

Pupil premium strategy statement – Landau Forte Academy Greenacres

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	339
Proportion (%) of pupil premium eligible pupils	22
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 2024/2025 2025/2026
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Louise Bridge
Pupil Premium Lead	Claire Poynton
Link Pupil Premium Governor	Amelia Eggleston

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118, 860
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£118, 860

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas so that they are well prepared for the next stage in their education. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who have higher prior attainment. We aim to develop the children both academically and socially by giving them skills for life. In addition, we develop the children's confidence and self-belief so that they can reach their full potential as rounded citizens and life-long learners.

Underpinning everything that we do are our values:

Respectful, Resilient, Ambitious

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

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

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. Alongside ongoing assessment for learning, diagnostic assessments are used termly to identify gaps in learning and to inform future planning. To ensure our approaches are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set;
- act early to intervene at the point need is 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	<p>Our attendance data over the last 4 years indicates that attendance among disadvantaged pupils has been between 3.2% and 4.9% lower than for non-disadvantaged pupils.</p> <p>29.8-39.4% of disadvantaged pupils have been 'persistently absent' compared to 3.5-10.8% of non-disadvantaged pupils during that period.</p> <p>In 2022-2023 Pupil Premium attendance was 89.98% which is lower than the non-disadvantaged at 94.64%.</p> <p>In 2023-24 Pupil Premium attendance was 90%, which continues to be lower than the non-disadvantaged at 94.93%. Persistent absence amongst our disadvantaged pupils remains a growing concern and rose to 33.3%, compared to 6.5% on non disadvantaged.</p>
2	<p>Disruption to the children's education due to Covid-19 has had a significant negative impact on the children's educational outcomes, particularly for disadvantaged pupils; strong teaching and carefully selected interventions are crucial to narrowing the gaps between these pupils and their peers. Internal and external assessments indicate that basic numeracy and literacy skills among disadvantaged pupils are significantly below those of their peers.</p> <p>Points progress data from 2021-2022 shows that our disadvantaged prior middle-attainers are the disadvantaged group who make the least progress from KS1 to KS2.</p> <p>Based on June 2023 internal data, the gaps between non-disadvantaged and disadvantaged children at the expected level were reading 23%, maths 22.7% and writing 22.3%.</p> <p>If children who are disadvantaged and have SEND are removed, this gap is considerably lower.</p> <p>Based on June 2024 internal data, the gaps between non-disadvantaged and disadvantaged children at the expected level were reading 22% (the gap reduced slightly), maths 28% (the gap widened) and writing 23% (the gap widened slightly).</p> <p>An analysis of Year 6 reading papers indicates that understanding of vocabulary, retrieving and recording and making inferences with evidence from texts are domains that our children find the most difficult. In maths and writing, algebra, ratio and proportion, and fractions, decimals and percentages have been impacted as have basic writing skills, for example spelling, punctuation and overall text coherence.</p>

	<p>Data from Year 6 July 2023 assessments: 48% of disadvantaged pupils achieved age related expectations compared to 76% of non-disadvantaged in reading. 48% of disadvantaged pupils achieved age related expectations compared to 88% of non-disadvantaged in writing. 48% of disadvantaged pupils achieved age related expectations compared to 85% of non-disadvantaged in maths.</p> <p>Data from Year 6 July 2024 assessments: 61% of disadvantaged pupils achieved age related expectations <u>(13% more than last year)</u> compared to 72% of non-disadvantaged in reading. 67% of disadvantaged pupils achieved age related expectations <u>(19% more than last year)</u> compared to 85% of non-disadvantaged in writing. 50% of disadvantaged pupils achieved age related expectations <u>(2% more than last year)</u> compared to 79% of non-disadvantaged in maths.</p>
3	<p>Assessments, observations and discussions with pupils indicate under developed oral language skills and vocabulary gaps among a group of disadvantaged pupils. These are evident in Reception where pupils perform less well in Communication and Language (particularly speech and language) than their non-disadvantaged peers. 60% of the disadvantaged children were at the expected standard at the end of Reception 2024 for Communication compared to 93% of their non-disadvantaged peers. This has been an ongoing trend. Development in this area has also been impacted by the disruption of Covid lockdowns, which limited children's early experience with communicating with peers. Higher up the school, vocabulary gaps are evident in KS2 where explaining the impact of word choices is a reading domain that disadvantaged pupils find difficult.</p>
4	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Our end of Reception data for 2022-23 shows a number of disadvantaged children who are achieving below the expected standard in phonics and reading and have needed enhanced support.</p> <p>End of Reception data for 2023-2024 shows only 33% of disadvantaged Reception children achieved the expected standard in Reading compared to 89% of their non-disadvantaged peers.</p>
5	<p>For many children, their ability to recall previously taught knowledge and facts is poor. This leads to gaps in their understanding and poor knowledge and recall of basic skills and facts.</p>
6	<p>Our assessments and observations indicate that the health and wellbeing of many of our pupils have been impacted by partial school closures and lockdowns. This has resulted in poorer fitness levels and weight gain of many of our pupils. From height and weight data recorded in 2022-2023, 36% of our Year 6 children and 29% of our Reception children were classed as overweight or obese (England 34% and Staffordshire 35%).</p>

	2023-2024 data shows that 29% of our Reception children were overweight or living with obesity (England 22% and Staffordshire 24%), and 42% of our Year 6 children (England 34% and Staffordshire 36%).
7	Our well-being assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to safeguarding issues, Covid-19 experiences, attachment issues and anxiety. These challenges particularly affect disadvantaged pupils, including their attainment. With a small minority of pupils, these issues manifest themselves in poor behaviour. Referrals for support to our HOPE mentor have increased in recent years, and there is a constant stream of referrals to the MHST.

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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • the overall attendance of all pupils being at least 96% by July 2025/26. • the attendance of disadvantaged pupils being above 95% by July 2025/26. • Proportion of disadvantaged pupils who are persistently absent (less than 90% attendance) is 20% or less by July 2025/26.
Improved oral language skills and vocabulary.	<p>All relevant children are enrolled on specialised speech and language programmes in order to receive the specialised support they need.</p> <p>Assessments and observations will indicate significantly improved oral language among disadvantaged peers. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
Improved reading, writing, maths and SPAG attainment among disadvantaged pupils (at age related expectations and at greater depth).	<p>KS2 reading, writing, maths and SPAG outcomes show that more than 70% of disadvantaged pupils meet the expected standard and at least 20% achieve greater depth by July 2025/26.</p>

Improved knowledge of phonics among disadvantaged pupils	The percentages of disadvantaged pupils passing their phonics screening check in Y1 and Y2 2025/2026 are comparable to their non-disadvantaged peers.
Improved health and fitness for disadvantaged pupils.	Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • improved attendance (see above)
To ensure quality first teaching across the school is strong.	Staff will have a good understanding of metacognition and utilise a range of strategies to improve memory. Children will remember more.
To provide opportunities to increase the cultural capital of our disadvantaged pupils.	Disadvantaged pupils will access cross-curricular clubs and experience a range of enrichment opportunities, for example trips and visitors. In Year 6, disadvantaged pupils will have the opportunity to attend a residential trip.

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: £38, 290

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve whole school quality first teaching through a comprehensive CPD programme using an evidence-led curriculum, focusing on: teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils.</p> <p>Purchase of the book subscription to support this teaching.</p> <p>Purchase if CUSP for Reception after successful implementation throughout the rest of the school.</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial.</p> <p>High-quality teaching EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 5</p>

<p>To fund teacher release time to develop subject leadership.</p>	<p>As above</p>	<p>2, 5</p>
<p>Further development of a mastery approach to teaching through the implementation of the White Rose Maths Scheme to improve the achievement in Maths. Introduction of Number Sense Times Tables programme.</p>	<p>It is important to assess what children do and do not know in order to extend learning for all children. Avoid teaching too much too early. Manipulatives and representations can be powerful tools for supporting pupils to engage with mathematical concepts. Using an approach that is evidence-based and has been independently evaluated is a good starting point.</p> <p>Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p> <p>https://www.gov.uk/government/publications/subject-report-series-maths/coordinating-mathematical-success-the-mathematics-subject-report#primary</p>	<p>2</p>
<p>To further develop and support the implementation of the evidence based DfE validated systematic synthetic phonics programme, Little Wandle, for mastery of phonics. Purchase of further books and replacement of books. Refresh Phonics CPD for TAs in KS2.</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). Studies in England have shown that disadvantaged pupils typically receive similar or slightly greater benefit from phonics approaches.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	

<p>To develop and support the implementation of an evidenced based Oracy programme.</p>	<p>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.</p> <p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>Oral language approaches might include:</p> <p>targeted reading aloud and book discussion with young children;</p> <p>explicitly extending pupils' spoken vocabulary;</p> <p>the use of structured questioning to develop reading comprehension; and</p> <p>the use of purposeful, curriculum-focused, dialogue and interaction.</p> <p>Oral language interventions have some similarity to approaches based on <u>Metacognition</u> (which make talk about learning explicit in classrooms), and to <u>Collaborative learning</u> approaches which promote pupils' interaction in groups.</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>Oral language interventions EEF</p>	<p>2, 3, 5</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £56, 870

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one, small group or peer academic tuition, for Year 6 pupils.</p>	<p>Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, with a +4 months of progress.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p>
<p>To use early speaking and listening intervention in the Reception Year to ensure pupils develop the basic skills required in order to allow disadvantaged children to achieve expected and above in line with their peers in communication and language.</p> <p>1:1 time with a TA/teacher is planned for all disadvantaged children each week, for all abilities.</p>	<p>Oral language interventions is approximately an additional six months' progress over the course of a year. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Evaluations consistently showed that the children who received the programme made additional progress in their oral language skills than those who did not receive NELI-R.</p> <p>Children who received NELI-R made the equivalent of four additional months' progress in language skills, on average, compared to children who did not receive NELI, and pupils eligible for</p>	<p>3</p>

	Free School Meals made additional progress of on average seven months. Nuffield Early Language Intervention (NELI) - Reception EEF (educationendowmentfoundation.org.uk)	
Phonics intervention groups across KS1 and KS2, targeted at disadvantaged pupils who require further phonics support.	When phonics is delivered as an intervention targeted at specific pupils, regularly, over a period of up to 12 weeks it is most successful. Phonics EEF (educationendowmentfoundation.org.uk)	4
Small group interventions focusing on maths and reading.	Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, with a +4 months of progress. Small group tuition EEF (educationendowmentfoundation.org.uk)	2
Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND	Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, with a +4 months of progress. Small group tuition EEF (educationendowmentfoundation.org.uk)	2
Behaviour interventions: Use of TAs for behaviour support for pupils. Lunchtime nurture and new lunchtime club.	Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. Behaviour interventions EEF (educationendowmentfoundation.org.uk)	7
Additional 1:1 reading opportunities targeting disadvantaged children.	If pupils cannot read, they will not be able to access the curriculum, and will be disadvantaged for life. Early deficits can persist throughout primary education, and children who lag behind in reading during pre-school will typically continue to do so for the rest of their schooling. Research for education inspection framework	2

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

Budgeted cost: £ 23, 700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting pupils' social, emotional and behavioural needs through dedicated 1:1 sessions with our HOPE mentor.</p> <p>Y2 Nurture group to raise aspirations</p> <p>Drawing and Talking training for a further member of staff.</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social and Emotional Learning skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower Social and Emotional skills are linked with poorer mental health and lower academic attainment.</p> <p>Social and Emotional interventions in education are shown to improve Social and Emotional Learning skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&utm_medium=search&utm_campaign=site_search&search_term=emotional</p>	7
<p>Supporting attendance, including approaches outlined in the working together to improve school attendance</p>	<p>Good behaviour and attendance are essential to children's educational prospects.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Working together to improve school attendance - GOV.UK (www.gov.uk)</p>	1

e guidance.		
Communicating with and supporting parents	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)	All
Educational experience subsidies: extra-curricular activities, trips, licenses and subscriptions.	Educational experience subsidies. Offering a wide range of high quality extracurricular activities boosts wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate. https://www.trueeducationpartnerships.com/schools/what-is-ofsteds-cultural-capital/	All

Total budgeted cost: £118, 860

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Summer 2024

From March 2024 until mid-September 2024, areas of our school building were identified as unsafe and our children were educated in three sites across Tamworth, using walking buses and coaches to transport them.

The difficulties with the change in location and the spaces we had, did affect some of the provisions we were able to offer, and there needed to be an even higher focus on supporting the mental wellbeing of our students.

Some of the impacts of the difficulties could be seen within results such as the Multiplication Tables Check.

Intended outcome	Success criteria
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • the overall attendance of all pupils being at least 96% by July 2025/26. • the attendance of disadvantaged pupils being above 95% by July 2025/26. • Proportion of disadvantaged pupils who are persistently absent (less than 90% attendance) is 20% or less by July 2025/26. <p>Attendance data shows that overall attendance was up slightly from the previous year, 93.7% from 93.36%. There were greater improvements with overall persistent absence reducing from 15.5% to 13.1%, however it widened for our disadvantaged children to 33.3%. The overall attendance for our disadvantaged pupils remained broadly the same (90%).</p> <p>The role of our new Family Support Worker has adapted during the year and she has made positive links with a number of families. One Pupil Premium child's attendance improved from 73% to 93% by the end of the year.</p> <p>Attendance continues to be a main improvement priority, and we have subscribed to the Little Heroes Attendance strategy for 2024-25.</p>
<p>Improved oral language skills and vocabulary.</p>	<p>All relevant children are enrolled on specialised speech and language programmes in order to receive the specialised support they need.</p> <p>Assessments and observations will indicate significantly improved oral language among disadvantaged peers. This will be evident when triangulated with other sources</p>

	<p>of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Reception data demonstrates that intervention and high quality teaching with disadvantaged pupils has had a significant impact on their attainment with 60% achieving age related expectations in Communication and Language from a baseline of 25%.</p> <p>Subject specific vocabulary continues to be reinforced in lessons throughout the school and through use of the knowledge organisers and knowledge notes which are shared with children and referred to.</p> <p>A strength of CUSP and Fred's is the vocabulary that children are introduced to, but we recognise that further work is needed to ensure the children have a deep understanding of the meaning of the vocabulary.</p>															
<p>Improved reading, writing, maths and SPAG attainment among disadvantaged pupils (at age related expectations and at greater depth).</p>	<p>KS2 reading, writing, maths and SPAG outcomes show that more than 70% of disadvantaged pupils meet the expected standard and at least 20% achieve greater depth by July 2025/26.</p> <p>(Data for non-disadvantaged children in brackets)</p> <table border="1" data-bbox="571 943 1347 1099"> <thead> <tr> <th>%</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>EGPS</th> </tr> </thead> <tbody> <tr> <td>Exp</td> <td>61 (72)</td> <td>67 (85)</td> <td>50 (79)</td> <td>50 (74)</td> </tr> <tr> <td>GD</td> <td>6 (28)</td> <td>0 (13)</td> <td>0 (28)</td> <td>11 (33)</td> </tr> </tbody> </table> <p>Development:</p> <p>This area remains a priority. Disadvantaged children's attainment is significantly below National. Continue to increase the number of disadvantaged children achieving age related expectations in KS2.</p>	%	Reading	Writing	Maths	EGPS	Exp	61 (72)	67 (85)	50 (79)	50 (74)	GD	6 (28)	0 (13)	0 (28)	11 (33)
%	Reading	Writing	Maths	EGPS												
Exp	61 (72)	67 (85)	50 (79)	50 (74)												
GD	6 (28)	0 (13)	0 (28)	11 (33)												
<p>Improved knowledge of phonics among disadvantaged pupils</p>	<p>The percentages of disadvantaged pupils passing their phonics screening check in Y1 and Y2 2025/2026 are comparable to their non-disadvantaged peers.</p> <p>In Y1, 86% of disadvantaged children passing the Phonics Screening Check (peers 89%).</p> <p>Overall our phonics check went from 75% the previous year to 89%.</p> <p>Development:</p> <p>Continue to embed Little Wandle for intervention/catch up throughout the rest of the school.</p>															
<p>Improved health and fitness for disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils 															

	<ul style="list-style-type: none"> • improved attendance (see above) <p>2023-2024 National Child Measurement Programme data shows that 29% of our Reception children were overweight or living with obesity (England 22% and Staffordshire 24%), and 42% of our Year 6 children (England 34% and Staffordshire 36%).</p> <p>Our Family Support Worker worked with 58 children, 33 of whom were eligible for pupil premium funding.</p> <p>A number of these children were able to verbalise that they felt happier at school and less worried.</p> <p>As a result of pupil voice from these children, she has now also begun a lunchtime club to help with their social anxieties around being at school.</p> <p>See also the Sports Premium Policy.</p>
<p>To ensure quality first teaching across the school is strong.</p>	<p>Staff will have a good understanding of metacognition and utilise a range of strategies to improve memory. Children will remember more.</p> <p>Little Wandle, CUSP and White Rose Maths we adopted last year to ensure quality first teaching across the whole school.</p> <p>End of Year 1 Phonics assessments showed the effectiveness of Little Wandle with 86% of disadvantaged pupils passing (peers 89%).</p> <p>KS2 results, in June 2024 remained broadly in line with previous years. This was as a result of the legacy of the old curriculum.</p> <p>Developments:</p> <p>Increase the number of disadvantaged children achieving age related expectations in all areas in KS2.</p> <p>Increase the cultural capital opportunities/experiences to support reading and writing.</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Little Wandle Letters and Sounds	Wandle Learning Trust
CUSP Curriculum	Curriculum with Unity Schools Partnership
White Rose Maths Scheme and resources	White Rose Maths