

St Bartholomew's C of E Primary School

Pupil premium strategy statement Year 2 of 3 22/23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	St Bartholomew's C of E Primary School
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	22.07.23 with evaluation
Date on which it will be reviewed	GB6 2023
Statement authorised by	Full GB
Pupil premium lead	Gemma Coward
Governor / Trustee lead	Stephen Gray

Funding overview Year 2 figures

Detail	Amount
Pupil premium funding allocation this academic year	£71540
Recovery premium funding allocation this academic year	£2973
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£9057 -£3314.00 BUF adjust
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	£80256

Part A: Pupil premium strategy plan

Statement of intent

The school is working hard to continue the trend to ensure more disadvantaged pupils achieve the highest standards. Part of this is ensuring that, wherever possible, teachers are able to provide small group quality first teaching and intervention. High quality TAs and HLTAs are deployed across the school to provide targeted support. This means every child, regardless of background or prior achievement will have focused teaching to ensure they can make accelerated progress.

The school nurture TAs are part funded by the pupil premium grant to ensure that any vulnerable children, including those in receipt of the Service Grant are able to access emotional literacy support to enable them to access learning effectively.

We will continue to consider the challenges faced by vulnerable pupils, such as those who have a social worker, parents in prison and 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.

This strategy is linked closely with our COVID recovery plan where an intervention teacher has been employed to carry out 1:1 and small group tutoring focussing on gaps in learning and knowledge not retained during partial school closure. This work will be underpinned by whole-school and individual diagnostic assessment.

To ensure a robust approach, we will:

- Be proactive in the application of diagnostic assessment to ensure every child has their needs met and the risk of undetected additional disadvantage is reduced
- Work collaboratively to actively ensure that all children have high aspirations regardless of their starting point
- Regular, robust monitoring takes place to ensure that all staff are taking responsibility for ensuring that formative assessments is responsive to the child and moving their learning on as quickly as possible

Challenges

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

Challenge number	Detail of challenge
1	<ul style="list-style-type: none">• Impact of partial school closure on the emotional literacy and self-regulation of children and, in particular, SEMH needs arising from experiences during this time Evidence: Discussions with children, staff and parents/carers, behaviour logs, observations in the classroom, playground and hall, SEMH referral records, increase in positive handling plans, Emotional Literacy: Assessment and Intervention

2	<ul style="list-style-type: none"> Lack of learning stamina for all children, particularly, writing and ability to focus for long periods of time. Our vulnerable groups have been identified as experiencing longer term negative impacts <p>Evidence:</p> <ul style="list-style-type: none"> Classroom observation, learning outcomes, book scrutiny, PPMs
3	<ul style="list-style-type: none"> Some learners' families found it challenging to support reading and home learning in general during partial school closure despite school support <p>Evidence:</p> <p>Baseline observations, monitoring of learning on Google Classroom, welfare phone calls, emails with parents and carers, diagnostic assessments</p>
4	<ul style="list-style-type: none"> Personal, social and emotional barriers to learning <p>Evidence:</p> <p>Baseline observations, SEMH referrals, TAS and additional agency referrals, positive handling plans, behavior logs, welfare calls, ELSA and nurture provision numbers</p>
5	<ul style="list-style-type: none"> Pupil Premium children identified as more likely to be vulnerable and therefore requiring wave 2 or 3 intervention and or support from additional agencies following partial school closure <p>Evidence:</p> <p>Referrals to other agencies, welfare calls, parent/carers meetings</p>
6	<ul style="list-style-type: none"> Pupil Premium children who are also SEND or starting school with underdeveloped language skills <p>Evidence:</p>
7	<ul style="list-style-type: none"> Attendance records have shown that our vulnerable children are more likely to be persistently absent and that parents are less likely to attend parent/carers workshops <p>Evidence:</p> <p>Attendance records, workshop attendance records, attendance interventions/ meetings, additional agency involvement to support attendance and school engagement</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
<ul style="list-style-type: none"> Children with identified SEMH needs to make expected progress in reading, writing and maths 	<ul style="list-style-type: none"> Children with ELSA support to have made expected rate of progress (3 steps) over a year from their starting point <p>2022-23 outcomes:</p> <p><u>ELSA</u></p> <p>33 children in KS1 / KS2 received a block of ELSA during the academic year of 2022 – 2023</p> <p><u>Reading</u></p> <p>82% (27 children) in KS1 / KS2 who received ELSA support this year made 3 steps or more progress in Reading. 24% (8 children) made 4 steps progress – this is accelerated progress.</p> <p>In Reading, 67% (22/33) of these children achieved ARE or AARE.</p> <p><u>Writing</u></p>

	<p>79% (26 children) in KS1 / KS2 who received ELSA support this year made 3 steps or more progress in Writing. 9% (3 children) made 4 steps progress and 3% (1 child) made 5 steps progress – this is accelerated progress. In writing, 56% (19/33) of these children achieved ARE or AARE.</p> <p><u>Maths</u> 85% (28 children) in KS1 / KS2 who received ELSA support this year made 3 steps or more progress in Maths. 3% (1 child) made 4 steps progress. In maths, 73% (24/33) of these children achieved ARE or AARE.</p> <ul style="list-style-type: none"> To increase the % of children achieving a Good Level of Development at the end of the Early Years Foundation Stage <p>EYFS outcomes 2021-22 43.75% (7/16) of children in receipt of PP funding achieved GLD 75% of all EYFS children achieved GLD</p> <p>EYFS outcomes 2022-23 67% (2/3) of children in receipt of PP funding achieved GLD 75% of all EYFS children achieved GLD</p>
<ul style="list-style-type: none"> For staff to be creating and applying strategies outlined in positive handling plans To reduce the number of children accessing additional provision during unstructured times 	<ul style="list-style-type: none"> To reduce the number of fixed-term suspensions -There were two fixed term suspensions in 2021-22 -There were 14 fixed term suspensions in 2022-23 To increase the number of children with SEMH needs being able to access the curriculum via quality first teaching -Several (for GDPR purposes a number is not given) children have transitioned to SEMH specialist provision this academic year -All the children on roll have successfully transitioned back into school and full time timetables following suspension
<ul style="list-style-type: none"> To increase the attendance of vulnerable groups 	<ul style="list-style-type: none"> For all those vulnerable children identified as being persistently absent to achieve attendance of 95-100% post intervention <p>Outcomes 2021-22: -Less than 5 children in an identified characteristic group had TELO involvement. Less than 5 made improvement and no longer needed intervention and less than 5 moved to formal attendance proceedings with the LA.</p>

	<p>-There are 5 or less children in receipt of an EHCP. Due to the small numbers, the overall impact of the provision of one has resulted in the percentage being less than 95%</p> <p>-FSM 92%</p> <p>Outcomes for 2022-23</p> <p>-Less than 5 children in an identified characteristic group had TELO involvement. Less than 5 made improvement and no longer needed intervention and less than 5 moved to prosecution.</p> <p>-Full detail can be found in the governor safeguarding report for Gb6a 2023</p>																															
<ul style="list-style-type: none"> Staff able to identify and articulate the impact of strategies and resources used to accelerate learning; reading progression through KS2, audit of reading teaching, books and learning in KS2 	<ul style="list-style-type: none"> To increase the % of pupil premium children achieving Age Related Expectations in reading and writing To increase the number of children being assessed via the national curriculum, no longer the pre key stage standards <p>Outcomes 2021-22</p> <table border="1" data-bbox="408 683 981 1057"> <thead> <tr> <th></th> <th>Year 3 (Yr 1 21-22)</th> <th>Year 4 (Yr 2 21-22)</th> <th>Year 5 (Yr 3 21-22)</th> <th>Year 6 (Yr 4 21-22)</th> </tr> </thead> <tbody> <tr> <td>Reading (summer term)</td> <td>100% ARE</td> <td>75% ARE</td> <td>75% ARE</td> <td>66% ARE</td> </tr> <tr> <td>Writing (summer term)</td> <td>100% ARE</td> <td>75% ARE</td> <td>75% ARE</td> <td>66% ARE</td> </tr> </tbody> </table> <p>Outcomes 2022-23</p> <table border="1" data-bbox="416 1102 1034 1359"> <thead> <tr> <th></th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> </tr> </thead> <tbody> <tr> <td>Reading ARE</td> <td>54%</td> <td>50%</td> <td>87%</td> </tr> <tr> <td>Writing ARE</td> <td>54%</td> <td>50%</td> <td>88%</td> </tr> <tr> <td>Maths ARE</td> <td>62%</td> <td>87%</td> <td>87%</td> </tr> </tbody> </table>		Year 3 (Yr 1 21-22)	Year 4 (Yr 2 21-22)	Year 5 (Yr 3 21-22)	Year 6 (Yr 4 21-22)	Reading (summer term)	100% ARE	75% ARE	75% ARE	66% ARE	Writing (summer term)	100% ARE	75% ARE	75% ARE	66% ARE		Year 3	Year 4	Year 5	Reading ARE	54%	50%	87%	Writing ARE	54%	50%	88%	Maths ARE	62%	87%	87%
	Year 3 (Yr 1 21-22)	Year 4 (Yr 2 21-22)	Year 5 (Yr 3 21-22)	Year 6 (Yr 4 21-22)																												
Reading (summer term)	100% ARE	75% ARE	75% ARE	66% ARE																												
Writing (summer term)	100% ARE	75% ARE	75% ARE	66% ARE																												
	Year 3	Year 4	Year 5																													
Reading ARE	54%	50%	87%																													
Writing ARE	54%	50%	88%																													
Maths ARE	62%	87%	87%																													
<ul style="list-style-type: none"> An increase in learning stamina, particularly, writing and ability to focus for longer periods of time 	<ul style="list-style-type: none"> Book looks for target PP group show an increase in volume of writing Children will move through book bands at expected rate Through pupil discussion, children articulate strategies they are using to stay focussed on learning <p>Reading and writing continue to be a key focus for support. The I'm a Clever writer approach has been introduced which gives a clear scaffold for learners and reduces cognitive load.</p> <p>Writing volume is increasing and progress can be seen across the school evidenced on the writing walls in every classroom.</p> <p>Behaviour for learning has been a key focus this year and this will continue into 2023-24 with the 5-point scale being introduced as a whole school focus on the September Inset Day.</p>																															
<ul style="list-style-type: none"> Pupil Premium children identified as vulnerable, particularly dur- 	<ul style="list-style-type: none"> The number of children requiring ELSA after nurture provision reduces as they have strategies to cope from earlier graduated response <p>Other agencies direct the school to offer ELSA which impacts on our ability to proactively offer support.</p> <p>This year, we moved to a group ELSA format which has enabled us to meet the needs of more children. The impact on their learning has significant.</p>																															

<p>ing lock-down to receive a form of ELSA or nurture provision</p> <ul style="list-style-type: none"> Personal, social and emotional barriers to learning are reduced 	<p>Progress of children who received ELSA in 2022-23</p> <table border="1" data-bbox="454 219 1407 521"> <thead> <tr> <th></th> <th colspan="3">READING</th> <th colspan="3">WRITING</th> <th colspan="3">MATHS</th> </tr> <tr> <th></th> <th>3+ Points Progress</th> <th>4+ Points Progress</th> <th>5 Points Progress</th> <th>3+ Points Progress</th> <th>4+ Points Progress</th> <th>5 Points Progress</th> <th>3+ Points Progress</th> <th>4+ Points Progress</th> <th>5 Points Progress</th> </tr> </thead> <tbody> <tr> <td></td> <td>82%</td> <td>24%</td> <td>0%</td> <td>79%</td> <td>9%</td> <td>3%</td> <td>85%</td> <td>3%</td> <td>0%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> In class, staff are continuing to apply strategies taught in ELSA sessions so children are not repeating new blocks of ELSA <p>The strategies are timetabled in class and, where necessary, additional check in times given to support children.</p> <ul style="list-style-type: none"> Children identified as vulnerable are accessing support whether in school or via another agency <p>34 children are receiving support at additional to complex level ELSA is again, supporting attainment levels across the school.</p>		READING			WRITING			MATHS				3+ Points Progress	4+ Points Progress	5 Points Progress	3+ Points Progress	4+ Points Progress	5 Points Progress	3+ Points Progress	4+ Points Progress	5 Points Progress		82%	24%	0%	79%	9%	3%	85%	3%	0%
	READING			WRITING			MATHS																								
	3+ Points Progress	4+ Points Progress	5 Points Progress	3+ Points Progress	4+ Points Progress	5 Points Progress	3+ Points Progress	4+ Points Progress	5 Points Progress																						
	82%	24%	0%	79%	9%	3%	85%	3%	0%																						
<ul style="list-style-type: none"> For EYFS cohorts to be assessed via The Language Screener prior to starting school to identify undeveloped language skills Children starting school underdeveloped language skills to receive Talk Boost intervention and Time to Talk 	<ul style="list-style-type: none"> Children with identified literacy needs are having key barriers to learning identified earlier through formal assessment (SENDco or Learning Support Team) <p>-The SEND advisory teacher has trained up another teacher to be able to carry out the dyslexia screen and the BVS assessment has been purchased. This year 8 new children have been screened and less than 5 had a significant dyslexic profile identified.</p> <p>-</p> <ul style="list-style-type: none"> Exit data will show increase in language skills. For those who are still below expected levels, a referral to SaLT will be made using entry and exit data <p>-All EYFS children were NELE screened in September and the intervention threshold to carry out the programme was not met</p> <p>-TalkBoost was carried out and 67% of children in receipt of PP reached a GLD</p>																														
<ul style="list-style-type: none"> To employ the use of technology and parent/carer workshops 	<ul style="list-style-type: none"> For all fifteen parents to have accessed a workshop online or in person across the year <p>10/15 parents attended workshops across the year</p> <ul style="list-style-type: none"> For an increase year on year of parent attendance online or in person to parent/carer workshops Children reading at least three times a week at home increases <p>The school moved to an online reading record, 'Boom Reader' during 2022-23 to try and engage more parents and carers. This has had some success but needs to continue to be a focus in 2023-24</p>																														

<p>with their child for EYFS phonics and maths to engage parents and carers with supporting children's learning</p> <ul style="list-style-type: none"> • To employ the use of technology and in person parent/carer workshops with their child for targeted learning (e.g. times tables and spelling) to engage parents and carers with supporting children's learning 	<p>The Reading Café Club led by one of the English Leaders and a reading volunteer has been a huge success in engaging children in reading as has engaging the library service to support the end of term reading picnics and signing families up to the library and Summer Reading Challenge.</p> <p>The EYFS/ KS1 Phonics and Early reading workshop was well received and parents and carers attended this with their children.</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: **£12444**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Contribution to 1.5 day SEND contract to ensure diagnostic assessment take place to ensure accurate interventions to have positive impact on pupil progress and line managing staff to ensure appropriate and timely assessments are carried out and used to accurately inform next steps <p>£12444</p>	<ul style="list-style-type: none"> 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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF 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: Phonics Toolkit Strand Education Endowment Foundation EEF 	<p>1, 2, 4, 5 & 6</p>
<p>Additional CPD for reading and writing following an audit to upskill teachers in quality first teacher approaches, especially those who require more targeted support</p>	<ul style="list-style-type: none"> Pie Corbett Reading Training for English Leader and KS2 Leader 	

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

Budgeted cost: £ 50759

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Oral language intervention across the year; Speech and Language Therapy care plans, NELI screen and Talk Boost delivered by a trained teaching assistant; guided reading, reading aloud, the use of structured questions and reading comprehension</p>	<ul style="list-style-type: none"> • Oral Language interventions have a very high impact for a very low cost (EEF). On average they have outcomes of 6 months progress over the year. It is important that such interventions are linked to learners current stage of development. Talk Boost and NELI are recommended interventions for children of this age • Vocabulary at age 5 is a very strong predictor of the qualifications achieved at school leaving age and beyond (Feinstein and Duckworth, 2006). • The gap in reading age of children with poor language skills widens significantly with age – from a few months at five years old to a gap of five years difference by the time they are 14. Vocabulary at age 5 has been found to be the best predictor (from a range of measures at age 5 and 10) of whether children who experienced social deprivation in childhood were able to ‘buck the trend’ and escape poverty in later adult life (Blanden, 2006). • A child’s background is very influential in their language development. A study of children in a Sheffield nursery school showed a link between social disadvantage and language delay (Locke et al 2002). One of the most worrying findings of a study which followed these children into primary school was that without intervention, this delay seemed to persist (Leyden 2007) and for some children, get worse (Locke and Ginsborg 2003). 	6
<p>TA contracts linked to 1:1 or small group tuition:</p> <ul style="list-style-type: none"> - Dough disco - Name writing - Guided reading - Learn to listen - Time to Talk - Precision teaching - Additional phonics 	<ul style="list-style-type: none"> • On average, according to EEF, a 1:1 tuition is very effective in improving pupil outcomes, especially if additional to normal lessons. Intervention starts prior to the usual school day time • On average, according to EEF, small group tuition has the addition of 4 months progress over the year. The smaller the group the better (over 6 the benefit is lost) 	2, 3, 6, 7

£59409.31		
1:1 TA intervention at start of day	<ul style="list-style-type: none"> On average, according to EEF, a 1:1 tuition is very effective in improving pupil outcomes, especially if additional to normal lessons. Intervention starts prior to the usual school day time 	1, 4, 5, 6
Small group targeted tuition for Year 2 and 4 who were most impacted by the COVID pandemic £1403.54	<ul style="list-style-type: none"> On average, according to EEF, small group tuition has the addition of 4 months progress over the year. The smaller the group the better (over 6 the benefit is lost) <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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2, 3, 6, 7

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

Budgeted cost: £ 20367

Activity	Evidence that supports this approach	Challenge number(s) addressed
Vulnerable children will be prioritised by need to access ELSA and nurture support to reduce personal, social and emotional barriers to learning £3000	<ul style="list-style-type: none"> 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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) <p>ARK Nurture project</p>	1, 4, 5, 7

<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>	<ul style="list-style-type: none"> The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. 	7
<p>1:1 or group intervention to support emotional regulation for vulnerable learners at unstructured times e.g. break and lunch £3767.50</p>	<ul style="list-style-type: none"> 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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) 	1, 4, 5, 7
<p>Little Troopers club to run half termly</p>	<ul style="list-style-type: none"> There is extensive evidence associating childhood social and emotional skills with improved outcomes at school 	1, 4

for our Service children using the school wellbeing resources	and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
Contingency fund for acute issues £2054	To respond to issues that arise throughout the year to enable us to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 83570

Actual expenditure: £82,098

C/F -£1842.00

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.

	ARE Reading	AARE Reading	ARE Writing	AARE Writing	ARE Maths	AARE Maths
EYFS						
Year 1	50%	25%	50%	25%	75%	25%
Year 2	60%	30%	60%	30%	60%	40%
Year 3	44%	22%	44%	11%	78%	11%
Year 4	87%	50%	87%	13%	87%	0%

Our internal assessments during 2020/21 suggest that the performance of disadvantaged pupils is lower than in the pre-pandemic years in key areas of the curriculum. However, the interventions in place are ensuring that children are making at least 'good' progress. The percentage of children working above age related expectation in KS1 shows good impact of the provision. The targeted interventions in Yr 4 have had significant impact too.

	% Children achieving 3+ steps in reading	% Children achieving 3+ steps in writing	% Children achieving 3+ steps in maths
Year 1	75%	75%	100%
Year 2	90%	100%	80%
Year 3	88%	89%	89%
Year 4	100%	100%	100%

Overall attendance in 2020/21 was lower than in the preceding years at 93% and lower than the national average of 96.3%.

The chart below shows the attendance percentages for children in receipt of PP funding

Attendance by year group and learner characteristics

	Overall	Boys	Girls	Pupil Premium (PP)	Persistent Absence (All)	Persistent Absence (PP)
Year R	92.6%	92.6%	92.7%	92.9%	0.0%	0.0%
Year 1	92.1%	92.5%	91.2%	89.7%	12.1%	25.0%
Year 2	94.3%	95.1%	93.4%	94.6%	19.4%	10.0%
Year 3	93.6%	94.4%	93.0%	91.5%	19.4%	22.2%
Year 4	92.7%	96.1%	91.1%	91.0%	27.3%	50.0%

The persistence absence is a key issue in Year 2 and 5 which is why attendance is a focus of our current plan.

Our assessments and observations indicate that pupil behaviour, wellbeing and mental health continue to be significantly impacting, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in the plan and next year this will be extended further with nurture provision linked to our key skills and Christian values being provided at a land-based facility comprised of animals, horticulture and communal buildings, and offers a range of activities, experiences and support services to improve health and wellbeing. Underdeveloped social skills and rising SEMH needs following covid will be supported by this provision to enable the academic progress.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
---------	---------

<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>The service children had half termly 'Little Troopers' club funded via Service Premium.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>2021-22 Reading – 66.6% made 3 steps progress Writing – 100% made 3 steps progress Maths – 100% made 3 steps progress</p> <p>2022-23 Reading – 100% made 3 steps progress Writing – 75% made 3 steps progress Maths – 75% made 3 steps progress</p>

Further information (optional)

We are affiliated with the Crewkerne branch of the Royal British Legion and our service children have regular opportunities to access family days and other events put on by the RBL which help our children to meet others in similar situations to themselves.