

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 - 2023 and 2023- 2024 academic years) 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	William Law CE Primary School
Number of pupils in school	575 2022-2023 551 2023-2024
Proportion (%) of pupil premium eligible pupils	24% (139) 2022-2023 25% (138) 2023-2024
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	Autumn 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Martin Adamson (Trust AIO 2022-2023) Katherine Towns (AIO 2023-2024)
Pupil premium lead	Amy Lenton 2022-2023 Faye Attwood 2023-2024
Trustee lead	Margaret Holman

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Total (2023-2024) <b>£197,074</b>
Recovery premium funding allocation this academic year	<b>£ 20,300.00</b> (2023-2024)
Pupil premium funding carried forward from previous years (enter £0.00 if not applicable)	<b>£ 0</b>
<b>Total budget for this academic year</b>	<b>£217,374</b>

## Part A: Pupil premium strategy plan

### Statement of intent

We aim for every child, within William Law CE School, to experience an excellent education and to realise their God-given potential to flourish.

Improving the achievement of disadvantaged pupils is integral to all key priorities in our improvement plan relating to the quality of education. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across all subject areas. Our goal is to ensure that no child is left behind socially, or academically because of disadvantage.

We fully embrace research evidence regarding effective spending of pupil premium funding to focus on the challenges identified for our disadvantaged pupils including those pupils who are vulnerable and need extra support e.g. pupils who are or have been in contact with a social worker.

Our three- tiered approach has high quality teaching at the core of our pupil premium strategy proven to have the greatest impact on closing the disadvantage gap and at the same time will benefit the non-disadvantaged pupils in our school.

In addition to discussions, observations, and responsive teaching, we use a range of assessments including standardised scores and gap analyses to identify specific areas to be addressed to enable our disadvantage pupils to achieve.

All colleagues take responsibility for our whole school approach for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

At William Law CE Primary we aim for the following in relation to our disadvantaged pupils:

1. To achieve in line with their non-disadvantaged peers and meet national outcomes
2. First quality teaching is consistently high across the school, for all groups of learners, but particularly the disadvantaged pupils, to achieve well and make at least expected progress
3. To have access to the same opportunities as their non-disadvantaged peers to allow them equal access to cultural capital and enrichment
4. That gaps in knowledge and skills are identified at the earliest opportunity through effective teacher assessment.

At William Law CE School we have adopted a 3-tiered whole school planning model to Recovery Premium and Pupil Premium spending to focus on strategies which will have the greatest impact:

**Tier 1. Teaching:** Improving the quality of teaching and providing professional development opportunities is at the forefront of our approach. Evidence strongly suggests that the most effective way to improve outcomes for disadvantaged children is through excellent classroom

teaching. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is key to ensuring high quality provision for all.

**Tier 2. Targeted academic support:** We use a variety of one-to-one or small group interventions linked to effective classroom teaching and learning. Evidence consistently demonstrates the positive impact targeted academic support can have.

**Tier 3. Wider strategies:** Providing support in tackling the most significant, non-academic, barriers to success at school is the final, important tier. Such support includes addressing attendance issues and providing behaviour and social and emotional support. The current strategy is formulated based on the Education Endowment Foundation recommendations to focus on the 3-tiered approach.

Our first response is to provide a consistently high quality of education, teaching and learning to the pupils through access to high quality first teaching.

At William Law, we then focus on ensuring that children do not fall behind in their learning, by providing the opportunity for instant intervention through daily pick me up sessions, led by the TA or teacher in the afternoon. These are supported by Shine intervention resources and teacher planned activities. We use question level analysis of pupil assessments to focus intervention work most effectively on those concepts in Reading, Writing or Maths that a child does not know well enough yet. Interventions are then taught in small groups to support individuals. In addition, phonics interventions are put into place for Key Stage 2 using Little Wandle to support children in reading. In addition, Little Wandle Catch up programme is used in Early Years, Year 1 and 2.

To ensure that children all have equal access to the same opportunities we do provide funding for disadvantaged pupils for school trips, half-price residentials, contribution towards uniform costs and music tuition. Our pupil premium budget helps to fund the two members of our pastoral team, who are our learning mentors to support pupils' readiness to learn. In addition, whole school initiatives and support is in place to ensure excellent attendance as well as rigorous attendance monitoring and follow up.

## Challenges

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

Challenge number	Detail of challenge	Links to Tiers
1	To secure consistently 'good and better' quality of teaching across the whole academy to ensure 'good and better' outcomes and progress for all learners, and particularly for disadvantaged pupils and for boys.	1
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing and applying their key reading strategies to reading comprehension in KS2 than their peers in readiness for secondary school.  Progress and attainment in Reading are weaker than non-disadvantaged pupils nationally.	1 and 2

3	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing their knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks to support their facility as writers in KS1 and KS2 in readiness for secondary school.</p> <p>Progress and attainment in Writing is weaker than non-disadvantaged pupils nationally.</p>	1 and 2
4	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>	1 and 2
5	<p>Our assessments and observations indicate that the education and wellbeing of many 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.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p> <p>Progress and attainment in Maths is weaker than non-disadvantaged pupils nationally.</p>	1 and 2
6	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic and continued into the academic year 2021-2022, this trend continued across 2022-2023 and is still increasing in the academic year 2023-2024. A high proportion of the pupils supported each day by our learning mentors are disadvantaged. Social and emotional difficulties are addressed alongside academic needs, it is vital that support is in place to 'Regulate before educate'. It is vital that we are addressing pupils' social and emotional difficulties alongside academic needs. For many pupils social and emotional needs are a barrier to children accessing their learning. A high proportion of the pupils supported each day by the learning mentors are disadvantaged.</p> <p>There is a high percentage of vulnerable pupils within persistent absenteeism compared to non pp pupils.</p>	3

## 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	Challenge Number	Success criteria
All children, including the disadvantaged pupils, have access to high quality first teaching across the school impacting on outcome at the end of Key Stage 2.	1	By 2024/25, Teaching and learning is consistently good or better across the school. This will be evidenced in the monitoring gathered within school, the Trust and external professional reports. The school achieves national outcomes for attainment and progress. Disadvantaged pupils attain equally to their non-PP peers. Teaching and learning are rooted in Rosenshine's principles.
Improved reading attainment and progress among disadvantaged pupils at the end of KS2.	2	KS2 reading outcomes (attainment and progress) in 2024/25 are at least in line with national averages for disadvantaged pupils meeting the expected standard.
Improved writing attainment and progress among disadvantaged pupils at the end of KS2.	3	KS2 writing outcomes (attainment and progress) in 2024/25 are at least in line with national averages for disadvantaged pupils meeting the expected standard.
Improved oral language skills and vocabulary among disadvantaged pupils.	4	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.
Improved maths attainment and progress for disadvantaged pupils at the end of KS2.	5	KS2 maths outcomes (attainment and progress) in 2024/25 are at least in line with national averages for disadvantaged pupils meeting the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	6	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> <li>a significant reduction in bullying</li> <li>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>

<p>Gaps in learning are addressed through same day intervention and disadvantaged pupils achieve equally to their non-PP peers. In addition, gaps in learning are addressed through planned intervention based on question level analysis of pupil assessments.</p>	<p>1</p>	<ul style="list-style-type: none"> <li>• Achieve at least national average progress measure (0) in reading, writing and maths at the end of KS2.</li> <li>• Achieve at least national outcomes in phonics screening check</li> <li>• 5+ months additional progress for participating pupils accelerated reader (Year 2 to 6) and PIRA</li> <li>• Intervention has structured supporting resources and lesson plans with clear objectives based on children's learning within lessons.</li> <li>• Same day interventions are based on the children's current needs to ensure there are no misconceptions or gaps in their current learning. Allowing children to access the full curriculum every day.</li> </ul>
<p>Pupils social, emotional, and mental health needs are addressed in the school</p>	<p>6</p>	<ul style="list-style-type: none"> <li>• PSHRE to be taught weekly following KAPOW</li> <li>• Children are identified if SEMH support is needed, and sessions are arranged through group or 1:1 sessions</li> <li>• these pupils then make good or better progress in the curriculum</li> </ul>
<p>All pupils, but particularly the disadvantaged pupils, have the same access to resources, enrichment and extra curricular activities as their non disadvantaged peers.</p>	<p>6</p>	<p>All PP children have access to:</p> <ul style="list-style-type: none"> <li>○ Appropriate uniform</li> <li>○ Music tuition</li> <li>○ Attend school trips and residentials</li> <li>○ A cooked school meal</li> </ul>

### 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.

### Tier 1: Teaching (for example, CPD, recruitment and retention)

Budgeted cost 2022-2023	Budgeted cost 2023-2024	Budgeted cost 2024-2025
£120,727.80	£95,132.94	
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To use summative assessment materials in a formative manner. Using tests to identify gaps in learning and plan to address these in teaching sequences.</p> <p>Purchase of standardised tests and MARK analyses for Reading, GAPS and Maths.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Education Endowment Foundation   EEF</p>	1,2 and 5
<p>To secure consistently 'good and better' quality of teaching across the whole academy to ensure 'good and better' outcomes and progress for all learners, and particularly for disadvantaged pupils and for boys.</p> <p>Improving quality first teaching (QFT) by focusing on Rosenshine's Principles in Action. We will continue to:</p> <ul style="list-style-type: none"> <li>• Access Trust CPD</li> <li>• Commission the external teaching and learning consultant to work with staff throughout the year <ul style="list-style-type: none"> <li>• Maintain a strong focus on QFT in our internal CPD programme.</li> <li>• Adopt Kapow Computing, PSHRE, DT to ensure consistent progressive teaching of PSHRE, DT and Computing <ul style="list-style-type: none"> <li>• Art- Develop use of Access Art</li> <li>• Follow a whole school coaching model focusing on and using WalkThrus which explain the art and science of teaching in 5-step visual guides.</li> </ul> </li> </ul> </li> </ul>	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high-quality teaching on pupil outcomes is 3x that of any other school based factor (EEF)</p>	1

<p>To secure consistently 'good and better' quality of teaching across the whole academy to ensure 'good and better' outcomes and progress for all learners in reading and particularly for disadvantaged and for prior middle attaining pupils.</p>	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high-quality teaching on pupil outcomes is 3x that of any other school-based factor (EEF)</p> <p>AR was very well received by most teachers and teaching assistants who perceived positive impacts on pupil reading ability, reading stamina, and attitudes. (EEF)</p>	<p>1 and 2</p>
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<ul style="list-style-type: none"> <li>● Embed the reading approach across the school</li> <li>● Explore reading as a reader (reading skills), reading as a writer (break down text) and writer.</li> <li>● Reader Inference training</li> </ul> <p>All children from Years 3 to 6 (and children in Year 2 who do not need a fully phonically decodable book) access Accelerated Reader embed use of Accelerated Reader across year groups 3 to 6, to support diagnostic tracking &amp; improve reading for pleasure. Build on strategies in place so that children can further develop their love of reading by ensuring they finish reading their books.</p> <p>To continue to improve our whole school approach to the teaching of reading using the teaching sequence, quality texts and progression documents. We will continue to:</p> <ul style="list-style-type: none"> <li>• access Trust CPD on reading and the teaching sequence.</li> <li>• Maximise support from the Trusts' Literacy consultant.</li> </ul> <p>Provide regular non-contact time for our English SL to work with class teachers, TAs and external consultants.</p>	<p>Teach specific strategies that pupils can apply to monitor and overcome barriers to comprehension. These include:</p> <ul style="list-style-type: none"> <li>● prediction (based on text content and context);</li> <li>● questioning.</li> <li>● clarifying.</li> <li>● summarising; and</li> <li>● activating prior knowledge.</li> </ul> <p>Texts should be carefully selected to support the teaching of these strategies. (EEF)</p>	
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<p>To purchase and adopt Little Wandle, a DFE recognised systematic, synthetic phonics (SSP) programme, to ensure there is a consistent approach to the delivery of phonics from EYFS and across Key Stage 1, promoting high outcomes for all children. The new Little Wandles program also includes catch up for pupils with SEND to support additional attainment and progress.</p> <p>Ensure that all classroom staff understand strategies to support phonic development beyond EYFS and Key stage 1</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. (<i>EEF: Phonics T &amp; L Toolkit</i>).</p> <p>Synthetic phonics approaches have higher impacts, on average, than analytic approaches. (EEF)</p>	<p>2</p>
<p>To secure consistently 'good and better' quality of teaching across the whole academy to ensure 'good and better' outcomes and progress for all learners in <b>writing</b> and particularly for disadvantaged and for prior middle attaining pupils. Embed the teaching of writing through developments on T4W through T4W consultancy.</p> <ul style="list-style-type: none"> <li>• To review the literacy teaching sequence with a specific focus on writing. <ul style="list-style-type: none"> <li>o Secure the teaching of SPAG within the writing cycle to ensure that skills are taught, then applied as part of a unit of writing</li> <li>o Secure teachers' judgements of writing against the writing assessment frameworks and the teaching of literacy devices which were added to the teaching and learning approach after curriculum review to align with the reading curriculum.</li> </ul> </li> </ul>	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high-quality teaching on pupil outcomes is 3x that of any other school based factor (<i>EEF</i>)</p> <p>Explicitly teach spellings and provide pupils with extensive opportunities to practice them. (EEF)</p>	<p>1 and 3</p>

<p>Ensuring that teachers accurately assess writing and use this information to inform future planning</p> <p>To continue to improve our whole school approach to the teaching of writing using the teaching sequence, quality texts and progression documents. We will continue to:</p> <ul style="list-style-type: none"> <li>• access Trust CPD on reading and the teaching sequence.</li> <li>• Maximise support from the Trusts' Literacy consultant.</li> </ul> <p>Provide regular non-contact time for our English SL to work with class teachers, TAs and external consultants.</p>	<p>Integrate formative assessment into classroom teaching strategies to help ensure that teaching is appropriately targeted and that pupil needs are identified. (EEF)</p>	
<p>To continue to improve our whole school approach to the teaching of White Rose Maths focusing on fluency, reasoning and problem solving We will continue to:</p> <ul style="list-style-type: none"> <li>• access Trust CPD on maths</li> <li>• Maximise support from the Trusts' Maths consultant.</li> <li>• Provide regular non-contact time for our Maths SL to work with class teachers, TAs and external consultants.</li> </ul>	<p>Single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high-quality teaching on pupil outcomes is 3x that of any other school-based factor (EEF)</p> <p>Professional development should be used to raise the quality of practitioners' knowledge of mathematics, of children's mathematical development, and of effective mathematical pedagogy (EEF)</p>	1 and 5
<p>Group, Class and 1:1 session with pupils to support their emotional well-being to ensure pupils are able to access their learning.</p> <p>'Regulate before educate' – importance of addressing pupils' social and emotional difficulties alongside academic needs</p>	<p>The core role of the Learning Mentors is taken from DfE Effective use of Pupil Premium Guidance. It is to:</p> <ul style="list-style-type: none"> <li>• increase pupils' confidence and resilience</li> <li>• encourage pupils to be more aspirational</li> <li>• benefit non-eligible pupils too</li> </ul> <p>(EEF)</p>	4

**Tier 2: Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost 2022-2023	<b>Budgeted cost 2023-2024</b>	Budgeted cost 2024-2025
£48,900	<b>£53,155.24</b>	
Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional reading sessions targeted at disadvantaged pupils who require further reading support.	1:1 academic tutoring effectiveness: approximately 5 additional months progress on average (high impact, high cost). <i>(Teaching &amp; Learning Toolkit: EEF)</i>	2

	<p>Little Wandle intervention in Key Stage 2 for phonics intervention.</p> <p><i>(Teaching &amp; Learning Toolkit: EEF)</i></p> <p>Same day interventions are based on the children's current needs to ensure there are no misconceptions or gaps in their current learning. Allowing children to access the full curriculum every day.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><u><a href="#">One to one tuition   EEF</a></u> <u><a href="#">(educationendowmentfoundation.org.uk)</a></u></p> <p>And in small groups:</p> <p><u><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></u></p>	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Using SSP Little Wandle which was adopted in September 2022.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><u><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></u></p>	2

Purchase annual subscriptions for reading and maths interventions using SHINE Interventions.	Small group teaching for reading can sometimes be more effective than either 1:1 or paired tuition. <i>(Teaching &amp; Learning Toolkit: EEF).</i>  Feedback = +8 months progress EEF	2 and 5
Additional writing sessions targeted at disadvantaged pupils who require further writing support.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <u>One to one tuition   EEF</u> <u>(educationendowmentfoundation.org.uk)</u> And in small groups: <u>Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</u>	3
Additional maths sessions targeted at disadvantaged pupils who require further maths support.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <u>One to one tuition   EEF</u> <u>(educationendowmentfoundation.org.uk)</u> And in small groups: Feedback = +8 months progress EEF <u>Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</u>	5
Participate in a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <u>Oral language interventions   EEF</u> <u>(educationendowmentfoundation.org.uk)</u>	4

### Tier 3: Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost 2022-2023	<b>Budgeted cost 2023-2024</b>	Budgeted cost 2024-2025
£52,090	<b>£69085.54</b>	
Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Supporting the social, emotional, mental health of pupils, particularly due to Covid-19 pandemic</p>	<p>Use a range of strategies to teach key skills both in dedicated time, and in everyday teaching (EEF improving social and Emotional Learning)</p> <p>The core role of the pastoral team is taken from DfE Effective use of Pupil Premium Guidance. It is to:</p> <ul style="list-style-type: none"> <li>• increase pupils' confidence and resilience</li> <li>• encourage pupils to be more aspirational</li> <li>• benefit non-eligible pupils too</li> </ul> <p>Social &amp; Emotional learning +4 months</p> <p>Research has found that disadvantaged pupils have been worst affected by partial school closures. EEF</p>	<p>6</p>
<p>Equal access to enrichment and extra-curricular opportunities</p>	<p>To ensure that pupils have the same access to the cultural capital of non-PP children. This is in the form of trips, visits and music tuition.</p> <p>To ensure that all PP pupils have the same resources and feel equal to non-pp pupils through uniforms and sports tops.</p>	<p>6</p>
<p><b>Total budgeted cost:</b></p>		
<p>2022-2023</p>	<p><b>2023-2024</b></p>	<p>2024-2025</p>
<p>£221,717.80</p>	<p><b>£217,374</b></p>	

**Part B: Review of outcomes in the previous academic year**

N.B Following the COVID-19 pandemic, most exams, tests, and assessments resumed in academic year 2021/22. Pupils included in the 2021/22 KS2 school performance data may have experienced varying levels

of disruption to their schooling due to the pandemic therefore the DfE do not recommend making direct comparisons with data from previous years or between schools.

DfE data does not allow separation of pupils to show specific data for Pupil Premium cohorts, therefore this information is on the whole KS2 cohort for 2022-2023.

Combined achievement for 2022/2023 at end of KS2 in Reading, Writing and Maths shows 58% pupils achieving expected standard in all 3 core subjects, an increase from 52.3% in the previous academic year 5% above the Local Authority and 1% below national average of 59%.

When separated into 3 subject areas KS2, an average scaled score of 104.9 was achieved in Reading, above the Local Authority of 103.5 scaled score and almost in line with national at 105.1 scaled score. 68% of pupils achieved the expected standard in 2022/23 compared to 66.3% in 2021/2022. This is 5% below national. However, 34% of pupils achieved a higher standard compared to 29% at national.

In Writing 71% of pupil achieved the expected standard and 13% at the higher standard which is same as National. This is a 68.6% increase since 2022/23. In GPS 76% of pupil achieved the expected standard compared to 72%.

In Maths an average scaled score of 103.5 was achieved at expected levels 0.5 above Local Authority (103) and almost in line with national figures at 104.2. In Maths 70% of pupils achieved the expected standard which has 62.8% by since 2012/2022. This is 3% lower than national.

Internal data for KS2 has been broken down to show specific changes for pupils in receipt of Pupil Premium funding as follows. By the end of Key Stage 2, pupils were showing progression across Reading Writing and Maths combined with scaled scores improved by 5%, just 1% off national. The pupils achieving at greater depth were double the Local Authority figures at 8% and in line with national.

When separated into the 3 subject areas KS2 pupils were achieving an average scaled score of 104.9 above the Local Authority average of 103.5 and roughly in line with national at 105.1. Although the KS2 cohort gaps remain apparent the work in place to support closure of gaps is proving to be successful.

At time of writing the KS1 assessment data for 2023 was not available so data has been compared between 2021 and 2022 results from the DfE school performance figures released to date. Phonics screening results dropped from 75.6% in 2021 to 59.1% in 2022 of pupils passing the screening assessment first time. Since 2022 additional intervention support has been delivered and will continue to close gaps further across the academic years 2023-2024 and 2024-2025.

Combined achievement for 2021/2022 at end of KS1 in Reading, Writing and Maths has increased by 5.3% with 57.1% pupils achieving expected standard in all 3 core subjects, above national average of 56.6%, in comparison to 51.9% the previous year.

When separated into 3 subject areas KS1 of 38% pupils in receipt of Pupil premium were achieving expected levels in Reading with 10% achieving greater depth. In comparison to national figures William Law pupils were 2% below at 6% for those achieving greater depth and in line with national at 58% for those pupils achieving expected.

In Writing 29% of pupils in receipt of Pupil Premium were achieving expected level or higher. In comparison to national figures William Law pupils were 3% below at 15% for those achieving greater depth and 7% below national at 60% for those pupils achieving expected.

In Maths 38% pupils in receipt of Pupil premium were achieving expected levels with 10% achieving greater depth. In comparison to national figures William Law pupils were just 1% below for those achieving greater depth and 4% below national for those pupils achieving expected.

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 - 2022 and 2022-2023 academic years. 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
Shine Intervention Resources	Rising Stars
Accelerated Reader	Renaissance Learning
Talking 4 Writing	Talk 4 writing - Pie Corbett
Rising Stars Spelling	Rising Stars
KAPOW PSHRE	Kapow
Little Wandle	Little Wandle Letters and Sounds Revised
Times Table Rock Stars	Times Table Rock Stars
Kapow DT	Kapow
Kapow Computing	Kapow