

Pupil premium strategy statement

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This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2023 academic years) 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	William Murdoch Primary School
Number of pupils in school	634
Proportion (%) of pupil premium eligible pupils	39.1%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3 years (2021-22 to 2023-24)
Date this statement was published	Wednesday 7 February 2024
Date on which it will be reviewed	Thursday 6 February 2025
Statement authorised by	Mr M Singh
Pupil premium lead	Mr A Matthews
Governor / Trustee lead	Mr N Bhatti

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£352,110
Recovery premium funding allocation this academic year	£35,090
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£50,000
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	£437,200

Part A: Pupil premium strategy plan

Statement of intent

The intention of William Murdoch Primary School's pupil premium strategy is that all pupils, regardless of their background, achieve well from their various starting points, have a secure knowledge of the world around them, allowing them to be active citizens and are able to move onto the next phase of their education with confidence.

Quality first teaching is the primary focus of our pupil premium strategy. As the EEF's 'Guide to the Pupil Premium' report states:

"Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending".

Securing quality first teaching is key to disadvantaged pupils achieving well, whilst at the same time benefitting every pupil in the school. Ensuring pupils have access to the best teaching and a strong, robust curriculum is also the most effective way of ensuring progress is sustainable both for individual pupils, and the school as an organisation.

Our pupil premium strategy also incorporates an education recovery programme for those pupils worst affected by school closures and remote learning, specifically through accessing the National Tutoring Programme.

Challenges

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

Challenge number	Detail of challenge
1	Reading- fluency, vocabulary, inference and reasoning (including early reading).
2	Maths reasoning skills- problem solving and application of knowledge.
3	Poor speaking and listening skills- to develop vocabulary rich pupils and support for EAL pupils.
4	Lack of pupil knowledge (in relation to foundation subjects).
5	Lack of wider experiences- pupils lack imagination and creativity in their writing.
6	Disadvantaged pupils have a lower attendance rate than non-disadvantaged pupils.
7	Declining physical fitness- a growing number of overweight or obese pupils.
8	Low engagement from some parents in their child's learning.
9	Impact of COVID-19 on pupils' attainment and progress.
10	A small number of pupils' social development and regulation.

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
Improved Reading across the school, in terms of both fluency and comprehension.	<ul style="list-style-type: none"> Higher number of disadvantaged pupils achieving the expected standard in Reading at the end of KS2. Increased average standardised score for disadvantaged pupils in Reading in end of KS2 Assessments. Disadvantaged pupils make increased average progress in Reading from end of KS1 SATs to end of KS2, compared to previous year. Disadvantaged pupils continue to outperform similar pupils nationally in end of KS2 Reading assessments. Gap closed between disadvantaged pupils and non-disadvantaged pupils in Reading, both in school and nationally. Higher number of disadvantaged pupils achieving the expected standard in Reading at the end of the academic year (Y1-5). Higher number of disadvantaged pupils pass the Phonics Screening Check at the end of Year 1.
Improved Maths reasoning skills and application of knowledge and basic skills, leading to improved	<ul style="list-style-type: none"> Higher number of disadvantaged pupils achieving the expected standard in Maths at the end of KS2.

<p>attainment in mathematical reasoning formative assessments.</p>	<ul style="list-style-type: none"> • Increased average standardised score for disadvantaged pupils in Maths in end of KS2 Assessments. • Disadvantaged pupils make increased average progress in Maths from end of KS1 SATs to end of KS2, compared to previous year. • Disadvantaged pupils continue to outperform similar pupils nationally in end of KS2 Maths assessments. • Gap closed between disadvantaged pupils and non-disadvantaged pupils in Maths, both in school and against national. • Higher number of disadvantaged pupils achieving the expected standard in Maths at the end of the academic year (Y1-5). • Higher number of disadvantaged pupils pass the Multiplication Tables Check at the end of Year 4.
<p>Improved vocabulary and speaking and listening skills, including improved use of standard English.</p>	<ul style="list-style-type: none"> • Higher number of disadvantaged pupils achieving the expected standard in Reading and Writing at the end of KS2. • Disadvantaged pupils make increased average progress in Reading and Writing from end of KS1 SATs to end of KS2, compared to previous year. • Gap closed between disadvantaged pupils and non-disadvantaged pupils in Reading and Writing, both in school and nationally. • Increased number of disadvantaged pupils reaching at least the expected standard in Reading and Writing across Years 1 to 5.
<p>Improved pupil knowledge in relation to foundation subjects, with subsequent improvement in reading.</p>	<ul style="list-style-type: none"> • A knowledge-rich curriculum securely embedded across school. • Disadvantaged pupils excel in foundation subjects. • Disadvantaged pupils acquire knowledge through direct teaching of explicit subjects through Pupil Book Study. • Disadvantaged pupils score well on end of unit tests, with no gap between them and non-disadvantaged pupils. • Higher number of disadvantaged pupils achieving the expected standard in Reading and Writing at the end of KS2. • Higher number of disadvantaged pupils achieving the expected standard in Reading and Writing at the end of the academic year (Y1-5).
<p>Disadvantaged pupils given access to both in and out of school activities which broaden their experiences and develop their imaginations.</p>	<ul style="list-style-type: none"> • All pupils have access to these opportunities, regardless of background. • Higher number of disadvantaged pupils achieving the expected standard in Writing at the end of KS2. • Disadvantaged pupils make increased average progress in Writing from end of KS1 SATs to end of KS2, compared to previous year. • Gap closed between disadvantaged pupils and non-disadvantaged pupils in Writing, both in school and nationally.

	<ul style="list-style-type: none"> • Increased number of disadvantaged pupils reaching at least the expected standard in Writing across Years 1 to 5. • Disadvantaged pupils more confident in writing across a range of different genres, including narratives.
Improved attendance for disadvantaged pupils.	<ul style="list-style-type: none"> • The attendance, persistent absence and punctuality gap between disadvantaged and non-disadvantaged pupils narrows. • Attendance of disadvantaged pupils is in line with local and national data. • Lower persistent absence rate for disadvantaged pupils compared to the last academic year.
Increased well-being and physical fitness.	<ul style="list-style-type: none"> • Pupils show good levels of physical fitness. • Pupils are happy in school. • Pupils engaged at lunch and break times, with a decrease in the number of instances of negative behaviour.
Increased engagement from parents in their child's learning.	<ul style="list-style-type: none"> • Fortnightly 'Stay and Play' sessions put on for Nursery and Reception parents, which are attended by the majority of parents. • Parent workshops based on a variety of themes run throughout the academic year which are attended by the majority of parents. • Good attendance from parents at Class, Celebration and Festival assemblies, as well as other school events. • Increased attendance by parents of disadvantaged pupils at Parents' Evenings.
Pupils' social development and behaviour improved.	<ul style="list-style-type: none"> • Reduced number of behaviour incidents recorded on Arbor for disadvantaged pupils who have been identified as having social or self-regulation difficulties. • Pupils identified as having social or self-regulation difficulties feel happy and look forward to coming to school.
Pupils catch up with lost learning due to COVID-19 and are able to access new learning across the curriculum.	<ul style="list-style-type: none"> • Pupils are able to access the next steps in their learning, whether that be in the next lesson, unit or year group. • Selected pupils access the National Tutoring Programme, with progress shown through tutoring assessment, internal school assessments, external assessments where appropriate, as well as in every day school work.

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: £210,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>*2023 update: The school will be engaging in the WalkThrus programme to develop teaching and learning. This will involve the whole staff team working on specific areas of teaching, e.g. cold-calling, with instructional coaching sessions held on a fortnightly basis, led by SLT. The aim of the programme is to further improve pedagogy and achieve more consistency in teaching and learning throughout the school; this will benefit all pupils, but particularly those who are disadvantaged.</p>	<p>At the heart of WalkThrus is a selection of 150 evidence-based teaching strategies rooted in a deep understanding of how learning works. Each WalkThru breaks teaching techniques down into five clear steps. A professional development programme built using WalkThrus is supported by:</p> <ul style="list-style-type: none"> • evidence from cognitive science which provides a clear model for learning; • evidence from the study of effective professional development. <p>Through the books and materials, they draw on the work of prominent researchers and cognitive scientists including Dylan William, Barak Rosenshine, Dan Willingham, Graham Nuthall and Efrat Furst. The simplified model of learning informs all of our key teaching techniques. The UK's Education Endowment Foundation (EEF) suggests that effective professional development delivers a number of key mechanisms. WalkThrus-based programmes can deliver all the mechanisms:</p> <p>BUILD KNOWLEDGE Supporting teachers to build knowledge of teaching practices, step by step.</p> <p>MOTIVATE STAFF Our techniques come from credible sources and our coaching processes support setting goals based around key action steps.</p> <p>DEVELOP TEACHING TECHNIQUES Each WalkThru can be modelled, practised, rehearsed and feedback can focus on the specifics of the steps.</p> <p>EMBED PRACTICE The steps prompt teachers to sustain their practice over time, developing more effective habits that lock in the learning gains for students.</p>	<p>1, 2, 3, 4 & 9</p>

	<p>WalkThrus allow teams of teachers and their leaders or coaches to develop a shared understanding of key techniques. The shared language around WalkThrus steps and associated professional learning approaches plays a significant role in supporting people to improve their practice as problems are easier to identify and solutions are easier to define. WalkThrus provides the solution to several common problems that arise in professional learning.</p> <p>WalkThrus</p>	
<p>A knowledge-rich curriculum will continue to be planned, implemented and embedded throughout the school, using resources from the Primary Knowledge Curriculum, Reach Out and Opening Worlds. This will include knowledge organisers which pupils are regularly tested on using low-stakes quizzing. The curriculum will look to build on pupils' existing cultural capital and knowledge of their local context, whilst immersing them in rich vocabulary. Pupils will build a powerful knowledge which they can apply in different scenarios and will give them a basis to succeed in later life. Dedicated times will be set for year groups to develop their foundation planning, which will ensure quality first teaching is taking place consistently across year groups and the school.</p> <p>*2023 update: Reach Out and Opening Worlds planning is not being used to deliver lessons in school, but is being used to input into the school's new Science planning. Both Science Leads receive half a day out of class per week to work on improving the PKC Science curriculum in each year group and quality assure the flipcharts created by teachers from that planning.</p>	<p>The influence of E D Hirsch on educational thinking has been profound. At its heart is the idea that returning to a traditional, academic curriculum built on shared knowledge is the best way to achieve social justice in society. His work has also encouraged schools to focus on the concept of building cultural capital as a way to close the attainment gap. Ofsted and the DfE are also pushing the merits of a knowledge-rich curriculum. Generally speaking, our pupils, particularly our disadvantaged pupils, do not arrive in school knowledge-rich and would not become so without school intervention. Therefore it is crucial that we supply our pupils with powerful knowledge so that they can succeed in the next stages of their lives.</p> <p>Knowledge Rich Curriculum Article</p>	1, 3 & 4
<p>A text-based approach to the teaching of English will continue to be embedded. High quality texts will be used to inspire pupils, give them access to rich vocabulary and encourage their imaginations. This will mean all pupils will access a range of different texts ensuring everyone has the same reading opportunities in school. Specific non-fiction reading lessons will also be timetabled to give pupils the opportunity to engage in wider reading around their foundation topics, as well as improve their general knowledge. Funding will be put in place to resource these lessons, including a subscription to First News. The school will also engage with Peters</p>	<p>High quality texts are needed to spark pupils' imaginations and provide them with opportunities to find and explore new vocabulary. Research shows that pupils need a wide knowledge base to be successful readers, so timetabling non-fiction reading sessions will help develop that wider understanding which can be applied whilst reading. It is also clear that younger pupils having access to texts which directly link to the sounds they are learning will help them embed and apply those sounds and quicken the rate at which they become fluent readers.</p> <p>EEF Literacy</p>	1 & 3

<p>Bookselling Services to evaluate and improve the school library, as well as class libraries to ensure pupils have access to high quality texts during independent reading sessions. In addition to this the English team will engage with numerous CPD opportunities with the aim of developing the school's approach to the teaching of Reading and Writing. A new library is to be built on the school site to further enhance pupils' engagement with books and reading, and promote reading for pleasure.</p> <p>*2023 update: the development and opening of the school's new library has not yet taken place and therefore the money allocated for that has been carried forward from the 2022-23 academic year.</p>		
<p>Power Maths, a DfE approved Maths Mastery scheme will continue to be embedded and training provided for all staff. This will include continuing to establish the scheme in Reception. Additionally, concrete resources to support the teaching of Maths will be supplemented where necessary. This will allow all pupils the same access to resources that support the mastery approach to the teaching Maths.</p>	<p>Maths Mastery has become an integral part of the British curriculum due to significant evidence from many other nations, mainly in East Asia, which shows that teaching for mastery leads to excellent outcomes for children. It is therefore important that our staff continue to be supported to deliver this new approach, of which a central pillar is scaffolding through the use of concrete resources, which will in turn produce improved outcomes in Maths for our pupils. The Power Maths scheme has been approved by the DfE.</p> <p>DfE Mastery News Report</p> <p>EEF Mastery Learning</p>	2
<p>To improve pupil knowledge and experience the school is engaging with the Services for Education Music Service to provide Sound Tots to pupils in Reception and whole class musical instrument teaching for pupils in Year 4, with one class learning the flute, one the guitar and the other brass. As well as that small group teaching of violin and sitar and tabla will take place on a weekly basis.</p>	<p>The vast majority of our pupils do not have the opportunity to learn and engage with music outside of school. There is much research to suggest that musical training helps to develop both language and reasoning skills, as well as many other benefits which enrich pupils' lives and education. We hope to inspire as many pupils as possible to continue learning and mastering a musical instrument as they go through their school years and into later life.</p> <p>DfE Music Curriculum Update</p>	3, 4 & 5
<p>All pupils will be provided with access to online subscriptions to Times Tables Rock Stars and Class Dojo to support their learning. This will give teachers an additional resource to provide the children with quality opportunities to extend their learning and practice their skills. The subscriptions will be accessible for pupils from home, so they can further extend their own learning out of normal school hours. In addition to</p>	<p>Pupils have become used to online learning and using different platforms to embed their learning. These subscriptions will give all pupils the opportunity to engage in retrieval practice and further learning across the curriculum in an enjoyable and effective format.</p> <p>EEF Technology Guidance Report</p>	1, 2, 4 & 8

<p>these subscriptions, the school will also purchase access to Curriculum Visions and First News so teachers have access to a wider range of resources.</p>		
<p>To continue the development of subject leaders as subject experts. This process will include reading the relevant Ofsted Research Review for their subject, before meeting with SLT to complete a subject rationale document; completing a knowledge and skills progression map for their subject; completing a subject handbook for their subject, as well completing scrutiny and monitoring and reviewing planning.</p> <p>*2023 update: subject rationale documents have almost been completed, with just minor tweaks needed to reflect new initiatives and approaches in most subjects. Knowledge and skills progression maps have been cancelled following extensive work with the Primary Knowledge Trust. In their place, substantive concept rationales, disciplinary knowledge rationales and disciplinary concept rationales will be developed for each subject. Additionally, the school will be using 'Pupil Book Study', created by Alex Bedford, to monitor teaching and learning in each subject area. This will entail subject leads being released from class once or twice a year to do a deep-dive into their curriculum area alongside a member of SLT. Findings from the 'Pupil Book Study' will be used to inform future targets for developing teaching and learning in each subject area. Selected subject leads will also be released to engage with BEP's Peer Review programme, which will involve those subject leads going into other schools to examine teaching and learning in their curriculum area, as well as hosting a peer review at WMPS.</p>	<p>Curriculum development has continued at a pace and there are a number of new members of staff in subject lead roles. Subject leads as genuine subject experts is a recent phenomenon and staff require support in understanding the different demands of the role. Subject leads are required to have a deep understanding of their subject in order to ensure pupils have access to a strong curriculum, and the new Ofsted framework makes that clear. Subject leads will also be required to meet with Ofsted inspectors to discuss in depth their curriculum area. This work will ensure that pupils do have access to a strong and robust curriculum, and make good progress as a result.</p> <p>Ofsted School Inspection Handbook</p>	<p>1, 3 & 4</p>

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

Budgeted cost: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ALP will be run in Year 6 to allow for more focused support for individual pupils. An additional teacher will take responsibility for a Maths and English</p>	<p>This strategy has been employed by the school for many years and has been successful in boosting the progress and attainment of the majority of pupils.</p>	<p>1, 2 & 4</p>

group, which will mean that all pupils in these year groups will be taught in smaller class sizes, allowing for the more focused support.	Research suggests that reducing class sizes has a positive effect on progress. EEF Reducing Class Sizes	
Targeted intervention groups will be run by all Teaching Assistants across the school. These will include focused support in Maths, Reading and Phonics. These intervention groups will include pre-teach, Precision Teach and reading fluency. It will also give pupils the opportunity to learn in small groups and receive even more focused support.	The new curriculum demands that all pupils learn at the same speed, which makes 'pre-teach' groups vitally important, as it is evident that some pupils will take longer than others to grasp new concepts and embed learning. There will be a pre-teach set of interventions in Maths, where pupils are given introductions to topics before going into their lessons so they are better equipped to meet expected standards. Resources/schemes to help practitioners deliver their interventions will be researched and sourced accordingly, along with any necessary training. EEF Teaching Assistant Guidance Report	1, 2, 3 & 4
The school will be accessing the National Tutoring Programme, which provides subsidised tutoring for individual pupils, on a 1-1 basis. The tutoring will be used to help pupils catch up with lost learning due to the COVID-19 pandemic.	According to the EEF: <i>Research has shown that pupils learning has been affected by school closures (EEF, 2021), which is supported by a larger body of evidence suggesting that the attainment gap tends to grow over periods such as summer holidays when schools are shut.</i> <i>There is a large body of evidence that tutoring and small-group tuition is effective – particularly where it is targeted at pupils' specific needs; and that it can be particularly effective for disadvantaged pupils.</i> EEF National Tutoring Programme	1, 2 & 9

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

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Manager and a member of the office staff will be given dedicated time each day to monitor and follow up absences. They will work closely with the Safeguarding Leads to identify pupils whose absence is a concern and plan to support those pupils. *2023 update: attendance and punctuality were very similar between disadvantaged and non-disadvantaged	In the last academic year, disadvantaged pupils' attendance was 92.43%, whilst all pupils' attendance was 92.42% and non-disadvantaged pupils' attendance was 92.41%. Of those pupils who were persistently absent in the last academic year (had an attendance of less than 90%), 43% were disadvantaged. On 51.4% of the occasions a pupil was late for school, it was a disadvantaged pupil	6

<p>pupils. This is some evidence to suggest that the school's approach is working. However, with attendance a school, local and national issue, this approach will remain part of the pupil premium plan moving forwards.</p>	<p>who was late. Having a member of staff dedicated to monitoring and following up absences will continue to ensure that the school is fully aware of any issues contributing to absences and can generate strategies to help those pupils and further improve overall attendance. As the DfE attendance guidance states, "Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school".</p> <p>DfE Attendance Guidance</p>	
<p>A series of 'Stay and Play' sessions will be run throughout EYFS for parents to engage with their child's learning and give them an insight into how best to support their child at home. Additionally, workshops will be run throughout the year based on different areas of school life, including Reading, Phonics and Maths again with the aim of giving parents an insight into how best to support their child at home- these workshops will be for parents across all year groups. Boromi resources will be purchased to encourage parents to engage with their child at home and help them to be creative in support their child's learning at home. Parents of disadvantaged pupils who are reluctant to come into school will be contacted directly and invited to these events, including Parents' Evening.</p>	<p>Feedback from parents suggests that they are very keen to be more involved in school life. The EEF Toolkit shows that pupils whose parents are engaged in their learning will make 3 months more progress than pupils whose parents are not engaged in their learning. Therefore it is vital to give parents as many opportunities to come into school as possible.</p> <p>EEF Parental Engagement</p>	8
<p>There are a number of pupils in school, particularly disadvantaged pupils, whose social development has been restricted, which often leads to behavioural issues. To support these pupils with their social development and behaviour, the Pastoral Team will timetable sessions to develop their SEMH needs, including communication skills, following rules and routines, team work, boundaries and turn taking. As part of this programme of support, one member of staff will receive ELSA training, which will be disseminated to all staff.</p>	<p>This strategy will allow pupils to initially develop these skills in small groups in safe place, before transferring what they have learnt into whole class settings. The EEF Toolkit states that strategies to improve pupils' social and emotional learning can lead to 4 months accelerated progress.</p> <p>EEF Social and Emotional Learning</p>	10
<p>A range of Out of Hours clubs will be provided for pupils, including a subsidised breakfast club. These will run before school, at lunchtimes and after school.</p>	<p>Out of Hours Learning offers pupils the opportunity to learn in a more relaxed environment than the classroom. It also offers them the chance to try out new activities, find out what they are good at or develop new interests. Good quality</p>	3, 5, 6, 7 & 9

	<p>out of hours learning activities can have positive effects: activities which provide support for coursework and exams can have a direct impact on attainment, while other forms of provision can have an indirect impact by improving relationships and students' motivation to learn.</p> <p>EEF Enrichment</p>	
<p>A 'Forest School' has been set up in the school's nature area. A member of staff has received full training around 'Forest Schools', including First Aid training. All pupils in Reception and Year 5 pupils will receive Forest School lessons. An outdoor classroom has been installed in the Forest School area and additional resources will also be purchased to support the pupils' learning.</p> <p>*2023 update: the Forest School offering will be expanded to include Year 3 pupils for this academic year.</p>	<p>Research backs up what forest school practitioners have known all along – that children and young people are stimulated by the outdoors and typically experience, over time, an increase in their self-belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being.</p> <p>Forest School Benefits</p>	3, 5 & 7
<p>A wide range of in and out of school activities and workshops will broaden pupils' experiences. This will include theatre groups and other organisations coming into school to deliver sessions. It will also include the opportunity for pupils to go out of school into the wider community and visit places of interest which may inspire them. These experiences will allow pupils to improve their creativity and imagination when writing as they will have a wider bank of experiences to call upon. Access to these activities is for all pupils and if any barriers exist for our disadvantaged pupils to take part, the school will do what it can to ensure they are taken down.</p>	<p>Pupils writing is often limited due to a lack of experiences out of school. This is evident in pieces of writing, as well as conversations with pupils directly. It is also the case that pieces of creative writing, narratives for example, do not show much imagination and are often inspired by the media- mainly television. In order to improve the creative writing of our pupils, as well as their general education, it is important to give them access to as wide a range of experiences as possible.</p> <p>EEF Enrichment</p>	3, 4 & 5

Total budgeted cost: £440,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Attainment and Progress (End of KS2 Assessment 2023)								
	All Pupils	Pupils eligible for PP (WMPS)	Pupils not eligible for PP (WMPS)	Difference (Gap comparison on previous year-2021/22)	Pupils eligible for PP (national average)	Difference (Gap comparison on previous year-2021/22)	Pupils not eligible for PP (national average)	Difference (Gap comparison on previous year-2021/22)
% Achieving in Reading, Writing and Maths	66%	71%	61%	+10% <i>(Gap narrowed by 39%)</i>	44%	+27% <i>(Gap narrowed by 32%)</i>	66%	+5% <i>(Gap narrowed by 33%)</i>
% Achieving in Reading	73%	79%	67%	+12% <i>(Gap narrowed by 32%)</i>	60%	+29% <i>(Positive gap increased by 14%)</i>	78%	+1% <i>(Gap narrowed by 14%)</i>
% Achieving in Writing	68%	71%	65%	+6% <i>(Gap narrowed by 37%)</i>	58%	+13% <i>(Gap narrowed by 30%)</i>	77%	-6% <i>(Gap narrowed by 31%)</i>
% Achieving in Maths	82%	81%	83%	-2% <i>(Gap narrowed by 24%)</i>	59%	+22% <i>(Positive gap increased by 7%)</i>	79%	+2% <i>(Gap narrowed by 9%)</i>
Average progress in Reading	+3.30	+2.97	+3.64	-0.67 <i>(Gap narrowed by 0.09)</i>	-0.85	+3.82 <i>(Gap improved by 3.49- still positive)</i>	+0.43	+2.54 <i>(Gap improved by 2.79)</i>
Average progress in Writing	+1.76	+1.16	+2.37	-1.21 <i>(Gap narrowed by 0.33)</i>	-0.69	+1.85 <i>(Gap improved by 3.59)</i>	+0.36	+0.80 <i>(Gap improved by 3.69)</i>
Average progress in Maths	+5.15	+5.23	+5.07	+0.16 <i>(Gap narrowed by 2.18)</i>	-1.04	+6.27 <i>(Gap improved by 1.77- still positive)</i>	+0.51	+4.72 <i>(Gap improved by 1.91- still positive)</i>