

## Pupil premium strategy statement 2024-2027

This statement details our school's use of pupil premium for the 2024 to 2025 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	Pawlett Primary School Academy
Number of pupils in school	72 (24-25) <b>65 (25-26)</b>
Proportion (%) of pupil premium eligible pupils	24% (24-25) 21.5% <b>(25-26)</b>
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2024-2027
Date this statement was published	September 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Emma Barker
Pupil premium lead	Emma Barker
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2024-25) £31,258 (25-26)	£34,294 £31,258 (25-26)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this (2024-25) academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£34,294 £31,258 (25-26)

### Statement of intent

At Pawlett Primary School Academy, we are committed to ensuring that every child has the opportunity to achieve their full potential, regardless of their background or circumstances. We recognise the challenges faced by disadvantaged pupils and are dedicated to providing targeted support to address these barriers to success. Our statement of intent for pupil premium and disadvantaged pupils in our primary schools outlines our commitment to equity, inclusion, and excellence in education.

Our intention is clear: to empower all pupils, irrespective of their socio-economic background or the challenges they may face, to make significant progress and achieve high levels of attainment across all subject areas. We firmly believe that every child has the right to access quality education and that no child should be left behind due to circumstances beyond their control.

The focus of our pupil premium strategy is to provide tailored support to disadvantaged pupils, including those eligible for Free School Meals (FSM), children in care, and those from service personnel families. We understand the importance of removing financial barriers to education and we are dedicated to closing the attainment gap by ensuring that these pupils receive the additional resources, interventions, and opportunities they need to thrive academically and socially.

Research demonstrates that pupils from deprived backgrounds often underachieve compared to their peers. Therefore, it is imperative that we utilise pupil premium funding effectively to enable these pupils to succeed. Our approach is rooted in evidence-based practices and informed by robust diagnostic assessment, ensuring that support is targeted and impactful.

We adopt a whole-school approach, with every staff member taking responsibility for the outcomes of disadvantaged pupils. We foster a culture of high expectations, where we believe in the potential of every child and are committed to challenging them to reach new heights of achievement. Early intervention is key, and we act swiftly to address any barriers to learning as soon as they are identified.

Our commitment to the success of disadvantaged pupils extends beyond academic achievement. We strive to nurture their holistic development, supporting their social, emotional, and well-being needs to ensure they flourish both inside and outside the classroom.

In conclusion, at Pawlett Primary School Academy we are dedicated to championing the rights of disadvantaged pupils and maximising their potential through targeted support, high expectations, and a commitment to excellence. By working collaboratively with families, stakeholders, and the wider community, we aim to create a nurturing and inclusive environment where every child can thrive and succeed.

## **Principles**

- We ensure that teaching and learning opportunities meet the needs of all the pupils;
- we ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed;

- in making provision for socially disadvantaged pupils, we recognise that not all pupils who receive pupil premium funding will be socially disadvantaged;
- we recognise not all pupils who are socially disadvantaged are registered or qualify for pupil premium funding. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as socially disadvantaged.

## **School Context**

Pawlett Primary School Academy is a small rural primary school located in the village of Pawlett, which is nestled between Highbridge and Bridgwater in Somerset. We have 65 children on role from EYFS through to Year 6. We have three and a half (with year 4s being taught separately every morning) mixed aged classes – Reception/Year 1, Year 2 and 3, and Year 4, 5 and 6.

### **Ultimate Objectives**

To narrow the gap between advantaged and non-disadvantaged pupils nationally and also within internal school data.

For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach at least age related expectations at the end of KS2 and subsequently helping them to achieve GCSEs in at least English and Maths.

## Part A: Pupil premium strategy plan

### Challenges

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

Challenge number	Detail of challenge
1	Outcomes: Lower-attainment across core areas (reading, writing, maths) from our disadvantaged learners. 42% ARE, and 0% Above ARE; compared to 65% ARE and 4% Above ARE for non-disadvantaged learners.
2	Attendance: Our data over the last 3 years indicates that attendance among disadvantaged pupils has been on average 6.5% lower than for non-disadvantaged pupils - this has reduced by 1%. The number of PA children is still high and a significant issue in our school, but it has significantly reduced in the last academic year (from 23.5% to 15% - 2024-25 academic year)
3	Oral Language Skills: Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
4	Behaviour for learning: Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to: lack of resilience, increase in mental health issues such as anxiety, speech and language difficulties, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Family engagement: Following the post-pandemic period, the last three academic years, there has been a reduction in need however due to the practice in place at our school interventions/small group work has been planned for rather than a reactive measure. There is a mixture of practice in place including Forest School; speech and language; social and emotional support (including anger management; self-regulation work). Our continued investment (time and money) into the Thrive Approach, including the addition of Family Thrive has supported our preventative measures work most effectively. Discussions with families have highlighted evidence of low aspirations, lack of cultural capital particularly in relation to enrichment activities and some evidence of a lack of family support. These challenges particularly affect our disadvantaged pupils and negatively impact upon their attendance and subsequent attainment.

### 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	Challenge Addressed	IMPACT July 2025
<p>Over the next three years disadvantaged children are working at ARE in reading, writing and maths and prime areas in EYFS by the end of KS1. Disadvantaged children pass their phonics assessment in Year 1.</p>	<p>Over three years this gap will close in line with national data. At least 80% of disadvantaged children achieve intervention targets (non-SEND) where applicable. All pupils make good progress in their early reading development and those identified in the lowest 20% make accelerated progress.</p>	1,2,3	<p>PP GLD 100% PP Phonics screen: 67% (2/3 children) KS1 PP R:100%; W: 100%; M: 100%</p>
<p>Over the next three years maths, reading and writing attainment for disadvantaged pupils at the end of KS2 will improve to at least the national average.</p>	<p>70% of disadvantaged children (non-SEND) are ARE. Increased number of disadvantaged children are working at ARE in maths. Increased number of disadvantaged children are working at ARE in maths.</p>	1,2,3	<p>KS2 PP 0% achieved ARE in reading, writing or maths (this is 3 children)</p>
<p>Over the next three years disadvantaged children are working at ARE in reading, writing and maths and prime areas in EYFS by the end of KS1. Disadvantaged children pass their phonics assessment in Year 1.</p>	<p>Over three years this gap will close in line with national data. At least 80% of disadvantaged children achieve intervention targets (non-SEND) where applicable. All pupils make good progress in their early reading development and those identified in the lowest 20% make accelerated progress.</p>	1,2,3	<p>PP Phonics screen: 67% (2/3 children) KS1 PP R:100%; W: 100%; M: 100%</p>
<p>Children will know more and remember more as a result of a broad and balanced curriculum. Wider curricular activities.</p>	<p>Children will have an increased understanding and experience of opportunities outside of school and their home environment. Children can draw on and apply their experiences through multiple areas of learning.</p>	4,5	<p>Play in a Day feedback: 'Absolutely amazing - we loved watching it. Very very proud ' parent 'This was absolutely brilliant today ! Well done to everyone</p>

	<p>Children will have an increased knowledge of the world away from their home.</p>		<p>involved. Staff and children' parent          'It was great to see children being part of a large project, inclusive of all ages and abilities, exposing them to cultural experiences they may not have had before. They all looked like they were really enjoying themselves and performed so confidently, despite the event pushing some of them outside of their comfort zones' - parent.          "I loved it, never done anything like it before and I now want to do it again!" pupil          'It was very freeing, I could be someone else for the day, it was so much fun.' pupil</p>
<p>Disadvantaged children are more resilient. Emotional and behavioural barriers are impacting less on children's learning.</p>	<p>Reduction in behaviour incidents.          Increase in the amount of time in school.          All disadvantaged children achieve intervention targets where applicable.          All disadvantaged children achieve pastoral support plan targets where applicable.          School will continue to signpost families towards early help.          Teachers will use Thrive Approach (including assessments) which will inform planning.</p>	<p>4,5</p>	<p>'Our school feels safe and welcoming, like a big hug every day.' pupil          'It is so good to have confidence in everyone at Pawlett will be there for my child whenever they need them, and when they don't - they are a constant.' parent          'Our playground and new risky play at lunchtime is fantastic!' pupil</p>

			The number of FTS has remained the same just 2.5 sessions.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Ensure attendance of all children including disadvantaged children is above 96%.</p> <p>The percentage of all pupils who are persistently absent being less than 5%(2021 data) and the figure among disadvantaged pupils being in line with their peers.</p>	1,2	Attendance for 2024-25 remained at 85% for disadvantaged pupils. Both very low and Persistently Absent (80-90%) remain at 30% combined with our disadvantaged children. However one of which is on an agreed severely reduced timetable and has an EHCP.

## Activity in this academic year 2024-25

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: £17,147

Activity	Evidence that supports this approach	Challenge number(s) addressed	IMPACT July 2025
<p>Maintained staffing levels of teachers and support staff and high quality staff CPD is essential, including whole school staff meetings and INSET days. We work alongside the Boolean Maths Hub and Unlocking Excellence English Hub, as well as the continuation of the use of NELI.</p>	<p>EEF principles.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teachers-continuing-professional-development</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	<p>1, 2, 4, 5,</p>	<p>PP GLD 100%</p> <p>PP Phonics screen: 67% (⅔ children)</p> <p>KS1 PP R:100%; W:100%; M:100%</p> <p>KS2 PP 0% achieved ARE in reading, writing or maths (this is 3 children)</p>
<p>An embedding of an instructional coaching cycle that solidifies the bedrock of improvement in our QFT for all teachers. Moderation and QA across other primaries will be essential in maintaining high levels of expectations for all, in particular our most vulnerable children.</p> <p>Trust-wide School Improvement focus is on Improving Outcomes, Developing Staff and Strengthening Communities. Our individual school improvement plan mirrors this on a school-level and we will continue to dedicate 50% of PDM (Professional Development Meetings) to teacher coaching. This year support staff will be even more of a focus.</p>	<p>Ensuring an effective teaching team is in front of every class, and that every teacher is supported and encouraged to keep improving, is the key ingredient of a successful school and should rightly be a top priority of pupil premium spending.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/early-career-support">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/early-career-support</a></p> <p><a href="https://leadingeducators.org/blog/get-more-value-from-your-instructional-coaching-program/#:~:text=Instructional%20coaches%20are%20crucial%20in,what%20works%20best%20in%20implementation.">https://leadingeducators.org/blog/get-more-value-from-your-instructional-coaching-program/#:~:text=Instructional%20coaches%20are%20crucial%20in,what%20works%20best%20in%20implementation.</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence">https://educationendowmentfoundation.org.uk/education-evidence</a></p>	<p>1</p>	<p>Outcomes year on year are improving.</p> <p>“I have learnt to love teaching again, I feel in control of my professional development and that is very empowering.”</p> <p>Teacher</p> <p>‘Coaching has made us a much stronger team and we are all respectfully supporting each other with our different skillsets. I like it.’ Teacher</p>

	<a href="#">nce/guidance-reports/teaching-assistants</a>		
<p>Long-term investment (financial and time) to being a Voice 21 Oracy School. This programme supports schools to build speaking and listening into the curriculum, teaching and learning and wider school life.</p> <p>Voice 21 is the national charity that supports schools to build speaking and listening into the curriculum, teaching and learning and wider school life. Our three-year journey with Voice 21 will equip us as educators with the oracy expertise to transform our childrens' learning and life chances with and through talk.</p>	<p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21</a></p> <p><a href="https://voice21.org/impact-report-2022-2023/">https://voice21.org/impact-report-2022-2023/</a></p>	3	<p>'The children are retaining much more information now we are using our oracy skills more'</p> <p>teacher</p> <p>'It has brought the joy back into teaching.'</p> <p>Teacher</p> <p>Every single teacher in their appraisal wanted to add an oracy target.</p>
<p>Additionally, this budget allows us to have our mixed-aged classes as three classes to allow for smaller class sizes, which in turn benefit the children. For 2024-25 we are also separating year 4 every morning for a focus on english and maths.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p>	1,2,4,5	<p>See above for results.</p>
<p>To support teaching and learning we continue to invest in a whole school approach to supporting social and emotional well-being (Thrive Approach). The budget affords us to put the right staffing in the right place for effective support to take place on a daily basis. Our Learning Mentor also works as part of a team across three other primaries in the area to help support and share best practice.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><a href="https://www.thriveapproach.com/impact-and-research/impact-of-thrive">https://www.thriveapproach.com/impact-and-research/impact-of-thrive</a></p>	2,4,5	<p>'Our children feel safe and secure in our school what ever their morning has looked like and they are ready to learn as soon as possible - our whole school approach enables that to happen all the time.'</p> <p>Teacher</p> <p>'The Thrive Approach has helped me be a better parent - I have more tools in my toolbox!'</p> <p>parent</p>

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

Budgeted cost: £8574

Activity	Evidence that supports this approach	Challenge number(s) addressed	IMPACT July 2025
After school small group tutoring – targeted to fill gaps where required following on-going assessments	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/one-to-one-tuition</a>	1	See outcomes above
In-School Small Group Tutoring - targeted to fill gaps where required following on-going assessments	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/one-to-one-tuition</a>	2, 4, 5	See outcomes above
Copies of texts for all vulnerable children and curriculum support /breakfast club and after school club materials	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/arts-participation</a>	2, 4, 5	Texts for children has had limited impact however access to reading material (which include their class text for example) at breakfast club has really helped. “At breakfast club I can catch up on the reading ready for later.” pupil
Additional external agency involvement to support most vulnerable children e.g. Educational Psychologist/counselling/SLE involvement	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/behaviour-interventions</a>	1, 3	Greater exposure to external agencies (PFSA meetings, Community Breakfasts etc) has allowed greater

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

Budgeted cost: £8573

Activity	Evidence that supports this approach	Challenge number(s) addressed	IMPACT July 2025
<p>Continue to embed the Thrive Approach to support social and emotional wellbeing across the school.</p> <p>Continue and embed Family Thrive to help support our families as well as we do our children.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	2, 5	<p>'Our children feel safe and secure in our school what ever their morning has looked like and they are ready to learn as soon as possible - our whole school approach enables that to happen all the time.'</p> <p>Teacher 'The Thrive Approach has helped me be a better parent - I have more tools in my toolbox!' parent'</p>
<p>Increase in arts participation across the school to develop the cultural capital of all.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	2, 5	<p>Play in a Day feedback: 'Absolutely amazing - we loved watching it. Very very proud ' parent 'This was absolutely brilliant today ! Well done to everyone involved. Staff and children' parent 'It was great to see children being part of a</p>

			<p>large project, inclusive of all ages and abilities, exposing them to cultural experiences they may not have had before. They all looked like they were really enjoying themselves and performed so confidently, despite the event pushing some of them outside of their comfort zones' - parent.</p> <p>"I loved it, never done anything like it before and I now want to do it again!" pupil</p> <p>'It was very freeing, I could be someone else for the day, it was so much fun.' pupil</p>
Designated staff to support specific needs and small groups in their social, emotional needs.	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/behaviour</a></p>	1, 2, 3, 5	See above comments from children and parents.
A lead practitioner in Thrive Approach, Mental Health in Schools lead – facilitate and organise and implement wider-strategies such as lunchtime clubs, family liaison, working with external agencies.	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning</a></p>	2, 5	See above comments from children and parents.
Breakfast Club and After-school clubs which include opportunities that are rich	<a href="https://educationendowmentfoundation.org.uk/education">https://educationendowmentfoundation.org.uk/education</a>	2, 5	'We love Breakfast Club'

<p>in the arts/drama/music will support building of cultural capital: raise aspirations and broaden experiences for all, but in particular our most disadvantaged children.</p>	<p><a href="#">-evidence/teaching-learning-toolkit/arts-participation</a></p>		<p>(said all children together) 'We are such a happy team that learn and play together. I look forward to it.'</p> <p>It has improved our attendance and the number of lates has reduced.</p>
<p>Instrument hire and tuition</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p>1,2,5</p>	<p>Opening up opportunities previously not exposed to.</p> <p>'I can play an instrument - how cool is that?' pupil</p> <p>'We got to perform in a concert, that was very exciting I will remember that forever.' pupil</p> <p>'So proud of them, I didn't get chances like this, so delighted they do' parent.</p>
<p>Trips, residentials, increase in arts participation across the school etc</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p>1,2,4</p>	<p>Play in a Day feedback:</p> <p>'Absolutely amazing - we loved watching it. Very very proud ' parent</p> <p>'This was absolutely brilliant today ! Well done to everyone involved. Staff and children' parent</p> <p>'It was great to see children</p>

		<p>being part of a large project, inclusive of all ages and abilities, exposing them to cultural experiences they may not have had before. They all looked like they were really enjoying themselves and performed so confidently, despite the event pushing some of them outside of their comfort zones' - parent.</p> <p>"I loved it, never done anything like it before and I now want to do it again!' pupil</p> <p>'It was very freeing, I could be someone else for the day, it was so much fun.' pupil</p> <p>Year 6 residential was a huge success for ALL children, some did not want to stay overnight and we accommodated every need accordingly.</p>
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**Total budgeted cost: £34,294**

## 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 2024 to 2025 academic year.

Attainment for disadvantaged pupils was still below non-disadvantaged children in many areas in the 2024-25 academic year. However, we are still feeling the impact of the Covid-19 pandemic. Although we are now four years away from the start of the pandemic, there was a great deal of absence from both children and staff as a result of the viruses (Covid and others) still being present. Attitudes and reactions towards illnesses are different since the pandemic and we continue to work hard to ensure children and families are safe in school. There was, however, significant progress in the teaching of phonics due to the embedding of Read Write Inc to the schools. This enabled all pupils to make good progress in their phonics learning from their different starting points. We are delighted with the 100% pass for ALL children. There was also significant improvement in both KS1 and KS2 in all areas. However, an area for development is maths in KS2 and writing in KS1 to ensure the best outcomes for children by the end of their primary phase. Our safeguarding procedures remain rigorous and robust. Safeguarding leads track concerns effectively and ensure needs are met more efficiently both within school and with external agencies. We are very proud of the positive engagement we have with our wider community, we have excellent attendance at school events including our learning review meetings. We will continue to work hard in this area.

GLD Data	PP	Non-PP
PPSA	100%	100%

Phonics data	PP	Non-PP
PPSA		
Year 1	67%	100%
Year 2	100%	100%

PPSA	PP	Non-PP
KS1		
Reading	67%	88%

Writing	67%	88%
Maths	67%	88%
KS2		
Reading	0%	80%
Writing	0%	80%
Maths	0%	80%

## 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
Nuffield Language Early Intervention (NELI)	Department of Education, Oxford University

## 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*