

## Pupil premium strategy statement 2024/27

This statement details our school's use of pupil premium 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   | Commonswood Primary & Nursery School |
| Number of pupils in school  | 407                                  |
| Proportion (%) of pupil premium eligible pupils   | 12%                                  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> ) | 2024 - 2027                          |
| Date this statement was published   | September 2024                       |
| Date this statement was reviewed  | September 2025                       |
| Date on which it will be reviewed   | July 2026                            |
| Statement authorised by   | Headteacher                          |
| Pupil premium lead  | INCo/Assistant Headteacher           |
| Chair of Governors  | Mrs J Noakes                         |

### Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £71,000 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £71,000 |

# Part A: Pupil premium strategy plan

## Statement of intent

**Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.** The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

**We will consider the challenges faced by vulnerable pupils, such as those who have, or ever had a social worker and young carers.** We understand that some of our disadvantaged pupils have multiple vulnerabilities. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

**A whole school ethos of attainment for all.** The Commonswood motto 'Aim high' reflects our high expectations for the whole school community and we are an ambitious school in every respect. We are determined to create a climate that does not limit a child's potential in any way. We have a strong personal commitment to improving outcomes for vulnerable pupils' attainment. We have high aspirations and ambitions for all our children, and we believe that no child should be left behind. It is essential that all disadvantaged children, including young carers and those who have, or have ever had a social worker, make at least good progress from their starting points and that no gap between them and non-disadvantaged children remains.

To ensure that pupils can progress, it is not sufficient to have structured opportunities in place for them. Action must be taken to remove the barriers which prevent them from taking up those opportunities.

**The drive for 'Quality First Teaching' which promotes inclusion for all.** Teachers are committed to providing high quality lessons which challenge children and provide differentiated learning which is tailored to individual needs. Pupils learn in the classroom alongside peers and with teachers who know how to address their needs best. All staff go the extra mile to ensure children acquire the life skills to overcome difficulties and achieve their potential. This includes a high profile on character building embedded across the curriculum.

**The carefully considered deployment of staff.** The senior leadership team are constantly evaluating the skills of all staff and respond by providing high quality training to ensure teachers and teaching assistants understand how best to meet the needs of pupils in their class. There is a focus on creating independent thinkers and learners who can respond effectively to specific feedback from teachers to improve their outcomes.

**A therapeutic approach to behaviour management builds a trusting environment in which children can thrive.** By addressing social and emotional needs through problem solving, emotional support and collaborative working, we can remove barriers to learning and address individual needs more effectively. We have a commitment to early intervention and referral to outside agency / multi-agency approaches when needed to support the most vulnerable families and pupils.

**Our strategy is also integral to wider school plans for education.** Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- continue to support families

Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:

[Oral language interventions | EEF \(educationendowmentfoundation.org.uk\)](http://educationendowmentfoundation.org.uk)

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception and new starters through the school and in general, are more prevalent among our disadvantaged pupils than their peers. |
| 2                | Audit of barriers indicators   |
| 3                | On entry to Reception, 65% of our disadvantaged pupils arrive working at age-related expectations in communication and Language compared to 91% of other pupils.   |
| 4                | Internal assessments indicate that additional support is required in reading, writing and mathematics to ensure disadvantaged achieve at least the expected standard.  |

| 5                    | Our assessments, observations and discussions with parents indicate that the social, emotional mental health of pupils requires support and intervention notably due to family breakdowns, domestic abuse and lack of enrichment opportunities.  |            |         |         |         |     |     |     |     |                      |     |     |     |
|----------------------|--|------------|---------|---------|---------|-----|-----|-----|-----|----------------------|-----|-----|-----|
| 6                    | Parent discussions and transition level of needs information from previous settings indicate the high level of needs at the start of Reception.  |            |         |         |         |     |     |     |     |                      |     |     |     |
| 7                    | <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils is 2.7% lower than all pupils.</p> <table border="1"> <thead> <tr> <th>Attendance</th> <th>2022/23</th> <th>2023/24</th> <th>2024/25</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>95%</td> <td>96%</td> <td>96%</td> </tr> <tr> <td>Disadvantaged Pupils</td> <td>93%</td> <td>92%</td> <td>92%</td> </tr> </tbody> </table> <p>19% of disadvantaged pupils have been 'persistently absent' on average over the past year compared to 6% of their peers during that period. The National Average of persistent absence is 14%. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> | Attendance | 2022/23 | 2023/24 | 2024/25 | All | 95% | 96% | 96% | Disadvantaged Pupils | 93% | 92% | 92% |
| Attendance           | 2022/23  | 2023/24    | 2024/25 |         |         |     |     |     |     |                      |     |     |     |
| All                  | 95%  | 96%        | 96%     |         |         |     |     |     |     |                      |     |     |     |
| Disadvantaged Pupils | 93%  | 92%        | 92%     |         |         |     |     |     |     |                      |     |     |     |

## 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>Improved oral language skills and vocabulary among disadvantaged pupils.</p> <p><u>Measures:</u><br/>Teacher assessment, Nellie assessment, GLD achievement<br/>Targeted SALT in place</p> | <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Speech and Language therapy supports language development and engagement in learning</p> <p>Staff are upskilled in supporting children requiring SALT</p> |
| <p>To continue to support disadvantaged children in reading, writing and mathematics to ensure the best outcomes by the end of KS2</p> <p><u>Measures:</u></p>                                | <p>Pupils regardless of any disadvantage meet curriculum related expectations.</p> <p>Gaps in knowledge are identified and rapidly addressed so that children catch up and keep up.</p> <p>The quality of phonics teaching is sustained.</p>  |

|  |  |
|--|--|
| Teacher assessment,<br>Year 1 phonic<br>screening outcomes<br>KS2 data   |  |
| To ensure all children,<br>regardless of any<br>disadvantage progress<br>through the intended<br>curriculum<br><u>Measures:</u><br>Teacher assessment,<br>End of KS Attainment<br>data   | Pupils access a broad and balanced curriculum.<br>The components of learning built into our curriculum design enables teachers to assess, identify, and rapidly address gaps.<br>Ongoing assessment show that children are achieving in line with their peers.   |
| To sustain wellbeing for<br>all pupils in our school,<br>particularly our<br>disadvantaged pupils.<br><u>Measures:</u><br>Clubs and tournament<br>statistics<br>Enrichment<br>opportunities<br>Behaviour logs<br>Parent survey results | Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations.</li> <li>• Sustained high level of participation in enrichment activities, including clubs and tournaments, particularly among disadvantaged pupils.</li> <li>• Increased proportion of disadvantaged children learning to play a musical instrument.</li> <li>• Reduction in behaviour logs.</li> </ul> |
| To ensure that pupils<br>regardless of any<br>disadvantage have<br>good attendance<br><u>Measures:</u><br>Attendance rates<br>Persistent absence<br>rates  | Sustained high attendance up to and including 2025/26 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 3%, and there is no gap in attendance gap between disadvantaged pupils and their non-disadvantaged peers.</li> <li>• persistent absence for pupils Y1 – 6 (including disadvantaged pupils) below 3%</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: **£21,000**

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed       |
|--|---|-------------------------------------|
| <p>Commission a Speech &amp; Language Therapist to deliver intervention and train staff</p> <p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will target support, purchase resources and fund ongoing teacher and support staff training.</p> | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on writing:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Children receive ongoing therapy throughout the school day to maximise impact of SALT advice</p> <p>Children develop language skills to help them articulate and engage in learning</p> | <p>1, 2, 3, 4, 7</p> <p>1,3,4,6</p> |
| <p>Training and subscription of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p>Refresher training</p>   | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>  | <p>1, 3, 4, 6</p>                   |
| <p>Training to enhance our science teaching and curriculum planning in line with DfE and EEF guidance</p> <p>PSQM</p>  | <p><a href="https://www.herts.ac.uk/for-business/skills/psqm">https://www.herts.ac.uk/for-business/skills/psqm</a></p>  | <p>4</p>                            |
| <p>Level 1 protective behaviours approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Whole school training for new staff and revisiting of nurture training to continue strong ethos across the school.</p>  | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>   | <p>5</p>                            |

|   |  |         |
|---|--|---------|
| Behaviour training for new staff<br>Annual behaviour refresher training for all staff | Whole school approach to behaviour supports sets clear expectations.<br>Children receive support in self-regulating resulting in improved readiness to learn.<br>Both targeted interventions and universal approaches can have positive overall effects:<br><a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a> | 2, 5, 6 |
|---|--|---------|

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

Budgeted cost: **£34,000**

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Purchase of programmes and resources to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. | Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:<br><a href="http://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>  | 1, 4                          |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.   | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:<br><a href="http://educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a> | 2                             |
| We will fund support staff to provide pre-teaching and interventions to plug gaps in maths, reading and writing attainment.   | The synthesis of findings from the Inclusion Review Group at Manchester University review indicates that the academic achievements of primary aged pupils with identified difficulties in learning, typically in literacy, improve significantly following a period of targeted intervention from TAs.   | 1, 2, 3, 4, 6                 |

|  |   |                         |
|--|---|-------------------------|
| <p>Targeted group work to support PSE development in EY</p>  | <p><a href="https://www.tandfonline.com/">https://www.tandfonline.com/</a></p> <p>What works in education for children who had social workers?</p> <p><a href="http://www.whatworks-csc.org.uk">www.whatworks-csc.org.uk</a></p>  |                         |
| <p>Speech and Language assessment and therapy interventions available for targeted individuals</p>   | <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="http://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>  |                         |
| <p>Release time for teachers to meet with parents of SEND children to review individual provision plans and gain parent voice</p> <p>Teachers will be released to conduct early discussions with parents alongside the SENDCO</p>  | <p>Rates of parental engagement in school has a positive impact on attendance.</p> <p>Regular support at home gives children additional opportunities of overlearning enabling them to better transfer learning to long term memory.</p> <p><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a></p> | <p>1, 2, 3, 4, 6,</p>   |
| <p>Qualified teacher engaged to provide intervention for DVP not working at the expected standard including DVP with high starting points.</p> <p>Release time for ECTs and mathematics leader to work with hub schools.</p>       | <p>Targeted intervention at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p>  | <p>4</p>                |
| <p>Upkeep of story sacks linked to Talk for Writing texts and hold parent workshops to model language development and positive interaction for Reception families.</p> <p>Story sacks will be used as home learning resources.</p> | <p>Oral rehearsal and overlearning can have a positive impact on language and ultimately writing skills. Parental engagement in school at the point of learning, supports parents by having positive models of interaction, expectation and fosters verbal interactions in the home.</p> <p>How can schools support Parents' Engagement in their Children's learning? Evidence form Research and Practice Sept 2019 University of Exeter</p>    | <p>1, 2, 3, 4, 6, 7</p> |

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

Budgeted cost: **£19,000**

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>We will continue to fund family support through the Partnership family support worker and the school family support worker</p> <p>Focus on:</p> <ul style="list-style-type: none"> <li>improving attendance</li> <li>supporting Young Carers through joint working with school and families</li> <li>professionals' co-ordinated approach to supporting families</li> <li>rapid signposting to appropriate support agencies including financial services, and access to personalised commissioning to reduce the impact of hardship</li> <li>sign posting to parenting courses to support parents in supporting their children with their learning</li> <li>increasing parental engagement for hard-to-reach parents</li> <li>being an advocate for parents who are vulnerable or have vulnerable children</li> <li>support outside term times</li> <li>supporting families first assessments and supporting change</li> <li>promoting healthy lifestyles</li> <li>removing financial barriers to accessing school uniform, wrap around care, shoes, coats etc.</li> <li>providing workshops for parents to support change including setting boundaries in the home to improve children's readiness to learn</li> <li>Contingency fund for acute issues.</li> </ul> | <p>We know that these families often have poor outcomes in health, social interaction and educational attainment.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>How can schools support Parents' Engagement in their Children's learning? Evidence form Research and Practice Sept 2019<br/>University of Exeter</p> <p>Rapid signposting to appropriate agencies can prevent greater involvement of state interventions.</p> <p><a href="https://www.family-action.org.uk/what-we-do/children-families/family-support-services/">https://www.family-action.org.uk/what-we-do/children-families/family-support-services/</a></p> <p><a href="#">Attendance and Persistent absence Evidence brief for Education EEF Feb 2023</a></p> <p><a href="#">EEE Newsletter Eliminating Economic Exclusion Aut 23 Volume 1 HFL</a></p> <p><a href="#">HFL Guide to an effective Pupil Premium Strategy 2023</a></p> <p><a href="#">Dr Dan Nicholls 2023</a></p> | <p>2, 5, 6, 7</p>             |

|   |  |                  |
|---|--|------------------|
|   | <a href="#">From Exclusion to Included AC Education 2022</a>   |                  |
| Targeted therapy for the most vulnerable children in the school removing emotional difficulties which act as a significant barrier to learning. Intended impact at least good progress. | In comparison to their peers, looked after children are statistically more likely to have complex social and emotional needs.<br><br><a href="#">Looked after and Fragile: How schools can support children in care www.headteacher-update.com</a>   | 2, 5             |
| Individual Level 2 protective behaviours interventions will take place for identified children.<br><br>Resources will be purchased  | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):<br><br><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>   |                  |
| Disadvantaged children to access extra-curricular, and enrichment opportunities resulting in increased cultural capital, healthy lifestyles knowledge and high self-esteem.             | EEF Tiered Approach 2020/21<br><br>What works in education for children who had social workers?<br><br><a href="#">www.whatworks-csc.org.uk</a>  | 1, 2, 3, 5, 6, 7 |
| Disadvantaged children access a wide range of musical genres, a rich variety of musical instruments and learning activities including small group and 1:1 opportunities and workshops   | The positive impact music has on learning cannot be understated. It has proven that music education is making a difference in children's memory, and ability to learn.<br><br>Research into support for musical progression for young people from In Harmony programmes and other disadvantaged communities<br>Arts Council England DfE<br><br><a href="https://www.artscouncil.org.uk/sites/default/files/download-file/In_harmony_Final_report.pdf">https://www.artscouncil.org.uk/sites/default/files/download-file/In_harmony_Final_report.pdf</a> | 2, 5, 7          |
| Disadvantaged children will have further character building and   | The KS2 Award is a fully resourced leadership and  | 2, 5, 7          |

|   |   |  |
|---|---|--|
| leadership opportunities linked to our which links to our citizenship education | character education programme where pupils have practical opportunities to volunteer and help others in their community.<br><a href="https://www.archbishopofyorkyouthtrust.co.uk/">https://www.archbishopofyorkyouthtrust.co.uk/</a> |  |
|---|---|--|

**Total budgeted cost: £71,000**

## Service pupil premium funding

| Measure  | Details   |
|--|---|
| How did you spend your service pupil premium allocation last academic year?    | Classroom support<br>Daily reading support<br>Family Support worker family support            |
| What was the impact of that spending on service pupil premium eligible pupils? | Assessments demonstrated progress in subject areas where extra support classes were provided. |

## Further information (optional)

### Additional activity

Our pupil premium strategy was be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This included:

- purchasing reading materials to support the early reading progress of Reception, Year 1 and Year 2 pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be given priority, encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we researched strategies and interventions which are proven to have a positive impact on learners' outcomes. Our school development plan is based on the tiered approach based on The Education Endowment Foundation.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

## Review of Outcomes 2024/25

This details the impact that out Pupil Premium activity had on pupils in the 2024/25 academic year.

Attendance for disadvantaged children is 92%. This is below the national average for all primary children 94.9%.

### Family support

The school has worked to support parents through the Family Support Worker partnership. Parents have directly accessed parent support workshops and support programmes such as Who's in charge.

Financial support has been provided through for example, wrap around care, uniform, additional nursery provision.

Speech and Language therapy has had a major impact on high needs. By commissioning a regular therapist into school, children with speech and language needs are not dependent on the NHS, therapy takes place in school and staff are upskilled through training.

Outcomes:

## Data Trends

### EYFS

#### Early Years - Good Level of Development (GLD) End of Reception

| % GLD                           | 2022/23 | 2023/24 | 2024/25 |
|---------------------------------|---------|---------|---------|
| School                          | 72      | 76      | 77      |
| School Disadvantaged (Non-SEND) | 50      | 75      | 33      |
| School Disadvantaged            | 66      | 50      | 33      |
| National                        | 67      | 68      | 69      |

### Year 1: Phonics

| % Phonics                       | 2022/23 | 2023/24 | 2024/25 |
|---------------------------------|---------|---------|---------|
| School                          | 88      | 89      | 90      |
| School Disadvantaged (Non-SEND) | 100     | 100     | 100     |
| School Disadvantaged            | 80      | 67      | 67      |
| National                        | 79      | 80      | 80      |

## Year 4 Multiplication test results

|               | 2022/23<br>Average scores | 2023/24<br>Average scores | 2024/25<br>Average scores |
|---------------|---------------------------|---------------------------|---------------------------|
| <b>Year 4</b> | <b>17</b>                 | <b>21</b>                 | <b>19</b>                 |
| <b>DVP</b>    | <b>12</b>                 | <b>21</b>                 | <b>16</b>                 |

## End of Key Stage 2 RESULTS

| Reading %                       | 2022/2023 |     | 2023/24 |     | 2024/25 |     |
|---------------------------------|-----------|-----|---------|-----|---------|-----|
|                                 | EXS       | GDS | EXS     | GDS | EXS     | GDS |
| School                          | 71        | 32  | 87      | 37  | 88      | 49  |
| School disadvantaged (Non SEND) | 60        | 10  | 100     | 50  | 100     | 33  |
| School disadvantaged            | 44        | 13  | 83      | 25  | 100     | 44  |
| National                        | 73        | 29  | 74      | 28  | 75      | 33  |

| Writing %                       | 2022/2023 |     | 2023/2024 |     | 2024/25 |     |
|---------------------------------|-----------|-----|-----------|-----|---------|-----|
|                                 | EXS       | GDS | EXS       | GDS | EXS     | GDS |
| School                          | 75        | 14  | 83        | 11  | 73      | 14  |
| School disadvantaged (Non SEND) | 100       | 0   | 100       | 17  | 50      | 0   |
| School disadvantaged            | 50        | 0   | 67        | 8   | 56      | 0   |
| National                        | 72        | 13  | 72        | 13  | 72      | 13  |

| <b>Maths %</b>                         | <b>2022/2023</b> |            | <b>2023/2024</b> |            | <b>2024/24</b> |            |
|--|------------------|------------|------------------|------------|----------------|------------|
|  | <b>EXS</b>       | <b>GDS</b> | <b>EXS</b>       | <b>GDS</b> | <b>EXS</b>     | <b>GDS</b> |
| <b>School</b>                          | <b>67</b>        | <b>21</b>  | <b>85</b>        | <b>33</b>  | <b>82</b>      | <b>43</b>  |
| <b>School disadvantaged (Non SEND)</b> | <b>80</b>        | <b>0</b>   | <b>100</b>       | <b>33</b>  | <b>67</b>      | <b>33</b>  |
| <b>School Disadvantaged</b>            | <b>63</b>        | <b>0</b>   | <b>75</b>        | <b>17</b>  | <b>44</b>      | <b>22</b>  |
| <b>National</b>                        | <b>73</b>        | <b>24</b>  | <b>73</b>        | <b>24</b>  | <b>74</b>      | <b>26</b>  |

| <b>Spelling, Punctuation, Grammar %</b> | <b>2022/2023</b> |            | <b>2023/24</b> |            | <b>2024/25</b> |            |
|---|------------------|------------|----------------|------------|----------------|------------|
|   | <b>EXS</b>       | <b>GDS</b> | <b>EXS</b>     | <b>GDS</b> | <b>EXS</b>     | <b>GDS</b> |
| <b>School</b>                           | <b>88</b>        | <b>37</b>  | <b>85</b>      | <b>50</b>  | <b>90</b>      | <b>47</b>  |
| <b>School Disadvantaged (Non SEND)</b>  | <b>90</b>        | <b>20</b>  | <b>100</b>     | <b>50</b>  | <b>100</b>     | <b>0</b>   |
| <b>School Disadvantaged</b>             | <b>69</b>        | <b>19</b>  | <b>67</b>      | <b>25</b>  | <b>100</b>     | <b>0</b>   |
| <b>National</b>                         | <b>72</b>        | <b>30</b>  | <b>72</b>      | <b>32</b>  | <b>73</b>      | <b>30</b>  |

| <b>RWM Combined</b>                    | <b>2022/2023</b> |            | <b>2023/24</b> |            | <b>2024/25</b> |            |
|--|------------------|------------|----------------|------------|----------------|------------|
|  | <b>EXS</b>       | <b>GDS</b> | <b>EXS</b>     | <b>GDS</b> | <b>EXS</b>     | <b>GDS</b> |
| <b>School</b>                          | <b>59</b>        | <b>10</b>  | <b>76</b>      | <b>9</b>   | <b>82</b>      | <b>43</b>  |
| <b>School Disadvantaged (Non SEND)</b> | <b>60</b>        | <b>0</b>   | <b>100</b>     | <b>17</b>  | <b>100</b>     | <b>17</b>  |
| <b>School Disadvantaged</b>            | <b>44</b>        | <b>0</b>   | <b>58</b>      | <b>8</b>   | <b>58</b>      | <b>8</b>   |
| <b>National</b>                        | <b>60</b>        | <b>8</b>   | <b>61</b>      | <b>8</b>   | <b>76</b>      | <b>30</b>  |