

## Cheetwood Primary School Pupil Premium Strategy Statement



This statement details the school's use of pupil premium (and recovery premium) for the 2022 to 2023 academic year to help improve the attainment of 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	Cheetwood Community Primary School
Number of pupils in school	207 – September 2021 <span style="color: green;">201 – September 2022</span>
Proportion (%) of pupil premium eligible pupils	50% - September 2021 <span style="color: green;">48% - September 2022</span>
Academic year/years that our current pupil premium strategy plan covers	2021-2022 <span style="color: green;">2022-2023</span> 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Ellie Clark
Pupil premium lead	Ellie Clark
Governor lead for disadvantaged pupils	Humaira Shoaib and Deb Smith

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£131,575
Recovery premium funding allocation this academic year	£13,775
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0
<b>Total budget for this academic year</b>	<b>£145350</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. ***This is outlined in the school Pupil Premium Policy and reviewed annually at the December full governing body meeting.***

We will consider the varying challenges faced by vulnerable pupils, such as those who have a social worker and/ or are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefits the non-disadvantaged pupils in our school.

We have considered research conducted by EEF in order to support our decisions around the usefulness of different strategies and their value for money.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Over the past few years the school has consistently used pupil premium funding to establish a core offer that is closing the gap between the achievement of disadvantaged pupils and those without. Internal assessments indicate that there is currently no significant difference between the progress of disadvantaged pupils compared to those without. It is therefore the intention that this will be maintained by adopting an approach that consolidates and builds on current pupil premium resources while providing the flexibility and responsiveness to develop new initiatives in response to the changing needs of individual pupils and groups of learners.

### Challenges

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

Further information on the contextual profile of the school and local community is included in the annual school improvement plan and the SSE documentation.

Challenge number	Detail of challenge
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1	<p>Assessments, observations and discussions with pupils indicate underdeveloped speech, language and communication skills among many disadvantaged and vulnerable pupils. These are evident from reception through to KS2.</p> <p>In 2022, targeted interventions such as Early talk and Talk Boost supported the development of speech, language and communication skills.</p> <p>EYFS Baseline (autumn 21): 19% of pupils on track to achieve GLD End of year: Listening and attention: 56% / Speaking: 60%</p>																																																												
2	<p>Assessments, observations and discussions with pupils suggest that disadvantaged and pupils with other vulnerabilities can have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>In 2022, 90% of disadvantaged pupils in Year 1 successfully achieved the phonics standard, compared to 82% All (CCPS) and 75% nationally.</p>																																																												
3	<p>Internal and external (where available) assessments indicate that on entry to nursery attainment is well below that expected of rising 4-year olds. Practitioners often need to plan within the 16-26 months learning and development phase of EYFS</p> <p>This trend continues, with baseline assessments in October 2021 indicating that only 12% of nursery pupils were on track to meet GLD while in reception only 19% of pupils were on track to meet GLD</p> <p>EYFS baseline 2022-23 indicates that 21% of pupils in Reception are on track to meet GLD. Increased numbers of pupils joining both Reception and Nursery with increase speech, language and communication difficulties.</p>																																																												
4	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in reading, writing and maths</p> <p>Statutory Assessments in 2022 highlighted pupil outcomes were well below the school's pre-pandemic results and below National results.</p> <table border="1" data-bbox="368 1491 1509 2018"> <thead> <tr> <th></th> <th colspan="2">All</th> <th colspan="2">Pupil Premium</th> </tr> </thead> <tbody> <tr> <td colspan="5" style="text-align: center;">EYFS</td> </tr> <tr> <td>Good Level of Development</td> <td colspan="2">52%</td> <td colspan="2">50%</td> </tr> <tr> <td colspan="5" style="text-align: center;">Key Stage One</td> </tr> <tr> <td>Reading</td> <td>EXS: 48%</td> <td>GD: 11%</td> <td>EXS: 54%</td> <td>GD: 8%</td> </tr> <tr> <td>Writing</td> <td>EXS: 37%</td> <td>GD: 4%</td> <td>EXS: 39%</td> <td>GD: 0%</td> </tr> <tr> <td>Maths</td> <td>EXS: 63%</td> <td>GD: 19%</td> <td>EXS: 54%</td> <td>GD: 15%</td> </tr> <tr> <td colspan="5" style="text-align: center;">Key Stage Two</td> </tr> <tr> <td>Reading</td> <td>EXS: 50%</td> <td>GD: 10%</td> <td>EXS: 47%</td> <td>GD: 13%</td> </tr> <tr> <td>Writing</td> <td>EXS: 37%</td> <td>GD: 0%</td> <td>EXS: 27%</td> <td>GD: 0%</td> </tr> <tr> <td>Maths</td> <td>EXS: 40%</td> <td>GD: 10%</td> <td>EXS: 40%</td> <td>GD: 7%</td> </tr> <tr> <td>Combined</td> <td>EXS: 33%</td> <td>GD: 0%</td> <td>EXS: 27%</td> <td>GD: 0%</td> </tr> </tbody> </table>		All		Pupil Premium		EYFS					Good Level of Development	52%		50%		Key Stage One					Reading	EXS: 48%	GD: 11%	EXS: 54%	GD: 8%	Writing	EXS: 37%	GD: 4%	EXS: 39%	GD: 0%	Maths	EXS: 63%	GD: 19%	EXS: 54%	GD: 15%	Key Stage Two					Reading	EXS: 50%	GD: 10%	EXS: 47%	GD: 13%	Writing	EXS: 37%	GD: 0%	EXS: 27%	GD: 0%	Maths	EXS: 40%	GD: 10%	EXS: 40%	GD: 7%	Combined	EXS: 33%	GD: 0%	EXS: 27%	GD: 0%
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5	<p>Our assessments (including using SDQs), observations and discussions with pupils identify that a significant number of pupils' experience social and emotional issues that can have an impact on self-esteem, resilience, learner confidence and general well-being. There is also evidence, gained from early help strength based conversations, of the wider impact on families. These challenges particularly affect disadvantaged and vulnerable pupils, including their attainment.</p> <p>In 2022, the school's Pastoral Lead has seen increasing numbers of pupils accessing 1:1 and small group sessions. There are a number of families being supported by the Attendance Lead and Designated Safeguarding Leads with regards to social and emotional wellbeing.</p>
6	<p>The school experiences high rates of transience; last academic year 78 pupils left or came to school other than at the normal time of admission. This is 41% of the school population. A high proportion of new arrivals are disadvantaged or vulnerable and these pupils and their families often need targeted support including social and emotional support, practical and financial support and access to EAL provision</p> <p>Within the last academic year (2021-2022) we have had 44 pupils leave and join the school other than at the normal time of admission, this is 21% of the school population.</p>
7	<p>Pupils have limited experiences beyond their home life and immediate community.</p>

### Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and we will measure whether they have been achieved. ***The success criteria will be set for each academic year of the three-year plan and reviewed annually.*** The majority of the intended outcomes and success criteria are linked to the focus areas in the school improvement plan.

Intended outcome	Success criteria
<p>Improved speech language and communication skills among disadvantaged pupils and vulnerable learners</p>	<p>Assessments and observations indicate significantly improved outcomes with accelerated progress and an increase in the percentage of pupils meeting age related expectation. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. There will be no significant difference in the outcomes for disadvantaged learners when compared to those without disadvantage Further details are included in <i>the EYFS and Identified Groups of Learners School Improvement Plans.</i></p> <p><b>2021-2022 Targets:</b>            Communication and Language Nursery: To increase from 6% to 50%            Communication and Language Reception: To increase from 23% to 65%            Target pupils will make measurable progress within catch up interventions such as Early Talk/Talk Boost, social communication and early language groups</p> <p>2022</p>

	<p>Reception - Communication and Language: Listening and attention: 56% / Speaking: 60%</p>
<p>Improved reading attainment among disadvantaged and vulnerable pupils.</p>	<p>KS1 outcomes in reading/phonics and KS2 will show that there has been an increase in the percentage of disadvantaged and vulnerable pupils meeting the expected standard. There will be no significant difference in the outcomes for disadvantaged learners when compared to those without disadvantage. Further details are included in the <i>Literacy and Identified Groups of Learners Action Plans</i>.</p> <p><b>2021-2022 Targets:</b></p> <p>The percentage of pupils meeting the expected standard in reading will increase by 17% in Year 2 and 16% in Year 6</p> <p>Pupils in the reading target groups will make accelerate progress of 7 steps (6 in Year 1)</p> <p>Pupils receiving targeted support including subject specific interventions such as Nessy and/or receiving tuition will make measurable progress in line with set targets</p> <p>82% of pupils will meet the expected standard in the Y2 phonics screening (December 2021)</p> <p>80% of pupils will meet the expected standard in the Y1 phonics screening (June 2021)</p> <p><b>2022</b></p> <p>% of pupils achieving the expected standard in Reading</p> <p>KS1- All: 48% / Dis: 54%</p> <p>KS2- All: 50% / Dis 47%</p> <p><b>Phonics:</b></p> <p>Year 2: 70% achieved the phonics standard in December with 82% achieving the standard by July 2022</p>
<p>Improved outcomes in EYFS for disadvantaged and vulnerable learners</p>	<p>There will be an increase in the percentage of pupils meeting the expected standards. There will be no significant difference in the outcomes for disadvantaged learners when compared to those without disadvantage Progress for vulnerable and disadvantaged learners will be accelerated. Further details are included in the <i>EYFS Action Plan</i>.</p> <p><b>2021-2022 Targets</b></p> <p>Nursery: Percentage of pupils achieving GLD to increase to 50%</p> <p>Reception: Percentage of pupils achieving GLD to increase to 65%</p> <p><b>2022</b></p> <p>All: 52% / Dis: 50% of pupils achieved GLD by the end of Reception</p>
<p>Improved outcomes in maths and writing for disadvantaged and vulnerable learners pupils at the end of KS1 and KS2.</p>	<p>There will be an increase in the percentage of disadvantaged and vulnerable pupils meeting the expected standard. Target group of identified learners will make accelerated progress. There will be no significant difference in the outcomes for disadvantaged learners when compared to those without disadvantage. Further details are included in the <i>Literacy. Maths and Identified Groups of Learners Action Plans</i>.</p> <p><b>2021-2022 Targets:</b></p> <p>The percentage of pupils meeting the expected standard in writing will increase by 25% in Year 2 and 23% in Year 6</p> <p>The percentage of pupils meeting the expected standard in maths will increase by 29% in Year 2 and 12% in Year 6</p>

	<p>Pupils receiving targets support including subject specific intervention such as Dynamo Maths and/or receiving tuition will make measurable progress in line with set targets</p> <p>Pupils in the target groups will make accelerate progress of 7 steps (6 in Year 1)</p> <p>2022</p> <p>% of pupils achieving the expected standard in Writing</p> <p>KS1- All: 37% / Dis: 39</p> <p>KS2- All: 38% / Dis: 27%</p>
<p>To provide all pupils (and their families) with access to high quality pastoral and therapeutic support ensuring a sustained improved in wellbeing for all pupils in our school, particularly our disadvantaged pupils</p>	<p>High levels of wellbeing will be evidenced in qualitative data from student voice, student and parent surveys and teacher observations. SDQ scores for pupils accessing the Oasis Room will improve; improved social and emotional skills will result in pupils starting to make improved progress in class based learning</p> <p>Low levels of referrals to LOFT and Think Room will be maintained as will the number of incident of racism, homophobia and other behaviour issues</p> <p>Consistent use of SDQ scores to show progress of individuals. Reduced referrals to LOFT and Think Room throughout the academic year.</p>
<p>To maintain good outcomes for disadvantaged and vulnerable learners that join the school other than the normal time of admission including those that are new to, or in the early stages of English language acquisition</p>	<p>Observations, assessments and pupils voice activities will evidence that pupils settle quickly, are included in friendship groups and develop positive relationships with key adults in school.</p> <p>Assessment information will provide evidence that for disadvantaged and vulnerable learners new to Cheetwood there will be no significant difference in outcomes when compared to those pupils without disadvantage.</p> <p>New admission meetings supported pupils that joined the school outside of the normal time of admission. Pupils were base lined and tracked throughout the year. Majority of pupils access Flash Academy (Accessible learning that provides equal opportunities for learners to fulfil their academic potential and develop better social relationships).</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: **£46,954**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subscriptions to standardised diagnostic assessments such as Nessy Reading, Dynamo Maths and Phonics Tracker</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 4</p>
<p>Embedding speech, language and communication activities and interventions across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>A specialist ELKLAN trained teacher will be funded to lead on coordinating and delivering targeted interventions throughout school</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><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182242/DFE-RR077.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182242/DFE-RR077.pdf</a></p>	<p>1,3,4,6</p>
<p>Enhancement of current phonics offer and purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p>Whole school training on phonics</p> <p>Activity for academic year 2021 – 22 only</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>	<p>2,4,6</p>

Parent workshops to support the development of Early Reading and Phonics	Parent workshops to support the development of Early Reading and Phonics	2,4,6
<p>Embedding and enhancing of EYFS provision and activities to ensure that pupils make rapid progress across the curriculum</p> <p>A teaching assistant level 2/play worker will be funded to boost attainment in the early years</p>	<p>Providing pupils with a high quality early years environment and targeted support from experienced and skilled practitioners has a positive impact on outcomes.</p> <p>Implementation of a programme of high quality interventions to promote physical, personal and social development provides opportunities to develop the skill needed to make progress within both the prime and specific areas of learning</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit</a></p>	1,2,3,5
<p>Maintaining the high quality of quality of social and emotional (SEL) learning.</p> <p>Contribution to the salary of the Head of Pastoral Care. This leadership role ensures that effective and consistent approaches will be embedded into routine educational practices and supported by professional development and training for staff. This includes more personalised coaching and 'surgeries' for individual members of staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk/EEF%20Social%20and%20Emotional%20Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	4,5,6

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

Budgeted cost: **£77,569**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding for a TA2 and contribution towards the salary of a TA3 to provide individual and	Interventions such as colourful semantics and are recommended by the speech and language service. The school uses resources taken from the NHS Speech and	1, 2, 3, 4,5,6



<p>small group support to identified learners. The teaching support staff will also deliver evidence based interventions that have a direct impact on outcomes. This will include evidence base programs such as those for reading comprehension and developing language and grammatical structures as well as the delivery of booster sessions and precision teaching approaches to improve motor skills and other basic skills</p> <p>Increased use of TA2 to deliver interventions</p>	<p>Language First Response Tool Kit. This is considered best practice for as recommended by the Clinical Lead for schools in Manchester.</p> <p><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></p> <p><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>Intervention training packages and resource to support (Talk Boost, ELKLAN)</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><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,3,4,5,6
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2, 4
<p>Continuing to provide disadvantaged and vulnerable learners with high quality targeted support that improves the social and emotional learning.</p> <p>Contribution to the salary of the Head of Pastoral Care. The head of pastoral care is able to provide a range of interventions including play therapy, therapeutic play, anger management, social skills, team</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	4,5,6

building and a more bespoke individual mentoring and support		
Engaging with the National Tutoring Programme to provide a blend of tuition, and school-led tutoring and other interventions for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	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="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3,4

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

Budgeted cost: **£21,004**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution towards funding of pastoral support and targeted support for disadvantaged and vulnerable learners including those that are admitted at times outside of usual transition points, international new arrivals and refugee and asylum seeker families.  Increased intervention teacher time by 0.5 days a week	The school has 96% of pupils from ethnic minority backgrounds with 82% of pupils speaking English as an additional language (24% are in the early stages of English Language acquisition. The school follows best practice strategies to support these learners as evidenced by research on supporting EAL pupils: <a href="https://www.bell-foundation.org.uk/news/blog-new-research-on-eal-learners-shows-the-importance-of-looking-behind-headline-attainment-data/">https://www.bell-foundation.org.uk/news/blog-new-research-on-eal-learners-shows-the-importance-of-looking-behind-headline-attainment-data/</a>	4,6
Opportunities to further engage parents	Parental coffee mornings, Community Services Day, Parent and toddler sessions  EEF Guidance about Wider strategies focusing on Parental <a href="https://www.educationendowmentfoundation.org.uk">Wider strategies   EEF</a>	1,2,3,4,5,6, 7

<p>Subsidised school educational trips and visits</p>	<p>EEF Physical activity (+1) supports outdoor learning opportunities and increases pupils' attendance and retention. As well as being crucial in increasing pupil' general physical activity and wellbeing.</p> <p>Collaborative learning (+5), linked to outdoor adventurous activities, has a positive impact on raising attainment and approaches to learning.</p> <p>This supports pupils to develop independence in preparation for high school.</p>	<p>7</p>
<p>One Education Steel Pans and Guitar programmes in Phase 2</p>	<p>EEF Arts participation evidence (+3) can have a positive impact on academic outcomes as well as other areas of the curriculum, including positive attitudes to learning and wellbeing.</p> <p>This allows pupils to be exposed to wider opportunities that may not be otherwise available.</p>	<p>5,7</p>
<p>Contingency fund for acute issues</p> <p>Budgeted increased due to current cost of living demands</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

**Total budgeted cost: £145,527**

## 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 2021 to 2022 academic year.

In 2021-2022 pupil premium continued to be used to maintain experienced and specialist staff including a head of pastoral care, speech and language therapist, EYFS play worker, Interventions/ELKLAN/EMA teacher and teaching assistants experienced in delivering targeted interventions and support.

As a result, internal assessment data, outcomes of school improvement plans and consultation with parents and pupils provide strong evidence that the strategic use of pupil premium funding continued to have a positive impact on pupil outcomes:

- Disadvantaged pupils in Reception achieved GLD in line with their peers.
- Disadvantaged pupils in Year 1 achieved above their peers and National (Including National Disadvantaged) in the Phonics Screening Check
- Disadvantaged pupils in Key Stage One achieved in line with their peers at Expected in Writing and above their peers in Reading.
- Disadvantaged pupils in Key Stage Two achieved in line with their peers at Expected in Reading and Maths.
- Disadvantaged pupils in Key Stage Two achieved in line with their peers at Greater Depth in Maths and above their peers in Reading. No pupils achieved Greater Depth in Writing.
- In all year groups (1-6) all pupils made expected (6 steps), with some making accelerated (7+ steps), progress throughout the year.

Learning and pastoral support continues to be child centred and coherently planned. The school continues to develop positive and supportive relationships with both pupils and their families.

Transience remains high at Cheetwood. Families moving locally, nationally or internationally are supported by a robust induction process. This starts with a thorough welcome meeting whereby we establish any strengths or areas of concern. Class teachers and other staff working with the pupils are updated and, where necessary, provision is planned in advance of the child's start date.

We continue to have high aspirations for all pupils at Cheetwood, particularly our disadvantaged pupils. The school improvement priorities are guided by the information above, local and national data and changes within our local context.

### Externally provided programmes

Programme	Provider
Twinkl Phonics	Twinkl

White Rose Premium	White Rose Maths Hub
Flash Academy	Flash Academy
Speech and Language Therapist	SLT for Kids