

Pupil premium Strategy Statement

This statement details our school's use of pupil premium 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	Durdan's Park Primary School
Number of pupils in school	380 (including nursery)
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2026
Date this statement was published	3 September 2025
Date on which it will be reviewed	31 August 2026
Statement authorised by	Helen Rai
Pupil premium lead	Yasodara Selvarajah
Governor / Trustee lead	Simon Prebble

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,050.
Recovery premium funding allocation this academic year	nil
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	nil
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£106,050.

Part A: Pupil premium strategy plan

Statement of intent

At Durdan's Park Primary School, our mission is to ensure that every child — regardless of background, need or circumstance — thrives, achieves and belongs. Pupil Premium funding is used strategically to dismantle barriers to learning, reduce safeguarding risks, and provide the cultural capital and academic foundations that disadvantaged pupils need to flourish. Our Pupil Premium (PP) strategy tackles disadvantage not only through accelerated academic progress but also through inclusion, safeguarding and wellbeing, because children who are safe, engaged and resilient achieve more. To deliver on this mission, we ensure that all teaching staff are actively involved in the analysis of data and the identification of pupils' needs, so that they are fully aware of the strengths and areas for development across the school and can target support with precision.

Principles

1. **High expectations:** All disadvantaged pupils can and must achieve in line with or above national averages.
2. **Safeguarding culture:** Attendance, wellbeing and belonging underpin learning.
3. **Evidence-led:** Every intervention is rooted in robust research.
4. **Graduated approach:** Support follows the assess–plan–do–review cycle.
5. **Pupil & parent co-production:** Their voices shape and evaluate provision.
6. **Rigorous monitoring:** Academic and safeguarding data drive decisions.
7. **Cultural entitlement:** Every PP child accesses enrichment and leadership.
8. **System leadership:** DPPS shares best practice with the wider sector.

In making provision for socially disadvantaged pupils, we acknowledge that some pupils who are socially disadvantaged are not registered for or do not qualify for pupil premium funding. For this reason, we reserve the right to allocate Pupil Premium funding to any pupil or group of pupils identified as being at risk of disadvantage through our needs analysis.

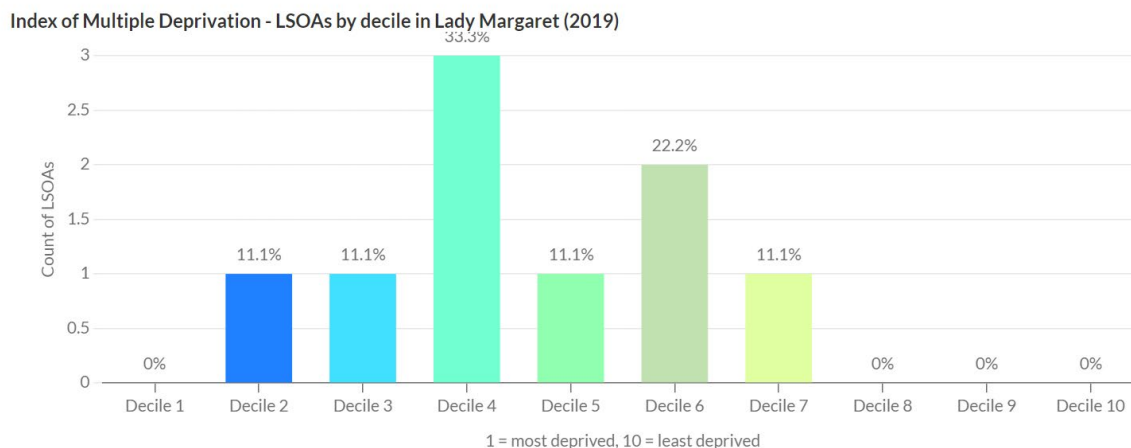
Demographic and School Context

Durdan's Park Primary School is a community school in Southall, Ealing, West London. We are a two-form entry school.

Deprivation in the Durdan's Park area of Ealing

The Index of Multiple Deprivation (IMD) 2019 is the official measure of relative deprivation for small areas (or neighbourhoods) in England. The IMD ranks every small area (Lower Super Output Area) in England from 1 (most deprived) to 32,844 (least deprived). For larger areas we

can look at the proportion of LSOAs within the area that lie within each decile. Decile 1 represents the most deprived 10% of LSOAs in England while decile 10 shows the least deprived 10% of LSOAs.



The Index of Multiple Deprivation (IMD) combines information from seven domains to produce an overall relative measure of deprivation. The domains are: Income; Employment; Education; Skills and Training; Health and Disability; Crime; Barriers to Housing Services; Living Environment. Each domain is given a weighting and is based on a basket of indicators.

The next update of the Index of Multiple Deprivation (IMD) is scheduled for release in October–November 2025. The revised data will be incorporated into future versions of this report to ensure accuracy and alignment with the most up-to-date national figures.

Our objectives

- **Close attainment gaps rapidly**, with disadvantaged pupils (including those known to or previously known to social care) consistently exceeding national progress expectations.
- **Improve PP attendance** to >95% and reduce persistent absence to <8%, with a sharp focus on children who are persistently absent and/or open to social care.
- **Ensure >90% PP pupils achieve** the phonics screening check and that EYFS GLD outcomes for PP pupils exceed national averages.
- **Ensure >90% PP pupils pass** the multiplication tables check by the end of Year 4.
- **Secure accelerated progress** in reading, writing and maths, with disadvantaged pupils at least matching or surpassing peers nationally.
- **Embed Thrive, OPAL and Forest School** as factors that strengthen safeguarding, wellbeing, regulation and inclusion.
- **Guarantee cultural capital entitlement**, ensuring every PP pupil participates in high-quality enrichment and leadership opportunities — such as curriculum trips, Shakespeare productions, KIT Theatre projects, Heyday film-making, music tuition or ambassador roles — to raise aspiration, broaden horizons and nurture belonging.
- **Strengthen pupil and parent voice**, ensuring disadvantaged families and those with social care involvement feel confident that concerns are heard, acted upon and shape provision.

Achieving These Objectives

- **Deliver consistently high-quality teaching** across all classrooms, ensuring that disadvantaged pupils — including those known to or previously known to social care — benefit from the most effective pedagogy every day.
- **Provide targeted small-group support** delivered by teachers or highly trained HLTAs, with precision teaching focused on identified misconceptions or gaps in learning, enabling pupils to make accelerated progress.
- **Enhance provision through additional capacity** from LSAs and, where appropriate, external specialists (e.g. speech and language therapists, educational psychologists), ensuring timely assessment and intervention following the *assess–plan–do–review* cycle.
- **Stretch and challenge disadvantaged pupils**, including those eligible for pupil premium funding, so that they achieve Age-Related Expectations and beyond, ensuring there is no ceiling on ambition.
- **Strengthen transitions at every stage:**
 - *Into EYFS:* Parent Ambassadors support applications, induction and home–school liaison so that families feel secure and pupils are well prepared.
 - *Between year groups:* Pastoral and academic handovers ensure continuity of support, underpinned by robust data analysis with a sharp focus on PP pupils.
 - *To secondary school:* Additional transition meetings for PP families, targeted support with applications (including appeals), and proactive contact with receiving schools ensure pupils arrive confident, prepared and known.
- **Guarantee access to cultural capital and enrichment** by fully or partially funding educational visits, residentials and high-quality enrichment activities. Projects such as Shakespeare with the Primary Shakespeare Company, KIT Theatre, Heyday film-making, Every Day Magic, outdoor learning, edible garden projects, OPAL play, Forest School, music tuition and ambassador roles give disadvantaged pupils first-hand experiences that broaden horizons, nurture aspiration and deepen learning.
- **Invest in specialist learning software and resources** to support targeted interventions in phonics, reading, spelling, mathematics and SEND, enabling personalised and responsive provision.
- **Provide musical opportunities** by funding or partially funding instrumental lessons and choir participation, promoting creativity, confidence, resilience and teamwork.
- **Promote positive behaviour, wellbeing and safeguarding** through lunchtime nurture activities, Thrive-informed interventions and OPAL play. These strengthen emotional regulation, embed DPPS values and ensure children are ready to learn in a safe and inclusive environment.
- **Offer mentoring:** the most vulnerable pupils and those not achieving at Age-Related Expectations are paired with a teacher mentor to provide regular encouragement, guidance and accountability, ensuring that barriers to success are addressed swiftly.
- **Engage Parent Ambassadors strategically** to reduce barriers and advocate for disadvantaged families. This includes supporting school admissions, secondary transfer, translation, access to entitlements, and proactive engagement with families at risk of disengagement. Ambassadors act as trusted bridges between home and school, reducing safeguarding vulnerabilities and ensuring that families feel heard, valued and supported.

Through these approaches, disadvantaged pupils are **robustly prepared for the next stage of their lives — academically, socially and emotionally**. They leave Durdan’s Park Primary School

with secure foundations, enriched experiences, high aspirations and a strong sense of belonging, enabling them to flourish in secondary education and beyond.

Challenges

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

Challenge number	Detail of challenge
1	Language and communication: Many pupils enter school with underdeveloped language and communication skills, which impacts their ability to access the curriculum fully.
2	Low attainment on entry: Pupils often start the Early Years Foundation Stage with attainment below age-related expectations across all areas of learning.
3	Toileting and self-care: Some pupils begin school without established toileting routines or independent self-care, leading to distress and additional barriers to learning.
4	Attendance: Persistent absence remains a significant challenge for some disadvantaged pupils.
5	Home routines and wellbeing: In some cases, lack of consistent routines at home, combined with parental mental health needs or pupils' caring responsibilities, creates additional stress and affects readiness for learning.
6	Access to resources and experiences: A growing number of families face financial hardship, with limited access to books, safe outdoor spaces, limited access to clothing and food and enriching experiences beyond school.
7	Housing insecurity: Families living in multi-occupancy housing are at increased risk of overcrowding, instability and eviction, which impacts children's wellbeing and learning.
8	Pupil mental health: High levels of deprivation in the local area are contributing to increasing emotional and mental health needs among pupils.

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
Reading	Reading outcomes for pupil premium children will achieve in line or above national average progress scores in KS2 Reading against non-pp children
Writing	Writing outcomes for pupil premium children will achieve in line or above national average progress scores in KS2 Writing against non-pp children
Mathematics	Maths outcomes for pupil premium children will achieve in line or above national average progress scores in KS2 Maths against non-pp children

Phonics	Achieve significantly above national in the phonic screening check
Progress in EYFS	Achieve above national for GLD
Other	Ensure attendance and punctuality of disadvantaged pupils is above 95% through effective working with parents through the parent ambassadors

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£32,800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oracy is an embedded part of practice across the school in all subjects. <i>Specific training for oracy leader through cluster work and collaborative opportunities within Ealing.</i>	The Oracy Leader will continue to deliver high-quality training to ensure pupils develop excellent oracy skills. Given that 96% of pupils speak English as an additional language, with varying levels of proficiency, embedding a consistent culture of talk across the school is a key priority. This approach supports language development, improves access to the curriculum and strengthens pupils' confidence, communication and attainment. It also reflects our commitment as a Rights Respecting School: by enabling every pupil to express their views and be heard, we uphold Article 12 of the UNCRC (the right of the child to express their opinions and be taken seriously). In doing so, we embed our core values of Diversity and Power. Pupils learn to actively speak up for what is right and challenge what is wrong, developing a moral voice that is both respectful and courageous. At the same time, they gain the power of confident communication — strengthening their pupil voice, preparing them to advocate for themselves and others, and equipping them with the essential skills needed to participate fully in future education, employment, civic life and support their mental health and wellbeing.	1, 2 and 8
Outdoor focus in EYFS	In the Early Years Foundation Stage, outdoor learning is a central part of our curriculum. We recognise that purposeful play and exploration outdoors develop not only physical skills but also language, curiosity, resilience and problem-solving. For many disadvantaged pupils, safe access to outdoor spaces beyond school is limited; our EYFS provision ensures equity by giving every child daily opportunities in high-quality outdoor environments that inspire discovery and creativity.	1,2,6 and 8

	This approach is firmly aligned with Development Matters (2021), which highlights that young children “thrive when they can explore the natural world around them” and stresses the importance of outdoor play for communication, physical development and understanding of the world. Outdoor provision also upholds children’s rights under Article 31 of the UNCRC (the right to play and rest) and Article 29 (education should develop each child’s talents and abilities to their fullest). Through our outdoor focus, pupils gain the freedom to explore, the confidence to take safe risks, and the resilience to persevere. This contributes to enhanced mental wellbeing. These are essential foundations not only for meeting EYFS Early Learning Goals but for thriving in later school life and beyond.	
OPAL development <i>Specific training for the PE leader of learning and HLTA for outdoor learning plus whole staff training.</i>	At Durdan’s Park, we recognise that play is not an “extra” but a fundamental right and necessity for every child’s development. This year, we are continuing to embed the OPAL (Outdoor Play and Learning) approach to transform how play enriches the school day. With approximately 20% of a pupil’s time in school dedicated to play, it is our responsibility to ensure this time is purposeful, inclusive and joyful. We are investing in staff training and high-quality resources so that every child benefits from structured yet creative opportunities that nurture resilience, collaboration, imagination and wellbeing — values that sit at the heart of our school ethos. Research notes that well-designed play provision reduces behavioural incidents and strengthens relationships. It also reflects our commitment as a Rights Respecting School, upholding Article 31 of the UNCRC (the right to play, rest and leisure).	1, 4, 6 and 8
Thrive <i>Specific training for the mental health lead plus whole staff training</i>	At Durdan’s Park, we are unwavering in our commitment to the wellbeing of every child. We recognise that children cannot learn effectively unless their emotional and mental health needs are understood and supported. Through the Thrive approach, we ensure that pupils are met with the right support at the right time, enabling	1,5,7 and 8

	them to feel safe, secure and ready to engage in learning. This year, we will continue to embed Thrive as a whole-school culture — not an intervention for a few, but a consistent framework that underpins how all staff respond to children’s needs. We also recognise that some pupils’ wellbeing needs may be unmet due to external pressures outside of school. These include factors such as insecure housing, poverty, food insecurity, limited access to healthcare and the reality that in some cultures mental health is often stigmatised or disregarded. Such challenges can have a profound impact on children’s wellbeing, resilience and readiness to learn. By acknowledging these barriers openly, we ensure our response is compassionate, proactive and tailored to individual contexts. The wellbeing of pupil premium children is tracked robustly, ensuring that emotional needs are identified early and support is provided swiftly and effectively. In this way, we prevent issues from escalating, reduce barriers to learning and ensure disadvantaged pupils receive the timely intervention they need to thrive. Through Thrive, every child is recognised, valued and supported as an individual. It strengthens relationships across the school, reduces barriers to learning and creates a culture where pupils are safe, emotionally secure and fully equipped to achieve their potential.	
Persistent Absence <i>To develop strategies to improve persistent absences, especially for children who are on the Pupil Premium register.</i>	Our Attendance Leader works in close partnership with Phase Leaders, senior staff and Parent Ambassadors to swiftly identify disadvantaged pupils, including those known to social care, who are at risk of persistent absence. Through robust tracking and early intervention, patterns of concern are addressed before they become entrenched. Parent Ambassadors play a vital role in supporting families, breaking down barriers to engagement and helping parents understand both the importance and expectations of good attendance.	2,4,5 and 6

	They provide practical assistance — from translation to navigating systems — and act as trusted advocates for families, ensuring communication is open and responsive. Senior leaders deliver targeted workshops for parents, work directly with families facing barriers such as housing instability or parental mental health and analyse attendance data with a sharp focus on Pupil Premium children. Where necessary, they work in close partnership with the Local Authority and external agencies to ensure a coordinated and timely response. This joined-up approach ensures: • Attendance issues are identified and addressed rapidly. • Families are supported with empathy and practical solutions. • Disadvantaged pupils experience consistent, sustained access to school life. • Safeguarding risks linked to persistent absence (e.g. neglect, exploitation, disengagement from learning) are reduced. By embedding this culture of collaboration and accountability, we ensure that every child — particularly those who are disadvantaged — has the best possible chance to thrive through consistent and sustained attendance, laying the foundations for achievement and wellbeing.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £136,344

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<u>Targeted support</u> <i>Keep up sessions 2 x per week years 1 – 6 led by class teachers</i> <i>Reading practice years R – 1 x 3 per week 5 adults each session</i> <i>X1 pre-teaching sessions</i> <i>1:1/ small group reading for pupils years 2-6 led by HLTA</i> <i>Reading fluency sessions</i>	Keep Up sessions are implemented across the school to provide targeted support for pupils who are not yet meeting age-related expectations. These sessions are delivered by qualified teachers in smaller groups, allowing for personalised instruction and focused feedback. Evidence from the Education Endowment Foundation (EEF) highlights that small group tuition can have a positive impact on pupil progress, particularly for disadvantaged pupils. Many of our disadvantaged pupils face barriers to learning outside of school and may not always receive consistent academic support at home. Through these sessions, the school aims to address this gap by providing structured, high-quality support that enables pupils to make accelerated progress and achieve age-related expectations.	1,2,6 and 8
Phonics Rapid Catch-Up classes for year 2 and pupils in KS2 4 x per week Daily Phonics keep up (1:1 and 1:6 in Reception and Year 1 and 2)	Many of our disadvantaged pupils are not adequately supported at home with learning, for a number of reasons. Therefore, school aims to provide those pupils with the support they need to achieve A.R.E. Staff delivering additional phonics support have had additional training.	1 and 5
Toileting routines	At Durdan's Park, we recognise that for some of our youngest pupils, toileting routines are not yet established on entry to school, which can cause significant distress and act as a barrier to both wellbeing and learning. To address this, we provide explicit toileting sessions for both parents and pupils, modelling routines, offering practical strategies, and ensuring families feel confident to support their children at home. Parent Ambassadors play a vital role, bridging communication with families, reducing	3 and 8

	stigma, and providing culturally sensitive guidance where needed. This work is firmly underpinned by Development Matters (2021), which identifies self-care and independence as essential foundations for children's physical development and readiness for learning. It also reflects our commitment to being a Rights Respecting School, upholding Article 24 of the UNCRC (the right to health) and Article 28 (the right to education), recognising that children cannot access learning fully unless their basic care needs are met with dignity.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £22,883

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cultural capital and enhancements	At Durdan's Park, we are committed to ensuring that disadvantage does not limit opportunity. All pupils eligible for Pupil Premium are guaranteed full or partial funding for trips, music lessons and enrichment experiences, ensuring that financial barriers never prevent access. This entitlement ensures equity, so that every child benefits from the same breadth of experiences as their peers. Our cultural capital offer is rich, purposeful and inclusive. Opportunities include: • Curriculum-linked trips that bring learning to life, such as RE visits to places of worship, local library visits, museums, galleries and subject-specific experiences across London. • Creative projects such as Shakespeare with the Primary Shakespeare Company, immersive drama with KIT Theatre and digital film-making with Heyday.	5, 6 and 8

	• Outdoor learning experiences including Forest School, OPAL play, edible garden projects and outdoor classrooms, all of which build resilience, teamwork and sustainability awareness. • Music provision, including access to instrumental tuition, school choir participation and live performance opportunities. • Residential and educational visits that provide first-hand learning beyond the classroom and foster independence and collaboration. • Leadership opportunities to empower disadvantaged pupils as role models and advocates within our school community.	
Clubs	At Durdan's Park, we are committed to ensuring that disadvantage is never a barrier to opportunity. Our wide range of after-school and lunchtime clubs provides pupils with access to experiences that nurture talent, broaden horizons and strengthen wellbeing. All Pupil Premium pupils are prioritised for places and offered access free of charge, ensuring equity of opportunity across our community. The enrichment programme spans creative, academic and practical opportunities such as gardening, choir, art, ukulele, drama, chess, design and technology, Lego, cookery and homework support. Alongside this, a comprehensive sports offer includes football for different age groups, a dedicated girls' football team, gymnastics and dance, cricket, basketball and school sports team coaching. Together, these clubs give pupils access to music, the arts, STEM, sport, creativity, leadership and collaboration, ensuring that skills and	1, 4, 5, 6 and 8

	talents are developed beyond the classroom. Our clubs also reflect our commitment to the UNCRC, upholding Article 31 (the right to play, rest and leisure) and Article 29 (education should develop each child's talents and abilities to the fullest). This work connects directly with our DPPS values: Diversity is promoted through teamwork, fairness and respect; Power is developed as pupils gain confidence, leadership and voice through participation; Sustainability is nurtured through gardening, cookery and outdoor learning that instil responsibility and healthy habits; and Progress is developed by ensuring every child leaves Durdan's Park with rich, memorable experiences that inspire curiosity and ambition well beyond primary school. By embedding a diverse and inclusive clubs programme, we ensure that disadvantaged pupils are not only included but are positioned as leaders and role models within our wider enrichment culture.	
Extra administration support for attendance monitoring and follow up led by the headteacher in a pastoral lead	At Durdan's Park, we recognise that strong attendance and positive behaviour are preconditions for learning, safeguarding and wellbeing. To ensure that every pupil has the best possible access to education, we provide dedicated administrative capacity for monitoring and follow-up, overseen by the Headteacher in a pastoral lead role. This allows us to identify emerging patterns of absence or lateness swiftly and to intervene before concerns become entrenched. In addition, the thrive programme is being implemented in at DPPS, offering regular check-ins to explore underlying barriers such as anxiety, family	2,4,5,6 and 8

	pressures, or unmet emotional needs. By combining rigorous attendance tracking with relational and therapeutic support, we create a system that is both accountable and compassionate. This ensures that disadvantaged pupils are not penalised for difficulties outside their control but are supported holistically to overcome them. Alongside this, our strategy includes a wide range of behaviour and enrichment approaches. Positive behaviour is reinforced through restorative practice, consistent expectations and relational support. Engagement is further enhanced by sports clubs and after-school care provision, which provide structure, enjoyment and belonging, and by music tuition and performance opportunities, which nurture confidence, resilience and self-expression. Together, these strands strengthen pupils' motivation to attend school, increase their sense of belonging and provide them with meaningful reasons to engage fully in school life. This joined-up approach directly reduces safeguarding risks associated with persistent absence and disengagement — including vulnerability to neglect or exploitation — and ensures that disadvantaged pupils, including those eligible for Pupil Premium, are consistently present, included and thriving. It also reflects our DPPS values: Morality, through fairness and respectful relationships; Power, through equipping pupils with the confidence, motivation and agency to attend and participate; Sustainability,	
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	through building lifelong habits of regular attendance and healthy routines; and Progress , by nurturing responsibility, resilience and character so that every pupil can flourish in secondary education and beyond.	
Growing and developing leadership abilities	At Durdan's Park, we are committed to ensuring that every child has the opportunity to lead, contribute and influence the life of the school. Leadership is not reserved for a few; it is deliberately nurtured across year groups so that disadvantaged pupils, including those eligible for Pupil Premium, are empowered to step forward, find their voice and make a difference. These roles give disadvantaged pupils the power to shape their environment, model positive behaviour and represent their peers with confidence. Central to this work is our whole-school focus on oracy. We know that effective leadership is grounded in the ability to communicate with clarity, confidence and respect. Leadership roles provide authentic platforms for pupils to practise these skills and apply them with purpose. Disadvantaged pupils will be given equal opportunities to achieve leadership positions, ensuring equity of access. These roles give disadvantaged pupils the power to shape their environment, model positive behaviour and represent their peers with confidence. This not only raises aspiration but also builds resilience, agency and a strong sense of belonging. Leadership development also strengthens our safeguarding culture. By equipping disadvantaged pupils with the confidence and oracy skills to articulate concerns, challenge unfairness and advocate for themselves and their peers, we reduce barriers to	1 and 6

	disclosure and amplify the pupil voice that underpins effective safeguarding. Through growing and developing leadership abilities, we ensure that disadvantaged pupils are not only participants in school life but are leaders and advocates — empowered, articulate and ready to shape their futures.	
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Total budgeted cost: **£192,027**

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 2024 to 2025 academic year.

Typically, our PP pupils perform in line with non-PP children and this is evident over time. In classes or year groups where this is not the case; pupils have also been identified as being new to English or having a learning need (SEND). If this is the case, these classes and year groups will be targeted for specific and additional learning support.

Outcomes for Pupil Premium Children expected+

	<u>Year group context</u>	<u>Reading</u>	<u>Writing</u>	<u>Maths</u>	<u>SPaG</u>
Year 6 <i>Outcomes</i>	9 pupils <i>1 SEND</i>	Expected 78% Greater Depth 45% <u>Non - PP</u> Expected 80% Greater Depth 30%	Expected 78% Greater Depth 45% <u>Non - PP</u> Expected 78% Greater Depth 15%	Expected 78% Greater Depth 33% <u>Non - PP</u> Expected 83% Greater Depth 30%	Expected 78% Greater Depth 67% <u>Non - PP</u> Expected 83% Greater Depth 43%
Year 5 <i>Outcomes</i>	10 pupils <i>2 SEND</i>	Expected 60% Greater Depth 40% <u>Non - PP</u> Expected 79% Greater Depth 45%	Expected 50% Greater Depth 30% <u>Non - PP</u> Expected 72% Greater Depth 21%	Expected 70% Greater Depth 30% <u>Non - PP</u> Expected 87% Greater Depth 64%	
Year 4 <i>Outcomes</i>	20 pupils <i>4 SEND</i>	Expected 65% Greater Depth 15% <u>Non - PP</u> Expected 64% Greater Depth 28%	Expected 50% Greater Depth 15% <u>Non - PP</u> Expected 51% Greater Depth 33%	Expected 56% Greater Depth 20% <u>Non - PP</u> Expected 71% Greater Depth 24%	
Year 3 <i>Outcomes</i>	14 pupils <i>2 SEND</i>	Expected 64% Greater Depth	Expected 60% Greater Depth	Expected 64% Greater Depth	

		14% <u>Non - PP</u> Expected 78% Greater Depth 41%	20% <u>Non - PP</u> Expected 81% Greater Depth 34%	14% <u>Non - PP</u> Expected 81% Greater Depth 47%	
Year 2 <i>Outcomes</i>	14 pupils <i>2 SEND</i>	Expected 62% Greater Depth 24% <u>Non PP</u> Expected 73% Greater Depth 21%	Expected 62% Greater Depth 12% <u>Non PP</u> Expected 73% Greater Depth 8%	Expected 65% Greater Depth 18% <u>Non PP</u> Expected 72% Greater Depth 17%	
Year 1 <i>Outcomes</i>	3 pupils <i>2 SEND – 1 complex need</i>	Expected 0% Greater Depth 0% <u>Non-PP</u> Expected 72% Greater Depth 8%	Expected 0% Greater Depth 0% <u>Non-PP</u> Expected 81% Greater Depth 9%	Expected 0% Greater Depth 0% <u>Non-PP</u> Expected 91% Greater Depth 13%	
		Good Level of Development			
Year R <i>Outcomes below non- PP children</i>	4 pupils	PP children GLD: 100% Non-PP chn GLD: 78%			

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
Times Tables Rockstars	TT Rockstars
Widget	Widget Online
IXL Learning	iXL
My Maths	Oxford University Press

Spelling Frame	Spelling Frame
Little Wandle Letters and Sounds Revised	Little Wandle
Nelson Handwriting	OUP
Power Maths	Pearson