

Pupil premium strategy statement – 24/25

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. This document highlights the changes made to our 3-year plan as a result of analysis of data, changes in needs and consultations with stakeholders.

It outlines our pupil premium strategy for 2023 - 2024, (sections in Challenges and Outcomes highlighted green show updates as a result of our ongoing analysis) which is part of our strategic 3-year plan 2022 – 2025, 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 | South View Community Primary School |
| Number of pupils in school | 409 |
| Proportion (%) of pupil premium eligible pupils | 26% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2022 – 2025 |
| Date this statement was published | October 2024 |
| Date on which it will be reviewed | October 2025 |
| Statement authorised by | Mrs Joanne Tomlins |
| Pupil premium lead | Mrs Carrie Henderson |
| Governor / Trustee lead | Mr Paul Quinnell |

Funding overview

| Detail | Amount |
|--|-----------------|
| Pupil premium funding allocation this academic year | £169,950 |
| Recovery premium funding allocation this academic year | NA |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £12,008 |
| Total budget for this academic year | £181,958 |

Part A: Pupil premium strategy plan

Statement of intent

South View is at the heart of our community. Ensuring no child is left behind.

Key Principles

- ALL children have the right to high quality teaching.
- Children's attainment is supported by good attendance.
- High quality teaching should ensure all children know and remember more.
- Every child should be a confident reader who loves to read.
- Every child should be given opportunities to develop their talents, skills and knowledge across a broad and balanced curriculum.
- Every child should have the opportunity to visit new places, talk with experts from a wide range of areas and develop an understanding of the wider world with first hand experiences where possible.
- Children's wellbeing impacts on their ability to learn.
- Every child matters and no child is left behind.

Ultimate Objectives

- To narrow the attainment and attendance gap between disadvantaged and non-disadvantaged children.
- For all children to have the knowledge, skills and confidence to access all areas of the curriculum fully.
- To support our children's health and wellbeing to enable them to access learning and to gain effective strategies that enable them to succeed in all aspects of life.

Achieving these Objectives

Our plan focuses on developing the whole child, ensuring they become confident readers, fluent mathematicians and have a broad balanced understanding of the wider world. Our plan aims to enhance the aspirations of our most vulnerable children, giving them key life skills and the knowledge that they are valued and can contribute to the wider world.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | <p>Gaps in Learning</p> <p>Low attainment and slow progress rates made by pupil premium/disadvantaged children. The children have gaps and misconceptions; they find it difficult to retain/recall prior knowledge.</p> <p><i>The disadvantage gap index has increased from 2.91 in 2019 to 3.23 in 2022. https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment</i></p> |
| 2 | <p>Reading, Writing and Phonics</p> <p>Ensuring our most vulnerable readers and writers – the lowest 20% - have access to high quality teaching, intervention and reading/writing materials; with particular reference to those children who do not get supported with reading at home, including understanding terminology to describe sentence structure and word classes (as assessed in the KS2 Grammar paper). <i>In reading, attainment remained stable for disadvantaged pupils at 62% and increased from 78% to 80% for other pupils. In writing, attainment fell from 68% to 55% for disadvantaged pupils and from 83% to 75% for other pupils. https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment</i></p> |
| 3 | <p>Maths</p> <p>Ensuring our most vulnerable children are fluent in written and mental calculations. That they can confidently work out calculations efficiently and accurately. <i>In maths, attainment fell from 67% to 56% for disadvantaged pupils and from 84% to 78% for other pupils. https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment</i></p> |
| 4 | <p>Emotional Wellbeing and Mental Health</p> <p>Children and family's emotional wellbeing and mental health. Safeguarding of vulnerable children. Difficulty in accessing support for mental health needs via the NHS, lack of local provision for supporting mental health, particularly for vulnerable and/or SEN children. Children missing out on opportunities to see, interact and understand the wider world.</p> |
| 5 | <p>Attendance of disadvantaged/vulnerable children</p> <p>Attendance – low attendance means less exposure to teaching and can often result in a higher risk of children falling behind in their learning, making below expected progress. <i>The overall absence rate for pupils who are eligible for free school meals was 10.4% across autumn and spring terms 2021/22, up from 7.2% in the same period in the previous year. This compares to 6.4% for those pupils who were not eligible for free school meals. Further to sessions recorded as absence, for pupils who were eligible for free school meals, 1.6% of sessions were recorded as not attending due to COVID circumstances compared to 1.3% of sessions for pupils who were not eligible. 35.4% of pupils who were eligible for free school meals were persistently absent across the autumn and spring terms 2021/22 combined, compared to 17.9% of pupils who were not eligible. https://explore-education-statistics.service.gov.uk/find-statistics/pupil-absence-in-schools-in-england-autumn-and-spring-terms</i></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>ALL children, including disadvantaged, vulnerable and SEN can demonstrate they know more and remember more across the whole curriculum.</p> <p>Assessments are developed that ensure all children are able to demonstrate their knowledge regardless of reading ability, fine motor skills etc.</p> | <ul style="list-style-type: none"> - All disadvantaged children make expected progress from previous end of year data/end of key stage data. - All subject leaders and teachers are clear on what key knowledge should be taught, when it is taught and when it is revisited. - Outcomes from end of term assessments will confirm a marked improvement in areas identified by subject leaders as a focus. - Foundation Subject – end of topic assessments shows that children are retaining key information taught. - Monitoring and Evaluation of curriculum ensures a well-sequenced curriculum with clear expectations of what will be known and remembered at every staff of a child’s learning. - Assessment for Learning is used to address gaps in learning and misconceptions - these are dealt with quickly via first quality teaching or intervention. |
| <p>The curriculum is well sequenced for the teaching of phonics and Early Reading. Interventions are swiftly put in place for those not making expected progress. Children have access to high quality teaching, reading materials and have the opportunity to develop a love of reading both through their own positive experiences as a reader and through hearing high quality fiction being read to them. High quality non-fiction is shared to support children’s understanding of the curriculum and the wider world.</p> <p>Every child is a reader at South View, they are given the opportunity to build a love of reading, becoming lifelong readers who are also strong in the mechanics of reading. All children develop confidence and enjoyment with reading.</p> <p>Improve writing and Grammar, Punctuation and Spelling attainment for</p> | <ul style="list-style-type: none"> - Quantity and quality of reading in each class is ambitious. Children in KS2 are expected to score above 85% on AR reading assessments and Termly Star Reading tests demonstrate accelerated learning for disadvantaged children. - Reading is prioritised for children to read independently and for children to hear high quality texts read with passion on a regular basis. - Y1 phonics will be in line with national outcomes. - Y2 retakes will be in line with national outcomes. - Reading SATs outcomes will increase year on year at KS1 and KS2. The first 20% of readers will be reaching national standards - unless an identified specific educational need. - Progress in reading scores are accelerated for the first 20% of readers. - KS2 writing outcomes in 2023/24 show that more than disadvantaged pupils met the expected standard in line with national data for disadvantaged pupils. |

| Intended outcome | Success criteria |
|--|---|
| <p>disadvantaged children at the end of KS2.</p> | |
| <p>Our children believe they are capable mathematicians. They know with effort and engagement they can improve.</p> <p>Our children are able to reduce cognitive load, when solving mathematical problems, by using effective strategies and knowing key facts.</p> <p>Our children can effectively use their number bond knowledge to help them bridge and partition numbers when solving addition and subtraction problems.</p> <p>Our children know their tables to efficiently solve multiplication and division problems beginning in year 3.</p> | <ul style="list-style-type: none"> - EYFS and Key Stage will embed the NCETM Mastering Number programme. - EYFS and KS1 children will have additional maths sessions using the Mastering Number sessions to increase number fluency and understanding. - EYFS and KS1 parents will have mastering number workshops with their children. - Year 4 and 5 will introduce the NCETM Mastering Number programme. - Arithmetic Scores in White Rose and SATs assessments will demonstrate more children getting 75% or more term on term and year on year. - TTRS Scores will show more children in KS2 getting 80% or more increasing term on term. - Year 4 Multiplication check score will show more children getting 80% or more year on year. - Maths SATs outcomes will increase year on year at KS1(optional) and KS2. The first 20% of readers will be reaching national standards -unless an identified specific educational need. |
| <p>Our children have strategies to support and manage their own wellbeing. Children are confident on who can help them in school and out of school. Families know that school can signpost families to sources of support.</p> <p>Children are effectively safeguarded. All adults in school are clear about procedures and who to approach when a concern arises. Children can identify a trusted adult to whom they can communicate their worries. All staff confidently use myconcern to record concerns and Designated Safeguarding Leads (DSLs) create, monitor and evaluate actions and impact against actions taken.</p> <p>Children understand the Wider World by interacting with it. Children have the opportunity to develop skills beyond the National Curriculum.</p> | <ul style="list-style-type: none"> - Learning mentor, SENCo and DSLs identify and support families and children who need additional support. - Identified families are offered Early Help Assessments, access to parenting courses, linked to LCPF. - EYFS Team identify families in need of additional Early intervention during home visits and visits to pre-school providers. - Identified children are supported through learning mentor, Healthy Minds, Small group activities, nurture clubs or keeping healthy clubs. - Safeguarding concerns are followed through quickly. DSLs act swiftly to keep children safe. Staff are confident in reporting and recording concerns. Myconcern is used to effectively scrutinise chronologies for most vulnerable children and look for patterns of concerns. - Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences. |

| Intended outcome | Success criteria |
|---|--|
| <p>Leaders ensure that new children to school have the opportunity to visit the school, to share information about themselves and their family in a supportive and non-judgemental way.</p> <p>Leaders have strong relationships with existing partners to assure all transitions are effective, including information sharing.</p> <p>Leaders build strong relationships with professionals who are already working with children but are not familiar with our school.</p> <p>Families are supported to find out about key people in school, know who to contact with concerns and have the opportunities to share the strengths, interests and needs of their child.</p> | <ul style="list-style-type: none"> - New children to school, at any time of entry, are well supported to transition into SVCPS – key staff are aware of strengths, challenges and relevant vulnerabilities and are able to scaffold support and challenge quickly and effectively. - EYFS children have home visits, visits to settings and meetings with any professionals involved prior to starting at SVCPS. |
| <p>All disadvantaged pupils will meet national expectations for attendance and persistence absence.</p> | <ul style="list-style-type: none"> - Disadvantaged pupils' attendance will be in line with non-disadvantaged children. (96+%) - PA levels for disadvantaged pupils will be in line with non-disadvantaged pupils. - Attendance Audit will demonstrate effective school procedures are in place by all stake holders. |

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: £56,206

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Maximising Learning</p> <p>Staff training on diagnostic assessment/assessment for Learning.</p> <p>Effective assessment of learning and assessment for learning considered in all stages of the planning, teaching and reviewing cycle.</p> | <p>Teacher Feedback to Improve Pupil learning (EEF)</p> <p>Principles, methods and implementation</p> <p>Effective Professional Development Guidance Report (EEF)</p> <p>Teaching Walkthrus – Tom Sherrington and Oliver Caviglioli</p> | <p>1 2 and 3</p> |

| | | |
|--|--|---|
| <p>Coaching and mentoring, modelling from senior staff</p> <p>Expansion of Senior Leadership Team to increase capacity of support in teaching and learning</p> <p>CPD provided by recognised external providers.</p> <p>CPD via instructional coaching</p> <p>Staff training on making knowledge stick.</p> <p>Staff training on effective use of Arbor (note this is a new MIS as previous was not being updated beyond statutory updates) and HelloData to support identifying gaps in knowledge, curriculum and learning.</p> | | |
| <p>Embed - ReadWriteInc scheme - resources and CPD for all staff.</p> <p>Ensure new staff are fully trained and have expert coaching and mentoring.</p> <p>Improving teaching of phonics and early reading through rigorous scheme.</p> <p>CPD for all staff on associated interventions and how to maximise impact in quality first teaching.</p> | <p>Improving Literacy in Key Stage 1 (EEF) Point 3 – Effectively implement a systematic phonics programme.</p> | 2 |
| <p>Embed Write to Read scheme.</p> <p>Purchase high quality, evidence-based resources to develop Spelling and Grammar skills.</p> <p>Visit schools with best practice in Spelling and Grammar and implement best practice strategies. Purchase associated resources.</p> | <p>Improving Literacy in Key Stage 1 (EEF) Point 5 – Teach pupils to use strategies for planning and monitoring their writing. Point 6 – Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling.</p> <p>Improving Literacy in Key Stage 2 (EEF) Point 4 – Teach writing composition strategies through modelling and supported practice. Point 5 – Develop pupil’s transcription and sentence construction skills through extensive practice.</p> | 2 |
| <p>NCETM - Mastering number programme, EYFS and KS1 embedded.</p> <p>Introduction of KS2 programme.</p> | <p>Improving Mathematics in the Early Years and Key Stage 1. Improving Mathematics in Years 4 and 5.</p> <p>Point 1 – develop practitioners understanding of how children learn mathematics.</p> | 3 |

| | | |
|---|--|-----------|
| <p>Providing parenting workshops for EYFS, KS1 and Year 4 parents on how to support developing fluency.</p> <p>CPD for staff on effective teaching strategies, particular focus on fluency and retention of number bonds and tables.</p> <p>Sustaining of Mastery programme (Maths Hub)</p> <p>Maths Hub training for Year 4 teacher moving to Year 5.</p> <p>Subject Leader time to ensure teachers are systematically revisiting the key content pupils need to retain.</p> | <p>Point 2 – Dedicate time for children to learn maths and integrate mathematics throughout the day.</p> <p>Point 3 – Use manipulatives and reasoning to develop understanding.</p> <p>Point 4 - Ensure that teaching builds on what children already know.</p> <p>Effective Professional Development (EEF)</p> <p>OFSTED Feedback November 2023:</p> <ul style="list-style-type: none"> ■ In some lessons, teachers do not check closely enough on what pupils know and can do. This means that pupils are sometimes moved on to more demanding work too soon or too late. The school must sharpen the use of formative assessment, checking on progress closely in lessons and moving pupils on to new content when they are ready. ■ In some subjects, pupils do not remember the important knowledge they have been taught. This prevents pupils from building on what they have already covered and deepening their understanding. The school must ensure that teachers systematically revisit the key content pupils need to retain, helping them to remember it over the long term and use it again. | |
| <p>Coaching and Mentoring support for all staff from identified coaches.</p> | <p>Effective Professional Development Guidance Report (EEF)</p> <p>Teaching Walkthrus – Tom Sherrington and Oliver Caviglioli</p> | 3 |
| <p>CPD from maths lead for all staff on using resources effectively with a specific focus on supporting first 20%.</p> | <p>Improving Mathematics in the Early Years and Key Stage 1.</p> <p>Point 3 – Use manipulatives and reasoning to develop understanding.</p> <p>Improving Mathematics in Key Stages Two and Three (EEF)</p> <p>Point 2 – using manipulatives and representations.</p> | 3 |
| <p>Effective mentoring/buddy scheme for staff new to the profession and new to the school.</p> | <p>Effective Professional Development Guidance Report (EEF)</p> | 1, 2 and3 |

| | | |
|---|--|------------------|
| Effective Transition from class to class, for new arrivals to our school and children moving on from our school. | EEF Blog: Supporting pupils through transitions – a trio of challenges | 1,2, 3 and 4 |
| Ensuring effective teaching in all classrooms through additional nationally recognised qualifications and retention of key staff. | The EEF Guide to the Pupil Premium Page 3. | 1, 2, 3, 4 and 5 |

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

Budgeted cost: £92,405

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Project X to support children in developing comprehension skills particularly those children working at the lowest 20%. NB children will have completed Phonics programme before embarking on Project X. | Improving Literacy in Key Stage 2 (EEF) Point 2 – support pupils to develop fluent reading capabilities. Point 3 – Teach reading comprehension strategies through modelling and supported practice. | 2 |
| Embed ReadWriteInc scheme - intervention for children who need to catch up. Improving teaching of phonics and early reading through rigorous scheme. (EYFS – Year 4) Embed best practice in Fresh Start to support children in developing decoding skills particularly those children working at the lowest 20% in Year 5 and 6. | Improving Literacy in Key Stage 1 (EEF) Point 3 – Effectively implement a systematic phonics programme. Point 8 – Use high quality structure interventions to help pupils who are struggling with their literacy. Improving Literacy in Key Stage 2 (EEF) Point 2 – support pupils to develop fluent reading capabilities. | 2 |
| Highly structured number bonds class teach, and intervention strategy introduced to | Improving Mathematics in the Early Years and Key Stage 1. (EEF) | 2 3 |

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| all children in EYFS (summer term), Y1 and y2. Interventions for children in Years 3 - 6 | <p>Point 5 – Use high quality target supported help all children learn mathematics.</p> <p>Improving Mathematics in Key Stages Two and Three (EEF)</p> <p>Point 7 - Use structured interventions to provide additional support.</p> | |
| Use of Nessy, Widgit and other resources to support children with dyslexia and specific literacy difficulties. | <p>Improving Literacy in Key Stage 2 (EEF)</p> <p>Point 6 - Target teaching and support by accurately assessing pupils needs.</p> <p>Point 7 – Use high-quality structured interventions to help pupils who are struggling with their literacy.</p> | 2 |
| Use of NELI and Verbo based Communication and Language programme in EYFS and KS1 to develop early communication and language skills | <p>Improving Literacy in Key Stage 1 (EEF)</p> <p>Point 1 = Develop pupils speaking and listening skills and wider understanding of language.</p> | 2 |
| Use of Number Stacks intervention to support children with very early mathematical concepts and to fill gaps. Focusing on the lowest 5% of children. | <p>Improving Mathematics in the Early Years and Key Stage 1. (EEF)</p> <p>Point 5 – Use high quality target supported help all children learn mathematics.</p> <p>Improving Mathematics in Key Stages Two and Three (EEF)</p> <p>Point 7 - Use structured interventions to provide additional support</p> | 3 |
| Elklan – pre-learning of key concepts and language for lowest 5% | <p>Improving Literacy in Key Stage 1 (EEF)</p> <p>Point 1 - Develop pupils speaking and listening skills and wider understanding of language.</p> <p>Improving Literacy in Key Stage 2 (EEF)</p> <p>Point 1 -Develop pupils' language capability to support their reading and writing.</p> | 2 |
| Tutoring for identified individuals | <p>Improving Mathematics in the Early Years and Key Stage 1. (EEF)</p> <p>Point 5 – Use high quality target supported help all children learn mathematics.</p> <p>Improving Mathematics in Key Stages Two and Three (EEF)</p> <p>Point 7 - Use structured interventions to provide additional support.</p> <p>Improving Literacy in Key Stage 2 (EEF)</p> <p>Point 6 - Target teaching and support by accurately assessing pupils needs.</p> <p>Point 7 – Use high-quality structured interventions to help pupils who are struggling with their literacy.</p> | 1 2 and 3 |

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

Budgeted cost: £33,411

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Improving Attendance</p> <ul style="list-style-type: none"> - Actions against LA attendance Audit. - Absence Phone calls - Weekly analysis of PA rates and individual vulnerable pupils. - Safe and well checks - Use of EEF and Youth Endowment Trust resources - Use of EBSA as a tool to support our MOST vulnerable families. - Ensure we re-engage any children who fall into the category of severely absent (more than 50% of school sessions missed). | <p>The EEF and Youth Endowment Fund is currently undertaking a rapid evidence assessment on attendance interventions and programmes. Once this is published, we will use this to benchmark our practice and consider ways to improve further.</p> <p>Local Authority Attendance Audit is used to show areas for strength and weakness and the school uses this to action plan.</p> | 5 |
| <p>Improving Emotional health and Wellbeing</p> <ul style="list-style-type: none"> - Availability of learning mentor - Learning mentor to continue to develop her ELSA role through appropriate training. - Signpost families to other services that can support promptly. - Attachment training - Trauma awareness training for key staff. - Restorative practice training for all staff. - Additional support at times of transition. - Improve support for PLAC and Young | <p>SEL, Well-being and mental Health (EEF)</p> <p>Teaching of five core competencies</p> <ul style="list-style-type: none"> - Self -awareness - Self-regulation - Social awareness - Relationship skills - Responsible decision making | 4 |

| | | |
|--|--|---|
| <p>Carers through quicker identification and knowledge of key support mechanisms.</p> | | |
| <p>Improving behaviour of children who struggle to self-regulate.</p> <ul style="list-style-type: none"> - Work closely with BOSS. - Whole school training on regulation - Positive Handling training for selected Staff. - Access training through WTT. | <p>SEL, Well-being and mental Health (EEF) Teaching of five core competencies</p> <ul style="list-style-type: none"> - Self -awareness - Self-regulation - Social awareness - Relationship skills <p>Responsible decision making</p> | |
| <p>Ensuring our most vulnerable children are effectively safeguarded.</p> <ul style="list-style-type: none"> - Regular training for all staff - Enhanced training for DSLs – Rigour to Lincolnshire’s 6 Year pathway. - Effective use of myconcern to record and monitor safeguarding needs/issues. - Uniform/PE kit provided so children have a sense of belonging. | <p>Effective use by all staff of to record safeguarding concerns from anywhere. Concerns can be recorded when school is providing, remote, blended or in school learning.</p> <p>The software ensures records are managed, analysed and acted upon effectively.</p> | 4 |
| <p>Ensuring children experience cultural, spiritual, sporting and other extra-curricular activities so they can find an interest or talent.</p> <ul style="list-style-type: none"> - Funding for clubs - Funding for trips including residential. - All children can access a visit to a place of worship. - Additional lunch support to enable more supported play activities. | <p>There is a growing body of evidence demonstrating the positive impact of residential experiences both on young people’s academic outcomes and their wider development – the independent research by York Consulting into residential learning provides insights into the difference these trips can make.</p> | 4 |

| | | |
|---|--|---------------------|
| <p>Effective Transition for most vulnerable children</p> <ul style="list-style-type: none"> - Home visits to all new EYFS children. - Visits to all nurseries/pre-school providers for all new children. - Referrals to TAC for new families - before they start school if need identified. | <p>EEF Blog: Supporting pupils through transitions – a trio of challenges https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-pupils-through-transitions-a-trio-of-challenges</p> | <p>1,2, 3 and 4</p> |
|---|--|---------------------|

Total budgeted cost: £ 182,022 (this is slightly over budget and adjustments will be made to ensure that we do not go over budget).

Part B: Review of outcomes in 2023-2024

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using EYFS, key stage 1 and 2 performance data, phonics check results and our own internal assessments.

EYFS (Perspective EYFSP on a Page) – FSM6 DATA – 14 children

ASSESSMENTS

| Item | Crowland South View Community Primary School (2084) | | NCER National | |
|------------------------------|---|--|---------------|--------|
| | Value | | Value | Gap |
| Good Level of Development ● | 50.0% | | 52.1% | -2.1% |
| Average no. ELGs at expected | 13.6 | | 12.4 | +1.2 |
| All Goals, Exp+ | 50.0% | | 50.4% | -0.4% |
| Prime Goals, Exp+ | 71.4% | | 62.4% | +9.0% |
| Com. & Lang. Goals, Exp+ ● | 71.4% | | 68.8% | +2.6% |
| PSE Goals, Exp+ ● | 92.9% | | 73.7% | +19.2% |
| Phys. Dev. Goals, Exp+ ● | 92.9% | | 75.7% | +17.2% |
| Specific Goals, Exp+ | 50.0% | | 51.6% | -1.6% |
| Literacy Goals, Exp+ ● | 64.3% | | 54.3% | +10.0% |
| Maths Goals, Exp+ ● | 57.1% | | 63.3% | -6.2% |
| Und. The World Goals, Exp+ | 78.6% | | 68.8% | +9.8% |
| Exp. Arts & Des. Goals, Exp+ | 85.7% | | 76.2% | +9.5% |

● Good level of development = at least expected in all prime, literacy and mathematics goals.

- = value suppressed, negligible or unavailable

Phonics (Perspective Phonics Benchmark) – FSM6 DATA – 13 children

| Estab. Name | Cohort | Mark | | | | | | | Outcome | | | | |
|--|---------|----------|--------|-------|-------|--------|--------|------|---------|-----|-------|--------|--------|
| | | No Score | 0-15 | 16-23 | 24-31 | 32-36 | 37-40 | APS | Q | A | D | WT | WA |
| NCER National | 131,370 | 6,270 | 18,620 | 8,170 | 8,800 | 41,860 | 47,660 | 30.2 | 30 | 670 | 5,580 | 35,570 | 89,520 |
| Crowland South View Community Primary School | 13 | 0 | 0 | 0 | 2 | 5 | 6 | 35.3 | 0 | 0 | 0 | 2 | 11 |

KS2 – (Perspective KS2 on a Page) FSM6 DATA – 18 children

ATTAINMENT & ASSESSMENTS

| Subject | Level | Crowland South View Community Primary School (2084) | NCER National | |
|------------------------------|----------------|---|---------------|--------|
| | | Value | Value | Gap |
| Reading (test), Writing (TA) | ≥EXS/Exp.Std. | 22.2% | 45.7% | -23.5% |
| & Maths (test) | GDS/High Score | 0.0% | 3.1% | -3.1% |
| Reading | ≥Exp.Std. | 27.8% | 62.6% | -34.8% |
| | High Score | 11.1% | 18.1% | -7.0% |
| Writing (TA) | ≥EXS | 27.8% | 58.8% | -31.0% |
| | GDS | 0.0% | 6.4% | -6.4% |
| Maths (test) | ≥Exp.Std. | 44.4% | 59.3% | -14.9% |
| | High Score | 5.6% | 13.0% | -7.4% |

PROGRESS

| Subject | Level | Crowland South View Community Primary School (2084) | NCER National | |
|---------|------------------|---|---------------|-----|
| | | Value | Value | Gap |
| Reading | Avg. Prog. Score | - | - | - |
| | Conf. Int. | - | - | n/a |
| Writing | Avg. Prog. Score | - | - | - |
| | Conf. Int. | - | - | n/a |
| Maths | Avg. Prog. Score | - | - | - |
| | Conf. Int. | - | - | n/a |

Cohort numbers across different subjects may vary from the stated figure.

- = value suppressed, negligible or unavailable

No KS2 progress data is available for the years 2023/24 and 2024/25 due to the impact of Covid-19 on KS1 prior attainment data.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national level.

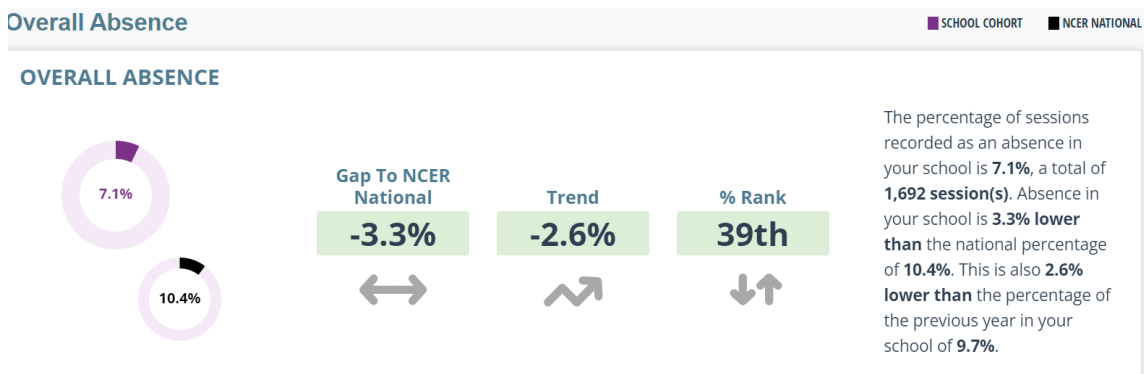
Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2023/24 was below our expectations for our KS2 children. However, our EYFS, Phonics and Y4 MTC data all looks strong.

We are seeing positive results in EYFS, Phonics and KS1 particularly around reading, this supports the impact we are seeing internally of the changes to our phonics and reading schemes.

While our termly meetings with the Local Authority around attendance is that this is broadly in line with local and national expectations, this is an area we need to continue to work on, particularly with our disadvantaged children.

These results mean that we are not at present on course to achieve all the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. Our data around writing outcomes means that this has to be a priority moving forwards. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

Attendance Data – is showing a very positive picture a decrease in absence from last year and 3.3% better than National (data from perspective – real time data – Autumn and Spring (whole year not currently available) – Characteristic Group: Disadvantaged).



Our plan has also been updated to focus on the recommendations from our OFSTED report in November 2023.

The Further Information section below provides more details about our planning, implementation, and evaluation processes.

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 |
|-------------------------------------|--------------------------|
| Accelerated Reader | Renaissance UK Ltd |
| Times Table Rockstars / Number Bots | Times Table Rockstars |
| Myconcern | The Safeguarding Company |
| Read to Write Scheme | Literacy Counts |

| | |
|---|---------------------------------------|
| NELI (Nuffield Early Language Intervention) | Nuffield Foundation Education Limited |
| Nessy | Nessy |
| ProvisionMap | Edukey |
| Mastering Number | NCETM |
| ReadWriteInc Phonics / Oxford OWL | Ruth Miskin |
| Mastering the Curriculum | Closing The Gap |
| NumberStacks | NumberStacks |
| SPAG | Orchard Digital |
| Tapestry | Tapestry |
| Twinkl | Twinkl |
| Verbo | NHS Speech and Language Therapists |

Service pupil premium funding

| Measure | Details |
|--|--|
| How did you spend your service pupil premium allocation last academic year? | <p>Supporting the salary of the Learning Mentor, children have access to her in times of deployment of parents.</p> <p>Supporting Phonics teaching with additional resources to support small groups.</p> <p>Additional resources to support challenging more able mathematicians.</p> <p>Resources for an individual family who requested support around a family member's health.</p> <p>We have also updated our school website to make it clearer the difference between Pupil Premium and Service Premium for our families.</p> |
| What was the impact of that spending on service pupil premium eligible pupils? | <p>Children were able to access support from learning mentor as needed.</p> <p>Progress made in phonics understanding.</p> <p>More able mathematicians continue to be supported.</p> |