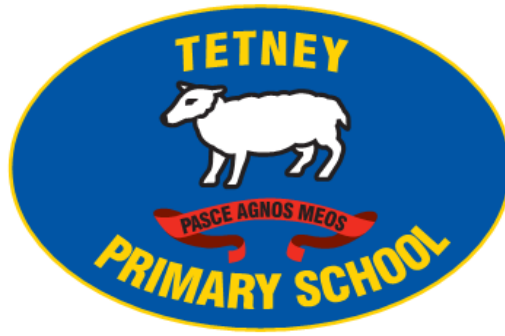




Pupil Premium Strategy Statement

2024-25

Tetney Primary School Pupil Premium Statement 2024-25

This statement details our 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
School name	Tetney Primary School
Number of pupils in school	127 (October census)
Proportion (%) of pupil premium eligible pupils	21.2%
Academic years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Governing Body
Pupil premium lead	Chris Rayner Headteacher
Governor / Trustee lead	Georgia Burrows

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 39,960
Pupil premium funding carried forward from previous years	£ 2,134
Total budget for this academic year	£ 42, 094

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our pupils' needs drive our strategy. Equity for all pupils is at the heart of our strategy. We also understand that this strategy is a process, not an event and it affects every individual differently. Our intention is that our strategy will also benefit the non-disadvantaged pupils alongside their disadvantaged peers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our Pupil Premium Strategy (2024-25) will build on previously successful strategies, incorporating the latest EEF evidence based research, guidance reports and Teaching and Learning Tool Kit. Rooted in robust diagnostic assessment, our strategy is integral to our wider school development plans.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Providing all teachers and teaching assistants with high quality CPD to ensure that pupils access effective quality first teaching;
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum;
- Provide targeted academic intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 intervention

- Provide targeted social, emotional and mental health intervention to reduce its negative impact on pupils' learning;
- Provide funding so that all pupils have access to trips, residential visits and other first-hand experiences that will impact positively on their learning and self-esteem;
- Provide opportunities to participate in enrichment activities including sport, music and the world of work to support self-esteem and support building aspiration;
- Ensure all pupils have access to a well-resourced, well-planned broad and balanced sequential curriculum that builds strategically on prior knowledge that gives our pupils the cultural capital they need to succeed and be prepared for the next stage of their education.

What are the key principles of our strategy plan?

- Removing barriers to learning for disadvantaged pupils so that they are able to attain as well as their non-disadvantaged counterparts.
- Removing economic and social barriers that may unduly influence what they aspire to be.
- Identify and track our pupil premium pupils to ensure support is tailored to bring about good academic progress and attainment.

Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped oral language skills and vocabulary gaps – many of our pupils have spoken language difficulties when they arrive in Foundation Stage as identified by baseline assessments and observations. This can lead to social communication difficulties and negatively impacts pupils' progress and readiness for Year 1.
2	Assessments and observations indicate that our disadvantaged pupils have greater difficulties with mastering early reading skills (phonics), compared to non-disadvantaged pupils.
3	Assessments indicate that maths fluency among disadvantaged pupils is significantly below that of non-disadvantaged pupils as indicated by the fluent recall of times table facts in KS2 and number fluency in KS1. Maths fluency underpins outcomes in Maths at the end of KS2 and is therefore a vital component of being 'KS3-ready'.
4	Our knowledge of our school community together with wellbeing surveys, observations and discussions with parents and staff has identified increased social, emotional and mental health & wellbeing issues for many of our pupils. Increasing numbers of pupils present with difficulties in self-regulating and consequently, referrals for formal support for pupils requiring emotional

	and behavioural support have significantly increased, particularly in Key Stage 1, with increasing numbers of disadvantaged pupils requiring intensive levels of support and intervention.
5	<u>Absence</u> rates and <u>persistent absenteeism</u> continue to be higher for disadvantaged pupils compared to non-disadvantaged pupils. Pupils with lower attendance are more likely to miss key areas of learning creating gaps in knowledge; miss enrichment activities and intervention activities.

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
Improved early language skills and vocabulary in the Foundation Stage.	The average point scores for Communication and Language increases. Curriculum planning and observations increase pupil engagement with high-quality texts and their application of ambitious vocabulary. Proportion of disadvantaged children achieving a Good Level of Development increases.
Improved early reading attainment among disadvantaged pupils.	Phonics outcomes at the end of Year 1 show 80%+ pupils successfully pass the screening check. All disadvantaged pupils (unless SEND) to pass phonics check by end of Year 2.
Improved maths fluency and recall of number facts for disadvantaged pupils.	Multiplication Tables Check results show an increasing trend for disadvantaged pupils and any gap between outcomes for disadvantaged and non-disadvantaged pupils is closing.
Increase attainment of disadvantaged pupils by the end of Key Stage 2.	Proportion of disadvantaged pupils meeting the expected standard or above is increasing in Reading, Writing, Maths and SPaG over time and closing the attainment gap with non-disadvantaged pupils.
Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: • qualitative data from pupil voice, pupil and parent surveys and teacher observations • an increase in participation in enrichment activities, particularly among disadvantaged pupils
Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: • the overall attendance rate for all pupils being no less than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2pp. • the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 2pp higher than their peers.

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

Budgeted cost: £ 4,527

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oral language strategies including: • diagnostic assessment of oral communication on entry to EYFS • targeted reading aloud and book discussion with young children; • explicitly extending pupils' spoken vocabulary; • the use of structured questioning to develop reading comprehension; and • the use of purposeful, curriculum-focused, dialogue and interaction.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1, 2, 3, 4, 5
Purchase of a DfE validated Systematic Synthetic Phonics programme and training to secure stronger phonics teaching for all pupils (RWInc).	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Purchase of Effective Maths curriculum to enhance our maths teaching and curriculum planning in line with DfE and EEF guidance.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)	3

Embed Mastering Number Programme in EYFS and Key Stage 1	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	4, 5

Targeted academic support

Budgeted cost: **£21, 796**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of PiXL membership to provide high-quality diagnostic assessment and resources for small group and individual intervention.	Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 3, 4, 5
Additional Teaching Assistant support to provide small group and individual intervention.	The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly	1, 2, 3, 4, 5

	important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class. Teaching Assistant Interventions Toolkit Strand Education Endowment Foundation EEF	
Additional phonics sessions targeted at pupils who require further phonics support and/or have not yet passed the phonics screening check.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Purchase and deliver programmes for intervention: FFT Lightning Squad reading intervention programme in KS2.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2, 4

Wider strategies

Budgeted cost: **£15, 389**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff refresher training on Team Teach approaches with the aim of developing our school ethos and improving relationships across school. Basic training to be delivered to new staff.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4, 5
Emotional Learning Support Assistant (ELSA) providing bespoke support and developing positive relationships with vulnerable and disadvantaged pupils who require social, emotional and mental health support.	Targeted interventions to develop pupils' self-management of their emotions and improve relationships between pupils:	4, 5

ELSA role to increase school capacity for Early Help Assessments and school-based support for families in need.	Social and Emotional Learning Toolkit Strand Education Endowment Fund EEF	
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training and release time for staff to develop and implement new procedures and appointing attendance lead and support to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Actively encourage disadvantaged and/or SEND pupil involvement in enrichment.	An extended offer beyond classroom learning, through school experiences, visits and enrichment clubs can increase arts participation, physical activity and cultural capital to improve pupil outcomes: EEF Extending school time EEF Arts participation EEF Physical activity	4, 5
Employ specialist support to create opportunities for young children to learn outdoors.	Outdoor Adventure 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.	1, 4, 5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £41, 712 + £382 contingency

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 2023 to 2024 academic year.

Intended outcome	Success Criteria	Impact																																																																																																																				
Improved early language skills and vocabulary in the Foundation Stage.	The average point scores for Communication and Language increases. Curriculum planning and observations increase pupil engagement with high-quality texts and their application of ambitious vocabulary. Proportion of disadvantaged children achieving a Good Level of Development increases.	<table><tr><th rowspan="3">Indicator</th><th colspan="4">Disadvantaged Pupils: Disadvantaged</th><th colspan="4">Not Disadvantaged</th></tr><tr><th colspan="2">School</th><th colspan="2">LA</th><th colspan="2">School</th><th colspan="2">LA</th></tr><tr><th>3</th><th>1,644</th><th>12</th><th>5,655</th></tr><tr><td></td><td>Value</td><td>Gap</td><td>Value</td><td>Gap</td><td>Value</td><td>Gap</td><td>Value</td></tr><tr><td>Good level of development²</td><td>33.3%</td><td>-18.9%</td><td>52.2%</td><td>-58.4%</td><td>91.7%</td><td>-38.9%</td><td>72.2%</td></tr><tr><td>Average no. ELGs at expected level</td><td>8.7</td><td>-3.8</td><td>12.5</td><td>-7.1</td><td>15.8</td><td>-6.0</td><td>14.7</td></tr><tr><td>All: At least expected</td><td>33.3%</td><td>-17.3%</td><td>50.6%</td><td>-58.4%</td><td>91.7%</td><td>-37.9%</td><td>71.2%</td></tr><tr><td>Prime: At least expected</td><td>33.3%</td><td>-30.0%</td><td>63.3%</td><td>-58.4%</td><td>91.7%</td><td>-45.9%</td><td>79.2%</td></tr><tr><td>COM: At least expected</td><td>33.3%</td><td>-37.0%</td><td>70.3%</td><td>-58.4%</td><td>91.7%</td><td>-50.4%</td><td>83.7%</td></tr></table>	Indicator	Disadvantaged Pupils: Disadvantaged				Not Disadvantaged				School		LA		School		LA		3	1,644	12	5,655		Value	Gap	Value	Gap	Value	Gap	Value	Good level of development ²	33.3%	-18.9%	52.2%	-58.4%	91.7%	-38.9%	72.2%	Average no. ELGs at expected level	8.7	-3.8	12.5	-7.1	15.8	-6.0	14.7	All: At least expected	33.3%	-17.3%	50.6%	-58.4%	91.7%	-37.9%	71.2%	Prime: At least expected	33.3%	-30.0%	63.3%	-58.4%	91.7%	-45.9%	79.2%	COM: At least expected	33.3%	-37.0%	70.3%	-58.4%	91.7%	-50.4%	83.7%																																															
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		Outcomes were marginally below the target of 80% but in line with national outcomes and a positive trend is evident. Further intervention was required after a slower start during the Reception year, which has since been addressed.																																																																																																																				
		<table><tr><th rowspan="2">Estab. No.</th><th rowspan="2">Estab. Name</th><th rowspan="2">Cohort</th><th rowspan="2">No Score</th><th colspan="5">Mark</th><th rowspan="2">APS</th><th colspan="5">Outcome</th></tr><tr><th>0-15</th><th>16-23</th><th>24-31</th><th>32-36</th><th>37-40</th><th>Q</th><th>A</th><th>D</th><th>WT</th><th>WA</th></tr><tr><td>-</td><td>Local Authority</td><td>1,934</td><td>9.0%</td><td>12.6%</td><td>9.6%</td><td>13.8%</td><td>35.2%</td><td>19.9%</td><td>28.8</td><td>0.0%</td><td>0.5%</td><td>8.5%</td><td>35.9%</td><td>55.1%</td></tr><tr><td>2199</td><td>Tetney Primary School</td><td>4</td><td>25.0%</td><td>0.0%</td><td>0.0%</td><td>0.0%</td><td>75.0%</td><td>0.0%</td><td>35.3</td><td>0.0%</td><td>0.0%</td><td>25.0%</td><td>0.0%</td><td>75.0%</td></tr></table>	Estab. No.	Estab. Name	Cohort	No Score	Mark					APS	Outcome					0-15	16-23	24-31	32-36	37-40	Q	A	D	WT	WA	-	Local Authority	1,934	9.0%	12.6%	9.6%	13.8%	35.2%	19.9%	28.8	0.0%	0.5%	8.5%	35.9%	55.1%	2199	Tetney Primary School	4	25.0%	0.0%	0.0%	0.0%	75.0%	0.0%	35.3	0.0%	0.0%	25.0%	0.0%	75.0%																																																													
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All pupils that took the screening check in Year 2 passed with the exception of one pupil that was disapplied due to their SEND.																																																																																																																						
Action: Embed the consistent teaching of phonics and the intervention strategies that have proven so successful.																																																																																																																						

Improved maths attainment for disadvantaged pupils.	Internal and external assessments indicate maths outcomes (standardised scores) are increasing year-on-year for disadvantaged pupils. The proportion of disadvantaged pupils achieving the expected standard at the end of key stage in maths increases and ‘closes the gap’ with non-disadvantaged pupils.	<table><tr><th rowspan="2">Estab. No.</th><th rowspan="2">Establishment</th><th rowspan="2">Indicator</th><th rowspan="2">Cohort 2024</th><th rowspan="2">Average of Years</th><th colspan="3">Values (& YoY* vs Self)</th><th rowspan="2">Trend Viz.</th><th colspan="3">YoY* vs LA</th></tr><tr><th>2022</th><th>2023</th><th>2024</th><th>'19 to '22</th><th>'22 to '23</th><th>'23 to '24</th></tr><tr><td rowspan="3">Local Authority - Lincolnshire</td><td></td><td>Maths ≥ Exp. Std.</td><td>8,286</td><td>69.3%</td><td>68.8% -6.1% pts</td><td>69.5% +0.7% pts</td><td>69.7% +0.2% pts</td><td></td><td>-</td><td>-</td><td>-</td></tr><tr><td></td><td>Maths = High Std.</td><td>8,286</td><td>18.8%</td><td>17.9% -3.8% pts</td><td>18.9% +1.0% pts</td><td>19.5% +0.6% pts</td><td></td><td>-</td><td>-</td><td>-</td></tr><tr><td></td><td>Maths Avg. SS</td><td>7,946</td><td>103.1</td><td>102.9 -1.1pts</td><td>103.2 +0.3pts</td><td>103.4 +0.2pts</td><td></td><td>-</td><td>-</td><td>-</td></tr><tr><td rowspan="3">2199 Tetney Primary School</td><td></td><td>Maths ≥ Exp. Std.</td><td>20</td><td>74.3%</td><td>78.9% -11.1% pts</td><td>78.9% 0.0% pts</td><td>65.0% -13.9% pts</td><td></td><td>-5.0% pts</td><td>-0.7% pts</td><td>-14.1% pts</td></tr><tr><td></td><td>Maths = High Std.</td><td>20</td><td>27.7%</td><td>36.8% -13.2% pts</td><td>26.3% -10.5% pts</td><td>20.0% -6.3% pts</td><td></td><td>-9.4% pts</td><td>-11.5% pts</td><td>-6.9% pts</td></tr><tr><td></td><td>Maths Avg. SS</td><td>20</td><td>104.8</td><td>106.2 -0.3pts</td><td>104.8 -1.4pts</td><td>103.4 -1.4pts</td><td></td><td>+0.8pts</td><td>-1.6pts</td><td>-1.7pts</td></tr></table> Outcomes in Maths dipped this year, however of the 20 children in the cohort, 7 joined in Year 6. Of the 13 children, 77% achieved the expected standard, compared to 43% of the 7 children that joined in Year 6. Tetney Primary School (2199) *Cohort Size <table><tr><th rowspan="3">Indicator</th><th colspan="4">Disadvantaged Pupils: Disadvantaged</th><th colspan="4">Not Disadvantaged</th></tr><tr><th colspan="2">School (10)*</th><th colspan="2">LA (2,690)*</th><th colspan="2">School (10)*</th><th colspan="2">LA (5,600)*</th></tr><tr><th>Gap</th><th>Value</th><th>Gap</th><th>Value</th><th>Gap</th><th>Value</th><th>Gap</th><th>Value</th></tr><tr><td>Reading Exp+</td><td>57.1%</td><td>0.6pp</td><td>57.7%</td><td>27.5pp</td><td>84.6%</td><td>19.2pp</td><td>76.3%</td><td></td></tr><tr><td>Maths Exp+</td><td>42.9%</td><td>12.2pp</td><td>55.1%</td><td>34.0pp</td><td>76.9%</td><td>33.9pp</td><td>76.8%</td><td></td></tr><tr><td>GPS Exp+</td><td>42.9%</td><td>11.2pp</td><td>54.1%</td><td>41.7pp</td><td>84.6%</td><td>33.6pp</td><td>76.5%</td><td></td></tr><tr><td>Writing TA EXS+</td><td>57.1%</td><td>1.5pp</td><td>55.6%</td><td>35.2pp</td><td>92.3%</td><td>19.6pp</td><td>76.7%</td><td></td></tr><tr><td>Reading High SS</td><td>14.3%</td><td>1.7pp</td><td>16.0%</td><td>6.6pp</td><td>7.7%</td><td>15.2pp</td><td>29.5%</td><td></td></tr><tr><td>Maths High SS</td><td>28.6%</td><td>18.2pp</td><td>10.4%</td><td>13.2pp</td><td>15.4%</td><td>4.7pp</td><td>23.9%</td><td></td></tr></table> 34pp gap between disadvantaged and non which shows the gap has not closed. Observations suggest that time is being spent in upper key stage 2 on securing number fluency and this cohort of children have not been taught the Mastering Number programme in KS1. Action: Intervention needs to be focused on number fluency and times tables that underpin the curriculum in upper KS2.	Estab. No.	Establishment	Indicator	Cohort 2024	Average of Years	Values (& YoY* vs Self)			Trend Viz.	YoY* vs LA			2022	2023	2024	'19 to '22	'22 to '23	'23 to '24	Local Authority - Lincolnshire		Maths ≥ Exp. Std.	8,286	69.3%	68.8% -6.1% pts	69.5% +0.7% pts	69.7% +0.2% pts		-	-	-		Maths = High Std.	8,286	18.8%	17.9% -3.8% pts	18.9% +1.0% pts	19.5% +0.6% pts		-	-	-		Maths Avg. SS	7,946	103.1	102.9 -1.1pts	103.2 +0.3pts	103.4 +0.2pts		-	-	-	2199 Tetney Primary School		Maths ≥ Exp. Std.	20	74.3%	78.9% -11.1% pts	78.9% 0.0% pts	65.0% -13.9% pts		-5.0% pts	-0.7% pts	-14.1% pts		Maths = High Std.	20	27.7%	36.8% -13.2% pts	26.3% -10.5% pts	20.0% -6.3% pts		-9.4% pts	-11.5% pts	-6.9% pts		Maths Avg. SS	20	104.8	106.2 -0.3pts	104.8 -1.4pts	103.4 -1.4pts		+0.8pts	-1.6pts	-1.7pts	Indicator	Disadvantaged Pupils: Disadvantaged				Not Disadvantaged				School (10)*		LA (2,690)*		School (10)*		LA (5,600)*		Gap	Value	Gap	Value	Gap	Value	Gap	Value	Reading Exp+	57.1%	0.6pp	57.7%	27.5pp	84.6%	19.2pp	76.3%		Maths Exp+	42.9%	12.2pp	55.1%	34.0pp	76.9%	33.9pp	76.8%		GPS Exp+	42.9%	11.2pp	54.1%	41.7pp	84.6%	33.6pp	76.5%		Writing TA EXS+	57.1%	1.5pp	55.6%	35.2pp	92.3%	19.6pp	76.7%		Reading High SS	14.3%	1.7pp	16.0%	6.6pp	7.7%	15.2pp	29.5%		Maths High SS	28.6%	18.2pp	10.4%	13.2pp	15.4%	4.7pp	23.9%	
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Increase progress made by disadvantaged pupils by the end of Key Stage 2.	Key Stage 2 outcomes show positive progress in reading, writing and maths for disadvantaged pupils.	Due to the high mobility rate of this cohort and the lack of KS1 data due to Covid, it is impossible to reliably comment on the progress made by pupils from KS1 to KS2. Action: Monitoring of KS2 outcomes will have to focus on APS and attainment measures in 2025.																																																																																																																																																																					
Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: - qualitative data from pupil voice, pupil and parent surveys and teacher observations - an increase in participation in enrichment	High proportion of disadvantaged pupils access ELSA support for SEMH support and small group intervention. We have created wellbeing/calm areas in all classrooms as well as a calm/sensory space. Wellbeing check-ins throughout the day, including daily mile, are used to drip-feed mental well-being. Parent survey indicates vast majority of children are happy in school and feel their child is well supported. The proportion of disadvantaged children accessing extra-curricular activities is lower than the attendance of their peers. However, there is an increasing trend of disadvantaged pupils accessing music lessons and outdoor learning. Action: Refine the ELSA referral process using SMART targets to better monitor the impact of interventions.																																																																																																																																																																					

	activities, particularly among disadvantaged pupils																																																																																																									
Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: - the overall attendance rate for all pupils being no less than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2pp. - the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 2pp higher than their peers.	2022-23 <table><tr><th colspan="6">Attendance Headlines</th><th>YEAR TO DATE</th><th>Null - 21/07/2023</th></tr><tr><th>All Pupils</th><th>Girls</th><th>Boys</th><th>FSM6</th><th>Not FSM6</th><th>Persistent absentees</th><th></th><th></th></tr><tr><td>93.9%</td><td>95.5%</td><td>92.5%</td><td>94.4%</td><td>93.8%</td><td>12.3%</td><td></td><td></td></tr></table> 2023-24 <table><tr><th colspan="6">Attendance Headlines</th><th>YEAR TO DATE</th><th>4 Sept 23 - 19 Jul 24</th></tr><tr><th>All Pupils</th><th>Girls</th><th>Boys</th><th>FSM6</th><th>Not FSM6</th><th>Persistent absentees</th><th></th><th></th></tr><tr><td>94.8%</td><td>95.4%</td><td>94.1%</td><td>93.2%</td><td>95.2%</td><td>18.3%</td><td></td><td></td></tr></table> Overall attendance increased by 0.9pp but remained below the target of 96%. The gap in 2023-24 was in favour of disadvantaged pupils by 0.6pp but this gap was reversed last year to -2pp. Although this was within the tolerance of our success criteria, it was concerning to see the attendance gap reversed. YTD Persistent Absenteeism (% of persistently absent pupils) Pupil Groups <table><tr><th colspan="2">Female</th><th colspan="2">Male</th><th colspan="2">FSM6</th><th colspan="2">Not FSM6</th><th colspan="2">Support</th><th colspan="2">EHCP</th><th colspan="2">Not SEN</th></tr><tr><td>20%</td><td>16%</td><td>21%</td><td>15%</td><td>36%</td><td>28%</td><td>12%</td><td>11%</td><td>31%</td><td>24%</td><td>44%</td><td>34%</td><td>14%</td><td>14%</td></tr><tr><td>10%</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>0%</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> For PA, the gap was 24pp which is significant and the overall rate of PA for all pupils was well above the target of 8% which is also concerning and 6pp increase on the previous year. Action: Attendance of disadvantaged pupils must remain a focus with new guidance introduced in August 2024. This needs to be implemented and embedded to drive down absence and persistent absence, particularly for disadvantaged pupils.	Attendance Headlines						YEAR TO DATE	Null - 21/07/2023	All Pupils	Girls	Boys	FSM6	Not FSM6	Persistent absentees			93.9%	95.5%	92.5%	94.4%	93.8%	12.3%			Attendance Headlines						YEAR TO DATE	4 Sept 23 - 19 Jul 24	All Pupils	Girls	Boys	FSM6	Not FSM6	Persistent absentees			94.8%	95.4%	94.1%	93.2%	95.2%	18.3%			Female		Male		FSM6		Not FSM6		Support		EHCP		Not SEN		20%	16%	21%	15%	36%	28%	12%	11%	31%	24%	44%	34%	14%	14%	10%														0%													
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Disadvantaged pupils with SEND are supported effectively, barriers to learning sharply identified and gaps in learning remedied.	Disadvantaged pupils with SEND are identified and make expected progress in reading, writing and maths, in line with their baseline/starting points. Curriculum is appropriately and successfully adapted to meet their individual learning needs.	<table><tr><th rowspan="2">Estab. No.</th><th rowspan="2">School</th><th rowspan="2">Cohort</th><th colspan="2">RWM*</th><th colspan="2">READING</th><th colspan="2">WRITING TA</th><th colspan="2">MATHS</th><th colspan="2">GPS</th></tr><tr><th>≥Exp</th><th>High SS</th><th>≥Exp</th><th>High</th><th>≥Exp</th><th>GDS SS</th><th>≥Exp</th><th>High</th><th>≥Exp</th><th>High</th></tr><tr><td>-</td><td>LA</td><td>952</td><td>14.7%</td><td>0.5%</td><td>96.6</td><td>69.0%</td><td>29.9%</td><td>6.0%</td><td>22.7%</td><td>0.9%</td><td>95.8</td><td>71.5%</td><td>26.6%</td><td>3.2%</td><td>95.4</td><td>76.8%</td><td>22.0%</td><td>5.2%</td></tr><tr><td>2199</td><td>Tetney Primary School</td><td>2</td><td>0.0%</td><td>0.0%</td><td>97.5</td><td>100.0%</td><td>0.0%</td><td>0.0%</td><td>0.0%</td><td>0.0%</td><td>94.5</td><td>100.0%</td><td>0.0%</td><td>0.0%</td><td>95.0</td><td>100.0%</td><td>0.0%</td><td>0.0%</td></tr></table> In Year 6, there were two disadvantaged pupils with SEND and neither reached the expected standard in any subject though the APS was in line or above local averages. With such a small cohort, it is difficult to draw conclusions from this data. Action: Based on the limited data, it would be more useful to focus on SEND support through the SDP as a lever for improvement rather than addressing a tiny cohort through pupil premium expenditure in this way. Improving the early identification and provision for pupils that have SEND is therefore a priority on the SDP plan in 2024-25.	Estab. No.	School	Cohort	RWM*		READING		WRITING TA		MATHS		GPS		≥Exp	High SS	≥Exp	High	≥Exp	GDS SS	≥Exp	High	≥Exp	High	-	LA	952	14.7%	0.5%	96.6	69.0%	29.9%	6.0%	22.7%	0.9%	95.8	71.5%	26.6%	3.2%	95.4	76.8%	22.0%	5.2%	2199	Tetney Primary School	2	0.0%	0.0%	97.5	100.0%	0.0%	0.0%	0.0%	0.0%	94.5	100.0%	0.0%	0.0%	95.0	100.0%	0.0%	0.0%																																											
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Externally provided programmes

Programme	Provider
RWI	Read Write Inc
GL Wellcomm	GL Assessment
TT Rockstars	TT Rockstars
Effective Maths	Effective Maths
Mastering Number	NCETM
KS2 Languages	Grammarsaurus