



Pupil premium strategy statement 2024 -2025

This statement details our school's use of pupil premium funding (and recovery premium for the 2024 to 2025 academic year) to help improve the attainment and wellbeing of our disadvantaged pupils at Marton Manor Primary.

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	Marton Manor Primary School
Number of pupils in school	238
Proportion (%) of pupil premium eligible pupils	22.7%
Academic year that our current pupil premium strategy plan covers	2024 - 2025
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Lucy Rehbohm, Headteacher
Pupil premium lead	Deborah Docherty, Deputy Headteacher
Governor / Trustee lead	Joanne Coe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,520
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£72,520

Part A: Pupil premium strategy plan

Statement of intent

At Marton Manor Primary School, every child matters and every moment counts. We believe in working together to enable all children to become resilient, lifelong thinkers and learners who are well equipped for today's diverse society. We have high aspirations for all our pupils to be able to make good progress in school, irrespective of their background and circumstances or the challenges they face, to achieve at least the Expected standard or Greater Depth standard wherever possible in their core subjects and to achieve high attainment across the whole school curriculum. 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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support, as this is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefitting the non-disadvantaged pupils in our school.

Also, through careful diagnostic assessment we will identify where pupils may need additional support and through the use of Pupil Premium and school led catch up tuition we will address individual needs. Our school tries to use carefully selected evidence-informed interventions, including our own observations of their impact in our school. Through a range of tailored interventions, including same day interventions, we will ensure that children are appropriately challenged and that this is done as early as we can to avoid cumulative learning loss. Intervention targets will be specific, measurable, achievable, realistic and timely (SMART). Data from these interventions will help us to assess their impact and suitability for our school and pupils.

In addition to this, we will continue to focus on improving attendance and providing support to our vulnerable and disadvantaged children, many of whom have a range of additional needs linked to mental wellbeing and family support. Through our Thrive practitioner, working alongside The Junction and as a Proclaim school we will ensure that school is a place where vulnerable children feel safe, relaxed and supported; attendance is good and there are no emerging gaps through absence; and tangible actions to support vulnerable individuals are set and reviewed in conjunction with teachers in response to emerging needs.

We also believe that the development of the whole child is key. Therefore, this additional funding is also targeted at building pupils' self-esteem, confidence and resilience as this is vital for their personal development, as well as impacting on their academic success.

Challenges

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

Challenge number	Detail of challenge
1	<p>Children's mental health and well-being</p> <p>We continue to see a disproportionately high percentage of PP families experiencing difficulties and requesting support.</p>
2	<p>The learning gaps between disadvantaged pupils and their peers needs to be continued to be reduced, with a particular emphasis on writing and the expected standard of reading, writing and maths combined at the end of KS2, as well as greater depth in reading.</p> <p>45% of disadvantaged pupils achieved the expected standard in writing at the end of KS2 compared to 83% of 'other' pupils nationally.</p> <p>55% of disadvantaged pupils achieved expected in the end of KS2 GPS test compared to 82% of 'other' pupils nationally.</p>
3	<p>Our attendance data for 2023-24 indicates that attendance among disadvantaged pupils has been 2.5% lower than for non-disadvantaged pupils, compared to 1.7% lower for the previous academic year. There were 21 disadvantaged pupils last academic year who were persistent absentees.</p> <p>In the autumn term of 2024, 28% of pupil premium pupils have had less than 90% attendance.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
4	<p>Assessments, observations, and discussions with pupils suggest some disadvantaged pupils have greater difficulties with reading and writing than their peers.</p> <p>Lack of family engagement in reading can contribute to these difficulties for some.</p>

	<p>There continues to be a greater number of pupils entering school with speech and language difficulties.</p> <p>Although 80% of disadvantaged pupils achieved the expected standard in phonics in 2024, over the last 3 years, 64% of disadvantaged pupils have achieved the expected standard, compared to 78% of all pupils nationally. Many pupils in this year's Y1 cohort have SEND issues, so phonics continues to be a challenge.</p>
5	<p>On entering school some children have had very little experience of the purpose of mathematics or have understanding of early number concepts. In some year groups, data from the last academic year shows that across school there was a significant difference in the percentage of disadvantaged children reaching ARE in Maths, when compared to non-disadvantaged children, and no disadvantaged pupils from Y1- Y5 achieved greater depth.</p> <p>Internal assessments indicate that fact fluency attainment among disadvantaged pupils is below that of non-disadvantaged pupils in some classes and could be further secured for pupils in all classes.</p> <p>Over the last three years, 64% of disadvantaged pupils have achieved the expected standard in Maths at the end of KS2.</p> <p>In 2024, 45% of disadvantaged pupils achieved the expected standard of reading, writing, maths combined compared to 70% of 'other' pupils nationally.</p>
6	<p>Some pupils in disadvantaged circumstances have limited experiences to draw upon when writing and reading. Limited funds may make it difficult for families to attend museums or theatres, to travel and to have holidays, to have access to hobbies or enrichment experiences.</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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2025/26 demonstrated by: <ul style="list-style-type: none">• qualitative data from student voice, student and parent surveys and teacher observations• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Greater % of disadvantaged children to meet expected standard and greater depth standard in writing and GPS at the end of KS2	End of KS2 outcomes in 2024/25 show that disadvantaged pupils have narrowed the gap with non-disadvantaged pupils when meeting the expected standard for writing and GPS, as well as the expected standard of reading, writing and maths combined. The gap between the number of pupils achieving greater depth in writing and GPS compared to non-disadvantaged has reduced.
Attendance of disadvantaged children to be broadly in line with non-disadvantaged	Attendance data and case work will indicate improving attendance patterns. Regular attendance of pupils will enable them to maximise their educational progress. Any persistent absence patterns will be addressed swiftly with positive impact. School will move as close to 96% as possible over the coming

	<p>year and persistent absence will reduce to national average as swiftly as possible.</p>
<p>Greater % of disadvantaged children to meet expected standard in phonics at the end of Y1.</p>	<p>Y1 phonics outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.</p>
<p>Pupils to develop mastery of number facts.</p>	<p>Half termly assessment data will show that pupils at key stage 1 and 2 are able to recall number bonds and times tables facts with increasing accuracy.</p> <p>Fact fluency average score for disadvantaged children in Y1, Y2 and Y3 to be broadly in line with non-disadvantaged pupils by the end of the academic year.</p> <p>Key stage 2 Maths outcomes will demonstrate strong progress from disadvantaged pupils.</p> <p>Some disadvantaged pupils to achieve greater depth in Maths by the end of the academic year.</p>

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: £18,860 approx.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Sounds Write phonics approach refined across school. Early years and Phonics Lead to monitor and support weekly.</p> <p>Consistently high-quality, daily phonics sessions delivered to all pupils in Reception-Y2.</p> <p>Daily targeted interventions for pupils in Rec – Y3 and SEND pupils in KS2 requiring further support delivered by an experienced TA or teacher.</p> <p>Experienced Year 2 teacher / Phonics Lead to support delivery of Sounds Write lessons across Reception, KS1 and Year 3.</p> <p>All new teachers to receive high quality CPD in Sounds Write approach and implementation.</p>	<p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read.</p> <p>EEF rating: High impact (+5 months)</p> <p>Evidence base: high</p> <p>Cost: high</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>2 and 4</p>

<p>Purchase reading material matched to Sounds Write programme for Reception, and Key Stage 1.</p>	<p>Strong body of evidence supporting the delivery of phonics using a coherent, well structured programme such as Sounds Write. EEF rating: High impact (+6 months) Evidence base: high Cost: moderate https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>2 and 4</p>
<p>Focus on refining quality-first fact fluency teaching in Reception – Year 3 so that all children from Reception through to Y1, Y2 and Y3 have secured firm foundations in the development of good number sense. Lesson design, including preassessments and same day interventions to be used to check that all pupils have the pre-requisite knowledge before beginning new content and learning is secure before moving on.</p>	<p>The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future ‘Manipulatives and representations can be powerful tools for supporting young children to engage with mathematical ideas.’ (EEF guidance). By implementing the Trust’s Fact Fluency programme, maths lesson design and assessment model, the aim is to ensure that the gap in understanding of core number concepts between disadvantaged and non-disadvantaged children is narrowed.</p>	<p>5</p>

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

Budgeted cost: £42,000 approx.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one reading practice and implementation of oral / language interventions.</p> <p>Oral language approaches include targeted reading aloud and book discussion with young children; group reading sessions with teacher or experienced TA 3 times a week; explicitly extending pupils' spoken vocabulary; the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction.</p>	<p>Language interventions with frequent sessions over a sustained period may have a larger impact, overall. Approaches that are delivered one-to-one also have larger impacts.</p> <p>EEF rating: High impact (+6 months) Evidence base: high Cost: moderate</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>2 and 4</p>
<p>Maths number fact intervention and multiplication intervention for children who require additional support in maths across KS1 and KS2 to address gaps.</p>	<p>Research suggests that when children are supported in their knowledge and understanding of key facts, this reduces stress when faced with mathematical problems. Securing key facts in an intervention encourages a sense of familiarity and security which enables children to develop confidence in tackling problems.</p> <p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact.</p>	<p>5</p>

	<p>Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Studies comparing one to one with small group tuition show mixed results. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. The variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.</p> <p>EEF rating: High impact (+5 months) Evidence base: moderate Cost: moderate</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	
<p>Blast boosting language, auditory skills and talking, a speech and language intervention for pupils in Nursery and Reception and older children with additional needs.</p> <p>Focus on oral language-centred approach throughout EYFS and the Support Base.</p>	<p>The number and quality of conversations children have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Where children share their ideas with support and modelling from their teacher, using sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. There is evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them, and that the quality of this input is likely to be more important than the quantity. Research shows that oral language skills, the foundations of which are developed by age four, are strongly associated with children’s literacy, numeracy and educational attainment. However, there exists a gap between the language skills of disadvantaged children and their more advantaged counterparts.</p> <p>EEF rating: High impact (+6 months) Evidence base: high Cost: low</p>	<p>4</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £11,660 approx.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance checks and weekly support from educational welfare officer.</p> <p>Supportive meetings to be held by EWO, Head and Pastoral Lead with the parents of pupils who are at risk of persistent absence or have had 5 or more days of absence.</p> <p>Supportive meetings to be held by EWO and Pastoral lead, where appropriate, with the pupils who are at risk of persistent absence or have had 5 or more days of absence.</p> <p>Regular letters to be sent to parents / carers of pupils with</p>	<p>Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</p> <p>“Carefully designed school communications can have a positive impact on parents’ beliefs and behaviours. For example, most parents underestimate the number of days their child has been absent from school and act differently when given accurate information. In one study, 72% of parents with higher-than-average absence students did not know that their children had missed more school than their classmates. When informed of their</p>	<p>3</p>

<p>above average absences, stating the total number of days that their child has missed this year.</p> <p>Access to a free breakfast club for those pupils who are persistently late and/or have poor attendance.</p>	<p>child's total absences, they made extra efforts to improve attendance.” (Rogers, T. and Feller, A. (2018) ‘Reducing Student Absences at Scale by Targeting Parents’ Misbeliefs’, Nature Human Behaviour</p> <p>The EEF’s trial of Magic Breakfast in 106 schools found that providing a universal free breakfast club had an impact of two additional months’ progress on children’s outcomes at Key Stage 1 and Key Stage 2.</p> <p>EEF rating: positive impact, + 4 months Evidence base: high Cost: low</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1732449675</p>	
<p>Access to enrichment activities and residential visits. Disadvantaged pupils to have priority to extended school clubs. Activities to be organised for during the school day so those pupils who cannot attend after school have access. Parents for whom finance would be a barrier are offered financial support to ensure that their child is able to access residential.</p>	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>EEF rating: moderate impact Evidence base: moderate Cost: low</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access, without which some pupils may have limited experiences to draw upon</p>	<p>6, 1 and 2, 3, 4 and 5</p>

	<p>to help develop their understanding of text types in reading. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can also support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. However, the evidence base linking non-cognitive skills and pupil attainment is weak.</p> <p>EEF rating: - Evidence base: weak (academically) Cost: moderate</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	
<p>Social and emotional learning approaches – including Thrive therapy sessions, The Junction, The Bungalow Partnership, Headstarters</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year</p> <p>EEF rating: - positive impact, +4 months Evidence base: low Cost: low</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1</p>

<p>Parental involvement</p> <p>Personalised messages linked to learning to be sent weekly to parents to promote positive interactions.</p> <p>Regular messages, which explain parental engagement strategies and provide tips, support and/or resources to assist learning at home, to be sent via Dojos – reading and maths.</p> <p>Monitor and review whether parents / carers find communications helpful; whether parents’ evenings are being attended; whether they feel they have a voice in decision making.</p> <p>Reading and Maths workshops to be held at least termly.</p> <p>Reading to be promoted over the holidays. Messages to be sent over the holidays, especially the summer holidays.</p> <p>Fathers to be texted, as well as mothers.</p>	<p>Research evidence suggests that engaging parents in their children’s education can have a positive impact on pupil outcomes. A study in the United States found evidence that texting information to parents about children’s attendance and homework submission records was successful in increasing their attainment. Reports show higher impact for pupils with low prior attainment.</p> <p>According to a survey of over 1,000 parents in England, parents’ happiness with how schools engage them is higher if (a) they have been consulted, (b) schools respond to their preferences, (c) more topics of information are provided by schools, and (d) more engagement opportunities are available (unpublished U.K. survey of parents, N = 1,210)</p> <p>One study found that text messaging had particularly positive effects on engaging fathers. (Hurwitz, L. B., Lauricella, A. R., Hanson, A., Raden, A. and Wartella, E. (2015) ‘Supporting Head Start parents: impact of a text message intervention on parent-child activity engagement’, <i>Early Child Development and Care</i>, 185 (9), pp. 1373–1389.</p> <p>Research states this is important given that fathers often have less contact with school but play an important role in supporting their children’s learning. (McWayne, C., Downer, J. T., Campos, R. and Harris, R. D. (2013) ‘Father involvement during early childhood and its association with children’s early learning: a meta-analysis’, <i>Early Education and Development</i>, 24(6), 898-922)</p> <p>EEF rating: moderate impact Evidence base: high Cost: low</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/texting-parents</p>	<p>2, 4, 5</p>
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	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1732449675	
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Total budgeted cost: £72,520

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

Intended Outcome	Review
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>Success Criteria</p> <p>Sustained high levels of wellbeing by 2023/24 demonstrated by:</p> <ul style="list-style-type: none">• qualitative data from student voice, student and parent surveys and teacher observations• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils	<p>A survey of 122 pupils in Key Stage 2 states that:</p> <ul style="list-style-type: none">• 86% of pupils strongly agree or agree that school encourages them to look after their emotional and mental health.• 80% of pupils strongly agree or agree that school encourages them to look after their physical health.• 91% of pupils say they feel safe when at school all the time or most of the time. <p>A survey of parents states that:</p> <ul style="list-style-type: none">• 98% of parents report their children are happy in school• 98% of parents report that their child feels safe in school• 98% of children do well at school according to parents• 89% of parents of children with SEND report that they receive the support they need to be successful <ul style="list-style-type: none">• 94% of pupil premium children attended at least one after school club and 71% of these pupils attended 2 or more• The 3 children who did not attend after school clubs accessed lunchtime clubs and enrichment activities as part of the school day e.g. an owl visit, farm visit, science

	<p>week experiments, a trip to the pantomime, class trips linked to foundation subjects.</p> <ul style="list-style-type: none"> 6 of the 9 Y6 pupil premium pupils attended the residential trip to Robinwood. 8 of the 13 Y5 pupils attended.
<p>Attendance of disadvantaged children to be broadly in line with non-disadvantaged</p> <p>Success Criteria</p> <p>Attendance data and case work will indicate improving attendance patterns. Regular attendance of pupils will enable them to maximise their educational progress. Any persistent absence patterns will be addressed swiftly with positive impact. School will move as close to 96% as possible over the coming year and persistent absence will reduce to national average as swiftly as possible.</p>	<p>Attendance for disadvantaged pupils, including Reception pupils, for 2023-2024 was 92.2%. Non-disadvantaged pupils' attendance was 94.6%. School attendance was 94%.</p> <p>33.9% of disadvantaged pupils are persistent absentees, compared with 14.7% of non-disadvantaged pupils. National average is 15.2%.</p>
<p>Greater % of disadvantaged children to meet expected standard in phonics at the end of Y1.</p> <p>Success Criteria</p> <p>Y1 phonics outcomes in 2023/24 show that more than 75% of disadvantaged pupils met the expected standard.</p>	<p>80% of disadvantaged pupils met the expected standard in phonics at the end of Y1.</p>

<p>MTC average score for disadvantaged children to be broadly in line with non-disadvantaged pupils</p> <p>Success Criteria</p> <p>Disadvantaged average MTC score to be 20 or higher</p>	<p>The average score for disadvantaged pupils was 21.3 (out of 25) compared to an average score of 21.8 for all pupils in Y4.</p>
<p>Children are able to read for pleasure with fluency and expression</p> <p>Success Criteria</p> <p>Phonics data will show that children are technically able to decode accurately. Teacher assessment and/or test data will indicate improvement in reading and during pupil interviews are able to talk about a range of texts and authors they have enjoyed.</p>	<p>During pupil interviews, the majority of pupils in KS2 were able to talk with confidence about books they enjoyed.</p> <p>80% of disadvantaged pupils met the expected standard in phonics at the end of Y1, compared to 43% in 2023.</p> <p>73% of disadvantaged pupils in Y6 achieved expected standard in reading, compared to 60% in 2023.</p>
<p>Pupils to develop mastery of number facts.</p> <p>Success Criteria</p> <p>Key stage 2 Maths outcomes will demonstrate strong progress from disadvantaged pupils.</p> <p>Half termly assessment data will show that pupils at key stage 1 and 2 are able to recall number bonds and times tables facts with increasing accuracy.</p>	<p>The percentage of disadvantaged pupils at the end of KS2 achieving the expected standard in Maths rose from 40% in 2023 to 64% in 2024.</p> <p>The Y1 average fact fluency score (out of 20) increased from 7.4 for disadvantaged pupils in Autumn 1 to 18.6 in Summer 2, compared with 7 in Autumn 1 to 17 in Summer 2 for all Y1 pupils.</p> <p>The Y2 average fact fluency score (out of 20) increased from 8.7 for disadvantaged pupils in Autumn 1 to 10.3 in Summer 2, compared with 10 in Autumn 1 to 11 in Summer 2 for all Y2 pupils.</p>

	<p>The Y3 average fact fluency score (out of 25) increased from 4.3 for disadvantaged pupils in Autumn 1 to 22 in Summer 2, compared with 8 in Autumn 1 to 21 in Summer 2 for all Y3 pupils.</p> <p>The Y4 average fact fluency score (out of 25) increased from 12 for disadvantaged pupils in Autumn 1 to 21.3 in Summer 2, compared with 11 in Autumn 1 to 21.8 in Summer 2 for all Y4 pupils.</p> <p>In the MTC the average score for disadvantaged pupils was 21.3 (out of 25) compared to an average score of 21.8 for all pupils in Y4.</p> <p>The Y5 average fact fluency score (out of 30) increased from 17 for disadvantaged pupils in Spring 1 to 20.7 in Summer 2, compared with 20 in Spring 1 to 24 in Summer 2 for all pupils in Y5.</p>
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Phonics	Sounds Write
Maths Mastery	Archimedes Maths Hub