

Pupil premium strategy statement 2023 – 2027



Great Kingshill CE Combined School

Aspiring to be our best with kindness, respect and faith



This statement details our 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

Detail	Data
School name	Great Kingshill Combined School
Number of pupils in school	2024/2025: 452
Proportion (%) of pupil premium eligible pupils	2024/2025: 6.6% (30 pupils based on 452 pupils on roll in the main school)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 - 2026/2027
Date this statement was published	July 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Suzanne Best
Pupil premium lead	Oliver Wallbank
Governor / Trustee lead	2023/2024 Elizabeth Botsford (LAC) 2023/ 2024 Simon James (Trustee)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29600 (2024-25) £27270 (2025 – 2026)
Recovery premium funding allocation this academic year	£1552.20 (2023-24) £ 0 (NTP funded has ended)
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	£32107.50 (2024-25) £27270
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Part A: Pupil premium strategy plan

Statement of intent

Our Ultimate Objectives for Disadvantaged Pupils

Great Kingshill Combined school take a collective ownership approach to ensuring that disadvantaged children receive the individualised support that they require in order to attain academically and develop personally and socially. We take the view that the impact of socio-economic disadvantage on children and their learning is not something that can be solved overnight and will require constant reviewing, planning and implementation of strategies over their Primary years. Our aims are for our children to attain highly and to contribute to a society where opportunities are more equal for all children irrespective of their backgrounds and economic circumstances. The school aspires to have at least 85% of all achieving the Expectation Standard in Reading, Writing and Maths, by 2027, this includes those pupils who are disadvantaged and in receipt of pupil premium funding.

We see the children as individuals and aim to develop a whole school ethos and culture that holds high expectations and developing the child's sense of belong as central. Some of the issues that have an impact on children's lives are outside of our control and we will focus on the controllable factors that will impact on a child's learning potential.

We seek to use evidence to support our approaches and select streamlined, focused strategies. Following EEF guidance we consider the following three areas when developing our strategy; high quality teaching, targeted academic support and wider strategies. We strive for high quality implementation and impact evaluation in order to create continuous improvement.

Key Principles

Our aim is to support children to achieve at least ARE to give them the best possible future chances in their adult lives. We also aim to provide emotional and social development support where appropriate to help achieve wellbeing. There is also consideration given to providing equal opportunities in terms of extracurricular opportunities and raising the cultural capital.

The strategy is planned in a way which will address the needs of the disadvantaged pupils by focusing on Quality First teaching for all as the main principle. The individual children's needs are then considered and appropriate support planned around these children. Much time is spent investigating the needs of the children and the best ways to address these needs.

Our strategy plan works towards achieving our aims by taking a cooperative approach: all staff have contributed information that makes up the finished strategy. We will also monitor these children throughout the year and assess how the strategy is being implemented and the impact on the children. This includes the learning of the disadvantaged pupils at the termly pupils progress meetings, these meetings take a holistic approach and review all barriers to learning including attendance, support from home and engagement with school. This is paired with the use of gap analysis of testing to identify individual gaps for each child.

Challenges

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

Challenge number	Detail of challenge
1	Through our assessments, observations and discussions with pupils, have suggested that attainment in writing among disadvantaged pupils is generally below that of their peers. The small number of disadvantaged pupils across the school means they are often in cohorts of 1 or 2 and this creates a variable picture how disadvantaged pupils achieve compared with their peers.
2	Assessments, observations and discussions with pupils, have suggested that attainment in reading among some disadvantaged pupils is below that of their peers. This is due to lack of support at home or lack of confidence of parents to support pupils or time pressures that parents face due to working commitments.
3	Assessments, observations and discussions with pupils, have suggested that attainment in maths among some disadvantaged pupils is below that of their peers. Assessment analysis shows that these are particularly evident in knowledge of basic maths skills and times tables knowledge.
4	There are several children who have been identified as having some difficulties with social interactions and friendships. 5.3% of our pupils (41.6% of whom are disadvantaged) are receiving additional support with social and emotional needs. Monitoring of CPOMS shows that pupils from disadvantaged backgrounds are more likely than their non disadvantaged peers to experience problems with friendships and social interactions.
5	Regular punctuality and attendance is a challenge for a small minority of our disadvantaged pupils. We will continue to support families and to embed strategies to reduce absences to be in line with non-disadvantaged pupils. Whilst ensuring regular attendance is key to the school's wider strategy there are currently no disadvantaged pupils who are persistently absent. However, 20% of pupils have had more than 10 unauthorised absences in the Autumn term (Autumn 2024), 13% unauthorised absences in the Spring Term (Spring 2025) and 10% in the Summer Term (Summer 2025).
6	Our assessments, observations and discussions with pupils indicate low oral language comprehension, language skills and vocabulary gaps among many disadvantaged pupils. This is evident from EYFS through to KS2. This is more prevalent among our disadvantaged pupils than their peers
7	Assessments, observations and discussions with pupils, we have identified knowledge gaps within the wider curriculum among some disadvantaged pupils as well as their peers.
8	A minority of pupils who are disadvantaged are also on the SEN register; the percentage of pupils who are disadvantaged and have SEN is 23%. This is higher than the SEN percentage of main school population. However, this is also impacted by the small size of the pupil premium cohort.

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.	<p>Progress to date 2024-25</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including learning reviews and ongoing formative assessment.</p> <p>(learning reviews include but is not limited to – pupil voice, monitoring, work scrutiny and pupil progress meetings)</p> <p>Success Criteria by the end of the strategy (2027)</p> <p>The percentage of pupils achieving ARE (EXS) by 2027 is in line with the main school cohort and is at 85% in reading and writing.</p>
Improved phonics, reading and writing attainment among disadvantaged pupils.	<p>Progress to date 2024-25</p> <p>Year 1 phonics outcomes show that disadvantaged pupils have made accelerated progress from their starting points. KS2 reading and writing outcomes in current Year 5 show that disadvantaged pupils will have made accelerated progress from their starting points.</p> <p>Success Criteria – by the end of the strategy (2027)</p> <p>At least 85% of pupils who are disadvantaged will achieve the expected standard in reading and writing.</p> <p>At least 85% of pupils who are disadvantaged will achieve the require standard in the Year 1 phonics screening check and 100% of pupils will achieve the required standard in the Year 2 phonics screening recheck.</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>Progress to date 2024-25</p> <p>KS2 maths outcomes in current Year 5 show that disadvantaged pupils will have made accelerated progress from their starting points.</p> <p>Success Criteria – by the end of the strategy</p> <p>At least 85% of pupils will reach the expected standard in Maths in both teacher assessment.</p> <p>At least 85% of pupils will achieve a standardised score of 100 in the NFER tests / scaled score of at least 100 in Year 6 SATs.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Progress to date 2024-25</p> <ul style="list-style-type: none"> • Pupils mental health and wellbeing is well supported. Parents value the support provided by the pastoral team. • Parental engagement with families from disadvantaged backgrounds in high. • Pupils know where to go to receive support and are able to access this support with confidence knowing they will be listened to and valued. As a result of this pupils who are disadvantaged flourish (SIAMs inspection November 2023) <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p>

	<ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in behaviour incidents for these pupils 4 • 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>Progress to date 2024 -25</p> <ul style="list-style-type: none"> • At the end of the academic year 2024 / 25 16.6% (5/30) of pupils who were disadvantaged were persistently absent. This represented 5 pupils within the disadvantaged cohort. This figure was slightly higher than the main school percentage of persistent absence 5% (18/363), however, this is impacted by the small size of the cohort. • Monitoring for attendance in Summer 2025 shows that there are 4 disadvantaged pupils who are persistently absent. • Due to the small size of the cohort it has been possible to work with families individually to address individual barriers to attendance. <p>Sustained high attendance from 2024 /25 demonstrated by:</p> <ul style="list-style-type: none"> • Continuing to monitor levels of absence for those pupils who are disadvantaged and challenging both authorised and unauthorised absence. • To maintain low levels of persistent absences within the disadvantaged cohort. (keep percentage of pupils who are persistently absent below 3%)

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: £ 1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To promote attainment in reading, which will have an impact on attainment in all other areas of the curriculum, new guided reading materials will be purchased and staff will be trained and guided on how to implement effectively.</p>	<p>This term it has been identified that Oracy has been identified as an area for development. It has been identified that through increased oracy, vocabulary building and verbal practice, attainment in writing and reading will increase.</p> <p>EEF guidance promotes working on developing language capabilities, fluent reading and comprehension strategies through reading aloud, discussing texts, structured questioning, teacher modelling and instruction. For this to take place across the school there needs to be the quality, age relevant texts available.</p> <p>Natalie Wexler (2019) makes the point that decoding and comprehension require different approaches to teaching as they are both completely different skills. Whole class sets of reading books in KS2 and new guided reading sets in KS1 will allow for focused teaching of comprehension. This will provide opportunity for guided practise, scaffolding and modelling by the teacher. Natalie Wexler and Doug Lemov both promote that building knowledge within the broader curriculum will help with reading comprehension and so texts that address the development of understanding in different areas of the curriculum are needed to support the development of comprehension.</p> <p>The Reading Framework (2021) highlights the ‘social, cultural and economic importance’ of reading and also recognises that Covid 19 has had an impact on the attainment of some children in Reading. GKCS therefore places a priority on learning to read and there is a need to resource this accordingly.</p>	<p>1</p> <p>2</p>

<p>To promote attainment in Early Reading and the foundation phonics skills necessary a New Phonics scheme will be purchased and implemented.</p>	<p>It has been identified in school that this is an area for development due to the new guidance in The Reading Framework 2021.</p> <p>As recommended in The Reading Framework, a systematic approach should be consistent across the phase of Phonics teaching and learning. Therefore, GKCS are investing in a new Phonics scheme to ensure consistency and linked up learning across Phonics sessions and reading opportunities.</p> <p>The Reading Framework states that ‘children who fail to learn to read early on start to dislike reading.’ Therefore a ‘keep up’ approach is important from the beginning and a mastery style approach has been selected by the EYFS Lead to be implemented across Reception and Year 1 and Year 2.</p> <p>ELS continues to be used in Reception and Year 1. This has been running since January 2022. And has seen improvements in the pass-rate of the Phonics Screening Check.</p> <p>The phonics screening result for 2025 was: All children Year 1 = 94.5% Disadvantaged children Year 1 = 100% (4 children in the cohort)</p> <p>Having identified that previously some of our PP children were falling behind in areas such as phonics and reading, parents of EYFS and KS1 children are invited to attend phonics reading workshops, as well as parents of KS2 children to reading workshops.</p>	<p>1</p> <p>2</p> <p>6</p>
<p>To promote reading for pleasure, reading at home (access to texts) and increasing knowledge</p>	<p>To create motivated readers GKCS promote reading for pleasure.</p> <p>Our new school library has been open for a couple of years and this has now been embedded into the school’s and children have access to a wide range of high quality books covering a range of genres and adaptations. We have a section of books aimed at reluctant readers and a further section dedicated to support the reading of dyslexic children. The school has previously funded £18000 worth of new reading materials and this included 3000 new library books covering a range of genres, including topic related texts, a wide range of novels and non-fiction texts. The school worked with a library consultant to identify key texts and ensure that the selection was varied and from outside the</p>	<p>1</p> <p>2</p> <p>6</p>

	<p>mainstream literature that is widely available. The aim was to broaden pupils' experiences of different authors and introduce pupils to new authors that they may not be familiar with.</p> <p>To support early reading and reinforcement of phonics, the ELS scheme uses companion texts to embed the learning and provided accurate and suitable reading resources at home.</p> <p>Quigley (2020) explains that learning to reading isn't as natural as learning to speak and that children need lots and lots of practise. It is also important for children to be engaged, interested and motivated by the material that they are reading. Therefore, easy, regular access to lots of texts would help create opportunities for children to read at home, practise and therefore become more successful and develop a positive attitude towards reading and language.</p> <p>Parents will have information to help support their children to read at home.</p>	
<p>To support children's spelling skill development the use of the online scheme, 'Spelling Shed' will be continue to be used for children to access homework activities for spelling practise.</p>	<p>To be fluent writers children will need to be confident to spell age appropriate words. To support the teaching and learning of spelling in school children will be set spelling practise to do at home.</p> <p>This is being utilised in upper KS1 and all KS2 to provide spellings for practise at home.</p> <p>The school reviewed the impact of the previous spelling provision in school and has made the decision to move to ELS spelling. This has been implemented from Yr 2 -6 and complements ELS phonics which is currently in place in EYFS and Year 1.</p>	1
<p>Promoting Early Language Development in the Early Years. Selecting several texts to be revisited throughout EYFS and Year 1.</p>	<p>There will be an emphasis on language development and vocabulary in the Early Years to support future language and Reading. There will be highly regular singing and story reading that will involve talk and discussion about the story to promote:</p> <ol style="list-style-type: none"> 1- positive and committed readers 2- opportunities for children to hear and use language that will not usually come up in every day conversation. 3- engagement from an early age 	1 4 6

	<p>(Reading Framework 2021)</p> <p>As highlighted by Alex Quigley in Closing The Reading Gap (2020) there is a lot of background knowledge required to successfully read and comprehend and so we aim to develop the children's experiences, knowledge and understanding through language and of language in order to support future reading success.</p> <p>As recommended by Marc Rowland at the Buckinghamshire Challenge Conference, GKCS will select several key texts to read and share with the children repetitively across Early Years and Year 1 to support internalisation of several stories.</p> <p>Marc Rowland recommends in <i>Addressing Educational Disadvantage In Schools And Colleges The Essex Way</i> that all staff have a vital role to play in the development of language and vocabulary in all pupils.</p>	
Social skills and friendships education and development	<p>A group of children who need to develop their social skills and friendships has been identified from the staff and pupil PP questionnaires.</p> <p>The 2014 Public Health England Report 'The link between pupil health and wellbeing and attainment' key message is that if you can promote children's wellbeing then this can impact on attainment. 'Social and emotional competencies are associated with greater health and wellbeing and better achievement.'</p> <p>GKCS wants to help children to achieve in terms of personal wellbeing as well as academically although they are also linked.</p> <p>The whole school programme for PSHE, Jigsaw, sets out a curriculum which includes relationship education with units focusing explicitly on this within each year group.</p> <p>As well as this, class teachers are aware of the children within their classes who find friendships challenging to manage and address issues and offer support and guidance when required. Staff will regularly check in with PP pupils who have been identified as having friendship challenges.</p>	4
Provision of a wide range of enrichment activities	<p>At GKCS we seek to provide engaging and enriching opportunities through trips, visitors and clubs. Marc Rowland highlights the importance of not assuming knowledge or prior experience in <i>Addressing Educational Disadvantage In Schools And Colleges</i></p>	4 5

	<p><i>The Essex Way</i>. He states that it is for the betterment of all pupils that wider opportunities, both within and beyond the curriculum, are provided.</p> <p>We have developed after-school clubs (led by both internal and external staff) with an emphasis on developing social interactions and providing wider opportunities for disadvantaged pupils, such as our Gardening and Eco club, Musical Production club, Nature club, Board Games club and Construction club.</p> <p>Engagement of pupils who are disadvantaged is high and the school offers subsidised places at school led clubs and wrap around care if required.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 27270

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To support children’s progress and to help children to move along together, same day writing interventions for English and Maths will be implemented to allow for development, further guided practise, addressing misconceptions.</p>	<p>Some children will need additional opportunities to practice what is being taught and so same day group support relating to the objectives of the lesson, areas of misconception identified or revisiting previously learnt skills will allow for progress to be made whilst it is still relevant to the child and before any misconceptions are too deeply embedded.</p> <p>KS2 children (identified as below ARE) have been attending early morning interventions for spelling, handwriting and reading.</p>	<p>1 3 7</p>
<p>Regular SPAG interventions will be planned and implemented to address gaps in learning and to help close the gap.</p>	<p>Recommendation 5 on the EEF Guidance Report ‘Improving Literacy In Key Stage 2’ states that transcription and sentence construction skills are developed through ‘extensive practice’. Some children will need additional provision and opportunity in order to understand and apply these skills.</p>	<p>1</p>
<p>Interventions to support social skill development and how to manage friendships will be implemented.</p>	<p>See the above related information in the Teaching section.</p> <p>The children identified in this group and any others who we identify throughout the year will take part</p>	<p>4</p>

	<p>in an additional provision group where they will work on social skills and how to approach and deal with social situations that arise particularly relating to friendships and how to manage them. These groups will be in blocks through the year and will run for a term.</p> <p>Children with this area of need will also be highlighted and staff will informally talk with and monitor the individuals and their own situations and act to support each child in a way which will support their own need.</p> <p>The ambassadors system is well established. Year 5 pupils been trained and now support children on the playground with friendship related issues.</p> <p>The friendship stop has also been reintroduced in The Key Stage 1 playground and this will be run with the ambassadors help.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Financial support with uniform.</p> <p>There has been 1 uniform support request.</p> <p>Many families continue to take advantage of second-hand uniform sales throughout the year.</p>	<p>Financial support is offered where needed to families where financial support is required to help with uniform. This allows the child to feel a sense of belonging and have an appearance that fits in and meets uniform standards within school.</p>	<p>To provide equal access to opportunities.</p>
<p>Financial support with trips and residential school journeys.</p> <p>There has been £300 of support for school, trips and visits this year.</p>	<p>Financial support is offered on a case by case basis. Day trips are usually subsidised on request.</p> <p>Upper KS2 residential trips are usually 50% paid for except for exceptional circumstances.</p>	<p>7</p> <p>To provide equal access to opportunities.</p>

<p>This area has currently the main area for financial support for parents. All children on the PP register have received some form of financial support for Trips and Residentials in the last year.</p>		
<p>Financial support with extracurricular activities. The use the magicbooking system means that parents do not need to request funds as their accounts are placed a zero charge for school led enrichment clubs.</p>	<p>Children receiving Pupil Premium have access to music lessons and extra-curricular activities which are paid for from PP budget.</p>	<p>To provide equal access to opportunities.</p>
<p>Provide emotional/wellbeing support to services children.</p>	<p>GKSC has a low number of service children. During periods of parental deployment staff will support the child/children by undertaking a scrap book/diary of events and day to day life at school. This will be one session per week with a member of staff. If additional support is identified during these sessions then this will be addressed.</p>	<p>4 5</p>
<p>Social skills and friendships and development - Good Samaritan - SUPERKIND</p>	<p>Marc Rowland highlights the importance of relationships underpinning everything in <i>Addressing Educational Disadvantage In Schools And Colleges The Essex Way</i>. By implementing and reviewing a targeted number of focussed strategies to build a strong school community based on positive relationships, we at GKCS aim to enable all pupils, with particular focus on disadvantaged pupils, to flourish within an environment where all pupils are valued.</p> <p>The school has implemented the Bible story of the Good Samaritan to promote a culture of ensuring all pupils are valued and treated with respect and love. The use of certificates to acknowledge those pupils who have shown kindness and support for their peers has been successful and is building a culture whereby pupils are supportive of each other, especially at break times and other social times.</p> <p>We have introduced a social action scheme 'SUPERKIND' to promote engagement in the wider community to help and serve others</p>	<p>4</p>
<p>Family support worker / attendance officer</p>	<p>"Positive impacts were found for both parental communication approaches and targeted parental engagement interventions.</p>	

<p>The family support worker and DSL is also the attendance officer, this enables close oversight the attendance patterns of the disadvantaged pupils.</p> <p>The family support worker already has strong working relationships with our disadvantaged families and this has removed any barriers to parents accessing support.</p>	<p>The average impact was larger for targeted parental approaches. Responsive interventions in which a member of staff or team use multiple interventions and target approaches specifically to the needs of individual pupils was also found to be effective” EEF March 2022</p> <p>“Targeted parental engagement interventions are responsive in nature and include approaches such as staff having meetings with parents to find the root cause of low attendance and then plan accordingly to address these issues. Such interventions are naturally more intensive than the communication intervention described above. 8 studies formed part of a meta-analysis on the impacts of targeted interventions and found a small but positive impact on attendance of such strategies.</p> <p>The studies included in this part of the review had on average a lower risk bias and larger sample sizes and as such the EEF propose parental engagement interventions as a “promising area”, although more UK based research is needed” Durham Research School March 2024.</p>	
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Total budgeted cost: £27270

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 2024 to 2025 academic year.

Intended outcome	Success criteria
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>33% of disadvantaged pupils were working at EXS+ by the end of Year 6 in maths (only 3 in cohort). However, these pupils closed the gap towards the expected standard.</p> <p>0% of disadvantaged pupils were working at EXS+ in the by the end of KS1 in maths (only 2 in cohort).</p>
Improved phonics, reading and writing attainment among disadvantaged pupils.	<p>Year 1 - 100% of children in receipt of PP funding passed the phonics check in 2025</p> <p>0% of disadvantaged pupils were working at EXS+ in the by the end of KS1 in writing and 0% in reading (only 2 in cohort).</p> <p>0% of disadvantaged pupils were working at EXS+ by the end of Year 6 in writing. This was inline the non disadvantaged cohort. However, these children closed the gap towards EXS</p>
That we will have identified individual's needs and put in place effective support in order to help pupils overcome their difficulties.	Children will have had support to address their individual needs throughout the year and this will have had a positive impact on their area of need. This will be demonstrated in PP questionnaires completed by staff and children.
That oracy among disadvantaged children is brought in line with their peers	Through an emphasis on oracy and developing verbal communication, particularly among disadvantaged pupils, we are beginning to see (through observations, book scrutinions and assessments) increased confidence in language use and attainment in writing and reading as well as further subjects such maths, science history and geography. By continuing this emphasis, we aim to see further accelerated progress among all pupils, with a focus on disadvantaged pupils.
That through our provision of a balanced and engaging curriculum, along with wider opportunities and enrichment, pupils will have a secure understanding and appreciation of the world in which they live and be able to identify their place within it.	<p>Children will have experienced a wide range of enrichment activities through trips, visits, extra-curricular clubs and a well-resourced curriculum.</p> <p>Their understanding of the world around them is evidenced in the detail of their written work,</p>

as well as verbal conversations, as they make links between separate areas of learning and their wider experiences.

Summer 2025 Data

Outcomes		Key Stage 2	
EYFS_GLD:88.5%		Year 4 Timetables Multiplication check:	
Key Stage 1		87% 20 and above.	
Year 1 Phonics Screening Check: 96.2%			
Year 2 Phonics Recheck: 78%			
Year 2 SATs:		Year 6 SATs:	
EXS+	GDS	EXS+	GDS
Reading: 83.3%	Reading: 27.1%	Reading: 90%	Reading: 61%
Writing: 68.8%	Writing: 25%	SPaG: 88%	Spag: 47%
Maths: 85.4%	Maths: 25.0%	Maths: 82%	Maths: 33%
RWM: 64.6%	RWM: 6.3%	RWM: 61.2%	RWM: 11%

Groups - Pupil Premium

	Maths - Teacher Assessment			NFER Scaled Score		
	EXS	GDS	EXS+	100 (EXS)	121 (GDS)	100+
Year 1 (4)	50%	25%	75%	75%		75%
Year 2 (3)	33%		33%	33%		33%
Year 3 (7)	71%		71%	71%		71%
Year 4 (4)	50%	25%	75%	50%	25%	75%
Year 5 (6)	33%	16%	50%	33%	16%	50%
Year 6 (3)	66%	33%	100%			

Groups - Pupil Premium

	Reading - Teacher Assessment			NFER Scaled Score		
	EXS	GDS	EXS+	100 (EXS)	121 (GDS)	100+
Year 1 (4)	25%		25%	50%		50%
Year 2 (3)	33%		33%	66%		66%
Year 3 (7)	57%		57%	57%		57%
Year 4 (4)	25%	25%	50%	50%		50%
Year 5 (6)	16%	16%	33%	33%		33%
Year 6 (3)	66%		66%			

Groups - Pupil Premium

	Writing - Teacher Assessment			NFER Scaled Score SPaG		
	EXS	GDS	EXS+	100 (EXS)	121 (GDS)	100+
Year 1 (4)	50%		50%			
Year 2 (3)	33%		33%			
Year 3 (7)	71%		71%	43%		43%
Year 4 (4)	75%		75%	25%	25%	50%
Year 5 (6)	16%		16%	16%	16%	33%
Year 6 (3)	0%		0%			

School Improvement Priorities.

Intended Outcome		Why We Are Doing This
Children to at least maintain current attainment levels in Reading, Writing and Maths.	<p>S2 To improve outcomes in writing</p> <p>Pupils to be considered and monitored individually and discussed in Pupil Progress meetings.</p> <p>Teachers to be aware of individual targets relevant to each pupil.</p>	Children who are disadvantaged represent a wide spectrum of abilities and backgrounds. Additionally, there are a number of disadvantaged pupils who are on the school SEN register. Due to these factors, each pupil is considered individually.
To improve attendance of pupils, including punctuality.	<p>S2 To establish a proactive approach to tackling attendance including lateness</p> <p>Through building relationships with families, to build and sustain a culture where attendance is prioritised.</p> <p>Develop strategies that will encourage pupils to prioritise school attendance, including use of awards.</p>	There is direct correlation between attendance and learning outcomes. Maintaining consistent attendance enables children to form and sustain positive attitudes towards learning.
To improve the oracy of pupils, including the accuracy of grammar and high quality vocabulary.	<p>S2 To develop the use of high quality conversations in EYFS</p> <p>To develop high quality conversations and use of high quality, accurate, language across the school, modelled by teachers and their interactions with pupils.</p>	There is direct correlation between spoken and written language. By developing accurate spoken English early and sustaining quality modelling and high expectations throughout school, children's ability to articulate themselves will be improved. This will also have additional benefits on writing.