

Claremont Primary School – 2022/23 Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy for 2022-23, 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	Claremont Primary School
Number of pupils in school	438
Proportion (%) of pupil premium eligible pupils	17/438 = 3.8%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 2022/2023
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Candi Roberts, Headteacher
Pupil Premium Champion	Clare Smith, SENCo
Governor / Chair of Governors	Chris Davidson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,974
Recovery premium funding allocation this academic year	£ 2,574
School led tutoring grant	£ 2,633
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£33,181

Part A: Pupil premium strategy plan

Statement of intent for 2022-23

- Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. 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.
- Our strategy is also integral to wider school plans for education recovery, focussing on pupils whose education has been worst affected, including non-disadvantaged pupils.
- Our four Key Drivers, specifically linked to this statement are:
 - i. Embed **effective assessment** in all subjects including **gap analysis** and **planning from baselines**.
 - ii. Embed and sustain a **safe** whole school approach which supports **positive behaviour** within a **culture** that promotes **joint responsibility**.
 - iii. Continues to support the **educational recovery for ALL pupils**, particularly those in the younger year groups across a **broad and balanced curriculum**.
 - iv. **Writing Focus**: embed a consistent, sustained and high-quality writing provision across the curriculum from EY to Y6.
- Quality First Teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.
- To further support lost learning, we will continue to use a recovery tutor to support those most disadvantaged, as well as those non-disadvantaged pupils. The model we will use secures inclusive class-based practice rather than a withdrawal intervention approach. This might include small group work or 1:1 session, dependent on the need.
- In addition, we will use monitored and focused interventions for individuals delivered by Teachers, Teaching Partners and Teaching Support Assistants.
- Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. 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 for 2022-23

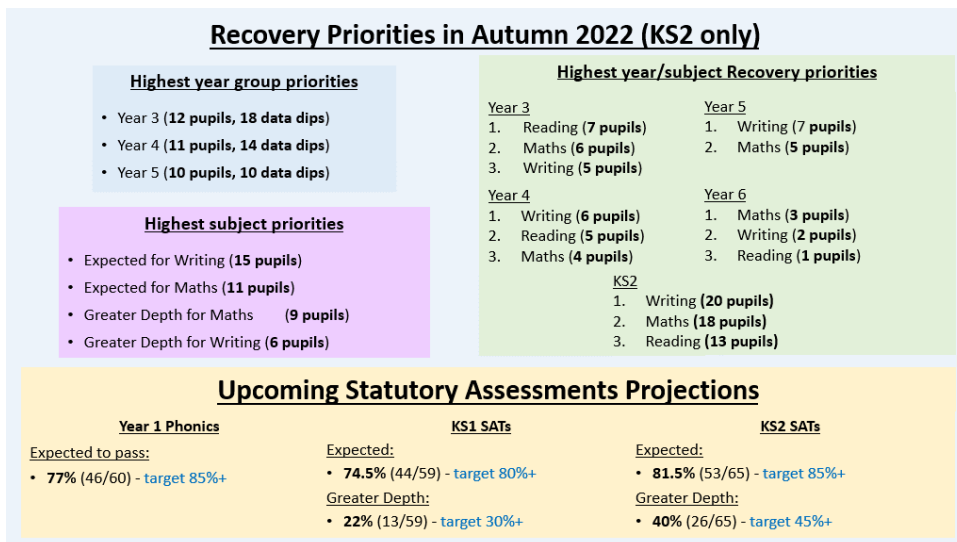
This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Ongoing impact of COVID on pupil wellbeing:</p> <p>Context: <i>Parental and pupil anxiety in the community has remained strong.</i></p> <p><i>Parents reported that children were pleased to return to school following lockdown. Throughout the academic year, anxiety among pupils has remained high and needed additional support.</i></p> <p><i>Higher levels of staff and pupil absence continues to impact on wellbeing across the school. Parental attitudes to removing children during term time for holidays has resulted in a disruption to learning for some pupils.</i></p> <p><i>Returning to school, pupils have needed support to rebuild friendships and sustain positive relationships.</i></p>
2	<p>Gaps arising within academic progress as a result of COVID:</p> <p>Context: <i>Interrupted nursery attendance meant that outcomes for EY were impacted; i.e. pre-pandemic starting points for EY were affected in all areas particularly PSE and phonics.</i></p> <p><i>2021/22 outcomes: 70% GLD v 2019 88%</i></p> <p><i>Interrupted school attendance means that the outcomes for Key Stage 1 have been impacted, in particular writing.</i></p> <p><i>2021/22 writing outcomes KS1 70% ARE v 2019</i></p> <p><i>As in the national context, the gap between the disadvantaged and non-disadvantaged remains a focus.</i></p>
3	<p>Attainment in writing for all pupils, including those in receipt of PPG:</p> <p>Context: <i>Throughout the school, in particular in younger year groups, attainment in writing is lower than pre-pandemic.</i></p> <p><i>Our assessments and observations indicate that the education of some of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</i></p>

	<i>This has resulted in slower progress in writing, leading to pupils falling further behind age-related expectations.</i>
4	<p>Behaviours/respect during unstructured times:</p> <p>Context: <i>During the lockdown periods, the lack of interaction and communication with peers limited opportunities for personal and social development to mature resulting in an increase in the lack of self-regulation and respect towards adults, other children and possessions, particularly during unstructured non-adult led times such as break and lunch times.</i></p> <p><i>Claremont has evidenced more unkindness particularly verbally than ever before; this can translate into learning time and self-esteem of some pupils.</i></p> <p><i>Parents challenge each other outside of school, including on social media, which impacts on pupil's self-esteem.</i></p>
5	<p>Access to wider services:</p> <p>Context: <i>The impact of Covid on wider services, such as Community Paediatrics, CAMHS, Speech and Language and Occupational Therapy, has resulted in delayed access to essential services and parental frustration.</i></p>

Intended outcomes for 2022-23

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



Intended outcome	Success criteria
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<p>To support the wellbeing and engagement of all pupils</p>	<p>Pupils have a positive experience of school, feel supported and know how to access support when necessary</p> <p>Efficient Pastoral System and practice in place that pupils access independently.</p> <p>Efficient Pastoral System and practice in place that teachers access to further support pupils</p>
<p>To support the progress of pupils in receipt of PPG specifically with regard to writing.</p>	<p>To increase the percentage of disadvantaged pupils who make expected standard or above in writing.</p>
<p>To support the development of vocabulary and phonics skills in KS1 using Supersonic Phonic Friends</p>	<p>To establish a firm foundation in reading to support progress throughout KS1 and KS2.</p>
<p>English Recovery- writing Pupils on the lost learning tracker have access to additional support through the recovery tutor.</p>	<p>Pupils will have progressed significantly to secure end of year assessments at ARE and above outcomes. Pupils are able to apply skills learnt in extended pieces of writing, including GPS.</p>
<p>English Recovery- reading Pupils on the lost learning tracker have access to recovery iPADS to support progress</p>	<p>Pupils will have progressed significantly to secure end of year assessments at ARE and above outcomes. Pupils are able to respond effectively to a written comprehension.</p>
<p>Mathematics Recovery- particularly fluency and reasoning. Procedural fluency remained a strength</p> <p>Pupils on the lost learning tracker have access to recovery iPADS to support progress</p> <p>Pupils on the lost learning tracker have access to additional support through the recovery tutor.</p>	<p>Pupils will have progressed significantly to secure end of year assessments at ARE and above outcomes</p> <p>Pupils will respond effectively to problems both verbally and using manipulatives in EY/ KS1</p> <p>Pupils will respond effectively to 2/3/4 step problems in KS2</p>
<p>Engagement in extra-curricular opportunities and school life: Pupil Premium pupils are fully engaged and participating in the school's rich and varied extra-curricular offer, with an added focus on the Pupil Premium pupils in KS2 who are new to the school.</p>	<p>INSET around updating the Claremont Offer- a review and amendment of this will take place during January, and the impact on spend will be assigned accordingly.</p>

<p>Pupil Premium pupils play an active, visible part in wider school life.</p>	<p>100% of pupil premium pupils have the opportunity to participate in at least 2 after school clubs.</p> <p>The School Council, House Captains and other roles and responsibilities within the school include Pupil Premium pupils.</p> <p>Support is in place for Pupil Premium pupils who are identified as reluctant or disengaged learners.</p> <p>Raising parent awareness around Cost of Living Crisis offer in newsletter article, including links to Pupil Premium offer.</p>
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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: Budgeted cost: £10,798.21

Activity	Rationale/ Evidence	Challenge number(s) addressed
<p>To support the development of vocabulary and phonics skills in KS1 - <i>Focus on phonics throughout EYFS and KS1 to close gaps. Explicit conversations around vocabulary. Sharing of a wide variety of books, poetry, stories and songs.</i></p>	<p>Supporting all aspects of reading – phonics, reading interest and vocabulary</p> <p>Exploration of SSP program to ensure change over secures similar or better results for our pupils and their starting points.</p> <p><i>Budget allocated for new SSP: £1500</i></p> <p>Purchase texts to show positive representative of Bame community</p> <p><i>£98.21 to date</i></p>	<p>2, 3</p>
<p>Recovery teacher to support delivery of English and maths in identified year groups</p>	<p>Recovery teacher is working in the classroom during the mornings in order to fully support the QFT that is taking place. In the afternoons, the</p>	<p>2,3</p>

	<p>recovery teacher is able to work with identified pupils who need further support in English or maths in order to help them keep up with the daily lessons.</p> <p><i>Cost FTE of 0.6 costs £23K for the academic year thus the afternoon only element of this would be around £9.2K</i></p>	
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Targeted academic support: Budgeted cost: £10041

Activity	Rationale/ Evidence	Challenge number(s) addressed
<p>To support the development of Communication and Language skills in KS1 To support the development of vocabulary and phonics skills in KS1</p> <p><i>- Language screening through Language Link Early interventions for language concerns. Establishment of social communication groups in KS1 Deployment of CT & TP to support these interventions through EYFS and KS1.</i></p>	<p>To support language development and social communication skills for pupils in KS1 in receipt of PPG and those who are not</p> <p>Purchase of microphones to support language development in year 1 <i>£85</i></p> <p>Purchase of Speech Link to support early identification of speech sound difficulties. <i>£180</i></p>	1, 2, 3, 4, 5
<p>CLPE Power of Reading subscription and access to free CPD Writing webinars</p>	<p>Research has shown that reading comprehension strategies has a positive impact on progress. <i>£350</i></p>	2, 3
<p>Accelerated Reader Subscription</p>	<p>Research has shown that reading comprehension strategies has a positive impact on progress.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/</p>	2, 3

	readingcomprehension- strategies <i>£850</i>	
Beanstalk Volunteer reading with children on weekly basis	<i>£110</i>	2, 3
Lexia Subscription –	<i>£686</i>	2, 3, 5
Freckle subscription	<i>£2040</i>	2
Numbots subscriptions	<i>£240</i>	2
To ensure that Pupil Premium pupils have equal access to school activities. To raise the self-esteem of pupil premium children - <i>50% of trip and one extra curricula activity to be paid for children in receipt of pupil premium. 100% of trips and one extra curricula activity for pupils on Free School Meals</i>	All children will have equal access to opportunities. Costs approx. £2000 per annum usually based on the number of children in the school at the time, year groups and activities on offer etc. For this year it is only running at around <i>£1200</i> based on a lack of trips and activities.	1, 5
Use of recovery iPads to support reading, spelling and maths catch-up for identified pupils in Years 2 - 6	Regular intervention activities are more beneficial and this allows identified pupils to work at their own level independently, to practise key skills in reading (through AR), spelling (through Spelling Frame) and maths (through Freckle & Numbots)	2,3,4,5
To support the wellbeing and engagement of all pupils specifically following COVID linked to extending learning and mentoring scheme – to provide 1 hour 1:1 tutoring for KS2 pupil premium pupils each week	Builds a relationship with trusted adult outside the classroom who can offer wellbeing support as necessary. Offers the opportunity for targeted support to focus on pupils' gaps in understanding and knowledge. Tutoring for KS2 pupils in receipt of PPG. Support is individualised to target engagement, wellbeing and academic progress, as appropriate.	1 1,2,3

	<i>Tutoring costs £4,300</i>	
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Wider strategies: Budgeted cost: £6325

Activity	Rationale/ Evidence	Challenge number(s) addressed
To support the wellbeing and engagement of all pupils specifically following COVID	Ongoing work on the whole school recovery programme. To support the ongoing adjustment in the return to school, both in their wellbeing and resilience and their attainment and progress following school closedown and mixed engagement in remote learning.	1, 4
To support the wellbeing and engagement of all pupils specifically following COVID linked to emotional wellbeing	Importance of supporting emotional wellbeing as part of the recovery curriculum. Zones of Regulation provide an opportunity to model discussion of emotions, provide a non-verbal way for children to identify their emotions and also offer children strategies to support their own wellbeing.	1, 4
To support the wellbeing and engagement of all pupils specifically following COVID-19 school closure and in moving towards a more “normal” experience of school providing a safe talking culture Provision of Drawing and Talking interventions for KS2 pupils	Supporting emotional wellbeing throughout the school. Ensuring that conversations about mental wellbeing are positive and commonplace. This intervention is well researched and has a positive impact on pupils experiencing emotional difficulties. This offers another key adult outside the child’s own class to be a support in the school environment. <i>Training: Draw & Talk cost £225</i> Offering play-based opportunities to self-regulate, talk about emotions	1

Where appropriate, PPG pupils in KS1 offered regular access to sensory room to check in on their wellbeing throughout the year.	and wellbeing in a safe space with a trusted adult	
<p>To support the wellbeing and engagement of all pupils specifically following COVID-19 school closure and in moving towards a more “normal” experience of school linked to anxiety</p> <p>Our intention is to train a TP to support play therapy-based interventions and effective use of the school’s sensory room.</p> <p><i>Employment of school counsellor</i></p>	<p>To support communication with children with high levels of anxiety.</p> <p><i>2xpm cost approx. £2100 per annum</i></p> <p>Offering the opportunity to children to access the school counsellor where necessary, this will support the development of emotional resilience and wellbeing and support some children who have been directly impacted by COVID-19 within their family.</p> <p><i>Counsellor costs: pupil- PPG £4000</i></p>	1
Wider opportunities	<p>Extending and updating the Claremont Offer to be current and contextualised for our community:</p> <p>Day trips, residentials, music lessons, before & after school clubs, uniforms, resources, community events, milk, fruit- to be extended following INSET.</p>	1,5

Total budgeted cost: £ 27164.21

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 2021 to 2022 academic year.

Intended outcome	Success criteria	Review
To support the wellbeing and engagement of all pupils specifically following COVID-19 school closure and in moving towards a more “normal” experience of school.	<p>Pupils have a positive experience of school, feel supported and know how to access support when necessary</p> <p>Efficient Pastoral System and practice in place that pupils access independently.</p> <p>Efficient Pastoral System and practice in place that teachers access to further support pupils</p>	<p>93.2% of pupils say they know how to access support. 93.6% of pupils say they feel safe at school. (Pupil Survey June 2022)</p> <p>As above</p> <p>Staff have had access to TWCC for Brief-Focussed work.</p> <p>Staff have been able to access support from the adult Mental Health First Aider in school.</p>
To support the progress of pupils in receipt of PPG specifically with regard to writing.	To increase the percentage of disadvantaged pupils who make expected standard or above in writing.	<p>2021-22 33% of pupils in receipt of PPG reached the expected standard or above in writing.</p> <p>As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils. As yet, these pupils have not been able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.</p>
To support the development of vocabulary and phonics skills in KS1.	To establish a firm foundation in reading to support progress throughout KS1 and KS2.	<p>EYFS Word reading ELG: 75%</p> <p>Y1 Phonics: 80%</p> <p>KS1 reading ARE+: 85%</p>
To support the development of language and	EYFS and KS1 pupils further develop their social interaction and communication skills to	<p>EYFS Communication ELG: 100%</p> <p>EYFS Word reading ELG: 75%</p>

<p>communication skills in EYFS and KS1</p>	<p>support Communication and Language, Reading and Writing Early Learning goals and engagement in literacy throughout KS1.</p>	<p>EYFS Writing ELG: 73% KS1 reading ARE+: 85% KS1 writing ARE+: 73%</p>
<p>English Recovery-reading Pupils on the lost learning tracker have access to recovery iPADS to support progress</p>	<p>Pupils will have progressed significantly to secure end of year assessments at ARE and above outcomes. Pupils are able to respond effectively to a written comprehension.</p>	<p>All pupils on the lost learning tracker have had access to the recovery iPads and/or the recovery tutor.</p> <p>Recovery tutor allocation – Autumn - Year 4 Spring and Summer 1 – Year 3 Summer 2 (and going into Autumn 2022) – Year 2 (Year 2)</p> <p>11/25 children have recovered lost reading learning and are back where they were pre-pandemic (or higher).</p> <p>20/45 pupils have recovered lost writing learning and are back where they were pre-pandemic (or higher).</p> <p>10/14 pupils have recovered lost GPS learning and are back where they were pre-pandemic (or higher).</p>
<p>Mathematics Recovery- particularly fluency and reasoning. Procedural fluency remained a strength Pupils on the lost learning tracker have access to recovery iPADS to support progress</p>	<p>Pupils will have progressed significantly to secure end of year assessments at ARE and above outcomes</p> <p>Pupils will respond effectively to problems both verbally and using manipulatives EY/ KS1 Pupils will respond effectively to 2/3/4 step problems in KS2</p>	<p>All pupils on the lost learning tracker have had access to the recovery iPads and/or the recovery tutor.</p> <p>Recovery tutor allocation – Autumn - Year 4 Spring and Summer 1 – Year 3</p>

		<p>Summer 2 (and going into Autumn 2022) – Year 2 (Year 2)</p> <p>17/37 pupils have recovered lost maths learning and are back where they were pre-pandemic (or higher).</p>
<p>Engagement in extra-curricular opportunities and school life:</p> <p>Pupil Premium pupils are fully engaged and participating in the school's rich and varied extra-curricular offer, with an added focus on the Pupil Premium pupils in KS2 who are new to the school.</p> <p>Pupil Premium pupils play an active, visible part in wider school life.</p>	<p>INSET around updating the Claremont Offer- a review and amendment of this will take place during January, and the impact on spend will be assigned accordingly.</p> <p>100% of pupil premium pupils participate in at least 2 after school clubs.</p> <p>The School Council, House Captains and other roles and responsibilities within the school include Pupil Premium pupils.</p> <p>Support is in place for Pupil Premium pupils who are identified as reluctant or disengaged learners.</p>	<p>INSET took place to ensure high staff awareness of the Claremont Offer.</p> <p>Both non-teaching and teaching staff have responded by highlighting the needs of pupils in receipt of PPG and signposting them to the appropriate staff.</p> <p>All children in receipt of pupil premium took part in a sporting activity, representing the school.</p> <p>Children in receipt of Pupil Premium are represented in our group of Sports Leaders and</p> <p>All families in receipt of PPG have been directed towards how to access after school activities. Not all have chosen to take these up.</p>

Pupil outcomes

Performance Summary (Linear)

All Pupil Premium Pupils

Report Description:

This report shows the percentage of pupils at and above, and above for Whole School, Key Stage and by Year Group. The Expectation for Summer End of Term is Age Related Expectations.

	Reading		Writing		Mathematics		GPS		Combined RWM	
	At+ ARE	Above ARE	At+ ARE	Above ARE	At+ ARE	Above ARE	At+ ARE	Above ARE	At+ ARE	Above ARE
Whole School	66.67% (12/18)	27.78% (5/18)	33.33% (6/18)	27.78% (5/18)	61.11% (11/18)	27.78% (5/18)	50.00% (9/18)	27.78% (5/18)	33.33% (6/18)	27.78% (5/18)
Key Stage 1	40.00% (2/5)	20.00% (1/5)	20.00% (1/5)	20.00% (1/5)	40.00% (2/5)	20.00% (1/5)	20.00% (1/5)	20.00% (1/5)	20.00% (1/5)	20.00% (1/5)
Key Stage 2	76.92% (10/13)	30.77% (4/13)	38.46% (5/13)	30.77% (4/13)	69.23% (9/13)	30.77% (4/13)	61.54% (8/13)	30.77% (4/13)	38.46% (5/13)	30.77% (4/13)

Performance Summary (Linear)

Non Pupil Premium Pupils

Report Description:

This report shows the percentage of pupils at and above, and above for Whole School, Key Stage and by Year Group. The Expectation for Summer End of Term is Age Related Expectations.

	Reading		Writing		Mathematics		GPS		Combined RWM	
	At+ ARE	Above ARE	At+ ARE	Above ARE	At+ ARE	Above ARE	At+ ARE	Above ARE	At+ ARE	Above ARE
Whole School	90.50% (324/358)	46.65% (167/358)	82.68% (296/358)	40.78% (146/358)	87.43% (313/358)	41.34% (148/358)	81.01% (290/358)	45.81% (164/358)	78.21% (280/358)	28.77% (103/358)
Key Stage 1	82.46% (94/114)	36.84% (42/114)	75.44% (86/114)	25.44% (29/114)	85.09% (97/114)	32.46% (37/114)	65.79% (75/114)	28.95% (33/114)	71.05% (81/114)	18.42% (21/114)
Key Stage 2	94.26% (230/244)	51.23% (125/244)	86.07% (210/244)	47.95% (117/244)	88.52% (216/244)	45.49% (111/244)	88.11% (215/244)	53.69% (131/244)	81.56% (199/244)	33.61% (82/244)

Performance Summary (Linear)

All Pupil Premium Pupils

Report Description:

This report shows progress for Whole School, Key Stage and by Year Group. The expected points of progress from the Standard Baseline to Summer End of Term is 6.

	Reading		Writing		Mathematics		GPS	
	Expected 6 Steps+	Significant 7 Steps+	Expected 6 Steps+	Significant 7 Steps+	Expected 6 Steps+	Significant 7 Steps+	Expected 6 Steps+	Significant 7 Steps+
Whole School	76.47% (13/17)	23.53% (4/17)	70.59% (12/17)	35.29% (6/17)	88.24% (15/17)	29.41% (5/17)	87.50% (14/16)	18.75% (3/16)
Key Stage 1	75.00% (3/4)	25.00% (1/4)	25.00% (1/4)	-	50.00% (2/4)	50.00% (2/4)	66.67% (2/3)	-
Key Stage 2	76.92% (10/13)	23.08% (3/13)	84.62% (11/13)	46.15% (6/13)	100.00% (13/13)	23.08% (3/13)	92.31% (12/13)	23.08% (3/13)

As evidenced in schools across the country, school closure was detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The attainment table above shows where our foci needs will remain. This year's progress outcomes above show a positively improving picture which will strive to sustain and extend through our Quality First Teaching, Intervention offer for all pupils and Pupil Premium offer to support cultural capital where needed.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were impacted due to COVID-19-related issues. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We have been building on that approach with the activities detailed in this plan.

School-led Tutoring: Recovery Teacher

Term	Year group	Review/ impact
1	4	Reading: ARE – 2/2 recovered
2	4	GDS – 2/2 recovered <u>Total – 4/4 (100%) recovered</u> Writing: Below – 1/1 recovered ARE – 3/9 recovered GDS – 5/5 recovered <u>Total – 9/15 (60%) recovered</u> Maths: ARE – 2/4 recovered GDS – 1/2 recovered <u>Total – 3/6 (50%) recovered</u> GPS: ARE – 2/2 recovered GDS – 1/1 recovered <u>Total – 3/3 (100%) recovered</u>
3	3	Reading: ARE – 3/5 recovered
4	3	GDS – 1/3 recovered <u>Total – 4/8 (50%) recovered</u>
5	3	Writing: ARE – 1/5 recovered GDS – 0/1 recovered <u>Total – 1/6 (17%) recovered</u> Maths: ARE – 4/5 recovered GDS – 2/4 recovered <u>Total – 6/9 (67%) recovered</u> GPS: ARE – 2/5 recovered GDS – 4/5 recovered <u>Total – 6/10 (60%) recovered</u>
6	2	Not sufficient time to analyse impact. Teacher to remain with this year group in Autumn 2022.

Service pupil premium funding (optional)

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

