



Russell Street School

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Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils and is based on the October Census.

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	Russell Street School
Number of pupils in school	144 (Not including Nursery)
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) <u>This statement will be reviewed annually.</u>	2024-2025 2025-2026 2026-2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mrs Dawn Robinson - Headteacher
Pupil Premium Lead	Mrs Sonia Camp - Assistant Headteacher
Governor Lead	Gillian Lucas

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year (including 2 Post LAC)	£55,460 (Inc 2 Post LAC children)
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£55,460

Part A: Pupil Premium Strategy Plan

Statement of intent

At Russell Street School, we target the use of Pupil Premium funding to ensure our disadvantaged pupils receive the highest quality of education to enable them to succeed personally socially and academically. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. We ensure that all children in our school are given access to teaching, learning and rich life experiences that **meets the needs of all**. Children who belong to vulnerable groups have appropriate, targeted provision made for them.

Ultimate objectives:

- Remove barriers to learning created by poverty, family circumstance and background.
- Continue to improve attendance with a 96.5% expectation for **ALL**.
- Promote Social and Emotional Learning (SEL) to develop self-awareness, self-control, and interpersonal skills. Embed PINS and ARC - Making Connections.
- To continually use diagnostic assessment to inform where **Targeted Academic Support** is needed and use quality interventions with highly skilled professionals which complement classroom teaching.

When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive Free School Meals (FSM)/Pupil Premium will be socially or academically disadvantaged.

We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals.

We reserve the right to allocate Pupil Premium funding to support any pupils or groups of pupils the school has identified as being socially, economically, financially or academically disadvantaged.

Our context:

- We are a two-form entry school and have a Nursery, two Reception Classes, two Year 1 classes and two Year 2 classes.
- As of September 2024, we have 170 children (including 26 Nursery children) on roll and 32 Pupil Premium children: 3 Reception, 13 Year 1 and 16 Year 2 children; including (2 Post Looked After children).

How we provide for our Pupil Premium children (where necessary):

- We offer free extra-curricular clubs to Pupil Premium children throughout the year.
- We offer a free Breakfast Reading Club to children identified as needing targeted support in this area.
- We provide free Breakfast Club spaces (*provided by Premier Education*) for those children identified as most in need.
- We provide items of free school uniform to our disadvantaged families.
- We provide free reading books and stationary for home, when required.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Have a highly skilled and dedicated team to monitor, track and improve attendance.
- Prioritise Social and Emotional skills to improve pupils' decision-making skills, interaction with others and self-management of emotions. Fully embed the new PINS and ARC programmes:
 - [Partnerships for Inclusion of Neurodiversity in Schools \(PINS\) - Pinpoint \(pinpoint-camb.org.uk\)](https://www.pinpoint-camb.org.uk) and Making connections (see SDP 24/25)
 - [Attachment & Trauma Aware approaches in education | ARC \(the-arc.org.uk\)](https://www.the-arc.org.uk)
- Provide Targeted Academic Support (**TAS**) for specific groups and individuals to embed and accelerate learning.

This is not an exhaustive list, as provision will change and develop based on the needs of our pupils.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Attendance</u> Our attendance for this academic year is above national across the school, it is essential this continues to be a whole school priority.</p> <p>Working together to improve school attendance (applies from 19 August 2024) (publishing.service.gov.uk)</p>
2	<p><u>Social & Emotional Learning</u> Social and Emotional Learning (SEL) to develop self-awareness, self-control, and interpersonal skills that are vital for school, work, and future success.</p>
3	<p><u>Targeted Academic Support</u> Specific groups of children have been identified through diagnostic assessment who require targeted academic support to enable them to succeed and match the successes of their non-disadvantaged peers across core areas of the curriculum. This support will be finely tuned and closely monitored to ensure all children are making accelerated progress.</p>

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><u>Attendance</u></p> <ul style="list-style-type: none"> For All children to achieve 96.6% + attendance. 	<p><i>We understand and work within the ‘Working together to improve school attendance’ government policy – (August 2024).</i></p> <p>Working together to improve school attendance - GOV.UK (www.gov.uk)</p> <p>Supporting attendance EEF (educationendowmentfoundation.org.uk)</p> <ul style="list-style-type: none"> To understand and apply the law on attendance to enable all children to a full-time education. <i>(In exceptional circumstances, where it is in a pupil’s best interests, there may be a need for school to provide a pupil with a part-time timetable to meet their individual needs).</i> To continue to develop and maintain a whole school culture that promotes the benefits of high attendance. To have a clear school policy on attendance, which all leaders, staff and parents understand and will be reviewed regularly. To work alongside the Local Authority, who also has responsibility to track local attendance and devise strategic approaches to improve attendance. To quickly identify any child who is at risk of their attendance being below 96.5% and prioritise rapid action to be taken by the school attendance officers and work with parents/carers to quickly improve this. Build strong relationships and work jointly with families listening to and understanding barriers to attendance and working in partnership with families to remove them. Persistent absentee pupils will be tracked and monitored carefully through our pastoral system and support provided to improve their attendance. Attendance staff will work with parents and pupils providing support in the best way to ensure a high level of attendance. (Attendance will be measured/tracked weekly and shared with SLT and class teachers.) The headteacher awards classes weekly for achieving their attendance target. Incentives to enter school early will be offered to families who frequently arrive late at school.

SEL

- To develop pupils Social and Emotional Learning. **(SEL)**
- Use the Jigsaw programme to deliver the PSHE curriculum: <https://jigsawpshe.com/home>
- Teach **(SEL)** explicitly to pupils using the Colour Monster by Anna Llenas daily; including during circle time check-ins. Use the text as across school to teach about feelings and self-regulation.
- Implement and embed (PINS) -Partnerships for Inclusion of Neurodiversity in Schools. <https://pacamk.org/pins/>
This will ensure all children regardless of barrier can access and improve their SEL. (PINS) is a programme that brings health and education specialists and expert parent carers (through the Parent Carer Forum – Pinpoint) into mainstream primary schools. The PINS project will:
 - Provide support at a whole school level, with more effective working between education, health and parent/carers, through partnerships with local parent carer forums.
 - Strengthen the partnership between parents and schools.
 - Help develop our confidence and expertise in supporting neurodiversity within the classrooms.
 - Improve the school environment to address low level needs and allow neurodiverse children to successfully engage in learning.
 - Help develop an inclusive culture that improves the efficacy of other interventions.
- Fully implement and embed 'ARC', including training all staff on the Attachment and Trauma programme:
 - We will be Attachment & Trauma Aware
 - This will enhance existing and potential collaborative communities of support.
- Use **(TAS)** to provide 1:1 and small group **(SEL)** interventions for pupils requiring further support; including Draw and Talk Interventions.
- Use the I-Safe programme to teach children how to keep themselves safe, regulate their emotions and know who their trusted adults are.
- In-house social worker to provide extra support for pupils and their families.
- Weekly assemblies promoting **(SEL)**.
- Improve outdoor spaces and provide a rich outdoor learning environment:
 - Develop an inviting Science garden to include opportunities for learning about healthy food, the seasons, habitats, animals and provide links within and working with the local community (*Stony Stratford in Bloom*).
- Provide a sensory room to:
 - Help create a safe space.
 - Provide opportunities for calming or alerting the nervous system.
 - Increase skill acquisition for social-emotional development.
 - Facilitate prevention and de-escalation strategies.
 - Improve communication.
 - Promote self-care/self-nurturance, resilience, and recovery.
 - Nurture students' increased independence and educational success.

When all of these factors are implemented successfully, they will:

- Improve **(SEL)** outcomes for all.
- Children will develop self-awareness, self-control, and interpersonal skills that are vital for school, work, and future success.
- Children will know their safety network.
- Pupils will understand how their mind-set can impact on their well-being, academic attainment and interactions with others.
- Children will recognise the positive impact of being outdoors and how adopting a healthy lifestyle can improve our well-being.

Targeted Academic Support

- To improve targeted support **(TAS)** for all pupils.

- Use the WALKTHRU books as part of staff development to understand how/why and when to provide (TAS) through scaffolding.
- Teachers and highly trained support staff will use diagnostic assessment to address attainment/SEL gaps.
- Quality First Teaching and interventions will target disadvantaged children with the intention for greater numbers of pupil premium children to achieve working at age related expectations and greater depth in English and maths.
- Ensure small group tuition is monitored, targeted and effective with meeting pupils' specific needs.
- Use the EEF **(TARGET APPROACH)** **(Timing Assessment)** **(Resourcing)** **(Give it time)** **(Expert delivery)** **(Teacher links)**.
- Implement the EEF's evidence based 5 a day suggestion, including the five core practices to support all pupils.

1	Explicit instruction	Teacher-led approaches with a focus on clear explanations, modelling, and frequent checks for understanding. This is then followed by guided practice, before independent practice.	
2	Cognitive and metacognitive strategies	Managing cognitive load is crucial if new content is to be transferred into pupils' long-term memory. Provide opportunities for pupils to plan, monitor, and evaluate their own learning.	
3	Scaffolding	When pupils are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week, or term.	
4	Flexible grouping	Allocate groups temporarily, based on current level of attainment. This could, for example, be a group that comes together to get some additional spelling instruction based on current need before re-joining the main class.	
5	Using technology	Technology can be used by a teacher to model worked examples; it can be used by a pupil to help them to learn, to practice, and to record their learning. For instance, you might use a class visualiser to share pupils' work or to jointly rework an incorrect model.	

Implemented successfully, this will:


- Close the attainment gap.
- Increase pupil confidence to work independently.
- Improve outcomes in English and maths for disadvantaged children.

(All children are able to access (TAS), when required. This is not limited to pupil premium children only).

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number:
<p><u>Social and Emotional Learning</u></p> 	<p>The EEF state: Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>Three broad categories of SEL interventions can be identified:</p> <p>School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning; Universal programmes which generally take place in the classroom with the whole class; and More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.</p> <p>Social and emotional learning approaches have a positive impact, on average, <i>of 4 months' additional progress in academic outcomes over the course of an academic year.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/411489/Overview_of_research_findings.pdf</p>	<p>1,2,3,</p>

Targeted Academic Support

T iming	Intervention sessions are often 10-15 mins, and regular (e.g. 2-3 per week).
A ssessment	Assessments are used to identify pupils, guide areas of focus and to track pupil progress.
R ecognition	The intervention has structured supporting materials and resources, with clear objectives and possibly a delivery script.
G ive it time	Careful monitoring is in place to enable consistent delivery. Sessions are typically 10-15 minutes in length (e.g. 10-15 weeks).
E xpert delivery	Interventions are delivered by a qualified teacher, or if they are not, include a trained teaching assistant. The intervention programme is followed precisely and supported delivery protocols are followed.
T eacher links	If not delivered by the classroom teacher, the intervention manager and the teachers communicate regularly and make appropriate connections between/outside the learning and classroom teaching.

Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement. <https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support>

We will use the EEF approach to provide support to improve attainment outcomes, particularly for disadvantaged students. The EEF suggest four ways of maximising teaching quality:

1. High quality daily teaching (using the 5 a day model below)
2. Focus on improving literacy and mathematics outcomes (The EEF have released multiple studies explaining how to do this)
3. Using diagnostic assessment to address learning gaps; and
4. Securing professional development.

1,2,3

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

Budgeted cost: £ 75,670

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Academic Support (TAS) Specialist writing teacher to improve outcomes for those identified through diagnostic assessment. The specialist teacher will also continue to lead professional development in writing with the support of the Senior Leadership Team.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>Targeted academic support EEF (educationendowmentfoundation.org.uk)</p>	3
<p>Specialist Maths teachers to work across the school, with a focus on Years 1 and 2. They will improve outcomes for those identified through diagnostic assessment.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	3
<p>(TAS) Phonics and Reading groups: Targeted disadvantaged groups to be taught in small groups. (TAS) children to attend Breakfast Reading Club.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	3
<p>(TAS) Provide all Pupil Premium children with individualised phonics resources to use at home with direction of the Reading Leader.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	3

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

Budgeted cost: £39,664

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Attendance</u> Improve attendance with a dedicated team including: In-house Social Worker, Attendance Officer and Office Manager.</p>	<p>Working together to improve school attendance (applies from 19 August 2024) (publishing.service.gov.uk)</p> <p>‘There is some evidence of promise for several strategies including parental engagement approaches and responsive interventions to target the individual causes of low attendance’. Evidence Assessment (EEF, 2022)</p> <p>https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/#section-1</p> <p>The DfE explain the importance of attendance and the role of the school to improve attendance for all:</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <ol style="list-style-type: none"> 1. Offer a clear vision for attendance. 2. Make sure staff, pupils and families understand that absence from school is a potential safeguarding risk and understand their role in keeping children safe. 3. Expect good attendance and punctuality from all members of the school community. 4. Convey clear messages about how absence affects attainment, wellbeing and wider outcomes. 5. Recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (<u>including through effective use of pupil premium funding</u>) to create, build and maintain systems and performance. 6. Have a designated attendance champion in the senior leadership team with clearly assigned responsibilities. 7. Make sure staff receive professional development and support to deploy attendance. 	<p>1,2,3,</p>
<p>Free school uniform for Pupil Premium Children</p>	<p>https://www.gov.uk/school-uniform</p>	<p>1</p>
<p>Continuous Provision to support Social and Emotional Learning</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>2,3</p>

<p>Provide a free half term of clubs for ALL Pupil Premium children.</p> <p>Provide Draw and Talk and interventions for specific children who have been identified as needing support with their SEMH/Social and Emotional Learning.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1,2,3</p> <p>1,2,3</p>
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Total Forecast Spend: £115,334

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 2023 to 2024 academic year.

Outcomes: Details of challenges 2023-2024

- 1. Attendance:** Having a dedicated team to track and improve attendance ensured absentee pupils were carefully monitored through our pastoral system. Rapid action was taken by the school attendance officers, teachers and senior leaders (SLT) to work with parents/carers to quickly improve attendance overall. Attendance was able to be measured/tracked weekly and shared with SLT and class teachers. The incentive of class 'Attendance Awards' has proven successful, with children keen to receive a certificate and marbles, which count towards a class reward. Weekly parent updates give parents an overview of attendance across the school and whether their child's class has received a weekly attendance certificate. Our annual attendance was better than national across EY and KS1. This target will continue onto next year's plan. We feel positive about the new Government policy on attendance and recognise the importance of working closely with the Local Authority: [Working together to improve school attendance \(applies from 19 August 2024\) \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101221/working-together-to-improve-school-attendance-2024.pdf)
- 2. Social & Emotional Learning:** Using the Colour Monsters by Anna Llenas significantly supported children in understanding and verbalising their thoughts and feeling to their trusted adults and peers. We will continue to use this approach and use daily check-in circles where the children share which colour they are. The I-Safe programme continues to prove successful in teaching children how to keep themselves safe and what to do in instances when they need support, physically, emotionally or personally. The quality offer of Continuous Provision provides rich experiences in developing self-awareness, self-control, and interpersonal skills that are vital for school, work, and future success. This will continue and we will enhance this offer with purchasing new equipment for the Continuous Provision areas. Intensive one to one sessions with children who require additional support has shown us the importance of recognising trauma and attachment and providing those children with appropriate interventions. Therefore, additional training for staff in PINS and ARC is essential for 2024. For 2024-2025 there will also be a sensory/nurture room available to support and enhance SEL.
- 3. Targeted Academic Support:** Linked to CPD for teacher Walkthrus, staff were able to use diagnostic assessments to support individuals, groups and whole classes to improve attainment across the curriculum. This has proved incredibly valuable and will remain a focus for next year. This approach will be used to target disadvantaged children to attain (ARE) and meet expectations in core areas of learning. Using the O-track platform has enabled teachers to assess, analyse and track all areas of the curriculum in more detail and specific groups. Teaching in small groups for Phonics has enabled staff to continually assess and specifically target areas of learning; thus, quickly building on small steps and making accelerated progress (*including those disadvantaged children*).
- 4. Reading for pleasure:** Children's love of reading continued to grow this year. We built a positive relationship with our local library and the librarian hosted visits for the whole school. She also visited for story-time, promoted the Summer Reading Challenge and visited for poetry week too. We purchased new books to promote inclusivity and diversity and these 'protected characteristic' books were read by all teachers to their classes. We had a travelling book fair in school and raised significant funds to purchase a range of fiction and non-fiction texts to improve our library offer. Our Pupil Premium children also chose one free text each from the book fair. We had an author visit, which also promoted a love of reading and engagement. A strong reading culture is embedded within our school and we will continue to promote this. This is no longer a detail of challenge for 2024-2025.

Russel Street School Data:

We have used this 2024 data to inform our School Development Plan and Pupil Premium Strategy for

2024-2025

RSS Data – July 2024

National met	Below national	Target (or)
Met high >=10%		Continue to target

EYFS (Reception)

2 x EHCP children. 1 now has an EHCP and has gone to panel for a special school placement. 1 has high level medical needs and hasn't attended school all year.

GLD %	ALL	BOYS	GIRLS	FSM/PP	SEN (S)	SEN (EHCP)	EAL
National 2023	67.2	60.6	74.2	51.6	24.3	3.8	62.4
MK 2023	69.8	63.5	76.6	54.3	20	2.2	68.7
RSS 2022	79.59	69.5	88.46	55.5	36	n/a	85.7
RSS 2023	89.47 (+22.27)	80 (+19.4)	94.6 (+20.4)	55.5 (+3.9)	37.5 (+13.2)	n/a	77.8 (+15.4)
RSS 2024	88 (+20.8)	87 (+26.4)	89 (+14.8)	84 (+32.4)	40 (+15.7)	0%	85 (+22.6)

READING % <small>(Comprehension and Word Reading)</small>	ALL	BOYS	GIRLS	FSM/PP	SEN (S)	EAL
National 2023	74.7	70.3	79.2	61.2	37.4	71.7
MK 2023	78.5	74.6	82.6	63.8	34.8	78.1
RSS 2022	83.67	78.2	88.4	77.77	40	85.71
RSS 2023	89.47 (+14.77)	80 (+9.7)	94.6 (+15.4)	60	40	80
RSS 2024	88 (+13.3)	87 (+16.7)	89 (+9.8)	84 (+22.8)	40 (+2.6)	85 (+13.3)

WRITING %	ALL	BOYS	GIRLS	FSM/PP	SEN	EAL
National 2023	69.5	63.6	75.7	55.4	22.75	67.7
MK 2023	72.7	66.6	79	57	21.9	71.7
RSS 2022	81.63	73.9	88.4	66.66	30	85.71
RSS 2023	89.47 (+19.97)	80 (+16.4)	94.6 (+18.9)	58.3	37.5	77.8
RSS 2024	90 (+20.5)	91 (+27.4)	89 (+13.3)	84 (+28.6)	40 (+17.25)	85 (+17.3)

NUMBER %	ALL	BOYS	GIRLS	FSM/PP	SEN	EAL
National 2023	77.8	75.5	80.2	66.6	40.7	73.7
MK 2023	80.1	77.3	83	66.2	34.2	77.9
RSS 2022	93.87	95.6	92.3	77.7	70	100
RSS 2023	92.98 (+15.18)	85 (+9.5)	97.3 (+17.1)	75	50	77
RSS 2024	88 (+10.2)	95 (+19.5)	89 (+8.8)	91 (+24.4)	60 (+19.3)	85 (+11.3)

Year 1

YEAR ONE PHONICS	ALL	BOYS (17)	GIRLS (37)	DIS	SEN	EAL
KS1 National 2023	79	79	82	67	48 (S)	80
MK 2023	82	78	85	71	47	84
RSS 2022	90 (+15)	91 (+19)	90 (+11)	92 (+30)	50 (+12)	86 (+10)
RSS 2023	89.3 (+10.3)	85 (+9)	92.59 (+10.59)	81.8 (+17.8)	59.57 (+11.57)	100 (+20)
RSS 2024	89% (+10)	88% (+9)	89% (+7)	69% (+2)	56% (+8)	70% (-10)

READING %	ALL EX+	GD	BOYS EX	BOYS GD	GIRLS EX	GIRLS GD	DIS	DIS GD ↓	SEN	EAL
KS1 National 2023	68	19	65	17	72	21	54	9	32 (S)	65
RSS 2022	90.1	40.85	90.6	40.6	89.7	41.03	91.67	33.33	50	80
RSS 2023	87.23(+19.23)	44.68(+3.68)	80 (+15)	35 (+18)	92.59(+20.59)	51.85(+30.85)	80.00(+26)	50.00(+41)	66.67(+34.67)	83.33(+18.33)
RSS 2024	87% (+19)	37% (+18)	82% (+17)	41% (+24)	89% (+17)	35% (+14)	64% (+10)	34% (+5) *	44% (+12)	70% (+5)

WRITING %	ALL EX+	GD	BOYS EX	BOYS GD	GIRLS EX	GIRLS GD	DIS EX ↓	DIS GD ↓	SEN	EAL
KS1 National 2023	60	8	54	6	66	10	44	3	22 (S)	58
RSS 2022	81.6	4.2	78.13	3.1	84.62	5.1	66.6	0	33.3	80
RSS 2023	78.72(+18.72)	21.28(+13.28)	70 (+16)	10 (+4)	85.19(+19.19)	29.63(+19.63)	80.00(+36)	20.00(+17)	44.44(+24.44)	83.33(+33.33)
RSS 2024	83% (+23)	20% (+12)	82% (+28)	24% (+18)	84% (+18)	19% (+9)	50% (+6) *	7% (+4) *	44% (+22)	70% (+12)

MATHS %	ALL EX+	GD ↑	BOYS EX	BOYS GD ↑	GIRLS EX	GIRLS GD	DIS EX ↓	DIS GD ↓	SEN	EAL
KS1 National 2023	70	16	71	19	70	13	56	8	37 (S)	69
RSS 2022	83.1	11.2	84.3	21.8	82.0	2.5	66.6	0	41.6	80
RSS 2023	89.36(+19.36)	19.15(+3.15)	95(+24)	20(+2)	85.19(+15.19)	18.52(+5.52)	80.00(+24)	20.00(+12)	66.67(+29.67)	100(+31)
RSS 2024	91% (+21)	32% (+6) *	94% (+23)	35% (+16)	89% (+19)	16% (+3)	84% (+8) *	7% (-1) *	78% (+41)	90% (+21)

SCIENCE %	ALL EX	BOYS	GIRLS	DIS
KS1 National 2023	77	75	79	82
RSS 2022	88.7	87.51	89.74	83.33
RSS 2023	91.49 (+12.49)	90 (+15)	92.59 (+13.59)	90.00 (+8)
RSS 2024	91% (+14)	88% (+13)	92% (+13)	64% (-18)

Year 2

READING %	ALL EX+	GD	BOYS EX	BOYS GD	GIRLS EX	GIRLS GD	DIS EX	DIS GD↑	SEN EX	EAL EX
National 2023	68	19	65	17	72	21	54	9	32 (S)	65
MK 2023	70	20	67	19	74	20	55	10	31	71
RSS 2022	82	34	77	30	87	39	66	0	50	100
RSS 2023	84% (+16)	29% (+10)	76% (+11)	31% (+14)	89% (+17)	27% (+6)	83% (+29)	8%	50% (+18)	80% (+15)
RSS 2024	83% (+15)	30% (+11)	76% (+11)	24% (+7)	88% (+16)	36% (+15)	91% (+37)	18% (+9)	56% (+24)	100% (+35)









WRITING %	ALL	GD	BOYS EX	BOYS GD	GIRLS EX	GIRLS GD	DIS EX ↑	DIS GD =	SEN EX	EAL EX
National 2023	60	8	54	6	66	10	44	3	22 (S)	58
MK 2023	62	8	57	8	67	9	45	3	21	64
RSS 2022	77	15	77	10	77	19	47	0	36	100
RSS 2023	74% (+14)	12% (+4)	69% (+15)	14% (+8)	79% (+13)	11% (+1)	50% (+6)	0%	33% (+11)	70% (+12)
RSS 2024	80% (+20)	15% (+7)	67% (+13%)	14% (+8)	92% (+26)	16% (+6)	73% (+29)	0%	44% (+22)	88% (+30)

MATHS %	ALL	GD	BOYS EX	BOYS GD	GIRLS EX	GIRLS GD	DIS EX =	DIS GD↑	SEN EX	EAL EX
National 2023	70	16	71	19	70	13	56	8	37 (S)	69
MK 2023	72	18	72	22	73	13	56	7	35	75
RSS 2022	87	23	90	30	84	16	53	0	50	100
RSS 2023	90% (+20)	26% (+10)	86% (+15)	34% (+15)	92% (+22)	19% (+6)	92% (+36)	0% (-8)	50% (+13)	90% (+21)
RSS 2024	87% (+17)	30% (+14)	86% (+15)	38% (+19)	88% (+18)	24% (+11)	91% (+35)	18% (+10)	44% (+7)	100% (+31)

SCIENCE %	ALL EX	BOYS	GIRLS	DIS
National 2023	77	75	79	82
MK 2023	80	78	83	68
RSS 2023	88.7	87.51	89.74	83.33
RSS 2024	93% (+16)	95% (+20)	92% (+13)	91 (+9)

YEAR TWO PHONICS	ALL
2023 National	89
MK 2022	89
RSS 2022	92
RSS 2023	94.3
RSS 2024	96% (+7)

Externally Provided Programmes

Programme	Provider
<p>Read Write Inc.</p> 	<p>Read Write Inc.</p>
<p>WALKTHRUS 1&2</p> 	<p>CPD for teachers: Oliver Caviglioli and Tom Sherrington</p>
<p>The Spelling Book</p> 	<p>Jane Considine</p>
<p>The Write Stuff</p> 	<p>Jane Considine</p>
<p>Hooked on Books</p> 	<p>Jane Considine</p>
<p>Early Excellence Inspirational Learning</p> 	<p>Early Excellence</p>
<p>Charanga</p> 	<p>Charanga</p> <p>https://charanga.com/site/musical-school/</p>
<p>White Rose Maths</p> 	<p>https://whiteroseeducation.com/</p>

White Rose Science



<https://whiteroseeducation.com/>

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