

## Key principles

### 1 Schools can make a difference

Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators.

However, it is clear that schools can make a difference. In England, the gap has closed in both primary and secondary schools since the introduction of the Pupil Premium, and in every part of the country schools have demonstrated how great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.

### 2 Evidence can help

Evidence-informed teachers and leaders combine findings from research with professional expertise to make decisions.

Taking an evidence-informed approach to Pupil Premium spending can help schools to:

- Compare how similar challenges have been tackled in other schools
- Understand the strength of evidence behind alternative approaches
- Consider the likely cost-effectiveness of a range of approaches

### 3 Quality teaching helps every child

Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching.

### 5 Support middle and high attainers too

The causes and consequences of disadvantage are varied: Pupil Premium students are not a homogeneous group. Students eligible for the Pupil Premium are more likely to be low-attaining than other children. However, tackling disadvantage is not only about supporting low attainers.

For example, disadvantaged students who achieve highly in primary school are much less likely than their peers to receive top grades at GCSE.

### 4 Implementation matters

The challenge of implementation means that less is more: selecting a small number of priorities and giving them the best chance of success is a safer bet than creating a long list of strategies that becomes hard to manage.

The EEF's School's Guide to Implementation offers guidance applicable to any school improvement decision, based around this implementation cycle:



## Pupil Premium myths

---

### **MYTH: “Only eligible children can benefit from Pupil Premium spending”**

The Pupil Premium is designed to support schools to raise the attainment of disadvantaged children. However, many of the most effective ways to do this – including improving the quality of teaching – will also benefit other groups: that is fine. Likewise, some forms of targeted academic support or wider strategies will benefit other children, including children with Special Educational Needs and Children in Need.

### **MYTH: “The Pupil Premium has to be spent on interventions”**

There is a strong evidence base showing the impact that high-quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour.

### **MYTH: “All data is good data”**

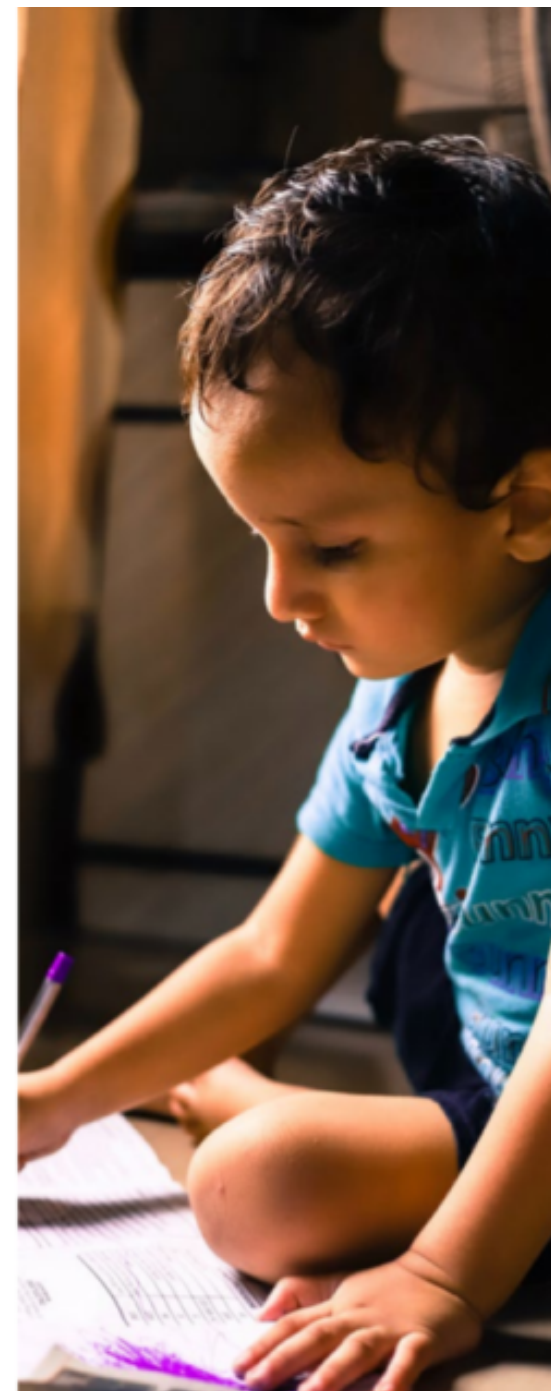
Data is valuable when it supports decision-making. For example, collecting data about the attainment and progress of pupils eligible for the Pupil Premium can help schools identify trends and target additional support. It might also be helpful for schools to compare the outcomes of their eligible pupils to schools serving similar populations. The measurement and comparison of internal class or school gaps is less likely to provide useful information and isn't required by the Department for Education or Ofsted.

### **MYTH: “Pupil Premium strategy can be separated from whole school strategy”**

The Pupil Premium provides an important focus for prioritising the achievement of children from disadvantaged backgrounds in our education system. When it is most effective, the Pupil Premium will sit at the heart of a whole school effort, with all staff understanding the strategy and their role within it.

Schools may need to consider who is primarily responsible for their Pupil Premium spend to ensure it is someone best placed to lead whole school improvements to teaching and learning.

“ Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils ”



# A tiered approach to Pupil Premium spending

Considering a tiered approach to Pupil Premium spending can help schools balance approaches to improving teaching, targeted academic support and wider strategies.

## 1 Teaching

Spending on improving teaching might include professional development, training and support for early career teachers and 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 the top priority for Pupil Premium spending.

## 2 Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

## 3 Wider strategies

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.



### Adopting a tiered approach

The tiered approach is a guide, not a prescription. Many strategies will overlap categories, and the balance between categories will vary from year to year as schools' priorities change. However, the idea of tiers of support can offer a useful framework for thinking about how to balance different forms of spending.

Schools can also use a tiered approach to help focus on a small number of strategies that are likely to make the biggest difference. For example, a school with high Pupil Premium funding might select two to three priorities in each category, considering the support for successful implementation that needs to be in place and how their chosen approaches work together, rather than creating a longer list of strategies that will each receive less attention.



# PUPIL PREMIUM TIERED MODEL

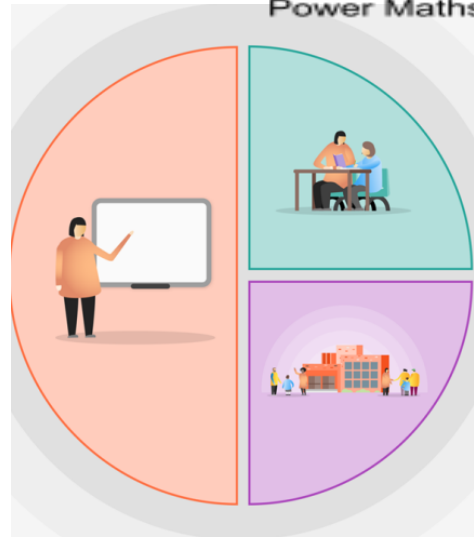
## Grove Street Primary School 2021-2024

### 1 Teaching

- Quality first teaching supported by additional CPD for teachers, and regular CPD for support staff. ECT Mentor & coach.
- Rigorous and methodical approach to teaching of basic skills: number bonds/times tables/phonics/grammar
- Whole school focus on extending children's vocabulary across all curriculum subjects "Voice 21". NELI & Welcomm assessments in EYFS. Speech & Language
- Read, Write, Inc.
  - Full time, dedicated Reading Leader- assesses all children (phonic knowledge & reading fluency) for consistent & accurate assessment & tracking; monitoring quality of teaching; coaching; 1:1 tuition plans for lowest 20% readers (all year groups)
  - RWI Consultant Development Days (observing learning & teaching, coaching, focused action plans,).
  - RWI 6 weekly assessment tracking- teaching tailored to children's individual needs.
  - RWI CPD weekly for all staff, coaching with Reading Leader daily.
  - Online RWI Training portal & home learning
- Talk through Stories / Reading Fluency; Accelerated Reader
- DfE English Hub – professional support, monitoring reports and action plans
- DfE Maths Hub– professional support, monitoring reports and action plans
- Masterina Number Programme. run by the NCFTM

### 2 Targeted academic support

- RWI 1:1 Daily tuition (lower 20% & any child below RWI ARE)
- Fresh start – RWI intervention y5/6
- Lowest 20% readers – focused guided reading with teacher daily
- Lowest 20-50% readers – focused guided reading with teacher x 2 per week
- Dyslexia Gold
- Maths small group tuition x4 per week (RTP & Power Maths)



### 3 Wider strategies

- Mental Health & Wellbeing Hub- 'The Bungalow'
- 4 x Emotional Literacy Support Assistants (ELSA's) trained by Educational Psychologists- support for individual children & families with emotional support & attendance
- MHST Mental health support team 1:1
- ADHD Foundation- individual counselling, CPD, parental support
- Behaviour CPD for all staff- 'When Adults Change, Everything Changes' (Paul Dix); Zones of Emotional Regulation; NFER STARS Incredible Years; Adverse Childhood Experiences (ACE's) Chester University Attachment & Trauma
- EEF Learning Behaviours research pilot
- Peep Learning Together programme
- Leading Parent Partnership Award
- Healthbox NHS 'Timid to Tigers' Parenting Programme
- Attendance strategies including free breakfast for all children, outdoor learning area, family support
- Social supermarket & uniform

# Grove Street Pupil Premium Strategy Statement 2021- 2024



## School overview

Detail	Data
School name	<b>Grove Street Primary School</b>
Number of pupils in school	298
Proportion (%) of pupil premium eligible pupils	56% (168)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	26th September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Tim Kelly (CoG)
Pupil premium lead	Lisa Walsh
Governor / Trustee lead	Tim Kelly (CoG)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£253,060
Recovery premium funding allocation this academic year	£ 24,215
School led tutoring	£16,727
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£294,002</b>

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of our school and the subsequent challenges faced. This, alongside research conducted by the EEF and the use of evidence based approaches to improve outcomes for all children, particularly our most vulnerable. Common barriers to learning for disadvantaged children *can* be: language and communication skills; lack of confidence and resilience; emotional regulation; attendance and punctuality; less support at home; there may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

- At Grove Street Primary School, all members of staff and governors are fully committed to meeting the needs of all children including disadvantaged children and ensuring their emotional, social and academic needs are exceptionally well met. All children, including disadvantaged children are valued, respected and supported to develop to their full potential, irrespective of disadvantage.
- Our aim is for all children at Grove Street
  - To make rapid progress in their learning, particularly in communication and language, reading and maths.
  - We want to ensure they feel safe and happy in school and are emotionally ready to learn.
  - We want our parents and carers to feel supported and confident that we are giving their children the best start to their education. We will offer high quality teaching to all our children and ensure that intervention for all children, including disadvantaged children, is closely matched to ongoing and accurate assessment.
- Our strategy aims to offer targeted support to our most vulnerable children. The Senior Leadership Team meet with class teachers half termly in Pupil Progress Meetings to discuss every child as an individual including their wellbeing; involvement; emotional needs, safeguarding or SEND concerns; academic progress and parental engagement. During the meetings we have an increased focus on our ‘purple heart’ children (children in one or more vulnerable groups e.g. pupil premium, safeguarding, lowest 20% readers, SEND, attendance . Interventions / actions are planned and their impact reviewed.
- We continually self-evaluate our practice in light of assessments in order to adapt practice as necessary to support our most disadvantaged and vulnerable children and help to close gaps.

**At Grove Street Primary we believe that three key strands must underpin the effective use of the Pupil Premium and Recovery Premium. These are:**

- Supporting children’s mental health and wellbeing
- Ensuring children gain secure core skills of communication and language, phonics, reading and maths
- Home/School Partnership – removing barriers to learning and further developing parental engagement

## Challenges

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

Challenge number	Detail of challenge
1	<b>Mental health, resilience and emotional regulation:</b> COVID lockdowns have increased the number of children struggling with these aspects, this is evidenced through Pupil Progress Meetings, Leuven Scales, ELSA Pyramid of Needs, SEND register, learning walks and pupil voice.
2	<b>Low vocabulary on entry to school and low vocabulary acquisition for many disadvantaged children:</b> evidenced through WELCOMM, NELI and Voice 21 assessments (FFT)
3	<b>Gaps in phonic knowledge and reading fluency due to missed learning in lockdown and some poor engagement with online learning-</b> evidenced in ongoing assessments e.g. RWI diagnostic assessments including reading speed every 6 weeks, STAR Reader, Accelerated Reader and monitoring of Dojo portfolios during lockdowns.
4	<b>Gaps in learning within maths units due to lockdown and some poor engagement with online learning:</b> evidenced in ongoing assessments e.g. STAR Maths every 6 weeks and monitoring of Dojo portfolios during lockdowns.
5	<b>Attendance and Punctuality:</b> evidenced through FFT, LAO and Pupil Progress Meetings

## 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
------------------	------------------

<p>Percentage of children attaining the expected phonics pass mark to be above National Average</p>	<ul style="list-style-type: none"> <li>● Steady increase in percentage of children attaining the expected standard in Phonics screening</li> <li>● Rapid progress to increase the percentage of children working at RWI ARE, including a 'strong start' in Reception</li> <li>● Full time, dedicated Reading Leader- assesses all children (phonic knowledge &amp; reading fluency) for consistent &amp; accurate assessment &amp; tracking; 1:1 tuition plans for lowest 20% readers (all year groups)</li> <li>● Reading leader – daily coaching and monitoring of the quality of teaching, ensuring all start are reading experts and deliver highly effective phonic teaching</li> <li>● Increased parental engagement supporting children's phonic learning</li> </ul>
<p>Disadvantaged children to achieve above National Average Progress score in reading</p>	<ul style="list-style-type: none"> <li>● Steady increase in percentage attaining age related expectation by 2024</li> <li>● Rapid progress to increase the percentage of children working at RWI ARE, including a 'strong start' in Reception and on track or above for STAR reader assessments (for all children grey band / Language &amp; Literacy / Pathways)</li> <li>● Voice 21, Talking through Stories and Fluency teaching embedded across all year groups</li> <li>● RWI taught in smaller groups (additional teachers, student teachers and TAs) across school – groups based on stage not age</li> <li>● Lowest 20% readers 1:1 phonic tuition and daily reading with teacher; lowest 20-50% at least x2 reading with teacher per week</li> <li>● Increased parental engagement supporting children's reading</li> </ul>
<p>Disadvantaged children to achieve above National Average Progress score in writing</p>	<ul style="list-style-type: none"> <li>● Steady increase in percentage attaining age related expectation by 2024</li> <li>● Voice 21, Talking through Stories and Fluency teaching embedded across all year groups</li> <li>● RWI taught in smaller groups (additional teachers, student teachers and TAs) across school – groups based on stage not age</li> <li>● Lowest 20% readers 1:1 phonic tuition and daily reading with teacher; lowest 20-50% at least x2 reading with teacher per week</li> </ul>
<p>Disadvantaged children to achieve above National Average Progress score in maths</p>	<ul style="list-style-type: none"> <li>● Steady increase in percentage attaining age related expectation by 2024</li> <li>● Rapid progress to increase the percentage of children on track or above for STAR maths assessments</li> <li>● STAR maths assessment evidence progress of children benefitting from maths small group tuition (4 x per week)</li> </ul>



	<ul style="list-style-type: none"> <li>● Catch up Ready to Progress, NCETM and Power Maths materials used effectively</li> <li>● Voice 21 and Maths Fluency teaching embedded across all year groups</li> <li>● Increased parental confidence in supporting children at home through training, increased information offered, School Jam</li> </ul>
Improve attendance of disadvantaged pupils to National average	<ul style="list-style-type: none"> <li>● Ensure attendance of disadvantaged pupils is above 95%</li> <li>● Parent voice evidences support provided for families to improve attendance and punctuality</li> <li>● LA 360 Attendance Review</li> </ul>

## 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: £172,657

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>● Quality first teaching supported by additional CPD for teachers, and regular CPD for support staff. ECT Mentor &amp; coach.</li> <li>● DfE English Hub – professional support, monitoring reports and action plans</li> <li>● DfE Maths Hub– professional support, monitoring reports and action plans</li> <li>● Mastering Number Programme, run by the NCETM and the Maths Hubs network</li> </ul>	EEF Mastery (Teaching & Learning Toolkit) +5 months EEF Effective Professional Development (Guidance Report) EEF Special Educational Needs in Mainstream Schools (Guidance Report) EEF Improving Social & Emotional Learning in Primary Schools (Guidance Report)	1,2,3,4
<ul style="list-style-type: none"> <li>● Whole school focus on extending children’s vocabulary across all curriculum subjects “Voice 21”. NELI &amp; Welcomm assessments in EYFS. Speech &amp; Language. Oracy Leads and Oracy Champions in each key stage- leading CPD and coaching.</li> </ul>	EEF Communication and Language Approaches (EYFS Toolkit) +6 months EEF Oral Language Interventions (Teaching & Learning Toolkit) +6 months	1,2
<ul style="list-style-type: none"> <li>● Read, Write, Inc.</li> </ul>	EEF Early Literacy Approaches (EYFS Toolkit) +4 months	1,2,3

<ul style="list-style-type: none"> <li>o Full time, dedicated Reading Leader- assesses all children (phonic knowledge &amp; reading fluency) for consistent &amp; accurate assessment &amp; tracking; monitoring quality of teaching; coaching; 1:1 tuition plans for lowest 20% readers (all year groups)</li> <li>o RWI Consultant Development Days (observing learning &amp; teaching, coaching, focused action plans,).</li> <li>o RWI 6 weekly assessment tracking- teaching tailored to children’s individual needs.</li> <li>o RWI CPD weekly for all staff, coaching with Reading Leader daily.</li> <li>o Online RWI Training portal &amp; home learning</li> </ul>	<p>EEF Phonics (Teaching &amp; Learning Toolkit) +5 months  EEF small group tuition (Teaching &amp; Learning Toolkit) +4months  EEF one to one tuition (Teaching &amp; Learning Toolkit) +5 months  EEF reading comprehension strategies (Teaching &amp; Learning Toolkit) +6 months  EEF Effective Professional Development (Guidance Report)  EEF: Testing the impact of a systematic and rigorous phonics programme on early readers and also those that have fallen behind at the end of Key Stage 2  EEF Preparing for Literacy in EYFS (Guidance Report)  EEF Improving Literacy in KS1 (Guidance Report)  EEF Improving Literacy in KS2 (Guidance Report)</p>	
<ul style="list-style-type: none"> <li>● Talk through Stories / Reading Fluency; Accelerated Reader</li> </ul>	<p>EEF Early Literacy Approaches (EYFS Toolkit) +4 months  EEF reading comprehension strategies (Teaching &amp; Learning Toolkit) +6 months</p>	1,2,3
<ul style="list-style-type: none"> <li>● EY/KS1 Maths lead is a NCETM Accredited Professional Development Lead- weekly leadership time for maths leads (observing learning &amp; teaching, coaching, focused action plans, group tuition plans for intervention children).</li> </ul>	<p>EEF Early Numeracy Approaches (EYFS Toolkit) +6 months  EEF Effective Professional Development (Guidance Report)  EEF Improving Mathematics in EYFS &amp; KS1 (Guidance Report)  EEF Improving Mathematics in KS2 (Guidance Report)</p>	1,2,4
<ul style="list-style-type: none"> <li>● Power Maths; Maths Fluency daily, School Jam, Times Tables Rockstars; STAR Maths</li> </ul>	<p>EEF Homework (Teaching &amp; Learning Toolkit) +5 months  EEF Working with parents to support children’s learning (Guidance Report)</p>	4

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

Budgeted cost: £56,928.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>● RWI 1:1 Daily tuition (lower 20% &amp; any child below RWI ARE)</li> <li>● Fresh start – RWI intervention y5/6</li> <li>● Lowest 20% readers –focused guided reading with teacher daily</li> <li>● Lowest 20-50% readers – focused guided reading with teacher x 2 per week</li> <li>● Dyslexia Gold</li> </ul>	EEF Early Literacy Approaches (EYFS Toolkit) +4 months EEF- small group tuition (Teaching & Learning Toolkit) +4months EEF Individual Instruction (Teaching & Learning Toolkit) +4 months EEF one to one tuition (Teaching & Learning Toolkit) +5 months EEF: Testing the impact of a systematic and rigorous phonics programme on early readers and also those that have fallen behind at the end of Key Stage 2 EEF Special Educational Needs in Mainstream Schools (Guidance Report)	1,2,3
<ul style="list-style-type: none"> <li>● Maths small group tuition x4 per week (RTP &amp; Power Maths)</li> </ul>	EEF Early Numeracy Approaches (EYFS Toolkit) +6 months EEF- small group tuition (Teaching & Learning Toolkit) +4months EEF Improving Mathematics in EYFS & KS1 (Guidance Report) EEF Improving Mathematics in KS2 (Guidance Report)	1,2,4

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

Budgeted cost: £64,416.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>● Mental Health &amp; Wellbeing Hub- ‘The Bungalow’</li> <li>● 4 x Emotional Literacy Support Assistants (ELSA’s) trained by Educational Psychologists- support for individual children &amp; families with emotional support &amp; attendance</li> <li>● MHST Mental health support team 1:1</li> <li>● ADHD Foundation- individual counselling, CPD, parental support</li> </ul>	Chester University Attachment & Trauma audit EEF-Behaviour interventions (Teaching & Learning Toolkit) +3months EEF Self Regulation Strategies (EYFS Toolkit) +5 months EEF Social & Emotional Strategies (EYFS Toolkit) +3 months	1,2,4

	EEF Social & Emotional Learning (Teaching & Learning Toolkit) +4 months EEF Special Educational Needs in Mainstream Schools (Guidance Report) EEF Improving Behaviour in Schools (Guidance Report)	
<ul style="list-style-type: none"> <li>● Behaviour CPD for all staff- 'When Adults Change, Everything Changes' (Paul Dix); Zones of Emotional Regulation; NFER STARS Incredible Years; Adverse Childhood Experiences (ACE's) Chester University Attachment &amp; Trauma</li> <li>● EEF Learning Behaviours research pilot</li> </ul>	EEF Effective Professional Development (Guidance Report) EEF Special Educational Needs in Mainstream Schools (Guidance Report) EEF Improving Social & Emotional Learning in Primary Schools (Guidance Report) EEF Improving Behaviour in Schools (Guidance Report)	1,4
<ul style="list-style-type: none"> <li>● Peep Learning Together programme</li> <li>● Leading Parent Partnership Award</li> <li>● Healthbox NHS 'Timid to Tigers' Parenting Programme</li> </ul>	EEF Parental Engagement (EYFS Toolkit) +4 months EEF Parental Engagement (Teaching & Learning Toolkit) +4 months EEF Working with parents to support children's learning (Guidance Report) EEF Improving Social & Emotional Learning in Primary Schools (Guidance Report) EEF Improving Behaviour in Schools (Guidance Report)	1,2,4
<ul style="list-style-type: none"> <li>● Attendance strategies including free breakfast for all children, outdoor learning area, family support</li> <li>● Social supermarket &amp; uniform</li> </ul>	EEF Working with parents to support children's learning (Guidance Report)	1,4

**Total budgeted cost: £294,002**

## 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.

Progress	+0.3	Not sig
significance	+0.3	Sig +
key	-0.3	Sig -

### KS2 Reading

Pupil Group	Chart code	No. of pupils	Achieved Standard		Higher Standard		Scaled Score		'Near misses'		Progress	
			Sch	LA	Sch	LA	Sch	LA	Sch	LA	Sch	LA
<b>All pupils</b>	All	41	68%	71%	37%	27%	106.0	104.6	10%	14%	+3.3	+0.2
<b>Boys</b>	M	17	59%	68%	29%	26%	104.6	104.2	6%	14%	+2.0	-0.1
<b>Girls</b>	F	24	75%	74%	42%	28%	106.8	104.9	13%	13%	+4.2	+0.4
<b>Disadvantaged</b>	DA	25	52%	57%	32%	15%	103.3	101.7	16%	16%	+2.2	-0.8
<b>Not Disadvantaged</b>	NDA	16	94%	79%	44%	33%	109.5	106.0	0%	12%	+5.3	+0.7

### KS2 Writing

Pupil Group	Chart code	No. of pupils	EXS + GDS		GDS		Progress	
			Sch	LA	Sch	LA	Sch	LA
<b>All pupils</b>	All	41	76%	68%	12%	9%	+3.1	-0.4
<b>Boys</b>	M	17	59%	61%	12%	8%	+0.6	-1.2
<b>Girls</b>	F	24	88%	74%	13%	11%	+4.8	+0.4
<b>Disadvantaged</b>	DA	25	64%	52%	4%	3%	+2.3	-1.5
<b>Not Disadvantaged</b>	NDA	16	94%	76%	25%	13%	+4.6	+0.1



## KS2 Maths

Pupil Group	Chart code	No. of pupils	Achieved Standard		Higher Standard		Scaled Score		'Near misses'		Progress	
			Sch	LA	Sch	LA	Sch	LA	Sch	LA	Sch	LA
<b>All pupils</b>	All	41	68%	67%	12%	20%	102.9	103.0	12%	13%	+0.9	-0.4
<b>Boys</b>	M	17	59%	67%	18%	24%	102.9	103.6	12%	13%	+1.5	+0.3
<b>Girls</b>	F	24	75%	68%	8%	16%	102.9	102.4	13%	14%	+0.4	-1.2
<b>Disadvantaged</b>	DA	25	56%	50%	4%	8%	100.8	99.8	16%	17%	-0.0	-1.7
<b>Not Disadvantaged</b>	NDA	16	88%	76%	25%	27%	105.5	104.7	6%	11%	+2.5	+0.3

## KS2 RWM Combined

Pupil Group	Chart code	No. of pupils	Achieved Standard		Higher Standard		Scaled Score (R & M av.)		'Near misses' (R & M av.)		KS1 APS	
			Sch	LA	Sch	LA	Sch	LA	Sch	LA	Sch	LA
<b>All pupils</b>	All	41	66%	56%	10%	6%	104.4	103.7	10%	14%	6.6	7.5
<b>Boys</b>	M	17	59%	53%	12%	6%	103.8	103.9	6%	14%	6.2	7.4
<b>Girls</b>	F	24	71%	59%	8%	6%	104.7	103.6	13%	13%	7.0	7.6
<b>Disadvantaged</b>	DA	25	52%	38%	4%	2%	102.0	100.7	16%	16%	6.0	6.8
<b>Not Disadvantaged</b>	NDA	16	88%	65%	19%	9%	107.5	105.3	0%	12%	7.8	7.8

## Data Analysis Headlines 2022 23

### KS2

Contextual information Year 6 cohort 54% PP, 49% SEND and 12% EAL

#### Reading

- Expected level- Increase on previous years, close to national average (10% near misses)
- Higher level- Increase on previous years, above national average
- Progress- +3.3 significantly above average (LA +0.2)
- **Progress - 4th in the LA**
- Scaled score- higher than national

- Disadvantaged- lower than previous year but their progress was +2.2 above average (LA -0.8). 3 year average is above LA by +4.1%
- SEND- lower than previous year, progress was -0.3 (LA -0.9)
- Small gender gap for achievement, however boys progress was above average at +2.0 (girls +4.2)
- High percentage of GDS standard (37%) - 12th in LA.
- Looked after children 100% (LA 57%)

### Writing

- Expected level- increase on previous years, 5% above national average, 8% above LA
- Greater depth GDS (12%) - increase on previous years, slightly below the national average of 13%
- Progress +3.1 significantly above average (LA -0.4)
- **Progress - 3rd in the LA**
- Disadvantaged EXP (64%), 6% above national average and 12% above LA
- Disadvantaged GDS (4%), slightly below national average and 1% above LA
- SEND EXP+ 53% significantly above national and LA (LA 29%, National 34%), GDS 5% (LA 2%, National 3%)
- Looked After 100% EXP (LA 33%)

### Maths

- Expected level-slightly below national average (12% near misses)
- Higher standard - below national average
- Progress: +0.9 (LA -0.4)
- Disadvantaged EXP (56%), 3% below national average, 6% above LA
- Looked After 100% EXP (LA 30%)
- SEND 42% EXP (LA 33%, National 42%).

### RWM Combined

- **Expected level- 13th in LA (14th for GDS combined)**
- **EXP 66% above LA (56%) and National (59%) and increase on previous years**
- **GDS 10% above LA (6%), and National (8%) and increase on previous years**
- **Disadvantaged EXP above**
- **SEND 42% significantly above LA (20%) and National (24%)**
- Looked After 100% EXP (LA 30%)

### KS1

Contextual information Year 2 cohort (missed reception during COVID) 69%PP, 32%SEND, 9%EAL

### Reading

- 40.9% - lower than National (68.4%).

- GDS (9%) lower than National (18.8%)
- SEND GDS 8.3% higher than National (2.9%)

### **Writing**

- 20% - lower than National (60%)
- GDS 0% - lower than National (8%)
- All vulnerable groups lower than National

### **Maths**

- 52% - lower than National (71%)
- GDS 0% - lower than National (16%)
- All vulnerable groups lower than National

## **Phonic Screening**

**Contextual information Year 1 cohort 50%PP, 16%SEND, 13%EAL (increase in EAL children transferring to our school)**

- 75% -slightly lower than National (79%)
- **Disadvantaged 88%- significantly higher than National average 67% and LA 67%**
- SEND 20% higher than LA average 17% (National unknown)
- In line for EAL (75%)

## **EYFSP**

**Contextual information Reception cohort 55%PP, 16%SEND, 10%EAL (increase in EAL children transferring to our school during 2022/23)**

- GLD 58% - lower than National 67%. Disadvantaged- 56% higher than LA (50%) and National (51%)
- SEND 20% higher than LA (16%), National unknown
- Gender gap (4%- Boys 56%/ Girls 60%) narrower than LA 15% and National 13%

## **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*

<b>Programme</b>	<b>Provider</b>
Read, Write, Inc.	Ruth Miskin (DfE approved scheme)
Voice 21	The National Oracy Education Charity
Accelerated Reader, STAR Reader, STAR Maths	Renaissance
NELI	Nuffield
Power Maths and School Jam	Pearson
Times Tables Rockstars	Maths Circle 7
WelComm	GL Assessments