

Pupil premium strategy statement – 23/24

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

It outlines our pupil premium strategy for 2023 - 2024, (sections in Challenges and Outcomes highlighted green show updates as a result of our ongoing analysis) which is part of our strategic 3-year plan 2022 – 2025, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	South View Community Primary School
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022 – 2025
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs Joanne Tomlins
Pupil premium lead	Mrs Carrie Henderson
Governor / Trustee lead	Mr Paul Quinnell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135,253
Recovery premium funding allocation this academic year	£13,340 (TBC)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£9,054
Total budget for this academic year	£157,647

Part A: Pupil premium strategy plan

Statement of intent

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

Key Principles

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

Ultimate Objectives

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

Achieving these Objectives

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

Challenges

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

Challenge number	Detail of challenge
1	<p>Gaps in Learning</p> <p>Low attainment and slow progress rates made by pupil premium/disadvantaged children. The children have gaps and misconceptions; they find it difficult to retain/recall prior knowledge.</p> <p><i>The disadvantage gap index has increased from 2.91 in 2019 to 3.23 in 2022. https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment</i></p>
2	<p>Reading, Writing and Phonics</p> <p>Ensuring our most vulnerable readers and writers – the lowest 20% - have access to high quality teaching, intervention and reading/writing materials; with particular reference to those children who do not get supported with reading at home. <i>In reading, attainment remained stable for disadvantaged pupils at 62% and increased from 78% to 80% for other pupils. In writing, attainment fell from 68% to 55% for disadvantaged pupils and from 83% to 75% for other pupils. https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment</i></p>
3	<p>Maths</p> <p>Ensuring our most vulnerable children are fluent in written and mental calculations. That they can confidently work out calculations efficiently and accurately. <i>In maths, attainment fell from 67% to 56% for disadvantaged pupils and from 84% to 78% for other pupils. https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment</i></p>
4	<p>Emotional Wellbeing and Mental Health</p> <p>Children and family's emotional wellbeing and mental health. Safeguarding of vulnerable children. The impact of COVID-19 and lockdowns on children and wider family's mental health and wellbeing. The increase in domestic violence during this period of time. Difficulty in accessing support for mental health needs via the NHS, lack of local provision for supporting mental health, particularly for vulnerable and/or SEN children. Children missing out on opportunities to see, interact and understand the wider world.</p>
5	<p><i>Attendance of disadvantaged/vulnerable children</i></p> <p>Attendance – low attendance means less exposure to teaching and can often result in a higher risk of children falling behind in their learning, making below expected progress. <i>The overall absence rate for pupils who are eligible for free school meals was 10.4% across autumn and spring terms 2021/22, up from 7.2% in the same period in the previous year. This compares to 6.4% for those pupils who were not eligible for free school meals. Further to sessions recorded as absence, for pupils who were eligible for free school meals, 1.6% of sessions were recorded as not attending due to COVID circumstances compared to 1.3% of sessions for pupils who were not eligible. 35.4% of pupils who were eligible for free school meals were persistently absent across the autumn and spring terms 2021/22 combined, compared to 17.9% of pupils who were not eligible. https://explore-education-statistics.service.gov.uk/find-statistics/pupil-absence-in-schools-in-england-autumn-and-spring-terms</i></p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>ALL children, including disadvantaged, vulnerable and SEN can demonstrate they know more and remember more across the whole curriculum.</p> <p>Assessments are developed that ensure all children are able to demonstrate their knowledge regardless of reading ability, fine motor skills etc.</p>	<ul style="list-style-type: none"> - All disadvantaged children make expected progress from previous end of year data/end of key stage data. - Foundation Subject – end of topic assessments shows that children are retaining key information taught. - Monitoring and Evaluation of curriculum ensures a well-sequenced curriculum with clear expectations of what will be known and remembered at every staff of a child's learning. - Assessment for Learning is used to address gaps in learning and misconceptions - these are dealt with quickly via first quality teaching or intervention.
<p>The curriculum is well sequenced for the teaching of phonics and Early Reading. Interventions are swiftly put in place for those not making expected progress. Children have access to high quality teaching, reading materials and have the opportunity to develop a love of reading both through their own positive experiences as a reader and through hearing high quality fiction being read to them. High quality non-fiction is shared to support children's understanding of the curriculum and the wider world.</p> <p>Every child is a reader at South View, they are given the opportunity to build a love of reading, becoming lifelong readers who are also strong in the mechanics of reading. All children develop confidence and enjoyment with reading.</p> <p>Improve writing attainment for disadvantaged children at the end of KS2.</p>	<ul style="list-style-type: none"> - Quantity and quality of reading in each class is ambitious. Children in KS2 are expected to score above 85% on AR reading assessments and Termly Star Reading tests demonstrate accelerated learning for disadvantaged children. - Reading is prioritised for children to read independently and for children to hear high quality texts read with passion on a regular basis. - Y1 phonics will be in line with national outcomes. - Y2 retakes will be in line with national outcomes. - Reading SATs outcomes will increase year on year at KS1 and KS2. The first 20% of readers will be reaching national standards - unless an identified specific educational need. - Progress in reading scores are accelerated for the first 20% of readers. - KS2 writing outcomes in 2023/24 show that more than disadvantaged pupils met the expected standard in line with national data for disadvantaged pupils.
<p>Our children believe they are capable mathematicians. They know with effort and engagement they can improve.</p>	<ul style="list-style-type: none"> - EYFS and Key Stage will embed the NCETM Mastering Number programme. - EYFS and KS1 children will have additional maths sessions using the mastering numbers

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

Intended outcome	Success criteria
<p>are effective, including information sharing.</p> <p>Leaders build strong relationships with professionals who are already working with children but are not familiar with our school.</p> <p>Families are supported to find out about key people in school, know who to contact with concerns and have the opportunities to share the strengths, interests and needs of their child.</p>	
<p>All disadvantaged pupils will meet national expectations for attendance and persistence absence.</p>	<ul style="list-style-type: none"> - Disadvantaged pupils' attendance will be in line with non-disadvantaged children. (96+%) - PA levels for disadvantaged pupils will be in line with non-disadvantaged pupils. - Attendance Audit will demonstrate effective school procedures are in place by all stake holders.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £48,441

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

<p>CPD via instructional coaching (GT)</p> <p>Staff training on making knowledge stick.</p> <p>Staff training on effective use of Integrus and HelloData to support identifying gaps in knowledge, curriculum and learning.</p>		
<p>Embed - ReadWriteInc scheme - resources and CPD for all staff.</p> <p>Ensure new staff are fully trained and have expert coaching and mentoring.</p> <p>Improving teaching of phonics and early reading through rigorous scheme.</p> <p>CPD for all staff on associated interventions and how to maximise impact in quality first teaching.</p>	<p>Improving Literacy in Key Stage 1 (EEF)</p> <p>Point 3 – Effectively implement a systematic phonics programme</p>	2
<p>Embed Write to Read scheme.</p> <p>Purchase more resources to develop</p>	<p>Improving Literacy in Key Stage 1 (EEF)</p> <p>Point 5 – Teach pupils to use strategies for planning and monitoring their writing.</p> <p>Point 6 – Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling</p> <p>Improving Literacy in Key Stage 2 (EEF)</p> <p>Point 4 – Teach writing composition strategies through modelling and supported practice</p> <p>Point 5 – Develop pupil’s transcription and sentence construction skills through extensive practice.</p>	2
<p>NCETM - Mastering number programme, EYFS and KS1 embedded.</p> <p>Introduction of KS2 programme.</p> <p>Providing parenting workshops for EYFS, KS1 and Year 4 parents on how to support developing fluency.</p> <p>CPD for staff on effective teaching strategies, particular</p>	<p>Improving Mathematics in the Early Years and Key Stage 1. Improving Mathematics in Years 4 and 5.</p> <p>Point 1 – develop practitioners understanding of how children learn mathematics</p> <p>Point 2 – Dedicate time for children to learn maths and integrate mathematics throughout the day.</p> <p>Point 3 – Use manipulatives and reasoning to develop understanding</p> <p>Point 4 - Ensure that teaching builds on what children already know.</p>	3

<p>focus on fluency and retention of number bonds and tables.</p> <p>Sustaining of Mastery programme (Maths Hub)</p> <p>Maths Hub training for Year 4 teacher moving to Year 5.</p>	Effective Professional Development (EEF)	
Coaching and Mentoring support for all staff from identified coaches.	<p>Effective Professional Development Guidance Report (EEF)</p> <p>Teaching Walkthrus – Tom Sherrington and Oliver Caviglioli</p>	3
CPD from maths lead for all staff on using resources effectively -specific focus on supporting first 20%.	<p>Improving Mathematics in the Early Years and Key Stage 1.</p> <p>Point 3 – Use manipulatives and reasoning to develop understanding</p> <p>Improving Mathematics in Key Stages Two and Three (EEF)</p> <p>Point 2 – using manipulatives and representations</p>	3
Effective mentoring/buddy scheme for staff new to the profession and new to the school.	Effective Professional Development Guidance Report (EEF)	1,2 and3
Effective Transition from class to class, for new arrivals to our school and children moving on from our school.	EEF Blog: Supporting pupils through transitions – a trio of challenges	1,2, 3 and 4

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

Budgeted cost: £97k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Project X to support children in developing comprehension skills particularly those children working at the lowest 20%. NB children will have completed Phonics programme before	<p>Improving Literacy in Key Stage 2 (EEF)</p> <p>Point 2 – support pupils to develop fluent reading capabilities.</p> <p>Point 3 – Teach reading comprehension strategies through modelling and supported practice.</p>	2

Activity	Evidence that supports this approach	Challenge number(s) addressed
embarking on Project X.		
<p>Embed ReadWriteInc scheme - intervention for children who need to catch up.</p> <p>Improving teaching of phonics and early reading through rigorous scheme. (EYFS – Year 4)</p> <p>Embed best practice in Fresh Start to support children in developing decoding skills particularly those children working at the lowest 20% in Year 5 and 6.</p>	<p>Improving Literacy in Key Stage 1 (EEF) Point 3 – Effectively implement a systematic phonics programme Point 8 – Use high quality structure interventions to help pupils who are struggling with their literacy.</p> <p>Improving Literacy in Key Stage 2 (EEF) Point 2 – support pupils to develop fluent reading capabilities.</p>	2
<p>Highly structured number bonds class teach and intervention strategy introduced to all children in EYFS (summer term), Y1 and y2. Interventions for children in Years 3 - 6</p>	<p>Improving Mathematics in the Early Years and Key Stage 1. (EEF) Point 5 – Use high quality target supported help all children learn mathematics.</p> <p>Improving Mathematics in Key Stages Two and Three (EEF) Point 7 - Use structured interventions to provide additional support</p>	2 3
<p>Use of Nessy and other resources to support children with dyslexia and specific literacy difficulties.</p>	<p>Improving Literacy in Key Stage 2 (EEF) Point 6 - Target teaching and support by accurately assessing pupils needs Point 7 – Use high-quality structured interventions to help pupils who are struggling with their literacy.</p>	2
<p>Use of NELI based Communication and Language programme in EYFS and KS1 to develop early communication and language skills</p>	<p>Improving Literacy in Key Stage 1 (EEF) Point 1 = Develop pupils speaking and listening skills and wider understanding of language.</p>	2
<p>Use of Number Stacks intervention to support children with very early mathematical concepts and to fill gaps. Focusing on the lowest 5% of children.</p>	<p>Improving Mathematics in the Early Years and Key Stage 1. (EEF) Point 5 – Use high quality target supported help all children learn mathematics.</p> <p>Improving Mathematics in Key Stages Two and Three (EEF)</p>	3

Activity	Evidence that supports this approach	Challenge number(s) addressed
	Point 7 - Use structured interventions to provide additional support	
Elklan – pre-learning of key concepts and language for lowest 5%	Improving Literacy in Key Stage 1 (EEF) Point 1 - Develop pupils speaking and listening skills and wider understanding of language. Improving Literacy in Key Stage 2 (EEF) Point 1 -Develop pupils' language capability to support their reading and writing.	2
Tutoring for identified individuals	Improving Mathematics in the Early Years and Key Stage 1. (EEF) Point 5 – Use high quality target supported help all children learn mathematics. Improving Mathematics in Key Stages Two and Three (EEF) Point 7 - Use structured interventions to provide additional support Improving Literacy in Key Stage 2 (EEF) Point 6 - Target teaching and support by accurately assessing pupils needs Point 7 – Use high-quality structured interventions to help pupils who are struggling with their literacy.	1 2 and 3

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

Budgeted cost: £12k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving Attendance <ul style="list-style-type: none"> - Breakfast Club for vulnerable children to improve attendance and punctuality. - Actions against LA attendance Audit. - Absence Phone calls - Weekly analysis of PA rates and individual vulnerable pupils. - Safe and well checks - Use of EEF and Youth Endowment Trust resources 	<p>The EEF and Youth Endowment Fund is currently undertaking a rapid evidence assessment on attendance interventions and programmes. Once this is published we will use this to benchmark our practice and consider ways to improve further.</p> <p>Local Authority Attendance Audit is used to show areas for strength and weakness and the school uses this to action plan.</p>	5

<ul style="list-style-type: none"> - Use of EBSA as a tool to support our MOST vulnerable families. - Ensure we re-engage any children who fall into the category of severely absent (more than 50% of school sessions missed). 		
Improving Emotional health and Wellbeing <ul style="list-style-type: none"> - Availability of learning mentor - Learning mentor to continue to develop her ELSA role through appropriate training. - Signpost families to other services that can support promptly. - Attachment training - Trauma awareness training for key staff. - Restorative practice training for all staff. - Additional support at times of transition. - Improve support for PLAC and Young Carers through quicker identification and knowledge of key support mechanisms. 	SEL, Well-being and mental Health (EEF) Teaching of five core competencies <ul style="list-style-type: none"> - Self-awareness - Self-regulation - Social awareness - Relationship skills - Responsible decision making 	4
Improving behaviour of children who struggle to self-regulate. <ul style="list-style-type: none"> - Work closely with BOSS - Whole school training on regulation - Positive Handling training for selected Staff. - Access training through WTT. 	SEL, Well-being and mental Health (EEF) Teaching of five core competencies <ul style="list-style-type: none"> - Self-awareness - Self-regulation - Social awareness - Relationship skills Responsible decision making	
Ensuring our most vulnerable children are effectively safeguarded	Effective use by all staff of to record safeguarding concerns from anywhere. Concerns can be recorded when school is providing, remote, blended or in school learning.	4

<ul style="list-style-type: none"> - Regular training for all staff - Enhanced training for DSLs – Rigour to Lincolnshire's 6 Year pathway. - Effective use of myconcern to record and monitor safeguarding needs/issues - Uniform/PE kit provided so children have a sense of belonging. 	<p>The software ensures records are managed, analysed and acted upon effectively.</p>	
<p>Ensuring children experience cultural, spiritual, sporting and other extra-curricular activities so they can find an interest or talent.</p> <ul style="list-style-type: none"> - Funding for clubs - Funding for trips including residential. - All children can access a visit to a place of worship. - Additional lunch support to enable more supported play activities. 	<p>There is a growing body of evidence demonstrating the positive impact of residential experiences both on young people's academic outcomes and their wider development – the independent research by York Consulting into residential learning provides insights into the difference these trips can make.</p>	4
<p>Effective Transition for most vulnerable children</p> <ul style="list-style-type: none"> - Home visits to all new EYFS children. - Visits to all nurseries/pre-school providers for all new children. - Referrals to TAC for new families - before they start school if need identified. 	<p>EEF Blog: Supporting pupils through transitions – a trio of challenges https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-pupils-through-transitions-a-trio-of-challenges</p>	1,2, 3 and 4

Total budgeted cost: £ 160,819 (this is over budget and adjustments will be made to ensure that we do not go over budget).

Part B: Review of outcomes in 2022-2023

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using EYFS, key stage 1 and 2 performance data, phonics check results and our own internal assessments.

EYFS – FSM6 DATA

ASSESSMENTS

Item	Crowland South View Community Primary School (2084)		NCER National	
	Value		Value	Gap
Good Level of Development ●	37.5%		52.3%	-14.8%
Average no. ELGs at expected	13.9		12.5	+1.4
All Goals, Exp+	37.5%		50.4%	-12.9%
Prime Goals, Exp+	62.5%		63.1%	-0.6%
Com. & Lang. Goals, Exp+ ●	87.5%		69.7%	+17.8%
PSE Goals, Exp+ ●	62.5%		74.4%	-11.9%
Phys. Dev. Goals, Exp+ ●	87.5%		76.7%	+10.8%
Specific Goals, Exp+	37.5%		51.6%	-14.1%
Literacy Goals, Exp+ ●	62.5%		54.6%	+7.9%
Maths Goals, Exp+ ●	62.5%		63.8%	-1.3%
Und. The World Goals, Exp+	75.0%		69.4%	+5.6%
Exp. Arts & Des. Goals, Exp+	87.5%		76.9%	+10.6%

Phonics – FSM6 DATA

Estab. No.	Estab. Name	Cohort	No Score	Mark						Outcome				
				0-15	16-23	24-31	32-36	37-40	APS	Q	A	D	WT	WA
-	NCER National	136,310	4.0%	15.3%	6.8%	7.3%	30.7%	35.8%	29.8	0.0%	0.5%	3.5%	29.4%	66.6%
2084	Crowland South View Community Primary School	18	0.0%	11.1%	5.6%	5.6%	38.9%	38.9%	32.4	0.0%	0.0%	0.0%	22.2%	77.8%

KS1 - FSM6 DATA

ASSESSMENTS







Subject	Level	Crowland South View Community Primary School (2084)		NCER National	
		Value		Value	Gap
Reading	≥EXS	60.0%		54.1%	+5.9%
	GDS	0.0%		9.1%	-9.1%
Writing	≥EXS	40.0%		44.7%	-4.7%
	GDS	0.0%		3.4%	-3.4%
Maths	≥EXS	80.0%		56.0%	+24.0%
	GDS	0.0%		7.8%	-7.8%

KS2 – FSM6 DATA

ATTAINMENT & ASSESSMENTS

Subject	Level	Crowland South View Community Primary School (2084)		NCER National	
		Value		Value	Gap
Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp.Std.	23.5%		44.2%	-20.7%
	GDS/High Score	0.0%		3.2%	-3.2%
Reading	≥Exp.Std.	58.8%		60.3%	-1.5%
	High Score	0.0%		17.5%	-17.5%
Writing (TA)	≥EXS	47.1%		58.4%	-11.3%
	GDS	5.9%		6.6%	-0.7%
Maths (test)	≥Exp.Std.	29.4%		59.1%	-29.7%
	High Score	5.9%		12.9%	-7.0%

PROGRESS

Subject	Level	Crowland South View Community Primary School (2084)	NCER National	
		Value	Value	Gap
Reading	Avg. Prog. Score	-1.52 	-0.84 	-0.68
	Conf. Int.	±3.14 -4.66 to +1.62	±0.03 -0.87 to -0.61	n/a
Writing	Avg. Prog. Score	-0.86 	-0.64 	-0.22
	Conf. Int.	±3.04 -3.90 to +2.18	±0.03 -0.67 to -0.61	n/a
Maths	Avg. Prog. Score	-2.87 	-1.00 	-1.87
	Conf. Int.	±2.96 -5.83 to +0.09	±0.03 -1.03 to -0.97	n/a

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

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 was below our expectations.

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

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

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

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Accelerated Reader	Renaissance UK Ltd
Times Table Rockstars Number Bots	Times Table Rockstars
Myconcern	The Safeguarding Company
Read to Write Scheme	Literacy Counts
Nessy	Nessy
ProvisionMap	Edukey
Mastering Number	NCETM
ReadWriteInc Phonics Oxford OWL	Ruth Miskin
Mastering the Curriculum	Closing The Gap
NumberStacks	NumberStacks
SPAG	Orchard Digital
Tapestry	Tapestry
Twinkl	Twinkl

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Supporting the salary of the Learning Mentor, children have access to her in times of deployment of parents.</p> <p>Supporting Phonics teaching with additional resources to support small groups.</p> <p>Additional resources to support challenging more able mathematicians.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Children were able to access support from learning mentor as needed.</p> <p>Progress made in phonics understanding.</p> <p>More able mathematicians continue to be supported.</p>