

# Latymer All Saints Pupil Premium Strategy Statement



This statement details our school's use of pupil premium for the academic years 2022-2024 funding to help improve the attainment of our disadvantaged pupils.

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

## School overview

Detail	Data
School name	Latymer All Saints C of E Primary School
Number of pupils in school	494 (Excl. Nursery)
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Sandra Johnson Headteacher
Pupil premium lead	Moira Boardman Deputy Headteacher
Governor	Helen Nicholls

## Funding overview

Detail	Amount
Pupil premium funding allocation this financial year 2022-2023	£305,000
Recovery premium funding allocation this academic year	No longer available
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

# Latymer All Saints Pupil Premium Strategy Plan

## Statement of intent

In our school:

We love deeply, respecting everyone and treating them with dignity;  
we aspire with confidence, working hard and embracing challenge and  
we serve God and the community, following the example of Jesus, to create a better world.

**Ephesians 5:2 (NLT)**

*“Live a life filled with love, following the example of Christ. He loved us and offered himself as a sacrifice for us”*

Our intention at Latymer All Saints is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will 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.

Quality first teaching is the expectation we have for all our pupils. This strategy supports disadvantaged pupils to access all aspects of our broad and exciting curriculum, through reducing the challenges and barriers to their learning and life chances. Quality first teaching 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, informed by gap analysis, assessment and consultation with the Pastoral Support Team, not assumptions about the impact of disadvantage. To ensure they 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	Assessments, observations and discussions with pupils indicate under-developed oral language skills on entry to school among our disadvantaged pupils, with a continued impact into Reception.
2	Previous curriculum did not have a clear progression pathway, that could be evidenced and tracked effectively. Opportunities to develop writing skills across the curriculum needed strengthening. Percentage of PP pupils, achieving expected in writing significantly lower than their non-pp peers.
3	Growing numbers of children with additional needs, that are complex and require the support EHCPs. Currently 27 pupils with ECHPs, 2 pending final plans. Further applications to be submitted in the Autumn and Spring terms. Limited places in Special Educational settings available in the LEA.
4	Low number of LAC pupils, however the school has 8 PLAC pupils and 26% of PP children have current or previous involvement with social care. Many of these children exhibited barriers to learning.
5	Learning Mentor logs and Pastoral Support Team meetings provide evidence that pupils are struggling with their emotional wellbeing, with issues around low-mood, body image, self-esteem and anxiety. This continues to be an area of concern that remains relevant. Long wait times in the borough for children to be seen by CANHS for therapy and assessment.
6	Attendance at the Felix Project and local Church foodbanks, parents seeking support through the Parent Support Adviser regarding food poverty. School located in an area of high deprivation. Discussions with parents, Social Care referrals and police notifications indicate the school community is impacted by contextual safeguarding, such as domestic abuse, homelessness, fuel poverty, county lines and harmful group activity.
7	Technology for learning in school is out of date and requiring maintenance or repair.

## 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
Support children coming into Nursery with deficits in communication skills, to close the language development gap for PP premium pupils going into Reception.	End of year data in communication strands shows a significant improvement from baseline data and percentage of pupils at expected.
Writing is developed across both Key stages, in a highly structured curriculum, with opportunities to support pupils who are underachieving more effectively.	End of year data shows improvement in the percentage of PP pupils attaining expected and above in writing.
Pupils make good progress in History and Geography, which is demonstrated in knowledge and skills acquisition.	Progress is evidenced and tracked and gaps addressed year on year for cohorts of pupils.
The majority of pupils are equipped with strategies to promote their own emotional health, wellbeing and readiness to learn.	The majority of pupils are able to access first quality teaching in class. Attendance at reflection shows a low rate of recidivism, the majority of Learning Mentor support is preventative rather than reactive, fewer children being sent out of lessons. Pupil Interviews & questionnaires reflect that pupils feel happy, safe and ready to learn in school.
SEND Pupils are well supported and make progress towards EHCP and Assessment Cycle aims. Children with additional needs are identified quickly and the SEND process put in place	SEND pupils are supported effectively and those with significant needs have a clear pathway to gaining an EHCP and where appropriate a Special School Place. Progress can be identified and evidenced for all SEND pupils.
Parents/carers are able to access partner agencies and community organisations that offer support for their family's wider needs.	Pastoral Support Team and Team Around the Child (TAF) Minutes. Progress on CP and CIN Plans, with cases being stepped down when further intervention is not needed.
In years 2 and 5 the attainment of pp pupils in writing is in line with their non-pp 'on track' peers.	End of year data shows a closing of gaps in these specific year groups and remains in line for other year groups, for the percentage of pupils reaching ARE.
Pupils have access to technology that supports their learning in the broader and Computing curriculum.	Assessment data and teacher feedback show that pupils gain better understanding of curriculum areas, through the use of visual presentations in class and use of individual devices. Teachers are able to plan effectively for curriculum areas using technology.

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: £ 150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ a full-time Assistant Head-SENCO to increase the capacity of the SLT and ensure that those disadvantaged pupils with additional needs, are effectively identified and supported. EHCPs are applied for in a timely fashion.</p>	<p>New SENCO able to oversee the establishment of a Nurture Group and maintain the development of the 'unofficial' ARPs for both KS1 and KS2. Growing numbers of children with EHCPs and complex needs. Evidence from last two years that some children with complex needs are not effectively provided for in mainstream full-time classes of their peers. Small group work with a focus on sensory and communication outcomes, has seen improvements in these pupils' ability to express their needs and access a scaffolded curriculum.</p>	<p>3,5,7</p>
<p>Training support staff to meet the needs of disadvantaged learners; delivering Speech and Language interventions that are set by a Speech and Language Therapist.</p>	<p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, than general employment in class. <a href="#">Oral language interventions   EEF</a></p>	<p>1,3</p>

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

Budgeted cost: £ 55,00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementing a new curriculum for the majority of subjects; including History, Geography, English and Science. This curriculum supports the development of writing in a more structured way and promotes a clear progression pathway. Purchasing resources and training to ensure effective implementation of the new curriculum subjects.</p>	<p>On review of the school’s previous curriculum, it was found to need updating to provide children with skills and knowledge progression, which could be clearly mapped and identified.</p> <p>More prominent use timelines and maps were identified as resources that were essential to support pupils’ learning in Geography.</p> <p>Writing needed to be a focus from the new English scheme, as it remains a focus on the school’s SIP.</p>	<p>1,2</p>
<p>Developing learning approaches that utilise the use of technology.</p>	<p>There is evidence that digital technology can be used effectively to provide individualised instruction. Many of these studies use digital technology alongside small group tuition, with teachers providing targeted instruction to the pupils that are not engaging with the technology.</p>	<p>2,3,7</p>
<p>Developing a programme of one-to-one Tutoring for LAC and PLAC pupils.</p>	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2,3,4</p>

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

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Work with outside agencies to deliver trauma aware practice and Restorative approaches to behaviour, especially for PLAC &amp; LAC pupils and children who have had involvement with Social Care. Development of Nurture group for pupils with SEMH needs.</p>	<p>Behaviour interventions have an impact through increasing the time that pupils have for learning. This might be through reducing low-level disruption that reduces learning time in the classroom or through preventing exclusions that remove pupils from school for periods of time. If interventions take up more classroom time than the disruption they displace, engaged learning time is unlikely to increase. In most schools, a combination of universal and targeted approaches will be most appropriate:  <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,3,4,5</p>
<p>Pastoral Support Team is maintained, with Learning Mentors.</p>	<p>Although every teacher has a pastoral responsibility, pastoral leaders are “absolutely critical” (<a href="#">Sobel, 2019</a>) for identifying, understanding, and responding to the challenges unique to their school and that means developing sound pastoral structures and systems. The management and administration of pastoral care is crucial and needs someone with their eye on the ball and finger on the pulse in relation to planning, resourcing, monitoring, evaluating, encouraging and facilitating platinum pastoral care.  <a href="#">What does effective pastoral care look like? - Collins   Freedom to Teach</a></p>	<p>All</p>

**Total budgeted cost: £305.000**

# 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 2023-2024 academic year.

Action	Impact
<p>Extending the Learning Support Assistant (LSAs) team to provide targeted support for the increasing number of SEND (EHCP) pupils, identified as disadvantaged and having additional needs.</p>	<p>At the end of 2023-2024 there were 29 children with EHCPs, who had provision in place in small groups, 1:1 and in the Trinity Intervention class. The Trinity Provision was deemed to be outstanding by the Enfield Advisory Service for Autism (EASA). The children in this group have complex needs and majority of them showed improvement in Speech and Language and Assessment Cycle outcomes.</p>
<p>Training support staff to meet the needs of disadvantaged learners; delivering Literacy and Numeracy interventions.</p>	<p>Little Wandle introduced across EYFS, Key stage 1 and in intervention groups in key stage 2. (see data)</p>
<p>Teachers' feedback focuses on developing writing through effective use of next steps to raise attainment in writing for disadvantaged pupils.</p>	<p>Writing remains a focus for 2024-2025.</p>
<p>Developing the blended learning approaches to support online learning at home and at school by implementing the 'Purple Mash' platform. Continue to promote use of online maths resources.</p>	<p>Purple MASH activities given for homework across the school on a regular programme. Children extending their ICT skills. This remained in place for 2023/2024. Times table Rock stars and Numberbots online for maths practise.</p>
<p>Developing a programme of one-to-one Tutoring for LAC and PLAC pupils.</p>	<p>PLAC &amp; LAC pupils received support: 1:1 tutoring and access to extended clubs. PLAC pupils able to maintain regular attendance and punctuality and</p>



	<p>LAC pupils improved self-regulation and ability to focus on learning.</p> <p>Art Therapy for 2 LAC/PLAC pupils, enable to pupils to process emotional difficulties around peer relationships and develop resilience.</p>
Developing Gap Analysis to accurately inform maths planning, teaching & Learning.	Comprehensive training delivered to all staff by Peter Warwick maths specialist (September 2023) on planning for and using manipulatives across all year groups to promote secure knowledge of mathematical concepts. (see end of term data). Change of maths lead in 2024.
ELSA programme delivered by two ELSA trained staff half-day per week. Supported by DHT.	2023-2024 ELSA Programme, unable to be run due to changes in staffing. ELSA skills and knowledge was used by trained members of staff in their new full-time roles; learning mentor and learning support assistant.
Developing trauma aware practice and Restorative approaches to behaviour, especially for PLAC & LAC pupils and children who have had involvement with Social Care	2023-2024 Trauma informed and attachment aware approaches fully embedded with Pastoral Support and SEND teams. Identified need for more support in KS1 for children with SEMH needs. Parent support adviser worked to support up to 20 families with housing needs.
Pastoral Support Team is maintained, with Learning Mentors and Parent Support Adviser.	

## Externally provided programmes

Programme	Provider
VLE (online resource)	MathsWatch
Numbots (online resource)	Maths Circle Ltd
Timetables Rock stars (online resource)	Maths Circle Ltd
Phonics, Grammar, Maths Work Books	CGP

## KS1 and KS2 Pupil Premium assessment outcomes 2023-2024

Pupil Premium pupils

Assessment

2023 - 2024

### Reception Baseline Attainment

### % on track +

	LAU	SPE	SR	MS	BR	GMS	FMS	COM	WRE	WRI	NUM	NP
	Secure +	Secure +	Secure +	Secure +	Secure +	Secure +	Secure +	Secure +	Secure +	Secure +	Secure +	Secure +
<b>All (70)</b>	70% (49)	62.86% (44)						58.57% (41)			62.86% (44)	44.29% (31)
<b>PP (18)</b>	66.67% (12)	50% (9)						55.56% (10)			66.67% (12)	44.44% (8)

	LAU	SPE	SR	MS	BR	GMS	FMS	COM	WRE	WRI	NUM	NP
	Secure +	Secure +	Secure +	Secure +	Secure +	Secure +	Secure +	Secure +	Secure +	Secure +	Secure +	Secure +
<b>All (70)</b>	75.71% (53)	74.29% (52)	90% (63)	95.71% (67)	94.29% (66)	98.57% (69)	94.29% (66)	74.29% (52)	70% (49)	62.86% (44)	74.29% (52)	70% (49)
<b>PP (24)</b>	79.17% (19)	75% (18)	91.67% (22)	100% (24)	100% (24)	100% (24)	91.67% (22)	79.17% (19)	75% (18)	70.83% (17)	70.83% (17)	70.83% (17)
	<b>PAP</b>	<b>PCC</b>	<b>NW</b>	<b>CWM</b>	<b>BIE</b>							
<b>All (70)</b>	77.14% (54)	77.14% (54)	75.71% (53)	95.71% (67)	97.14% (68)							
<b>PP (24)</b>	83.33% (20)	83.33% (20)	79.17% (19)	95.83% (23)	95.83% (23)							

Reception Summer 2 Attainment

% on track +

Secure (EXS)	Summer 2		
GLD - All	56.16% (41)	All 17 strands - All	56.16% (41)
GLD - PP	58.34% (14)	All 17 strands - PP	62.5% (15)

Pupil Premium pupils

Assessment

2023 - 2024

Y1 Attainment

% in each group (number of pupils)

	EGPS			Maths			Reading			Writing		
	Bel ow	Expec ted+	Exce eding	Bel ow	Expec ted+	Exce eding	Bel ow	Expec ted+	Exce eding	Bel ow	Expec ted+	Exce eding
<b>Base line All (69)</b>					76.81 (53)			56.52 (39)			52.17 (36)	
<b>Base line PP (24)</b>					66.67 % (16)			41.67 % (10)			41.67 % (10)	
<b>Sum mer 2 All (74)</b>	52. 7% (39)	47.3 % (35)	1.35 % (1)	44. 59 % (33)	55.41 % (41)	0	40. 54 % (30)	59.46 % (44)	4.05 % (3)	62. 16 % (46)	37.84 % (28)	1.35 % (1)
<b>Sum mer 2 PP (26)</b>	57. 69 % (15)	42.31 % (11)	0	57. 69 % (15)	42.31 % (11)	0	50. 0% (13)	50.0 % (13)	0	76. 92 % (20)	23.08 % (6)	0

(Number of children)

\*No GPS baseline in year 1

- Where % do not add to 100 this is due to rounding.

- Where the YG PP number and then numbers with results are not equal, this is due to pupil mobility.

**Pupil Premium pupils**

**Assessment**

**2023 – 2024**

**Y2 Attainment**

**% in each group (number of pupils)**

	EGPS			Maths			Reading			Writing		
	Bel ow	Expec ted+	Exce eding	Bel ow	Expec ted+	Exce eding	Bel ow	Expec ted+	Exce eding	Bel ow	Expec ted+	Exce eding
<b>Base line All (87)</b>	47. 13 % (41)	52.87 % (46)	20.69 % (18)	49. 43 % (43)	50.57 % (44)	11.49 % (10)	45. 98 % (40)	54.02 % (47)	24.14 % (21)	56. 32 % (49)	43.68 % (38)	1.15 % (1)
<b>Base line PP (40)</b>	60. 0% (24)	40.0 % (16)	22.5 % (9)	60. 0% (24)	40.0 % (16)	7.5% (3)	50. 0% (20)	50.0 % (20)	15.0 % (6)	60. 0% (24)	40.0 % (16)	0
<b>Sum mer 2 All (89)</b>	57. 3% (51)	42.7 % (38)	8.99 % (8)	52. 81 % (47)	47.19 % (42)	6.74 % (6)	49. 44 % (44)	50.56 % (45)	8.99 % (8)	68. 54 % (61)	31.46 % (28)	0
<b>Sum mer 2 PP (42)</b>	66. 67 % (28)	33.33 % (14)	7.14 % (3)	61. 9% (26)	38.1 % (16)	4.76 % (2)	57. 14 % (24)	42.86 % (18)	7.14 % (3)	71. 43 % (30)	28.57 % (12)	0

(Number of children)

- Where % do not add to 100 this is due to rounding.
- Where the YG PP number and then numbers with results are not equal, this is due to pupil mobility.

## Y3 Attainment

% in each group (number of pupils)

	EGPS			Maths			Reading			Writing		
	Bel ow	Expec ted+	Exce eding	Bel ow	Expec ted+	Exce eding	Bel ow	Expec ted+	Exce eding	Bel ow	Expec ted+	Exce eding
<b>Base line All (72)</b>	41. 67 % (30)	58.33 % (42)	13.89 % (10)	34. 72 % (25)	65.28 % (47)	9.72 % (7)	34. 72 % (25)	65.28 % (47)	16.67 % (12)	45. 83 % (33)	54.17 % (39)	0
<b>Base line PP (36)</b>	44. 44 % (16)	55.56 % (20)	5.56 % (2)	36. 11 % (13)	63.89 % (23)	5.56 % (2)	38. 89 % (14)	61.11 % (22)	19.44 % (7)	50. 0% (18)	50.0 % (18)	0
<b>Sum mer 2 All (70)</b>	47. 14 % (33)	52.86 % (37)	8.57 % (6)	41. 43 % (29)	58.57 % (41)	2.86 % (2)	44. 29 % (31)	55.71 % (39)	5.71 % (4)	55. 71 % (39)	44.29 % (31)	1.43 % (1)
<b>Sum mer 2 PP (35)</b>	51. 43 % (18)	48.57 % (17)	8.57 % (3)	48. 57 % (17)	51.43 % (18)	0	48. 57 % (17)	51.43 % (18)	8.57 % (3)	62. 86 % (22)	37.14 % (13)	0

(Number of children)

- Where % do not add to 100 this is due to rounding.
- Where the YG PP number and then numbers with results are not equal, this is due to pupil mobility.

## Y4 Attainment

## % in each group (number of pupils)

	EGPS			Maths			Reading			Writing		
	Bel ow	Expec ted+	Exce eding	Bel ow	Expec ted+	Exce eding	Bel ow	Expec ted+	Exce eding	Bel ow	Expec ted+	Exce eding
<b>Base line All (82)</b>	34. 15 % (28)	65.85 % (54)	18.29 % (15)	37. 8% (31)	62.2 % (51)	20.73 % (17)	32. 93 % (27)	67.07 % (55)	15.85 % (13)	43. 9% (36)	56.1 % (46)	2.44 % (2)
<b>Base line PP (26)</b>	38. 46 % (10)	61.54 % (16)	15.38 % (4)	38. 46 % (10)	61.54 % (16)	15.38 % (4)	30. 77 % (8)	69.23 % (18)	19.23 % (5)	42. 31 % (11)	57.69 % (15)	3.85 % (1)
<b>Sum mer 2 All (82)</b>	46. 34 % (38)	53.66 % (44)	19.51 % (16)	43. 9% (36)	56.1 % (46)	15.85 % (13)	37. 04 % (30)	62.96 % (51)	16.05 % (13)	65. 43 % (53)	34.57 % (28)	0
<b>Sum mer 2 PP (25)</b>	44. 0% (11)	56.0 % (14)	16.0 % (4)	44. 0% (11)	56.0 % (14)	12.0 % (3)	36. 0% (9)	64.0 % (16)	16.0 % (4)	68. 0% (17)	32.0 % (8)	0

(Number of children)

- Where % do not add to 100 this is due to rounding.
- Where the YG PP number and then numbers with results are not equal, this is due to pupil mobility.

## Y5 Attainment

% in each group (number of pupils)

	EGPS			Maths			Reading			Writing		
	Bel ow	Expec ted+	Exce eding	Bel ow	Expec ted+	Exce eding	Bel ow	Expec ted+	Exce eding	Bel ow	Expec ted+	Exce eding
<b>Base line All (56)</b>	42. 86 % (24)	57.14 % (32)	7.14 % (4)	35. 71 % (20)	64.29 % (36)	14.29 % (8)	48. 21 % (27)	51.79 % (29)	14.29 % (8)	62. 5% (35)	37.5 % (21)	0
<b>Base line PP (22)</b>	54. 55 % (12)	45.45 % (10)	4.55 % (1)	45. 45 % (10)	54.55 % (12)	22.73 % (5)	54. 55 % (12)	45.45 % (10)	9.09 % (2)	72. 73 % (16)	27.27 % (6)	0
<b>Sum mer 2 All (60)</b>	45. 0% (27)	55.0 % (33)	15.0 % (9)	46. 67 % (28)	53.33 % (32)	10.0 % (6)	61. 67 % (37)	38.33 % (23)	6.67 % (4)	61. 67 % (37)	38.33 % (23)	1.67 % (1)
<b>Sum mer 2 PP (29)</b>	55. 17 % (16)	44.83 % (13)	13.79 % (4)	51. 72 % (15)	48.28 % (14)	10.34 % (3)	72. 41 % (21)	27.59 % (8)	10.34 % (3)	72. 41 % (21)	27.59 % (8)	0

	EGPS		Maths		Reading		Writing		Combined (R/W/M)	
	EXS+	Higher standard	EXS+	Higher standard	EXS+	Higher standard	EXS+	Higher standard	EXS+	Higher standard
<b>All (86)</b>	79.07% (68)	44.19% (38)	80.23% (69)	25.58% (22)	77.91% (67)	37.21% (32)	70.93% (61)	3.49% (3)	62.79% (54)	2.33% (2)
<b>PP (35)</b>	80% (28)	42.86% (15)	82.86% (29)	22.86% (8)	80% (28)	40% (14)	65.71% (23)	5.71% (2)	60% (21)	5.71% (2)

(Number of children)

\* Where % do not add to 100 this is due to rounding.

- Where the YG PP number and then numbers with results are not equal, this is due to pupil mobility.

**Pupil Premium pupils      Assessment      2023 - 2024**

**Y6 Attainment      % in each group (number of pupils)**

	EGPS			Maths			Reading			Writing		
	Bel ow	Expec ted+	Exce eding	Bel ow	Expec ted+	Exce eding	Bel ow	Expec ted+	Exce eding	Bel ow	Expec ted+	Exce eding
<b>Base line All (82)</b>	34.57% (28)	65.43% (53)	25.93% (21)	40.74% (33)	59.26% (48)	12.35% (10)	39.51% (32)	60.49% (49)	9.88% (8)	59.26% (48)	40.74% (33)	1.23% (1)
<b>Base line PP (33)</b>	42.42% (14)	57.58% (19)	24.24% (8)	39.39% (13)	60.61% (20)	0	39.39% (13)	60.61% (20)	12.12% (4)	63.64% (21)	36.36% (12)	3.03% (1)

(Number of children)



Provisional KS2 statutory outcomes %

- Where % do not add to 100 this is due to rounding.
- Where the YG PP number and then numbers with results are not equal, this is due to pupil mobility.

**Pupil Premium pupils                      Assessment                      2023 - 2024**

Year Group	Baseline			Summer 2		
	Number of pupils	Number of Pupil Premium pupils	% of YG	Number of pupils	Number of Pupil Premium pupils	% of YG
R	70	18	26	70	24	34
1	69	24	35	74	26	35
2	87	40	46	89	42	47
3	72	36	50	70	35	50
4	82	26	32	82	25	30
5	56	22	39	60	19	48
6	83	33	40	86	35	25