

Pupil Premium Strategy Statement 2021/22

Reviewed: September 2021

Approved: October 2021



Pupil premium strategy statement 2021/22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Ryhill J, I & N School
Number of pupils in school	232
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers	2021/22
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022.
Statement authorised by	Emma Jones
Pupil premium lead	Jennefer Pollard
Governor / Trustee lead	Michelle McCabe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,490
Recovery premium funding allocation this academic year (Provisional allocation for 2021/22)	£6,380
Pupil premium funding carried forward from previous years (Covid-19 Catch-up Premium)	£5,970
School-led tutoring funding allocation this academic year (Provisional allocation for 2021/22)	£5,063
Total budget for this academic year	£78,903

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 the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

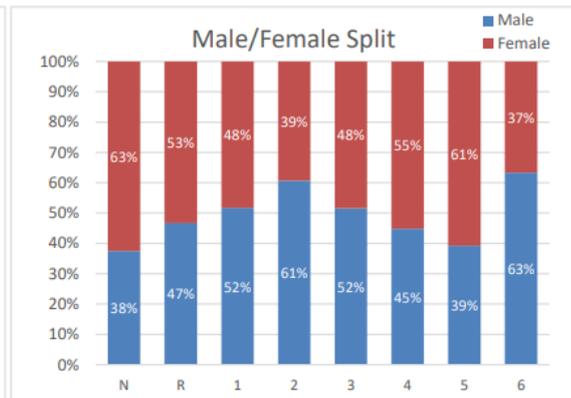
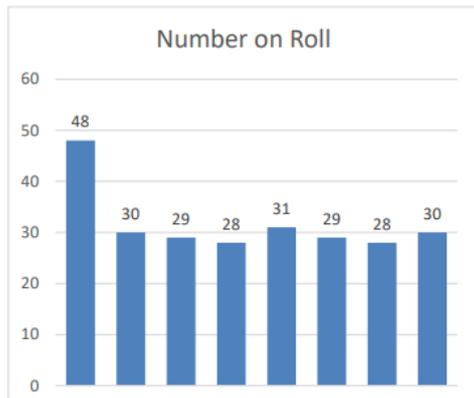
- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Demography and School Context

Ryhill Junior, Infant and Nursery School is located in Ryhill, Wakefield and falls under the local authority of Wakefield. This mixed-sex primary school has 232 pupils with a capacity for 262, aged from three up to eleven, and the type of establishment is community school

The data below shows the make up of the school (based on the May 2021 Census)

May 21 Census		National Curriculum Years							
		N	R	1	2	3	4	5	6
Number on Roll		48	30	29	28	31	29	28	30
Gender %	Male	38%	47%	52%	61%	52%	45%	39%	63%
	Female	63%	53%	48%	39%	48%	55%	61%	37%
Term of Birth %	Autumn	48%	30%	24%	46%	23%	24%	25%	33%
	Spring	29%	37%	31%	25%	32%	28%	39%	40%
	Summer	23%	33%	45%	29%	45%	48%	36%	27%
Pupil Premium %	Eligible	0%	0%	0%	0%	0%	0%	0%	0%
	Not Eligible	100%	100%	100%	100%	100%	100%	100%	100%
Special Educational Needs %	None	98%	93%	93%	82%	71%	86%	86%	80%
	Any	2%	7%	7%	18%	29%	14%	14%	20%
	SEN Support	2%	3%	7%	18%	19%	7%	14%	13%
	EHCP	0%	3%	0%	0%	10%	7%	0%	7%
Language %	English	96%	93%	100%	96%	97%	100%	96%	97%
	Other	4%	7%	0%	4%	3%	0%	4%	3%
Ethnicity %	White - British	0%	0%	0%	0%	0%	0%	0%	0%
	Not White - British	100%	100%	100%	100%	100%	100%	100%	100%
	Any other white background	0%	0%	0%	0%	0%	0%	0%	0%
	Pakistani	0%	0%	0%	0%	0%	0%	0%	0%



Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6.

Achieving These Objectives

The range of provision the Governors consider making for this group include and would not be limited to:

- Providing small groupwork with an experienced teacher/HLTA focussed on overcoming gaps in learning
- 1-1 support
- Use of same day interventions for children accessing the RWI programme to keep up not catch up
- Ensuring all staff have frequent access to CPD to ensure children have access to the highest quality teaching and support
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on FreeSchool Meals to achieve Age Related Expectations
- Transition from primary to secondary and transition internally and into EYFS.
- Additional learning support.
- Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support the funding of learning software.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1.	<p>Weak Language and Communication skills - Children are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently.</p> <p>On entry to Reception, most children have low Language and Communication skills – 15% of children in the 2020 baseline were at ARE in 'Speaking' and 'Listening and Attention'; 0% of Pupil premium Children were working at the expected level in 'Speaking' and 'Listening and Attention'.</p> <p>On entry to Reception, most children are below expected in Reading– 15% of children were at 40-60 months for 'Understanding'; 0% of PP children in the 2020 baseline were at 40-60 months which represents 1 child</p>
2.	<p>Low attainment on entry to the Early Years Foundation Stage in all areas but particularly understanding, listening and attention, reading and writing. Most children are working below Expected on entry to Reception and despite making accelerated progress, do not meet the following KPIs: Maintains attention, concentrates and sits quietly during appropriate activity and Listens attentively in a range of situations (ELG).</p>
3.	<p>PP pupils do not maintain positive attitudes to Reading and develop pleasure in reading having a detrimental effect on academic progress in Reading.</p>

4.	Basic number facts. Knowledge of times tables is lower for pupils eligible PP than for other pupils.
5.	Higher ability pupils who are eligible for PP aren't always making the same amount of progress as other high ability pupils consistently in all year groups.
6.	Parental engagement and support from home
7.	Attendance and Punctuality issues. Attendance figures for 2019-202 showed a better attendance percentage for PP children than than non-PP (92.43% compared to 90.56) but a higher percentage of unauthorised absences (41.46% compared to 33.73 for non-PP). For 2020-2021 (Sept-May). PP attendance was 94.39% with 39% unauthorised
8.	Complex family situations and mental health issues
9.	A lack of an accumulation of skills and experiences needed to improve cultural capital and life aspirations.

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
Progress in Reading	Achieve above national average progress scores in KS2 Reading (0)
Progress in Writing	Achieve above national average progress scores in KS2 Writing (0)
Progress in Mathematics	Achieve above national average progress scores in KS2 Maths (0)
Phonics	Achieve above national average expected standard in PSC
Other	Ensure attendance of disadvantaged pupils is above 95%

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 Costs:

Project	Amount
Read, Write Inc Phonics blended training	£3,676
Read, Write Inc Resources (£6,000 allocated to English Hub Grant)	£723
Senior Leadership mentoring and coaching role time (1 day per week)	£13,275
RWI Mentoring (2hrs per week)	£3,478
Speech & Language Interventions (2 hrs per week)	£1,073
Wellcomm Speech & Language Interventions (5hrs per week)	£2,629
Nuffield Early Language Interventions (8hrs per week)	£3,797
Nuffield Early Language Intervention programme Resources / Training	£399
Total	£29,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All pupils eligible for the PP grant to have access to high quality teaching.</p> <ul style="list-style-type: none"> To upskill staff and support staff with appropriate approaches and pedagogy to teaching and interventions through the use of coaching and mentoring with Senior Leaders in school. Ensure all relevant staff have received paid for training to deliver the 'Read, Write, Inc' scheme effectively. Further audit of resources and support in this from the Outwood English Hub to ensure that disadvantaged pupils obtain the required attainment outcomes against their peers Nationally, based on the Phonics Check. 	<p>High quality staff CPD is essential to follow EEF principles</p> <p>Weak Language and Communication skills. Most children are working in the 22-36 month age band and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently</p> <p>Higher than average numbers of children access SALT in Reception – 62% of disadvantaged children access and will either require small group support or 1:1 support from the school speech and language Therapist</p>	1, 2, 5,
<p>To improve language and communication skills for pupils eligible for PP funding.</p> <ul style="list-style-type: none"> High quality teaching and enhanced continued professional and leadership 	<p>On entry to Reception, most children have low Language and Communication skills – 15% of children in the 2020 baseline were at ARE in 'Speaking' and 'Listening and Attention'; 0% of Pupil premium Children were working at the expected</p>	1, 2, 5

<p>development especially in language and communication</p> <ul style="list-style-type: none"> • Specific vocabulary mapping across school for each Curriculum area and explicit teaching of language • Explicit teaching of vocabulary linked to the Curriculum objectives. All subject to have vocabulary progression documents and staff to use these in their teaching. • Language rich environment in school • Explicit teaching of vocabulary • Explicit teaching of vocabulary in reading lessons and guided reading, teaching children how to understand new words • Effective tracking and assessment of PP eligible pupils. • NELI in Early Years and Wellcomm as screening tool and intervention 	<p>level in 'Speaking' and 'Listening and Attention'.</p> <p>On entry to Reception, most children are below expected in Reading– 15% of children were at 40-60 months for 'Understanding'; 0% of PP children in the 2020 baseline were at 40-60months which represents 1 child</p> <p>Due to and poor socio-economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required that 'typical' Reception children have. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently.</p> <p>29% of disadvantaged children have significant SEND/ learning difficulties.</p> <p>Many different evidence sources recognise quality first teaching as the most effective way to improve progress and attainment. Including the EEF publication 'Closing the Attainment Gap'. Teachers will evaluate effectively to ensure misconceptions are addressed and personalised learning is available. To maintain high quality teaching, continued professional development must be embedded</p> <p>EEF guidance report on preparing for Literacy, recommends high quality interactions between adults and children. We do not want to rely on our least qualified members of staff to have these quality interactions so by ensuring EYFS staff are trained and supported in developing language and communication we will be able to upskill teachers and Teaching Assistants to ensure staff are trained to engage and encouraged these high-quality interactions.</p> <p>Studies have shown that 30% of children with low language abilities in pre-school continue to show persistent difficulties into their primary school years (Making the Difference in Literacy course: Wakefield)</p> <p>Early intervention is known to close the attainment gap between disadvantaged children and their more affluent peers. This will be run by class teachers so will be embedded into everyday practice. NELI has been robustly evaluated through a randomised control trial between June 2018 and November 2019. The results</p>	
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	<p>provide strong evidence for the effectiveness of the NELI programme. The trial involved 1,156 pupils in 193 schools.</p> <p>EEF: NELI + 4 MONTHS Children receiving the 30-week version (beginning in Nursery, and continuing in early Reception) made about four months of additional progress in language skills compared to children receiving standard provision. These impacts on language skills were still seen 6 months after the intervention. This result has a very high security rating: 5 out of 5 on the EEF padlock scale.</p> <p>EEF TOOLKIT: +5 months Early language intervention</p>	
<p>To ensure higher rates of progress across EYFS especially in understanding, listening and attention</p> <ul style="list-style-type: none"> • High quality teaching through enhanced continued professional development and coaching. • Effective tracking and assessment of PP eligible pupils 	<p>We want to ensure training in the EYFS provides clear strategies to better support individuals to ensure progress in all areas but particularly in communication and language area of learning. This training will be provided to teaching and support staff. Evidence shows that disadvantaged children already start school at a disadvantage and on average nationally are already working at least 4 months behind their peers.</p> <p>All adults will contribute to the evaluation and planning to ensure misconceptions are addressed and post teach interventions can be completed.</p> <p>The 'Closing the Attainment Gap' document produced by EEF shows that targeted small group and 1:1 intervention has been shown to have the largest potential for immediate impact on attainment.</p> <p>EEF TOOLKIT: +5 months One to One tuition; +4 months small group interventions</p>	1, 2, 4, 5
<p>Higher rates of progress across KS1 and KS2 in particular for high attaining pupils eligible for PP</p> <ul style="list-style-type: none"> • Enhanced continued professional and leadership development to ensure high quality teaching including teachers observing peers' best practice. • Maths Mastery curriculum. • Effective tracking and assessment of PP eligible pupils. • Self-regulation strategies and metacognition taught through the Skills Builder Curriculum 	<p>In 2018-2019 0% of disadvantaged pupils achieved the higher standard in Reading, Writing and Maths in comparison to 12% nationally for non-disadvantaged pupils so the percentage of PP eligible pupils achieving the higher standard is a focus for this academic year.</p> <p>Mastery approach in maths in school has seen an improvement over 3 years in</p>	1, 2, 4, 5

<ul style="list-style-type: none"> Redesigned Curriculum which focuses on children knowing more and remembering more 	<p>whole school progress scores (-3.7; -0.5; -0.1)</p> <p>EEF toolkit shows mastery approach to teaching can add 5 months to a child's learning.</p> <p>EEF toolkit: + 7 months self-regulation and metacognition</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost:

Project	Amount
Mathletics	£1,021
Improved Book Stock	£1,972
Conrad Burdekin - Storytelling Day	£515
Phonics - TA delivery 5 hrs per week (x6) 155 days (to July 2022)	£11,771
TA targeted support in Breakfast Club	£3,719
Learning Mentor (1hr per week - Covid-19 catch up premium carry forward)	£840
Education City	£800
Timetable Rockstars	£168
Purple Mash	£1,000
Covid Catch-up weekly tutoring (8.25 hours per week Sept to Nov 21 - Covid-19 catch up premium carry forward)	£5,130
Boosters in Y6 - School-led Tutoring (4hrs per week)	£9,478
Total	£36,414

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupils eligible for PP to maintain positive attitudes to reading and to develop pleasure in Reading.</p> <ul style="list-style-type: none"> Library Development Class reading area development Parental engagement to 	<p>Pupil voice showed a limited knowledge of authors and books, especially for non-fiction and poetry. Book audit in school showed a lack of quality texts in non-fiction and poetry.</p> <p>The development of the library to include a wider range of well organised books will encourage more reading for pleasure in school and at home. This should also raise the profile of reading and engage children more in reading.</p> <p>EEF toolkit: parental engagement + 3months</p>	3, 6, 9

<p>read to their children at home.</p>		
<p>Improved language and communication skills for pupils eligible for PP.</p> <ul style="list-style-type: none"> • NELI • Wellcomms • Progression in vocabulary documents each Curriculum area which are to be explicitly taught 	<p>Last academic year, all PP pupils entered EYFS working well below ARE for Communication and Language. Not all of these pupils will meet the threshold for NHS SALT so using these tools we will be able to screen all pupils on entry and identify those that need 1:1, small group or whole class support, train staff and provide appropriate resources.</p> <p>NELI: Early intervention is known to close the attainment gap between disadvantaged children and their more affluent peers. This will be run by class teachers so will be embedded into everyday practice. NELI has been robustly evaluated through a randomised control trial between June 2018 and November 2019. The results provide strong evidence for the effectiveness of the NELI programme. The trial involved 1,156 pupils in 193 schools.</p> <p>NELI children made an average of 3 ADDITIONAL months' progress in language. This result has a very high security rating: 5 out of 5 on the EEF padlock scale.</p> <p>Trained staff will provide pupils with bespoke and targeted termly interventions. Post teach will also be used to stretch learning.</p> <p>The use of guided reading sessions and reading interventions can be used to target language development and understanding and develop children's strategies for language understanding and use</p> <p>EEF Toolkit: Reading comprehension strategies + 6 months</p>	<p>1, 2, 4, 5</p>
<p>Children make expected or greater than expected progress in reading, writing and maths</p> <ul style="list-style-type: none"> • Times Table Rockstars • Weekly 5-minute timetables challenges • Small group tuition – reactive to the lessons taught + as pre-teaching tool • Improved feedback in lessons 	<p>The current Year 3 and 4 PP cohort are struggling to learn and retain their times tables. Pupils are not well supported at home and do not enter KS2 knowing their times tables fluently.</p> <p>The Maths leader spent time in schools who were showing good progress in their children's fluency and also took part in discussions of what works as part of the Maths hub.</p> <p>EEF toolkit: +4 months for small group tuition</p> <p>EEF research suggests there are a substantial number of reviews and meta-analyses of the effects of feedback. Educational studies tend to identify positive benefits where the aim of feedback is to improve learning outcomes in reading or mathematics or in recall of information. A recent meta-analysis of studies focusing on formative assessment in schools indicates the gains can be more modest, suggesting that an improvement of about three months' additional progress is achievable in schools or nearer four months when the approach is supported with professional development. However, some areas of the curriculum may benefit more from feedback than others. A recent meta-analysis of the impact of formative assessment on writing indicates gains of 8 months' progress are achievable, which is more consistent with other feedback research.</p>	<p>1, 2, 4, 5</p>

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

Budgeted cost:

Project	Amount
Skills Builder Curriculum	£4,100
Educational Visits Subsidies	£2,000
Ryhill Charter activities and resources	£6,500
Hodder Education pupils' wellbeing and attitudes to learning	£250
Twinkl (PSHE Life Module)	£250
Life Education & SCARF Online	£460
PSHE Association	£125
Total	£13,685

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increased attendance rates and punctuality for pupils eligible for PP</p> <ul style="list-style-type: none"> Subsidised breakfast club and use TA for reading/phonics support in breakfast club. 100% attendance certificates 	<p>Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%.</p> <p>EEF Toolkit: 'The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress. There are also often wider benefits for low-income students, such as increased attendance at school, improved behaviour, and better relationships with peers.'</p>	6, 8
<p>Cultural capital will be enhanced by providing a wealth of experiences</p> <ul style="list-style-type: none"> Off-site Educational Visits and visitors Learning in the natural environment and outdoor learning opportunities with Outdoor Learning Lead. Ryhill Charter 	<p>One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills (character) are important in determining life chances.</p> <p>"Intelligence plus character-that is the goal of true education." — Martin Luther King, Jr.</p> <p>To build cultural capital, pupils not only need knowledge, they also need attitudes, tastes, values and language. Pupils at Ryhill need access to experiences to enable them to accumulate these skills.</p>	9

<p>Increased parental engagement and support from home.</p> <ul style="list-style-type: none"> • Signpost parents to support materials such as Small Talk, Hungry Little Minds and Word for Life • Help parents to access to Future in Minds and workshops they offer on issues such as anxiety and sleep • Signpost parents to activities and workshops offered by the local authority in particular those aimed at parents with children on the SEN register 	<p>EEF toolkit: '...parental engagement is consistently associated with pupils' success at school.</p> <p>Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact. There is some evidence that supporting parents with their first child will have benefits for siblings.'</p> <p>+ 4 months</p>	<p>6</p>
<p>Children become more independent, reflective learners with greater resilience</p> <ul style="list-style-type: none"> • Skills Builder Curriculum 	<p>Some pupils have been observed to lack resilience when faced with a challenge in their learning. By using a meta cognition strategy, pupils will be learning to learn. They will have a repertoire of strategies to choose from during learning and will be able to manage own motivation towards learning to make accelerated learning.</p> <p>EEF toolkit: Meta-cognition + 7 months</p> <p>Growth mindset - psychological interventions can improve outcomes if they are linked to increased effort/grit applied to specific strategies.</p> <p>The Pygmalion effect - Rosenthal et al- if you think your students are more able, you will be nicer to them, ask them more questions, give them longer thinking time and set a higher bar for the work you accept.</p>	<p>5, 9</p>
<p>Improved mental health and well-being of children in school</p> <ul style="list-style-type: none"> • SCARF Programme • Well-being assessment tool 	<p>EEF: There is a great deal of evidence which suggests that non-cognitive skills are as important as cognitive skills in determining academic results, and that children from poorer backgrounds tend to have weaker non-cognitive skills than their better-off peers. A recent meta-analysis suggested that programmes aimed at promoting pupils' resilience and wellbeing could have a significant impact on academic achievement.</p>	<p>8</p>

<ul style="list-style-type: none"> • Follow up activities from well-being assessment for whole class and individuals • Mental Health Champions in school 	<p>The EEF research project 'Healthy Minds' found that some programmes that develop PHSE type skills and knowledge have been scientifically evaluated and have been found to augment emotional wellbeing, behaviour and academic performance. In the previously mentioned meta-analysis of primary school-based programmes, Durlak et al (2011) found that the typical programme raised outcomes on social and emotional learning by around 11 percentile points.</p>	
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Total budgeted cost:

Detail	Amount
Pupil premium funding allocation this academic year	£61,490
Recovery premium funding allocation this academic year (Provisional allocation for 2021/22)	£6,380
Pupil premium funding carried forward from previous years (Covid-19 Catch-up Premium)	£5,970
School-led tutoring (Provisional allocation for 2021/22)	£5,063
Total budget for this academic year	£78,903
Total budget allocated for this academic year	£79,149

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 2020 to 2021 academic year.

Disadvantaged pupil progress scores for last academic year (Internal Data submitted to Local Authority)

Measure	Score
Reading	NO 2021 DATA
Writing	
Maths	

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2 RWM	67%
Reading	83%
Writing	67%
Maths	67%
Achieving high standard at KS2 RWM	0%
Reading	17%
Writing	0%
Maths	17%

20% of the year group were identified as Disadvantaged with half of these children also being SEND children. The attainment gaps between this group and the rest of the cohort for reading was 0%; the gap in attainment for writing was 13%; the gap in attainment for maths was 10%.

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
X Tables Rockstars	TT Rockstars

Further information

Summary of the Success of PP

Our progress figures over several years demonstrate that our Disadvantaged children have begun to make better progress and have narrowed gaps with our non-disadvantaged children despite the challenges of the COVID-19 pandemic. Since 2017, the end of Key Stage 2 results has shown that children are achieving higher standards in maths, writing and grammar. These tables summarise our average scaled scores for the last three years and the percentage of children achieving ARE and GD at the end of Key Stage 2. A large percentage of our pupils are identified as Disadvantaged even if not recognized officially, these whole-school figures demonstrate how we make effective use of our PP funding to deliver transformative outcomes for all of our children, from well below-average on- entry attainment to well average achievement by the end of KS2.

KS1 to KS2 Progress

Average Scaled score	Reading			Maths			Grammar		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
School	104	104	104	102	102	105	104	104	105

KS2 SATS	2019		2019 Disadvantaged		2021		2021 Disadvantaged	
	ARE	GD	ARE	GD	ARE	GD	ARE	GD
Reading	70%	23%	67%	0%	83%	23%	83%	17%
Writing	87%	20%	67%	0%	80%	10%	67%	0%
Maths	80%	37%	78%	11%	77%	10%	67%	17%
Grammar	83%	23%	46%	3%	80%	17%	50%	0%

Through our use of a wide range of mental health and well-being strategies , including but not limited to a learning mentor, Mental Health Champions and the use of services such as external agencies that focus on Mental Health and Well-being, we have also had lots of successes with our Disadvantaged children in relation to keeping them safe and happy during the Covid-19 pandemic and responding quickly to any families in need.