



Russell Street School

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Pupil Premium Strategy Statement 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	156 (Not including Nursery) (Based on October census)
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) <u>This statement will be reviewed annually.</u>	2023-2024 2024-2025 2025-2026
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs Dawn Robinson - Headteacher
Pupil Premium Lead	Mrs Sonia Camp - Assistant Headteacher
Governor Lead	Naomi Sumpter

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year 2 + Post LAC (£2,530)	£51,620 Inc. 2 Post LAC £2,530 Total £51,620
Recovery premium funding allocation this academic year	£4,930
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£56,550



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.
- 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.
- To promote a love of reading across the school and inspire all children to 'want' to read a range of texts.

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.
- The numbers of children on roll have changed from the previous October census. As of September 2023, we have 188 children (including 30 Nursery children) on roll.
- There are currently 41 Pupil Premium children including (2 Post Looked After children – based on the October census).
- Our deprivation Pupil Premium Allocation for 2023-2024 is £56,550

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

- We offer full-time places for all of our Pupil Premium Nursery children. They receive 15 free hours and we use our Pupil Premium funding to top up with an extra 15 hours for these children.
- We offer free extra-curricular clubs to all 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 items of free school uniform to our disadvantaged families.
- We provide free reading books and stationary for home.

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 Literacy to improve pupils' decision-making skills, interaction with others and self-management of emotions. *(see SDP 23/24)*
- Provide Targeted Academic Support (**TAS**) for specific groups and individuals to embed and accelerate learning. *(see SDP 23/24)*

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	<u>Attendance</u> Attendance in classes and year groups varies. While our attendance for this academic year is above national across the school, it is essential this continues to be a whole school priority.
2	<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.
3	<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.
4	<u>Reading for pleasure</u> Our aim is to develop and embed a strong reading culture within the school community to foster a lifelong love of reading in our pupils.

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
<ul style="list-style-type: none"> For All children to achieve 96.5% + attendance. 	<ul style="list-style-type: none"> Any child who is at risk of their attendance being below 96.5% will be prioritised and rapid action will be taken by the school attendance officers to work with parents/carers to quickly improve this. 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.
<ul style="list-style-type: none"> To develop pupils (SEL) 	<ul style="list-style-type: none"> 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. 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). <p>Implemented successfully, this will:</p> <ul style="list-style-type: none"> 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.

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

- 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. (See SDP).
- 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).
- Implements the EEF's evidence based 5 a day suggestion, including the five core practices to support all pupils.

1	Explicit instruction	<i>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.</i>	
2	Cognitive and metacognitive strategies	<i>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.</i>	
3	Scaffolding	<i>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.</i>	
4	Flexible grouping	<i>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.</i>	
5	Using technology	<i>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.</i>	

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).


- Reading for pleasure

- All teachers and support staff model reading for pleasure and promote this approach throughout school.
- Children access texts based on their interests.
- Children have planned, quality weekly visits to the school library and taught how to access it correctly.
- Reception and Years 1 and 2 to visit the local library half termly and access planned activities by the librarian.
- Provide reading huts for Early Years and KS1 for children to borrow a variety of books with their parents/carers.
- Provide: social reading areas, opportunities to read aloud, independently and informally talk about books during Book Talk sessions.
- Use culturally diverse texts across the curriculum, which represent the children in our school, as well as ensuring these are readily available in shared reading areas.
- Interactive author visits which complement our learning in English.

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

Activity	Evidence that supports this approach	Challenge number:
<p>Social and Emotional Learning</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>1,2,3,4</p>

Targeted Academic Support

T iming	The intervention sessions are often 30-45 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 esources	The intervention has structured supporting material and resources, with clear objectives and possibly a delivery script
G oal setting	Careful monitoring is in place to ensure consistent delivery, progress and targets monitored (e.g. a subject level e.g. 3-20 weeks)
E xpert delivery	Interventions are delivered by a qualified teacher, or if they are not, involve 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 out-of-class learning and classroom learning

Reading for pleasure



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.

A growing number of studies show that promoting reading can have a major impact on children and adults and their future. Upon reviewing the research literature, Clark and Rumbold (2006) identify several main areas of the benefits to reading for pleasure:

- Reading attainment and writing ability;
- Text comprehension and grammar;
- Breadth of vocabulary;
- Positive reading attitudes;
- Greater self-confidence as a reader;
- Pleasure in reading in later life;
- General knowledge;
- A better understanding of other cultures;
- Community participation; and
- A greater insight into human nature and decision-making.

Evidence suggests that reading for pleasure leads to increased attainment.

<https://www.gov.uk/government/publications/research-evidence-on-reading-for-pleasure>
<https://ourfp.org/>

<https://clpe.org.uk/research/clpe-reading-pleasure-2020>

<https://educationendowmentfoundation.org.uk/news/eef-blog-reading-aloud-with-your-class-what-does-the-research-say>

1,2

2,3,4

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

Budgeted cost: £80,223.88

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Academic Support (TAS) specialist writing teacher to improve outcomes for those identified through diagnostic assessment.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	3
Specialist Maths teachers to improve outcomes for those identified through diagnostic assessment. VK - 50% of salary = £16,422	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	3
(TAS) Phonics and Reading groups: Targeted disadvantaged groups to be taught in small groups. (TAS) children to attend Breakfast Reading Club.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	3,4
(TAS) Provide all Pupil Premium children with individualised phonics resources to use at home with direction of the Reading Leader.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3,4

Wider strategies

Budgeted cost: £31,563.29

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>Free school uniform for Pupil Premium Children</p> <p>Continuous Provision to support Social and Emotional Learning</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>https://www.gov.uk/school-uniform</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>1,2,3,4</p> <p>1,</p> <p>2,3</p>

<p>Provide a free term of clubs for ALL Pupil Premium children. 41 children one club each.</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>Purchase more texts promoting diversity.</p> <p>Author visit to promote reading for pleasure.</p> <p>Purchase items of uniform for PP children.</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>https://educationendowmentfoundation.org.uk/news/learning-about-culture</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p> <p>https://ukla.org/ukla_resources/promoting-reading-for-pleasure/</p> <p>https://help-for-early-years-providers.education.gov.uk/understanding-the-world/diverse-world</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p> <p>https://www.gov.uk/school-uniform</p>	<p>1,2,3</p> <p>1,2,3</p> <p>2,3</p> <p>2,4</p> <p>2,3,4</p> <p>2,3,4</p> <p>1</p>
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Total Forecast Spend: £111,787.17



Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes

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

Outcomes: Details of challenges 2022-2023

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. Our annual attendance was better than national across EY and KS1. This target will continue onto next year's plan.

2. **Quality First Teaching:** Staff harnessed the approaches and pedagogies proven to make the most difference to pupils' learning and close learning gaps. (See data attached). We used the WALTHRU books to develop staff CPD. Delivering QFT emphasised the importance of relationships between the classroom teacher and pupils, and encouraged higher expectations through higher levels of support for all pupils. This approach required 100% participation from our pupils; staff were able to set high and realistic challenges for all. It did not 'spoon feed' knowledge and ensured learning was suitably challenging and demanding. This approach enabled pupils to be able to articulate their ideas, understanding and thinking by actively promoting pupil talk about learning or misconceptions. Shared practice through using the Read Write Inc. phonics scheme also proved valuable to improving QFT standards in phonics and reading. Please see 2023 Ofsted report: <https://files.ofsted.gov.uk/v1/file/1898481>

3. **Cultural Capital and Character Development:** Pupils accessed a wide range of opportunities to enhance their cultural capital and character development; including the following visits from/to:

- * Milton Keynes Theatre
- * Trips within Stony Stratford
- * Author visits
- * Bee Keeper visits
- * Librarian visits to school
- * Dance workshops
- * Brass and strings lessons for Year 2.

We used Pupil voices to assess the impact of these opportunities and students spoke most passionately about the above experiences. The use of the Colour Monster by Anna Llenas also helped support character development.

4. **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 as a focus for next year. This approach will be used to target disadvantaged children to attain (ARE) and exceed 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.



Russel Street School Data:

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

2023-2024

On target / met	Below national	Target (or)
Met high >=10%	+ve from 2022	Continue to target

EYFS (Reception)

GLD %	ALL	BOYS	GIRLS	FSM/PP	SEN	EAL
National 2022	62.5	58.7	71.9	49.1	24.6	60.1
MK 2022	66.7					
RSS 2022	79.59	69.5	88.46	55.5	30	85.7
Actual 2023	89.47 (+26.97)	80 (+21.3)	94.6 (+22.7)	55.5 (+6.4)	37.5 (+12.9)	77.8 (+17.7)

READING % (Comprehension and Word Reading)	ALL	BOYS	GIRLS	FSM/PP	SEN	EAL
National 2022	74.7	70.3	79.2	49.1	24.6	60.1
RSS 2022	83.67	78.2	88.4	77.77	40	85.71
Actual 2023	89.47 (+14.77)	80	94.6	60	40	80

WRITING %	ALL	BOYS	GIRLS	FSM/PP	SEN	EAL
National 2022	69.5	63.6	75.7	49.1	24.6	60.1
RSS 2022	81.63	73.9	88.4	66.66	30	85.71
Actual 2023	89.47 (+19.97)	80	94.6	58.3	37.5	77.8

NUMBER %	ALL	BOYS	GIRLS	FSM/PP	SEN	EAL
National 2022	77.8	75.5	80.2	49.1	24.6	60.1
RSS 2022	93.87	95.6	92.3	77.7	70	100
Actual 2023	92.98 (+15.18%)	85	97.3	75	50	77

YEAR ONE PHONICS

	ALL	BOYS	GIRLS	DIS	SEN	EAL (6)
2022 National	75	72	79	80	44	75
2022 MK	78					
RSS 2022	90 (+15)	91 (+19)	90 (+11)	92 (+12)	50 (+10)	86 (+11)
Actual 2023	89.3 (+14.3)	85 (+13)	92.59 (+13.59)	81.8 (+1.8)	59.57 (+15.57)	100 (+25)

*Of the two PP children who did not achieve 32+, one is SEN and scored 25 and one has a high level of external involvement and also scored 25. Both children should pass next year.

YEAR ONE

READING %	ALL EX+	GD	BOYS EX	BOYS GD	GIRLS EX	GIRLS GD	DIS	DIS GD	SEN	EAL	EAL GD
2022 KS1	67	18	63	16	71	20	72	21	30	64	N/A
RSS 2022	90.1	40.85	90.6	40.6	89.7	41.03	91.67	33.33	50	80	40
Actual 2023	87.23 (+20.23)	44.68 (+26.68)	80 (+17)	35 (+19)	92.59 (+21.59)	51.85 (+31.85)	80.00 (+8)	50.00 (+29)	66.67 (+36.67)	83.33 (+19.33)	66.67

WRITING %	ALL EX+	GD	BOYS EX	BOYS GD	GIRLS EX	GIRLS GD	DIS EX	DIS GD	SEN	EAL	EAL GD
2022 KS1	58	8	52	6	64	10	63	10	20	57	N/A
RSS 2022	81.6	4.2	78.13	3.1	84.62	5.1	66.6	0	33.3	80	10
Actual 2023	78.72 (+20.72)	21.28 (+13.28)	70 (+18)	10 (+4)	85.19 (+21.19)	29.63 (+19.63)	80.00 (+17)	20.00 (+10)	44.44 (+24.44)	83.33 (+33.33)	16.67

MATHS %	ALL EX+	GD	BOYS EX	BOYS GD*	GIRLS EX	GIRLS GD	DIS EX	DIS GD	SEN	EAL	EAL GD
2022 KS1	68	15	68	18	67	12	73	18	33	67	N/A
RSS 2022	83.1	11.2	84.3	21.8	82.0	2.5	66.6	0	41.6	80	10
Actual 2023	89.36 (+21.36)	19.15 (+4.15)	95 (+27)	20 (+2)	85.19 (+18.19)	18.52 (+6.52)	80.00 (+7)	20.00 (+2)	66.67 (+33.67)	100 (+33)	10

SCIENCE %	ALL EX	BOYS	GIRLS	DIS	SEN	EAL
2022 KS1	77	75	79	82	N/A	N/A
RSS 2022	88.7	87.51	89.74	83.33	61.54	80
Actual 2023	91.49 (+14.49)	90 (+15)	92.59 (+13.59)	90.00 (+8)	55.56	100



Year 2

READING %	ALL EX+	GD	BOYS EX	BOYS GD	GIRLS EX	GIRLS GD	DIS EX	DIS GD	SEN	EAL EX	EAL GD
National 2022	67	18	63	16	71	20	72	21	30	64	N/A
MK 2022	69	20									
RSS 2022 yr 2	82	34	77	30	87	39	60	0	50	100	100
Actual 2023	84% (+17)	29% (+11)	76% (+13)	31% (+15)	89% (+18)	27% (+7)	83% (+11)	8% (-13%)	50% (+20)	80% (+16)	50%





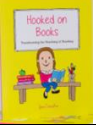




WRITING %	ALL	GD	BOYS EX	BOYS GD	GIRLS EX	GIRLS GD	DIS EX	DIS GD	SEN	EAL EX	EAL GD
National 2022	58	8	52	6	64	10	63	10	20	57	N/A
MK 2022	60	10									
RSS 2022	77	15	77	10	77	19	47	0	36	100	0
Actual 2023	74% (+16)	12% (+4)	69% (+17)	14% (+8)	79% (+15)	11% (+1)	50% (-13)	0% (-10)	33% (+13)	70% (+13)	20%

MATHS %	ALL	GD	BOYS EX	BOYS GD	GIRLS EX	GIRLS GD	DIS EX	DIS GD	SEN	EAL	EAL GD
National 2022	68	15	68	18	67	12	73	18	33	67	N/A
MK 2022	70	17									
RSS 2022	87	23	90	30	84	16	53	0	50	100	0
Actual 2023	90% (+22)	26% (+11)	86% (+18)	34% (+16)	92% (+25)	19% (+7)	92% (+19)	0% (-10)	50% (+17)	90% (+23)	30%

YEAR TWO PHONICS

	ALL
2022 National	87
2022 MK	89
2022	92
Actual 2023	94.3

Externally Provided Programmes

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