



## Pupil premium strategy statement – Updated Dec 23

### Sutton Oak CE Primary School

This statement details Sutton Oak C of E Primary School's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

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

#### School overview

Metric	Data
School name	Sutton Oak CE Primary School
Pupils in school	281 (Nov 23)
Proportion of disadvantaged pupils	139 – 49%
Pupil premium allocation this academic year	£193,400
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021/22 to 2024/25
Review date	July 2024
Statement authorised by	Iwan Williams
Pupil premium lead	Sharon Green
Governor lead	Anthony Redmond

#### Disadvantaged pupil progress scores for last academic year

Measure	School 2023	St Helens 2023
Reading	+2.35	-0.73
Writing	+2.28	-0.55
Maths	+2.41	-0.94

#### Disadvantaged pupil performance overview for last academic year.

Measure	School 2023	St Helens 2023	England 2023
Meeting expected standard at KS2	54%	46%	44%

## Part A: Pupil premium strategy plan

### Statement of intent

At Sutton Oak C of E primary school, it is our intention that all our children make good progress and achieve high levels of attainment across all subject areas, irrespective of their background or the challenges they may face. We aim to provide a secure, safe and positive environment based on Christian values in which all children can reach their full potential and become responsible, trustworthy and caring members of society. We strive to offer a broad, balanced and relevant curriculum that enables children to flourish and leave our school with a rich experience and understanding of Christianity.

Our pupil premium strategy is focused on how we can reduce the gap between disadvantaged pupils and their peers year on year to ensure all pupils are given the chance to achieve their true potential. We carefully identify the challenges our disadvantaged children experience through robust diagnostic assessments (specific to elements of education as well as non-academic challenges), not assumptions about the impact of disadvantage. This includes analysis of NFER assessments, SDQ's and Speech and Language screening, as well as attendance data. We ensure we prioritise the 'challenges' our disadvantaged children experience and implement actions to address these. In addition to this, we focus on evidence from EEF and other key research findings in relation to which interventions have the most impact. This includes elements of metacognition, high quality feedback, learning mastery, reading comprehension and emotional intelligence. Our actions are measurable and the impact of these are monitored closely; changes are made if necessary.

Our strategy plan links closely with our school development plan and sports premium. We adopt the three-tier approach in which we prioritise high quality teaching and learning for all. Within this we invest greatly in high quality CPD for all staff. Targeted Interventions are carefully planned for in-light of children's needs, including speech & language, reading and writing, and maths support. We also invest in wider strategies to support aspects of physical and mental wellbeing and attendance.

To ensure our approaches are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set
- Act early to intervene at the point 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.

## Challenges

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

Challenge Number	Detail of Challenge
1	Low levels of language skills on entry as identified by NELI screening for all pupils in the Early Years.
2	Writing of lower ability children has been identified as an issue by teachers and subject leaders through monitoring and teacher assessment.
3	<p>Gaps in phonics and reading, including early reading, which have been exacerbated by cognitive issues (identified and tracked via phonics assessments and Reading test data analysis).</p> <ul style="list-style-type: none"> <li>- On-entry phonics data indicates the percentage of children, including disadvantaged children, being able to orally blend, recognise and say letter-sounds correspondences is low (all still working within Phase 1).</li> <li>- 2023 KS1 reading data showed % of disadvantaged children achieving the expected standard was significantly below the % of all other children (47% v 68%).</li> </ul>
4	<p>Social, emotional and mental wellbeing particularly self-regulation and resilience.</p> <ul style="list-style-type: none"> <li>- SDQ questionnaires.</li> <li>- Discussions with pupils and their families.</li> <li>- Pupil progress meetings.</li> <li>- Increased request from parents for school support and outside agency support.</li> <li>- Increased referrals to Home Start and Incredible Years programmes.</li> <li>- Increased support from pastoral team for individual children and their families.</li> </ul>
5	Gaps in Maths, particularly in lower KS2, identified and tracked via teacher assessments and diagnostic tests.
6	<p>Attendance and readiness to learn on arrival at school.</p> <ul style="list-style-type: none"> <li>- Attendance data shows the gap between PP and Non-PP pupils has increased over the last three years despite every effort and bespoke support plans in place.</li> <li>- 2022/2023 data - PP attendance 91% compared to non-PP attendance 93%.</li> </ul>

## 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 and language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> <li>- NELI assessments show significant improved language skills in Early Years.</li> <li>- Children are using a higher level of vocabulary in and out of the classroom and vocabulary boards actively used in all classrooms (Linked to 'Learning Means the World Curriculum' and English Working Walls).</li> <li>- Monitoring evidence, including pupil voice, book scrutiny and engagement in lessons, indicates improved language skills throughout all year groups.</li> <li>- <a href="#">Measured by rescreening and learning walks</a>.</li> </ul>
Improved writing attainment for disadvantaged pupils by the end of KS2.	<ul style="list-style-type: none"> <li>- Writing outcomes improve each year so that by 2024/25 disadvantaged pupils writing attainment at the end of KS2 is in-line with all other children.</li> <li>- <a href="#">Measured by moderated teacher assessments against national expectations</a>.</li> </ul>
Improved reading attainment for disadvantaged pupils by the end of each Key Stage.	<ul style="list-style-type: none"> <li>- Increase the percentage of disadvantaged pupils passing the Y1 phonics screening check – closing the gap between disadvantaged pupils and all pupils.</li> <li>- Early Years reading outcomes improve each year so that by 2024/25 the gap between disadvantaged pupils and all other pupils has closed (comparing to 2019 data).</li> <li>- KS1 &amp; KS2 reading outcomes improve each year so that by 2024/25 the percentage of disadvantaged pupils meeting the expected standard is at least in line with national figures.</li> <li>- Weekly phonics meetings with phonics teachers to ensure consistency and rigorous teaching approach to phonics.</li> <li>- <a href="#">Reading assessments evidence increased numbers of disadvantaged pupils meeting the expected standard, alongside a year upon year reduction in the gap between all pupils and disadvantaged pupils</a>.</li> </ul>
Improved maths attainment for disadvantaged pupils at the end of KS2.	<ul style="list-style-type: none"> <li>- KS2 maths outcomes improve each year so that by 2024/25 more than 70% of disadvantaged pupils meet the expected standard.</li> <li>- Teaching for Mastery approach to be developed throughout all key stages.</li> <li>- <a href="#">Teacher assessments evidence increased numbers of disadvantaged pupils meeting the expected standard, alongside a year upon year reduction in the gap between all pupils and disadvantaged pupils</a>.</li> </ul>
To improve social, emotional and mental wellbeing (particularly self-regulation and resilience) for all pupils in our school,	<ul style="list-style-type: none"> <li>- Self-regulation attainment by the end of EYFS is in-line with national expectations by 2024/25.</li> <li>- Implementation of whole school PSHE curriculum, including mindfulness and well-being strategies to ensure there is a consistent approach to wellbeing throughout school.</li> </ul>

particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>- PSHE curriculum will focus on achieving our potential by supporting our wellbeing and tackling issues that can affect our ability to learn, such as anxiety and unhealthy relationships.</li> <li>- <a href="#">Measured by fewer behavioural incidences reported which have a link to self-regulation issues (CPOMS evidence).</a></li> </ul>
To achieve and sustain improved attendance for our disadvantaged pupils to bring them in-line with our non-disadvantaged pupils. <a href="#">To further develop positive engagement with families, building aspirations and home learning.</a>	<ul style="list-style-type: none"> <li>- Employ the services of an EWO to track and monitor the attendance of PPG children. Improved attendance to improve attainment.</li> <li>- Staff and Governor training to develop and action Government guidance 'Working together to improve school attendance'.</li> <li>- Parent contracts and meetings to ensure reduction in Persistent Absence and Late marks.</li> <li>- <a href="#">Measured by half termly attendance data analysis.</a></li> <li>- Subsidise school trips and visiting professionals to develop knowledge and skills through different wider life experiences, ensuring Cultural Capital for children. The school will financially support PP parents/carers to ensure all children have the same Educational Learning Experiences.</li> </ul>

## Strategy aims for disadvantaged pupils

### Teaching

This details how we intend to spend our pupil premium (and recovery premium) this academic year to address the challenges listed above.

**Budgeted cost: £19,000**

Activity	Evidence that supports this approach	Challenge Number addressed
Internal training on English working walls to model and display quality writing and vocabulary.	Documents such as ' <i>Why closing the word gap matters</i> ' highlights the need to ensure there is effective provision for vocabulary within school, particularly with disadvantaged children as they are less likely to have the opportunities at home.	1,2,3
To promote fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling. Discrete teaching of spellings weekly. Handwriting intervention to be introduced to promote continuous high expectations in handwriting.	Children must develop fluency in these skills to the point that they have become automated. If children have to concentrate to ensure their transcription is accurate, they will be less able to think about the content of their writing. A large amount of practice, supported by effective feedback, is required to develop fluency. Achieving the necessary quantity of practice requires that children are motivated and fully engaged in the process of improving their writing. Spelling should be explicitly taught. Teaching should focus on spellings that are relevant to the topic or genre being covered. <a href="#">KS2 Literacy Guidance 2017.pdf</a> <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>	1,2,3

<p>Ensure all teaching staff have received external training to deliver RWI effectively. Weekly phonics meetings with phonics teachers to ensure consistency and rigorous teaching approach to phonics. High quality support to ensure high-quality first teaching takes place. Build a team of excellent reading teachers.</p>	<p>Evidence shows that teaching phonics is the best way to teach children to read. The EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy, recommending all schools use a systematic approach to teaching it. Recommended advice from Ruth Miskin – RWI Training. ‘Reading Leader should aim to develop a team who can work together, practise together, talk together and give feedback to each other. In weekly team meetings everyone will practise together so they can teach each activity confidently, these meetings underpin the progress of all teachers and children’.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>1,2,3,</p>
<p>CPD for teaching staff with the focus on reading skills to enable high quality teaching for all.</p>	<p>The Sutton Trust (2011) confirms that good teachers are especially important for pupils from disadvantaged backgrounds, and through quality first teaching provide a consistently high standard, tailoring teaching and support to suit their pupils and sharing best practice.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p>	<p>1,2,3</p>
<p>CPD for core and foundation subjects to develop teacher subject knowledge and approaches to teaching in a wide range of areas.</p>	<p>At Sutton Oak, we believe our curriculum should look to raise pupils’ aspirations, by providing them with a wide range of practical learning experiences, developing their cultural capital, as well as teaching them about human creativity and achievement. We want to open the doors of opportunity to each pupil, helping them to recognise the potential they have to make a positive contribution, not only within their own community, but on a global scale.</p>	<p>1,2,3,4</p>
<p>Development of our maths curriculum planning and teaching in line with DfE and EEF guidance.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Maths, drawing on evidence-based approaches.</p> <p><a href="https://publishing.service.gov.uk">Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</a></p>	<p>5</p>
<p>PSHE and RSE Curriculum has been implemented as part of our ‘Learning Means the World Curriculum’. The Curriculums are taught both discretely and through thematic units.</p>	<p>PSHE teaches us how to make informed choices and be enterprising and ambitious.</p> <p>Through PSHE education, we focus on achieving our potential by supporting our wellbeing and tackling issues that can affect our ability to learn, such as anxiety and unhealthy relationships. In PSHE, we learn the importance of a healthy lifestyle and positive relationships.</p>	<p>4</p>
<p>To embed thinking skills practices throughout the school and across the curriculum, with a focus upon self-</p>	<p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore</p>	<p>1,4</p>

regulatory and self-resilience. CPD for all staff.	encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	
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## Targeted academic support for the current year

**Budgeted cost: £120,000**

Activity	Evidence that supports this approach	Challenge number addressed
Additional phonics sessions targeted at disadvantaged pupils who require further support with phonics. Monitor one-to-one tutoring to ensure children in the lowest 20% progress keep up with their peers.	Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	3
Purchase Speech Link, Infant Language Link & Junior Language Link. Speech and Language programme will identify areas of need for individual children, individualised learning programme to improve Speech and Language skills across KS1 and KS2. Embedding oral language interventions and activities in the Early Years (and throughout school in-light of need), linked to the wider curriculum.	EEF: There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. The average impact of oral language interventions, including dialogic activities such as high-quality classroom discussion, is approximately an additional six months' progress over the course of a year. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1,3
Purchase Lexia Reading Programme – 'blended learning program to	EEF Research has identified remedial and tutorial use of technology as being particularly practical for lower attaining pupils, those with special educational needs or those from	3

<p>accelerate the development of fundamental literacy skills for students who are off track'. 100 Licenses purchased.</p>	<p>disadvantaged backgrounds in providing intensive support to enable them to catch up with their peers. Technology can be particularly useful in personalising learning to match pupils' individual abilities and needs given the potential for such programmes to adapt and focus on the child's learning needs. EEF shows that Lexia reading has an impact of 2+ months. <a href="https://educationendowmentfoundation.org.uk">Lexia Reading Core5®   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Provide staffing to complete Early Language Development 'Nuffield Early Language Intervention' Programme (NELI).</p>	<p>The Nuffield Early Language Intervention (NELI) is an evidence-based oral language intervention for children in nursery and reception who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading. EEF research shows that children who received the NELI programme made the equivalent of three additional months' progress in language skills, on average, compared to children who did not receive NELI. This result has a very high security rating. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1,3
<p>Intervention teaching assistants to provide targeted academic support and to skilfully and explicitly link structured 1:1/small group tasks to classroom teaching. Interventions include: NELI, Phonics, Speech and Language Link, Lego Therapy</p>	<p>Making best use of Teaching Assistants – EEF report</p> <ul style="list-style-type: none"> <li>- Evidence-based interventions adopted – all with clear starting points and regular monitoring/impact reviews, assessments and end points.</li> <li>- Enhanced by a programme of CPD/appraisal cycle for Teaching Assistants.</li> <li>- Explicit links to classroom teaching made.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	1,2,3,4,5
<p>Specialist teachers to deliver high quality interventions across KS1 and KS2.</p>	<p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and providing teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1,2,3,4,5

	<a href="https://engage-education.com/blog/tuition-and-intervention-planning-for-disadvantaged-pupils/">https://engage-education.com/blog/tuition-and-intervention-planning-for-disadvantaged-pupils/</a>	
Pastoral support implements a range of social and emotional based interventions, including emotional literacy, drawing and talking, bereavement support and behavioural support.	EEF shows that social and emotional learning has a moderate impact of 4 months gained for children who require further social and emotional development, including improving their self-management of emotions and cognitive elements of learning.	

### Wider strategies for the current year

**Budgeted cost: £55,300**

Activity	Evidence that supports this approach	Challenge number addressed
<p>To improve wellbeing for all children through use of Trauma Informed Strategies.</p> <p>Whole school strategies in place to ensure emotionally available adults are always present.</p> <p>Staff CPD</p>	<p>EEF – ‘Social and emotional skills’ are essential for children’s development – they support effective learning and are linked to positive outcomes in later life. With the right support, children articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways.</p> <p>Social and emotional learning approaches have a positive impact, on average 4 months’ additional progress in academic outcomes over the course of an academic year.</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>Childhood trauma has an adverse impact on children when there is no emotionally available adult as a protective factor.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	4,6
Increased engagement with FSM families to	School attendance data shows that FSM attendance rates are lower than non-FSM attendance rates.	6

<p>support with attendance. Attendance Officer to work with families.</p>	<p>Research by the Centre for Social Justice details the national impact of the Covid 19 pandemic upon school attendance – Kids Can't Catch Up If They Don't Show Up. If children miss school, they miss out. <a href="https://www.centreforsocialjustice.org.uk/wp-content/uploads/2021/06/Cant_Catch_Up_FULL-REPORT.pdf">https://www.centreforsocialjustice.org.uk/wp-content/uploads/2021/06/Cant_Catch_Up_FULL-REPORT.pdf</a> 'Supporting the attainment of disadvantaged pupils' (Nov 2015) Clearly states that children have to be in school before they can access their learning. <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	
<p>Increased engagement with families in need.</p>	<p>A designated member of Pastoral staff is on hand each day to offer a range of support including counselling, help with paperwork and signposting to appropriate additional support. 'Parental engagement has a positive impact on progress' (EEF, 2021) and our pastoral lead provides a point of contact and support for families who require additional support to bridge the gap between home and school life.</p>	4,6
<p>Improve the educational and out of school experiences children to have a significant impact on their education and raise aspirations.</p>	<p>Some families are unable to contribute towards out of school experience such as visiting speakers or educational trips. We aim to subsidise school trips and visiting professionals to develop knowledge and skills through different wider life experiences, ensuring Cultural Capital for children. The school will financially support PP parents/carers.</p>	1,2,3,4,5,6
<p>Parent workshops throughout Reception and KS1 to support phonics and reading at home.</p>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF's Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. It can be difficult to involve all parents in ways that support children's learning, especially if parents own experiences of school weren't positive. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>	
<p>FSM children with social, emotional or behavioural needs are encouraged to attend breakfast club to ensure a smooth transition to their school day and readiness for learning.</p>	<p>Schools Minister Lord Agnew said: "We want every child to lead a healthy, active and happy lifestyle regardless of their background. That's why we are giving thousands more children in disadvantaged areas the opportunity to attend a breakfast club, which will help boost attendance, behaviour and attainment, helping them to achieve their best in school."  <a href="#">Breakfast clubs found to boost primary pupils' reading writing...   EEF (educationendowmentfoundation.org.uk)</a></p>	4,6

**Total budgeted cost: £193,400**

### Monitoring and Implementation

Area	Challenge	Action
Teaching	Ensuring enough time is given to allow for staff professional development.	Cover provided by Senior leaders.
	Ensuring enough time and support for English Lead to monitor effective teaching and learning of guided reading across school.	Cover provided internally.
Targeted support	Ensuring enough time to provide catch up support small groups in their identified areas of weakness.	Timetabling of trained TAs to deliver effective interventions and provide support for early reading and phonics.
Wider strategies	Engaging families facing challenges. Developing strong relationships with parents across the school through a range of communication methods.	As social distancing restrictions have now been lifted, the school will recommence open mornings and face to face contact such as 'meet the teacher' meetings.
	Persistent absence	Regular and rigorous monitoring of PP children. Liaison with Attendance Services

### Review Last Year Aims and Outcomes

Aim	Outcome
Year 1 Phonics Check:	The Phonics Screening Check was administered in June 2023, 80% of our Pupil Premium children achieved the expected standard compared to the Local Authority average of 62%.
End of Key Stage One:	37% of Pupil Premium children achieved the 'Expected' standard in Reading, Writing and Mathematics combined in 2023 compared to 29% in 2022.
End of Key Stage Two:	Progress in Reading, Writing and Mathematics was significantly above the LA and National averages. 54% of 'Disadvantaged' Pupils achieved the 'Expected' standard in Reading, Writing and Mathematics compared to the LA average of 46% and National Average of 44%.
Summary:	The evidence gathered through the school's self-evaluation strategy has shown that in recent years intervention strategies have been very successful and that they have had a very positive impact on the progress, standards and achievement of those pupils entitled to the additional funds. By the end of Key Stage 2 evidence suggests that

	Pupil Premium children often perform better than similar pupils both locally and nationally.
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