



Pupil Premium Strategy

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	North Walsall Primary Academy 
Number of pupils in school	237
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	1 st September 2021
Date on which it will be reviewed	Spring 1 2024
Statement authorised by	Nicholas Bradnick- Thompson (Principal) 
Governor / Trustee lead	Pradeep Rajania (Chair of LGB)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142,699 (Based on 46.2% PP – EYFS)

Recovery premium funding allocation this academic year	£14,210
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£156,909

Part A: Pupil Premium Strategy Plan

Statement of intent

At NWP, we aim to ensure that any, and all, barriers that students face to access learning are removed. The Pupil Premium funding is ring fenced for this purpose in order to ensure support students who;

- Are, or have been from low income families
- Live with families who are serving members of the armed forces
- Looked after, or previously looked after

We recognise that children who fall into these three categories face significant barriers to their learning.

Challenges

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

Challenge number	Detail of challenge
1	<p>Low levels of language acquisition upon entry to the academy, continuing throughout the academy.</p> <p>Our baseline assessments on entry to Reception class demonstrate that 91% of our disadvantaged pupils arrive below age-related expectations compared to only 63% of others.</p> <p>This then leads to disadvantaged pupils attaining less well in the Y1 phonics check, impacting on their development as readers. Phonics baseline in Y1 indicate that 82% of our disadvantaged children are on track to pass the phonics screening.</p>
2	<p>High % of pupils with underlying developmental language disorders, impacting on speech language and communication.</p> <p>Of the 2022 Reception intake 91% of our disadvantaged pupils have been identified as having speech and language difficulties. 6 children were under external S&L support in Nursery, these children were identified before starting at NWP and came with their targets.</p>
3	<p>Low levels of attendance & punctuality (PA)</p> <p>PP PA in 21-22 was 75.9% for the year. Overall attendance PP for 21-22 was 93.20%.</p>

	Autumn 1 2022 indicates that of the 12.92% PA list 52% of the pupils are disadvantaged & of the PL pupils 70.3% are disadvantaged. Overall PP attendance YTD is 93.20%.
4	<p>Historical Socio-cultural & economic deprivation, leading to limited opportunities to widen a pupil's cultural capital without academy intervention.</p> <p>Our assessments, observations and discussions show that many of our disadvantaged pupils' education has been disproportionately impacted by partial school closures. These findings are further supported by a number of national studies on partial school closures.</p>
5	<p>Our internal tracking in summer 2 2022 and Autumn 1 2021, discussions and observations have identified social and emotional / self-confidence & behavioural issues for some disadvantaged pupils.</p> <p>23 pupils in Autumn 1&2 receiving pastoral intervention, of which 56% were PP pupils; with a waiting list for Spring.</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
Improved spoken language with a wider vocabulary bank that emphasis the use of Standard English. Leading to improved Reading, Writing and SPAG. (1&2)	Teacher assessment of pupils' oral language will demonstrate a reduction in the attainment gap between disadvantaged pupils and their peers in school. This is within a context of high attainment for all. External school improvement support will verify these findings in pupils' day to day learning.
Targeted support at the earliest stage for pupils identified with language difficulties. Leading to improved spoken language and oracy. (1&2)	Teacher, and S&L assessment of pupils will demonstrate a reduction of pupils requiring 1:1 or small group intervention as they move through the school.
Improved attendance and punctuality, maximising the opportunity to engage in learning, maximising progress and improving outcomes in all subject areas. (3)	PA for disadvantaged pupils reduces every half term from 70% Autumn 1. PP attendance YTD maintained at 96%
<p>Pupils are able to see past the socio-cultural cycle they are in and have the ability, means & support approach things differently. Leading to higher aspirations and an improved attitude to learning, resulting in better outcomes.</p> <p>Cultural capital experiences to be maximised through all aspects of the curriculum – exposing pupils to a large variety of subject areas and arts; promoting character-building qualities that lead to creating well-rounded, global citizens, offering experiences they can draw upon in later life.</p>	<p>Internal tracking data demonstrates that disadvantaged pupils are exposed to the same enriched opportunities as their non-disadvantaged peers.</p> <p>This includes Tutoring, Afterschool clubs, Breakfast club, trips & residential.</p> <p>Discussions with pupils, teachers & support staff indicate that these experiences are supporting improved outcomes across the curriculum.</p>

Pupils engage in extracurricular support and tutoring to support improved outcomes. (4)	Discussions with pupils, parents, teachers & support staff indicate that pupils have higher expectations of themselves, with higher aspirations and an improved attitude towards learning
Pupils are able to communicate clearly and express their emotions and feelings in a calm and restorative manner. Leading to reduced behaviour incidents, and better outcomes across all subjects. (5)	Internal tracking data of behaviour and pastoral intervention demonstrates a reduced number of behaviour incidents and less pupils requiring 1:1 targeted support. Assessment data for these identified pupils shows improved attainment, comparable to that of non-disadvantaged pupils.

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Activity	Estimated Cost	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing model in EYFS&KS1 to ensure smaller ratios enhancing quality first provision, alongside a Mastery model. 0.5 TA mornings.	£17,708.90	<p>All of these methods will be deployed across EYFS as a result of increased teaching capacity within the room.</p> <p>Reduction in class size +2 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p> <p>Teaching Assistant Interventions +4 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Within class attainment grouping +2 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Mastery Teaching model in class +5 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	1 & 2
Additional staffing in Y6, to support both academic outcomes trough accelerated	£53,907.09	<p>All of these methods will be deployed across Y6 as a result of increased teaching capacity within the room.</p> <p>Reduction in class size +2 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p> <p>Teaching Assistant Interventions +4 months progress</p>	

<p>progress and pastoral outcomes. 1 x full time class teacher.</p>		<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Within class attainment grouping +2 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Mastery Teaching model in class +5 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	
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Targeted academic support

Activity	Estimated Cost	Evidence that supports this approach	Challenge number(s) addressed
<p>S&L interventions in EYFS in the afternoon (Welcomm) to be delivered by S&L TA</p>	<p>£13,503.64</p>	<p>Oral language interventions can provide progress of +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Small group tutoring proves highly effective progress +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Wellcom internal data at NWPA over a 2-year period on average provides +9 months in just 3 months of intervention https://www.ndcs.org.uk/information-and-support/being-deaf-friendly/information-for-professionals/assessments-for-deaf-children-and-young-people/early-communication-skills/welcomm-early-years-the-complete-speech-and-language-toolkit/</p> <p>Early communication and language interventions can provide +6 months progress https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>https://ican.org.uk/training-licensing/i-can-programmes/talk-boost-ks1/</p>	<p>1&2</p>
<p>Use of digital platforms to set HL and projects such</p>	<p>£2781</p>	<p>Home Learning provision can provide +6 months of progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	<p>1, 2 & 4</p>

<p>as Nesy, Doodle and Shine for targeted English support; for home reading and comprehension development. All can be used as intervention programs to supplement in-class teaching and for home learning</p>		<p>Individual instruction in through various mediums including digital can provide +4 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>Digital technology use in EYFS can provide +4 months progress https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/digital-technology</p>	
<p>Tutoring internally for Phonics, targeted pupils' afterschool across Y1 & Y2. Maths tutoring afterschool through an academic support mentor MTC Tutoring for Y5/Y4 Tutoring for Reading, Maths and SPAG – Y6 before and afterschool</p>	<p>£6,547.50 (This figure represents half of the total amount that can be spent on tutoring. The other half is funded through the NTP funding.)</p>	<p>1:1 tutoring proves highly effective progress +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Small group tutoring proves highly effective progress +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p> <p>Extending the school day for things such as tutoring or boosters +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>Early Phonic intervention provides +5 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1, 2 & 4</p>

Wider Strategies

Activity	Estimated Cost	Evidence that supports this approach
<p>Attendance, Behaviour & parent liaison lead in school to work with families on reducing PA and improve Whole school attendance.</p> <p>Additional, attendance interventions</p> <p>Attendance officer to work on reducing PA and improve Whole school attendance, carrying out home visits, liaising with the LA regarding prosecution for PA.</p> <p>Deputy Attendance lead, supporting the attendance lead in school to support children and families to improve their attendance.</p>	<p>£31,411.43</p>	<p>The Education Endowment Foundation is currently undertaking a rapid evidence assessment on attendance interventions and programmes.</p> <p>Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).</p> <p>The DFE published a report on the links between attendance and attainment in 2014. https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</p>
<p>Pastoral Mentor, leading intervention afternoons, afterschool club & breakfast club daily</p>	<p>£20,678.70</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Estimated progress +4 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>
<p>Breakfast and Afterschool club</p>	<p>£3,039.72</p>	<p>Improve punctuality, to ensure all children are in school and ready to learn on time.</p> <p>Continuously refine approaches to ensure pupils behave consistently well, demonstrating high levels of metacognition and self-regulation & concentration. Evidence suggests hungry</p>

Food and fruit for all pupils at snack time		children are unable to sustain concentration over sustained periods of time.	
Magic Breakfast Membership	£625		
Rewards for improved attendance and 100% attendance. Certificates and books for improved and above 95%. Termly reward such as bouncy castle for 100%. Yearly reward for 100% is a trip and a raffle for a new bike.	£1,000	Internal evidence from 2019-2020 even with the impact of COVID school's attendance improved and pupil feedback supports the use of rewarding improvement in attendance. 0.4% increase on whole school attendance. 4.6% increase on whole school Pupil Premium children. 12 extra children achieved 100% from previous year (this figure increases year on year since introducing the Bike draw and the end of year 100% trip)	3
All pupils are exposed to first-hand experience of the outside world, through rich vocabulary opportunities and language acquisition. Pupils build confidence in public, gaining valuable life experiences, through educational and enrichment visits.	£4,000	Ensure that pupils develop the detailed knowledge and skills needed, across a broad range of subjects, to apply what they know with increasing fluency and independence thus ensuring they achieve or exceed end of year expectations. Ensure that all children regardless of circumstance have the opportunity to take part in enrichment programs that broaden their cultural capital and experience. http://www.lotc.org.uk/wp-content/uploads/2011/03/G1.-LOtC-Manifesto.pdf https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/	
Provision of uniform bank to be kept on site and offered to families of children who are impacted by cost of living crisis and unable to afford it.	£100	NA	

Music Hub	£1,231.73	Clarinet Lessons for PP children. One hour per week throughout the year. Includes hire of instruments. Providing a range of experiences for children who qualify for PP funding.
Play Therapy for Targeted Intervention	£229.29	Support for PP children who require additional SEMH support.
Dog Mentor Assessment	£150	Assessment of school dog to provide support for children's MH needs, and support in improving attendance and punctuality.
Contingency	£0	To be spent by the end of the year on notional amounts currently not planned for.

Total budgeted cost: £ 156,764

Part A: Review of Outcomes in Previous Academic Year (2022 2023)

Pupil premium strategy outcomes

Budgeted Cost: £180,791.46

Actual Spend: £180,925.15

Teaching

Activity	Impact of this approach	Actual Spend
Additional staffing model in EYFS&KS1 to ensure smaller ratios enhancing quality first provision, alongside a Mastery model. 0.5 TA mornings.	EY GLD improved from 28% in 2022 to 67% in 2023. Focus on Phonics and the increased adult:child ratio in implementing Phonics intervention meant that the percentage of children achieving GLD in Language and Communication rose to 77% of the cohort which rose from 40% in 2021/2022.	£17,708.90
Additional staffing in Y6, to support both academic outcomes through accelerated progress and pastoral outcomes. 1 x full time class teacher.	1 CW Overall improved outcomes in KS2 SATs from 42% combined EXS in 2022 to 48% in 2023 (38% PP). Significant improvements in writing. Progress in Maths and Writing show significant improvement over three-year trend (Writing 2019 -1.3, Writing 2023 0.9) (Maths 2019 -4.3, Maths 2023 -0.3). Reading shows slight dip in three-year trend (Reading 2019 -0.8, Reading 2023 -1.3). On aggregate, significant improvements in outcomes for pupils. Reduction in Red and Orange cards for this cohort from 159 in previous year, to 114 in this academic year. Reduction in Suspensions for this cohort from 3 children being suspended from cohort in previous year, to just one child being suspended in this academic year.	£53,907.09

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

Activity	Impact of this approach	Actual Spend
S&L interventions in EYFS in the afternoon (Welcomm) to be delivered by S&L TA	Largely within EY and reflected in the EY GLD data listed above. Significant improvement in children achieving the pass rate on the phonics assessment at the end of Year 1 from 67% in 2022 to 73% in 2023.	£13,503.64
Use of digital platforms to set HL and projects such as Nessy, Doodle and Shine for targeted English support; for home	These platforms continue to support academic improvements in children at NWP. All children at NWP accessed Nessy, Doodle and Shine. All KS1 and KS2 children's home learning was supported through	£1921

reading and comprehension development. All can be used as intervention programs to supplement in-class teaching and for home learning	these platforms. Teachers made use of Nessy and Doodle in lesson to support targeted interventions with students. Shine interventions targeted following three strategic review points in the academic year (Autumn, Spring and Summer Pupil Progress Reviews).	
Tutoring internally for Phonics, targeted pupils' afterschool across Y1 & Y2. Maths tutoring afterschool through an academic support mentor MTC Tutoring for Y5/Y4 Tutoring for Reading, Maths and SPAG – Y6 before and afterschool	Tutoring focused on; Phonics – This saw an improvement at the end of KS1. 13 children across KS1 were in receipt of Tutoring throughout the Spring and Summer terms for Phonics. Success rate on the Phonics screening test rose from 53% in the Autumn term baselines for these children, to 79% success by the end of the academic year. KS2 – This saw an improvement in the KS2 SATS overall EXS Combined percentage. KS2 Maths saw progress from 31% achieving SS of 100 for EXS in Autumn term, to 85% achieving EXS in Summer term. MTCs – These remained static against academic year 2022/2023 but above national average again with 73% of children achieving what we anticipate to be a pass mark. Autumn baselines showed that 40% of children were set to pass the MTC, but final outcome in the summer term increased to 73%.	£6447.85

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

Activity	Impact of this approach	Actual Spend
Attendance, Behaviour & parent liaison lead in school to work with families on reducing PA and improve Whole school attendance. Additional, attendance interventions Attendance officer to work on reducing PA and improve Whole school attendance, carrying out home visits, liaising with the LA regarding prosecution for PA. Deputy Attendance lead, supporting the attendance lead in school to support children and families to improve their attendance.	Attendance YTD at the end of the academic year was 94.8% which sees NWPA rising to pre-pandemic levels of attendance. This is the best in our Trust, and significantly better than the National Average for contextually similar schools. Pupil Premium attendance for the end of the academic year was 94.3% which was an improvement on the 93.8% that Pupil Premium children ended the autumn term on that academic year.	£31,411.43

<p>Deputy behaviour lead, holding parent meetings and organising in-house sanctions and rewards.</p> <p>External behaviour support through the Educational Psychiatrist for paly therapy.</p>	<p>2 CW</p> <p>Behaviour and culture continues to be strong. Reduction in number of suspensions from previous year. Static level of FTEs (0) from previous years. Internal data shows that there was a reduction of 18% (70 down to 58) in Red and 5.5% (348 down to 329) of Orange cards issued between the Autumn and Summer terms of the academic year. Zero permanent exclusions in academic year 2022/2023.</p>	<p>£2,500.73</p>
<p>Pastoral Mentor, leading intervention afternoons, afterschool club & breakfast club daily</p>	<p>3 AS/GS</p> <p>Interventions were run with students who required additional support. The impact of this sits individually with each child. 50 children accessed breakfast club throughout 2022/2023 with 61% of them being eligible for PP status and 19% of them being students with SEND.</p> <p>Autumn 1</p> <p>73 children accessed clubs (31% of cohort)</p> <p>PP = 26.28%</p> <p>SEND = 6.7%</p> <p>Autumn 2</p> <p>100 children accessed clubs (42% of cohort)</p> <p>PP = 40%</p> <p>SEND = 17%</p> <p>Spring 1</p> <p>82 children accessed clubs (35% of cohort)</p> <p>PP = 25.42%</p> <p>SEND = 9.02%</p> <p>Spring 2</p> <p>74 children accessed clubs (31%)</p> <p>PP = 21.46%</p> <p>SEND = 8.14%</p> <p>Summer 1</p> <p>54 children accessed clubs (23% of cohort)</p> <p>PP = 12.42%</p> <p>SEND = 4.32%</p> <p>Summer 2</p> <p>90 children accessed clubs (38% of cohort)</p> <p>PP = 44.1%</p> <p>SEND = 4.32%</p> <p>The range of activities catered for in after schools clubs were Flute, Football, Mini Music, Cooking, Gymnastics, Lego Therapy, Multi Sports, History/Geography, STEM, Choir, Arts and Crafts, Lego Robotics, Gardening, Debate, Amateur Dramatics. The football club was targeted specifically for PP students and was 100% PP.</p>	<p>£20678.70</p>

<p>Breakfast and Afterschool club, staffing</p> <p>Food and fruit for all pupils at snack time</p>	<p>4 AS/GS</p> <p>61 children regularly accessed breakfast club throughout 2022/2023 with 46% of them being eligible for PP status and 8.1% of them being students with SEND. 100% of these pupils were able to access nutritious breakfast each morning.</p>	<p>£3039.72</p>
<p>Rewards for improved attendance and 100% attendance. Certificates and books for improved and above 95%. Termly reward such as bouncy castle for 100%. Yearly reward for 100% is a trip and a raffle for a new bike.</p>	<p>5 CW</p> <p>Attendance YTD at the end of the academic year was 94.8% which sees NWPA rising to pre-pandemic levels of attendance. This is the best in our Trust, and significantly better than the National Average for contextually similar schools. 30 children were eligible for our 100% attendance reward trip at the end of the academic year (in comparison with 22 children in previous academic year). In addition, 15 children received booster rewards throughout the year to support continued improvements in attendance (termly). These 15 were from a pool of wider students who were eligible (98 in the Autumn Term, 94 in the Spring Term and 94 in the Summer Term).</p>	<p>£1,429.07</p>
<p>All pupils are exposed to first-hand experience of the outside world, through rich vocabulary opportunities and language acquisition. Pupils build confidence in public, gaining valuable life experiences, through educational and enrichment visits.</p>	<p>6 AS / GS</p> <p>All children experienced 5 trips minimum last year. These included a range of theatre, sports, and cultural visits. Additionally, we had in school experiences including live performances, and visiting artists. The commitment to trips meant that all children accessed 1x whole school seaside trip in the summer term (attendance to this was x% of children), 1x Christmas Theatre visit in December or 1x Santa Visit in December, plus 3 additional curriculum trips throughout the year. These curriculum trips were linked to the learning in the wider curriculum and included; ____, ____, ____, etc. Pupil voice was positive and showed that ____.</p>	<p>£3,787.37</p>
<p>Provision of uniform bank to be kept on site and offered to families of children who are impacted by cost of living crisis and unable to afford it.</p>	<p>7 AS/LW</p> <p>Uniform was provided to pupils who needed uniform for poverty reasons. Reduction in sanctions being issued for children for non-compliance with uniform policy. The number of families who accessed this was 20. These were families who were suffering from financial difficulties, or for whom there were wider safeguarding issues around their children. This was supplemented through further poverty proofing including support with Food Bank vouchers, and wider safeguarding professional support where needed.</p>	<p>£1,266.07</p>

<p>Dog Mentor Training for provision of school dog</p>	<p>Trained and qualified. Two members of staff trained as handlers. Initial impact limited to specific and targeted pupils in the Summer term of 2023. Attendance of these children involved in the trial group increased from less than 55% in the academic year 2022/2023 to 61% in academic year 2023/2024. Introduction to wider NWPA community set to happen in September 2023.</p>	<p>£1,520</p>
<p>New books for guided reading curriculum</p>	<p>High quality texts are now in place at NWPA and being accessed by children regularly. New reading area in KS1 corridor to support children in accessing reading. Reading outcomes across the school rose from to 65% of children achieving EXS in Summer term. Children who were eligible for PP status rose to 56% with gap closing over time throughout the year.</p>	<p>£2,000</p>
<p>Minibus Training</p>	<p>8 AS Additional staff trained as minibus drivers. We now have 9 drivers. This supports in facilitation of the regular school visits that we conduct. Minibuses used to facilitate attendance reward trips termly throughout the year. Also used to support 20 trips throughout the academic year to drive continued improvements in attendance. They were used at key moments to facilitate transportation of children during moments of particular difficulties in children accessing school because of personal transportation issues. Minibus training also facilitated all year 4, 5 and 6 children in accessing swimming with 48% of their cohorts being PP.</p>	<p>£1,090</p>
<p>EY Play Equipment</p>	<p>EY children now have access to play equipment appropriate for their gross motor skills. Supports in the percentage of children who achieve the GLD in the EY assessments.</p>	<p>£3,000</p>

NTP	<p>Tutoring conducted. Tutoring focused on;</p> <p>Phonics – This saw an improvement at the end of KS1. 13 children across KS1 were in receipt of Tutoring throughout the Spring and Summer terms for Phonics. Success rate on the Phonics screening test rose from 53% in the Autumn term baselines for these children, to 79% success by the end of the academic year.</p> <p>KS2 – This saw an improvement in the KS2 SATS overall EXS Combined percentage. KS2 Maths saw progress to 68% achieving EXS in Summer term.</p> <p>MTCs – These remained static against academic year 2022/2023 but above national average again with 73% of children achieving what we anticipate to be a pass mark. Autumn baselines showed that 40% of children were set to pass the MTC, but final outcome in the summer term increased to 73%.</p>	£15,714
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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
NA	NA

Further information (optional)

We are running a split model in Y6 in 22-23 to support with both pastoral and academic outcomes. This will be subsidised through PP as % of Y6 are PP pupils