

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

## School overview

| Detail  | Data                                      |
|---|---|
| School name   | Cobbs Brow Primary School                 |
| Number of pupils in school  | 271 of school age and 57 nursery children |
| Proportion (%) of pupil premium eligible pupils                   | 81/271=29.8%                              |
| Academic year that our current pupil premium strategy plan covers | September 2023/24                         |
| Date this statement was published                                 | September 2023                            |
| Date on which it will be reviewed                                 | September 2024                            |
| Statement authorised by   | Mr I Eaton                                |
| Pupil premium lead  | Mrs L Pugh                                |
| Governor  | Mr K Davidson                             |

## Funding overview

| Detail   | Amount          |
|--|-----------------|
| Pupil premium funding allocation this academic year                                    | £102,545        |
| Recovery premium funding allocation this academic year                                 | £20,000         |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0              |
| <b>Total budget for this academic year</b>   | <b>£122,545</b> |

## Part A: Pupil premium strategy plan

### Statement of intent

At Cobbs Brow Primary, we aim to provide all pupils with the opportunity to achieve their potential. We recognise that our disadvantaged pupils may have a range of needs and barriers that could affect their academic outcomes and personal development. We endeavour to remove these barriers to ensure all pupils can access all areas of our curriculum including wider enriching opportunities.

Our pupil premium strategy aims to achieve these objectives by ensuring all pupils receive high quality teaching and learning where careful planning leads to targeted support and intervention and provide all children the access and opportunities to enjoy academic success. Our aim is to ensure that no child is left behind socially, or academically because of disadvantage.

### Our ultimate objectives for our disadvantaged pupils are:

- To ensure pupil premium children achieve at least inline or above other disadvantaged children nationally at the end of Key Stage 2
- To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with non-pupil premium children in school across the curriculum
- To ensure early identification of additional needs and to promote early and effective intervention programmes.
- To ensure that there is extra support to facilitate emotional and social development in addition to academic support.
- To further provide enrichment opportunities so that all children have access to wide and rich experiences
- To remove barriers to learning (social, economic and academic) so that all children achieve their potential
- To raise expectations and aspirations

### We aim to achieve this through

- Extra one-to-one or small-group support with an experienced teacher/HLTA or TA focused on overcoming gaps in learning.
- Employing extra teaching assistants to work with classes, small groups and individuals
- Running catch-up sessions, for example for children who need extra help with maths or English.
- Providing additional learning opportunities for able children who receive free school meals in order to support their learning at a greater depth
- Funding educational trips and visits to enable children to participate fully and actively in wider and extra-curricular activities.
- Paying for additional help such as speech and language therapy or counselling.
- Investing in resources that boost children's learning, such as laptops or ipads/ tablets.
- Staff CPD (teachers and TA's) for the delivery of high impact interventions
- Further provide opportunities to work with parents to support their child's learning at home

## 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 underdeveloped speech and language skills amongst many pupils, especially disadvantaged pupils. This is evident from when children first enter school in EYFS settings.                         |
| 2                | Safeguarding referrals, observations and discussions with families have identified an increase in SEMH post-pandemic.  |
| 3                | Assessments suggest that disadvantaged pupils generally have greater difficulties with phonics than their peers. In 2023, 62.5% of disadvantaged pupils in Year 1, did not pass their phonics screening. This negatively impacts their development as readers. |
| 4                | Assessments indicate that there are knowledge gaps leading to disadvantaged pupils falling further behind age-related expectations, especially in writing and maths.   |
| 5                | Further develop strategies taken from the EEF toolkit 'Making Best Use of Teaching Assistants' to support how TA's can further support learning and improve outcomes for all learners  |

## 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  |
|--|---|
| Improved oral language skills and vocabulary among disadvantaged pupils.   | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.   |
| Pupils are resilient and well organised learners who are emotionally literate and able to manage themselves in a variety of circumstances. | Across school there will be high levels of wellbeing / mental health demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from pupil, parent and teacher questionnaires;</li> <li>• a reduction in the number of wellbeing /mental health concerns raised by parents and staff;</li> <li>• age appropriate learning behaviours and the independent use of strategies for self-regulation are observed in all phases.</li> </ul> |
| Pupils are ready for the next phase in their education as they are fluent and confident writers and mathematicians. Their skills           | By the end of EYFS: <ul style="list-style-type: none"> <li>• pupils with no additional learning needs will achieve a Good Level of</li> </ul>   |

|   |   |
|---|---|
| <p>enable them to engage fully in a broad curriculum.</p>   | <p>Development;</p> <p>By the end of Year 1:</p> <ul style="list-style-type: none"> <li>•pupils with no additional needs will achieve the expected standard in the Phonics Check;</li> </ul> <p>By the end of KS1:</p> <ul style="list-style-type: none"> <li>•pupils with no additional learning needs will achieve at least the expected standard for writing and maths</li> <li>•pupils with additional learning needs will have specific support in place and be making good progress in relation to their personalised targets.</li> </ul> <p>By the end of KS2:</p> <ul style="list-style-type: none"> <li>•pupils with no additional learning needs will achieve at least the expected standard for writing and maths.</li> <li>•pupils with additional learning needs will have specific support in place and be making good progress in relation to their personalised targets.</li> </ul> |
| <p>High quality teaching, evidence-based whole class teaching intervention and targeted intervention is used effectively.</p> | <p>Progress and attainment of disadvantaged pupils is at least in-line with non-pupil premium children</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: £24.720

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| 1:11 adult to pupil ratio in EYFS & 1:13 adult to pupil ratio in KS1 to enable increased communication modelling and dialogue.<br><br>Consistency of staffing throughout the day to enable targeted and focussed interventions. | Staff have been trained in the Wellcomm Early Years assessment programme to develop children's speech and language.<br>This programme emphasises the importance of spoken language and verbal interaction for young children. Research shows that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning.<br>The Reading Framework 2023: Becoming a fluent, skilled and attentive reader starts at the earliest stages through developing children's spoken language.           | 1, 2 & 5                      |
| Continuous professional development for all staff – includes in house training through SLT and subject leads and regular CPD through our SHARES cluster and attendance at LCC run courses.                                      | EEF evidence guidance: <a href="#">eef-effective-pd-report.pdf</a><br>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.<br>DFE - <a href="#">Pupil premium - GOV.UK (www.gov.uk)</a><br>Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across 3 areas, with a particular focus on teaching - investing in high-quality teaching, for example: training and professional development for teachers   | 1, 3, 4 & 5                   |
| PP Champion (SLT)   | EEF evidence guidance: <a href="#">EEF Implementation Guidance.pdf (d2tic4wvo1iusb.cloudfront.net)</a><br>School leaders play a central role in improving education practices through high-quality implementation. They actively support and manage the overall planning, resourcing, delivery, monitoring, and refinement of an implementation process, all of which can support actions and systems to ensure disadvantaged pupils achieve.<br><br>Management time for PP champion. The PP Champion identifies any PP not on track to meet their targets. They liaise with SENCO and class | 1 to 5                        |

|   |  |             |
|---|--|-------------|
|   | teachers to ensure targeted support is given to identified children. PP progress reports produced and shared with Head/SLT, PP Governor and Governing Body. Close monitor of the impact of spending PP budget.   |             |
| Increased deployment of teaching assistants across KS1 and KS2 to deliver interventions.          | EEF research guidance: <a href="https://www.educationendowmentfoundation.org.uk">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a> 'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.  | 1, 3, 4 & 5 |
| Classroom staff cover to enable an increase in SENDCO time.                                       | Research by Bath Spa University and Nasen recommends increasing SENDCo protected time to take account of numbers of children in crisis.<br>DFE guidance: <a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/270411/SEND_Code_of_Practice_January_2015.pdf">SEND Code of Practice January 2015.pdf (publishing.service.gov.uk)</a><br>High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less. | 2, 3 & 5    |
| Speech and language therapist bought in (1 day per week)<br><br>Speech and language CPD for staff | EEF evidence guidance: <a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a> . Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.   | 1, 2, 3 & 5 |

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

Budgeted cost: £95,836

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Plan for and deliver targeted intervention to raise attainment and impact on progress in</p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Maths</li> <li>• Phonics</li> </ul> <p>Small phonic groups to enable targeted support and detailed level of need.</p> <p>Effective deployment of staff, Teaching Assistant and HLTA to support key children and year groups.</p> <p>Teaching Assistant timetable re-evaluated to maximise time spent with individuals and small groups (early morning work, end of sessions etc)</p> | <p>EEF research guidance: <a href="https://www.educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants/">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></p> <p>'Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.</p> | 1, 3, 4 & 5                   |
| <p>PE Plus – pe intervention to support pupils with low self-esteem around sports and for those who are less active and children not meeting ARE within KS2.</p>  | <p>Ofsted guidance: <a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674442/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf">The Pupil Premium - How schools are spending the funding.pdf (publishing.service.gov.uk)</a></p> <p>A full range of educational experiences is in the top 10 of 'Gap Busters' - support is given to ensure that all pupils have full access to broad educational experiences, such as residential courses, competing in sporting events.</p>   | 2                             |

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

Budgeted cost: £9,100

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Attendance officer   | DFE guidance – <a href="#">Working Together to improve school attendance</a> Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school.  | 2, 3 & 4                      |
| Confident Minds (SEMH) programmes for identified pupils  | EEF research guidance: <a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a> 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. The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. | 2                             |
| Supporting families eligible for PP financially with trips/special events to enrich pupils cultural capital                              | Ofsted guidance: <a href="#">The Pupil Premium - How schools are spending the funding.pdf (publishing.service.gov.uk)</a> A full range of educational experiences is in the top 10 of 'Gap Busters' - support is given to ensure that all pupils have full access to broad educational experiences, such as residential courses, competing in sporting events.  | 3 & 4                         |
| Increased parental engagement through workshops for parents online and in person to support their child with phonics, reading and maths. | EEF guidance: <a href="#">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a> Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to   | 3 & 4                         |



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|  | learning gains of +3 months over the course of a year. |  |
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**Total budgeted cost: £129,656**

## 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 2022-2023 academic year.

| Desired Outcomes   | Success Criteria   | Evaluation  |
|--|--|---|
| Diminish the difference between PP and non-PP children from their starting points in Reception to their end of year ARE. | PP children make at least good or better progress to those children from similar starting points | <p>At the end of KS2:</p> <p><u>Reading:</u> 100% of disadvantaged pupils attained the expected standard which was above that of non-disadvantaged pupils in school at 96.4%. 50% of disadvantaged pupils attained the higher standard compared to 42.9% of non-disadvantaged pupils in Year 6.</p> <p><u>Writing:</u> 75% of disadvantaged pupils attained the expected standard which was below that of non-disadvantaged pupils in school at 92.9%. 31.3% of disadvantaged pupils attained the higher standard compared to 14.3% of non-disadvantaged pupils in Year 6.</p> <p><u>Maths:</u> 75% of disadvantaged pupils attained the expected standard compared non-disadvantaged pupils in school at 92.9%. 12.5% of disadvantaged pupils attained the higher standard compared to 14.3% of non-disadvantaged pupils in Year 6.</p> <p>KS1-KS2 Progress:</p> <p>Reading: Disadvantaged pupils progress score was 5.10, compared to 3.00 of non-disadvantaged. Lancs disadvantaged was -1.20.</p> <p>Writing: Disadvantaged pupils progress score was 2.50, compared to 1.60 of non-disadvantaged. Lancs disadvantaged was --0.60.</p> <p>Maths: Disadvantaged pupils progress score was -1.00, compared to 0.90 of non-disadvantaged. Lancs disadvantaged was -1.30.</p> <p>Therefore disadvantaged pupils made better progress in reading and writing than non-disadvantaged children in school. And, made better progress than disadvantaged pupils across Lancashire.</p> |

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|---|--|--|
| Pupils to be able to communicate confidently and be able to understand and articulate their thoughts and feelings in an age-appropriate manner. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil book study and ongoing formative assessment. | <p><u>EYFS Data Summer 2023:</u></p> <p>Self-Regulation: 85.1% of children reached the expected standard. (Lancs 83.7%)</p> <p>Managing Self: 87.2% of children reached the expected standard. (Lancs 86.2%)</p> <p>Building Relationships: 88.4% of children reached the expected standard. (Lancs 87.6%)</p> <p>Children across KS1 and KS2 have been targeted for emotional literacy through Confident minds, SALT and interventions with TAs.</p> <p>The Daily Check-in has been rolled out across school and children are able to identify how they are feeling upon entering school. Children have also been taught strategies on what they can do to manage these feelings.</p>   |
| Increased self-esteem for targeted PP children to impact on attainment and progress   | PP children will have the ability to approach new situations with greater confidence and independence  | <p>There are specific children who were identified in school as having low self-esteem and lacked confidence with their approach to learning and in specific subjects. Targeted intervention in specific subjects, pastoral support in school as well as support from outside agencies i.e. Confident Minds, enabled these children to improve their attendance and improve their attainment.</p> <p>For example, one child who was finding it emotionally challenging to attend school, had become a persistent absentee. Through support offered, this child improved their attendance resulting in 4/6 terms of 100% attendance. (First half of the academic year this child's attendance was 82% and the second half of the year it was raised to 99%.)</p> <p>Another child who experienced maths anxiety, was able to make 5 terms of progress across the year which resulted in this child being able to meet end of KS2 expectations in maths.</p> |
| Pupils are resilient and well organised learners who are emotionally literate and able to   | <p>Across school there will be high levels of wellbeing / mental health demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil, parent</li> </ul>   | <p>Pupil Questionnaire results show that:</p> <ul style="list-style-type: none"> <li>• A vast majority (97%) of Year 4 pupils feel that teachers help them to think for themselves.</li> <li>• All Year 4 pupils feel they learn new things in class.</li> </ul>   |

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|--|--|--|
| <p>manage themselves in a variety of circumstances.</p>  | <p>and teacher questionnaires;</p> <ul style="list-style-type: none"> <li>a reduction in the number of wellbeing /mental health concerns raised by parents and staff;</li> </ul> <p>age appropriate learning behaviours and the independent use of strategies for self-regulation are observed in all phases.</p>  | <ul style="list-style-type: none"> <li>A vast majority (97%) of Year 4 pupils feel that things in the classroom help them learn.</li> <li>A vast majority (98%) of pupils in Year 6 say they try harder if they get things wrong.</li> <li>A very large majority (93%) of Year 6 pupils hardly ever worry about getting things wrong.</li> <li>All Year 6 pupils feel that teachers help them to think for themselves.</li> <li>All Year 6 pupils feel they learn new things in class.</li> </ul> <p>Every class now has a system in place so that each pupil can register their zone upon entering school so that their class teacher can quickly identify any pupils who may need some additional support throughout the day.</p> <p>The Mental Health Lead has provided regular training to staff throughout the year. Teachers have taught sessions based on the zones of regulation. New staff and returning staff have had an update on the introduction of the zones of regulation to ensure consistency across the school into the next academic year. Links created with Compass Bloom team and regular meetings take place with the supervising practitioner for West Lancs.</p> <p>Referrals were made to Compass Bloom regarding supporting children's wellbeing and parent CBT is also a part of this. Regular feedback and conversations with SB (Mental Health Practitioner).</p> |
| <p>Pupils are ready for the next phase in their education as they are fluent and confident <b>readers, writers and mathematicians</b>. Their skills enable them to engage fully in a broad curriculum.</p> | <p>By the end of EYFS:</p> <ul style="list-style-type: none"> <li>pupils with no additional learning needs will achieve a Good Level of Development;</li> </ul> <p>By the end of Year 1:</p> <ul style="list-style-type: none"> <li>pupils with no additional needs will achieve the expected standard in the Phonics Check;</li> </ul> <p>By the end of KS1:</p> <ul style="list-style-type: none"> <li>pupils with no additional learning needs will achieve at least the expected standard for reading, writing, maths and science;</li> <li>pupils with additional learning</li> </ul> | <p>See Below: attainment sheet comparing the attainment of PP children to non-PP children by the end of summer 2023.</p> <p><u>End of KS1:</u></p> <p>Reading:</p> <p>67% of disadvantaged children attained the expected standard. (73% nationally)<br/>17% of disadvantaged children attained greater depth. (22% nationally)</p> <p>Writing:</p> <p>67% of disadvantaged children attained the expected standard. (65% nationally)<br/>8% of disadvantaged children attained greater depth. (10% nationally)</p> <p>Maths</p> <p>75% of disadvantaged children attained the expected standard. (75% nationally)<br/>17% of disadvantaged children attained greater depth. (19% nationally)</p>  |

|  |   |  |
|--|---|--|
|  | <p>needs will have specific support in place and be making good progress in relation to their personalised targets.</p> <p>By the end of KS2:</p> <ul style="list-style-type: none"> <li>• pupils with no additional learning needs will achieve at least the expected standard for reading, writing, maths and science;</li> <li>• pupils with additional learning needs will have specific support in place and be making good progress in relation to their personalised targets.</li> </ul> | <p><u>End of KS2:</u></p> <p><u>Reading:</u> 100% of disadvantaged pupils attained the expected standard which was above that of non-disadvantaged pupils in school at 96.4%. 50% of disadvantaged pupils attained the higher standard compared to 42.9% of non-disadvantaged pupils in Year 6.</p> <p><u>Writing:</u> 75% of disadvantaged pupils attained the expected standard which was below that of non-disadvantaged pupils in school at 92.9%. 31.3% of disadvantaged pupils attained the higher standard compared to 14.3% of non-disadvantaged pupils in Year 6.</p> <p><u>Maths:</u> 75% of disadvantaged pupils attained the expected standard compared non-disadvantaged pupils in school at 92.9%. 12.5% of disadvantaged pupils attained the higher standard compared to 14.3% of non-disadvantaged pupils in Year 6.</p> |
| Greater percentage of PP take part in a range of enrichment activities outside the classroom                           | PP experiences are broadened and greater motivation developed   | 75% of pupil premium children participated in after school clubs. A wide range of clubs have been offered across the year and pp funding has been allocated to support the finding of school trips for PP children so that they were all able to attend and take part.   |
| High quality teaching, evidence-based whole class teaching intervention and targeted intervention is used effectively. | Progress and attainment of disadvantaged pupils is at least in-line with non-pupil premium children   | PP children have continuously been monitored and tracked throughout the year. The provision map identifies children for specific interventions and these children have accessed targeted interventions in order to narrow gaps in their learning. (See Data below)   |

Pupil Premium Data End of Summer 2023

|  | % PP at ARE | % Non-PP at ARE |
|--|-------------|-----------------|
| Year 1 Reading                                       | 2/8 = 25%   | 14/22 = 63.6%   |
| Year 1 Writing                                       | 2/8 = 25%   | 13/22 = 59%     |
| Year 1 Maths   | 2/8 = 25%   | 15/22 = 68%     |
| YEAR 1 PHONICS SCREENING – 3/8 PP CHN PASSED = 37.5% |             |                 |
| Year 2 Reading                                       | 4/11 (36%)  | 16/28 (57%)     |
| Year 2 Writing                                       | 2/11 (18%)  | 12/28 (42%)     |
| Year 2 Maths   | 2/11 (18%)  | 16/28 (57%)     |
|  |             |                 |
| Year 3 Reading                                       | 7/18 (38%)  | 12/22 (55%)     |
| Year 3 Writing                                       | 5/18 (28%)  | 11/22 (50%)     |
| Year 3 Maths   | 5/18 (28%)  | 12/22 (55%)     |
|  |             |                 |
| Year 4 Reading                                       | 3/9 (33%)   | 16/32 (50%)     |
| Year 4 Writing                                       | 3/9 (33%)   | 16/32 (50%)     |
| Year 4 Maths   | /9          | /32             |
|  |             |                 |
| Year 5 Reading                                       | 2/8 (25%)   | 12/35 (34%)     |
| Year 5 Writing                                       | 2/8 (25%)   | 8/35 (23%)      |
| Year 5 Maths   | 1/8 (12.5%) | 13/35 (37%)     |
|  |             |                 |
| Year 6 Reading                                       | 13/15 (86%) | 27/29 (93%)     |
| Year 6 Writing                                       | 6/15 (40%)  | 15/29 (51%)     |
| Year 6 Maths   | 5/15 (33%)  | 21/29 (72%)     |

## 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                      |
|------------------------------|-------------------------------|
| PE Plus                      | West Lancs Sports Partnership |
| Life Coach Rachael Ainsworth | Confident Minds               |
| The Write Stuff              | Jane Considine                |
| SALT                         | Happy Talk                    |