

## Pupil Premium strategy statement – Mallard Academy

This statement details our academies' 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	381
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	<b>2026-2029</b>
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	David Richardson
Pupil premium lead	David Richardson
Governor / Trustee lead	Richard Brown

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£225600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£225600

## Part A: Pupil premium strategy plan

### Statement of intent

The vision of Exceed Learning Partnership is to equip young people with the knowledge, skills and mindset to thrive and take on the world. We aim to build communities where everyone belongs; it means feeling valued, safe, and seen. We celebrate diversity and commit to equity, removing barriers and closing gaps so every pupil and colleague can thrive. The Core Mission of ELP is “Every Child. Every Chance. Every Day” At ELP, every pupil should be Safe, Happy, Healthy, Learning, and feel like they Belong. This is our foundation for an inclusive environment.

At Mallard, 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.

High quality classroom provision is the fundamental principle on which our curriculum offer is based. Investment in expert teaching and targeted classroom support is key to providing the best opportunity for our students, disadvantaged or not, to achieve their potential (*EEF, 2021*). Recognising where barriers to progress exist, and further developing and adapting classroom practice to overcome these barriers is at the heart of our strategy.

Keeping our disadvantaged students at the forefront of lesson planning, recognising the barriers faced and taking immediate steps to overcome these barriers is key to engaging all in lessons.

Targeted interventions are applied to ensure, where deemed necessary, additional support for our most vulnerable students is able to effectively supplement classroom provision. There is a clear understanding and recognition that these interventions are not limited to academic ‘catch up’, but also aim to target other common barriers such as attendance, behaviour and building strong links with home. The best way to raise pupil self-esteem is for them to be successful in the classroom (*Rowland, 2015*).

Additionally, ensuring that we invest in the cultural capital of our children is essential. Cultural experiences across our catchment is significantly varied. We aim to expose our children to a wide range of sporting and cultural experiences that develop their ability to contribute to the wider society.

### Challenges

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

Challenge number	Detail of challenge
1	The school has a large Pupil Premium cohort of 39% which is significantly above the national average. In 2024-2025, the Y6 cohort has a PP number of 62%. Therefore with such an uneven spread of distribution it is essential that children are targeted



	for high quality teaching. Although PP achieved higher than national in all core areas it is essential to target children in all year groups as this has not been consistent over the last three years.
2	<b>Absence amongst disadvantaged pupils remains below non disadvantaged peers.</b> Attendance for disadvantaged pupils was two percent less than non pupil premium children.
3	<b>Access to Wider Opportunities - trips, music, the arts and sports</b> - It is essential at Mallard that we educate the whole child beyond the academic. Children at Mallard have less access than other children in Doncaster. This is due to lack of facilities in the area and the high levels of deprivation.
4	<b>Social, Emotional, and Mental Health (SEMH) needs among a small but significant group of pupils.</b> Thrive and BOSS data, alongside school behaviour records, show five pupils requiring intensive regulation and pastoral support. While behaviour is “securely good,” these pupils require continued multi-agency work to sustain inclusion.

## 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
<b>Improved Attainment for Disadvantaged Pupils in Reading, Writing, Maths and Combined.</b>	Reading, Writing, Maths and Combined attainment for the <b>greater depth standard</b> for pupil premium pupils is in line with the national average for the next three years.
<b>Improved Attainment for Disadvantaged Pupils in Reading, Writing, Maths and Combined.</b>	Reading, Writing, Maths and Combined attainment for the <b>expected standard</b> for pupil premium pupils continues to remain above the national average.
<b>Improved Attendance rates for pupils deemed Pupil Premium.</b>	The average attendance of disadvantaged pupils is at least 97% by December 2028.
<b>Disadvantaged Pupils have the same level of access to Wider Opportunities such as trips, music, the arts and sports as all other pupils. Finances are not a barrier to pupils accessing these much-needed wider opportunities.</b>	Qualitative data from pupil voice, pupil and parent surveys and teacher observations.  Attendance at clubs and music lessons will show levels of engagement by Pupil Premium pupils are in line with Non-Pupil Premium pupils proportionately.
<b>Social Emotional Mental</b>	All pupils who need SEMH support know where and

<b>Health and Behaviour Support</b>	how to access this support.
<b>All pupils, who need it, are identified quickly and have access to SEMH/Behaviour support internally or externally as appropriate.</b>	Pupil Voice demonstrates pupils feel safe and understand what help they can access in school. Parents/Carers feel their children are safe physically and mentally and know how to access support in school.

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £128094

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain Professional Growth and development of Teacher Pedagogy and Practice.	<p>Research into the most effective use of the PP Funding is that sufficient time is spent on quality CPD and training of teachers, TAs and leaders to develop their knowledge and understanding of how best to tackle the attainment gap and support building a strong culture of attainment for all:</p> <p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p>Ensure that professional development aligns with the needs of the school and is supported by school leadership. Gaining ongoing</p>	1,2,
<b>CPD Program for teachers throughout the year-</b> Developing knowledge and strategies for closing the gap for disadvantaged pupils- <b>ADAPTIVE TEACHING</b>		1,2,
<b>PP Lead and Principal development</b> through attendance at PP Network		All
<b>Specialist HLTAs</b> to ensure quality first teaching during PPA Time		1,2,



<p><b>Awareness Raising-</b> Implementation of school-wide 'Vulnerability Tracker' to support staff awareness of pupils' needs and where there are additional areas of support needed e.g. PP and SEND/EAL etc so support can be focused and targeted.</p>	<p>leadership buy-in can facilitate successful implementation.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/Five_a_Day_Reflection_Tool_-_Teaching_Assistants_v1.0-1.pdf?v=1674033195">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/Five_a_Day_Reflection_Tool_-_Teaching_Assistants_v1.0-1.pdf?v=1674033195</a></p>	<p>1,2,4</p>
<p><b>Pupil Progress Meetings</b> to have additional awareness with termly focus on Vulnerable Pupils attainment and progress.</p>	<p>Understanding of where there is a cross over of need supports teachers and TAs to remove barriers using the Five a Day Toolkit.</p>	<p>1,2,4</p>
<p><b>Technology and other resources that support personalised teaching and feedback- Implementation and training of Learning by Questions Program to support personalised learning across all subject areas.</b></p>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1764497555">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1764497555</a></p> <p>Technology has the potential to improve assessment and feedback, which are crucial elements of effective teaching. However, how teachers use information from assessments, and how pupils act on feedback, matter more than the way in which it is collected and delivered.</p>	<p>1,2</p>
<p><b>Mentoring and coaching</b> of targeted year groups particularly ECTs to ensure adaptive teaching strategies for vulnerable pupils and assessment for learning is accurate and impactful.</p>	<p>There is some evidence that mentoring can have small positive impacts on mentee pupil attainment and literacy. Mentoring can also lead to a range of positive outcomes for mentees, including improved teaching practice, confidence and self-belief, enhanced teacher student interactions, and an improved classroom environment.</p> <p><a href="https://niot.s3.amazonaws.com/documents/NIOT_mentoring_and_coaching_-_Key_Takeaways.pdf">https://niot.s3.amazonaws.com/documents/NIOT_mentoring_and_coaching_-_Key_Takeaways.pdf</a></p>	<p>1,2,</p>

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

Budgeted cost: £52551



Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Testbase subscription</b>	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: <a href="#">Diagnostic assessment   EEF</a>	1,2,4
<b>Third Space Learning 1:1 Tutoring Maths</b>	Weekly Maths Tutoring Program for Y5 and 6  Bespoke interventions designed to secure gaps in basic skills that have been identified using diagnostic assessments and encourage attendance due to confidence building.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition/">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition/</a>	1,2
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:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2
<b>Reading Plus</b> Reading Plus is an adaptive literacy tool that enables KS2 pupils to improve fluency, comprehension, vocabulary, stamina, and motivation.	Reading Plus produces 2.5 years of growth in just 60 hours of personalized instruction.  <ul style="list-style-type: none"> <li>• 2.5 Level Gains in 60 Hours</li> <li>• 2.0 Level Gains in 40 Hours</li> <li>• 1.0 Level Gains for College &amp; Career Readiness in 20 Hours</li> </ul>	1,2

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

Budgeted cost: £44955

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Funded school excursions</b> Some pupils continue to require financial support in order for them to benefit from off-site educational activities.	Children enhance their learning through experiential opportunities, which support memory and metacognition links to their classroom-based learning. This supports children to know more and remember more because of the connection built in the brain when we have first-hand experience of an event.	2,3,4



<p><b>Access to Extra Curricular Clubs Sports, Music Lessons, Performing Arts</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum +3 months.</p> <p>There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p>2,3,4</p>
<p><b>Thrive provision</b></p>	<p>Social and emotional learning interventions typically have an average impact of +4 months on attainment, and significantly improve behaviour and emotional regulation. Thrive supports positive relationships and readiness to learn. <a href="#">EEF – Improving Social and Emotional Learning in Primary Schools</a></p>	<p>3,4</p>

**Total budgeted cost: £225600**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Year 2

#### Reading

				Prior Att	Prev Sum	Aut End	Spr End	Sum End	EOYT
Year 2	+	(5)	EXS	-	-	60.00% (3/5)	60.00% (3/5)	80.00% (4/5)	60.00% (3/5)
			GD	-	-	20.00% (1/5)	20.00% (1/5)	20.00% (1/5)	20.00% (1/5)
Boys	+	(4)	EXS	-	-	50.00% (2/4)	50.00% (2/4)	75.00% (3/4)	50.00% (2/4)
			GD	-	-	25.00% (1/4)	25.00% (1/4)	25.00% (1/4)	25.00% (1/4)
Girls	+	(1)	EXS	-	-	100.00% (1/1)	100.00% (1/1)	100.00% (1/1)	100.00% (1/1)
			GD	-	-	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1
Disadvantaged	+	(5)	EXS	-	-	60.00% (3/5)	60.00% (3/5)	80.00% (4/5)	60.00% (3/5)
			GD	-	-	20.00% (1/5)	20.00% (1/5)	20.00% (1/5)	20.00% (1/5)
SEN Support	+	(1)	EXS	-	-	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1
			GD	-	-	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1
Non SEN	+	(4)	EXS	-	-	75.00% (3/4)	75.00% (3/4)	100.00% (4/4)	75.00% (3/4)
			GD	-	-	25.00% (1/4)	25.00% (1/4)	25.00% (1/4)	25.00% (1/4)
EAL	+	(3)	EXS	-	-	33.33% (1/3)	33.33% (1/3)	66.67% (2/3)	33.33% (1/3)
			GD	-	-	0.00% 0/3	0.00% 0/3	0.00% 0/3	0.00% 0/3

#### Writing

				Prior Att	Prev Sum	Aut End	Spr End	Sum End	EOYT
Year 2	+	(5)	EXS	-	-	60.00% (3/5)	60.00% (3/5)	80.00% (4/5)	60.00% (3/5)
			GD	-	-	0.00% 0/5	0.00% 0/5	0.00% 0/5	20.00% (1/5)
Boys	+	(4)	EXS	-	-	50.00% (2/4)	50.00% (2/4)	75.00% (3/4)	50.00% (2/4)
			GD	-	-	0.00% 0/4	0.00% 0/4	0.00% 0/4	25.00% (1/4)
Girls	+	(1)	EXS	-	-	100.00% (1/1)	100.00% (1/1)	100.00% (1/1)	100.00% (1/1)
			GD	-	-	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1
Disadvantaged	+	(5)	EXS	-	-	60.00% (3/5)	60.00% (3/5)	80.00% (4/5)	60.00% (3/5)
			GD	-	-	0.00% 0/5	0.00% 0/5	0.00% 0/5	20.00% (1/5)
SEN Support	+	(1)	EXS	-	-	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1
			GD	-	-	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1
Non SEN	+	(4)	EXS	-	-	75.00% (3/4)	75.00% (3/4)	100.00% (4/4)	75.00% (3/4)
			GD	-	-	0.00% 0/4	0.00% 0/4	0.00% 0/4	25.00% (1/4)
EAL	+	(3)	EXS	-	-	33.33% (1/3)	33.33% (1/3)	66.67% (2/3)	33.33% (1/3)
			GD	-	-	0.00% 0/3	0.00% 0/3	0.00% 0/3	0.00% 0/3





## Maths

				Prior Att	Prev Sum	Aut End	Spr End	Sum End	EOYT
Year 2	+	(5)	EXS	-	-	80.00% (4/5)	80.00% (4/5)	80.00% (4/5)	80.00% (4/5)
			GD	-	-	40.00% (2/5)	20.00% (1/5)	20.00% (1/5)	20.00% (1/5)
Boys	+	(4)	EXS	-	-	75.00% (3/4)	75.00% (3/4)	75.00% (3/4)	75.00% (3/4)
			GD	-	-	50.00% (2/4)	25.00% (1/4)	25.00% (1/4)	25.00% (1/4)
Girls	+	(1)	EXS	-	-	100.00% (1/1)	100.00% (1/1)	100.00% (1/1)	100.00% (1/1)
			GD	-	-	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1
Disadvantaged	+	(5)	EXS	-	-	80.00% (4/5)	80.00% (4/5)	80.00% (4/5)	80.00% (4/5)
			GD	-	-	40.00% (2/5)	20.00% (1/5)	20.00% (1/5)	20.00% (1/5)
SEN Support	+	(1)	EXS	-	-	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1
			GD	-	-	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1
Non SEN	+	(4)	EXS	-	-	100.00% (4/4)	100.00% (4/4)	100.00% (4/4)	100.00% (4/4)
			GD	-	-	50.00% (2/4)	25.00% (1/4)	25.00% (1/4)	25.00% (1/4)
EAL	+	(3)	EXS	-	-	66.67% (2/3)	66.67% (2/3)	66.67% (2/3)	66.67% (2/3)
			GD	-	-	0.00% 0/3	0.00% 0/3	0.00% 0/3	0.00% 0/3

### Summary of trends and comparison to national average and academy targets

- The percentage of disadvantaged pupils achieving the EXS standard in reading and writing increased from the previous academic year (60% to 80%). Maths was maintained (80%).
- The EOYT for EXS standard in reading and writing was surpassed (60% to 80%). In maths, the EOYT was met.
- In reading and writing only 50% of the boys achieved the EXS standard

### Autumn actions for Y2 disadvantaged pupils

- Monitor the 2 boys who did not achieve the EXS standard in reading and writing and target them so the gap can be closed. One of the pupils is also SEND so appropriate targets need to be in place on their MSP.

## Year 3

### Reading

				Prior Att	Prev Sum	Aut End	Spr End	Sum End	EOYT	In Year
Year 3	+	(4)	EXS	-	66.67% (2/3)	66.67% (2/3)	75.00% (3/4)	75.00% (3/4)	75.00% (3/4)	100.00% (3/3)
			GD	-	0.00% 0/3	33.33% (1/3)	25.00% (1/4)	50.00% (2/4)	25.00% (1/4)	66.67% (2/3)
Boys	+	(1)	EXS	-	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1	100.00% (1/1)
			GD	-	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1
Girls	+	(3)	EXS	-	100.00% (2/2)	100.00% (2/2)	100.00% (3/3)	100.00% (3/3)	100.00% (3/3)	100.00% (2/2)
			GD	-	0.00% 0/2	50.00% (1/2)	33.33% (1/3)	66.67% (2/3)	33.33% (1/3)	100.00% (2/2)
Disadvantaged	+	(4)	EXS	-	66.67% (2/3)	66.67% (2/3)	75.00% (3/4)	75.00% (3/4)	75.00% (3/4)	100.00% (3/3)
			GD	-	0.00% 0/3	33.33% (1/3)	25.00% (1/4)	50.00% (2/4)	25.00% (1/4)	66.67% (2/3)
SEN Support	+	(1)	EXS	-	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1	100.00% (1/1)
			GD	-	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1
Non SEN	+	(3)	EXS	-	100.00% (2/2)	100.00% (2/2)	100.00% (3/3)	100.00% (3/3)	100.00% (3/3)	100.00% (2/2)
			GD	-	0.00% 0/2	50.00% (1/2)	33.33% (1/3)	66.67% (2/3)	33.33% (1/3)	100.00% (2/2)
EAL	+	(1)	EXS	-	100.00% (1/1)	100.00% (1/1)	100.00% (1/1)	100.00% (1/1)	100.00% (1/1)	100.00% (1/1)
			GD	-	0.00% 0/1	100.00% (1/1)	100.00% (1/1)	100.00% (1/1)	100.00% (1/1)	100.00% (1/1)



## Writing

				Prior Att	Prev Sum	Aut End	Spr End	Sum End	EOYT	In Year
Year 3	+	(4)	EXS	-	66.67% (2/3)	66.67% (2/3)	75.00% (3/4)	75.00% (3/4)	75.00% (3/4)	100.00% (3/3)
			GD	-	0.00% 0/3	0.00% 0/3	25.00% (1/4)	25.00% (1/4)	25.00% (1/4)	33.33% (1/3)
Boys	+	(1)	EXS	-	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1	100.00% (1/1)
			GD	-	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1
Girls	+	(3)	EXS	-	100.00% (2/2)	100.00% (2/2)	100.00% (3/3)	100.00% (3/3)	100.00% (3/3)	100.00% (2/2)
			GD	-	0.00% 0/2	0.00% 0/2	33.33% (1/3)	33.33% (1/3)	33.33% (1/3)	50.00% (1/2)
Disadvantaged	+	(4)	EXS	-	66.67% (2/3)	66.67% (2/3)	75.00% (3/4)	75.00% (3/4)	75.00% (3/4)	100.00% (3/3)
			GD	-	0.00% 0/3	0.00% 0/3	25.00% (1/4)	25.00% (1/4)	25.00% (1/4)	33.33% (1/3)
SEN Support	+	(1)	EXS	-	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1	100.00% (1/1)
			GD	-	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1
Non SEN	+	(3)	EXS	-	100.00% (2/2)	100.00% (2/2)	100.00% (3/3)	100.00% (3/3)	100.00% (3/3)	100.00% (2/2)
			GD	-	0.00% 0/2	0.00% 0/2	33.33% (1/3)	33.33% (1/3)	33.33% (1/3)	50.00% (1/2)
EAL	+	(1)	EXS	-	100.00% (1/1)	100.00% (1/1)	100.00% (1/1)	100.00% (1/1)	100.00% (1/1)	100.00% (1/1)
			GD	-	0.00% 0/1	0.00% 0/1	100.00% (1/1)	100.00% (1/1)	100.00% (1/1)	100.00% (1/1)

## Maths

				Prior Att	Prev Sum	Aut End	Spr End	Sum End	EOYT	In Year
Year 3	+	(4)	EXS	-	66.67% (2/3)	66.67% (2/3)	75.00% (3/4)	75.00% (3/4)	75.00% (3/4)	100.00% (3/3)
			GD	-	0.00% 0/3	0.00% 0/3	0.00% 0/4	25.00% (1/4)	25.00% (1/4)	33.33% (1/3)
Boys	+	(1)	EXS	-	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1	100.00% (1/1)
			GD	-	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1
Girls	+	(3)	EXS	-	100.00% (2/2)	100.00% (2/2)	100.00% (3/3)	100.00% (3/3)	100.00% (3/3)	100.00% (2/2)
			GD	-	0.00% 0/2	0.00% 0/2	0.00% 0/3	33.33% (1/3)	33.33% (1/3)	50.00% (1/2)
Disadvantaged	+	(4)	EXS	-	66.67% (2/3)	66.67% (2/3)	75.00% (3/4)	75.00% (3/4)	75.00% (3/4)	100.00% (3/3)
			GD	-	0.00% 0/3	0.00% 0/3	0.00% 0/4	25.00% (1/4)	25.00% (1/4)	33.33% (1/3)
SEN Support	+	(1)	EXS	-	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1	100.00% (1/1)
			GD	-	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1
Non SEN	+	(3)	EXS	-	100.00% (2/2)	100.00% (2/2)	100.00% (3/3)	100.00% (3/3)	100.00% (3/3)	100.00% (2/2)
			GD	-	0.00% 0/2	0.00% 0/2	0.00% 0/3	33.33% (1/3)	33.33% (1/3)	50.00% (1/2)
EAL	+	(1)	EXS	-	100.00% (1/1)	100.00% (1/1)	100.00% (1/1)	100.00% (1/1)	100.00% (1/1)	100.00% (1/1)
			GD	-	0.00% 0/1	0.00% 0/1	0.00% 0/1	100.00% (1/1)	100.00% (1/1)	100.00% (1/1)

### Summary of trends and comparison to national average and academy targets

- The percentage of disadvantaged pupils achieving the EXS standard in all core subjects increased from the previous academic year (66.67% to 75%).
- The percentage of disadvantaged pupils achieving the GD standard in all core subjects increased from the previous academic year (0% to 25%).
- The EOYT for EXS standard in all the core subjects was met (75%).

### What has made a positive difference to attainment in summer term?

- Pupil progress meetings helped staff focus on the children who needed support to achieve their targets.



### Autumn actions for Y3 disadvantaged pupils

- One of the pupils is also SEND so appropriate targets need to be in place on their MSP and interventions put in place.

## Year 4

### Reading

				Prior Att	Prev Sum	Aut End	Spr End	Sum End	EOYT	In Year
Year 4	+	(7)	EXS	-	57.14% (4/7)	57.14% (4/7)	57.14% (4/7)	57.14% (4/7)	57.14% (4/7)	85.71% (6/7)
			GD	-	14.29% (1/7)	0.00% (0/7)	14.29% (1/7)	14.29% (1/7)	14.29% (1/7)	0.00% (0/7)
Boys	+	(4)	EXS	-	50.00% (2/4)	50.00% (2/4)	50.00% (2/4)	50.00% (2/4)	50.00% (2/4)	75.00% (3/4)
			GD	-	0.00% (0/4)	0.00% (0/4)	0.00% (0/4)	0.00% (0/4)	0.00% (0/4)	0.00% (0/4)
Girls	+	(3)	EXS	-	66.67% (2/3)	66.67% (2/3)	66.67% (2/3)	66.67% (2/3)	66.67% (2/3)	100.00% (3/3)
			GD	-	33.33% (1/3)	0.00% (0/3)	33.33% (1/3)	33.33% (1/3)	33.33% (1/3)	0.00% (0/3)
Disadvantaged	+	(7)	EXS	-	57.14% (4/7)	57.14% (4/7)	57.14% (4/7)	57.14% (4/7)	57.14% (4/7)	85.71% (6/7)
			GD	-	14.29% (1/7)	0.00% (0/7)	14.29% (1/7)	14.29% (1/7)	14.29% (1/7)	0.00% (0/7)
SEN Support	+	(3)	EXS	-	33.33% (1/3)	33.33% (1/3)	33.33% (1/3)	33.33% (1/3)	33.33% (1/3)	66.67% (2/3)
			GD	-	0.00% (0/3)	0.00% (0/3)	0.00% (0/3)	0.00% (0/3)	0.00% (0/3)	0.00% (0/3)
Non SEN	+	(4)	EXS	-	75.00% (3/4)	75.00% (3/4)	75.00% (3/4)	75.00% (3/4)	75.00% (3/4)	100.00% (4/4)
			GD	-	25.00% (1/4)	0.00% (0/4)	25.00% (1/4)	25.00% (1/4)	25.00% (1/4)	0.00% (0/4)
EAL	+	(2)	EXS	-	50.00% (1/2)	50.00% (1/2)	50.00% (1/2)	50.00% (1/2)	50.00% (1/2)	100.00% (2/2)
			GD	-	0.00% (0/2)	0.00% (0/2)	0.00% (0/2)	0.00% (0/2)	0.00% (0/2)	0.00% (0/2)

### Writing

				Prior Att	Prev Sum	Aut End	Spr End	Sum End	EOYT	In Year
Year 4	+	(7)	EXS	-	57.14% (4/7)	57.14% (4/7)	57.14% (4/7)	57.14% (4/7)	57.14% (4/7)	100.00% (7/7)
			GD	-	0.00% (0/7)	0.00% (0/7)	0.00% (0/7)	0.00% (0/7)	0.00% (0/7)	0.00% (0/7)
Boys	+	(4)	EXS	-	50.00% (2/4)	50.00% (2/4)	50.00% (2/4)	50.00% (2/4)	50.00% (2/4)	100.00% (4/4)
			GD	-	0.00% (0/4)	0.00% (0/4)	0.00% (0/4)	0.00% (0/4)	0.00% (0/4)	0.00% (0/4)
Girls	+	(3)	EXS	-	66.67% (2/3)	66.67% (2/3)	66.67% (2/3)	66.67% (2/3)	66.67% (2/3)	100.00% (3/3)
			GD	-	0.00% (0/3)	0.00% (0/3)	0.00% (0/3)	0.00% (0/3)	0.00% (0/3)	0.00% (0/3)
Disadvantaged	+	(7)	EXS	-	57.14% (4/7)	57.14% (4/7)	57.14% (4/7)	57.14% (4/7)	57.14% (4/7)	100.00% (7/7)
			GD	-	0.00% (0/7)	0.00% (0/7)	0.00% (0/7)	0.00% (0/7)	0.00% (0/7)	0.00% (0/7)
SEN Support	+	(3)	EXS	-	33.33% (1/3)	33.33% (1/3)	33.33% (1/3)	33.33% (1/3)	33.33% (1/3)	100.00% (3/3)
			GD	-	0.00% (0/3)	0.00% (0/3)	0.00% (0/3)	0.00% (0/3)	0.00% (0/3)	0.00% (0/3)
Non SEN	+	(4)	EXS	-	75.00% (3/4)	75.00% (3/4)	75.00% (3/4)	75.00% (3/4)	75.00% (3/4)	100.00% (4/4)
			GD	-	0.00% (0/4)	0.00% (0/4)	0.00% (0/4)	0.00% (0/4)	0.00% (0/4)	0.00% (0/4)
EAL	+	(2)	EXS	-	50.00% (1/2)	50.00% (1/2)	50.00% (1/2)	50.00% (1/2)	50.00% (1/2)	100.00% (2/2)
			GD	-	0.00% (0/2)	0.00% (0/2)	0.00% (0/2)	0.00% (0/2)	0.00% (0/2)	0.00% (0/2)

### Maths



				Prior Att	Prev Sum	Aut End	Spr End	Sum End	EOYT	In Year
Year 4	+	(7)	EXS	-	57.14% (4/7)	57.14% (4/7)	57.14% (4/7)	57.14% (4/7)	71.43% (5/7)	85.71% (6/7)
			GD	-	28.57% (2/7)	14.29% (1/7)	14.29% (1/7)	14.29% (1/7)	28.57% (2/7)	0.00% (0/7)
Boys	+	(4)	EXS	-	50.00% (2/4)	50.00% (2/4)	50.00% (2/4)	50.00% (2/4)	75.00% (3/4)	75.00% (3/4)
			GD	-	50.00% (2/4)	25.00% (1/4)	25.00% (1/4)	25.00% (1/4)	50.00% (2/4)	0.00% (0/4)
Girls	+	(3)	EXS	-	66.67% (2/3)	66.67% (2/3)	66.67% (2/3)	66.67% (2/3)	66.67% (2/3)	100.00% (3/3)
			GD	-	0.00% (0/3)	0.00% (0/3)	0.00% (0/3)	0.00% (0/3)	0.00% (0/3)	0.00% (0/3)
Disadvantaged	+	(7)	EXS	-	57.14% (4/7)	57.14% (4/7)	57.14% (4/7)	57.14% (4/7)	71.43% (5/7)	85.71% (6/7)
			GD	-	28.57% (2/7)	14.29% (1/7)	14.29% (1/7)	14.29% (1/7)	28.57% (2/7)	0.00% (0/7)
SEN Support	+	(3)	EXS	-	33.33% (1/3)	33.33% (1/3)	33.33% (1/3)	33.33% (1/3)	66.67% (2/3)	100.00% (3/3)
			GD	-	0.00% (0/3)	0.00% (0/3)	0.00% (0/3)	0.00% (0/3)	0.00% (0/3)	0.00% (0/3)
Non SEN	+	(4)	EXS	-	75.00% (3/4)	75.00% (3/4)	75.00% (3/4)	75.00% (3/4)	75.00% (3/4)	75.00% (3/4)
			GD	-	50.00% (2/4)	25.00% (1/4)	25.00% (1/4)	25.00% (1/4)	50.00% (2/4)	0.00% (0/4)
EAL	+	(2)	EXS	-	50.00% (1/2)	50.00% (1/2)	50.00% (1/2)	50.00% (1/2)	100.00% (2/2)	100.00% (2/2)
			GD	-	50.00% (1/2)	50.00% (1/2)	50.00% (1/2)	50.00% (1/2)	50.00% (1/2)	0.00% (0/2)

### Summary of trends and comparison to national average and academy targets

- The EOYT for EXS standard in reading and writing were met (57.14%).
- In maths, the EOYT for EXS standard was not met (1 pupil).
- 2 pupils achieved the GD standard in maths.
- In writing, none of the pupils achieved the GD standard.

### Autumn actions for Y4 disadvantaged pupils

- Teachers to diagnose any issues and put appropriate support in place to increase the percentage of disadvantaged pupils achieving the GD standard in writing.

### Year 5



## Reading

			Prior Att	Prev Sum	Aut End	Spr End	Sum End	EOYT	In Year
Year 5	+ (12)	EXS	-	75.00% (9/12)	66.67% (8/12)	66.67% (8/12)	75.00% (9/12)	75.00% (9/12)	91.67% (11/12)
		GD	-	8.33% (1/12)	8.33% (1/12)	8.33% (1/12)	8.33% (1/12)	8.33% (1/12)	0.00% (0/12)
Boys	+ (5)	EXS	-	60.00% (3/5)	60.00% (3/5)	60.00% (3/5)	60.00% (3/5)	60.00% (3/5)	100.00% (5/5)
		GD	-	20.00% (1/5)	20.00% (1/5)	20.00% (1/5)	20.00% (1/5)	20.00% (1/5)	0.00% (0/5)
Girls	+ (7)	EXS	-	85.71% (6/7)	71.43% (5/7)	71.43% (5/7)	85.71% (6/7)	85.71% (6/7)	85.71% (6/7)
		GD	-	0.00% (0/7)	0.00% (0/7)	0.00% (0/7)	0.00% (0/7)	0.00% (0/7)	0.00% (0/7)
Disadvantaged	+ (12)	EXS	-	75.00% (9/12)	66.67% (8/12)	66.67% (8/12)	75.00% (9/12)	75.00% (9/12)	91.67% (11/12)
		GD	-	8.33% (1/12)	8.33% (1/12)	8.33% (1/12)	8.33% (1/12)	8.33% (1/12)	0.00% (0/12)
SEN Support	+ (2)	EXS	-	100.00% (2/2)	100.00% (2/2)	100.00% (2/2)	100.00% (2/2)	100.00% (2/2)	100.00% (2/2)
		GD	-	0.00% (0/2)	0.00% (0/2)	0.00% (0/2)	0.00% (0/2)	0.00% (0/2)	0.00% (0/2)
Non SEN	+ (10)	EXS	-	70.00% (7/10)	60.00% (6/10)	60.00% (6/10)	70.00% (7/10)	70.00% (7/10)	90.00% (9/10)
		GD	-	10.00% (1/10)	10.00% (1/10)	10.00% (1/10)	10.00% (1/10)	10.00% (1/10)	0.00% (0/10)
EAL	+ (4)	EXS	-	50.00% (2/4)	50.00% (2/4)	50.00% (2/4)	50.00% (2/4)	50.00% (2/4)	75.00% (3/4)
		GD	-	25.00% (1/4)	25.00% (1/4)	25.00% (1/4)	25.00% (1/4)	25.00% (1/4)	0.00% (0/4)

## Writing

			Prior Att	Prev Sum	Aut End	Spr End	Sum End	EOYT	In Year
Year 5	+ (12)	EXS	-	66.67% (8/12)	66.67% (8/12)	66.67% (8/12)	66.67% (8/12)	66.67% (8/12)	83.33% (10/12)
		GD	-	8.33% (1/12)	8.33% (1/12)	8.33% (1/12)	8.33% (1/12)	8.33% (1/12)	0.00% (0/12)
Boys	+ (5)	EXS	-	60.00% (3/5)	60.00% (3/5)	60.00% (3/5)	60.00% (3/5)	60.00% (3/5)	80.00% (4/5)
		GD	-	20.00% (1/5)	20.00% (1/5)	20.00% (1/5)	20.00% (1/5)	20.00% (1/5)	0.00% (0/5)
Girls	+ (7)	EXS	-	71.43% (5/7)	71.43% (5/7)	71.43% (5/7)	71.43% (5/7)	71.43% (5/7)	85.71% (6/7)
		GD	-	0.00% (0/7)	0.00% (0/7)	0.00% (0/7)	0.00% (0/7)	0.00% (0/7)	0.00% (0/7)
Disadvantaged	+ (12)	EXS	-	66.67% (8/12)	66.67% (8/12)	66.67% (8/12)	66.67% (8/12)	66.67% (8/12)	83.33% (10/12)
		GD	-	8.33% (1/12)	8.33% (1/12)	8.33% (1/12)	8.33% (1/12)	8.33% (1/12)	0.00% (0/12)
SEN Support	+ (2)	EXS	-	50.00% (1/2)	50.00% (1/2)	50.00% (1/2)	50.00% (1/2)	50.00% (1/2)	100.00% (2/2)
		GD	-	0.00% (0/2)	0.00% (0/2)	0.00% (0/2)	0.00% (0/2)	0.00% (0/2)	0.00% (0/2)
Non SEN	+ (10)	EXS	-	70.00% (7/10)	70.00% (7/10)	70.00% (7/10)	70.00% (7/10)	70.00% (7/10)	80.00% (8/10)
		GD	-	10.00% (1/10)	10.00% (1/10)	10.00% (1/10)	10.00% (1/10)	10.00% (1/10)	0.00% (0/10)
EAL	+ (4)	EXS	-	50.00% (2/4)	50.00% (2/4)	50.00% (2/4)	50.00% (2/4)	50.00% (2/4)	50.00% (2/4)
		GD	-	25.00% (1/4)	25.00% (1/4)	25.00% (1/4)	25.00% (1/4)	25.00% (1/4)	0.00% (0/4)

## Maths





			Prior Att	Prev Sum	Aut End	Spr End	Sum End	EOYT	In Year
Year 5	+ (12)	EXS	-	58.33% (7/12)	50.00% (6/12)	50.00% (6/12)	58.33% (7/12)	83.33% (10/12)	83.33% (10/12)
		GD	-	8.33% (1/12)	8.33% (1/12)	8.33% (1/12)	8.33% (1/12)	8.33% (1/12)	16.67% (2/12)
Boys	+ (5)	EXS	-	80.00% (4/5)	80.00% (4/5)	80.00% (4/5)	80.00% (4/5)	100.00% (5/5)	100.00% (5/5)
		GD	-	20.00% (1/5)	20.00% (1/5)	20.00% (1/5)	20.00% (1/5)	20.00% (1/5)	20.00% (1/5)
Girls	+ (7)	EXS	-	42.86% (3/7)	28.57% (2/7)	28.57% (2/7)	42.86% (3/7)	71.43% (5/7)	71.43% (5/7)
		GD	-	0.00% 0/7	0.00% 0/7	0.00% 0/7	0.00% 0/7	0.00% 0/7	14.29% (1/7)
Disadvantaged	+ (12)	EXS	-	58.33% (7/12)	50.00% (6/12)	50.00% (6/12)	58.33% (7/12)	83.33% (10/12)	83.33% (10/12)
		GD	-	8.33% (1/12)	8.33% (1/12)	8.33% (1/12)	8.33% (1/12)	8.33% (1/12)	16.67% (2/12)
SEN Support	+ (2)	EXS	-	0.00% 0/2	0.00% 0/2	0.00% 0/2	50.00% (1/2)	100.00% (2/2)	100.00% (2/2)
		GD	-	0.00% 0/2	0.00% 0/2	0.00% 0/2	0.00% 0/2	0.00% 0/2	50.00% (1/2)
Non SEN	+ (10)	EXS	-	70.00% (7/10)	60.00% (6/10)	60.00% (6/10)	60.00% (6/10)	80.00% (8/10)	80.00% (8/10)
		GD	-	10.00% (1/10)	10.00% (1/10)	10.00% (1/10)	10.00% (1/10)	10.00% (1/10)	10.00% (1/10)
EAL	+ (4)	EXS	-	50.00% (2/4)	50.00% (2/4)	50.00% (2/4)	50.00% (2/4)	75.00% (3/4)	75.00% (3/4)
		GD	-	25.00% (1/4)	25.00% (1/4)	25.00% (1/4)	25.00% (1/4)	25.00% (1/4)	25.00% (1/4)

### Summary of trends and comparison to national average and academy targets

- The EOYT for EXS standard in reading and writing were met (75% in reading and 66.67% in writing).
- Disadvantaged pupils missed their target by 25% in maths (3 pupils)

### Autumn actions for Y5 disadvantaged pupils

- All pupils who missed their targets in maths need to be identified and support put in place.

## Year 6

### Reading

Year 6	+ (7)	EXS	83.33% (5/6)	71.43% (5/7)	71.43% (5/7)	71.43% (5/7)	71.43% (5/7)	71.43% (5/7)	100.00% (7/7)
		GD	33.33% (2/6)	28.57% (2/7)	14.29% (1/7)	14.29% (1/7)	28.57% (2/7)	14.29% (1/7)	14.29% (1/7)
Boys	+ (3)	EXS	100.00% (3/3)	100.00% (3/3)	100.00% (3/3)	100.00% (3/3)	100.00% (3/3)	100.00% (3/3)	100.00% (3/3)
		GD	33.33% (1/3)	66.67% (2/3)	33.33% (1/3)	33.33% (1/3)	66.67% (2/3)	33.33% (1/3)	0.00% 0/3
Girls	+ (4)	EXS	66.67% (2/3)	50.00% (2/4)	50.00% (2/4)	50.00% (2/4)	50.00% (2/4)	50.00% (2/4)	100.00% (4/4)
		GD	33.33% (1/3)	0.00% 0/4	0.00% 0/4	0.00% 0/4	0.00% 0/4	0.00% 0/4	25.00% (1/4)
Disadvantaged	+ (6)	EXS	80.00% (4/5)	66.67% (4/6)	66.67% (4/6)	66.67% (4/6)	66.67% (4/6)	66.67% (4/6)	100.00% (6/6)
		GD	20.00% (1/5)	33.33% (2/6)	16.67% (1/6)	16.67% (1/6)	33.33% (2/6)	16.67% (1/6)	16.67% (1/6)
Non Disadvantaged	+ (1)	EXS	100.00% (1/1)	100.00% (1/1)	100.00% (1/1)	100.00% (1/1)	100.00% (1/1)	100.00% (1/1)	100.00% (1/1)
		GD	100.00% (1/1)	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1
SEN Support	+ (1)	EXS	100.00% (1/1)	100.00% (1/1)	100.00% (1/1)	100.00% (1/1)	100.00% (1/1)	100.00% (1/1)	100.00% (1/1)
		GD	100.00% (1/1)	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1
Non SEN	+ (6)	EXS	80.00% (4/5)	66.67% (4/6)	66.67% (4/6)	66.67% (4/6)	66.67% (4/6)	66.67% (4/6)	100.00% (6/6)
		GD	20.00% (1/5)	33.33% (2/6)	16.67% (1/6)	16.67% (1/6)	33.33% (2/6)	16.67% (1/6)	16.67% (1/6)
EAL	+ (1)	EXS	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1	100.00% (1/1)
		GD	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1

### Writing



Year 6	+	(7)	EXS	83.33% (5/6)	71.43% (5/7)	71.43% (5/7)	71.43% (5/7)	71.43% (5/7)	71.43% (5/7)	85.71% (6/7)
			GD	0.00% 0/6	0.00% 0/7	0.00% 0/7	0.00% 0/7	0.00% 0/7	0.00% 0/7	0.00% 0/7
Boys	+	(3)	EXS	100.00% (3/3)	100.00% (3/3)	100.00% (3/3)	100.00% (3/3)	100.00% (3/3)	100.00% (3/3)	100.00% (3/3)
			GD	0.00% 0/3	0.00% 0/3	0.00% 0/3	0.00% 0/3	0.00% 0/3	0.00% 0/3	0.00% 0/3
Girls	+	(4)	EXS	66.67% (2/3)	50.00% (2/4)	50.00% (2/4)	50.00% (2/4)	50.00% (2/4)	50.00% (2/4)	75.00% (3/4)
			GD	0.00% 0/3	0.00% 0/4	0.00% 0/4	0.00% 0/4	0.00% 0/4	0.00% 0/4	0.00% 0/4
Disadvantaged	+	(6)	EXS	80.00% (4/5)	66.67% (4/6)	66.67% (4/6)	66.67% (4/6)	66.67% (4/6)	66.67% (4/6)	83.33% (5/6)
			GD	0.00% 0/5	0.00% 0/6	0.00% 0/6	0.00% 0/6	0.00% 0/6	0.00% 0/6	0.00% 0/6
Non Disadvantaged	+	(1)	EXS	100.00% (1/1)	100.00% (1/1)	100.00% (1/1)	100.00% (1/1)	100.00% (1/1)	100.00% (1/1)	100.00% (1/1)
			GD	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1
SEN Support	+	(1)	EXS	100.00% (1/1)	100.00% (1/1)	100.00% (1/1)	100.00% (1/1)	100.00% (1/1)	100.00% (1/1)	100.00% (1/1)
			GD	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1
Non SEN	+	(6)	EXS	80.00% (4/5)	66.67% (4/6)	66.67% (4/6)	66.67% (4/6)	66.67% (4/6)	66.67% (4/6)	83.33% (5/6)
			GD	0.00% 0/5	0.00% 0/6	0.00% 0/6	0.00% 0/6	0.00% 0/6	0.00% 0/6	0.00% 0/6
EAL	+	(1)	EXS	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1	100.00% (1/1)
			GD	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1

## Maths

Year 6	+	(7)	EXS	83.33% (5/6)	71.43% (5/7)	71.43% (5/7)	71.43% (5/7)	71.43% (5/7)	71.43% (5/7)	85.71% (6/7)
			GD	0.00% 0/6	28.57% (2/7)	14.29% (1/7)	14.29% (1/7)	14.29% (1/7)	28.57% (2/7)	14.29% (1/7)
Boys	+	(3)	EXS	100.00% (3/3)	100.00% (3/3)	100.00% (3/3)	100.00% (3/3)	100.00% (3/3)	100.00% (3/3)	66.67% (2/3)
			GD	0.00% 0/3	66.67% (2/3)	33.33% (1/3)	33.33% (1/3)	33.33% (1/3)	66.67% (2/3)	0.00% 0/3
Girls	+	(4)	EXS	66.67% (2/3)	50.00% (2/4)	50.00% (2/4)	50.00% (2/4)	50.00% (2/4)	50.00% (2/4)	100.00% (4/4)
			GD	0.00% 0/3	0.00% 0/4	0.00% 0/4	0.00% 0/4	0.00% 0/4	0.00% 0/4	25.00% (1/4)
Disadvantaged	+	(6)	EXS	80.00% (4/5)	66.67% (4/6)	66.67% (4/6)	66.67% (4/6)	66.67% (4/6)	66.67% (4/6)	100.00% (6/6)
			GD	0.00% 0/5	16.67% (1/6)	16.67% (1/6)	16.67% (1/6)	16.67% (1/6)	16.67% (1/6)	16.67% (1/6)
Non Disadvantaged	+	(1)	EXS	100.00% (1/1)	100.00% (1/1)	100.00% (1/1)	100.00% (1/1)	100.00% (1/1)	100.00% (1/1)	0.00% 0/1
			GD	0.00% 0/1	100.00% (1/1)	0.00% 0/1	0.00% 0/1	0.00% 0/1	100.00% (1/1)	0.00% 0/1
SEN Support	+	(1)	EXS	100.00% (1/1)	100.00% (1/1)	100.00% (1/1)	100.00% (1/1)	100.00% (1/1)	100.00% (1/1)	0.00% 0/1
			GD	0.00% 0/1	100.00% (1/1)	0.00% 0/1	0.00% 0/1	0.00% 0/1	100.00% (1/1)	0.00% 0/1
Non SEN	+	(6)	EXS	80.00% (4/5)	66.67% (4/6)	66.67% (4/6)	66.67% (4/6)	66.67% (4/6)	66.67% (4/6)	100.00% (6/6)
			GD	0.00% 0/5	16.67% (1/6)	16.67% (1/6)	16.67% (1/6)	16.67% (1/6)	16.67% (1/6)	16.67% (1/6)
EAL	+	(1)	EXS	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1	100.00% (1/1)
			GD	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1	0.00% 0/1

### Summary of trends and comparison to national average and academy targets

- The EOYT for EXS standard in all 3 core subjects were met (71.43%).
- The EOYT for the GD standard in reading was surpassed (14.29% to 28.58%)

### Autumn actions for Y6 disadvantaged pupils

- Teachers to diagnose any issues and put appropriate support in place to increase the percentage of disadvantaged pupils achieving the GD standard in writing.

## Reading

Number of pupils in cohort at the end of summer: 10

	Start of Year Baseline		End of Summer		
	EXS (%)	GD (%)	EXS (%)	GD (%)	EOYT (%)
All	66	0	100	20	EXS -77 GD - 0
Boys	100	0	100	33	EXS - 100 GD - 0
Girls	50	0	100	14	EXS - 71.4 GD - 0

## Writing

Number of pupils in cohort at the end of summer: 10

	Start of Year Baseline		End of Summer		
	EXS (%)	GD (%)	EXS (%)	GD (%)	EOYT (%)
All	55	0	88.89	10	EXS -77 GD - 10
Boys	66	0	100	0	EXS -100 GD - 0
Girls	50	0	85.71	14	EXS -71.4 GD - 14.3

## Maths

Number of pupils in cohort at the end of summer: 10

	Start of Year Baseline		End of Summer		
	EXS (%)	GD (%)	EXS (%)	GD (%)	EOYT (%)
All	66	11	80	10	EXS - 66 GD - 0
Boys	100	33	100	33	EXS - 100 GD - 33
Girls	50	0	71	0	EXS - 57 GD - 0



### Summary of trends and comparison to national average and academy targets

- Attainment was significantly above national at the EXS standard.
- The EOYT for EXS standard in all 3 core subjects was surpassed.
- The EOYT for GD standard was surpassed in reading and maths and met in writing.
- In all core subjects there was a significant increase at the EXS standard from the previous academic year.
- All boys met the EXS standard in core subjects.

### What has made a positive difference to attainment in Summer term?

- Good use of diagnostic assessment to accurately support the pupils to ensure good progress.
- Targeted interventions and boosters
- The revision period at the start of the summer term was pitched correctly and helped prepare the pupils for SATS.

### Wider Curriculum Opportunities - Extra Curricular Clubs and Wraparound

- All children have the opportunity to attend extra curricular clubs at a 50% reduced rate up to 4:30pm
- Places are allocated to disadvantaged first
- 20% of children who attended PGL were PP - 9 children (75% of PP children in that Year group)
- 22.5% of PP children have attended Willow's Den

### Disadvantaged Pupils Wider Curriculum Opportunities – Competitions and events

- Free bursary places for Rocksteady
- Educational visit voluntary contributions are adjusted to support families
- Reduced rate for Y6 residential
- % PP who received music lessons of any description

