

Rucstall Primary School  
Pupil Premium Strategy Spend  
2024-2025



Allocation:

Pupil Premium: £61770

The main barriers to learning for disadvantaged pupils are:

- Low entry levels for communication and language, this slows phonics and reading progress in subsequent years;
- Low entry levels for literacy, impacting mostly on future writing outcomes;
- Increasingly high low entry levels for personal, social and emotional development;
- Fewer life experiences and opportunities means some higher attaining pupils eligible for PP are not yet consistently meeting greater depth in writing at the end of Key Stage 2;
- Some face additional barriers and also have Special Educational Needs;
- Less consistent support with home learning;
- Parental engagement and understanding of the curriculum and how to support children emotionally and academically;
- Turbulence in schooling across both Key Stages.

Data Evidence of Current Position:

**Key stage 2 disadvantaged**

This is final data for 2022/23.

**Average progress for disadvantaged pupils in reading, writing and maths**

	Reading	Writing	Maths
Progress score for disadvantaged pupils	<b>0.52</b>	<b>-0.03</b>	<b>2.60</b>
Confidence interval	-3.6 to 4.6	-4.0 to 3.9	-1.3 to 6.5
Number of disadvantaged pupils	9	9	9
Disadvantaged pupils with adjusted scores	0	0	0
National average for non-disadvantaged pupils	0.43	0.36	0.51
National average for disadvantaged pupils	Like-for-like -0.85	Like-for-like -0.69	Like-for-like -1.04

**Reading, writing and maths combined**

**Percentage of disadvantaged pupils achieving the expected standard or higher**

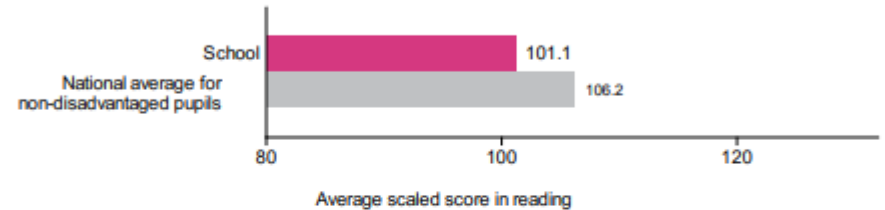
Number of disadvantaged pupils = 10



**Average scaled score for disadvantaged pupils in:**

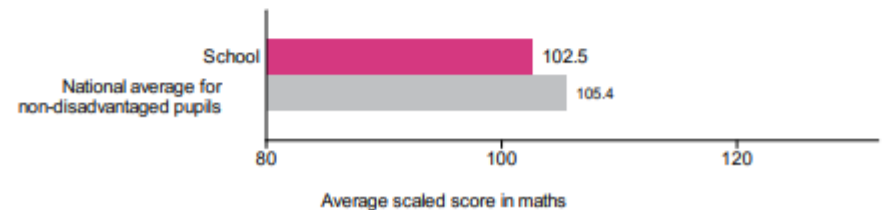
**Reading**

Number of disadvantaged pupils = 10



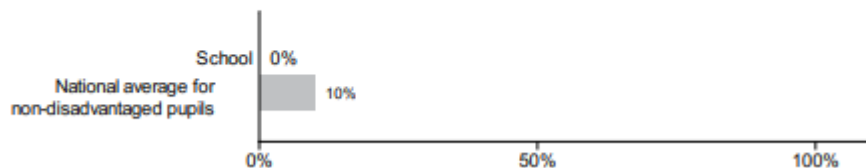
**Maths**

Number of disadvantaged pupils = 10



**Percentage of disadvantaged pupils achieving the higher standard**

Number of disadvantaged pupils = 10



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**Multiplication tables check**

**Mean average score by pupil group**

Multiplication tables check			
Breakdown	Cohort	Mean average score	
		School	National
All pupils	30	24.8	20.2
Male	15	25.0	20.4
Female	15	24.7	19.9
Disadvantaged	7	24.4	18.3

**Multiplication tables check**

**Percentage pupils taking the check by pupil group**

Multiplication tables check			
Breakdown	Cohort	Percentage pupils who took the check	
		School %	National %
All pupils	30	100	96
Male	15	100	95
Female	15	100	97
Disadvantaged	7	100	93

**Phonics year 1 attainment by pupil group**

Phonics year 1 attainment by pupil group									
Breakdown	Cohort	Number absent / didn't take the check	Number not achieving the expected standard	Number achieving expected standard	School %	National %	Average mark		
							School	National	
All pupils	29	0	0	29	100	79	36	33	
Male	12	0	0	12	100	76	36	32	
Female	17	0	0	17	100	82	37	34	
Disadvantaged	7	0	0	7	100	67	36	30	

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## Key stage 1 additional reports

### Reading attainment by pupil group

Key stage 1 reading attainment by pupil group									
Breakdown	Cohort	Achieved greater depth		Achieved the expected standard or higher		Working towards		Pre-key stage 1 standards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
All pupils	23	48	19	87	68	9	22	4	9
Male	11	18	17	82	65	9	23	9	11
Female	12	75	21	92	72	8	21	0	7
Disadvantaged	4	0	22	75	73	25	19	0	7

### Maths attainment by pupil group

Key stage 1 maths attainment by pupil group									
Breakdown	Cohort	Achieved greater depth		Achieved the expected standard or higher		Working towards		Pre-key stage 1 standards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
All pupils	23	52	19	87	68	9	22	4	9
Male	11	55	17	82	65	18	23	0	11
Female	12	50	21	92	72	0	21	8	7
Disadvantaged	4	25	22	75	73	0	19	25	7

### Writing attainment by pupil group

Key stage 1 writing attainment by pupil group									
Breakdown	Cohort	Achieved greater depth		Achieved the expected standard or higher		Working towards		Pre-key stage 1 standards	
		Sch %	Nat %	Sch %	Nat %	Sch %	Nat %	Sch %	Nat %
All pupils	23	13	8	78	60	17	28	4	10
Male	11	0	6	64	54	27	31	9	13
Female	12	25	10	92	66	8	26	0	7
Disadvantaged	4	0	10	50	65	50	26	0	8

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Specific year group barriers (24-25):

- EYFS – Lower pupil numbers for PP – low parental aspiration.
- Year 1 – High SEMH/SEND needs and low entry levels
- Year 2 – High speech and language needs on entry and greater numbers of pupils with challenges in PSED during EYFS
- Year 3 – Higher numbers of pupils with English as an Additional Language and low attendance for the cohort, previous poor parental engagement. High PP numbers within cohort.
- Year 4 – High numbers of mobile pupils and those requiring SEND support
- Year 5 – Change in class teacher for two consecutive years in Key Stage One, inexperienced teachers, high levels of SEND support required
- Year 6 – Low aspiration, particularly from girls

Desired impact foci for this academic year:

- Improve the number of PP pupils at Key Stage One at age related expectation in reading, writing and mathematics.
- To maintain the number of PP pupils leaving Key Stage One and Key Stage Two achieving age-related expectation in comparison to their peers.
- To increase the number of PP pupils leaving Key Stage One and Key Stage Two achieving greater depth.
- Improve the outcomes and progress for PP pupils in spelling and writing.
- To continue to reduce any barriers for these pupils prior to Key Stage Three.
- To support any disadvantage pupils face through poor home learning support.
- To enhance pupils' life experiences and aspirations.

How this is addressed through the use of Pupil Premium funding is outlined in the documentation below. This is measured through tracking across the school to ensure effective provision. This will be tracked against other children to ensure that any gap in attainment compared to other children is addressed.

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<u>Anticipated Expenditure</u>	<u>Planned Intervention</u>	<u>Rationale, Intended Impact and Success Criteria</u>	<u>Actual costs YTD</u>	<u>Impact</u>
See Pastoral Lead costs	Emotional Literacy Support (ELSA)	<p>R: There are higher numbers of vulnerable children within the PP group, therefore requiring additional emotional support.</p>	See Pastoral Lead costs	<p>99 children supported this academic year. This is through small groups, 1:1 or in-class specific targeted support.</p> <p>Impact is individualised and therefore within internal tracking documentation.</p>
572.50	Yearly ELSA supervision, support and cluster	<p>36 children, 86% of children eligible for PP are also classified as vulnerable (May 24).</p> <p>17 children, 39% of children eligible for PP are also classified as 'Children In Need' (May 24). This includes x1 post-looked after child.</p> <p>10 children, 23% of children eligible for PP also joined mid-year and did not start their primary education at Rucstall (May 24).</p> <p>II: Providing for children vulnerable and requiring additional emotional support. Support is also available to children in managing challenging circumstances and for those needing support to manage their emotions in order to aid improvements in learning behaviours, resilience and self-regulation. Support and teaching relating to the school values for any new entrants.</p> <p>SC: 85% of PP children who receive ELSA support require further intervention of this nature that year.</p>	£497.13	
17249	Pastoral lead supporting vulnerable	R: Additional adult available each day to provide support to parents and safeguarding	£18,471	Safeguarding responsibilities upheld

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	<p>families and children, available each morning.</p>	<p>support to pupils.</p> <p>See statistics above which confirm the support needed for families.</p> <p>For two consecutive years no child has been supported under a Child Protection plan, increasing numbers of families are not receiving ongoing support as thresholds have altered. This has resulted in a need for additional support for families, with families approaching school due to relationships and contact.</p> <p>II: Provision of additional support to parents when faced with challenges. This will support the school's safeguarding work, attendance expectations, pupil welfare, mental health and wellbeing. It is hoped that it will also increase parental engagement and act as a preventative measure for higher level Children's Services involvement.</p> <p>SC: Parents engagement with the support offered and meetings. Parental feedback on the provision for their children and families.</p>		<p>and parental support provided.</p>
<p>1000</p>	<p>Additional adult to provide for the Pupil Premium Life Experience Programme</p>	<p>R: To ensure that Pupil Premium children receive a broad range of activities that enable cultural capital and the development of vocabulary, which other children more commonly have exposure to.</p> <p>Pupil conferencing has identified that these children have not had the provided experiences</p>	<p>£138.42</p>	<p>Two groups each week for Years 1&gt;6 are ongoing across each term.</p> <p>School offer updated in HT5 with HT DHT and AHT to reflect needs of</p>

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		<p>previously.</p> <p>II: To support the school's aims to remove disadvantage with regards to life experiences.</p> <p>SC: Pupil Premium children will be able to articulate a wide range of life experiences and draw upon these within their learning. These experiences will also support their articulation of aspirations for the future and application of learning.</p>		<p>the children ref cultural capital.</p> <p>Introduction of outdoor learning curriculum well received by all PP children. Conferencing indicated a growing understanding of plant life and fire safety.</p>
200	Resourcing for the Pupil Premium Life Experience Programme	To enable the above.	£124.53	
582.03	<p>Breaktime support and alternative activities</p> <p>Access to trusted adults at different times in the day</p>	<p>R: 36 children, 86% of children eligible for PP are also classified as vulnerable (May 24). Additional provision inside with an adult supporting enables children access to a trusted adult and an opportunity to talk, should they desire. Alternative activities also support the development of SEMH skills and cooperation.</p> <p>On entry pupils have lower PSED skills than in previous years:</p> <p>23-24: 50% (2/4) of group at the expected age on entry</p> <p>20-21: 100% (4/4) of group at the expected age on entry</p>	£3492.18	<p>Children require this support more than previous years, particularly EYFS. This is enabling support for addressing incidents, not reducing presently due to the needs of new pupils.</p> <p>From pupil conferencing, all PP children could identify trusted adults in school. They recognised all staff members across lunch and learning time.</p>

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		<p>II: Eligible pupils will improve their PSED/SEMH skills through access to differing provisions. Children will be able to cooperate with one another in different social groups. Children know and feel able to talk to trusted adults.</p> <p>SC: Fewer incidents of dysregulation from eligible pupils and greater skills in self-regulation and cooperation.</p> <p>22-23: 138 Yellow Card Incidents (24 children)</p>		<p>Follow up assembly delivered by DHT in HT3 to ensure KS1 and EYFS children were able to reconnect with trusted adults through images.</p>
300	Experience and visits to enable the development of cultural capital	<p>R: To ensure that Pupil Premium children receive a broad range of activities that enable cultural capital and the development of vocabulary, which other children more commonly have exposure to.</p> <p>Pupil conferencing has identified that these children have not had the provided experiences previously. For example, visits to National Trust sites/working farms.</p> <p>On entry records show that children eligible for PP have fewer base experiences:</p> <p>II: To support the school's aims to remove disadvantage with regards to life experiences.</p> <p>SC: Pupil Premium children will be able to articulate a wide range of life experiences and draw upon these within their learning. These experiences will also support their articulation of aspirations for the future and application of</p>	£111.25	<p>Two trips to The Vyne booked from last year's membership</p> <p>Trip to Newhouse Farm arranged for – Spring 2025</p> <p>50% of EARAs group are PP and will continue to fulfil the role in Y6.</p> <p>Analysis of experiences on entry to EYFS collated. PP to be tracked for life experiences moving forward.</p> <p>"I loved the farm! I've never seen a baby pig before."</p> <p>"The chess set at the</p>

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		learning.		Alice in Wonderland trip was massive!"																												
70000	<p>Morning TA support for most classes, including additional support for Early Years and Year One in the Autumn Term</p> <p>60% of TA total Cost including on costs for 3hrs in morning</p>	<p>R: There are PP children within each cohort in the school. Often these pupils require, like those with SEND, some additional support. Without the use of this funding the school would not be able to provide a teaching assistant to support in every classroom or to enable the use of flexible grouping and such frequent feedback. Quality first teaching and feedback make a significant difference to pupils and therefore this funding enables children eligible for PP the support they may require within core lessons. This includes the additional provision for reading, where PP pupils often enter the school lower than their peers. Similarly for writing, where pupils do not attain as well.</p> <p><b>Key stage 2 disadvantaged</b> This is Real data for 2023/24</p> <p><b>Average progress for disadvantaged pupils in reading, writing and maths</b></p> <table border="1"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Progress scores for disadvantaged pupils</td> <td>0.52</td> <td>-0.03</td> <td>2.60</td> </tr> <tr> <td>Guidance interval</td> <td>-0.81 to 0.77</td> <td>-1.03 to 0.97</td> <td>-1.03 to 1.93</td> </tr> <tr> <td>Number of disadvantaged pupils</td> <td>9</td> <td>9</td> <td>9</td> </tr> <tr> <td>Disadvantaged pupils with no school scores</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>National average for non-disadvantaged pupils</td> <td>0.02</td> <td>0.00</td> <td>0.01</td> </tr> <tr> <td>National average for disadvantaged pupils</td> <td>0.02</td> <td>0.00</td> <td>0.01</td> </tr> </tbody> </table> <p>II: For any difference in attainment and progress to be removed between pupil groups, particularly in writing. Maintain outcome success.</p> <p>SC: The PP vs non-PP data difference should diminish for all cohorts from year to year (removing any turbulent differences). Writing progress and attainment will improve at the end</p>		Reading	Writing	Maths	Progress scores for disadvantaged pupils	0.52	-0.03	2.60	Guidance interval	-0.81 to 0.77	-1.03 to 0.97	-1.03 to 1.93	Number of disadvantaged pupils	9	9	9	Disadvantaged pupils with no school scores	0	0	0	National average for non-disadvantaged pupils	0.02	0.00	0.01	National average for disadvantaged pupils	0.02	0.00	0.01	£67743	<p>This enables us to continue to employ teaching assistants to support in each class. There will be an overspend here due to TA absences needing to be covered in the first half-term of the year.</p> <p>EYFS - GLD 50% Maths 75% Literacy</p> <p>EoKS2 Data shows total combined as 90%.</p> <p>Year 6 =8/27 PP, (30%) of which:</p> <p>5/8 EXS Maths (63%) 2/8 GDS Maths (25%) = 88%</p> <p>3/8 EXS Reading (38%) 3/8 GDS Reading (38%) = 76%</p> <p>4/8 EXS GPS (50%) 3/8 GDS GPS (38%) = 88%</p> <p>3/8 EXS Writing (38%) 2/8 GDS Writing(25%)</p>
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		of Key Stage Two.		= 63%
32000	<p>Intervention groups for PP pupils across the school – afternoons x8 TAs approx. 60% of combined time on PP pupils</p> <p>60% of TA total Cost including on costs for 2hrs in afternoon</p>	<p>R: All PP pupils have, like all pupils, missed teaching due to Covid-19 and will therefore require additional support to address this. Research shows that this group are most likely to have been negatively impacted by school closures. PP pupils are often also classified as vulnerable and these children have historically engaged less with home learning.</p> <p>14 children, 32% of children eligible for PP are also recorded as having Special Educational Needs (May 24). Maintain outcome success for these pupils through targeted intervention.</p> <p>II: For any difference in attainment and progress to be diminished between pupil groups. Writing progress and attainment will improve at the end of Key Stage Two.</p> <p>SC: Those PP pupils in receipt of interventions will show accelerated progress and domain-based progress.</p>	£44698.8	<p>As above.</p> <p>100% of PP pupils in Year 1 passed PSC</p> <p>100% of PP pupils in Year 2 passed PSC</p> <p>Accelerated progress in core area:</p> <p>Y2 60%</p> <p>Y5 71%</p> <p>Y6 13%</p>
400	<p>Additional reading materials and magazine subscriptions, reading advent calendar – including pupil specific purchases</p> <p>School Library Service</p>	<p>R: Pupils eligible for PP often have poor early reading skills on entry and knowledge of books. However, not all the PP pupils at Rucstall Primary School are below age related expectations, some are working at a greater depth. These pupils require a different form of support than others. Their gaps are often based on less experiences or knowledge of the wider</p>	£239.09	<p>Pupils have access to wider materials.</p> <p>This needs targeting again with new PP Champion.</p> <p>5 PP children</p> <p>EoKS1</p>

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	<p>subscription to book provisions for pupils eligible for PP £2080.64 (not included)</p> <p>Storytime £38.</p> <p>Picture News £200.00.</p> <p>First News £90.00.</p> <p>Advent Calendars £111.12</p>	<p>world. These pupils are often less encouraged at home to read and do not always have the same access to literature.</p> <p>II: The provision of these materials will support any difference in attainment and progress to be removed between pupil groups in reading (KS2). They will maintain PP reading attainment and progress and aid the removal of any vocabulary barriers for disadvantaged pupils. Greater number of pupils working at a greater depth in reading will also attain well in writing, due to their improved knowledge of the world (shown to be low for group on entry).</p> <p>SC: PP pupil data will be in line with the school's usual figures and at least in line with the national average for reading. Greater numbers of pupils will achieve greater depth at the end of their Key Stage and age-related expectation in reading and writing.</p>		<p>1/5 EXS Writing (20%) 1/5 GDS Writing (20%) = 40%</p> <p>3/5 EXS Reading (60%) 1/5 GDS Reading (20%) = 80%</p> <p>8 PP children EoKS2 3/8 EXS Writing (38%) 2/8 GDS Writing(25%) = 63%</p> <p>National = 72%</p> <p>4/8 EXS Reading (50%) 2/8 GDS Reading (25%) = 75%</p> <p>National = 75%</p>
12000	<p>Pupil Premium Champion to monitor PP children's progress and offer advice and support to teachers</p> <p>16.6% of AHT salary</p>	<p>R: The provision of a staff member with allocated time to focus on this pupil group will enable robust data analysis and scrutiny of the actions being taken across the school to secure their progress and improved attainment. To provide time for further PP pupil voice through conferencing.</p> <p>II: To maintain the profile of this pupil group and ensure that progress is monitored closely. To set targets for pupils and drive diminishing the</p>	£12514.24	<p>This continues to be overseen by the HT, but is transferring to the AHT this term.</p> <p>Pupil Progress Meetings have allowed teachers to focus on individuals.</p> <p>Cause for concern forms have provided class teachers with</p>

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		<p>difference for this pupil group. To hold teachers to account in relation to this pupil group. To ensure the impactful use of the Pupil Premium funding allocation. Through pupil conferencing children will have further opportunities to feel heard (pupil voice).</p> <p>SC: An increased number of eligible pupils will attain greater depth across the subjects at the end of Key Stage Two. Progress for these pupils will also improve.</p>		<p>opportunity to discuss children who do not have an identified SEND Need but are in need of additional support.</p> <p>Children identified for new writing intervention have included PP children – who have made progress in writing.</p> <p>25% of children have achieved combined GDS in EoYSATS</p> <p>Target for next academic year to identify needs of PP children as independent pupil group</p>
400	Parents of PP pupils will provide greater levels of support with home and remote learning, through an improved understanding of the school's curriculum and how to support their children educationally and	<p>R: Historically some parents of pupils eligible for PP have not supported pupils with home or remote learning. Research has indicated that these parents are more likely to have their own discomforts or reluctance to engage with the school system, we want to overcome this and help educate parents to better support their children.</p> <p>This support has been in place however we have identified that there still remains a difference in the materials that are provided at</p>	£341	<p>Workbooks provided to Year 6 pupils to enable access to home learning and support engagement on top of electronic home learning.</p> <p>Breakfast club SLC has enabled children to access electronic home-learning more</p>

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	<p>emotionally.</p> <p>Those pupils who continue not to be supported will have additional support at school.</p> <p>Materials to support home learning engagement may be provided.</p>	<p>home to support learning. These funds will support equity in resourcing, materials and books to learn at home.</p> <p>II: All pupils will engage with home learning regularly, regardless of disadvantage. Outcomes will show the impact of support over time through provisions provided for further engagement with learning at home.</p> <p>SC: Increased numbers of pupils eligible for PP will have engaged with home learning consistently across the year. Increased numbers of PP pupils will achieve higher outcomes from home learning. More will achieve the higher reading awards.</p>		<p>consistently.</p> <p>75% of PP children engaging with home learning consistently across the year</p> <p>PP children access to funded SATs revision books?</p> <p>Phone calls to families from CT and AHT supported engagement from HT1 onwards.</p> <p>Phonics video engaged with at home with 100 of PP children passing PSC.</p>
500	<p>Homestart course annually to support new intake (10 children eligible for PP)</p>	<p><del>R: Previously provided free support for new entrants who are eligible has supported our youngest learners transition into school. It has supported their school readiness through sessions in school.</del></p> <p><del>II: Children will be ready for school and parents have a greater understanding of the independent skills children require. This will negate the absence of low-level services and courses previously available to families.</del></p> <p><del>SC: Children in attendance will transition well in to school, feeling safe, with key indicators of</del></p>		<p>Not possible again - remove for next year</p>

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		<del>readiness in place: toileting, able to change their own clothes, put a coat on, gain access to food and use cutlery, articulate their feelings and know how to get support from adults.</del>		
500	<p>PP children will have equal access to extra-curricular opportunities</p> <p>Additional places to be funded</p> <p>Free places with the absence of a hire charge:</p> <ul style="list-style-type: none"> <li>• 3 a term for football</li> <li>• 2 Karate a year</li> <li>• 1 Rocksteady</li> <li>• 2 CM Sports each term</li> <li>• 2 RAD musical instruments</li> </ul>	<p>R: Finance is a barrier for some eligible pupils to access extra-curricular opportunities, peripatetic music provision and sporting opportunities.</p> <p>II: Fewer children to face a financial barrier to accessing extra-curricular opportunities they have chosen (not parental child care or wraparound care).</p> <p>SC: Engagement numbers from PP pupils will remain high or raise, with bursaries used as well.</p>	£2808	<p>Football x2 spaces Karate X2 Rocksteady x1 Piano x1 Guitar x1</p> <p>All PP children have attended school in non-uniform on set days. Families have attended events such as Women's Appreciation, 50<sup>th</sup> birthday, Christmas Fayre and Parent Showcases</p> <p>Tracking shows 49 children have benefited from a bursary or additional opportunity this academic year.</p>
1500	New intervention for spelling and writing to be reviewed	R: Pupils make better progress in reading and mathematics, where there are more structured interventions in place to support pupils to 'catch-up' than writing. Writing outcomes	£1192.32	<p>EoKS2 Data shows total combined as 90%.</p> <p>Year 6 =8/27 PP, (30%)</p>

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		<p>remain below peers consistently and there were no GDS attainers in July 2023.</p> <p>II: Greater numbers of PP pupils to attain the EXS and GDS by the end of Key Stage Two.</p> <p>SC: Interventions show pupils closing the gaps in their writing skills and knowledge.</p>		<p>of which:</p> <p>5/8 EXS Maths (63%) 2/8 GDS Maths (25%) = 88%</p> <p>3/8 EXS Reading (38%) 3/8 GDS Reading (38%) = 76%</p> <p>4/8 EXS GPS (50%) 3/8 GDS GPS (38%) = 88%</p> <p>3/8 EXS Writing (38%) 2/8 GDS Writing(25%) = 63%</p> <p>Evidence of positive impact from interventions.</p>
£137203.53			£152570.99	

As a school we plan to overspend, as some children’s support is funded through different budgets, including the notional SEN and main school budget. However, without the PP funding being used we would not be able to provide the support through Teaching Assistants within all classrooms.

All costs calculated for staffing are approximate based on average of salaries.