

# Pupil premium strategy statement – Willand 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	379
Proportion (%) of pupil premium eligible pupils	53 pupils - 14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	December 2022
Dates on which it will be reviewed	December 2023 December 2024 December 2025 (and as appropriate in between)
Statement authorised by	Anne Hawkins
Pupil premium lead	Caroline Godfrey
Governor / Trustee lead	Sarah Manley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 89798 expected
Recovery premium funding allocation this academic year	£ 8700 (£5616 needed to cover School Led Tutoring)
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£ 0
<b>Total budget for this academic year</b>	<b>£ 98, 498</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Willand School, we have high expectations and aspirations for all of our children and try to ensure that our pupil premium funded children reach at least national expectations in all areas. As a minimum, we want these children to make accelerated progress from their starting points. We aim to address inequalities and raise attainment between pupil groups. Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the following three areas: high quality teaching; targeted academic support; and wider strategies.

### Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils which the school believes will benefit.

### Objectives

- The Pupil Premium will be used to improve quality first teaching;
- It will be used to provide additional, targeted academic support to improve the progress and raise the standard of achievement for these pupils. The aim is that this will reduce the gap which can often be found between the achievement of these pupils and their peers;
- The funding will be used for wider strategies to ensure that children can access learning because their social, emotional and mental health needs are being supported;
- The school will use the additional funding to address underlying inequalities between children eligible for Pupil Premium and others;
- We will ensure that the additional funding reaches the pupils who need it most and that it will make a significant impact on their education and lives.

### Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to meet or exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths.

## 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 suggests current disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and requires considerable additional support to enable them to catch up.
2	Internal and external assessments indicate that reading attainment for current disadvantaged pupils is significantly below that of non-disadvantaged pupils in many year groups. OFSTED and our own self-evaluation also identified reading as a priority area for the school.
3	Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.
4	From our internal data, where pupils have SEND and are disadvantaged, this has a particularly negative impact on their progress and attainment. We have a higher than national average proportion of pupils with SEND who require a more bespoke approach to enable them to access a curriculum that is matched to their specific needs.
5	Observations and discussions with pupils and families have identified that for many pupils, including those that are disadvantaged, their ability to manage and understand their social, emotional and mental health is preventing them from being ready to learn
6	Prior to COVID, our school always had above national average attendance. Since then, attendance levels have dropped and now attendance of our disadvantaged pupils is 2.8% lower than that of the whole school (2021-22 Attendance Data). 18% of disadvantaged pupils are persistent absentees (attendance is below 90% according to first half of the autumn term data). Our assessments and observations indicate that absenteeism is negatively impacting 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 maintain or exceed the national average for phonics.	Phonics screening check outcomes show that at least 75% of disadvantaged pupils meet the 2022 national average for all pupils for phonics.
Improved reading attainment among disadvantaged pupils.	<p>Picture building (such as learning walks, lesson pop-ins, coaching and pupil voice) shows:</p> <ul style="list-style-type: none"> <li>• consistent teaching of phonics and early reading, spotlighting the disadvantaged pupils where appropriate to enable them to keep up.</li> <li>• consistent teaching of whole-class reading from Y2-Y6.</li> <li>• pupils enjoy reading and can articulate why.</li> </ul> <p>Teachers are ambitious for disadvantaged children so that KS1 and KS2 reading outcomes in 2024/25 return to at least the national average for pupils who met the expected standard</p>
Improved writing attainment among disadvantaged pupils.	<p>Undertake picture building and identify areas of strength and areas for development.</p> <p>If appropriate, investigate alternative approaches (through research, wider reading and training) for the teaching of writing.</p> <p>Provide professional development for staff on any identified areas for development and if necessary, any new approaches.</p> <p>KS2 writing outcomes in 2024/25 return to at least the national average for expected and greater depth so the school returns to its pre-COVID strength in writing.</p>

<p>The curriculum is matched to the specific needs of disadvantaged children with SEND.</p>	<p>Evidence from picture building shows:</p> <ul style="list-style-type: none"> <li>• Lessons/activities are matched to the specific needs of pupils with SEND so that they can consistently access the curriculum.</li> <li>• Where appropriate, children have targets which are SMART and are addressed within the adaptations that teachers make to the curriculum.</li> <li>• Teachers endeavour to close any gaps in learning so that children are supported to keep up.</li> <li>• Teaching assistants are skilfully deployed to support children with their learning.</li> <li>• Pupils make good progress from their starting points.</li> <li>• Pupils can talk about their learning.</li> </ul>
<p>Maintain and improve strategies currently in place for supporting social, emotional and mental health needs.</p>	<p>Maintain and extend the current offer for social, emotional and mental health support in school, including training attachment based mentors, ELSAs and using external agencies.</p> <p>Evidence from picture building shows that:</p> <ul style="list-style-type: none"> <li>• Pupils and families feel supported to manage and understand their social, emotional and mental health needs.</li> <li>• Pupils are more able to access their learning successfully.</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by at least 2%.</li> <li>• The percentage of all pupils who are persistently absent being below 12.1% (NA 2020-21) and the figure among disadvantaged pupils being no more than 3% lower than their peers.</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: £40, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide high quality CPD for all staff to improve their subject knowledge.</p> <p>Further develop a high quality curriculum which responds to the needs of pupils to support subject leaders to review and develop their long term curriculum planning, more clearly identify learning outcomes for assessment and close any knowledge gaps.</p> <p>(£5000)</p>	<p>Effective professional development is vital to support, develop, and sustain high quality teaching.</p> <p><a href="#">EEF Moving forwards, making a difference, May 2022</a></p> <p>This is followed up during Staff meetings and INSET. We are supported by the Cornerstone English Hub.</p> <p>Evidence from the Teacher Development Trust suggests that CPD should be focused on outcomes for children, draw on external expertise and be specific to individuals' context and/or be subject specific.</p> <p><a href="#">CPD Quality Framework</a></p>	<p>3</p>
<p>Professional development on evidence-based approaches for reading comprehension and phonics</p> <p>(£5000)</p>	<p>The EEF state that the mechanisms that make up effective professional development are split into four groups, with one of them being developing teaching techniques. This includes instruction, social support, modelling, monitoring and feedback and rehearsal. Teachers of phonics have regular coaching provided by the Early Reading Lead and teachers in Y2-Y6 will take part</p>	<p>1, 2, 3, 4</p>

	<p>in peer coaching for whole class reading.</p> <p><a href="#">EEF Effective Professional Development</a></p>	
<p>SEND Support – additional teacher deployed one day per week to support with SEND needs and SENCO additional day per week. (£15,664)</p>	<p>50% of our Pupil Premium children also have SEND.</p> <p>The EEF state that ‘pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.’</p> <p><a href="#">EEF Special Educational Needs in Mainstream Schools Guidance Report</a></p>	4,5
<p>Ensure pupils read regularly and have access to high quality texts. (£8000)</p>	<p>Use the Devon Schools Library Service to provide topic boxes.</p> <p>Achieving EXS+ on the Reading SATs papers has proved challenging for a significant number of Year 6 pupils. Many children find the texts hard to access, challenging to comprehend and demanding in terms of the reading stamina required to get through them in the time available (Babcock LDP, 2020).</p> <p>Good phonics teaching will make sure that all children learn to read early, regardless of their background (DfE, 2020).</p> <p><a href="#">Early Reading Framework</a></p> <p>Pupils’ acquisition and command of vocabulary are key to their learning and progress across the whole curriculum (DfE, 2014).</p> <p><a href="#">National Curriculum</a></p>	1,2,3
<p>Access to the Read, Write, Inc. portal to ensure phonics progress is accelerated and to</p>	<p>We continue to review our reading resources following our OFSTED inspection to ensure the needs of the Early Reading Framework are being met. The RWI portal has been</p>	1,2

enable parents to support their children at home. (£1500)	purchased to allow targeted CPD for staff and to provide support for parents. <a href="#">Early Reading Framework</a>	
Additional reading books to support the continued implementation of a high-quality reading and vocabulary curriculum (£5000)	The scale of the word gap and the impact of Covid on language development remains a very serious issue. By taking a whole school response, drawing on CPD, putting reading and talk at the heart of the curriculum, these schools demonstrate what can be done to set their pupils up for a better and more confident future. <a href="#">How Schools are Closing the Word Gap, Oxford Language Report 2021-22</a>	1,2

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

Budgeted cost: £28, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Activities and resources to meet the specific needs of disadvantaged pupils with SEND (£6415)	Use resources such as Mathletics, Education City, Insight, Speech and Language Link, Phonics Play and Evidence for Learning to support and monitor the progress of disadvantaged children.  These bespoke programmes are responsive to learners' individual needs and allow us to respond to evidence in the form of data.  <a href="#">Supporting the attainment of disadvantaged pupils: articulating success and good practice</a>	4,5, 6
Fast Track Tutoring for Phonics targeting disadvantaged pupils who require additional support. (5x afternoons of 1 TA £5,500)	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as	1, 2



	<p>regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Engaging with the National Tutoring Programme to provide a blend of tuition (Third Space Maths) and 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. (£10,000)</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:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 3
<p>KS2 Homework Club (£2500)</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups.</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,3,4
<p>Third Space Maths – Y56 (£3500)</p>	<p>Gaps are identified and targeted teaching/interventions teach to gaps. This includes the use of structured interventions, small group tuition and one to one support (Third Space Maths).</p> <p>We may also provide technology for disadvantaged pupils to support remote learning. This will be especially important post Covid-19 lockdown.</p> <p>Small group and/or 1:1 interventions have the potential for the largest immediate impact on attainment.</p> <p><a href="#">EEF Attainment Gap Report</a></p>	3,4

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioural needs	<p>Pupils social, emotional and mental health needs are supported through a variety of programmes e.g. Thrive, ELSA, Attachment Based Mentoring, Mindfulness and Balloons.</p> <p>TAs receive training for supporting pupils with their mental health.</p> <p>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.</p> <p><a href="#">Social and Emotional Learning Improving Social and Emotional Learning in Primary Schools</a></p>	5,6
Supporting attendance through the employment of a Family Support Advisor (£15,000)	<p>The Family Support Advisor provides Early Help and engages with a large proportion of disadvantaged/vulnerable families to support attendance, behaviour, parenting strategies, relationships and the general welfare of the child.</p> <p>Supporting pupils' SEMH needs is a basic requirement and at intermediate level, engagement with families should be improved.</p> <p><a href="#">Supporting the attainment of disadvantaged pupils: articulating success and good practice</a></p>	1, 2, 6

	Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.	
Pupil Premium Champion (£2575)	A member of staff has been strategically appointed to the Senior Management Team. They are tasked with a focus on provision and monitoring of Pupil Premium children across the school. They scrutinise the Provision Maps in place for each child, evaluate their impact and support teachers to improve provision for Pupil Premium children with reference to the Education Endowment Foundation toolkit. They also attend relevant training.	1,2,3,4,5,6
Enrichment Activities including residentials and music lessons (£2000 for enrichment plus £2498 for music)	It is important that all pupils have the experience of a residential and visit places that they haven't visited before. Every child also has the right to learn to play an instrument.  Extracurricular activities are an important part of education in its own right. <a href="#">EEF Evidence Brief</a>	3, 5,

**Total budgeted cost: £ 98,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Intended outcome	Success criteria	Evidence from 2022-23
Disadvantaged pupils maintain or exceed the national average for phonics.	Phonics screening check outcomes show that at least 75% of disadvantaged pupils meet the 2022 national average for all pupils for phonics.	<p>79% of pupils in Y1 passed the phonics screening check (NA 2023 79%).</p> <p>63% of disadvantaged pupils in Y1 passed the phonics screening check (NA 2023 67%).</p> <p>78% of re-take pupils in Y2 met passed the phonics screening check (NA 2023 89%).</p> <p>50% of re-take pupils who are disadvantaged in Y2 passed the phonics screening check.</p>
Improved reading attainment among disadvantaged pupils.	<p>Picture building (such as learning walks, lesson pop-ins, coaching and pupil voice) shows:</p> <ul style="list-style-type: none"> <li>consistent teaching of phonics and early reading, spotlighting the disadvantaged pupils where appropriate to enable them to keep up.</li> <li>consistent teaching of whole-class reading from Y2-Y6.</li> <li>pupils enjoy reading and can articulate why.</li> </ul> <p>Teachers are ambitious for disadvantaged children so that KS1 and KS2 reading outcomes in 2024/25 return to at least the national average for pupils who met the expected standard</p>	<p>Picture building has shown a much more consistent approach to the teaching phonics and early reading. Coaching has been effective in supporting all staff and the Early Reading Lead is driving improvement.</p> <p>Picture building has also shown that the teaching of reading from Y2-Y6 is effective and that teachers are enthusiastic about teaching it. Lesson pop-ins have shown a mostly consistent approach and this will continue to be implemented next year.</p> <p>Pupil feedback has been overwhelmingly positive, with many pupils choosing to continue to read the books as their</p>

		<p>reading for pleasure book. Reading for pleasure will continue to be a focus for the school next year as we will be part of the Open University Reading for Pleasure programme.</p> <p>72% of pupils in Y2 achieved EXS or above in reading (NA 2023 68%).</p> <p>50% of disadvantaged pupils in Y2 achieved EXS or above in reading (NA 2023 54%).</p> <p>74% of pupils in Y6 achieved EXS or above in reading (NA 2023 74%).</p> <p>33% of disadvantaged pupils in Y6 achieved EXS or above in reading (NA 2023 60%).</p> <p>52% of pupils in Y1 met the expected standard or above in reading. <b>NOT ON TRACK.</b></p> <p>26% of disadvantaged pupils in Y1 met the expected standard or above. <b>NOT ON TRACK.</b></p> <p>69% of pupils in Y3 met the expected standard or above in reading. <b>ON TRACK.</b></p> <p>50% of disadvantaged pupils in Y3 met the expected standard or above. <b>NOT ON TRACK.</b></p> <p>73% of pupils in Y4 met the expected standard or above in reading. <b>ON TRACK.</b></p>
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		<p>44% of disadvantaged pupils in Y3 met the expected standard or above. <b>NOT ON TRACK</b></p> <p>77% of pupils in Y5 met the expected standard or above in reading. <b>ON TRACK.</b></p> <p>100% of disadvantaged pupils met the expected standard or above in reading. <b>ON TRACK.</b></p>
<p>Improved writing attainment among disadvantaged pupils.</p>	<p>Undertake picture building and identify areas of strength and areas for development.</p> <p>If appropriate, investigate alternative approaches (through research, wider reading and training) for the teaching of writing.</p> <p>Provide professional development for staff on any identified areas for development and if necessary, any new approaches.</p> <p>KS2 writing outcomes in 2024/25 return to at least the national average for expected and greater depth so the school returns to its pre-COVID strength in writing.</p>	<p>The English Lead has spent time picture building for writing and has identified progression as an area for development. This has led to wider reading and investigation into alternative approaches. Following this investigation, the writing long-term plan across the school has been re-written by the English team to ensure a more cohesive and progressive approach. This will be implemented in September 2023 and the monitored throughout the year.</p> <p><b>68% of pupils were EXS or above in writing in Y6 (NA 2023 71%).</b> 3% of pupils were assessed as achieving greater depth. This is an increase from the 2021-22 academic year where 60% of pupils achieved EXS or above in writing and 0% achieved greater depth.</p> <p><b>17% of disadvantaged pupils in Y6 met the expected standard in writing (NA 2023 58%)</b></p>

<p>The curriculum is matched to the specific needs of disadvantaged children with SEND.</p>	<p>Evidence from picture building shows:</p> <ul style="list-style-type: none"> <li>• Lessons/activities are matched to the specific needs of pupils with SEND so that they can consistently access the curriculum.</li> <li>• Where appropriate, children have targets which are SMART and are addressed within the adaptations that teachers make to the curriculum.</li> <li>• Teachers endeavour to close any gaps in learning so that children are supported to keep up.</li> <li>• Teaching assistants are skilfully deployed to support children with their learning.</li> <li>• Pupils make good progress from their starting points.</li> <li>• Pupils can talk about their learning.</li> </ul>	<p>The curriculum for those with SEND is now more consistently aligning with their needs. Staff have been supported with understanding any plans/targets children have and implementing these in the classroom. This is monitored by the SEND support teacher.</p> <p>Many children who have SEND are taught a personalised curriculum. There still needs to be some development in ensuring that teachers are aware of what these pupils are working on and what these next steps need to be but there is improvement, particularly in maths where the White Rose workbooks have been used successfully to support children working out of their year group.</p> <p>Teaching assistants have received training in specific difficulties such as dyslexia and SEMH.</p> <p>Data shows that: 75% of disadvantaged pupils with SEND have made expected or better than expected progress in reading. 46% of disadvantaged pupils with SEND have made better than expected progress in reading.</p> <p>88% of disadvantaged pupils with SEND have made expected or better than expected progress</p>
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		<p>in writing. 12% of disadvantaged pupils with SEND have made better than expected progress in writing.</p> <p>68% of disadvantaged pupils with SEND have made expected or better than expected progress in maths. 34% of disadvantaged pupils with SEND have made better than expected progress in writing.</p>
<p>Maintain and improve strategies currently in place for supporting social, emotional and mental health needs.</p>	<p>Maintain and extend the current offer for social, emotional and mental health support in school, including training attachment based mentors, ELSAs and using external agencies.</p> <p>Evidence from picture building shows that:</p> <ul style="list-style-type: none"> <li>• Pupils and families feel supported to manage and understand their social, emotional and mental health needs.</li> <li>• Pupils are more able to access their learning successfully.</li> </ul>	<p>More TAs have been trained in Attachment Based Mentoring and ELSA. This has enabled us to support more children with SEMH needs.</p> <p>The behaviour policy has been reviewed and training will be given to all staff in September 2023.</p> <p>Zones of Regulation training will be given to all staff in September 2023 and this will be implemented across the school.</p> <p>An Early Help co-ordinator has been appointed to support with the TAF process where families may need support. The DSL regularly signposts families to external agencies.</p>
<p>To achieve and sustain improved attendance for all</p>	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The attendance gap between disadvantaged pupils and their</li> </ul>	<p>2022-23 Attendance for disadvantaged pupils: 92.5%</p>



<p>pupils, particularly our disadvantaged pupils.</p>	<p>non-disadvantaged peers being reduced by at least 2%.</p> <ul style="list-style-type: none"> <li>The percentage of all pupils who are persistently absent being below 12.1% (NA 2020-21) and the figure among disadvantaged pupils being no more than 3% lower than their peers.</li> </ul>	<p>Attendance for non-disadvantaged pupils: 94.8%</p> <p>Attendance for all pupils: 94.5% (2022-23 national attendance data is 94.0%)</p> <p>Gap: 2.3% <b>ON TRACK</b></p> <p>45 pupils are persistently absent: 11.9% (NA 2020-21 12.1% and 2022-23 17.2%)</p> <p>9 disadvantaged pupils are persistently absent: 17% of disadvantaged pupils. 2.4% of all pupils.</p> <p>36 non-disadvantaged pupils are persistently absent: 11% of non-disadvantaged pupils 9.5% of all pupils.</p> <p>Gap: 6% <b>NOT ON TRACK</b></p>
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## 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
Reading	Accelerated Reader
Phonics	Read, Write, Inc.
Maths	Mathletics Times Tables Rockstars
Data Analysis	Insight
Speech and Language	Speech and Language Link

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

### **Year group breakdown:**

Reception: 2 pupils, Y1: 0 pupils, Y2: 1 pupil, Y3: 2 pupils, Y4: 1 pupil, Y5: 0 pupils, Y6: 1 pupil

Total: 7 pupils eligible for the service premium

### **How the service premium allocation was spent:**

Targeted intervention e.g. phonics, maths.

Additional emotional support as needed.

Progress was tracked in exactly the same way as disadvantaged pupils.

A TA in classes that did not have any children with EHCPs but had children eligible for the service premium.

### **The impact of that spending on service pupil premium eligible pupils**

#### **Headlines**

Across the school. 86% of service children met the expected standard in reading.

Across the school, 86% of service children met the expected standard in writing.

Across the school, 57% of service children met the expected standard in maths.

#### **Statutory data**

50% of service children in reception met GLD.

100% of service children in Y2 met the expected standard in reading and writing and 0% met the expected standard in maths.

Service children in Y4 achieved 24/25 on the Multiplication Check.

100% of service children in Y6 met the expected standard in reading and writing and 0% met the expected standard in maths.

#### **Progress**

75% of service children made expected or above expected progress in reading.

100% of service children made expected or above expected progress in writing.

50% of service children made expected progress in maths.