

Christ Church Upper Armley CE Primary School

# **Pupil Premium Strategy Statement 2023-2024**



## 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	Christ Church Upper Armley
Number of pupils in school	197
Proportion (%) of pupil premium eligible pupils	48.18%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	S. Collier
Pupil premium lead	A. Green
Governor / Trustee lead	S. Coltman

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£130,435
Recovery premium funding allocation this academic year	£13,195
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£143,630

## Part A: Pupil premium strategy plan






### Statement of intent


At Christ Church Upper we target the use of Pupil Premium funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.


We will through high-quality teaching and Instructional Coaching, remove barriers to learning created by poverty and family circumstance. With our rigorous approach to assessment, we will narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts within school through the use of precisely focused and measured interventions. Using our forensic approach to teaching reading, we will ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum. We will ensure that the classroom and curriculum is text rich and that there are daily opportunities to build fluency and stamina. Using approaches from our Voice 21 Oracy project and the NELI intervention children will develop confidence in their ability to communicate effectively in a wide range of contexts and key strategies will be embedded to develop language acquisition. Through targeted support and delivery of our PHSE curriculum we will enable pupils to look after their social and emotional wellbeing and to develop resilience. We will provide financial support and resources so that all children can access a wide range of opportunities to develop their knowledge and understanding of the world.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

-  Provide all teachers with high quality CPD through the use of Instructional Coaching, to ensure that pupils access effective quality first teaching.
-  Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:3 tuition.
-  Target funding to ensure that all pupils have access to trips, visits and first-hand learning experiences.
-  Reduce teaching group sizes in year 6, allowing for highly focused, targeted teaching through the use of The Tutor Trust and an Academic Mentor.
-  Ensure staff members are skilled and available to effectively support vulnerable children and families with improved school attendance.

 Provide opportunities for all pupils to participate in enrichment activities including sport and music.

 Provide children with the appropriate equipment to access learning e.g., P.E kit, school uniform, coats, footwear, swimming kits.

## Challenges

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

Challenge number	Detail of challenge
1	Speech, language and communication – on entry to reception many of our pupils have poor spoken language skills. This has been exacerbated as through COVID lockdown and the continued impact on many families' mental health and wellbeing, many did not access FS1 provision. An increasing number of our pupils who join the school in KS2 speak English as an additional language and require extra support to ensure they can access the curriculum.
2	Gaps in reading – COVID lockdown and the continued impact on many families' mental health and wellbeing, has impacted negatively on children acquiring key skills. This is particularly evident across school. Highly focused CPD and the consistent use of a forensic approach to teaching reading will ensure quality first teaching will address gaps. The use of 'Little Wandle - Letters and Sounds Revised' a systematic synthetic phonics programme (SSP) will provide a complete teaching programme meeting all the expectations of the National Curriculum, including focused interventions. School will continue to invest in high quality texts to ensure the curriculum is text rich.
3	Gaps in writing – COVID lockdown and the continued impact on many families' mental health and wellbeing, has impacted negatively on children acquiring key skills. In KS2 children have missed opportunities to develop the skills of improving and editing longer pieces of writing, which was difficult for parents to support through home learning. Highly focused CPD using the phased approach to teaching writing and the support of 'Opening Doors' high quality model texts will ensure gaps are closed through quality first teaching.
4	Gaps in maths – COVID lockdown over 18 months impacted on two academic years and therefore children missed key skill acquisition. A deeper understanding of number has not been developed with all children and the use a mastery approach, through our engagement with 'White Rose Maths Mastery Project' and the use of targeted subitising interventions will help to secure this.
5	Access to wider opportunities – many of our parents struggle financially to provide resources and opportunities to attend trips and visits. The cost of living crisis means that families are experiencing an increased financial struggle, and we will therefore provide resources so that no child misses out.

6	Social, emotional and mental health – discussions with pupils and families evidences that mental health issues have been exacerbated by COVID and the cost of living crisis. Key members of the inclusion team will offer support through interventions such as Thrive and collaborative cross-agency work. Spaces for quiet reflection will be developed around school.
7	Attendance and punctuality – school attendance data shows that the attendance of PP children is lower than that of non-disadvantaged pupils. This is particularly noticeable with persistent absence. The inclusion team will support families to ensure attendance improves through meetings, regular phone calls, home visits, cluster support and 97%+ awards and prizes.

## 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
Oracy – 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. Children can clearly articulate their learning and are confident communicators by end of KS2 as evidenced by pupil voice.
Reading, writing and maths – Improved reading attainment among disadvantaged pupils at the end of KS2 Improved maths attainment for disadvantaged pupils at the end of KS2. Improved writing attainment for disadvantaged pupils at the end of KS2.	Progress in line or exceeding expectations in all three subjects by end of KS2 based on FFT50 targets by 2025. KS2 reading outcomes in 2025 show that disadvantaged pupils met their FFT 50 target. KS2 maths outcomes in 2025 show that disadvantaged pupils met their FFT 50 target. Teacher assessment in writing in 2025 shows that disadvantaged pupils met their FFT 50 target. Children are aspirational and are ready to engage well in the next stage of their education. Monitoring through triangulation of book looks, learning walks and pupil voice.
Phonics – Improved reading attainment among disadvantaged pupils.	90%+ pass phonic screening check by end of KS1 2025 for all pupils. Children are reading fluently, have a deep rooted love of reading and are appropriately

	skilled to engage with academic texts in KS3.
<p>Wellbeing –</p> <p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils, experiencing a minimum of one extra-curricular activity</li> <li>• improved levels of attendance</li> </ul>
<p>Attendance –</p> <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>In line with current national.</p> <p>Children attend school on time, well equipped and ready to learn.</p> <p>Children are happy to attend school and feel included in all aspects of the curriculum.</p> <p>Views ascertained through pupil voice as well as data analysis.</p> <p>Attendance by the end of 2024 to be at higher levels than the same time in 2023 for pupil premium. For all pupils it will be in line with 93.5% Trust target.</p> <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</li> <li>• the percentage of all pupils who are persistently absent being below 13% (national average Autumn 20-21) and the figure among disadvantaged pupils being no more than 3% higher than their peers.</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.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £104,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bob Cox Writing CPD, using heritage texts as models for whole class teaching, using 'opening doors' techniques – with a focus this year on poetry and language acquisition.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a> Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication. Purposeful activities include: <ul style="list-style-type: none"> <li>• reading books aloud and discussing them;</li> <li>• activities that extend pupils' expressive and receptive vocabulary;</li> <li>• collaborative learning activities where pupils can share their thought processes;</li> <li>• structured questioning to develop reading comprehension;</li> <li>• teachers modelling inference-making by thinking aloud; and</li> <li>• pupils articulating their ideas verbally before they start writing.</li> </ul> Effective writers use a number of strategies to support each component of the writing process. Pupils should learn how, when, and why to use each strategy. For example, pupils' planning could be improved by teaching the strategies of goal setting and activating prior knowledge. The 'opening doors' approach identifies and supports the teaching of effective writing strategies.	1, 2
Use of Instructional Coaching approaches to support CPD, including purchase of StepLab.	<a href="#">Brief-#20 draft-layout EdResearch for Recovery (brown.edu)</a> <a href="#">Instructional Coaching at Abacus Primary: Seven Lessons Learned   Steplab</a> Instructional coaching gives every teacher the opportunity to have meaningful, quality professional development, allowing them to see incremental, manageable improvements that bring big changes in pedagogy that will help to improve teaching and therefore outcomes.	1, 2
Voice 21 Oracy CPD, using strategies to develop the spoken	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a> There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind	1, 2

language of pupils across school. Teachers will embed key vocabulary development strategies across the curriculum.	<p>their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.</p> <p>Evidence from the Oracy All Party Parliamentary Group for Change (Oracy APPG)</p> <p><a href="https://oracy.inparliament.uk/speak-for-change-inquiry">https://oracy.inparliament.uk/speak-for-change-inquiry</a> highlighted compelling evidence of the educational benefits of effective and purposeful talk at every stage of schooling and how a greater focus on oral language improves outcomes for the most disadvantaged students. Evidence shows that engaging in high quality oracy practices during lessons:</p> <ul style="list-style-type: none"> <li>• can improve academic attainment</li> <li>• underpins literacy and vocabulary acquisition</li> <li>• supports wellbeing and confidence</li> <li>• improves life chances by providing access to employment due to better academic outcomes and greater self-confidence</li> </ul>	
NELI intervention to support early language acquisition in EYFS	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.</p>	1, 2
Maths Mastery Project / CPD	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.</p> <p>The impact of mastery learning approaches is an additional five months' progress, on average, over the course of a year.</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Guidance_Report.pdf?v=1635355217">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/early-maths/EEF Maths EY KS1 Guidance Report.pdf?v=1635355217</a></p>	1, 2



	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.</p> <p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p>	
Spot on with Number intervention KS1 and LKS2	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">Improving Mathematics in Key Stages 2 and 3</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.</p>	1, 2
Inclusion team to support vulnerable families to ensure attendance at school	<p><a href="#">Improving School Attendance</a></p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>EEF Guidance</p>	
Reading support / volunteers CPD	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p>Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies.</p> <p>Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts and therefore extra reading support will develop both fluency and comprehension of texts.</p>	1, 2

<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils. Phonics intervention delivered 3 days per week by The Tutor Trust.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2

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

Budgeted cost: £8,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:2 tutoring maths aspiration focus Y6.</p> <p>Engaging with an experienced tutor to provide a blend of tuition and mentoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></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><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2

disadvantaged, including those who are high attainers.		
Use of Tutor Trust to deliver phonic intervention and to deliver maths and English interventions in year 4.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a> 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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2
Academic Mentor	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a> 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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2

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

Budgeted cost: £29,830

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance strategy rewards, meeting time and CPD	<a href="#">Improving School Attendance</a> The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  EEF Guidance	4, 5
Ensure children are fully prepared for learning e.g. purchase of clothing,	<a href="https://www.actionforchildren.org.uk/blog/the-untold-truth-about-school-uniforms/">https://www.actionforchildren.org.uk/blog/the-untold-truth-about-school-uniforms/</a> <a href="https://www.childrenssociety.org.uk/information/professionals/resources/the-wrong-blazer">https://www.childrenssociety.org.uk/information/professionals/resources/the-wrong-blazer</a>	2, 3, 5

coats, PE kits and breakfast club	With 4.3 million children living in poverty in the UK, one in five are living in households for whom buying food and other essentials is a constant struggle. As a result, we see children sent to school in unclean and uncomfortable uniforms, or clothes that aren't uniform at all. These young people face being left out, feeling embarrassed, or being disciplined through no fault of their own.	
Ensure all children can experience trips, visits and experiences by making financial contributions.	<a href="https://www.tes.com/news/what-does-ofsted-mean-cultural-capital">https://www.tes.com/news/what-does-ofsted-mean-cultural-capital</a> Access to economic and social capital allows greater access to cultural capital and Bourdieu (1973) observed that, as a side effect, cultural capital is often linked to social class and as a result reinforces social divisions, hierarchies of power and inequality within society.	3, 4, 5
Thrive intervention will be run by members of the intervention team.	<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a> Thrive closes the gap for vulnerable children across a range of measures including attainment, behaviour, relationships, self-confidence and attendance. (McGuire-Snieckus et al 2015) <a href="https://www.thriveapproach.com/about-thrive/impact-of-thrive/">https://www.thriveapproach.com/about-thrive/impact-of-thrive/</a>	4
Investment in wellbeing spaces including the Sanctuary and the Spiritual Garden so that children have space and opportunity to reflect on their own emotions and responses to others.	<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a> With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways. These 'social and emotional skills' are essential for children's development, support effective learning, and are linked to positive outcomes in later life. Planning time for reflection will allow children to develop the skills of: Identifying emotions Accurate self-perception Recognising strengths Self-confidence Self-efficacy	4

**Total budgeted cost:£143,630**

## 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 to 2023 academic year.

During 2022- 2023 our assessments and observations indicated that pupil and parent wellbeing and mental health were continuing to be significantly impacted, primarily due to COVID-19 related issues, but also due to ongoing economic and financial challenges. The impact continues to be particularly acute for our vulnerable learners – including our disadvantaged children. We used pupil premium funding to provide wellbeing support for our young people, targeted interventions and set up a nurture provision in consultation with external agencies (Mind Mate and Cluster support). Pupil and parent voice and our January 2023 Ofsted inspection found that our children continue to feel very safe and happy in school. The extra support our inclusion team gave to our three most vulnerable families helped them to move from Public Law Order to Child in Need or Child Protection. Although we continue to monitor these families closely they are in much more positive positions with increased attendance and much better mental health.

67% of pupils who attended after school clubs last year were pupil premium and all children attended school trips and experiences. In December 2022 all pupil premium children who chose to attend the residential had payments made towards the cost by school, or had this fully paid for. Clothing was purchased for those that needed this, including sensible winter coats for Autumn 2023.

Our musical instrument tuition was open to all children and 5 pupil premium children were funded to access weekly lessons – 3 keyboard and 2 guitar.

All children who took part in the NELI language intervention – which included our most vulnerable – made a minimum of 12 months progress in language age.

The introduction of Little Wandle continues to have a positive impact on outcome for all in phonics. 70% attained the appropriate mark in their phonic screening. The intervention quickly identifies the gaps in children's learning and provides specific interventions to be utilised over a short period of time. This has ensured progress for all.

Attendance continues to be an ongoing challenge across school. This is led by a member of SLT who has forensic knowledge of the needs of each family that struggles to attend well. Mind Mate and Cluster support are directed at these families along with the use of the Trust and school policies. Rewards are targeted at supporting vulnerable families, including vouchers for food and gifts.

Assessments at the end of Y2 showed that the attainment of pupil premium children was in line with non-pupil premium children in maths and reading, but not yet in writing.

Children in Y3 who worked with the academic mentor from January until April took part in the 'Shine' reading intervention. Many of those children are now no longer on reading scheme books and have closed gaps in comprehension and inference. All children improved their scores, some by as many as 6 marks. This has also had a huge impact on building their confidence as noted by the class teacher.

17 children in Y6 worked with the academic mentor from April to June to help with preparation for writing moderation. This led to an increased percentage of children achieving expected or greater depth by 16%. Alongside the final outcomes there were many other positives observed by both Y5 and Y6 pupils – increased confidence in expression, in own ability, imagination and spelling.

Those children in Y3 who worked on maths intervention with the academic mentor on average increased their test marks from 15% to 70%. Again, their confidence in class increased and they were more able to explain their mathematical thinking.

In Y4 the children worked for less time on maths with the academic mentor which led to improved test scores in the range of 2-10 marks.

## Externally provided programmes

Programme	Provider

## Service pupil premium funding (optional)

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

**Further information (optional)**