


Review of previous academic year 2023-2024

Our statutory data from SATs assessments, backed up by data from standardised NFER test, during 2023-2024 suggests that the gap between disadvantaged and non disadvantaged pupils is narrowing in most year groups.

 **Our Latest KS2 Results**

Please note that some years and progress scores are missing due to formal assessments being cancelled during COVID. The national floor standard is 65%

Reading	2018	2019	2022	2023	2024	2024 National
EXS	89%	95%	90%	83%	72%	74%
GDS	33%	42%	27%	31%	29%	28%
Progress	3.2	3.7	1.6	0.7		

Writing	2018	2019	2022	2023	2024	2024 National
EXS	85%	81%	72%	78%	79%	72%
GDS	24%	22%	15%	20%	19%	13%
Progress	1.6	0.1	1.2	1.5		

Maths	2018	2019	2022	2023	2024	2024 National
EXS	87%	95%	78%	83%	78%	73%
GDS	25%	37%	20%	30%	22%	24%
Progress	2.0	2.8	1.6	1.9		

Combined	2018	2019	2022	2023	2024	2024 National
EXS	78%	79%	63%	72%	62%	61%
GDS	9%	18%	8%	15%	7%	8%

Our disadvantaged pupils' attendance in 2023-2024 was slightly lower than non disadvantaged pupils, but the gap is not significant and there was no significant change in the gaps through the year,

Attendance	%
All	95%
Dis	94%

Attendance PA	%
All	10.53%
Dis	15.4 %

We continue to support any pupils with wellbeing and pastoral support. We have made good use of our TAs and Family Support workers who support families and pupils. These areas include attendance, health, housing and family wellbeing.

We continue to support pupils' wellbeing by encouraging participation in clubs, grabbing opportunities offered and extra curricular activities. The number of Pupil Premium pupils accessing wider curriculum opportunities has increased. Staff are more aware of who pupil premium children are and have made a conscious effort to encourage and include their participation.

% PP attending at least 1 club

Year 3	Year 4	Year 5	Year 6
75 %	67%	87%	85 %

Pupil who did not attend have been identified and prioritised for the forthcoming year. Also, some of these pupils had been offered places but they had declined after 1 to 1 conversations. Reasons given were personal choice and other commitments beyond school.

Daily phonics lessons that began in year 3 continued for some pupils into year 4. These children were monitored, and good progress was made over the course of the year. Phonics continued in year 3 each day.

Implementation of a new writing programme appears to be having positive effects. This has been evidenced in internal data and pupil voice discussions. Written work has been both internally and trust moderated. Staff have received CPD throughout the year. In the coming year, SEND pupils will be a focus and new a programs called Colourful Semantics will be piloted in year 4 along with Number Sense.

Termly Pupil Progress and Internal reviews have been undertaken. Staff use NFER assessments and analysed data to ensure progress can be optimised.

Families have been offered workshops and engaged with regular events and questionnaires. Relationships with parents continues to be positive.