

## Pupil premium strategy statement

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
School name	St Chrysostom's C of E Primary School
Number of pupils in school	441
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2025
Date this statement was published	November 2024
Date on which it will be reviewed	January 2025
Statement authorised by	Jens Niedzwiedzki (HOS)
Pupil premium lead	Eleri Humphreys
Governor / Trustee lead	Tayo Adebowale

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£205,156
Recovery premium funding allocation this academic year	£4,930
School Led Tutoring	£3,319
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£213,405

## Part A: Pupil premium strategy plan

### Statement of intent

#### **Our Federation Vision**

The Governing Body and entire staff team believe that it is a privilege to educate and nurture the children in our schools. Through the establishment of high expectations of behaviour and academic excellence the school aims to prepare children for their future at high school and for life.

Our vision starts with the high expectation that all children have potential talents that require a safe learning environment where learners boldly attempt new challenges and take risks with confidence. Our educational teams across the schools and age ranges are passionate about children's literature and engendering a love of reading and learning. The importance of the Arts within the curriculum is part of our vision to provide a rich, creative and experiential sequence of learning for all children in a school environment that promotes respect and tolerance.

We are proud to be two closely aligned Church of England primary schools who serve the local community where we value all children and the role of the parents to support a love of lifelong learning.

#### **Addressing Disadvantage through Respect and Inclusion**

At the SJC Federation, the '*Celebration of Diversity*' and the ambitious '*Aspirations*' we hold for all pupils, are written into our curriculum intention through our four cornerstones. We are an inclusive federation, where respect is a core value: '*Respect Yourself, Respect Others, Respect Property*' are our school rules. As such, we believe that it is vital for our disadvantaged and vulnerable pupils to mingle, unidentified. We have therefore deliberately chosen an approach in which those disadvantaged pupils, who are eligible for the Pupil Premium Grant, access an inclusive, broad and balanced curriculum through quality first teaching alongside their peers.

Our strategy focuses on the development of an effective and financially sustainable staffing structure, and the recruitment, deployment and continuous professional development of exceptional educators – leaders, teachers and teaching assistants. We adopt evidence-based pedagogies and resources, which enable us to provide an outstanding standard of education for all pupils through quality-first whole class teaching approaches, alongside high-impact targeted interventions for those eligible for the Pupil Premium Grant.

We aim to improve the educational outcomes for our disadvantaged pupils; close the attainment gap between them and their peers; and ensure that they are extremely well prepared for the next stage in their education and their future lives as British citizens. In this way, we are addressing social disadvantage at our inner-city schools.

## Challenges

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

Challenge number	Detail of challenge
1	In-school barrier-Families live in an area of high deprivation and some children have a narrow sphere of experience.
2	In-school barrier- Significant language barriers result from high numbers of EAL (59%) and a wide variety of pupil nationalities. Higher-level language acquisition (required to access KS2 National Curriculum) for Non-EAL pupils is affected by a lack of wider life experiences.
3	In-school barrier- High mobility results in PP children arriving after EYFS and therefore missing the essential foundations of education.
4	Increase in numbers of refugees and asylum seekers within locality that require specific support within the English Education System and accessing appropriate funding/agencies.
5	External barrier- Parental language barriers and cultural differences in educational expectations can make it more difficult for parents to support academic achievement at home. Access to the technology to support remote home learning is a challenge in some families.
6	Catch-up programme – school Led Tutoring and NTP

## 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
EYFS PP children meet the three Prime Learning Goals.	PP children are KS1 ready.
Narrow the gap between Pupil Premium and Non-Pupil Premium attainment in KS1.	PP achieve as well as non-PP children in core subjects in KS1.
Targeted interventions for all year groups including INA.	Accelerated progress for children in receipt of interventions and other targeted support.
Ensure PP children achieve exceptionally well at KS2 in Reading, Writing and Maths.	PP children are secondary ready and meet Age Related Expectations in Reading, Writing and Maths combined.
Ensure challenge for the more able.	Greater proportions of PP children achieve Greater Depth.
Increased engagement with home learning.	Parents to encourage their children to participate in home learning especially with regards to reading daily.
Attendance - establish good attitudes to	Overall attendance for disadvantaged pupils

attendance and punctuality.	including EYFS is at/greater than 96%
Enrichment and increase in cultural capital.	Maintain and increase access and participation in the wider curriculum.
Reduce the impact of mobility on PP outcomes.	Transition procedures ensure all disadvantaged pupils new to the school are well supported and safeguarding procedures for those leaving the school are robust with all forwarding documentation in place.
Disadvantaged children to access intensive catch up support to reduce the learning gaps.	Accelerated progress for children in receipt of interventions and other targeted support alongside other initiatives such as NTP, especially in reading and maths.

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: £105,823

£5,000 training, £2,000 assessment, £37,302 recruitment of AHT Maths lead, £39,979 AHT Reading Lead, £21,542 EYFS AHT Reading Lead.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Continuous Professional Development</b></p> <p>Use the PP funding to improve classroom pedagogy, delivery of targeted interventions and educational outcomes for eligible pupils.</p> <p>Senior and middle leaders to provide pedagogical training in:</p> <ul style="list-style-type: none"> <li>• Speech &amp; Language (SaLT)</li> <li>• Adaptive teaching</li> <li>• Reading (Steps to Read &amp; Read Write Inc.)</li> <li>• Maths – Power Maths scheme</li> <li>• ELKLAN training – using picture communication cards to support INAs and SEND.</li> <li>• Ready Steady Write and Ready Steady Spell schemes.</li> </ul>	<p>Education Endowment Fund Mastery Learning=+5 months</p> <p>Education Endowment Fund Feedback + 8 months</p> <p>Education Endowment Fund Metacognition and Self-regulation + 7 months</p> <p>Education Endowment Fund Reading Comprehension Strategies + 6 months</p> <p>Education Endowment Fund Guidance – Preparing for Literacy</p> <p>Education Endowment Fund – Improving Literacy in KS1 Validation of systematic synthetic phonics programmes: supporting guidance- Gov.uk</p>	<p>1, 2, 3</p> <p><b>Why does this approach meet the needs of our children?</b></p> <ul style="list-style-type: none"> <li>• 30% of pupils in the school are eligible for the Pupil Premium Grant (Arbor 2024).</li> <li>• High number of pupils (59%) speak English as an Additional Language which can present challenges to children's reading and writing development.</li> <li>• Families live in an area of high deprivation and children lack experiences outside of school.</li> </ul>
<p><b>TARGETED COACHING &amp; MENTORING</b></p> <p><u>AHT for maths to deliver training on:</u></p> <p>-Power Maths scheme</p> <p>-Every Child Counts, an intervention scheme to support those working below Age Related Expectations.</p> <p>Mastering Number scheme</p>	<p>Education Endowment Fund Oral Language Intervention = +5 months attainment.</p> <p>Education Endowment Fund Reading Comprehension Strategies = +6 months attainment.</p> <p>Education Endowment Fund Small Group tuition=+4 months</p>	<p>1, 2, 3</p> <p><b>Why does this approach meet the needs of our children?</b></p> <ul style="list-style-type: none"> <li>• High numbers of EAL pupils (59%) and high mobility across the school.</li> <li>• 72% of Pupil Premium children in KS2 met Age Related Expectations for maths in 2024 and 20% of PP pupils achieved Greater Depth in 2024 (<i>Integrat-</i></li> </ul>

<p>(Reception &amp; KS1) from the National Centre for Excellence in the Teaching of Mathematics. Online training will commence in October 2024.</p> <p><u>-EYFS AHT to lead</u></p> <p>RWI development days and weekly coaching with a focus on supporting the lowest 20% of children.</p> <p><u>-SENCo will train staff on:</u></p> <p>SaLT interventions with a focus on communication strategies using picture symbol cards.</p>		<p><i>ed Data Set 2024).</i></p> <ul style="list-style-type: none"> <li>• 86% of Year 1 PP met the expected standard in the Phonics Screening check in 2024 compared with the national average of 68% (IDS 2024)</li> <li>• 71% of EYFS children met their Prime Learning Goals in 2024 and 73% of EYFS PP met their Prime Learning Goals.</li> </ul>
<p><b>EYFS-COMMUNICATION, SPEECH &amp; LANGUAGE-</b></p> <p>WellComm interventions are timetabled daily and are non-negotiable. Training for new staff and ECTs to be delivered by AHTs.</p> <p>A Five a Day story strategy to continue in the EYFS timetable. <i>Children hear the same story up to 5 times a day. As a result, children have begun to acquire the language from their 5 a Day book – its grammar, syntax and vocabulary.</i> All ECTs and new staff to receive training from AHTs.</p> <p>EYFS AHT to train staff on quality first interactions and adaptive teaching.</p>	<p>Education Endowment Fund Oral language interventions +5 months</p> <p>Education Endowment Fund Early Years interventions +5 months</p> <p>Education Endowment Fund Guidance – Preparing for Literacy</p>	<p><b>1, 2</b></p> <p><b>Why does this approach meet the needs of our EYFS children?</b></p> <ul style="list-style-type: none"> <li>• High levels of mobility in EYFS with many children starting Reception, having not attended Nursery.</li> <li>• 74% of children in Nursery are EAL.</li> <li>• 36% of children Reception are EAL.</li> <li>• 73% of PP children in Reception met their Prime Learning Goals (IDS 2024).</li> </ul>
<p><b>EYFS-EARLY WRITING</b></p> <p>The literacy scheme, 'Ready Steady Write' has been implemented in EYFS as well as continuing with some aspects of the Talk for Writing (T4W) model.</p> <p>CPD opportunities, particularly for new staff and ECTs will be led</p>	<p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talk-for-writing">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/talk-for-writing</a></p> <p>Education Endowment Fund Early Years interventions +5 months</p>	<p><b>1, 2, 3</b></p> <p><b>Why does this approach meet the needs of our children?</b></p> <ul style="list-style-type: none"> <li>• 69% of Reception children met the writing specific learning goal (IDS 2024).</li> <li>• 73% of PP Reception children met the Prime Learning Goals (IDS 2024).</li> <li>• 65% of EAL Reception children</li> </ul>

by the AHTs.		met the Prime Learning Goals (IDS 2024).
<p><b>EYFS- EARLY READING</b></p> <p>Teachers and TAs to receive training (October 2024) and coaching to follow the RWInc programme and precision teach to pupils on a daily basis (Fast track phonics).</p> <p>Weekly coaching sessions will be delivered by the EYFS Reading AHT, particularly to new staff.</p> <p>Children have access to diverse high quality texts displayed throughout classroom learning areas (See myself in books).</p> <p>Through targeted intervention ensure that pupils who fall behind are supported to catch up quickly through WellComm and Fast Track Phonics Tutoring.</p> <p><b>Reading for pleasure</b></p>	<p>Education Endowment Fund Early Years interventions=+5 months</p> <p>Education Endowment Fund Guidance – Preparing for Literacy</p> <p>Education Endowment Fund – Improving Literacy in KS1</p> <p>Validation of systematic synthetic phonics programmes: supporting guidance- Gov.uk</p>	<p><b>1, 2, 3</b></p> <p><b>Why does this approach meet the needs of our children?</b></p> <ul style="list-style-type: none"> <li>• In 2024, Communication and language was met by 75% of children in Reception (IDS 2024).</li> <li>• 74% of children in Nursery are EAL.</li> <li>• 36% of children Reception are EAL.</li> </ul>

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

Budgeted cost:

£186,996 (25% of TA overall cost)

£33,000 National Tutoring programme

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>EVERYDAY CLASSROOM CONDITIONS</b></p> <p>Classroom TAs are employed to enable 'split-provision' model of teaching to be used in Reading, Writing and Maths lessons.</p> <p>TAs to attend Power</p>	<p>Education Endowment Fund Small group work = +4 months attainment.</p> <p>Education Endowment Fund 1:1 Tuition = +5 months attainment.</p> <p>Education Endowment Fund Reading comprehension strategies + 6 months</p> <p>Education Endowment Fund</p>	<p>2, 3, 5</p> <p><b>Why does this approach meet the needs of our children?</b></p> <ul style="list-style-type: none"> <li>- Teaching assistants are deployed into classrooms to teach groups of learners, supporting them to make accelerated progress. 60% of KS2 PP achieved EXS</li> </ul>

<p>maths, writing and reading training sessions to ensure they are proficient in teaching small groups of identified learners.</p> <p>Provide sufficient time for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.</p> <p>Maths AHT to lead training for TAs on how to use the 'Every Child Counts' intervention for children working below Age Related Expectations in KS2.</p>	<p>Phonics + 4 months</p>	<p>in Reading, 56% off PP achieved EXS in writing and 72% achieved EXS in Maths in 2024.</p>
<p><b>WHOLE CLASS READING/READING FOR PLEASURE</b></p> <p>Whole class reading (Steps to Read) programme to continue in Y2 -Y6. AHT to train ECT and new staff in the federation's expectations.</p> <p>Staff to promote 'reading for pleasure' environment at all times.</p> <p>See Myself and bilingual books</p> <p>Spring 2 Refugee focus for all classes</p> <p>Reading interventions to support targeted children in Years 1-6. Fast track phonics in KS1. Fresh Start and FFT Tutoring with the Lightning Squad in KS2.</p>	<p>Education Endowment Fund Reading comprehension strategies + 6 months</p>	<p>1, 2, 3</p> <p><b>Why does this approach meet the needs of our children?</b></p> <ul style="list-style-type: none"> <li>- Children are supported to make accelerated progress in reading through targeted interventions and booster clubs.</li> </ul> <p>60% of PP children in KS2 met age related expectations in reading compared with 46% the year before. (IDS 2024).</p>



<p><b>STRUCTURED INTERVENTIONS OUT OF CLASS</b></p> <p>Analysis of a range of data enables children to be accurately targeted for high-quality afternoon interventions delivered by teaching assistants.</p> <p>Sessions (20–50mins), occur regularly (3–5 times per week).</p> <p>TAs closely follow the plan and structure of the intervention.</p> <p>SENCO and AHTs to lead training on:</p> <ul style="list-style-type: none"> <li>- Precision teaching</li> <li>- RWI fast track phonics</li> </ul> <p><u>Reading catch up programmes:</u></p> <ul style="list-style-type: none"> <li>- Fresh Start and FFT Tutoring with the Lightning Squad in KS2.</li> </ul>	<p>Education Endowment Fund 1:1 Tuition = +5 months attainment.</p> <p><i>One to one tuition can be effective, providing approximately five additional months' progress on average.</i></p> <p>Education Endowment Fund Phonics + 4 months (RWI 1:1 Tuition)</p>	<table border="1"> <thead> <tr> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>Nurture</th> </tr> </thead> <tbody> <tr> <td>Fast Track Tutoring-RWI</td> <td>Feedback and editing</td> <td>Arithmetic</td> <td>Lego therapy</td> </tr> <tr> <td>Guided Reading lessons (Steps to Read)</td> <td>Handwriting</td> <td>Precision Times Tables</td> <td>Resolve</td> </tr> <tr> <td>Pre-teach</td> <td>Ready Steady Spell</td> <td>Same Day intervention (address misconceptions)</td> <td>Nurture group</td> </tr> <tr> <td>1:1 Reading Teaching</td> <td>Ready Steady Write</td> <td>Mastering Number at Reception &amp; KS1 (NCETM)</td> <td></td> </tr> <tr> <td>Fresh Start</td> <td>Precision teaching (spellings)</td> <td>Every Child Counts (Edge Hill University).</td> <td></td> </tr> <tr> <td>Precision Word Reading</td> <td>Write dance (EYFS)</td> <td></td> <td></td> </tr> <tr> <td>FFT Tutoring with the Lightning Squad</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reading	Writing	Maths	Nurture	Fast Track Tutoring-RWI	Feedback and editing	Arithmetic	Lego therapy	Guided Reading lessons (Steps to Read)	Handwriting	Precision Times Tables	Resolve	Pre-teach	Ready Steady Spell	Same Day intervention (address misconceptions)	Nurture group	1:1 Reading Teaching	Ready Steady Write	Mastering Number at Reception & KS1 (NCETM)		Fresh Start	Precision teaching (spellings)	Every Child Counts (Edge Hill University).		Precision Word Reading	Write dance (EYFS)			FFT Tutoring with the Lightning Squad				<p><b>Current interventions:</b></p> <p>Year 6:</p> <ul style="list-style-type: none"> <li>-1:1 readers</li> <li>- Every Child Counts (Edge Hill University).</li> <li>-Arithmetic group for borderline children</li> <li>-Pre-Teach reading</li> <li>-SEN groups in reading, writing and maths</li> <li>- Thursday Reading and Maths after school Boosters</li> <li>- x3 weekly after school reading booster (Lightning squad).</li> </ul> <p>Year 5:</p> <ul style="list-style-type: none"> <li>-1:1 readers</li> <li>- Pre-read group</li> <li>- Every Child Counts (Edge Hill University).</li> <li>-Monday after school Maths Boosters</li> <li>-SEN groups in reading, writing and maths</li> <li>- x3 weekly after school reading booster (Lightning squad).</li> </ul> <p>Year 4:</p> <ul style="list-style-type: none"> <li>-1:1 readers</li> <li>- Pre-read group</li> <li>- Every Child Counts (Edge Hill University).</li> <li>-Monday after school Maths Boosters</li> <li>-SEN groups in reading, writing and maths</li> <li>- Reading booster (Lightning squad).</li> </ul> <p>Year 3:</p> <ul style="list-style-type: none"> <li>-Daily reading</li> <li>-RWI fast track phonics</li> <li>-Every Child Counts (Edge Hill University).</li> <li>-Maths misconception catch-up (Afternoons)</li> <li>-Pre-Teaching maths and reading</li> <li>- Reading booster (Lightning squad).</li> </ul> <p>Year 2:</p>
Reading	Writing	Maths	Nurture																																
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		<ul style="list-style-type: none"> <li>-RWI fast track phonics</li> <li>-Pre- teach reading group</li> <li>- fluency reading group</li> <li>-1:1 reading</li> <li>- Confidence/nurture group</li> <li>- Maths misconception catch-up (Afternoons)</li> <li>- Maths Mastery (NCETM)</li> </ul> <p>Year 1-</p> <ul style="list-style-type: none"> <li>-1:1 readers</li> <li>-RWI fast track phonics</li> <li>-Maths intervention for the lowest 20%</li> <li>- Maths Mastery (NCETM)</li> </ul> <p>EYFS:</p> <ul style="list-style-type: none"> <li>-Write dance</li> <li>-Daily readers</li> <li>-Squiggle while we Wiggle(Fine motor skills)</li> <li>- Pre-teach maths</li> <li>- Bucket time (SALT)</li> <li>-RWI fast track phonics</li> <li>-WellComm</li> </ul>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost:

- £5,000 Trips for PP
- £3,000 free uniform

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Enriched Education</b></p> <p><i>How we will use the PPG to enrich the curriculum and address the wider needs of eligible pupils?</i></p> <p>All pupils went on a trip to Chester Zoo in September 2024 at no cost to parents.</p> <p>Pupils in KS2 to take a trip to the Pantomime in December 2024 at</p>	<p>Education Endowment Fund-outdoor adventure learning +4 months</p>	<p>1, 4,</p> <p><b>Why does this approach meet the needs of our children?</b></p> <p>Many families live in an area of high deprivation and some children have a limited range of learning experiences.</p> <p>Attendance of PP children is currently 94% whilst the targeted national average is 96% (Arbor, November 2024).</p> <p>Parental language barriers and cultural differences in educational expectations can make it more</p>

<p>no cost to parents.</p> <p>Pupils in KS2 to visit the Longsight Library.</p> <p>All year groups will take local trips and receive visitors to enrich the children's learning, as City Living is one of our Cornerstones.</p>		<p>difficult for parents to support academic achievement at home.</p> <ul style="list-style-type: none"> <li>High numbers of EAL pupils (59%) and high mobility across the school.</li> </ul>
<p><b>National Tutoring Programme</b></p> <p>NTP is here to support pupils who have been impacted by due to the pandemic.</p> <p>NTP teaches maths to small groups of children identified in Years 3 &amp; 4 (November 2024).</p>	<p><a href="https://educationendowmentfoundation.org.uk/eef-support-for-schools/covid-19-resources/best-evidence-on-impact-of-school-closures-on-the-attainment-gap/">https://educationendowmentfoundation.org.uk/eef-support-for-schools/covid-19-resources/best-evidence-on-impact-of-school-closures-on-the-attainment-gap/</a></p>	<p>6</p> <p><b>Why does this approach meet the needs of our children?</b></p> <p>High mobility has affected how well prepared children are for beginning their learning in Key Stage Two.</p>
<p><b>CLUBS WITH SPECIALIST TEACHERS</b></p> <p><b>Little Sports</b></p> <p>Little Sports provide high quality sport provision and extra-curricular sport clubs to children in the school.</p> <p>Some disadvantaged and vulnerable PP children will attend the Little Sports holiday club (3 weeks), at no cost to parents.</p>	<p>Education Endowment Fund Physical activity = + 1 month</p>	<p>1, 4</p> <p><b>Why does this approach meet the needs of our children?</b></p> <ul style="list-style-type: none"> <li>Many of our Pupil Premium children do not have the opportunity to explore their interests and talents, particularly in pursuits that bear a financial burden to parents.</li> <li>These clubs will enable all children, even those for whom academic achievement is challenging, to experience success.</li> <li>Our families are confident in the safety of their children when attending clubs in school.</li> </ul>

<p><b>PARENTAL ENGAGEMENT</b></p> <p>Parents play a crucial role in supporting their children's learning.</p> <p>We will have meet the teacher, McMillian Coffee Mornings, parents evenings in person, maths workshops, handwriting workshop and reading café events.</p> <p>Letters and key school information to be translated by a member of staff in main languages.</p>	<p>Education Endowment Fund- Parental engagement +3 months</p>	<p>5</p> <p>The 2024 SIAMS inspection report highlighted that <i>'Parents and carers feel their children are safe and their voices are heard.'</i></p> <ul style="list-style-type: none"> <li>- Parental language barriers can make it more difficult for parents to support academic achievement at home and engage in school events.</li> </ul>
<p><b>ATTENDANCE</b></p> <p>Target disadvantaged families to improve attendance and punctuality above national average.</p> <p>SLT will monitor attendance termly.</p> <p>Rewards will be given to the class and children with the best attendance.</p>	<p><a href="https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence">https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence</a></p> <p>Advice from the National Strategies (hosted on the National Archives) says that:</p> <ul style="list-style-type: none"> <li>• The links between attendance and achievement are strong.</li> <li>• Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years.</li> </ul>	<p>1,</p> <p>Attendance of PP children is currently 94% (Arbor, November 2024).</p> <p>The national average for attendance across the 2024/25 academic year to date was 94.1% (DfE).</p>

**Total budgeted cost: £333,819.**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Manchester Integrated Data Set 2024:  Reception: PP Prime Learning Goals 72.7%  Year 1: PP Phonics 86.4%  Year 6: PP Reading 60%, Writing 56%, Maths 72% PP GD Reading 8%, PP GD Writing 0%, PP GD Maths 20%,
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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
Power Maths	Pearson

### Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

**Further information (optional)**

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*