

# Pupil Premium Strategy Statement 2023-2026

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

## School overview

Detail	Data
School name	Chorlton Park Primary School
Number of pupils in school	680 (incl. Nursery)
Proportion (%) of pupil premium eligible pupils	27.65% (188 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2023.24
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Local Governing Committee
Pupil premium leads	Martin Gavin
Governor / Trustee lead	Hazel Remeika

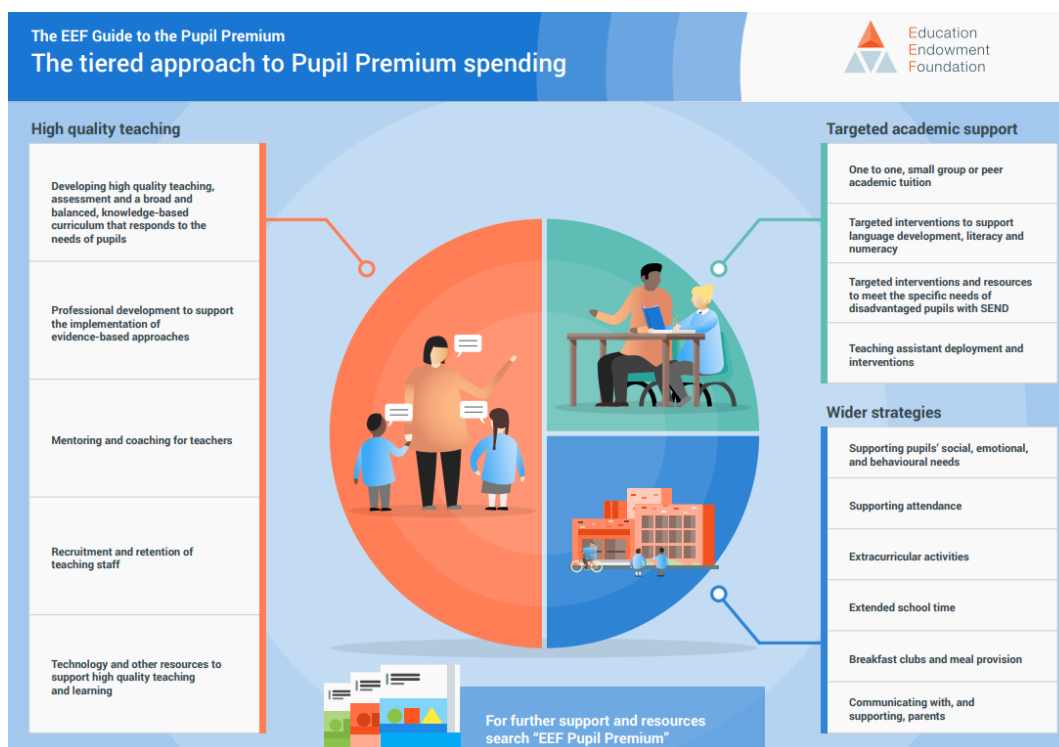
## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£235,710
Recovery premium funding allocation this academic year: Tutoring Allocation	£25,085
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£260,795

## Part A: Pupil premium strategy plan

### Statement of intent

Pupil Premium Strategy Aims
<p>At the heart of Chorlton Park's guiding principles is a commitment to equity and ambition for all. Our aim is that all children, irrespective of circumstance, are able to be the best that they can be and achieve the academic progress that enables future success in education and beyond. Our pupil premium strategy is the means by which we support disadvantaged and vulnerable pupils to overcome the barriers they face. By taking these strategic actions we seek to mitigate disadvantage so that all children benefit from the positive educational outcomes and opportunities they deserve.</p> <p>We aim to:</p> <ul style="list-style-type: none"> <li>• To reduce the attainment gap between disadvantaged pupils and their peers.</li> <li>• To support the well-being and mental health of all our pupils during and following this disrupted period in their lives.</li> <li>• To raise the attainment of all pupils to close the gap created by Covid-19 school closures.</li> </ul>
Guiding Principles for our Strategy
<ul style="list-style-type: none"> <li>• We will teach a broad and balanced curriculum in all subjects to all our children, including learning from enrichment and wider experiences, such as educational visits and visitors to the school.</li> <li>• We are committed to evidence-informed practice and will base all decisions relating to Pupil Premium upon robust evidence and professional expertise.</li> <li>• We will base any intervention on robust and diagnostic assessments of what pupils know and understand as well as unpicking misconceptions and insecure knowledge, enabling effective support to be put in place.</li> </ul>
Evidence Informed Tiered Model
<p>We will be utilising the EEF's recommended Tiered approach to spending target recovery provision in the following areas:</p> <ul style="list-style-type: none"> <li>• <b>High Quality teaching</b> – enhancing the quality of teaching through: high impact staff professional development; curriculum prioritisation and embedding whole class, well-evidenced high impact teaching approaches, including:</li> <li>• <b>Targeted academic support</b> – accurately targeted use of well-evidenced high impact interventions, based on high quality assessments, to support pupils in 'catching up'. Interventions will be explicitly linked to classroom learning and will use systems for effective feedback to ensure a coherent learning experience.</li> <li>• <b>Wider strategies</b> – these strategies will focus upon 'levels to attainment' including: mental health and emotional well-being; learning behaviours and social and emotional learning; attendance and punctuality; and family support.</li> </ul>



## Challenges

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

Challenge number	Detail of challenge
1	<b>Oral language and Communication skills</b> Assessments, observations and diagnostic analysis of pupils' reading and writing indicate underdeveloped oral language and communication skills and vocabulary gaps for many disadvantaged pupils across school. This affects speaking and listening and their ability to read for meaning beyond the literal. It also affects pace and fluency in reading, and spelling and composition skills in their writing.
2	<b>Attainment</b> External and internal data shows a gap between our Pupil Premium children and 'All children' nationally in reading, writing and maths at Expected standard. This is particularly true in at the end of EYFS and KS1. In older year groups the gap in those achieving higher standard is more marked.
3	<b>Multiple barriers to learning</b> Many of our disadvantaged pupils experience additional barriers to learning, including ACES, SEND, P/LAC or CIN/CP.
4	<b>Social, Emotional and Health needs</b> A proportion of pupils need support with their social and emotional skills, they find it difficult to regulate their feelings due to a range of needs and home issues. This can impact their ability to engage in learning across the curriculum.
5	<b>Limited Life Experiences</b> Many of our disadvantaged pupils have limited life experiences. They do not visit a range of places or have the same breadth of experiences and opportunities that other peers may have. This impacts on their first-hand knowledge of the world around them.
6	<b>Attendance</b> Our attendance data indicates higher rates of Persistent absence for our disadvantaged pupils than their peers, resulting in greater lost learning time which has negatively impacted disadvantaged pupils' progress.

## 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
Disadvantaged pupils in Reception and KS1 will make good or better progress in reading and writing.	Reception and KS1 disadvantaged pupils will be secure in their acquisition of phonics and will be able to use this to read fluently. Phonics teaching is secure and pupils are frequently assessed to ensure they are accessing the right level of learning. Time will be taken to analyse progress against individual targets, specifically focusing on disadvantaged pupils. Targeted 1:1 and small group work will support Reception and KS1 disadvantaged pupils to make rapid progress to meet at least expected standards in reading.
By the end of key stage 2, outcomes for disadvantaged pupils demonstrate a strong academic foundation in core subjects.	Attainment of disadvantaged pupils in RWM is at least in line with all pupils nationally in 2024-2025 (adjusting for SEND where appropriate) Tutoring data demonstrate a positive impact on the rate of catch-up towards age-related expectations.
Disadvantaged learners achieving greater depth in all subjects at least in line with other disadvantaged learners nationally and closing the gap with national greater depth averages	The % of disadvantaged learners achieving greater depth in reading, writing and maths scores at KS2 is in line with the national comparators.
Disadvantaged pupils with multiple barriers to learning are addressed so that they make at least expected progress from starting points in, reading, writing and mathematics.	The attainment of individual pupils in RWM who are in receipt of PPG and SEND/LAC/PLAC/CIN/CP is at least in line with all pupils nationally in 2024-2025 (adjusting for SEND where appropriate).
Improved self-regulation resulting in greater retention of learning and higher attainment.	Children become more self-regulated learners. This will result in improved outcomes and diminish the difference.
A sustainable approach to increasing wider engagement with enrichment / cultural activities	<ul style="list-style-type: none"> <li>• Rates of participation and engagement of disadvantaged children in extra-curricular activities are set to be on a par with other pupils.</li> <li>• Financial hardship does not prevent any pupils from participating in trips and residential.</li> </ul>
To achieve and sustain improved attendance and punctuality for our disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Rates of persistent non-attendance reduce amongst disadvantage pupils, showing sustained improvement by 2024/25</li> <li>• Overall attendance recover year on year and reach pre-pandemic levels or better for disadvantaged group by 2024/25 or before.</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: £52,000

Activity	Evidence that supports this approach	Challenges addressed
<b>To continue to develop high quality teaching and the use of metacognitive strategies to support children to think about their own learning to improve children's retention throughout school and increase attainment.</b>		
<p>Staff to continue to develop the curriculum, including the wider curriculum using a metacognitive model: a spaced curriculum giving regular opportunities for retrieval; essential knowledge identified and prioritised for long-term learning.</p> <p>Release time for Subject leaders to monitor and evaluate the teaching and learning in their subject. Ongoing, continued CPD focusing on each curriculum area to continue to refine and improve.</p> <p>Activating prior knowledge used consistently by all teachers, for all new learning – use of knowledge organisers, anchor sheets, retrieval practices embedded in all areas of the curriculum. (continued work)</p> <p>All staff use the 7-step model to scaffold pupil independence when teaching new learning across range of subjects and phases. Staff consistently model their own metacognition through using 'Think aloud's' throughout a learning sequence.</p> <p>The SEND team to work with all staff on further embedding the EEF 5-a-day principles and adaptive practice to ensure inclusion is effective for all learners.</p>	<p>Developing pupils' metacognitive knowledge of how they learn—their knowledge of themselves as a learner, of strategies, and of tasks—is an effective way of improving pupil outcomes.</p> <p><i>"Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. However, while the potential impact of these approaches is very high, particularly for disadvantaged pupils, less is known about how to apply them effectively in the classroom."</i> EEF Guidance</p> <ul style="list-style-type: none"> <li>• Cognitive Science <a href="#">Evidence Review</a> – EEF</li> <li>• Metacognition <a href="#">Guidance Report</a> – EEF</li> <li>• 7 Step Model <a href="https://educationendowmentfoundation.org.uk/news/eeef-blog-teacher-habits-that-support-independence-the-seven-step-model-with-three-worked-examples">https://educationendowmentfoundation.org.uk/news/eeef-blog-teacher-habits-that-support-independence-the-seven-step-model-with-three-worked-examples</a></li> </ul> <p>The EEF Toolkit recommendations:</p> <ul style="list-style-type: none"> <li>• Teachers acquire the professional understanding and skills to develop pupil's metacognitive knowledge.</li> <li>• Explicitly teach pupils metacognitive strategies, including how to plan, monitor and evaluate their learning.</li> <li>• Teachers promote and develop metacognitive talk in the classroom.</li> <li>• Explicitly teach pupils how to organise and effectively manage their learning independently</li> </ul> <p>EEF Guidance Report 'Special Educational Needs in the Mainstream Primary School'</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1702634780">https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1702634780</a></p>	<p>1</p> <p>2</p> <p>3</p>


**To improve reading outcomes from Reception to Year 6, particularly focussing on disadvantage and EAL.**

<p>Time for Reading leads to work with a Reading expert and with staff on updated Guided Reading expectations. Enhance CPD for Y2 – Y6 staff in whole class guided reading/comprehension skills.</p> <p>Release time for the Early Reading and Phonics lead to ensure consistency of approach of Little Wandle Phonics and for training individual or groups of staff.</p> <p>Reading for Pleasure external extended training for one teacher - knowledge of children's books as a strategy for promoting reading for pleasure amongst reluctant or struggling readers.</p> <p><b>Reading resources</b> Purchase of additional matched texts and supplementary resources for phonics instruction in Rec – Y3 Purchase of reading books to support fluency in Y2 -Y6 Purchase of subscriptions to online materials eg graded texts, adapted curriculum materials, Purchase of individual and group sets of books for dis-engaged readers/ below age-expectation readers.</p>	<p>Preparing for Literacy Guidance Reports – EEF</p> <ul style="list-style-type: none"> <li>The evidence base for synthetic phonics is well established. Evidence shows that fidelity to planned programmes is crucial to success. This also requires sufficient matched practice material to consolidate decoding. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></li> <li>Appropriately matched texts and adapted materials in sufficient quantity help to provide the necessary practice for fluency development. <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/literacy-ks-1/Reading_Fluency_Resource_1.0.pdf?v=1702573525">https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/literacy-ks-1/Reading_Fluency_Resource_1.0.pdf?v=1702573525</a></li> <li>DfE summary of the research evidence in reading for pleasure (2012) cites studies reporting the importance of choice and interaction with teachers. <a href="https://www.gov.uk/government/publications/research-evidence-on-reading-for-pleasure">https://www.gov.uk/government/publications/research-evidence-on-reading-for-pleasure</a></li> <li>DFE Reading Framework <i>"The recent 2021 PIRLS data for England showed that the pupils who said they liked reading the most scored, on average, 34 points more than those who said they did not like reading"</i> <a href="https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</a></li> </ul>	<p>1 2</p>
---	---	----------------

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

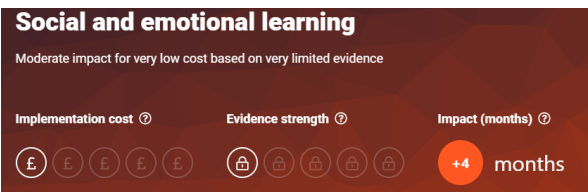
Budgeted cost: £145,000

Activity	Evidence that supports this approach	Challenges addressed																
<p><b>Targeted interventions in English:</b></p> <ul style="list-style-type: none"><li>• Speech and Language: additional SALT and Wellcomm assessments and interventions.</li><li>• Reading: 1:1 reading; additional small group guided reading;</li><li>• Reading: Reception Literacy Programme – RLP and Hanen Strategies</li><li>• Little Wandle Phonics targeted intervention including ‘Keep up’, ‘Rapid Catch up’ and SEND intervention.</li><li>• Reciprocal reading small group intervention.</li><li>• Writing: Teacher Conferencing (targeted feedback)</li><li>• Tutoring: NTP trained staff and teachers</li><li>• Enhanced support for the new English Subject Leads</li></ul>	<p>Making Best Use of Teaching Assistants <a href="#">Guidance Report</a> – EEF</p> <p>EEF Teaching and Learning Toolkit:</p> <table><tr><td>Reading comprehension strategies <small>Very high impact for very low cost based on extensive evidence</small></td><td>£ £ £ £ £ £ £ £</td><td>Ⓜ Ⓜ Ⓜ Ⓜ Ⓜ Ⓜ Ⓜ Ⓜ</td><td>+6</td></tr><tr><td>Oral language interventions <small>Very high impact for very low cost based on extensive evidence</small></td><td>£ £ £ £ £ £ £ £</td><td>Ⓜ Ⓜ Ⓜ Ⓜ Ⓜ Ⓜ Ⓜ Ⓜ</td><td>+6</td></tr><tr><td>One to one tuition <small>High impact for moderate cost based on moderate evidence</small></td><td>£ £ £ £ £ £ £ £</td><td>Ⓜ Ⓜ Ⓜ Ⓜ Ⓜ Ⓜ Ⓜ Ⓜ</td><td>+5</td></tr><tr><td>Teaching Assistant Interventions <small>Moderate impact for moderate cost based on moderate evidence</small></td><td>£ £ £ £ £ £ £ £</td><td>Ⓜ Ⓜ Ⓜ Ⓜ Ⓜ Ⓜ Ⓜ Ⓜ</td><td>+4</td></tr></table> <p>FFT Reciprocal Reading trial <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fft-reciprocal-reading-2023-24-trial">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fft-reciprocal-reading-2023-24-trial</a></p>	Reading comprehension strategies <small>Very high impact for very low cost based on extensive evidence</small>	£ £ £ £ £ £ £ £	Ⓜ Ⓜ Ⓜ Ⓜ Ⓜ Ⓜ Ⓜ Ⓜ	+6	Oral language interventions <small>Very high impact for very low cost based on extensive evidence</small>	£ £ £ £ £ £ £ £	Ⓜ Ⓜ Ⓜ Ⓜ Ⓜ Ⓜ Ⓜ Ⓜ	+6	One to one tuition <small>High impact for moderate cost based on moderate evidence</small>	£ £ £ £ £ £ £ £	Ⓜ Ⓜ Ⓜ Ⓜ Ⓜ Ⓜ Ⓜ Ⓜ	+5	Teaching Assistant Interventions <small>Moderate impact for moderate cost based on moderate evidence</small>	£ £ £ £ £ £ £ £	Ⓜ Ⓜ Ⓜ Ⓜ Ⓜ Ⓜ Ⓜ Ⓜ	+4	<p>1</p> <p>2</p> <p>3</p>
Reading comprehension strategies <small>Very high impact for very low cost based on extensive evidence</small>	£ £ £ £ £ £ £ £	Ⓜ Ⓜ Ⓜ Ⓜ Ⓜ Ⓜ Ⓜ Ⓜ	+6															
Oral language interventions <small>Very high impact for very low cost based on extensive evidence</small>	£ £ £ £ £ £ £ £	Ⓜ Ⓜ Ⓜ Ⓜ Ⓜ Ⓜ Ⓜ Ⓜ	+6															
One to one tuition <small>High impact for moderate cost based on moderate evidence</small>	£ £ £ £ £ £ £ £	Ⓜ Ⓜ Ⓜ Ⓜ Ⓜ Ⓜ Ⓜ Ⓜ	+5															
Teaching Assistant Interventions <small>Moderate impact for moderate cost based on moderate evidence</small>	£ £ £ £ £ £ £ £	Ⓜ Ⓜ Ⓜ Ⓜ Ⓜ Ⓜ Ⓜ Ⓜ	+4															
<p>Additional teacher: Provision of an additional teacher for the delivery of reading groups in Y3-6.</p>	<p>In addition to the phonics evidence base, the impact of early intervention is also well documented. RWI Fresh Start and Catch-up Literacy programmes will be run as part of reading group provision and/or as individual tutoring sessions. (See above for evidence)</p>																	

<b>Targeted interventions in Maths:</b> <ul style="list-style-type: none"> <li>Maths: Same Day Intervention</li> <li>Mastering Number Intervention in KS1 and KS2</li> <li>Tutoring: NTP trained staff and teachers</li> <li>Purchase of on-line programs to support Maths (TT Rockstars and Numbots)</li> </ul>	<b>EEF Teaching and Learning Toolkit:</b> <p>Feedback Very high impact for very low cost based on extensive evidence</p> <p>One to one tuition High impact for moderate cost based on moderate evidence</p> <p>Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence</p> <p>Small group tuition Moderate impact for low cost based on moderate evidence</p> 	2 3
<p>Embed the evidence about the highest impact deployment of Teaching Assistants:</p> <ul style="list-style-type: none"> <li>Catch up training for new staff</li> <li>Implement the TARGET framework from EEF.</li> </ul>	<p>Making Best Use of Teaching Assistants <a href="#">Guidance Report</a> – EEF</p> <p>Moving Forwards, Making a Difference 2022-23 <a href="#">Guidance</a> – EEF</p>	1 2 3 4
<p>Review of barriers to learning and external reports/recommendations – create Individual Plans to identify individual priorities.</p> <p>Bespoke programmes of support developed to meet individual needs.</p> <p>Supporting SENDCO to engage with CLIC Trust training on the best use of Teaching Assistants using the EEF research and Adaptive approaches to SEND.</p>	<p>Complement high quality teaching with carefully selected small-group and one to one intervention.</p> <p>EEF Guidance Report ‘Special Educational Needs in the Mainstream Primary School’ <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1702634780">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1702634780</a></p>	3

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

Budgeted cost: £70.000

Activity	Evidence that supports this approach	Challenges addressed
<b>Pupils with a range of barriers to learning are ready to learn and develop good behaviour for learning. Pupils are able to regulate their emotions.</b>		
<p>Learning Mentor to work with identified children on bespoke intervention/nurture programs.</p> <ul style="list-style-type: none"> <li>Forest School</li> <li>Lego therapy</li> <li>Social skills / nurture groups run to support additional needs.</li> <li>Thinc.Room trained staff deliver individualised programmes</li> </ul> <p>Therapeutic Practitioner to work with identified children to develop improved learning behaviours and resilience for learning.</p> <p>Lunchtime Support to provide high quality games and activities to engage pupils in a more active and enriching play.</p> <p>Half termly Young Carers group supported by the DSL and FSW.</p>	<p>Research from the EEF show that SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p> <p>Social and Emotional Learning <a href="#">Guidance Report</a> – EEF</p>  <p><i>“Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.”</i></p>	4



<p>All staff work towards achieving the Sandwell Wellbeing Charter Mark and have a clear understanding of the three elements that comprise the Sandwell Wellbeing Charter:</p> <ul style="list-style-type: none"> <li>• The Charter Mark School Audit</li> <li>• The Healthy Mind, Happy Me Curriculum</li> <li>• The Pupil Well-being Survey</li> </ul>	<p><b>The Sandwell Wellbeing Charter Mark</b> was developed in response to a strong evidence base. In accordance with the SEND Code of Practice (DfE, 2014), it explores social, emotional, and mental health holistically through a whole-school approach. The Charter Mark criteria was informed by the Public Health England (2015) publication (recently updated in 2021) which identifies 8 principles that are important in promoting emotional health and well-being within the school environment. These include: Leadership, pupil voice, staff development, identifying needs and monitoring impact, working with parents and carers, targeted support, ethos and environment, and curriculum, teaching and learning.</p>	
<p><b>To support children and families to access activities and clubs.</b></p>		
<p><b>To support PP families and children to access school</b></p> <ul style="list-style-type: none"> <li>• Residential Costs <ul style="list-style-type: none"> <li>○ Y4 go to Castleton</li> <li>○ Y6 go to Ghyll Head</li> </ul> </li> <li>• Subsidised school visits</li> <li>• Afterschool clubs</li> </ul>	<p>Equality of opportunity supports building cultural capital. As evidenced by the Norfolk Research School <a href="https://researchschool.org.uk/norwich/news/socio-cultural-capital-what-is-it-and-why-should-we-think-about-it">https://researchschool.org.uk/norwich/news/socio-cultural-capital-what-is-it-and-why-should-we-think-about-it</a></p>	<p>5</p>
<p><b>To achieve and sustain improved attendance</b></p>		
<p>Family Support and Attendance worker will support vulnerable families to recognise and address attendance and punctuality (reduce the rates of persistent absenteeism) and well-being of disadvantaged pupils.</p> <ul style="list-style-type: none"> <li>• Family Support Worker to target the attendance and punctuality of PP pupils.</li> <li>• Breakfast toast available</li> <li>• Before school clubs e.g., wake up shake up and circuits</li> </ul>	<p>Our Family Support Workers will work with each family on a regular basis to offer support and guidance to help remove any potential barriers for lack of attendance. EEF evidence on improving attendance and support for disadvantaged pupils. <a href="https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils">https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils</a></p>	<p>6</p>

**Total budgeted cost: £267,000**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

Data from the 2022 to 2023 academic year can be seen below. Analysis for Year 6 pupils not yet received – to be added post data validation publication.

	Reading		Writing		Maths		Combined RWM	
	ARE	HS	ARE	HS	ARE	HS	ARE	HS
<b>Nursery PP:</b>	9%		18%		27%		8%	
<b>Reception PP:</b>	63%		58%		71%		57%	
<b>Year 1 PP:</b>	42%	10.5%	47%	0%	47%	0%	6%	0%
<b>Year 2 PP:</b>	48%	0%	36%	0%	48%	4%	47%	0%
<b>Year 3 PP:</b>	65%	18%	44%	0%	57%	11%	48%	0%
<b>Year 4 PP:</b>	66%	17%	66%	5%	62%	13%	46%	4%
<b>Year 5 PP:</b>	66%	18%	51%	13%	66%	17%	52%	10%
<b>Year 6 PP:</b>	73%	19%	65%	0%	65%	23%	54%	0%

### Externally provided programmes

Programme	Provider
Hanen 'Learning Language and Loving it'	Hanen Foundation and EEF Project
Wellcomm Speech and Language Toolkit	GL Assessment
Little Wandle Phonics	Little Wandle
Mastering Number	NCETM
Reciprocal Reading	EEF
TT Rockstars and Numbots	Maths Circle
The Sandwell Charter Mark	Catalyst Psychology

### Service pupil premium funding (N/A)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

### Further information (optional)

This strategy should be read alongside the main School Development Plan. The Key Priorities from the SDP this year are:

- A Framework for Pupil Independence in Learning
- Maths – To develop fluency
- To improve writing composition strategies through modelling and supported practice
- The Sandwell Well-being Charter Mark to improve the Social, Emotional and Mental Health (SEMH) of pupils and staff