

# Surrey Street Primary School

## PUPIL PREMIUM STRATEGY: ACADEMIC YEAR 2024-2025

This statement details our school's use of pupil premium and recovery premium funding for the 2023 to 2024 academic year 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	<b>Surrey Street Primary School</b>
Number of pupils in school	<b>391</b>
Proportion (%) of pupil premium eligible pupils	<b>32%</b>
Academic year/years that our current pupil premium strategy plan covers	<b>2023/2024 to 2025/2026</b>
Date this statement was published	<b>October 2024</b>
Date on which it will be reviewed	<b>September 2025</b>
Statement authorised by	<b>Full Governing Body</b>
Pupil Premium Lead	<b>Sarah Jackson, Headteacher, Greg Iszchak, Assistant Headteacher</b>
Governor Lead	<b>Carolyn Doherty, Pupil Premium Lead</b>

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£197,928
Recovery premium funding allocation this academic year	£10,014
LAC pupil premium allocation	£1980
Pupil premium funding carried forward from previous years	£ 0
<b>Total budget for this academic year</b>	<b>£209,922</b>

### Part A: Pupil premium strategy plan

#### Statement of intent

Our vision is for learning for life at Surrey Street where the social, emotional, spiritual, physical and learning needs of every member of the school community are met. Our intention is that all pupils, irrespective of their background or the barriers to learning that they face, become independent, confident, self-motivated and enthusiastic learners, having the self-esteem to both evaluate and extend their learning to achieve their full potential, within a secure, caring, happy environment. Through this strategy, we will consider the challenges faced by all pupils identified as belonging to vulnerable groups, including ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

In line with the Education Endowment Foundation (EEF) Guide to the Pupil Premium, the school will adopt a tiered approach, recognising that high quality teaching is key to the success for all children regardless of their level of vulnerability. For some children, further targeted academic support will be provided, especially for those children whose progress or attainment has been most adversely impacted by the legacy of the pandemic. Finally, we recognise that many of our disadvantaged children face further, non-academic, barriers to learning, such as those relating to behaviour, attendance, social and emotional needs, and disproportionately fewer life experiences or enrichment opportunities to ensure that the approaches we have adopted are effective at closing the disadvantage attainment gap, we will:

- Ensure disadvantaged pupils are appropriately supported and challenged to enable them to fulfil their potential
- Closely monitor our pupils' progress, attainment and wellbeing to enable prompt intervention whenever the need arises
- Ensure our disadvantaged pupils attend school regularly so that they fully benefit from the wealth of experiences

## Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate significant gaps in pupils' foundational learning. This has been further exacerbated by the disruption caused by the pandemic and the high levels of mobility across the school. Children who fail to achieve fluency in foundational learning in primary school face a widening gap in performance thereafter. Key areas identified are:</p> <ul style="list-style-type: none"> <li>• Pupils' <b>oral language</b> skills and <b>vocabulary</b>-</li> <li>• Pupils' <b>phonics</b> knowledge</li> <li>• Pupils' knowledge and use of <b>known number facts</b></li> <li>• Pupils <b>reading</b> fluency</li> </ul>
2	<p>High levels of pupil <b>mobility</b> (53% as at 08.07.24 and already 20% 7.10.24); in previous years 50%+ year on year) in the school, means many pupils joining the school with previously unmet SEND, attendance or social and emotional needs. Late identification of <b>SEND or wider needs</b> is a barrier to learning.</p>
3	<p><b>Social and emotional issues</b> can create barriers to pupils' learning. Observations of pupils and discussions with them and their parents have identified that pupils' social and emotional wellbeing has been significantly impacted by school closures and the pandemic disruption, and this has disproportionately affected disadvantaged pupils. Particular difficulties have been identified with children in key year groups- in particular Yrs2&gt;5</p>
4	<p>Poor <b>attendance</b> and punctuality affect pupils' ability to access the full extent of education provided for them, and therefore represent a significant barrier to learning. Historic attendance data shows that attendance of our disadvantaged pupils was lower than that of non- disadvantaged and persistent absence was higher, but both were improving prior to school closures and pandemic disruption. Our data shows that attendance for our disadvantaged pupils in the summer term of 2024 was 94% (95.17% non-disadvantaged) and persistent absence was 20.2% (non-disadvantaged 13.3%). Whilst there is a continued improvement in the attendance figures for our disadvantaged pupils there is still a significant gap between them and their non-disadvantaged peers.</p>
5	<p>Many of our disadvantaged pupils <b>lack wider life experiences</b>, which has been further exacerbated by the cost of living crisis and the reduction in educational visits and in-school workshops and events during the pandemic. This impacts negatively on pupils' confidence, social skills, breadth of ideas to draw upon and aspirations.</p>

## 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
<p>Pupils demonstrate strong foundational learning which impacts positively on their confidence, self-esteem, and their progress and attainment across the curriculum.</p>	<ul style="list-style-type: none"> <li>• Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</li> <li>• Phonics outcomes in KS1 remain at least at National levels with no discernible gap in performance between disadvantaged and non- disadvantaged pupils</li> <li>• Assessments and observations indicate pupils are fluent in their number facts which impacts positively on their calculation skills.</li> <li>• Assessments and observations indicate that there is non discernable gap between disadvantaged and non disadvantaged learners in the multiplication check at the end of year 4.</li> </ul>
<p>Mobile pupils with SEND, or other barriers to learning, joining the school are identified rapidly and make good progress.</p>	<ul style="list-style-type: none"> <li>• Baseline assessments are completed within 2 weeks of mobile pupils joining the school.</li> <li>• Referrals to the SEND, wellbeing or family worker team are made within 1 month of pupils with previously unmet needs joining the school.</li> </ul>
<p>Pupils are emotionally and mentally healthy, and able to focus their attention on learning.</p>	<p>Sustained high levels of wellbeing by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from pupil voice, parent and pupil surveys and teacher observations</li> <li>• Reduction in recorded behaviour incidents year-on-year</li> <li>• Reduction in recorded fixed term suspensions year-on-year</li> </ul>

<p>Sustained improved attendance is achieved for all pupils, particularly disadvantaged pupils.</p>	<p>By 2025/26 sustained attendance in line with National pre-pandemic attendance:</p> <ul style="list-style-type: none"> <li>• Overall absence rate for all pupils being no more than 3.5%, with no more than 1% difference between disadvantaged and non- disadvantaged</li> <li>• Percentage of pupils who are persistently absent being below 8%, with disadvantaged pupils being no more than 4% lower than their non- disadvantaged peers</li> <li>• Attendance of mobile pupils quickly improves through early intervention support offered by the school's Attendance Officer</li> </ul>
<p>Pupils have a wide range of experiences which supports their learning across the curriculum.</p>	<p>There is a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>
<p>Pupils will have early intervention to develop their oracy skills in EYFS</p>	<p>By 2025/2026</p> <ul style="list-style-type: none"> <li>• Assessments and observations indicate significantly improved oral language among disadvantaged pupils within EYFS.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£7,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of high-quality professional development for teachers and teaching assistants focusing on foundational, and social and emotional learning:</p> <ul style="list-style-type: none"> <li>• <i>Phonics &amp; reading</i></li> <li>• <i>Retrieval and retaining learning- Rosenshine's principles of instruction</i></li> <li>• <i>Therapeutic Thinking- Trauma, attachment and behaviour</i></li> <li>• <i>Maths Fluency</i></li> <li>• <i>Oracy</i></li> </ul>	<p>High quality professional development, linked to the school improvement plan and emerging needs of the pupils, has a positive impact on outcomes for pupils:  <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</a></p> <p>Teaching assistants need to receive high quality support and training if they are to have a positive impact when leading structured interventions:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p>Specific research into using Trauma Informed approaches to improve mental health, well-being and behavior <a href="#">The effectiveness of trauma informed approaches to prevent adverse outcomes in mental health and wellbeing a rapid review (publishing.service.gov.uk)</a></p>	<p>1, 3</p>

<p>Purchase of DfE validated Systematic Synthetic Phonics resources to secure stronger phonics teaching for all pupils; retention of experienced TA to lead phonics groups and fast phonics interventions. Phonics strategic Lead teacher identified.</p>	<p>Effective phonics teaching has a positive impact on the accuracy of word reading, particularly for disadvantaged pupils; Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>1</p>
<p>Purchase of a range of tools to support maths foundational learning for whole class approaches, individual pupil practice and interventions:</p> <ul style="list-style-type: none"> <li>• <i>Number Sense</i></li> <li>• <i>TT Rockstars</i></li> <li>• <i>NumBots</i></li> </ul>	<p>The DfE &amp; NCETM non-statutory guidance draws on evidence-based approaches, which include the importance of factual fluency (foundational learning): <a href="https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools">https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools</a></p> <p>Number Sense Maths is informed by research into how high and low attaining pupils develop number sense (fluency in foundational learning). Research to support this approach can be found here: <a href="https://numbersensematics.com/research-principles">https://numbersensematics.com/research-principles</a></p>	<p>1</p>

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

Budgeted cost: £ 46,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of Oral Language Interventions targeted at those pupils with language poverty or specific language needs (targeted towards, but not exclusively, for disadvantaged pupils):</p> <ul style="list-style-type: none"> <li>• <i>Nuffield Early Language Intervention (NELI)</i></li> <li>• <i>Speech and Language Therapist support sessions</i></li> </ul>	<p>Studies indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall. NELI is a small group intervention, with at least 3 sessions per week, held over a period of 20 weeks, through which pupils typically make 3 months of additional progress in language.</p> <p>Oral language approaches that are delivered one-to-one also have larger impacts; the speech and language therapist use diagnostic assessments and targeted support in 1:1 sessions over an extended period.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>A focus on oral language skills will have benefits for both reading and writing.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy">https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</a></p>	<p>1</p>

<p>Provision of 1:1 Fast Phonics and Targeted Reader interventions, targeted towards, but not exclusively for, disadvantaged pupils.</p>	<p>The evidence suggests that children benefit from a balanced approach to literacy that includes a range of approaches. The emphasis of the different approaches will shift as children progress; effective diagnosis can help to identify priorities and focus teaching to ensure that it is efficient. Both Fast Phonics and Targeted Reader interventions are based on diagnostic assessments.</p> <p>Fast phonics supports pupils in learning to read; targeted reading focuses on fluency and a range of comprehension skills identified by diagnostic assessment.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy">https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</a> 1:1 focused support has been shown to be 'very effective':</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	<p>1</p>
<p>Provision of small group Number Sense and Fast Maths interventions to develop pupils' foundational learning</p>	<p>A focus on foundational learning (achieving fluency in addition, subtraction, multiplication and division facts) through Fast Maths, enables pupils' access to conceptual mathematical learning (NAHT aspire Research and Theory that Underpins Pedagogical Practice: NAHT ASPIRE   COPYRIGHT © 2014 EDISONLEARNING.) Pupils who fail to achieve foundational knowledge and skills in primary school face a widening gap in later performance.</p> <p>This, together with Number Sense, ties in with the EEF guidance reports relating to primary maths, which identify that maths teaching should help children to:</p> <ul style="list-style-type: none"> <li>- develop a rich network of mathematical knowledge</li> <li>- recognise mathematical connections</li> <li>- develop fluent recall of number facts</li> <li>- enable pupils to consciously choose between mathematical strategies</li> <li>- use consistent representations and manipulatives</li> <li>- encourage discussion about maths</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p>	<p>1</p>

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3>

These reports also suggest that using an approach or programme that is evidence-based and has been independently evaluated is a good starting point, which is true of both of the chosen approaches.

<https://numbersensematics.com/research-principles>

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

These identified areas represent non-academic challenges which pupils face which negatively affect their education and impact their access to teaching.

Budgeted cost: **£156, 422**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of an attendance officer to monitor and improve attendance, reduce persistent absence/ term time leave and liaise with the EWO.</p>	<p>Government advice identifies that regular attendance monitoring, first day calling procedures (including priority routine for vulnerable children), home visits, and building relationships with parents supports regular attendance. This is central to the intended approach as is close liaison with the Educational Welfare Officer:  <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	<p>1, 4</p>
<p>Provision of wellbeing and behavior support to support pupils with their mental health and ensure they are ready to take an active part in their learning.                      This will be enhanced by an Education Mental Health Practitioner from CAMHs.</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. A combination of universal programmes (Nurtured Heart and Zones of Regulation) and targeted group or 1:1 intervention has been shown to produce moderate improvements in academic performance as well as a decrease in problematic behaviours.  <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>                      Being able to effectively manage emotions will be beneficial to pupils even if it does not directly improve academic performance.  <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>1, 3, 4</p>
<p>Ensuring barriers to learning are quickly identified and addressed in a highly mobile school population, where many mobile</p>	<p>The guidance <a href="https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability">https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability</a> identifies that schools should develop an understanding of any non-academic challenges that pupils face that negatively impact their education and access to teaching, for example high mobility.</p>	<p>1, 2, 3, 4</p>

<p>pupils are disadvantaged or otherwise vulnerable.</p>	<p>The National College for School Leadership 2011 report '<i>Managing pupil mobility to maximise learning</i>' : <a href="https://www.gov.uk/government/publications/managing-pupil-mobility-to-maximise-learning">https://www.gov.uk/government/publications/managing-pupil-mobility-to-maximise-learning</a> identifies that '<i>the management of mobile pupils is costly and includes hidden costs. For example, a pupil may arrive and clearly have complex learning needs that would require a statement so that his or her learning can be supported. That process takes time, and provision has to be made in advance of the funding arriving.</i>' This is the experience in this school which is why additional members within the Inclusion Team are employed to enable learning needs to be identified and addressed. <i>Managing Pupil Mobility Guidance (DfES 2003)</i></p> <p>In addition to academic support from teachers and teaching assistants, mobile pupils are provided with an appropriate combination of attendance office, wellbeing team, early acquisition English and family worker support.</p>	
<p>Provision of family worker support to address issues occurring at home which may adversely impact on pupils' readiness to learn.</p>	<p>A number of pupils arrive at school not ready to learn because of issues experienced at home. For many children these have been exacerbated by the ongoing pandemic, such as lack of routine and stability over an extended period of time due to school closures. The pandemic has also led to greater uncertainty and anxiety with regards to financial security and health for many families. In supporting families to address these issues, pupils' wellbeing (and potentially attendance) and consequent ability to learn is improved. The DfE <i>Help, protection, education: concluding the Children in Need review</i> June 2019 , identifies the important role that schools play in ensuring equal access to education for children from vulnerable families.</p> <p>The family workers work closely with the attendance officer and wellbeing team to provide an integrated approach to address pupils' social and emotional, and physical needs through wider family support.</p>	<p>1, 3, 4</p>
<p>Subsidising of school trips to ensure disadvantaged pupils benefit from a wealth of experiences outside of the classroom.</p>	<p>Learning outside of the classroom (LotC) benefits children in terms of attainment, achievement, behavior, attendance, engagement, wellbeing and personal, social and emotional development:</p> <p><i>Using the Pupil Premium for learning outside the classroom</i> (Council for Learning Outside the Classroom) : <a href="http://www.lotc.org.uk/wp-content/uploads/2013/10/Pupil-Premium-Graham-Lodge-CLOtC-version-for-website-and-newsletter-4-9-13-updated-12-6-14.pdf">http://www.lotc.org.uk/wp-content/uploads/2013/10/Pupil-Premium-Graham-Lodge-CLOtC-version-for-website-and-newsletter-4-9-13-updated-12-6-14.pdf</a></p>	<p>1, 3, 4, 5</p>

**Total budgeted cost: £ 209, 992**

## 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.

#### Attendance data 2023-2024:

The following table shows the statistics with and without mobility  
(non-mobile data only counts children who have been in school since 1.9.23)

	<b>Pupil Premium</b>	<b>Non-Pupil premium</b>	<b>EHCP</b>	<b>SEN Support</b>	<b>No SEND</b>	<b>EAL</b>	<b>Non-EAL</b>
<b>Whole school</b>	<b>95.53%</b> <b>94%</b>	<b>95.93%</b> <b>95.17%</b>	<b>94.90%</b> <b>92.64%</b>	<b>95.79%</b> <b>93.75%</b>	<b>95.87%</b> <b>95.23%</b>	<b>95.77%</b> <b>94.84%</b>	<b>95.79%</b> <b>94.66%</b>
<b>Persistent absentee rate</b>	<b>10.28%</b> <b>20.2%</b>	<b>7.43%</b> <b>13.30%</b>	<b>16%</b> <b>20.45%</b>	<b>10.53%</b> <b>22.58%</b>	<b>7.34%</b> <b>13.68%</b>	<b>7.18%</b> <b>14.25%</b>	<b>11.49%</b> <b>17.88%</b>

**Attainment Charts:**

Reading ARE+

Nat'l non-PP

74%

	All	Girls	Boys	SEN	Non-SEN	EAL	FLE
Non-PP	68%	79%	59%	33%	71%	65%	80%
PP	58%	67%	50%	29%	68%	69%	40%

Reading GD

Nat'l non-PP

28%

	All	Girls	Boys	SEN	Non-SEN	EAL	FLE
Non-PP	19%	21%	18%	0%	21%	23%	0%
PP	35%	42%	29%	29%	37%	44%	20%

Writing ARE+

Nat'l non-PP

72%

	All	Girls	Boys	SEN	Non-SEN	EAL	FLE
Non-PP	65%	71%	59%	33%	68%	65%	60%
PP	54%	58%	50%	29%	63%	63%	40%

Writing GD

Nat'l non-PP

31%

	All	Girls	Boys	SEN	Non-SEN	EAL	FLE
Non-PP	13%	21%	6%	0%	14%	15%	0%
PP	15%	25%	7%	0%	21%	25%	0%

Maths ARE+

Nat'l non-PP

73%

	All	Girls	Boys	SEN	Non-SEN	EAL	FLE
Non-PP	81%	71%	88%	67%	82%	77%	100%
PP	69%	67%	71%	29%	84%	75%	60%

Maths GD

Nat'l non-PP

24%

	All	Girls	Boys	SEN	Non-SEN	EAL	FLE
Non-PP	16%	21%	12%	0%	18%	15%	20%
PP	23%	33%	14%	14%	26%	31%	10%

RWM ARE+

Nat'l non-PP

61%

	All	Girls	Boys	SEN	Non-SEN	EAL	FLE
Non-PP	58%	64%	53%	33%	61%	58%	60%
PP	46%	58%	36%	29%	53%	56%	30%

RWM GD

Nat'l non-PP

8%

	All	Girls	Boys	SEN	Non-SEN	EAL	FLE
Non-PP	3%	0%	6%	0%	4%	4%	0%
PP	8%	8%	7%	0%	11%	13%	0%

## Summary of outcomes KS2:

### Attainment Trends

In almost all groups of analysis for all subjects including combined, a larger percentage of non-pupil premium children achieved ARE than their pupil premium peers.

In some cases, the difference was by one or two percent but in other cases, it was much higher. In particular, the SEND group of pupil premium children attained significantly less than their non-pupil premium peers. However, it is important to note that the pupil premium SEND group consists of three children who are all on EHC plans. None of these children accessed mainstream teaching for the core subjects so the SEND data is greatly affected by this.

In terms of children achieving the greater depth standard in each area including the combined. Pupil premium children outperformed their non-pupil premium peers in almost all cases.

## Summary of outcomes:

### Phonics Year 1:

Phonics outcomes for disadvantaged learners continue to improve: Phonics outcomes for Pupil Premium children in Summer 2024 **92%**. The **non-disadvantaged group who achieved 64%, however it is important when comparing these figures to understand the skewing impact of other groups such as mobility, Early acquisition English and Significant SEND; this is especially the case when looking at the non-disadvantaged group.**

The strategic phonics lead teacher will monitor the disadvantaged group as a key dynamic group throughout the course of the year to ensure timely interventions are in place to diminish the gap. Complex needs group equates for 24% within this cohort (EHCP).

### Phonics Year 2:

Cumulative phonics outcomes for Year 2 are skewed by excessively high levels of mobility ( children joining the school after the phonics screening in summer 2023- Year 1); across the year group this was 63% with one class having 111% mobility across year 2. Additionally, the complex SEND group equates to **16% EHCP**. Outcomes for **pupil premium 89%**. Outcomes for **non-disadvantaged 84%**. When comparing these figures to understand the skewing impact of other groups such as mobility, Early acquisition English and Significant SEND; this is especially the case when looking at the non-disadvantaged group.

### **Summary of outcomes EYFS:**

Children's outcomes for GLD for all children in Summer 2024 42%. Outcomes for our disadvantaged pupils was significantly low in comparison to the non-disadvantaged pupils achieving 47%. It is important when comparing these figures to understand the skewing impact of other groups such as mobility, Early acquisition English and Significant SEND; this is especially the case when looking at the disadvantaged group.

### **Summary of outcomes MTC:**

Analysis of average scores would suggest that although the gap for non-disadvantaged learners is reducing, there is still a small gap. The average scores for disadvantaged pupils was 22/25 in comparison to the non-disadvantaged pupil group which was 23/25 in 2023. The school have appointed a strategic lead for mathematical fluency who will monitor the disadvantaged group as a key dynamic group throughout the course of the year to ensure timely interventions are in place to diminish the gap. As a result, in 2024, the average scores for disadvantaged pupils was 23/25 in comparison to the non-disadvantaged group which was 24/25.

## Externally provided programmes

Non-DfE programmes that you purchased in 2023-24.

Programme	Provider
Number Sense	Number Sense
All Stars behavior programme	All Stars

## Further information

As a school, we are very grateful to the generous donations of food from staff and pupils' families which have enabled our family workers to offer food parcels to those in need at very short notice. Our family workers also signpost parents to agencies providing financial support and charities, such as the Luton Foodbank and those providing uniform, winter coats and shoes. The school also works with Luton's Level Trust charity which provides support for disadvantaged families especially during the school holidays.

We are also grateful to the staff who give up their time to provide before and after school sports clubs at no cost to the school, which enables all pupils to attend without charge. Additionally, staff give up their time to lead overnight camping experiences and week-long residentials, voluntarily.