

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	John of Gaunt Infant and Nursery School
Number of pupils in school	181 (whole School) 143 (main school only)
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024
Date this statement was published	28.11.2023
Date on which it will be reviewed	28.11.2024
Statement authorised by	Clare Toplis
Pupil premium lead	Clare Toplis
Governor / Trustee lead	Helen Cox

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 42,530
Recovery premium funding allocation this academic year	£3,480
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

# Part A: Pupil premium strategy plan

## Statement of intent

At John of Gaunt Infant and Nursery School, it is really important that we use the pupil premium funding, that we receive, effectively in order to attempt to diminish the difference.

We aim to raise the attainment and progress of disadvantaged pupils so that their performance compares favourably with non-disadvantaged pupils in school and nationally.

We endeavour to address inequalities in the education of pupils from low-income families with the aim of raising the attainment of these pupils; to do this we have been researching how other schools have used their funding and how they have achieved the greatest impact.

Having given a great deal of consideration to how best to use this funding, it is really important that all of our staff have a greater understanding of the different reasons why the pupils in this category may not currently achieve as highly as others.

Prioritising teacher development with the aim of improving teaching and learning within the classroom has been proven to have the greatest impact on the attainment of pupils.

The EFF attainment gap report 2017 identifies what happens in the classroom as making the biggest difference to pupils learning especially for pupil premium pupils. High quality teaching has a positive impact on all pupils but especially disadvantaged pupils (Rivkin et al, teachers, schools and academic achievement, 2005). Implementing effective whole school strategies that develop the quality of teaching is therefore an important aspect.

We appreciate that closing the attainment gap is a long term process rather than a quick fix. Therefore, we accept that sometimes we might not always reap the benefits of what we sow, but Aylsham Learning Federation colleagues might at Bure Valley School or Aylsham High school.

We will continue to endeavour to provide support to our most disadvantaged pupils and their families with the aim of maintaining educational equity.

In order to achieve our aims of improving outcomes for those pupils eligible for pupil premium, we will continue to strive to ensure that outstanding teaching and learning is a consistent and relentless focus. This is paramount to the progress of all of our pupils

and through this, we will be well placed to further improve outcomes for pupils from disadvantaged backgrounds.

Rather than simply use the pupil premium label to target pupil premium pupils with generic interventions, we will endeavour to identify pupils first and foremost by their educational need, as this is a more effective way to approach the work of improving pupil's outcomes. This will allow teachers to look beyond the pupil premium label so that they can address a pupil's barriers to learning and cognitive learning needs.

Research in to the neuroscience of socio-economic status is a new but rapidly growing field. Differences, based on a pupil's socio-economic status, have been consistently observed for working memory, inhibitory control, cognitive flexibility and attention (Daniel Hackman et al, socioeconomic status and executive function).

Teachers will focus on effective classroom practice to address these areas and will need to use instructional methods that give pupils the best possible chances of success given these variations in cognitive function.

## Challenges

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

Challenge number	Detail of challenge
1	Immature social skills
2	Immature language development. Literacy skills and reading ability
3	Immature mathematical skills
4	Low academic starting point
5	Limited knowledge and understanding of the wider, cultural world
6	Social Emotional and Mental health

## 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
Children will have developed their social skills so that they are able to play and interact well with others	Children will play well in EYFS Children's behaviour will be in line with our behaviour policy and expectations

	Children will be able to identify their feelings, talk about them and work to manage their emotional literacy
Children's language development will be in line with their peers	Children will have been screened and then supported using the WellComm programme Children's language will be developed as part of their everyday work including a focus on vocabulary, using full sentences and high expectations
Children will make progress from their starting point with both their phonics and their reading. Our aim would be for children to be at the expected standard with their phonics and reading	All children will follow the RWI program for phonics, reading and writing The lowest 20% have been identified and are supported through the fast track tutoring program
Children will make progress from their starting point with their mathematical knowledge and understanding. Our aim would be for all children to be at the expected standard with their mathematical understanding	All children will follow the Mathematics Mastery program for the teaching of mathematics  The lowest 20% have been identified and supported through the ready to progress program
Children will make progress from their starting point and our aim is to accelerate this progress	Children's learning is taken from where they are and extended from this point High quality teaching ensures good outcomes Children's pastoral needs are met to enable them to make progress academically
Children will be more aware of the world around them Children will have opportunities to look beyond their immediate locality	Children are supported to see beyond their local environment Enrichment opportunities are planned
A school wide focus on children's social emotional and mental health challenges  Children will have access to a wide variety of support	Children receive support from both pastoral teams and semh teams and external agencies where necessary  The Learning Lab (Nurture/SEND) has been established to support those children for whom the classroom is for a short time an inappropriate place to learn

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching	High quality first teaching in every classroom ensures that all children are accessing their learning at their own level, gaps are being addressed and progress is in line with expected	1,2,3, 4 and 5
Interventions	Teachers spending time making sure that those children who need intervention have been identified. Teachers have planned and resourced interventions to meet specific needs	2 and 3
Use of Mathematics Mastery, Read Write Inc. and Purple Mash	These schemes form the basis of the children Literacy and Mathematics learning and are structured to ensure support but offer stretch and challenge too	2 and 3
Tapestry	The use of tapestry for assessment in the EYFS ensures that children are assessed correctly and that the wider remit of involving families in the children's learning and education journey is achieved too	1,2,3,4,5 and 6

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENDCo time and support	The SENDCo spends time assessing and working with children to support them with their SEND needs and secure further support	1,2,3, 4, 5 and 6
Interventions	Structured and targeted interventions ensure that children's gaps have been identified and then supported with the right intervention for their needs. Fast Track Tutoring Mathematics Mastery	1,2,3, 4 and 6

	Precision Teaching WellComm Talk Boost NELI (Nuffield Early Language Intervention)	
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### **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Head of School and Assistant Head teacher time	Work around monitoring and tackling any poor attendance leads to children being in school more and therefore able to learn  Support for staff around behaviour to ensure that there is consistency across the school and that poor behaviour is challenged so that all children are able to learn in a conducive environment.	1,4 and 6
Pastoral Lead	The pastoral lead offers support for both families and children and manages with the DSL all safeguarding concerns  Nurture intervention work to support children with their social skills, emotional needs and behaviours ensures that children are in the right place to learn	1,4 and 5
Semh team	The semh team support the work of the pastoral lead in ensuring that the children's social, emotional and mental health needs are being met  Unmet need in these areas leads to poor development and poor learning	1 and 6
Parent support Advisor (PSA)	Supports the families to be able to support the children  Families who feel more empowered, have higher aspirations links to greater aspirations in the children and improved learning opportunities at home	1 and 6
Learning Lab (school led intervention)	Supports children to manage their semh challenges and manage their emotions  Children access the learning lab in the mornings and are then supported back in their classrooms during the afternoon	1,2,3,4,5 and 6
Family Learning	Support for families to be able to spend time with their children learning about	1,2,3,4, 5 and 6

	<p>their children's education and the ways in which they can help and support.</p> <p>Enabling parents to feel more empowered in their understanding of the children's learning encourages them to help and support at home, have higher aspirations for their children. This in turn leads to greater aspiration in the children</p>	
Support with trips, clubs, childcare	<p>Support for families in need where children would not be able to access enrichment opportunities without support from school</p> <p>Enrichment opportunities support the children's wider learning</p>	5

**Total budgeted cost: £ 128,383**

## 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.

Our reception data shows that the majority of pupil premium children achieved a good level of development. Where children didn't they did however mostly achieve on the Communication and language strand and on their Personal Social Strand.

COM: Listen, Att & UndStd Early Years Foundation Stage	COM: Speaking Early Years Foundation Stage	PSE: Self-Regulation Early Years Foundation Stage	PSE: Managing Self Early Years Foundation Stage	PSE: Build Relationships Early Years Foundation Stage	PHY: Gross Motor Skills Early Years Foundation Stage	PHY: Fine Motor Skills Early Years Foundation Stage	LIT: Comprehension Early Years Foundation Stage	LIT: Word Reading Early Years Foundation Stage	LIT: Writing Early Years Foundation Stage	MAT: Number Early Years Foundation Stage	MAT: Numerical Patterns Early Years Foundation Stage	UTW: Past and Present Early Years Foundation Stage	UTW: People Culture Comms Early Years Foundation Stage	UTW: The Natural World Early Years Foundation Stage	EXP: Creating - Materials Early Years Foundation Stage	EXP: Being Imaginative Early Years Foundation Stage	Total Pts Early Years Foundation Stage	Expected in all 17 ELGs Early Yr
1	1	1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	18	N
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	34	Y
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	34	Y
2	2	2	2	2	2	2	2	1	1	1	1	2	2	2	2	2	29	N
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	34	Y

Year 1 data shows that many of our children met the expected standard in some areas and all made expected progress from their starting point. Many of the Year 1 Pupil Premium children also had significant SEND needs too.

X	Date of Birth	N Status	L	M	Pupil Premium Indicator	Attendance	Worked After	FGD Achieved Early Years Foundation Stage	1 Term 3 Reading JOG Y01 T3	1 Term 3 Writing JOG Y01 T3	1 Term 3 Maths JOG Y01 T3	1 Term 3 Reading prog. JOG Y01 T3	1 Term 3 Writing prog. JOG Y01 T3	1 Term 3 Maths prog. JOG Y01 T3
F	15/08/2017 00:00	K	N	Y	Y	97.1		N	EXS	WTS	WTS	0	0	0
F	04/07/2017 00:00	K	N	Y	Y	68.4		N	PKF	PKF	PKF	0	0	0
M	19/10/2016 00:00	K		Y	Y	88		Y	EXS	WTS	EXS	1	0	0
F	02/12/2016 00:00	K	N	Y	Y	100		Y	GDS	WTS	EXS	1	0	0
F	10/10/2016 00:00		N	N	Y	92.3		Y	GDS	EXS	EXS	1	1	0
F	10/10/2016 00:00	K	N	Y	Y	85.9		Y	EXS	WTS	WTS	1	0	0
M	16/06/2017 00:00	K	N	N	Y	100			PKF	PKF	WTS	0	0	0
M	14/08/2017 00:00	K	N	Y	Y	92		N	WTS	WTS	WTS	0	0	0
M	04/08/2017 00:00	K	N	Y	Y	64.8		N	PKF	PKF	PKF	0	0	0
F	08/08/2017 00:00	K	N	Y	Y	74		N	PKF	PKF	PKF	0	0	0
M	30/04/2017 00:00	K	Y	Y	Y	92.8		Y	EXS	WTS	WTS	0	1	0



Year 2 end of key stage data shows that many of our Pupil Premium children achieved the expected standard in all or some areas.

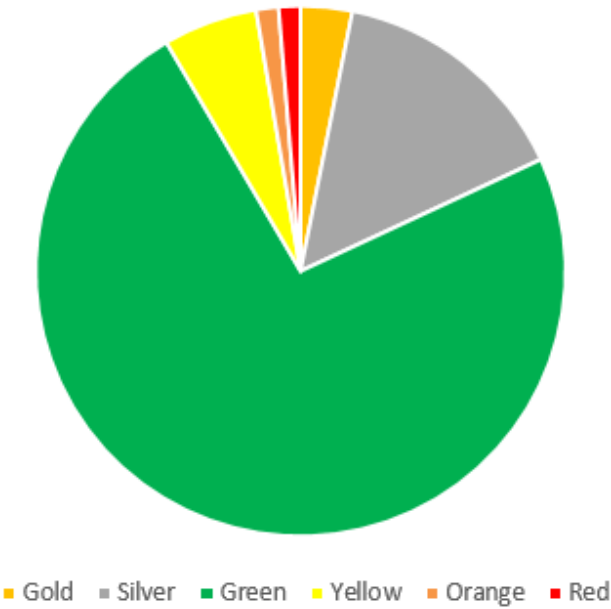
	K	N Status	L	M	Pupil Premium Indicator	Attendance	Spoken After	KS1 Reading TA Key Stage 1 Standard Result	KS1 Writing TA Key Stage 1 Standard Result	KS1 Maths TA Key Stage 1 Standard Result	KS1 Science TA Key Stage 1 Standard Result	JOG Y02 Term 3 Reading pr G Y02 T3	JOG Y02 Term 3 Writing pr G Y02 T3	JOG Y02 Term 3 Maths prog G Y02 T3
M	K	N	Y	Y	Y	86.7		WTS	WTS	WTS	EXS	0	0	0
F	K	N	Y	Y	Y	94.7		EXS	WTS	WTS	EXS	0	0	0
M	K	N	Y	Y	Y	71.8		WTS	PK4	PK4	HNM	0	0	0
F		N	Y	Y	Y	96.7		EXS	EXS	EXS	EXS	0	0	0
M	K		Y	Y	Y	92.6		WTS	PK4	PK4	HNM	0	0	-1
F	K	N	Y	Y	Y	98.9		GDS	GDS	GDS	EXS	0	0	0
M	K	N	Y	Y	Y	91		WTS	WTS	WTS	HNM	0	0	0
F	K	N	Y	Y	Y	90.2		EXS	WTS	WTS	HNM	1	0	0
F		Y	Y	Y	Y	90.4		WTS	WTS	WTS	HNM	0	0	0

Our phonics data shows that all our pupil premium children made progress from their starting points and those highlighted at the end with a green square were on track or had achieved the expected level.

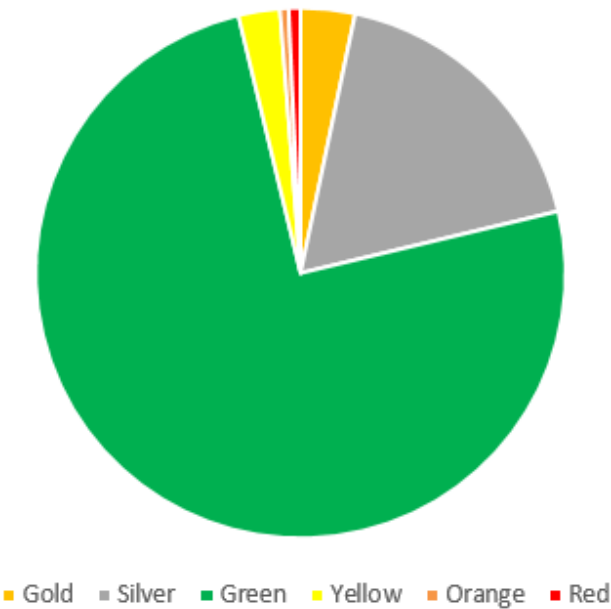
Assessment Tracker Reading: Year R-3 (P1-P4)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
ask children's progress through the assessments. See 'Assessment and grading' on pp.62-63 in the <i>Reading Teacher Handbook</i> . Add each child's name in Column R. Reassess every six weeks and add the date. Highlight the assessment date of children who receive Daily One-on-One tutoring.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																					
S5:0 [Set 1 Sounds Group A or B - Entry Reassessment]	S5:1 [Set 1 Sounds Group C - - Entry Reassessment]	S5:2 [Set 2 Sounds Group - - Entry Reassessment]	S5:3 [Set 3 Sounds Starter Group - - Entry Reassessment]	S5:4 [Set 3 Sounds Reassessment Group - - Entry Reassessment]	S5:5 [Set 4 Sounds Group B]	S5:6 [Set 4 Sounds Group D]	S5:7 [Set 4 Sounds Group C]	S5:8 [Set 4 Sounds Group E]	S5:9 [Set 4 Sounds Group F]	S5:10 [Set 4 Sounds Group G]	S5:11 [Set 4 Sounds Group H]	S5:12 [Set 4 Sounds Group I]	S5:13 [Set 4 Sounds Group J]	S5:14 [Set 4 Sounds Group K]	S5:15 [Set 4 Sounds Group L]	S5:16 [Set 4 Sounds Group M]	S5:17 [Set 4 Sounds Group N]	S5:18 [Set 4 Sounds Group O]	S5:19 [Set 4 Sounds Group P]	S5:20 [Set 4 Sounds Group Q]	S5:21 [Set 4 Sounds Group R]	S5:22 [Set 4 Sounds Group S]	S5:23 [Set 4 Sounds Group T]	S5:24 [Set 4 Sounds Group U]	S5:25 [Set 4 Sounds Group V]	S5:26 [Set 4 Sounds Group W]	S5:27 [Set 4 Sounds Group X]	S5:28 [Set 4 Sounds Group Y]	S5:29 [Set 4 Sounds Group Z]	S5:30 [Set 4 Sounds Group AA]	S5:31 [Set 4 Sounds Group AB]	S5:32 [Set 4 Sounds Group AC]	S5:33 [Set 4 Sounds Group AD]	S5:34 [Set 4 Sounds Group AE]	S5:35 [Set 4 Sounds Group AF]	S5:36 [Set 4 Sounds Group AG]	S5:37 [Set 4 Sounds Group AH]	S5:38 [Set 4 Sounds Group AI]	S5:39 [Set 4 Sounds Group AJ]	S5:40 [Set 4 Sounds Group AK]	S5:41 [Set 4 Sounds Group AL]	S5:42 [Set 4 Sounds Group AM]	S5:43 [Set 4 Sounds Group AN]	S5:44 [Set 4 Sounds Group AO]	S5:45 [Set 4 Sounds Group AP]	S5:46 [Set 4 Sounds Group AQ]	S5:47 [Set 4 Sounds Group AR]	S5:48 [Set 4 Sounds Group AS]	S5:49 [Set 4 Sounds Group AT]	S5:50 [Set 4 Sounds Group AU]	S5:51 [Set 4 Sounds Group AV]	S5:52 [Set 4 Sounds Group AW]	S5:53 [Set 4 Sounds Group AX]	S5:54 [Set 4 Sounds Group AY]	S5:55 [Set 4 Sounds Group AZ]	S5:56 [Set 4 Sounds Group BA]	S5:57 [Set 4 Sounds Group BB]	S5:58 [Set 4 Sounds Group BC]	S5:59 [Set 4 Sounds Group BD]	S5:60 [Set 4 Sounds Group BE]	S5:61 [Set 4 Sounds Group BF]	S5:62 [Set 4 Sounds Group BG]	S5:63 [Set 4 Sounds Group BH]	S5:64 [Set 4 Sounds Group BI]	S5:65 [Set 4 Sounds Group BJ]	S5:66 [Set 4 Sounds Group BK]	S5:67 [Set 4 Sounds Group BL]	S5:68 [Set 4 Sounds Group BM]	S5:69 [Set 4 Sounds Group BN]	S5:70 [Set 4 Sounds Group BO]	S5:71 [Set 4 Sounds Group BP]	S5:72 [Set 4 Sounds Group BQ]	S5:73 [Set 4 Sounds Group BR]	S5:74 [Set 4 Sounds Group BS]	S5:75 [Set 4 Sounds Group BT]	S5:76 [Set 4 Sounds Group BU]	S5:77 [Set 4 Sounds Group BV]	S5:78 [Set 4 Sounds Group BW]	S5:79 [Set 4 Sounds Group BX]	S5:80 [Set 4 Sounds Group BY]	S5:81 [Set 4 Sounds Group BZ]	S5:82 [Set 4 Sounds Group CA]	S5:83 [Set 4 Sounds Group CB]	S5:84 [Set 4 Sounds Group CC]	S5:85 [Set 4 Sounds Group CD]	S5:86 [Set 4 Sounds Group CE]	S5:87 [Set 4 Sounds Group CF]	S5:88 [Set 4 Sounds Group CG]	S5:89 [Set 4 Sounds Group CH]	S5:90 [Set 4 Sounds Group CI]	S5:91 [Set 4 Sounds Group CJ]	S5:92 [Set 4 Sounds Group CK]	S5:93 [Set 4 Sounds Group CL]	S5:94 [Set 4 Sounds Group CM]	S5:95 [Set 4 Sounds Group CN]	S5:96 [Set 4 Sounds Group CO]	S5:97 [Set 4 Sounds Group CP]	S5:98 [Set 4 Sounds Group CQ]	S5:99 [Set 4 Sounds Group CR]	S5:100 [Set 4 Sounds Group CS]	S5:101 [Set 4 Sounds Group CT]	S5:102 [Set 4 Sounds Group CU]	S5:103 [Set 4 Sounds Group CV]	S5:104 [Set 4 Sounds Group CW]	S5:105 [Set 4 Sounds Group CX]	S5:106 [Set 4 Sounds Group CY]	S5:107 [Set 4 Sounds Group CZ]	S5:108 [Set 4 Sounds Group DA]	S5:109 [Set 4 Sounds Group DB]	S5:110 [Set 4 Sounds Group DC]	S5:111 [Set 4 Sounds Group DD]	S5:112 [Set 4 Sounds Group DE]	S5:113 [Set 4 Sounds Group DF]	S5:114 [Set 4 Sounds Group DG]	S5:115 [Set 4 Sounds Group DH]	S5:116 [Set 4 Sounds Group DI]	S5:117 [Set 4 Sounds Group DJ]	S5:118 [Set 4 Sounds Group DK]	S5:119 [Set 4 Sounds Group DL]	S5:120 [Set 4 Sounds Group DM]	S5:121 [Set 4 Sounds Group DN]	S5:122 [Set 4 Sounds Group DO]	S5:123 [Set 4 Sounds Group DP]	S5:124 [Set 4 Sounds Group DQ]	S5:125 [Set 4 Sounds Group DR]	S5:126 [Set 4 Sounds Group DS]	S5:127 [Set 4 Sounds Group DT]	S5:128 [Set 4 Sounds Group DU]	S5:129 [Set 4 Sounds Group DV]	S5:130 [Set 4 Sounds Group DW]	S5:131 [Set 4 Sounds Group DX]	S5:132 [Set 4 Sounds Group DY]	S5:133 [Set 4 Sounds Group DZ]	S5:134 [Set 4 Sounds Group EA]	S5:135 [Set 4 Sounds Group EB]	S5:136 [Set 4 Sounds Group EC]	S5:137 [Set 4 Sounds Group ED]	S5:138 [Set 4 Sounds Group EE]	S5:139 [Set 4 Sounds Group EF]	S5:140 [Set 4 Sounds Group EG]	S5:141 [Set 4 Sounds Group EH]	S5:142 [Set 4 Sounds Group EI]	S5:143 [Set 4 Sounds Group EJ]	S5:144 [Set 4 Sounds Group EK]	S5:145 [Set 4 Sounds Group EL]	S5:146 [Set 4 Sounds Group EM]	S5:147 [Set 4 Sounds Group EN]	S5:148 [Set 4 Sounds Group EO]	S5:149 [Set 4 Sounds Group EP]	S5:150 [Set 4 Sounds Group EQ]	S5:151 [Set 4 Sounds Group ER]	S5:152 [Set 4 Sounds Group ES]	S5:153 [Set 4 Sounds Group ET]	S5:154 [Set 4 Sounds Group EU]	S5:155 [Set 4 Sounds Group EV]	S5:156 [Set 4 Sounds Group EW]	S5:157 [Set 4 Sounds Group EX]	S5:158 [Set 4 Sounds Group EY]	S5:159 [Set 4 Sounds Group EZ]	S5:160 [Set 4 Sounds Group FA]	S5:161 [Set 4 Sounds Group FB]	S5:162 [Set 4 Sounds Group FC]	S5:163 [Set 4 Sounds Group FD]	S5:164 [Set 4 Sounds Group FE]	S5:165 [Set 4 Sounds Group FF]	S5:166 [Set 4 Sounds Group FG]	S5:167 [Set 4 Sounds Group FH]	S5:168 [Set 4 Sounds Group FI]	S5:169 [Set 4 Sounds Group FJ]	S5:170 [Set 4 Sounds Group FK]	S5:171 [Set 4 Sounds Group FL]	S5:172 [Set 4 Sounds Group FM]	S5:173 [Set 4 Sounds Group FN]	S5:174 [Set 4 Sounds Group FO]	S5:175 [Set 4 Sounds Group FP]	S5:176 [Set 4 Sounds Group FQ]	S5:177 [Set 4 Sounds Group FR]	S5:178 [Set 4 Sounds Group FS]	S5:179 [Set 4 Sounds Group FT]	S5:180 [Set 4 Sounds Group FU]	S5:181 [Set 4 Sounds Group FV]	S5:182 [Set 4 Sounds Group FW]	S5:183 [Set 4 Sounds Group FX]	S5:184 [Set 4 Sounds Group FY]	S5:185 [Set 4 Sounds Group FZ]	S5:186 [Set 4 Sounds Group GA]	S5:187 [Set 4 Sounds Group GB]	S5:188 [Set 4 Sounds Group GC]	S5:189 [Set 4 Sounds Group GD]	S5:190 [Set 4 Sounds Group GE]	S5:191 [Set 4 Sounds Group GF]	S5:192 [Set 4 Sounds Group GH]	S5:193 [Set 4 Sounds Group GI]	S5:194 [Set 4 Sounds Group GJ]	S5:195 [Set 4 Sounds Group GK]	S5:196 [Set 4 Sounds Group GL]	S5:197 [Set 4 Sounds Group GM]	S5:198 [Set 4 Sounds Group GN]	S5:199 [Set 4 Sounds Group GO]	S5:200 [Set 4 Sounds Group GP]	S5:201 [Set 4 Sounds Group GQ]	S5:202 [Set 4 Sounds Group GR]	S5:203 [Set 4 Sounds Group GS]	S5:204 [Set 4 Sounds Group GT]	S5:205 [Set 4 Sounds Group GU]	S5:206 [Set 4 Sounds Group GV]	S5:207 [Set 4 Sounds Group GW]	S5:208 [Set 4 Sounds Group GX]	S5:209 [Set 4 Sounds Group GY]	S5:210 [Set 4 Sounds Group GZ]	S5:211 [Set 4 Sounds Group HA]	S5:212 [Set 4 Sounds Group HB]	S5:213 [Set 4 Sounds Group HC]	S5:214 [Set 4 Sounds Group HD]	S5:215 [Set 4 Sounds Group HE]	S5:216 [Set 4 Sounds Group HF]	S5:217 [Set 4 Sounds Group HG]	S5:218 [Set 4 Sounds Group HI]	S5:219 [Set 4 Sounds Group HJ]	S5:220 [Set 4 Sounds Group HK]	S5:221 [Set 4 Sounds Group HL]	S5:222 [Set 4 Sounds Group HM]	S5:223 [Set 4 Sounds Group HN]	S5:224 [Set 4 Sounds Group HO]	S5:225 [Set 4 Sounds Group HP]	S5:226 [Set 4 Sounds Group HQ]	S5:227 [Set 4 Sounds Group HR]	S5:228 [Set 4 Sounds Group HS]	S5:229 [Set 4 Sounds Group HT]	S5:230 [Set 4 Sounds Group HU]	S5:231 [Set 4 Sounds Group HV]	S5:232 [Set 4 Sounds Group HW]	S5:233 [Set 4 Sounds Group HX]	S5:234 [Set 4 Sounds Group HY]	S5:235 [Set 4 Sounds Group HZ]	S5:236 [Set 4 Sounds Group IA]	S5:237 [Set 4 Sounds Group IB]	S5:238 [Set 4 Sounds Group IC]	S5:239 [Set 4 Sounds Group ID]	S5:240 [Set 4 Sounds Group IE]	S5:241 [Set 4 Sounds Group IF]	S5:242 [Set 4 Sounds Group IG]	S5:243 [Set 4 Sounds Group IH]	S5:244 [Set 4 Sounds Group IJ]	S5:245 [Set 4 Sounds Group IK]	S5:246 [Set 4 Sounds Group IL]	S5:247 [Set 4 Sounds Group IM]	S5:248 [Set 4 Sounds Group IN]	S5:249 [Set 4 Sounds Group IO]	S5:250 [Set 4 Sounds Group IP]	S5:251 [Set 4 Sounds Group IQ]	S5:252 [Set 4 Sounds Group IR]	S5:253 [Set 4 Sounds Group IS]	S5:254 [Set 4 Sounds Group IT]	S5:255 [Set 4 Sounds Group IU]	S5:256 [Set 4 Sounds Group IV]	S5:257 [Set 4 Sounds Group IW]	S5:258 [Set 4 Sounds Group IX]	S5:259 [Set 4 Sounds Group IY]	S5:260 [Set 4 Sounds Group IZ]	S5:261 [Set 4 Sounds Group JA]	S5:262 [Set 4 Sounds Group JB]	S5:263 [Set 4 Sounds Group JC]	S5:264 [Set 4 Sounds Group JD]	S5:265 [Set 4 Sounds Group JE]	S5:266 [Set 4 Sounds Group JF]	S5:267 [Set 4 Sounds Group JG]	S5:268 [Set 4 Sounds Group JH]	S5:269 [Set 4 Sounds Group JJ]	S5:270 [Set 4 Sounds Group JK]	S5:271 [Set 4 Sounds Group JL]	S5:272 [Set 4 Sounds Group JM]	S5:273 [Set 4 Sounds Group JN]	S5:274 [Set 4 Sounds Group JO]	S5:275 [Set 4 Sounds Group JP]	S5:276 [Set 4 Sounds Group JQ]	S5:277 [Set 4 Sounds Group JR]	S5:278 [Set 4 Sounds Group JS]	S5:279 [Set 4 Sounds Group JT]	S5:280 [Set 4 Sounds Group JU]	S5:281 [Set 4 Sounds Group JV]	S5:282 [Set 4 Sounds Group JW]	S5:283 [Set 4 Sounds Group JX]	S5:284 [Set 4 Sounds Group JY]	S5:285 [Set 4 Sounds Group JZ]	S5:286 [Set 4 Sounds Group KA]	S5:287 [Set 4 Sounds Group KB]	S5:288 [Set 4 Sounds Group KC]	S5:289 [Set 4 Sounds Group KD]	S5:290 [Set 4 Sounds Group KE]	S5:291 [Set 4 Sounds Group KF]	S5:292 [Set 4 Sounds Group KG]	S5:293 [Set 4 Sounds Group KH]	S5:294 [Set 4 Sounds Group KJ]	S5:295 [Set 4 Sounds Group KL]	S5:296 [Set 4 Sounds Group KM]	S5:297 [Set 4 Sounds Group KN]	S5:298 [Set 4 Sounds Group KO]	S5:299 [Set 4 Sounds Group KP]	S5:300 [Set 4 Sounds Group KQ]	S5:301 [Set 4 Sounds Group KR]	S5:302 [Set 4 Sounds Group KS]	S5:303 [Set 4 Sounds Group KT]	S5:304 [Set 4 Sounds Group KU]	S5:305 [Set 4 Sounds Group KV]	S5:306 [Set 4 Sounds Group KW]	S5:307 [Set 4 Sounds Group KX]	S5:308 [Set 4 Sounds Group KY]	S5:309 [Set 4 Sounds Group KZ]	S5:310 [Set 4 Sounds Group LA]	S5:311 [Set 4 Sounds Group LB]	S5:312 [Set 4 Sounds Group LC]	S5:313 [Set 4 Sounds Group LD]	S5:314 [Set 4 Sounds Group LE]	S5:315 [Set 4 Sounds Group LF]	S5:316 [Set 4 Sounds Group LG]	S5:317 [Set 4 Sounds Group LH]	S5:318 [Set 4 Sounds Group LJ]	S5:319 [Set 4 Sounds Group LK]	S5:320 [Set 4 Sounds Group LL]	S5:321 [Set 4 Sounds Group LM]	S5:322 [Set 4 Sounds Group LN]	S5:323 [Set 4 Sounds Group LO]	S5:324 [Set 4 Sounds Group LP]	S5:325 [Set 4 Sounds Group LQ]	S5:326 [Set 4 Sounds Group LR]	S5:327 [Set 4 Sounds Group LS]	S5:328 [Set 4 Sounds Group LT]	S5:329 [Set 4 Sounds Group LU]	S5:330 [Set 4 Sounds Group LV]	S5:331 [Set 4 Sounds Group LW]	S5:332 [Set 4 Sounds Group LX]	S5:333 [Set 4 Sounds Group LY]	S5:334 [Set 4 Sounds Group LZ]	S5:335 [Set 4 Sounds Group MA]	S5:336 [Set 4 Sounds Group MB]	S5:337 [Set 4 Sounds Group MC]	S5:338 [Set 4 Sounds Group MD]	S5:339 [Set 4 Sounds Group ME]	S5:340 [Set 4 Sounds Group MF]	S5:341 [Set 4 Sounds Group MG]	S5:342 [Set 4 Sounds Group MH]	S5:343 [Set 4 Sounds Group MJ]	S5:344 [Set 4 Sounds Group MK]	S5:345 [Set 4 Sounds Group ML]	S5:346 [Set 4 Sounds Group MN]	S5:347 [Set 4 Sounds Group MO]	S5:348 [Set 4 Sounds Group MP]	S5:349 [Set 4 Sounds Group MQ]	S5:350 [Set 4 Sounds Group MR]	S5:351 [Set 4 Sounds Group MS]	S5:352 [Set 4 Sounds Group MT]	S5:353 [Set 4 Sounds Group MU]	S5:354 [Set 4 Sounds Group MV]	S5:355 [Set 4 Sounds Group MW]	S5:356 [Set 4 Sounds Group MX]	S5:357 [Set 4 Sounds Group MY]	S5:358 [Set 4 Sounds Group MZ]	S5:359 [Set 4 Sounds Group NA]	S5:360 [Set 4 Sounds Group NB]	S5:361 [Set 4 Sounds Group NC]	S5:362 [Set 4 Sounds Group ND]	S5:363 [Set 4 Sounds Group NE]	S5:364 [Set 4 Sounds Group NF]	S5:365 [Set 4 Sounds Group NG]	S5:366 [Set 4 Sounds Group NH]	S5:367 [Set 4 Sounds Group NJ]	S5:368 [Set 4 Sounds Group NK]	S5:369 [Set 4 Sounds Group NL]	S5:370 [Set 4 Sounds Group NM]	S5:371 [Set 4 Sounds Group NN]	S5:372 [Set 4 Sounds Group NO]	S5:373 [Set 4 Sounds Group NP]	S5:374 [Set 4 Sounds Group NQ]	S5:375 [Set 4 Sounds Group NR]	S5:376 [Set 4 Sounds Group NS]	S5:377 [Set 4 Sounds Group NT]	S5:378 [Set 4 Sounds Group NU]	S5:379 [Set 4 Sounds Group NV]	S5:380 [Set 4 Sounds Group NW]	S5:381 [Set 4 Sounds Group NX]	S5:382 [Set 4 Sounds Group NY]	S5:383 [Set 4 Sounds Group NZ]	S5:384 [Set 4 Sounds Group OA]	S5:385 [Set 4 Sounds Group OB]	S5:386 [Set 4 Sounds Group OC]	S5:387 [Set 4 Sounds Group OD]	S5:388 [Set 4 Sounds Group OE]	S5:389 [Set 4 Sounds Group OF]	S5:390 [Set 4 Sounds Group OG]	S5:391 [Set 4 Sounds Group OH]	S5:392 [Set 4 Sounds Group OJ]	S5:393 [Set 4 Sounds Group OK]	S5:394 [Set 4 Sounds Group OL]	S5:395 [Set 4 Sounds Group OM]	S5:396 [Set 4 Sounds Group ON]	S5:397 [Set 4 Sounds Group OO]	S5:398 [Set 4 Sounds Group OP]	S5:399 [Set 4 Sounds Group OQ]	S5:400 [Set 4 Sounds Group OR]	S5:401 [Set 4 Sounds Group OS]	S5:402 [Set 4 Sounds Group OT]	S5:403 [Set 4 Sounds Group OU]	S5:404 [Set 4 Sounds Group OV]	S5:405 [Set 4 Sounds Group OW]	S5:406 [Set 4 Sounds Group OX]	S5:407 [Set 4 Sounds Group OY]	S5:408 [Set 4 Sounds Group OZ]	S5:409 [Set 4 Sounds Group PA]	S5:410 [Set 4 Sounds Group PB]	S5:411 [Set 4 Sounds Group PC]	S5:412 [Set 4 Sounds Group PD]	S5:413 [Set 4 Sounds Group PE]	S5:414 [Set 4 Sounds Group PF]	S5:415 [Set 4 Sounds Group PG]	S5:416 [Set 4 Sounds Group PH]	S5:417 [Set 4 Sounds Group PJ]	S5:418 [Set 4 Sounds Group PK]	S5:419 [Set 4 Sounds Group PL]	S5:420 [Set 4 Sounds Group PM]	S5:421 [Set 4 Sounds Group PN]	S5:422 [Set 4 Sounds Group PO]	S5:423 [Set 4 Sounds Group PP]	S5:424 [Set 4 Sounds Group PQ]	S5:425 [Set 4 Sounds Group PR]	S5:426 [Set 4 Sounds Group PS]	S5:427 [Set 4 Sounds Group PT]	S5:428 [Set 4 Sounds Group PU]	S5:429 [Set 4 Sounds Group PV]	S5:430 [Set 4 Sounds Group PW]	S5:431 [Set 4 Sounds Group PX]	S5:432 [Set 4 Sounds Group PY]	S5:433 [Set 4 Sounds Group PZ]	S5:434 [Set 4 Sounds Group QA]	S5:435 [Set 4 Sounds Group QB]	S5:436 [Set 4 Sounds Group QC]	S5:437 [Set 4 Sounds Group QD]	S5:438 [Set 4 Sounds Group QE]	S5:439 [Set 4 Sounds Group QF]	S5:440 [Set 4 Sounds Group QG]	S5:441 [Set 4 Sounds Group QH]	S5:442 [Set 4 Sounds Group QJ]	S5:443 [Set 4 Sounds Group QK]	S5:444 [Set 4 Sounds Group QL]	S5:445 [Set 4 Sounds Group QM]	S5:446 [Set 4 Sounds Group QN]	S5:447 [Set 4 Sounds Group QO]	S5:448 [Set 4 Sounds Group QP]	S5:449 [Set 4 Sounds Group QQ]	S5:450 [Set 4 Sounds Group QR]	S5:451 [Set 4 Sounds Group QS]	S5:452 [Set 4 Sounds Group QT]	S5:453 [Set 4 Sounds Group QU]	S5:454 [Set 4 Sounds Group QV]	S5:455 [Set 4 Sounds Group QW]	S5:456 [Set 4 Sounds Group QX]	S5:457 [Set 4 Sounds Group QY]	S5:458 [Set 4 Sounds Group QZ]	S5:459 [Set 4 Sounds Group RA]	S5:460 [Set 4 Sounds Group RB]	S5:461 [Set 4 Sounds Group RC]	S5:462 [Set 4 Sounds Group RD]	S5:463 [Set 4 Sounds Group RE]	S5:464 [Set 4 Sounds Group RF]	S5:465 [Set 4 Sounds Group RG]	S5:466 [Set 4 Sounds Group RH]	S5:467 [Set 4 Sounds Group RJ]	S5:468 [Set 4 Sounds Group RK]	S5:469 [Set 4 Sounds Group RL]	S5:470 [Set 4 Sounds Group RM]	S5:471 [Set 4 Sounds Group RN]	S5:472 [Set 4 Sounds Group RO]	S5:473 [Set 4 Sounds Group RP]	S5:474 [Set 4 Sounds Group RQ]	S5:475 [Set 4 Sounds Group RR]	S5:476 [Set 4 Sounds Group RS]	S5:477 [Set 4 Sounds Group RT]	S5:478 [Set 4 Sounds Group RU]	S5:479 [Set 4 Sounds Group RV]	S5:480 [Set 4 Sounds Group RW]	S5:481 [Set 4 Sounds Group RX]	S5:482 [Set 4 Sounds Group RY]	S5:483 [Set 4 Sounds Group RZ]	S5:484 [Set 4 Sounds Group SA]	S5:485 [Set 4 Sounds Group SB]	S5:486 [Set 4 Sounds Group SC]	S5:487 [Set 4 Sounds Group SD]	S5:488 [Set 4 Sounds Group SE]	S5:489 [Set 4 Sounds Group SF]	S5:490 [Set 4 Sounds Group SG]	S5:491 [Set 4 Sounds Group SH]	S5:492 [Set 4 Sounds Group SJ]	S5:493 [Set 4 Sounds Group SK]	S5:494 [Set 4 Sounds Group SL]	S5:495 [Set 4 Sounds Group SM]	S5:496 [Set 4 Sounds Group SN]	S5:497 [Set 4 Sounds Group SO]	S5:498 [Set 4 Sounds Group SP]	S5:499 [Set 4 Sounds Group SQ]	S5:500 [Set 4 Sounds Group SR]	S5:501 [Set 4 Sounds Group SS]	S5:502 [Set 4 Sounds Group ST]	S5:503 [Set 4 Sounds Group SU]	S5:504 [Set 4 Sounds Group SV]	S5:505 [Set 4 Sounds Group SW]	S5:506 [Set 4 Sounds Group SX]	S5:507 [Set 4 Sounds Group SY]	S5:508 [Set 4 Sounds Group SZ]	S5:509 [Set 4 Sounds Group TA]	S5:510 [Set 4 Sounds Group TB]	S5:511 [Set 4 Sounds Group TC]	S5:512 [Set 4 Sounds Group TD]	S5:513 [Set 4 Sounds Group TE]	S5:514 [Set 4 Sounds Group TF]	S5:515 [Set 4 Sounds Group TG]	S5:516 [Set 4 Sounds Group TH]	S5:517 [Set 4 Sounds Group TJ]	S5:518 [Set 4 Sounds Group TK]	S5:519 [Set 4 Sounds Group TL]	S5:520 [Set 4 Sounds Group TM]	S5:521 [Set 4 Sounds Group TN]	S5:522 [Set 4 Sounds Group TO]	S5:523 [Set 4 Sounds Group TP]	S5:524 [Set 4 Sounds Group TQ]	S5:525 [Set 4 Sounds Group TR]	S5:526 [Set 4 Sounds Group TS]	S5:527 [Set 4 Sounds Group TT]	S5:528 [Set 4 Sounds Group TU]	S5:529 [Set 4 Sounds Group TV]	S5:530 [Set 4 Sounds Group TW]	S5:531 [Set 4 Sounds Group TX]	S5:532 [Set 4 Sounds Group TY]	S5:533 [Set 4 Sounds 

The following pie charts demonstrate that our pupil premium children behave equally as well as our non-pupil premium children.

Behaviour data 2022 - 2023 Pupil Premium



Behaviour data 2022 - 2023 NOT Pupil Premium



Our attendance figures show that our Pupil Premium children mostly attend equally as well as our non pupil premium children. Overall our attendance figures were lower than normal last year due to a lot of illness with a few known communicable diseases and also lots of term time holidays following the covid period where peoples holidays had been cancelled.

01/09/2022 - 31/07/2023			Attendances	Authorised Absences	Unauthorised Absences	Late before registers closed	Late after registers closed
N2	Pupil Premium	13	81.44	18.47	0	0	0
	Not Pupil Premium	34	88.4	11.57	0	0	0
Reception	Pupil Premium	5	85.77	12.58	1.65	1.92	0.22
	Not Pupil Premium	32	90.94	8.05	1.01	0.44	0.09
Yr 1	Pupil Premium	11	87.12	9.81	3.07	3.52	0.39
	Not Pupil Premium	43	93.51	5.26	1.23	0.27	0.07
Yr 2	Pupil Premium	10	89.57	7.62	2.81	1.51	0.21
	Not Pupil Premium	46	94.98	3.93	1.09	0.07	0.02

## 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
Read Write Inc.	Ruth Miskin
Mathematics Mastery	Ark Curriculum Plus

Real PE	Jasmine
WellComm	GL Assessment
Talk Boost	The Communication Trust
Purple Mash	2Simple
Espresso	Discovery Education

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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