



Pupil premium strategy statement

Academic Year 2023-2024

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	Hopton CEVC Primary School
Number of pupils in school	76
Proportion (%) of pupil premium eligible pupils	29% (22)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Full Governing Body
Pupil premium lead	Claire Wright
Governor / Trustee lead	Gillian McGill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 41000
Recovery premium funding allocation this academic year	£ 0
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	£ 41000

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about Pupil Premium, it is important to consider the context of our school and our pupils together with the challenges faced.

Context:

We recognise that "Disadvantaged" includes:

Free School Meals (FSM),

Pupil Premium Grant (PPG),

Children in Care (CiC) / Looked After Children (LAC) / Previously Looked After Children (PLAC)

one-parent families;

those with serious safeguarding concerns,

those families "just about managing

Our current Pupil Premium strategy plan focuses on the following to achieve the objective set out above

- Supporting the Social Emotional and Mental Health needs of the school with bespoke one to one provision where required. Ensuring that needs are swiftly met.
- Mental Health Support through the West Suffolk Mental Health Support Team, and Emotional Literacy Learning Assistant (ELSA).
- A solid and supportive pastoral response to issues around attendance.
- Work with MDSA's to develop outside and inside space and resources. Increase the MDS ratio to support the play.
- Use of Language Link and Word Aware strategies to address gaps in communication and oracy skills.
- Promote reading across the school by investing in the library. Use the local community to support the running of the library. Ensure that reading assessment is robust.
- Use of 'Ready to Progress' criteria, alongside our current White Rose mixed age plans to provide interventions.
- Work with the English and Maths hubs to develop our practice further.

Key Principles of the Plan

The Pupil Premium Plan seeks to address the key challenges of the school, through a long term focus on the main barriers that are having the most adverse impact on our disadvantaged pupils. The plan uses a tiered model which focuses on:

1. **High-quality teaching**, such as staff professional development
2. **Targeted academic support**, such as interventions
3. **Wider strategies** to address non-academic barriers to success in schools, such as attendance, behaviour, and social and emotional support

Whilst implementing this support, it is also important to Hopton CEVC Primary School that we continue to work alongside our curriculum drivers, the foundations of the school vision, direction and individualised curriculum for the children. The drivers have been identified by parents, Governors, staff and children and form a structure to which all learning is planned. It is the **WHY** to the decisions we make. They continue to be woven into all aspect of school, including the Pupil Premium Strategy. They are:

Autumn 1

PLAY

Playing is a huge part of my human fabric. Being playful within my learning allows me to explore the impossible and pour fun into the process. Socialising and interacting with others is a skill that needs to be developed over time. I am open to solutions and actively seek to get on with everyone.

Autumn 2

WONDER

I am enthusiastic and passionate about life. I love to ask 'what if...?' and allow my imagination to take me on a journey. I am open to the fact that something may have more than one answer and take pleasure in exploring the possibilities. My joy in learning new things is infectious and I often take others on my journey.

Spring 1

INSIGHT
UNDERSTANDING
VISION

I understand who I am and the impact my actions have on others. I have an understanding of the world around me, looking to learn about other cultures and beliefs. I am tolerant of others and how they see the world. I have a solid moral compass and strive to lead by example in all areas of life.

Spring 2

RISK

I take part in unusual and daring activities that take me out of my comfort zone. I take part in new experiences whether I like them or not! My learning is exhilarating, and I come to school with a sense of excitement. I break away from daily routines to keep myself moving forwards and loving what I do.

Summer 1

voice

I understand that communication is the key to relationships and learning. I am able to use my voice in a manner of complex ways which led me to forge friendships and extend my knowledge. I take pride in voicing my opinions and seek to listen to others in the process. My voice is the most powerful tool I can harness.

Summer 2

experience

I am open to new experiences and use them to scaffold my learning. I understand that in order to grow I need to embrace all that is on offer to me. I use experiences to make links and conclusions about life. I share experiences with others and play an important role in discovering and exploring.

Challenges

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

Challenge number	Detail of challenge
1	Poor language and communication skills
2	Working below age related expectations due to gaps in knowledge
3	Emotional wellbeing, resilience and behaviour difficulties.
4	Complex family situations that prevent children from flourishing. This can sometimes cause disengagement from parents. These challenges are varied, requiring intensive support and individual reasons to situations.
5	High persistent absence due to medical needs, emotional school-based avoidance and parent apathy.

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
<ul style="list-style-type: none"> → For all children to be available for learning. Social, emotional and mental health challenges are supported in a whole school approach. → The effects on development from COVID-19 will be managed and supportive for the children. Children will therefore feel happy and safe in school and learn how to become available for learning. 	<ul style="list-style-type: none"> → Children who struggle in the mainstream environment will have support to manage and regulate their emotions. They will spend less time out of the classroom after dysregulation. → Behaviour incidents decline in the school. Both classroom and playtime patterns of behaviour will be monitored. → Children will know how to get help and report back on the success of the help. → Children are shown to be confident, resilient, independent and have a strong sense of character. → Children are taught to be responsible and respectful

	<ul style="list-style-type: none"> → Children will embrace an increased challenge and risk within learning. → Children have a strong sense of self and belonging. → Children are confident and independent learners.
<ul style="list-style-type: none"> → For more children entitled to PP to be working in line with peers in communication and language. 	<p>For at least 60% of PP children to be working at expected levels in communication and language.</p> <ul style="list-style-type: none"> → Children will be identified and supported through Language Link and Junior Language Link. → Word Award training and implementation continues across the school to ensure children are exposed to the correct vocabulary. → Through word aware children gain clarity on the spoken word. → Staff develop practice through CPD on research on oracy in school. → Pedagogy and teaching is improved with a set of non-negotiables for oracy within school.
<ul style="list-style-type: none"> → Investment in phonics and reading <p>For more children entitled to PP be working in line with their peers in reading.</p>	<p>For at least 60% of PP children to be working at expected levels in Reading (last year this was 45%)</p> <ul style="list-style-type: none"> → Children will read more. → They will make expected/better than expected progress. → Children will show an interest in books and talk enthusiastically about their reading experiences. → Children will have a consistent and rich exposure to vocabulary- supported by the Word Aware Programme. → Practitioners will understand the importance of 'Oracy through CPD and research
<ul style="list-style-type: none"> ➤ Children in EYFS need a suitable outside environment which is resourced well to achieve their Early Learning Goals. 	<ul style="list-style-type: none"> → Opportunities through learning in Outdoor play will be increased. Children will progress in both confidence and social skills by using the area. → Children will have access to a safe outside area. → The area will be sufficiently resourced to complement the environment → Resources will allow children to excel in their Early Learning Goals where appropriate. → Pupil perceptions evidence impact.

<p>➤ Financial restrictions will not reduce opportunities for children thus impacting their social and emotional well-being</p>	<ul style="list-style-type: none">→ Financial circumstances do not create a barrier to emotional well being→ Financial circumstances do not create a barrier to learning.→ Children are not hungry→ All children have the resources they need in school→ Trips are subsidised.
---	--

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: £ 2300


Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Language Link & Junior Language Link assessment and interventions (£300)</p> <p>Implementation of Oracy Benchmarks across the school.</p> <p>High Quality Teaching</p>	<p>The Education Endowment Foundation’s (EEF) evaluation of oral language interventions as part of the its ‘Teaching and Learning Toolkit’ shows that they have a ‘positive impact’ on learning at a very low cost. It summarised that “Overall, studies of oral language interventions consistently show a positive impact on learning, including oral language skills and reading comprehension. On average children who participate in oral language interventions make approximately five months’ additional progress over the course of the year”</p> <p>Research behind the Oracy Benchmarks outlines what constitutes a high quality oracy education. They provide a robust and realistic framework for teachers and schools to:</p> <ul style="list-style-type: none"> → Understand what makes a high quality oracy education. → Articulate clear goals for their own oracy provision. → Open up dialogue about their current practice → Guide strategic planning and improvement → Further CDP on Professional Development Days to ensure children are given the opportunity to practice Oracy skills → Oracy is reported in the end of year reports 	<p>1, 2</p>
<p>Word Aware Vocabulary Programme and vocabulary focus in school across the curriculum.</p> <p>High Quality Teaching</p>	<p>“Vocabulary levels are strong predictors of later literacy skills. They predict not only how well children will develop reading comprehension, but also their phonological awareness and phonic knowledge. Vocabulary level at age 5 has been found to be the single best predictor of whether a child brought up in poverty will escape poverty in adult life. Without a good vocabulary, children struggle to understand what they are taught, to express how they feel, to manage social situations and resolve conflicts” Jean Gross CBE, in foreword to ‘Word Aware-Teaching Vocabulary across the day, across the curriculum’ (2014)</p>	<p>1</p>
<p>Working with English and Maths hubs to improve teaching and learning further</p> <p>High Quality Teaching</p>	<p>(EEF) Professional development is likely to be more effective when designed and delivery shows an expertise from a range of sources. This may include internal and external expertise. Teacher developers should choose activities that suit the aims and context of their professional development programme. Successful models have included regular, expert-led, conversations about classroom practice, teacher development groups and structured interventions.</p> <p>Maths lead will continue to work with National Centre for Excellence in the Teaching of Mathematics (NECTUM) to ensure that staff CDP and delivery of Mathematics is of a high standard. NECTMS pedagogical aims are</p> <ol style="list-style-type: none"> 1) Teachers adapt strategies to ensure children adopt the whole curriculum. 2) Teachers and children emphasise number facts, precise mathematical languages and full sentences. 3) Lessons develop children’s fluency and reading together. 	<p>2</p>

	<p>4) Teachers plan maths lessons by mapping key mathematical concepts in a topic, then breaking them down into small steps.</p> <p>5) Teachers are adopting and adapting teaching for mastery principles in mixed-age classes.</p> <p>Ofsted identified that personalised professional development and upskilling of all staff through subject specialists, lead to strong progress for students in programme schools they have visited.</p>	
<p>Investment in Phonics and reading</p> <p>Teachers will read aloud to the children. Children will be taught reading comprehension once a week in discrete lessons. Opportunities will be created for peer reading across the school. Parents will be encouraged to read with their children during book looks. Workshops from external professionals will be delivered to the children. World Book Day will be embraced across the school.</p> <p>Kindles for the library. Cost to include, charging stations and protective covers.</p> <p>Books linked to topics and hobbies and interest. Buddy Books also to be purchased (peer reading)</p> <p>£ 2000</p> <p>High Quality Teaching</p> <p>Budget Code: Pupil premium</p> <p>1</p>	<p>Department for Education</p> <p>Having access to resources and having books of their own has an impact on children’s attainment. There is a positive relationship between the estimated number of books in the home and attainment (Clark 2011).</p> <p>Children who have books of their own enjoy reading more and read more frequently (Clark and Poulton 2011).</p> <p>An important factor in developing reading for pleasure is choice; choice and interest are highly related (Schraw et al, 1998; Clark and Phythian-Sence, 2008)</p> <p>Literacy -targeted rewards, such as books or book vouchers have been found to be more effective in developing reading motivation than rewards that are unrelated to the activity (Clark and Rumbold, 2006).</p> <p>Parents and the home environment are essential to the early teaching of reading and fostering a love of reading; children are more likely to continue to be readers in homes where books and reading are valued (Clark and Rumbold, 2006).</p> <p>Reading for pleasure is strongly influenced by relationships between teachers and children, and children and families (Cremin et al, 2009).</p>	2
<p>New Synthetic Phonics Programme: Twinkl Phonics</p> <p>By ensuring high-quality phonics teaching the government wants to improve literacy levels to:</p> <p>give all children a solid base upon which to build as they progress through school</p>	<p>Department for Education</p> <p>“There is more to reading than phonics - but there is also a weight of evidence that systematic synthetic phonics, taught in the first years of a child’s education, gives children key building blocks they need to understand words, underpins children’s attainment of a good standard of reading and can inspire a lifetime love of reading.</p> <p>The government is determined to raise the standard of reading in the first years of primary school so that children can master the basic decoding skills of reading early and then spend the rest of primary school reading to learn.</p>	2

<p>help children to develop the habit of reading widely and often, for both pleasure and information</p> <p>High Quality Teaching</p> <p>Budget Code: Pupil premium 2</p>	<p>The fact is that alternative methods have left too many young people with poor literacy levels, especially among children of more disadvantaged families, and we are determined that every child can read to their full potential.”</p>	
---	--	--

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

Budgeted cost: **£23000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide bespoke support for children with additional needs.</p> <p>£21000</p> <p>Targeted / Specialist Academic Support</p>	<p>EEF Targeted and specialist academic support. Click on the poster for further information.</p>  <p>Evidence can help to support schools' decisions around which interventions to adopt in their setting. Where schools deliver one to one or small group tuition, they should consider factors that are typically associated with positive learning outcomes:</p> <ul style="list-style-type: none"> → Learning in one to one and small groups is carefully linked with classroom teaching. → For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced and well-trained. → Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. <p>In some cases where the school has come through assessment and completed the ASSESS, PLAN, DO, REVIEW process it will be appropriate to support a child in the setting with a one to one adult. Children who require this support, rely on both the expertise of quality teaching in the classroom and</p>	<p>2,3</p>

	a skilled practitioner to work with them outside of the classroom when they are not available for whole class activities.	
Lexplore Reading Analytics (£2000)	<p>This assessment method, invented in January 2013, is based upon data from the Kronoberg project; an entirely unique longitudinal study of reading and writing which began almost 30 years ago at the Karolinska Institute in Stockholm. As part of the project, eye movement recordings were taken for hundreds of children, both with and without reading difficulties. Their academic and reading progress was then followed from year 3 to adulthood.</p> <p>By analysing eye movement patterns from this study combined with additional research from the Dyslexia Project in the Swedish municipalities of Järfälla and Trosa, the researchers and founders Gustaf Öqvist Seimyr and Mattias Nilsson Benfatto were able to show that the statistical models they had developed could accurately predict which students would experience difficulties after as little as 30 seconds of reading. The cumulative results from their work were published in PLoS One (Benfatto et al., 2016).</p> <p><i>“ Eye movements provide one of the best ways to measure reading ability at an incredibly in-depth level. “</i></p>	2

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

Budgeted cost: £ 15700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>MDSA team to produce and implement a robust lunchtime play plan. This will require a level of planning and resourcing to ensure the offer remains consistent. (£1000)</p> <p>Budget Code: Pupil premium 3</p>	<p>EEF recognises that</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>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>Three broad categories of SEL interventions can be identified:</p> <p>School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning;</p> <p>Universal programmes which generally take place in the classroom with the whole class; and</p> <p>More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs</p> <p>EEF on outdoor learning</p> <p>Outdoor Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes</p>	3, 4 & 5

<p>Create a Pastoral Co-Ordinator in the School with ELSA qualifications.</p> <p>Provide 1:1 support for identified children.</p> <p>Provide ongoing support for the parental community</p> <p>(£5000)</p>	<p>The Emotional Literacy Support Assistant (ELSA) programme is an example of an individualised intervention to support pupils experiencing a range of social and emotional needs. Semi-structured interviews were conducted to explore parents’ constructions of several aspects of the programme: its aims and how these are achieved; its impact on children, within school and home contexts; the function and value of parental contact with ELSAs; and ways in which the programme could be improved. A thematic analysis of the data indicated that a majority of parents perceived the programme to impact positively on social and emotional aspects of development, with skills learned within the ELSA sessions transferring to the home context. Parents also noted several ways in which the programme could be enhanced: improved home–school communication; agreed and measurable targets and outcomes; and plans for children’s next steps. Implications for developments and extensions of the ELSA programme are discussed and the role of educational psychologists within this process is highlighted.</p> <p>Educational Psychology in Practice (Volume 36 2016- Volume 2)</p>	<p>3,4,5</p>
<p>Introduction of the Zones of Regulation in the school.</p> <p>£2000</p>	<p>The Zones of Regulation is a metacognitive framework for regulation and treatment approach that is based on immense evidence in the fields of autism, attention deficit disorders (ADD/HD), and social-emotional theories.</p> <div data-bbox="539 1070 662 1196" data-label="Image"> </div> <div data-bbox="842 748 1262 1205" data-label="Diagram"> </div> <p>The Zones of Regulation is a whole school strategy aimed to help children identify and manage how they are feeling. Self-regulation can go by many names such as ‘self-control’, ‘self-management’, ‘anger control’ and ‘impulse control’. These terms all describe people’s ability to adjust their level of alertness and how they display their emotions through their behaviour to attain goals in socially adaptive ways (Bronson 2001). This can include regulating one’s sensory needs, emotions and impulses to meet the demands of the environment.</p>	<p>3,4,5</p>
<p>Provide an on-going budget for resources in the Keeping it well In School (KIWIS) room (£2700)</p> <p>Budget Code: Pupil premium 4</p>	<p>The Department for Education (DfE) recognises that ‘in order to help their pupils succeed; schools have role to play in supporting them to be resilient and mentally healthy’’. There is good evidence to support this assertion and Ofsted have highlighted that children and young people themselves want to learn more about how to keep themselves mentally healthy. The delivery of the RSE curriculum, use of ELSA in school and the support of the Primary Mental Health Team through the Brain Buddies programme, has allowed children this opportunity. The National Institute for Health and Care Excellence (NICE) advises that all primary schools should be supported to adopt a comprehensive, ‘whole school’ approach to promoting the social and emotional wellbeing of the children. Such an approach moves beyond learning and teaching and pervade all aspects of the life of a school, and has been found to be effective in bringing about and sustaining health benefits. DfE also identifies a whole school approach to promoting mental health as a protective factor for child and adolescent mental health.</p>	<p>3, 4 & 5</p>

<p>A reserved amount of money will be used so there are no restrictions to the opportunities available for children. Children’s emotional well-being will be protected where possible though the funding (£3000)</p> <p>Budget Code: Pupil premium 5</p>	<p>‘Poverty is known to affect children's self- confidence and their relationships with other children. Young people living in low-income households report a stigma attached their circumstances, which impacts on school and community involvement. Children growing up in poverty are more likely to suffer from low self-esteem.’</p> <p><i>The cost of child poverty for individuals in society.</i> A literature Review.</p>	<p>1,2,3, 4 & 5</p>
<p>EYFS teacher will provide resources which complement the new outside area.</p> <p>All learning will be planned around opportunities in both the inside and outside environment.</p> <p>£2000</p> <p>Budget Code: Pupil premium 6</p>	<p>EEF states</p> <p>Play can be broadly defined as an enjoyable activity that is pursued for pleasure or its own sake. It can be contrasted with activities that have explicitly defined learning outcomes, or games, which are likely to have clearer rules or a competitive element. Play-based activities might be solitary or social, and involve a combination of cognitive and physical elements. Activities might be adult-guided, for example through the suggestion of a scenario for pretend play. In other cases, activities will be largely child-initiated (“free-play”), with adult involvement focused on the provision of props, or the design and management of the learning environment.</p> <p>Some examples of play-based learning may overlap with Self-regulation approaches or Social and emotional learning strategies. Some play-based interventions have been developed for children with social, emotional or behavioural problems. These programmes explicitly aim to improve social and cognitive skills by teaching children how to play.</p> <p>Positive outcomes have been identified for a range of early learning outcomes including vocabulary, reasoning and early numeracy. Evidence related to early language and problem solving outcomes is mixed.</p>	<p>1,3,4 & 5</p>

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 2022 to 2023 academic year.

Attendance

2022/2023

Disadvantage attendance = 93.2% (non-disadvantaged 93.6%)

Disadvantaged persistent absence = 7.1% (non-disadvantaged 9.8%)

Reception 2022/2023

Good level of development disadvantaged children 0% (non-disadvantaged 60%)

Year One Phonics Screening

Disadvantaged 80% (non-disadvantaged 83.3%)

Year Two SATs (Achieving age related expectations ARE)

Reading disadvantaged 33% (non-disadvantaged 86%)

Writing disadvantaged 33% (non-disadvantaged 86%)

Maths disadvantaged 66% (non-disadvantaged 86%)

Year Four Multiplication Table Check



These statistics cover the national attainment of pupils who took the multiplication tables check in summer 2023.

- **29% of eligible pupils scored 25 (full marks) in the multiplication table check**, an increase of 2.9 percentage points (from 27%) compared to 2022 (based on unrounded figures). This was the most common score achieved.
- **Average attainment score of those who took the check increased 0.4 points for all pupils (19.8 to 20.2) since 2022.**
- Disadvantaged pupils and pupils with English as first language performed less well in the multiplication check than other pupils, and the gap has remained broadly similar for both groups. The average attainment score of pupils who took the multiplication tables check increased for disadvantaged pupils from 17.9 to 18.3 and the average score of pupils who took the multiplication tables check with a first language of English has increased 0.5 points from 19.4 to 19.9 compared to 2022.
- **London is the highest performing region**, with an average score of 21.1; the South West is the lowest performing region with 19.7. In other regions, the average score ranged from 20.0 in the South East to 20.3 in the West Midlands.

In comparison Hopton's mean average was 22.
 50% achieved 25 marks.
 Disadvantaged children's average was 18.5
 20% of disadvantaged children got 25

Year Six SATS (Achieving age related expectations ARE)

Reading disadvantaged 0% (non-disadvantaged 80%)

Writing disadvantaged 0% (non-disadvantaged 70%)

RWM disadvantaged 0% (non-disadvantaged 80%)

Maths disadvantaged 100% (non-disadvantaged 80%)

Progress Data 2022-2023

Year One:

What is the percentage of children making EXPECTED progress since September?		SEND	PP
Reading	10/12 83%	0%	60%
Writing	10/12 83%	0%	60%
Maths	10/12 83%	0%	60%
What is the percentage of children making ACCELERATED PROGRESS since September		SEND	PP
Reading	0	0%	0%
Writing	0	0%	0%
Maths	0	0%	0%

Year Two

What is the percentage of children making EXPECTED progress since September?		SEND	PP
Reading	100%		100%
Writing	100%		100%
Maths	100%		100%
What is the percentage of children making ACCELERATED PROGRESS since September		SEND	PP
Reading			
Writing			
Maths			

Year Three

What is the percentage of children making EXPECTED progress since September?		SEND	PP
Reading	4/8 50%		1 / 4 25%
Writing	8/8 100%	100%	4/4 100%
Phonics			RA ¼ 25%
Spag	7/8 88%		3/4 75%
Maths	5/8 62%	100%	3/4 75%
What is the percentage of children making ACCELERATED PROGRESS since September		SEND	PP
Reading	4/8 50%	¼ 25%	¾ 75%
Writing			
Phonics	2/4	¼ 25%	50%

Spag		
Maths	3/8 38%	¼ 25%

Year Four

What is the percentage of children making EXPECTED progress since September?		SEND	PP
Reading	7/10 70%	1 100%	2/4 50%
Writing	7/10 70%	1 100%	2 / 4 80%
Maths	5/10 50%	1 100%	2 / 4 50%
What is the percentage of children making ACCELERATED PROGRESS since September		SEND	PP
Reading	3/10 30%	0	1/4 25%
Writing	3/10 30%	0	1/4 25%
Maths	5/10 50%	0	2/4 50%

Year Five

What is the percentage of children making EXPECTED progress since September?		SEND	PP
Reading	84%		100%
Writing	84%		100%
Maths	76%		100%
What is the percentage of children making ACCELERATED PROGRESS since September		SEND	PP
Reading			
Writing			

Maths	14%		
Year Six			
What is the percentage of children making <u>EXPECTED</u> progress since September?		SEND	PP
Reading	50%		
Writing	80%		
Maths	80%		
What is the percentage of children making <u>ACCELERATED PROGRESS</u> since September		SEND	PP
Reading	40%		
Writing	10%		
Maths	20%		

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

