

# St Peter and St Paul CE Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium and recovery 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	St Peter and St Paul CofE Primary
Number of pupils in school	312
Proportion (%) of pupil premium eligible pupils	14.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025/26 to 2028/29
Date this statement was published	1.12.25
Date on which it will be reviewed	1.7.25
Statement authorised by	Mrs J Smeaton
Pupil premium leads	Mrs Rhodes and Miss Cunningham
Governor / Trustee lead	Mrs J Leedham

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99710
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this 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	£99710

# Part A: Pupil premium strategy plan

## Statement of intent

**Let your light shine` Matthew 5:16**

**We are distinctively Christian in our ethos and outlook and are inclusive of all. At the heart of our school are our Christian values. We welcome those of all faiths and none to shine their lights brightly, celebrating joys, failures and successes in partnership with parents and the community.**

**We are determined 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 challenge for those who are already high attainers.**

**We will identify the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. Our strategy is intended to support their needs, regardless of whether they are disadvantaged or not.**

**High-quality wave one teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Recent research (Education Endowment Fund, EEF) states that this has 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 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 collectively work together, alongside our families and communities, to:**

- **ensure that disadvantaged pupils are challenged in the work that they are set**
- **act early to intervene at the point when needs are identified**
- **adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve**

## Challenges

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

Challenge number	Detail of challenge
1	From observations, behaviour tracking, attendance monitoring and communication with parents, the school has seen an increase in children's levels of <b>anxiety and mental well-being</b> which has negatively impacted on progress. There are a high number of children with social and emotional barriers to their learning which include; limited emotional resilience, confidence, self belief and self-worth.
2	Assessments, observations, and discussions with pupils suggest that disadvantaged pupils generally have greater difficulties with <b>phonics</b> than their peers. This negatively impacts their development as readers.
3	Assessments indicate that <b>writing</b> attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Assessments indicate that <b>maths</b> attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
5	Assessments indicate that <b>reading</b> attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Children will demonstrate increased levels of emotional resilience, confidence, self-belief and self-worth.	Monitoring (including pupil voice, observations, Children and Young People's Lives Primary School survey) shows increased levels of emotional resilience, confidence, self-belief and self-worth.
The gap between the percentage of disadvantaged and non-disadvantaged children passing the Year 1 <b>Phonics</b> Screening Test is narrowed because teaching is precise and of a high quality to meet the needs of DV children.	The gap between the percentage of DV children and non-DV children passing the phonics screening test is narrowed.
The gap between the percentage of disadvantaged and non-disadvantaged children achieving the expected standard in <b>writing</b> is narrowed because teaching is precise and of a high quality to meet the needs of DV children.	The gap between the writing attainment of DV children and non-DV children is narrowed.
The gap between the percentage of disadvantaged and non-disadvantaged children achieving the expected standard in <b>maths</b> is narrowed because teaching is precise and of a high quality to meet the needs of DV children.	The gap between the maths attainment of DV children and non-DV children is narrowed.

The gap between the percentage of disadvantaged and non-disadvantaged children achieving the expected standard in <b>reading</b> is narrowed because teaching is precise and of a high quality to meet the needs of DV children.	The gap between the reading attainment of DV children and non-DV children is narrowed.
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## 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: £37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Responsible, skilled leaders to oversee outcomes for DV children.	The Report 'Successful School Leadership' EDT states that 'School leaders have a key role to play in setting direction and creating a positive school culture including the proactive school mindset and supporting and enhancing staff motivation and commitment needed to foster improvement and promote success for schools in challenging circumstances. <sup>1</sup> <a href="https://www.edt.org/insights-from-our-work/successful-school-leadership-2020-publication/#:~:text=It%20finds%20that%20most%20leadership,academic%20performance%20alone%20(including%20attendance%20">https://www.edt.org/insights-from-our-work/successful-school-leadership-2020-publication/#:~:text=It%20finds%20that%20most%20leadership,academic%20performance%20alone%20(including%20attendance%20</a>	1,2,3,4,5
Children will demonstrate increased levels of emotional resilience, confidence, self-belief and self-worth. All staff will effectively implement the Attachment and Trauma Training completed April 2025.  Staff and children will continue to work with the 'With Me In Mind' team. This offers bespoke support which is	EEF report "Improving social and emotional learning in schools": There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.  <a href="https://d2tic4wvo1iusb.cloudfront.net/pr oduction/eef-guidance-reports/primary-sel/EEF Social and Emotional Learning.pdf?v=1733840354">https://d2tic4wvo1iusb.cloudfront.net/pr oduction/eef-guidance-reports/primary-sel/EEF Social and Emotional Learning.p df?v=1733840354</a>	1,2,3,4,5,

<p>reviewed and agreed each term.</p> <p>Our PSHE curriculum is guided by the Jigsaw scheme and adapted by teachers to support the bespoke needs of the children. This explicitly teaches self awareness and social skills to improve their well being.</p> <p>A need for local PSHE network meetings last year (2025) was identified and these have now been established and led by our school. Termly PSHE subject leaders meetings now take place to share good practice and opportunities to network.</p>	<p>The Jigsaw scheme is developed by experts and teachers to provide children with opportunities to develop their emotional intelligence. These resources are continuously reviewed and funding is used to access additional up to date materials for the Jigsaw portal. Resources on this platform are updated in live time and take in the statutory changes in the RHSE curriculum.</p>	
<p>Recruit, retain and further develop high quality teaching staff.</p>	<p>The Education Endowment Fund (EEF) state throughout their Improving teaching documentation that high quality, Wave 1 teaching has a high impact on children's progress and attainment.</p>	<p>1,2,3,4,5</p>
<p>Maintain well-trained TAs in every class to support quality Wave 1 teaching and to deliver pre/post teaching to targeted children.</p>	<p>To increase access to small group teaching and provide a broad balanced offer of intervention support. EEF research states that small group work can be a powerful tool for supporting children.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>1,2,3,4,5</p>
<p>Resource, train and provide regularly assessed, targeted groups using RWI (DFE Validated) to secure stronger <b>phonics</b> teaching and learning for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>  <a href="#">DfE validated Systematic Synthetic Phonics programme</a></p>	<p>2</p>

<p>To embed a love of <b>reading</b> for pleasure.</p> <p>High quality texts in the library which is visited regularly visited by all children, writing is taught through high quality texts, high quality texts used for class readers, weekly Family Reading event is well attended.</p>	<p>There is a strong body of evidence (see Research evidence on reading for Pleasure, DFE 2012) which illustrates the importance of reading for pleasure for educational purposes and educational development and is more important than families' socio-economic status.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</a></p> <p>Impact through pupil voice, teacher observations and pupil outcomes.</p>	5
<p>Enhancement of our <b>maths</b> teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>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:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> <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>	4
<p>To improve outcomes for <b>writing</b> by ensuring that the teaching of early writing is age-appropriate</p> <p>The 'Strong Foundations in the First Years of School' document will be further embedded with EYFS and KS1 teaching staff. .</p> <p>To use elements of Jane Considine approach to writing in KS2, adjusted to meet the needs of all children.</p>	<p><a href="https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school">https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school</a></p> <p>The EEF guidance report "Improving Literacy in Key Stage 2". Recommendations from the document have been reviewed, actioned and monitored. Monitoring has led to timely changes in pedagogy to ensure good outcomes for our children.</p> <p><a href="https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school#:~:text=It%20should%20be%20">https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school#:~:text=It%20should%20be%20</a></p>	

To continue to lead Local Authority writing moderation cluster events termly.	<a href="#">a%20priority,this%20knowledge%20coherently%20and%20sequentially.</a>  <a href="https://d2tic4wvo1iusb.cloudfront.net/reproduction/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1733841984">https://d2tic4wvo1iusb.cloudfront.net/reproduction/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1733841984</a>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>In addition to quality Wave 1 teaching:</p> <p>Additional <b>reading</b> support including: 1:1 reading and <b>phonics</b> - RWI.</p> <p>1:1 reading (fluency and comprehension), small group phonics boosters and reading comprehension</p> <p>CPD for staff who lead phonics is targeted following monitoring by the phonics lead.</p> <p>Impact measured through half termly tracking, re-grouping and monitoring.</p>	<p>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.</p> <p> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a>  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a> </p>	1,2,3,5
<p>Use of Lexia online software to support children in KS2 develop their phonics, understanding and application.</p>	<p>1:1</p> <p> <a href="https://digitalcollections.dordt.edu/cgi/viewcontent.cgi?referer=https://scholar.google.co.uk/&amp;httpsredir=1&amp;article=1118&amp;context=med_theses">https://digitalcollections.dordt.edu/cgi/viewcontent.cgi?referer=https://scholar.google.co.uk/&amp;httpsredir=1&amp;article=1118&amp;context=med_theses</a> </p>	2,3,5

<p>In KS2, within Wave 1 teaching all adults ensure children are given the opportunities to plan, edit and improve their own <b>writing</b>. Additionally, the adults in every classroom supports focus DV children in developing high quality speaking and listening.</p>	<p>The EEF have published (Sep 2020) key documents to improve literacy in KS1 and KS2.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a> Targeted CPD following monitoring to ensure consistency.</p> <p>Impact measured through termly outcomes.</p>	1, 3, 5

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Officer and Learning Mentor to provide support for children.</p> <p>To continue to provide support for our children, families and wider community.</p>	<p>EEF report 'Social and Emotional Learning' states that: 'There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. Internal data showed an increase in attendance and attainment of disadvantaged children accessing this support last year. CPOMS data showed a reduction in behavioural incidents for disadvantaged children who had received this support last year.'</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p>	1,2,3,4,5
<p>To improve children's well being.</p> <p>Staff and children will continue to work with the 'With Me In Mind' team.</p> <p>This offers bespoke support which is</p>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/primary-sel/EEF%20Social%20and%20Emotional%20Learning.pdf?v=1733840354">https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/primary-sel/EEF Social and Emotional Learning.pdf?v=1733840354</a></p>	



reviewed and agreed each term.		
<p>To improve resilience to enable pupils to reach their full potential.</p> <p>Pastoral team to lead interventions/groups which are targeted and fluid depending on arising pupil needs.</p> <p>(eg, Lunchtime Club, With Me In Mind, Breakfast Club, Nursing Team offer, Lego club)</p>	<p>Resilience was identified through pupil voice and teacher observation as an area for development. Research shows that through challenge, children develop. We believe this is fundamental if children are to achieve their full capacity. CPD was delivered to all staff to share theory behind the Learning Pit and how it will be used in the classroom. A school wide image to support this was trialled, agreed upon and implemented (November 2022). This now enables children to: develop a strong sense of self-efficacy, engage willingly in challenging tasks, interact with empathy and respect, boost their resilience, determination and curiosity and be critical, creative, caring and collaborative thinkers.</p> <p>Impact through pupil voice, teacher observation, improvement in outcomes, attendance and behaviour.</p>	1,2,3,4,5
<p>Enrichment opportunities</p> <p>Subsidised breakfast and school enrichment clubs targeted for PPG children:</p>	<p>EEF research states: 'Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year'. Children attending breakfast clubs will be able to focus on their learning if their basic needs are met (Maslow's Hierarchy of Need).</p> <p><a href="https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res">https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</a></p>	1,2,3,4,5
To have a contingency fund for acute issues.	<p>As needs are identified (in live time) disadvantaged families will be supported to meet their needs i.e. providing food parcels, clothing, emergency transport, etc.</p>	1,2,3,4,5
To develop children's social skills and emotional well-being.	<p>Lunchtime Club for identified children run by the Pastoral Lead to support children to develop social and emotional skills.</p> <p>TA /Pastoral team lead interventions to support children to develop social and emotional skills.</p>	1,2,3,4,5

	Impact through: behaviour tracking, pupil voice and teacher voice.	
Enrichment Opportunities - Subsidy of educational visits including residential.	EEF research states projects based on a fun day out can boost writing skills by nine months. We will help provide highly positive, memorable experiences and rich opportunities for high quality learning, leading to a positive impact on all pupils' behaviour and safety and contributing well to pupils' achievement and to their spiritual, moral, social and cultural development <a href="https://educationendowmentfoundation.org.uk/news/trial-shows-project-based-on-a-fun-day-out-boosts-writing-skills-by-nine-mo">https://educationendowmentfoundation.org.uk/news/trial-shows-project-based-on-a-fun-day-out-boosts-writing-skills-by-nine-mo</a>	1,2,3,4,5
Contingency fund to be available for acute issues which arise and need to be addressed swiftly in order to support the child's basic needs.	Maslow's hierarchy of needs states that children must have their basic needs met in order to succeed.	

## 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.

Intended outcome	Success criteria	Impact July 2025
Children will demonstrate low <b>levels of anxiety</b> and increased levels of emotional resilience, confidence, self-belief and self-worth.	Monitoring (including pupil voice, observations, Children and Young People's Lives Primary School survey) shows increased levels of emotional resilience, confidence, self-belief and self-worth.	<p><b><u>Attendance</u></b></p> <p>The Pastoral Team have developed good relationships with children and their families so that attendance for disadvantaged pupils for the academic year 2024-2025 was 95.7 % which is above national all and an increase on the previous year. All disadvantaged children are offered a fully funded place at breakfast club resulting in around 30% of our disadvantaged children attending. Attending breakfast club has had a positive impact on overall attendance, also ensuring more PP children start the day able to focus on their learning.</p> <p><b><u>Resilience</u></b></p> <p>Across school 'The Learning Pit' continues to be embedded in practice which has increased the children's ability to engage willingly in difficult tasks, interact with empathy and show resilience and determination. Pupil voice shows that children are able to show and articulate higher levels of resilience. This is carefully planned and woven through our curriculum and our strong Christian school values. (SIAMS inspection judged 'Excellent' January 2020 <a href="https://stpandstp.org.uk/wp-content/uploads/2022/09/SIAMS-Jan-2020-St-Peter-and-St-Paul-Report-Final.pdf">https://stpandstp.org.uk/wp-content/uploads/2022/09/SIAMS-Jan-2020-St-Peter-and-St-Paul-Report-Final.pdf</a> ) OFSTED November 2023 <a href="https://files.ofsted.gov.uk/v1/file/50237958">https://files.ofsted.gov.uk/v1/file/50237958</a></p> <p><b><u>Personal Development</u></b></p> <p>At St Peter and St Paul CofE Primary, disadvantaged children are strategically prioritised to ensure there are rich opportunities for personal development. Disadvantaged children are prioritised for leadership roles and after school club attendance, all children are offered places, 37% of our disadvantaged children attend at least one after school club. Year 1, 2, 5 and 6 residential places for disadvantaged children are partially funded resulting in all DV children attending their residential.</p>

<p>The gap between the percentage of disadvantaged and non-disadvantaged children passing the Year 1 <b>Phonics</b> Screening Test is narrowed because teaching is precise and of a high quality to meet the needs of DV children.</p>	<p>The gap between the percentage of DV children and non-DV children passing the phonics screening test is narrowed.</p>	<p><b><u>Statutory Year 1 and 2 Phonics Screening Check - June 2024</u></b>  <b><u>Year 1</u></b>  78% of Y1 PP children met the expected standard compared to 87% non-disadvantaged children. Children who did not meet the expected standard made good progress from their starting points. The gap between PP and non-PP children reaching EXS reduced across the year due to focused phonics teaching.  <b><u>Year 2 Re-screens</u></b>  100% of Y2 disadvantaged children met the expected standard due to focussed phonics teaching.</p>
<p>The gap between the percentage of disadvantaged and non-disadvantaged children achieving the expected standard in <b>writing</b> is narrowed because teaching is precise and of a high quality to meet the needs of DV children.</p>	<p>The gap between the <b>writing</b> attainment of DV children and non-DV children is narrowed.</p>	<p><b><u>Year 1</u></b>  The majority of PP children made at least expected progress.  <b><u>Year 2</u></b>  The majority of PP children made at least expected progress.  <b><u>Year 3</u></b>  PP children have worked in teacher focus groups to continue to close the gap, progress has been made by all children, 63% of whom are also SEND pupils.  <b><u>Year 4</u></b>  The gap has narrowed in writing because children have made school accelerated progress.  <b><u>Year 5</u></b>  PP children have worked in teacher focus groups to continue to close the gap, progress has been made by all children, 63% of whom are also SEND pupils.  <b><u>Year 6</u></b>  The percentage of PPG children reaching expected standard and above expected was above that of disadvantaged children nationally.</p>
<p>The gap between the percentage of disadvantaged and non-disadvantaged children achieving the expected standard in <b>maths</b> is narrowed because teaching is precise and of a high quality to meet the needs of DV children.</p>	<p>The gap between the <b>maths</b> attainment of DV children and non-DV children is narrowed.</p>	<p><b><u>Reception:</u></b>  58% of PP children achieved their maths goal with good progress made from their baselines.  <b><u>Year 1:</u></b>  The gap has narrowed in maths because children have made school accelerated progress.  <b><u>Year 2:</u></b>  The gap is narrowing because school expected or accelerated progress has been made by PP children in maths.  Mastery Number programme in place in EYFS and KS1 which has seen improved outcomes for maths  <b><u>Year 3:</u></b></p>

		<p>PP children have worked in teacher focus groups to continue to close the gap, progress has been made by all children, 63% of whom are also SEND pupils.</p> <p><b><u>Year 4:</u></b></p> <p>The gap has narrowed in maths because children have made school accelerated progress.</p> <p>Multiplication Tables Check: PPG children's mean score was 22, which is above National mean for PP in 2024 which was 18.9. This is an increase on the previous year's PPG mean MTC score which was 17.4.</p> <p><b><u>Year 5:</u></b></p> <p>PP children have worked in teacher focus groups to continue to close the gap, progress has been made by all children, 50% of whom are also SEND pupils</p> <p><b><u>Year 6:</u></b></p> <p>The gap between PPG and all children has narrowed at ARE for maths. PPG children made accelerated progress in maths. The percentage of PPG children reaching expected standard and above expected was above that of National for disadvantaged children.</p>
<p>The gap between the percentage of disadvantaged and non-disadvantaged children achieving the expected standard in <b>reading</b> is narrowed because teaching is precise and of a high quality to meet the needs of DV children.</p>	<p>The gap between the <b>reading</b> attainment of DV children and non-DV children is narrowed.</p>	<p><b><u>Reception:</u></b></p> <p>At the end of Reception 58% of PP children achieved their literacy goal with good progress made from their baselines.</p> <p><b><u>Year 1:</u></b></p> <p>The gap has narrowed in reading at ARE and school accelerated progress can be seen in reading.</p> <p><b><u>Year 2:</u></b></p> <p>The gap has narrowed in reading at ARE and school accelerated progress can be seen in reading.</p> <p><b><u>Year 3:</u></b></p> <p>63% of the PP children are also SEND. Almost all children are making expected or accelerated progress in reading.</p> <p><b><u>Year 4:</u></b></p> <p>The gap has narrowed in reading at ARE and school accelerated progress can be seen in reading.</p> <p><b><u>Year 5:</u></b></p> <p>The gap has narrowed in reading at ARE and school accelerated progress can be seen in reading.</p> <p><b><u>Year 6:</u></b></p> <p>The gap has narrowed in reading at ARE and school accelerated progress can be seen in reading. The percentage of PPG children reaching both expected standard and above expected standard was above that of disadvantaged children nationally.</p>

## 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
See previous reviewed Pupil Plans on website:  <a href="https://stpandstp.org.uk/Information/Policies/">https://stpandstp.org.uk/Information/Policies/</a>	