

Pupil Premium Strategy Statement



This statement details our Newchurch Community Primary School's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
Number of pupils in school	196 (Oct 2024)
Proportion (%) of pupil premium eligible pupils	19.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 2025-2026 2026-2027
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Claire Howarth-Platt
Pupil premium lead	Jayne Narraway John Duckett
Governor lead	Jean Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,600
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£540
Total budget for this academic year <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>	£67,140

Part A: Pupil premium strategy plan

Statement of intent

It is our aim to raise attainment of all disadvantaged pupils and ensure that they receive a rich and varied curriculum, which provides them with a flying start across all areas of learning, raises aspirations and supports them in making a positive contribution to society.

Our plan focuses on whole school challenges which affect all disadvantaged pupils along with identifying their individual needs – socially, emotionally and academically. Using analysis of key data, we have recognised that writing currently represents a key area to develop in order to provide our children with the best start in their education to lead to future success. Allied to this, we believe that our disadvantaged pupils would benefit from focused support in the acquisition and use of phonics and spellings strategies beyond the initial teaching phase.

We also continue to understand the importance of attendance and punctuality amongst our disadvantaged pupils and the impact this can have on their attainment.

We recognise that the post-pandemic climate has had a significant effect on disadvantaged pupils and that their social, emotional and mental health (SEMH) needs may require additional support in order to allow them to reach their potential. One of the key aims of this plan is to ensure that timely, effective and personalised support and guidance is provided to all affected children.

The key principles for supporting our disadvantaged pupils revolve around our core values as a school and build on our mission statement of valuing every child and giving them the best opportunity to succeed beyond the primary phase.

Challenges

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

Challenge number	Detail of challenge
1	Lower attainment of some disadvantaged pupils compared with all pupils
2	Low writing skills across Key Stage One and Key Stage Two
3	Phonological awareness and spelling
4	Social, Emotional and Mental Health (SEMH) of some disadvantaged pupils
5	Punctuality and attendance

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
Narrow the gap between PP and non-PP in reading, writing and maths.	<ul style="list-style-type: none"> • Attainment of disadvantaged pupils will be closer to in line with their non-disadvantaged peers. • Disadvantaged pupils will make accelerated progress – identified through school pupil progress meetings and assessment cycles. • Intervention programmes will run to support disadvantaged pupils where needed in order to help reduce the attainment gap. • Individual targets will be in place for pupils and wider cohort focused tasks to help develop attainment. • Systems will be in place to support staff in the identification of the needs of disadvantaged pupils and methods for addressing misconception and low attainment/progress. • CPD will be in place for staff to support in all areas of working with disadvantaged pupils to support rapid catch-up. • Quality First Teaching (QFT) reflects high expectations for all pupils, including those who are disadvantaged. • Baseline assessments and data will be used to identify focus children, including those in the early years stage. • Progress will be monitored to ensure that disadvantaged pupils with the potential to work at the greater depth standard receive the support and challenge expected in order to reach their potential. • Question level analysis and the use of in-school assessment data for writing will be used to identify gaps in learning and adaptations will be made to teaching/intervention to address any identified areas of focus. • Pupils identified as disadvantaged in the Early Years Phase will attain a good level of development by the end of the year. Any children at risk of not reaching these goals will be identified early and plans put in place for accelerated progress. • Special Education Needs (SEND) documentation will reflect the targets identified for disadvantaged pupils who fall into both groups.
Raise attainment in writing.	<ul style="list-style-type: none"> • Writing attainment across the school will reflect closer to, or above, the national average. • Attainment in Spelling, Punctuation and Grammar (SPAG) assessment will show disadvantaged pupils in line with their peers, or will show a continued reduction in the attainment gap. • Children in the Early Years Phase will attain a good level of

	<p>development in communication and language, physical development – fine motor skills and literacy.</p> <ul style="list-style-type: none"> • Classroom environments will strongly support improvement in writing through being vocabulary rich, offering a range of reading options and offering revisit and review elements for the retention of writing features. • The attainment of disadvantaged boys in identified cohorts will be in line with non-disadvantaged and female peers. • Children will be able to edit and proofread their own writing in order to make improvements. • Barriers to transcription are addressed resulting in children achieving age related expectations.
Ensure that the phonological awareness of disadvantaged pupils is in line with national expectation.	<ul style="list-style-type: none"> • Disadvantaged pupils in Year One will pass the Phonics Screening Check (PSC). • Pupils not meeting the PCS standard by the end of Year One will receive intense and focused ‘catch up’ support in Year Two or beyond. • Disadvantaged pupils joining the school will be assessed for their phonological awareness as early as possible and a plan for support put in place where needed. • Regular phonics practice, with fidelity to the model, will be in place across Key Stage One with focused support in Key Stage Two. • Environments will support the application and acquisition of phonics knowledge. • Every child entering Key Stage Two will have passed the PSC.
Improve the spelling attainment of disadvantaged pupils to meet the national average.	<ul style="list-style-type: none"> • Cohort spelling averages for disadvantaged pupils will be in line with the national average. • Intervention will be in place for pupils identified with gaps in their spelling and phonological awareness e.g. Nessy and leads to improved outcomes. • Spelling ages will be in line with disadvantaged pupils’ chronological age and that of their peers. • Regular spelling sessions in all cohorts from Year Two – Year Six will build on phonological awareness. • The vast majority of pupils will meet the age-related expectation in spelling as a result of quality CPD, increasing teacher subject expertise and robust analysis of spelling errors, both in rote learning and written work.
Provide support for children in becoming more independent in their ability to self-regulate.	<ul style="list-style-type: none"> • All disadvantaged children with SEMH needs identified and provision in place to support them. • A wide range of interventions will be in place to offer personalised support for disadvantaged pupils in developing their ability to regulate themselves socially and emotionally to improve their mental health. • Regular SEND meetings held through senior leaders to identify any

	<p>disadvantaged pupils who may require additional support, resources or access to external agencies.</p> <ul style="list-style-type: none"> • Pupil voice in place across the school to allow disadvantaged pupils to express their needs. • Pastoral mentor in place to support children's needs. • Pupil leadership opportunities are given a high profile across the school through wellbeing ambassadors and buddies. These groups will include disadvantaged pupils. • Incidents of dysregulation will be reduced as a result of highly-effective provision, visible consistency and visible kindness.
Improve punctuality of children	<ul style="list-style-type: none"> • Regular meetings with Local Authority identify persistently poor punctuality and means to address and improve this. • Poor punctuality addressed through communication and meetings with parents and carers. • Children praised for positive punctuality and notable improvement through verbal feedback from class staff, school leaders and through meetings with parents and carers. • Focused systems will be in place for the monitoring and recording or lateness through the school office. • Children's punctuality for target pupils will be greatly improved.

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuous Professional Development (CPD) in place for all staff to support improvement in the identification of gaps in basic skills.</p> <ul style="list-style-type: none"> • Spelling, Punctuation and Grammar training • Focused Early Careers Framework (ECF) support with experienced mentors 	<p>EEF – Improving classroom teaching (+4 months)</p> <ul style="list-style-type: none"> • Improve child outcomes including independent thinking, self-esteem, confidence and problem-solving skills. <p>EEF – Mastery learning (+5 months)</p> <ul style="list-style-type: none"> • Builds growth mindset. 	1, 2, 3, 4

<p>established.</p> <ul style="list-style-type: none"> • Editing and proofreading development. • Using oracy in and beyond the classroom training. • Established subject leader support in all areas to identify and focus on disadvantaged pupils. • Continued review of phonics standards across the school and staff knowledge and awareness of curriculum expectations. 	<ul style="list-style-type: none"> • All learners succeed in key curriculum objectives. <p>EEF – Individualised instruction (4 months)</p> <ul style="list-style-type: none"> • Small group work allows for peer-support and progress • Adaptation to learning to support SEND pupils. <p>EEF – Feedback (+6 months)</p> <ul style="list-style-type: none"> • Focused feedback aids target setting and attainment. 	
<p>Staff training on the development of collaborative learning strategies across the curriculum leads to increased engagement in learning and improved outcomes in addition to improved learning behaviours.</p>	<p>EEF – Peer-tutoring (+5 months)</p> <ul style="list-style-type: none"> • Greater confidence in subjects and more positive attitudes towards learning. • Improved self-esteem. • Improved social interaction and classroom behaviour. <p>EEF – Collaborative learning (+5 months)</p> <ul style="list-style-type: none"> • Improved behaviour and motivation. 	1, 2, 3
<p>Review of Quality First Teaching across all subject areas based on lesson visits, learning walks and monitoring of children’s books as well as professional dialogue with teachers during progress meetings.</p> <ul style="list-style-type: none"> • Mathematics support for all staff through CPD, lesson visits and monitoring. • Phonics training • Behaviour management training • Continued training linked to SEND, including supporting disadvantaged pupils with trauma. • Spelling and grammar training for all staff. • Questioning training in place for all teaching staff. 	<p>EEF – Improving classroom teaching (+4 months)</p> <ul style="list-style-type: none"> • Improve child outcomes including independent thinking, self-esteem, confidence and problem-solving skills. <p>EEF – Self-regulation and meta-cognition (+7 months)</p> <ul style="list-style-type: none"> • Motivate learners and instil resilience in their learning and boosting confidence • Enabling pupils to regulate their emotions and behaviour. <p>EEF – Mastery learning (+5 months)</p> <ul style="list-style-type: none"> • Builds growth mindset. • All learners succeed in key curriculum objectives. 	1, 2, 3

<ul style="list-style-type: none"> • Development of success criteria and sequence of learning through CPD. • Use of effective modelling and scaffolding. 		
<p>Review of the mathematics curriculum in order to develop staff confidence in planning for children at a range of attainment levels and enabling the closing of any gaps.</p> <ul style="list-style-type: none"> • Audit of curriculum • Training of all staff • Review of planning processes • Identification and sharing of age-appropriate materials and challenges. • Use of interactive mathematics challenges and a range of recording expectations • Focused use of rote learning where necessary including development of TTRockstars and Numbots. • Review of the homework expectations. 	<p>EEF – Improving classroom teaching (+4 months)</p> <ul style="list-style-type: none"> • Improve child outcomes including independent thinking, self-esteem, confidence and problem-solving skills. <p>EEF – Mastery learning (+5 months)</p> <ul style="list-style-type: none"> • Builds growth mindset. • All learners succeed in key curriculum objectives. • Greater outcomes for higher attaining pupils. 	1

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop individualised approach for children to maximise learning time and improve attainment.</p> <ul style="list-style-type: none"> • Use of reduced timetables where appropriate through liaison with local 	<p>EEF – Self-regulation and meta-cognition (+7 months)</p> <ul style="list-style-type: none"> • Motivate learners and instil resilience in their learning and boosting confidence • Enabling pupils to regulate their emotions and behaviour. <p>EEF – Individualised learning (+3 months)</p>	1, 2, 3, 4, 5

<p>authority.</p> <ul style="list-style-type: none"> • Use of pastoral support for children to regulate behaviour and manage teaching and learning. • Use of learning buddies across the school to facilitate transition. • Development of adaptations in classrooms to meet children's additional needs. • CPD for staff with regards to the specific needs of children. 	<ul style="list-style-type: none"> • Develops independence and personal responsibility. 	
<p>Targeted intervention in place to support pupils access to an age-appropriate curriculum and to meet the expected standard.</p> <ul style="list-style-type: none"> • Use of programmes to support accelerated progress and close the attainment gap e.g. Nessy spelling programme • Focused intervention for mathematics, phonics, reading and grammar where necessary based on accurate Question Level 	<p>EEF – Small group tuition (+4 months)</p> <ul style="list-style-type: none"> • Higher engagement. • Increase in personalised learning opportunities. <p>EEF – Individualised learning (+3 months)</p> <ul style="list-style-type: none"> • Develops independence and personal responsibility. 	1, 2, 3

<p>Analysis (QLA)</p> <ul style="list-style-type: none"> • Interventions in place for children with SEND e.g. pre-teaching concepts and prior learning. • Review of lesson structure and implementation of the 'I do, you do, we do' scaffolding model across all subjects. 		
<p>Targeted support for the acquisition of mathematics basic skills</p> <ul style="list-style-type: none"> • Focused staff CPD to develop the structure of the mathematics curriculum to support all learners • Targeted arithmetic strategies to support fluency and reasoning • Directed expectations and intervention for multiplication, in line with the national Multiplication Tables Check (MTC) and number bonds 	<p>EEF – Small group tuition (+4 months)</p> <ul style="list-style-type: none"> • Higher engagement. • Increase in personalised learning opportunities. <p>EEF – Individualised learning (+3 months)</p> <ul style="list-style-type: none"> • Develops independence and personal responsibility. 	1

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop the behaviour curriculum to allow children to become increasingly independent and ensure consistency at all levels.</p> <ul style="list-style-type: none"> • Creation of the 'Newchurch Way' behaviour curriculum • Establish Head Teacher Behaviour Award 	<p>EEF – Behaviour Intervention (+4 months)</p> <ul style="list-style-type: none"> • Reduction in classroom disruption • Maximised teaching and learning time • Greater independence in self-regulation 	4
<p>Improve punctuality of disadvantaged pupils.</p> <ul style="list-style-type: none"> • Regular meetings with Local Authority • Established school systems e.g. parental meetings and letter correspondence • Attendance Award established for each half term • Recognition of improved punctuality through individualised praise. 	<p>EEF – Parental engagement (+4 months)</p> <ul style="list-style-type: none"> • Increased engagement in learning • Improved punctuality and increased attendance 	5
<p>Develop lunchtime and experiences beyond the classroom to raise engagement in a range of activities.</p> <ul style="list-style-type: none"> • Introduce the OPAL lunchtime curriculum 	<p>EEF – Sports for health and wider outcomes (+2 months)</p> <ul style="list-style-type: none"> • Better physical and mental health. • Reduced obesity. • Improved social skills • Improved attendance. 	4, 5

<ul style="list-style-type: none"> • Development of the outdoor curriculum across all subjects • Support engagement with educational visits to develop cultural capital 		
<p>Utilise the pastoral opportunities to support disadvantaged pupils</p> <ul style="list-style-type: none"> • Wide range of intervention programmes in place • Utilised Emotional Literacy Support Assistant (ELSA) • Individualised Pastoral Plans in place to identify need and support for all target children • Regular review of need through leadership wellbeing and SEND meetings. • Develop self-regulation expectations across all year groups with accurate and consistent monitoring discussed through pupil progress and SEND meetings 	<p>EEF – Self-regulation and meta-cognition (+7 months)</p> <ul style="list-style-type: none"> • Motivate learners and instil resilience in their learning and boosting confidence • Enabling pupils to regulate their emotions and behaviour. 	4
<p>Staff training in Emotional Based School Avoidance (EBSA) with staff able to identify possible gaps in</p>	<p>EEF – Parental engagement (+4 months)</p> <ul style="list-style-type: none"> • Reduced attainment gaps • Positive effects on literacy (+5 months) • Greater home/school communication 	4, 5

<p>attendance and the effect on attainment.</p> <ul style="list-style-type: none"> • Training for parents through workshops. • Regular communication between school and home through the use of established systems. • Punctuality expectations established through behaviour curriculum. • Personalised praise used to focus on identified children and to highlight improvement. 	<ul style="list-style-type: none"> • Raised value of education for pupils <p>EEF – Social and emotional learning (+4 months)</p> <ul style="list-style-type: none"> • Improved attainment through increased attendance and punctuality <p>Raised self-esteem</p>	
<p>Develop the participation of disadvantaged pupils in extra-curricular activities</p> <ul style="list-style-type: none"> • Ensure a wide range of activities are on offer • Pupil voice used to identify activities the children would like to participate in • Source external extra-curricular activities across the curriculum • Develop the curriculum to ensure that cultural capital opportunities are offered 	<p>EEF – Sports for health and wider outcomes (+2 months)</p> <ul style="list-style-type: none"> • Better physical and mental health. • Reduced obesity. • Improved social skills <p>Improved attendance.</p>	4

Total budgeted cost: £ 66,600

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Following an internal pupil premium review in July 2024, the following strengths and areas for development were identified:

Overall Attainment 2023-2024:

Good Level of Development (3 disadvantaged pupils)

2024 School Non-PP	2024 School PP	2024 School Gap	2024 National PP	2024 National Gap
74%	33%	41%	52%	17.9%

There were two of the three PP children who did not achieve a Good Level of Development. One of them had very low attendance due to their medical needs and the other was identified at the end of the year with having significant visual issues following the Reception vision checks. This child also has speech and language difficulties. This data is cohort specific and is not typical of the school.

Going forwards, these children will receive targeted intervention for phonics, reading, writing and mathematics in order to accelerate their progress. An education support plan is in place to facilitate the education any child with medical needs.

Phonics Screening Check (6 disadvantaged pupils)

2024 School Non-Disadvantaged	2024 School Disadvantaged	2024 School Gap	2024 National Non-Disadvantaged	2024 National Disadvantaged	2024 National Gap
89%	67%	22%	84%	68%	16%

The above data shows that the % of disadvantaged children achieving the Phonics Screening Check (PSC) is below that of their non-disadvantaged peers but is in line with the national average. In addition to this, the attainment gap between disadvantaged and non-disadvantaged children is 22% above the national average. It must also be noted that this cohort had 25 pupils equating to 4% rather than 3% like the year before.

The impact of the introduction of the Little Wandle Phonics Programme can be clearly seen in

these outcomes; however, the outcomes are dependent on the demographics of the cohort. The 2023-2024 had two children (33%) with EHCPs working significantly below their peers and who were also pupil premium children.

Key Stage One Outcomes (10 disadvantaged pupils)

		2023 School PP	2023 School Non-PP	2023 School gap	2024 School PP	2024 School Non-PP	2024 School Gap	National Gap
Reading	EXS+	66.7%	76.2%	9.5%	70%	75%	5%	0%
Writing	EXS+	66.7%	71.4%	4.7%	70%	65%	+5%	0%
Maths	EXS+	66.7%	76.2%	9.5%	70%	75%	5%	0%

In reading, it can be seen that although the school gap is slightly higher than the national gap, the school has increased the % of disadvantaged pupils achieving the expected standard in reading, writing and maths when compared with the previous cohort. 20% of the disadvantaged pupils achieved greater depth in reading which is in line with the national average.

In writing, the % of disadvantaged pupils achieving the expected standard is above those who are non-disadvantaged and better than the national average. The school has made strong progress in this area, as in the previous year, disadvantaged pupils were not performing as strong as their peers. The school needs to work on enabling any disadvantaged pupils with the potential to achieve greater depth to do so.

In mathematics, it can be seen that although the school gap is slightly higher than the national gap, the school has increased the % of disadvantaged pupils achieving the expected standard in comparison to the previous cohort. 10% of disadvantaged pupils achieved the greater depth standard.

Key Stage Two Outcomes (6 disadvantaged pupils – 28.6% of the cohort)

		2024 School PP	2024 School Non-PP	2024 School Gap	2023 National Gap
Reading	EXS+	67% EXS 17% GDS	80% EXS 27% GDS	-13% EXS -10% GDS	17.6% EXS
Writing	EXS+	67% EXS 0% GDS	73% EXS 13% GDS	-6% EXS -13% GDS	18.9% EXS
Maths	EXS+	67% EXS 17% GDS	88% EXS 13% GDS	-20% EXS +4% GDS	19.9% EXS
Combined	EXS+	67% EXS 0% GDS	67% EXS 7% GDS	0% EXS +7% GDS	21.8% EXS
SPAG	EXS+	67% EXS 17% GDS	73% EXS 13% GDS	-6% EXS +4% GDS	18.9% EXS

The above data shows that the gap between the % of disadvantaged pupils achieving the expected standard in reading, writing, mathematics and spelling, punctuation and grammar in comparison to their non-disadvantaged peers is less than the national average. It is significantly less in writing, spelling punctuation and grammar. Notably, there % of disadvantaged pupils achieving the greater depth standard in mathematics and spelling, punctuation and grammar is above the national average.

Improve writing skills in Early Years

Academic Year	School Average %	National Average %	Difference +/-
Writing Outcomes 2022-2023	75.0%	71.1%	+3.9%
Writing Outcomes 2023-2024	70.0%	71.4%	-1.4%
Difference +/- from previous year	-5.0%	+0.3%	-5.3%

As a result of the focus on communication and language and also writing across the areas of continuous provision, the writing in the early years is broadly in line with the national average. The fluctuation on the difference is cohort specific as the 2023-2024 has 17.2% of pupils with special educational needs.

It is hoped that outcomes in 2024-2025 will be higher as a result of the increased confidence in the teaching of Little Wandle and an understanding of the expectation to achieve Phonic Phase 4.

Next steps:

- Continue to accelerate outcomes for disadvantaged pupils in Year 1 who did not achieve a Good Level of Development.

Improve attendance of disadvantaged pupils in line with school target of 95% - based on the Analysing School Performance (December 2024)

Group	National Summer 2024	Newchurch Summer 2024	Difference +/-
Whole school	94.6%	96.0%	+1.4%
Boys	94.4%	96.4%	+2.0%
Girls	94.8%	95.7%	+0.9%
EHCP	90.0%	94.8%	+4.8%
SEND Support	92.6%	94.8%	+2.2%
LAC	*	96.8%	TBC
Pupil Premium Ever 6 FSM	92.2%	95.9%	+3.7%
Non-Ever 6 FSM	95.5%	96.3%	+0.8
EAL	94.6%	96.0%	+1.4%

Outcomes for disadvantaged pupils is above the national average at the end of the academic year 2023-2024 and is above the school target of 95%.

Ensure that enrichment opportunities are in place to increase aspirations and develop cultural capital

Disadvantaged pupils (alongside their non-disadvantaged peers) have experienced class trips to enhance their curriculum learning. Residential visits have successfully taken place:

- Year 2 – Burwardsley Outdoor Education Centre - <https://conwaycentres.co.uk/>
- Year 4 – Kingwood Outdoor Education Centre - <https://www.kingswood.co.uk/>
- Year 6 – Arete Outdoor Education Centre - <https://www.aretacentre.co.uk/>

Visitors engage with the school to support assemblies and the curriculum, showcasing their roles.

Ensure that provision is in place to support children's Social, Emotional and Mental Health (SEMH)

The school boasts a very strong pastoral provision which is impacting on the outcomes of the children. As a result of the deployment of the pastoral teaching assistant in Early Years, self-regulation outcomes were 83% which is inline the national average of 82.9%. The school continues to make full use of the member of staff being trained as an Emotional Literacy Assistant to support the children across the school with their pastoral needs. The school has established a more consistent approach to the delivery of Forest School which also impacts on the children's social, emotional and mental health.

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
Mathletics	Mathletics
Reading Plus	Dreambox
Little Wandle	Little Wandle, Letters and Sounds
ELSA	Staff – Becky Sullivan Supported by Local Authority Educational Psychologist
Range of training programmes	National College Online
TTRockstars	Maths Circle

Play Therapy	Jess Gorman
Nessy	Nessy Learning

Service pupil premium funding (optional)

<i>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</i>
Not applicable
The impact of that spending on service pupil premium eligible pupils
Not applicable

Further information (optional)

The school needs to point out the significance of the % of children with special educational needs who are also pupil premium children which impacts on outcomes in different cohorts.

The school's combined SEND and PP profile is as such:

Year Group	% of cohort with SEND and PP
Reception	*
Year 1	50%
Year 2	25%
Year 3	12.5%
Year 4	16.7%
Year 5	14.3%
Year 6	16.7%

22% of the children who are disadvantaged are SEND and 55.6% of the 9 children have an Educational Health Care Plan (EHCP). This profile will need to be considered as the pupils move through school.