list-style-type: none"> 78% of all children met the expected standard, which was broadly in line with National and moving closer to our 2025 target of 85%. This included 65% Pupil Premium, which was also broadly in line with National. We still need to further close the gap between Pupil Premium and other pupils.
	<p>Y2 Phonics:</p> <ul style="list-style-type: none"> 83% of all children met the expected standard. This was slightly below National of 89%. This included 80% of Pupil Premium, which was broadly in line with National and only 5% less than other pupils in Y2. This gap has significantly narrowed from 2022.
	<p>Year 2 Reading:</p> <ul style="list-style-type: none"> 66% met the expected standard, which was closer to national than 2022 (2% lower compared to 6% in 2022) The gap between Pupil Premium and other pupils was smaller than National: 11% in comparison to the national gap of 19%. Greater Depth needs to improve.
	<p>Year 6 Reading:</p> <ul style="list-style-type: none"> 71% of all children achieved the expected standard, which was broadly in line with National and moving closer to our 2025 target of 80%. Pupil Premium achieving the expected attainment outperformed National in Reading by 8%. 24% of all children achieved Greater Depth, which was closer to national than 2022: (5% lower compared to 11% in 2022). Pupil Premium pupils achieving GDS outperformed National in Reading by 3%.

	<p><u>Reading Assessment Programme</u></p> <ul style="list-style-type: none"> Reading Assessment Programme reports for YR – Y6 and individual case studies demonstrate that many children, especially Pupil Premium, have made excellent progress in GPC accuracy, decoding and reading fluency.
	<p><u>Reading Tutoring Programme</u></p> <ul style="list-style-type: none"> Reading Tutoring Programme for Y1 – Y5 reports and individual case studies demonstrate that many children, especially Pupil Premium, have made excellent progress in developing their reading fluency.
<p>Improved Writing attainment for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> Writing has significantly improved from 2022 but still remains a key area for school improvement.
	<p><u>Year 2 Writing</u></p> <ul style="list-style-type: none"> 56% of all children achieved the expected standard in Writing. This was an improvement from 2022 and much closer to National (4% lower compared to 15% in 2022) Pupil Premium data has most notably improved in Writing from 2022 compared to other subjects (+15%) The gap between Pupil Premium and other pupils was smaller than National: 14% in comparison to the national gap of 20%.
	<p><u>Year 6 Writing</u></p> <ul style="list-style-type: none"> 64% of all children achieved the expected standard in Writing. This was an improvement from 2022 and slightly closer to national (7% lower compared to 11% in 2022). This still need to improve significantly to meet our 2025 target of 75%, especially for Pupil Premium. 5% of all children achieved Greater Depth in Writing, which was an improvement from 0% in 2022. 71% of all children achieved expected in the SPAG test, which was broadly in line with National Pupil Premium achieving the expected attainment significantly outperformed National in the SPAG test by 13%
<p>Improved Maths attainment for all pupils, particularly our disadvantaged pupils.</p>	<p><u>Year 2 Maths</u></p> <ul style="list-style-type: none"> 63% of all children achieved the expected standard in Maths, which was slightly lower than last year and lower than National. This needs to be an area of focus next year. The gap between Pupil Premium and other pupils was smaller than National: 5% in comparison to the national gap of 19%. 15% of all children achieved Greater Depth in Maths, which has improved from 2022 and is broadly in line with National.
	<p><u>Year 6 Maths</u></p> <ul style="list-style-type: none"> 75% of all children achieved the expected standard in Maths, which was an improvement from 2022, broadly in line with National and moving closer to our 2025 target of 85%.

	<ul style="list-style-type: none"> • 17% of all children achieved Greater Depth in Maths, which was closer to National (7% lower compared to 13% in 2022) • Pupil Premium achieving the expected attainment in Maths significantly outperformed National by 21% • Pupil Premium pupils achieving Greater Depth in Maths outperformed National by 3% • The Maths Progress Score was a positive figure showing value added (+0.23), which was greater than national (+0.18) • Pupil Premium pupils' progress score was a very positive figure (+1.84) in comparison to National (-1.05)
<p>To achieve and sustain improved well-being for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Increased accountability for teachers and TAs to support well-being before it is referred to our ELSA has ensured children have the daily support they need • Looked After Children have improved their relationships with others as a result of targeted ELSA provision. • Identified children, including children with EHCPs, have improved their relationships and ability to collaborate with one another through Lego Therapy. • Identified children have benefitted from a free space in enrichment and mindfulness opportunities after school • Identified children have developed their sense of responsibility and belonging as a result of helping distribute 'Magic Breakfast' • Magic Breakfast has enabled every child to have breakfast in the morning to support their emotional well-being and ability to learn
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • School attendance was in line with National for all pupils including Pupil Premium; this includes overall absence, persistent absence (over 10%) and severe absence (over 50%) • Persistent absence within the school is higher for Pupil Premium compared to other pupils so this is a key area for improvement