

# Pupil premium strategy statement – Barrowford School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	310
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2021-2024
Date this statement was published Date this statement was updated	December 2021 December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Chair of Governors
Pupil premium lead	Laura Rostron
Governor / Trustee lead	Amna Ali

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£185,660
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£21,288
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£206,948

# Part A: Pupil premium strategy plan

## Statement of intent

At Barrowford School we have high expectations of all our pupils and our intention is for all pupils, regardless of their background or the challenges they face, to make good progress across all subject areas. The focus of this strategy is to support disadvantaged pupils to achieve this goal.

### ***Our ultimate objectives are:***

- To support our pupils' health and well-being to enable them to access learning at an appropriate level
- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils
- To ensure disadvantaged pupils make or exceed nationally expected progress rates
- To track academically able pupils from disadvantaged backgrounds who are most at risk of under-performing

We strive to achieve this by employing a tiered approach and implementing high-quality teaching as our primary focus. Additionally, we will provide targeted academic support and strategies to support the needs of all children. (EEF 2021).

### ***Our aim is to:***

- Have a clear focus on areas in which disadvantaged pupils require the most support.
- Recognise that not all pupils who receive free school meals will be socially disadvantaged.
- Recognise that not all pupils who are socially disadvantaged or vulnerable are registered or qualify for pupil premium. We will therefore reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has identified as being socially disadvantaged.
- Be responsive to common challenges and individual needs that are carefully identified through robust diagnostic assessment and will not make assumptions about the impact of disadvantage.
- Understand that needs and costs will differ depending on barriers being addressed.
- Implement a combination of short, medium and long term interventions aligning Pupil Premium with wider school improvements.
- Ensure staff have adequate training to understand emotional well-being and regulation to effectively support pupils to manage their feelings and behaviour.

- Ensure we provide mental health and well-being support for pupils and their families.
- Continue to embed our broad and balanced, bespoke curriculum which has been carefully designed to incorporate the National Curriculum, Our Rounded and Grounded approach, The Sustainable Development Goals and The UN Rights of the Child.
- Ensure high quality teaching and learning meets the needs of all pupils.
- Ensure non-disadvantaged pupils' progress and attainment is sustained and improved alongside those in disadvantaged groups.
- Identify barriers to learning and appropriate interventions required to support pupils either individually, in small or large groups, as whole school or as family support and will allocate a budget accordingly.
- Implement high quality and effective interventions to enable pupils to progress rapidly when gaps in learning emerge.
- Integrate targeted support through the National Tutoring Programme for pupils whose education has been worse affected.
- Ensure pupils have access to a wide range of enrichment experiences both in school and out of school which will positively impact pupil's well-being and academic achievements.

***To achieve these objectives we will:***

- Carry out weekly Pupil Strategic meetings with SLT, SENCO and class teachers to discuss individuals and groups of pupils. We will focus on a different year group each week.
- Continue to monitor and assess pupils through various assessment methods including, in school attainment and progress (BTAG), Boxall profiles, SDQs.
- Work closely with school partners including NSM Training and Consultancy and Beyond Behaviour to better understand pupil's mental health, well-being and emotional regulation.
- Develop, implement and embed the regulation framework to support the mental health and well-being of all pupils.
- Provide a full time therapist in school to offer various provisions for therapy and a dedicated therapy room for pupils to access this support.
- Provide a dedicated attendance team to carefully monitor attendance and punctuality, giving support to families struggling.
- Provide a supportive inclusion team including SLT, SENCO, therapist, a dedicated nurture team and interveners.
- Provide full time nurture provision (5 morning sessions a week) with a dedicated nurture room for pupils to access this intervention.
- Ensure the curriculum exposes all pupil to a high level of understanding about the world in which they live.

- Regularly monitor teaching and learning, including planning meetings, learning walks and journal scrutiny with SLT and the strategic lead for teaching, learning and standards.
- Provide support from internal and external professionals in order to support pupils including SENCO, therapist, SaLT support, specialist teacher, behaviour consultants.
- Ensure pupils have first hand-experiences linked to learning in the classroom.
- Support payments for educational visits and residentials.
- Provide opportunities for parents to engage with school.

## 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 and families have identified social, emotional and mental health difficulties for many pupils, notably due to additional needs, family difficulties and a lack of enrichment opportunities. These challenges particular affect disadvantaged pupils, including their readiness to learn and subsequently their attainment.
2	Assessments, observations and discussions with pupils and families indicate that the education and well-being of many of our pupils continues to be affected by the partial closures during the COVID-19 pandemic. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.
3	Internal and external assessments indicate that reading, writing and maths attainment among disadvantaged pupils is significantly below that of non- disadvantaged pupils. Teacher referrals remain high. 26% of pupils (52% of whom are disadvantaged) currently require additional support with Social Emotional and Mental Health needs, with 82 (43 of whom are disadvantaged) receiving small group interventions.
4	Attendance data shows overall absence rates are higher than national average at 10%. Persistent absence is also high at 30%. Pupil Premium data indicates over all absence rates are 12% and 39% of those pupils are persistently absent.
5	Assessment, observations and discussions with pupils indicate that oral language skills are undeveloped and there are vocabulary gaps among all pupils. These are evident from Reception through the KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
6	36% of our Pupil Premium children are on our SEND register. Of this:

	19% of our Pupil Premium children have SEN support. 17% of our Pupil Premium children have an EHCP.
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## 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
To achieve and sustain improved well-being for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>• All staff aware which children are identified as disadvantaged</li> <li>• Fortnightly Pupil strategic Meetings to discuss children of concern and those experiencing difficulty</li> <li>• External support from Mike Armiger and Steve Russel</li> <li>• Part time school based social worker in school.</li> <li>• Full time therapist in school.</li> <li>• Full time nurture provision (am sessions).</li> <li>• Full time SEMH specialist provision</li> <li>• SEMH interventions including ELSA</li> <li>• Sustained high levels of well-being demonstrated by qualitative data from pupil voice, pupil and parent surveys and teacher observations.</li> <li>• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> <li>• Designated member of staff with responsibility and procedures in place for monitoring ongoing medical issues and providing support/ accessing training where required</li> </ul>
Improved reading attainment among disadvantaged pupils	<ul style="list-style-type: none"> <li>• Continue working closely with the English Hub to develop early phonics and reading.</li> <li>• Working closely with Lancashire English consultancy team to provide guided readingsupport including planning sequences and writing moderation</li> <li>• The percentage of pupil achieving ARE in reading will increase.</li> <li>• Statutory outcomes in reading for EYFS, Y1 Phonics screening, KS1 and KS2 increase.</li> </ul>
Improved writing attainment among disadvantaged pupils	<ul style="list-style-type: none"> <li>• Working closely with Lancashire English consultancy team to provide writing</li> </ul>

	<p>support including planning sequences and writing moderation.</p> <ul style="list-style-type: none"> <li>• The percentage of pupil achieving ARE in writing will increase.</li> <li>• Statutory outcomes in writing for EYFS, KS1 and KS2 increase.</li> </ul>
Improved maths attainment among disadvantaged pupils	<ul style="list-style-type: none"> <li>• Training programme carried out and introduced through NCTM to support maths mastery in EYFS, Y1 and Y2.</li> <li>• Working closely with Maths consultancy team to plan and deliver maths.</li> <li>• Maths interventions in place.</li> <li>• The percentage of pupil achieving ARE in maths will increase.</li> <li>• Statutory outcomes in maths for EYFS, , KS1 and KS2 SATs and MTC increase.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>• New system 'study bugs' introduced and being used effectively.</li> <li>• Regular attendance meetings carried out with school social worker.</li> <li>• Disadvantaged pupils identified as part of attendance monitoring.</li> <li>• Support packages put in place to meet the individual needs of disadvantaged children and their families</li> </ul>
Improved oral language skills and vocabulary	<ul style="list-style-type: none"> <li>• NELI introduced in EYFS</li> <li>• Oracy CPD programme implemented in Year 6, Year 3 and EYFS/ Year 1.</li> <li>• Oracy progression documents used in all year groups</li> <li>• Discreetly planned Oracy lessons and opportunities to develop Oracy skills across the curriculum and in different contexts.</li> <li>• Formative and summative assessments show increase in attainment and progress in Oracy.</li> <li>• Support through planning and delivery via strategic lead for teaching, learning and standards.</li> <li>• Support from SaLT team with regular assessments and interventions in place for targeted individuals. Children make progress on their individual plans/ starting points.`</li> </ul>
To ensure disadvantaged pupils are able to attend school residential trips	<ul style="list-style-type: none"> <li>• Access to residential trips for disadvantaged children monitored by SLT.</li> </ul>

	<ul style="list-style-type: none"> <li>• Number of disadvantaged children attending residential trips is in line with the numbers for all children.</li> </ul>
To ensure adequate opportunities are available for children during play and lunch times	<ul style="list-style-type: none"> <li>• Children have a choice of playtimes and activities indoors and outdoors</li> <li>• Children are supported to play games with TA using 'Playworks' and learn the rules in games</li> <li>• Lunch clubs made available for all children who require additional support</li> <li>• Additional staff support children during lunch breaks</li> </ul>
Increased opportunities for all children to engage in extra curricular activities and ensure disadvantaged pupils are not prevented from accessing these	<ul style="list-style-type: none"> <li>• Various after school clubs offered to pupils</li> <li>• Attendance during extra curricular groups monitored</li> <li>• Music tuition provided for all KS2 pupils</li> </ul>

## 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: £30,796.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
INSET Days- all teaching assistants invited and paid to attend so updates on T&L can be given	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	5
Assessments completed termly and gap analysis completed. Continue to buy into INSIGHT assessment to monitor and track pupils.	Assessments provide insights into the specific strengths and weakness of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.	3, 4

<p>SEMH CPD support for staff:</p> <ul style="list-style-type: none"> <li>• Regulation framework (Mike Armiger)</li> <li>• Beyond Behaviour (Steve Russel)</li> </ul>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>5</p>
<p>Purchase of assessments to support SEMH needs.</p> <p>SDQ</p> <p>BOXALL</p> <p>Irlens screening- training and assessments</p>		
<p>Language development including NELLI for EYFS and Oracy Programme throughout school. We will purchase resources and fund ongoing teacher training and release time.</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:</p> <p><a href="http://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1</p>
<p>Continue to buy Essential Letters and Sounds- DfE validated systemic Synthetic Phonics Programme to secure stronger phonics teaching for all pupils.</p> <p>Continue to access support from the English Hub to support phonics teaching, assessment, attainment, progress and monitoring.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="http://educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2, 3, 4</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Continue to buy into White Rose maths mastery programme.</p> <p>Maths CPD training with Dave Godfrey- Number fun.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="http://publishing.service.gov.uk">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> <p><a href="http://educationendowmentfoundation.org.uk">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>3, 4</p>
<p>Enhancement of our English teaching and curriculum planning</p>		



<p>in line with DfE and EEF guidance.</p> <p>Writing CPD training with Lancashire English consultancy team including planning, teaching sequences and moderation.</p> <p>Guided Reading CPD training with Lancashire English consultancy team including planning and teaching sequences.</p> <p>Package of support throughout the year.</p>		
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £59,601.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuing to embed Wellcomm to improve listening, narrative and vocabulary skills 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.</p> <p><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> <p>EEF guidance on Special Educational needs in mainstream schools, particularly recommendation 4: 'complement high quality teaching with carefully selected small-group and 1:1 intervention'</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	<p>1, 2</p>
<p>Additional phonics sessions targeted at disadvantaged 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 developed as regular sessions over a period of upto 12 week.</p>	<p>2, 3, 4</p>

<p>School led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</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:  <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>            And in small groups:  <a href="https://educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2, 3, 4</p>
<p>Small group and 1:1 intervention for reading, writing and mathematics led by teaching assistants utilising recovery funding in addition to pupil premium funding. Teacher planned intervention according to gaps in learning + established intervention programmes including Lancashire intervention programmes: ELS phonics, Project X Code reading, maths-fist class @ number, Numicon Kit 1, Firm Foundations</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:  <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>            And in small groups:  <a href="https://educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2, 3, 4</p>
<p>Identify disadvantaged pupils requiring SaLT intervention and deliver appropriate intervention package.</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.  <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>	<p>1, 2, 3, 4</p>

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

Budgeted cost: £ 122,003.79

Activity	Evidence that supports this approach	Challenge number(s)
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		addressed
Well planned transition arrangement into EYFS to ensure nursery and parental engagement identifies 'at risk' pupils as, or before, they start school.	<p>EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a></p> <p>EEF guidance on Special Educational needs in mainstream schools</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	3, 4
Identify concerns for disadvantaged pupils at PSM, safeguarding and SEND meetings. Appropriate support for pupils and families decided.	<p>To ensure support is tailored to meet individual needs and to support parental engagement.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	5
<p>Safeguarding team to support pupils and families including SLT, SENCO, Social Worker on school sight, SAPSO and attendance team.</p> <p>Early Help Assessment process with vulnerable families- allowing them to access key services.</p> <p>Bespoke and intensive support for the most vulnerable pupils.</p> <p>Utilise Mental health team (NHS) to provide counselling and nurture for highlighted individual pupils; develop the role of well-being ambassadors and provide mental health training for all staff; workshops for parents</p>	<p>EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a></p> <p>EEF guidance on Special Educational needs in mainstream schools</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	3, 4

<p>Attendance to be a focus item for key pupils at parent evenings and pupil progress meetings.</p> <p>Increased links with PAST team, SEND team and Health Professionals; utilise the services of a consultant SENCo (ADYS services) when appropriate</p>		
<p>Pupil supported with their mental health and wellbeing- full time therapist.</p> <p>Bespoke and intensive support for the most vulnerable pupils</p>	<p>There is extensive evidence associating childhood 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><a href="https://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	6
<p>Strengthen the support for those pupil whose social and emotional needs are having a negative impact on their learning.</p> <p>Fortnightly PSM.</p>	<p>EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-widerstrategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-widerstrategies</a></p>	5
<p>Regulated behaviours during lunchtime for specific PP pupil who struggle with this time of day- TA hours increased to provide more support over lunchtime.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	5
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance-purchase and implementation of Studybugs.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	1,2, 3, 4, 5, 6

Provide support when needed towards educational visit contributions for disadvantaged pupils	Ensure access to these trips are available to all disadvantaged pupils.	7, 8
Provide support when needed towards extra curricular clubs for disadvantaged pupils including music tuition and fishing sessions	Ensure access to all clubs and music tuition is available to all disadvantaged pupils.	7, 8

**Total budgeted cost: £212,400.79**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Osted 2022 state:*

All pupils, regardless of their race, gender or culture, are warmly welcomed at Barrowford School. Leaders, governors and staff are united in their ambition for all pupils, including those with special educational needs and/or disabilities (SEND), to succeed. Pupils strive to live up to these high expectations.

Leaders have designed a curriculum that is ambitious and well organised. The curriculum is purposeful and meets the needs of the pupils who attend the school. This includes pupils in the specially resourced provision for pupils with SEND (specially resources provision).

The teaching of reading is given a high profile across the school. As soon as children start in the early years, they are immersed in stories, rhymes and poems that develop their early language skills well. Well-trained staff deliver the school's phonics programme effectively. Children in the Reception class, and pupils in key stage 1, have ample time to develop and practise their phonics skills. Pupils read books that are closely matched to the sounds that they are learning. Staff identify and support pupils who struggle with reading. Older pupils read widely and often. Leaders choose books carefully to foster pupils' love of reading.

Pupils enjoy attending a wide range of extra-curricular activities at school. In addition, pupils take part in a wide range of visits and trips to broaden their experiences beyond the academic curriculum.

End of KS2 data indicates:

Reading- 46% of pupils achieve a standard which was in line with national average. 14% of pupils achieved a higher standard. There were 23 PP pupils in Y6 (2022 – 23); 43% of pupils achieved expected, 9% of pupils achieved a higher standard.

Writing- 43% of pupils achieve a standard which was in line with national average. There were 23 PP pupils in Y6 (2022 – 23); 22% of pupils achieved expected.

Maths- 43% of pupils achieve a standard which was in line with national average. 14% of pupils achieved a higher standard. There were 23 PP pupils in Y6 (2022 – 23); 35% of pupils achieved expected, 4% of pupils achieved a higher standard.

In 2022 – 23 we had 186 Pupil progress children. Of those 186 pupils, 48 pupils are on the SEN register. We use PIVATS to measure the small step progress of our SEN pupils.

82% made expected or better progress in reading with 63% achieving an expected standard or above in attainment.

82% made expected or better progress in writing with 52% achieving an expected standard or above in attainment.

80% made expected or better progress in maths with 64% achieving an expected standard or above in attainment.

All PP pupils attended our range of day educational visits. All PP pupils who wished to attend residential visits in Y3, Y4, Y5 and Y6 were able to attend with the cost subsidised or paid in full.

From 2021-2022 data to 2022-2023 we had 33 additional pupils join school as in year admissions with PP.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Fast Track Phonics intervention programme	LPDS
Essential Letters and Sounds	OUP
Wellcomm speech and language toolkit	GL assessment
IDL	IDLS Group
PE passport	LPDS
Motor Skills United	TTS
1 <sup>st</sup> Class @ Number	Every Child Counts (DfE)
Numicon Firm Foundations (Maths)	Oxfor
Numicon Kit 1 (Maths)	Oxford
Springoard 3 (Maths)	NNS
Project X Code (Phonics)	Oxford Reading
ELSA	LCC
Survival stars	BFC
Colourful Semantics (SaLT)	Speech Bubble

Construction Agents (SaLT)	Speech Bubble
KS2 Word Agents (SaLT)	Speech Bubble
Little Listeners (SaLT)	Speech Bubble
Social Detectives (SaLT)	Speech Bubble
Tac Pac (SaLT)	Speech Bubble
French, PSHE, Computing	KAPOW
White Rose Maths Mastery	White Rose Maths
Number fun (Maths)	Dave Godfrey
Music Tuition	Lancashire Music Service