

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	South Failsworth Primary
Number of pupils in school	410
Proportion (%) of pupil premium eligible pupils	16.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 2024/2025 2025/2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	School Governors
Pupil premium lead	Michelle Butler (Assistant Headteacher)
Governor / Trustee lead	Luke Baines

Funding overview

Detail	
Pupil premium funding allocation this academic year	£99,160
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years	£0
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	£99,160

Part A: Pupil premium strategy plan

Statement of intent

Common barriers to learning for disadvantaged children in our setting can be: less support at home, weak speech, language and communication skills, fewer life experiences, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level.
- To provide children with the resources they need to access daily school life and provide opportunities such as trips and experiences which enhance their learning.
- To ensure that all children who are deemed to be disadvantaged, even those who are not eligible for pupil premium, are supported to achieve their full potential.

We aim to do this through

- Ensuring that high quality teaching and learning opportunities meet the needs of all pupils
- Providing staff with regular CPD which ensures adults are confident to meet the needs of all children in their care
- Prioritising the wellbeing of staff and children to ensure that our school is an environment where everyone can thrive
- Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils the school has identified as being socially disadvantaged.
- Allocating pupil premium funding following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is continually improved
- Additional TA support where there is highest need
- Additional teaching and learning opportunities provided through interventions and booster groups
- Internally and externally provided CPD for all staff
- Whole school wellbeing focus, for both staff and children

- Supported payments for activities such as educational trips, in school visitors and residential. Ensuring children have first-hand experiences to use in their learning in the classroom
- Attendance and punctuality support
- Support for parents to aid learning opportunities at home
- Prioritising attendance at extra-curricular clubs, activities and breakfast/after school club
- Specialist TAs supporting reading with identified children

Challenges

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

Challenge number	Detail of challenge
1	Emotional health and wellbeing In recent years children have started to find it more challenging to understand their own emotions and wellbeing. Children find it difficult to have a toolkit of strategies to manage challenging, emotional situations. Staff need to ensure that they are providing children with strategies which foster a good emotional wellbeing.
2	Reading opportunities at home and reading for pleasure Our monitoring of reading records and feedback from pupil interviews show that many of our disadvantaged children are reading less at home and are unsure what books and genre they prefer if reading for pleasure. School need to support families to know how to provide a wider range of reading opportunities at home, how to be good reading role models and the best ways to help their children read for pleasure.
3	Parental engagement with home learning opportunities From parental feedback we have found that it can be challenging for parents to know how best to support their child's learning at home. Parents also report that challenging behaviour, digital device distractions and busy home lives make it hard to engage with their child's home learning. School must ensure that we are providing a range of opportunities for families to get advice and support which makes it easier for parents to know the most effective way to support their individual child's home learning needs.
4	Attendance and punctuality Attendance of children in receipt of the PPG funding in 2023/24 was 92.3% which was in line with children in this cohort across Oldham (92.2%). This figure in school has dropped slightly from 2022/23 when PPG attendance was 93%. The 2023/24 figure continued to be below non-disadvantaged peers in school who has an attendance figure of 94.7%. Children deemed as persistently absent, who are in receipt of PPG funding, was again in line with the Oldham borough at 28%. However, with was significantly higher than their non-disadvantaged peers in school who had a persistent absence of 11.9%.

5	<p>Children's attainment is consistent with targets based on previous key stage attainment</p> <p>The % of disadvantaged children in EYFS who achieved the GLD was 12.2% below their non-disadvantaged peers in school. Year 1 phonics results in June showed that only 60% of disadvantaged children achieved the expected standard, this was 26.7% below their non-disadvantaged peers. In KS2 the results for disadvantaged children were in line with or above disadvantaged children across Oldham but were, in some cases, significantly below their non-disadvantaged peers. In July 2024 the results for our Year 6 children were, Reading: PPG – 60% Non-PPG – 75.6% Writing: PPG – 60% Non-PPG – 77.8% Maths: PPG – 73.3% Non-PPG – 75.6%. The gap between disadvantaged children and their peers has widened since 2023, in both reading and writing. This will therefore be a focus for us moving forward in 2024/25</p>
6	<p>Speech, language and communication needs</p> <p>Our assessments and observations show that speech, language and communication needs are increasing with the children when entering school in nursery and reception. Long waiting lists within the local authority often mean that there are delays in children and families receiving the external specialist support needed. It is vital that staff are trained to put support in place within school to close the speech and language gap and support development for children more rapidly.</p>
7	<p>Understanding of mathematical concepts especially for those working below age related</p> <p>End of KS2 assessment data from July 2024 was Maths: PPG – 73.3% Non-PPG – 75.6%. As seen in these figures, the focus on high quality maths teaching this academic year has closed the gap from 18% in 2023 to just 2% 2024. However assessments across school have shown that children working below the national standard for their age are still struggling to close the gap with their peers. Training and monitoring will continue in school to ensure that high quality teaching and specific interventions focus on rapid progress for our disadvantaged children who are working below the expected standard.</p>
8	<p>Behaviour for learning and attitudes across all key stages</p> <p>Our senior leadership observations and feedback from the staff team indicate that behaviour for learning and attitudes across school have declined slightly in the past 12 months. It is vital that school review and adapt the behaviour policy and relaunch strategies to ensure that this is addressed in all key stages and a consistent approach is understood and used by all staff and children.</p>
9	<p>Writers to apply appropriate age-related features in their writing across the curriculum</p> <p>The % of disadvantaged children achieving the expected standard in writing at the end of KS2 fell on the previous year from 66.7% to 60%. The gap between themselves and their non-disadvantaged peers also widened from 2% to 17%. Through monitoring and staff feedback writing has been identified as needing to be a whole school and PPG priority in 2024/25</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Emotional health and wellbeing improve.	<p>Children are happy and enjoy school.</p> <p>Children feel confident to share their thoughts and feelings.</p> <p>Children have strategies to improve their own wellbeing and mental health.</p> <p>Staff have strategies to support children's mental health and wellbeing.</p> <p>1:1 specific support is given promptly where children are identified as having a specific need.</p> <p>Wellbeing champions are trained and well placed to support peers and direct them to help needed.</p>
2. Children are confident, fluent readers who choose to read for pleasure	<p>Children read regularly outside of school.</p> <p>Children talk confidently about texts they enjoy.</p> <p>Children read with fluency and understanding.</p> <p>Children use the texts they have read in school to support and enhance their curriculum knowledge.</p> <p>Children can talk about their favourite texts and authors.</p>
3. Parents engage with their child's home learning	<p>Parents attend parents' evenings, meet the teacher and year group specific events.</p> <p>Children read regularly at home.</p> <p>Children engage with homework e.g. TTRS, spellings and half termly projects.</p> <p>Parents understand how they can support their children at home.</p> <p>Parents feel informed about their child's learning.</p>
4. Whole school attendance is in line with or above the national average.	<p>Attendance figures are improving.</p> <p>Attendance of disadvantaged children is in line with their peers.</p> <p>Number of persistently absent children in school is reduced.</p>
5. Children make progress in line with their prior key stage attainment.	<p>Children make accelerated progress.</p> <p>Children's attainment is in line with or above previous key stage.</p> <p>Children achieve their full potential.</p>
6. Children have the speech, language and communication skills needed to succeed in school and in their social life.	<p>Children with gaps make accelerated progress with their speech and language.</p> <p>Whole class teaching and EYFS provision offers children opportunities to develop their speech and language.</p> <p>Staff know how to support the development of key speech and language needs.</p>

	<p>Children receive specialist support and interventions in order to aid their development.</p> <p>Children are able to communicate their needs, access their learning and socialise appropriately with their peers.</p>
7.Children understand and apply different mathematical concepts in maths and across the curriculum.	<p>Staff are confident with a range of different strategies to support and develop children's mathematical understanding</p> <p>Children use concrete and pictorial resources to support and demonstrate their mathematical understanding</p> <p>Children understand and use age related mathematical concepts</p> <p>Children use their mathematical understanding to solve a range of problems</p> <p>Children know which strategies to use to solve problems.</p>
8.Children's behaviour and attitudes to learning are in line with school expectations and support them to achieve their full potential in school.	<p>Children know and understand the school expectations.</p> <p>Staff have a clear understanding of the behaviour policy and implement it consistently.</p> <p>Parents support staff to ensure their child follows the school expectations.</p> <p>Children model good behaviour for learning in class.</p> <p>Children treat their peers and all staff respectfully.</p>
9.Children are confident writers and apply appropriate age-related features in a range of different writing genres.	<p>Staff confidently plan engaging units of work with a clear reading to writing sequence.</p> <p>Children use appropriate grammar and punctuation in their writing.</p> <p>Children write for a range of different purposes.</p> <p>Children can edit and improve their own work to include the taught features.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £35,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS and KS1 phonics CPD £400	<p>EEF Guide – strategy 1</p> <p>Previous impact of training from external provider.</p>	2,5

KB – phonics and reading coaching for new staff in EYFS and KS1 1 hour weekly £2,625	EEF Guide – strategy 1 Previous coaching from in school phonics lead has ensured that staff are confident with the teaching of phonics and a consistent approach is being used across school.	2,3,5,9
AM, KB, MB, AF & GH coaching, mentoring and induction tutor of ECT 1 hour weekly (per mentor) £8,500	EEF Guide – strategy 1 Previous impact of MB coaching ECT (LS). EG trained as ECT facilitator working with local authority.	All
MB & AM coaching and mentoring of staff working in new year groups and those new to school ½ day weekly (per leader) £2,660	EEF Guide – strategy 1 Previous impact of AM and MB working as mentors for staff in school.	All
Lancashire talk 2, 5 & 6 training £1,800	EEF Guide – strategy 1 Previous impact of Lancashire training in school.	2,5,9
Whole staff CPD – reading, writing and maths. Internal training supported by AM (10 days) and led by CB (10 days), KB (10 days), ZC (10 days) £13,100	EEF Guide – strategy 1 Previous impact of internal training and support from AM and subject leaders.	2,5,7,8,9
Teachers opportunities to observe best practise across school ½ day cover per week £4,095	EEF Guide – strategy 1 Previous impact of peer support and observations.	1,2,5,6,7,8,9
Louise Baker Talk for writing training (all staff) 2x twilights Unit planning training/support with	EEF guide strategy 1 Previous impact of consultants support in school.	2,5,9

new staff and staff new to specific year groups. £2,500		
Staff training on the use of manipulatives to support mathematical understanding Training (see cost above) Resources – cost TBC	EEF guide strategy 1 Feedback from staff around the impact of headteacher and maths lead coaching and training in previous academic years.	5,7

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

Budgeted cost: £62,461

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexia reading intervention £2,070	EEF Guide – strategy 2 Lexia reading and spelling intervention with proven impact from SENDCo's previous experience.	2,3,5
TTRS and Numbots to support maths/times tables development £200	EEF Guide – strategy 2 TTRS has show previous impact on the progress and engagement of children with times tables. Numbots intervention used by SENDCo with proven impact.	5,7
EK (70%) & CS (30%) – 1:1 and small group reading and phonics support £27,000	EEF Guide – strategy 2 Previous impact from this specialist reading TA has shown children make rapid progress and become more fluent, confident readers.	2,5,8
Additional TA support. JR – Year 6 CH/SD – Year 2 £31,747	EEF Guide – strategy 2 Additional adult support will ensure that the children get more 1:1 and small group support to both fill any gaps in their learning and support their	All

	emotional wellbeing. This will ensure that the impact of the disrupted learning from the pandemic is reduced.	
Learning by questions Year 5 and 6 £1,444	EEF Guide – strategy 2 Feedback from other schools using the intervention.	2,5,7

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

Budgeted cost: £52,103

Activity	Evidence that supports this approach	Challenge number(s) addressed
MB attend exclusion to inclusion training and cascade ideas to staff through CPD and in class support. £400	EEF Guide – strategy 1 Impact of previous whole staff training from MB	1.4.8
JT 1:1 and small group support for specific children. Parental support for specific families. £9,660 (2.5 days x wk)	EEF Guide – strategy 2 & 3 Trained, specialist mental health lead has previously shown significant, positive impact on children's mental health and wellbeing through targeted small group and 1:1 support.	1,3,4
CB 10 x hrs per week at forest school £7,900	EEF Guide – strategy 2 & 3 Trained forest school leader to provide children from across school with the opportunity to attend forest school. In previous years forest school has proven to provide good wellbeing support to both children and staff in school.	1,5
Wellbeing focus in whole school curriculum. MB time each week £5,000	EEF Guide – strategy 3 Since 2020 the impact of our new wellbeing curriculum was evidenced from parent and pupil feedback.	1,4
Attendance at breakfast, after school & holiday club.	EEF Guide – strategy 3 Previous trials offering free out of hours care for PPG children has shown an	All

£5,000	improvement in attendance and pupil wellbeing. Children who come from unsettled homes have sound safety in regular attendance at before and after school clubs.	
Funding for enrichment and extra-curricular activities. £5,000 Funding for Robinwood £5,000 Funding for Castleshaw residential £2,000	EEF Guide – strategy 3 Through attendance at enrichment activities children create stronger links between their learning and are supported to know more and remember more When attending extra-curricular activities children are supported to build stronger relationships with peers and are given a wider range of life experiences to support the emotional wellbeing.	1,2,4,5
Wider range of extra-curricular clubs provided for children in Years 1-6 Staff TOIL £3,165	EEF Guide – strategy 3 A wider range of clubs on offer will ensure that all children have the opportunity to access a club they would choose to attend.	1,4
TH daily attendance monitoring TH salary 1.5hr per day £950	EEF Guide – strategy 3 Families are supported to get their children to school. In previous years this has been proven to improve the attendance of key children.	4,5
AM Attendance support for families and admin staff to ensure increased attendance for key children. AM salary 1.5 hr per week £4,000	EEF Guide – strategy 3 Families are monitored and offered support when attendance becomes a concern. Attendance officers in admin team feel supported by SLT. Previous impact from this support has shown an increase in attendance for key children.	4,5
JT support parenting workshops 4 days £400	EEF Guide – strategy 3 Impact of previous support from JT. Families struggling with parenting skills at home need support to ensure they are supporting children's development and attendance is in line with peers.	1,2,3,4
CITC support in school Thrive programme Years 4-6 Winter Wonderland experience 1:1 mentoring £800	EEF Guide – strategy 3 Impact of previous CITC workshops to support wellbeing and mental health.	1

Spider app Parental communication tool £550	EEF Guide – strategy 3 Feedback from other schools around improved parental communication methods.	3
AM & MB Parent focus group sessions 3 days per year £2,278	EEF Guide – strategy 3 Feedback from previous parent groups and impact in other schools.	3

Total budgeted cost: £150,244

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.

Emotional health and wellbeing

Emotional health and wellbeing continued to be a whole-school priority throughout 2024/25. Weekly PSHE lessons, picture news assemblies and the continued use of the wellbeing curriculum ensured that pupils developed a stronger understanding of emotions and strategies to manage them. 'Zones of Regulation' was successfully embedded into the daily practise in each class by EG and has further supported children to understand and regulate their own emotions. Following MB's attendance at the Exclusion to Inclusion training, staff received further CPD on de-escalation and wellbeing approaches, which strengthened consistency across classrooms and improved the emotional climate of the school. Targeted pastoral intervention delivered by JT provided sustained 1:1 and small-group support for pupils with more complex SEMH needs. Many pupils no longer required intensive intervention by the end of the year. Forest School access, led by CB, continued to contribute positively to resilience, teamwork and self-esteem, particularly for disadvantaged pupils. Pupil voice reflected that children feel safe, valued and increasingly confident in identifying and expressing their emotions. Wellbeing champions continued to support peers at break and lunchtimes and will further develop their role next year. Due to the introduction of staff TOIL days a wider range of extra-curricular clubs were available in school and we hope this will continue in the coming academic year. Children in years 4-6 who completed the CITC thrive programme reported positive outcomes from the sessions with a more resilience and increased positive self-esteem listed as two of the changes. The use of PPG funding to support wider opportunities supported 11 disadvantaged children to attend the 3-day Year 6 residential to Robinwood; a further 11 to attend the 2-day Year 5 residential to Castleshaw and 30 Year 5 and 6 children to attend the Winter Wonderland event at Manchester City.

Actions - MB and EG now trained to deliver Team Teach so in the coming year more staff will be trained on how to use these strategies. – Use pupil voice to support the planning of clubs on offer.

Reading opportunities at home and reading for pleasure

Reading remained a central feature of the school curriculum. Internal phonics coaching from KB and Lancashire Red Rose training ensured that new staff were confident in delivering high-quality phonics teaching. This was reflected in 85.7% of disadvantaged children in Y1 passing the phonics screening, increasing from 60% in 2024 and 3% above their non-disadvantaged peers in 2025. Also reflected in the outcomes at the end of EYFS with 100% of disadvantaged children achieving GLD and 93.2% of all children passing word reading (23% above the LEA average). Daily support from EK and CS enabled disadvantaged pupils to develop fluency and confidence in reading. However the % of disadvantaged children meeting ARE at the end of KS2 (45%) was significantly below their non-disadvantaged peers (81.6%). Therefore, this must be a focus for the coming academic year Reading for pleasure has continued to be developed, and will need further work especially in KS2. Staff training with an external consultant from Lancashire, supported teachers in selecting texts that broaden cultural understanding and enrich vocabulary. The continued use of Lexia supported pupils working below age-related expectations, improving decoding, fluency and comprehension.

Actions – ensure a greater % of disadvantaged children are meeting ARE in all year groups to ensure good progress across their school journey. - Although overall home reading improved, it

remains a key priority moving forward and will continue to be reinforced through parents' evenings and incentives such as 100 reads.

Parental engagement with home learning opportunities

Parental engagement improved further due to streamlined communication and targeted support. The School Spider app continued to provide a single, reliable platform for all school communication, reducing confusion and improving parent access to key information. Attendance at parents' and SEND parent evenings remained high, with follow-up phone calls ensuring all families received feedback when unable to attend in person. JT delivered parenting support for families requiring advice with routines, behaviour and home learning. Parent focus groups led by MB and AM provided valuable insights that allowed leaders to refine and change school policies and practises to support families. Engagement with platforms such as TTRS and Numbots increased due to the new focused drive from SC. EYFS family events remained extremely well attended and enabled parents to engage meaningfully with early learning opportunities.

Actions – Continue to hold parent forum events. - Review family assemblies and impact of changes made this year.

Attendance and punctuality

Although attendance remains a priority area, several positive outcomes emerged in 2024/25. AM handed over the leadership of attendance to MB due to changes in the leadership structure. Daily monitoring by TH ensured concerns were addressed promptly and MB's support of the attendance team helped improve consistency in communication with families. However, persistent absence among disadvantaged pupils increased, increased home visits and more robust pastoral support will be needed in the coming year to ensure the 21.4% PA figure reduces to be in line with 8.4% for non-disadvantaged peers.

Free access to breakfast, after-school and holiday clubs supported children from unsettled home environments, improving punctuality and readiness for learning for key pupils. Some individual disadvantaged pupils showed significant improvements in attendance due to bespoke interventions and increased support for parents. Despite these improvements, the overall attendance gap (2%)—particularly affected by term-time holidays—remains a key focus for the next academic year.

Actions – Ensure robust support, home visits and regular contact from attendance lead to support PA and overall attendance to improve in out disadvantaged children.

Children's attainment in line with targets based on previous key stage outcomes

Strengthening the quality of teaching and learning continued to be central to raising outcomes for disadvantaged pupils. Extensive CPD in reading, writing and maths—delivered by subject leaders and supported by coaching from AM, ZC, AC and KB—ensured that staff implemented consistent and effective instructional approaches. ECTs and staff new to year groups benefited from regular mentoring and support from MB, AF and GH.

Disadvantaged pupils benefitted from targeted interventions including Lexia, TTRS, Numbots and additional TA-led support, which helped accelerate progress for many learners. Reading remained a relative strength, with the gap between disadvantaged and non-disadvantaged pupils continuing to narrow to just 5%. Attainment in maths and writing showed improvement in some

year groups, but the gap remains wider than desired (9% for maths and 18% for writing), as a result both will continue to be a focus in 2025/26.

Actions – whole school focus on maths and writing

Speech, language and communication needs

Speech, language and communication continued to improve due to high-quality provision and staff training. Daily provision in EYFS created a language-rich environment which helped disadvantaged children develop vocabulary and expressive language skills. This was shown in 91.5% of children reaching the expected standard for speaking and listening in EYFS (15% above the Oldham LEA average) and 100% of disadvantaged children achieving GLD.

Targeted small-group and 1:1 support allowed pupils with identified speech and language needs to improve their communication skills, supporting greater participation in lessons and peer interactions. Strategies linked to Talk for Writing further enhanced oral rehearsal, supporting improvements in spoken and written language. Children with more complex needs received personalised plans and regular review, ensuring their progress was closely monitored.

Understanding of mathematical concepts especially for those working below ARE

Whole-staff CPD increased consistency across classrooms and enabled teachers to sequence learning more effectively. Pupils developed greater confidence in using manipulatives to represent and solve mathematical problems. Daily use of TTRS and Numbots, combined with targeted TA support in key year groups, contributed to improved fluency and recall for disadvantaged children. Learning By Questions further supported adaptive teaching in UKS2 and enabled quick identification of misconceptions. Maths outcomes for disadvantaged pupils across school improved for many children due to improved teacher and learning strategies. However, at the end of KS2 the gap between disadvantaged children and their peers widened significantly, with a gap of 31% in July 2025. This has become an urgent focus for SLT and the maths leader and will remain a key priority in the coming PPG strategy.

Actions – Maths to be a key focus on the SIP.

Behaviour for learning and attitudes across all key stages

Behaviour for learning improved following the relaunch of the behaviour policy and targeted CPD for staff. SLT's inclusion training provided staff with a consistent framework for managing behaviour and supporting children with SEMH needs. As a result, classrooms became calmer and more conducive to learning, with reduced low-level disruption. Pupil voice indicated that children clearly understood behaviour expectations and felt supported by adults when mistakes were made. Parents responded positively to the updated policy and worked more collaboratively with staff to support their child's behaviour. Disadvantaged children, in particular, benefited from consistent structure, predictable routines and improved availability of trusted adults.

Writing: applying age-related features across the curriculum

Writing continued to be a whole-school development priority due to the widening gap identified in 2023/24. Targeted CPD from external consultants, alongside increased monitoring and support from the Writing lead, contributed to more consistent writing provision. Training in Lancashire Talk for Writing helped staff embed stronger reading-into-writing sequences which improved pupil understanding of text structure, language patterns and audience awareness.

Monitoring showed that disadvantaged pupils were increasingly able to apply grammar and punctuation accurately and include taught features in a range of genres. The whole school gap between disadvantaged children and their peers remains wide at 18% and even wider at 24% at the end of Year 6. Therefore, as progress remains variable, writing requires continued focus and will remain on the school SIP and the PPG strategy this coming year.

Actions – Writing to remain on the SIP and PPG strategy.

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