

# **2024 -2025 Pupil Premium Strategy Statement – Rush Green Primary School**

[Previously published version did not have added **highlighted** sections]

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.

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**

<b>Detail</b>	<b>Data</b>
School name	RGPS
Number of pupils in school	855
Proportion (%) of pupil premium eligible pupils	23% (not reflective)
Academic year/years that our current pupil premium strategy plan covers	1 year. We prefer to build in the flexibility to adapt, as required from year to year. This works for us. The DfE funding changes from year to year and the timing of information release is poor (for example this year's funding figures).
Date this statement was published	1 <sup>st</sup> January <b>2025</b>
Date on which it will be reviewed	December 2025
Statement authorised by	RGPS Governing Body
Pupil premium lead	S Abeledo
Governor / Trustee lead	J Buckle

## **Funding overview**

<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	£254,625
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£254,625

# Part A: Pupil premium strategy plan

## Statement of intent

- The ultimate objective is to use this additional funding to support us in raising the attendance, attainment and aspiration of our disadvantaged children in order that they achieve as well as their non-disadvantaged peers.
- This pupil strategy plan works towards achieving that objective by identifying barriers to the success of our disadvantaged children and implementing strategies to remove these.
- The key principles of our strategy plan are that through high quality teaching for all and targeted support for groups and individuals, there will be no disparity between the successes of our disadvantaged pupils in comparison to their non-disadvantaged peers.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Safeguarding and wellbeing of our disadvantaged pupils:</b></p> <p>This does not always mean Child Protection Concerns! We also work with parents that may be struggling financially. This might be helping families to find the next meal, or working with families whom have recently lost a house through rental arrears, or are being kicked out by a landlord. We work with families in overcrowded households, we help those who might struggle with providing a uniform, to those that are struggling with their children's behaviour issues and/or mental health issues. It could also mean supporting children whose families are going through divorce or separation.</p> <p>Of course, it also means that sometimes we will also be protecting children subject from abuse or neglect in all its forms.</p> <p>At Rush Green, we want our children to feel secure, nourished and safe so that they can achieve best outcomes and make a positive contribution to our community.</p>
2	<p><b>Attendance and high persistent absence rates:</b></p> <p>When children are out of school, they are not learning. Gaps in learning lead to gaps in knowledge. The design of our curriculum means that learning is progressive and sequential so that if there are major gaps in learning, pupils will be missing fundamental knowledge and key skills. This means that any future learning is not secure because it is not rooted in a secure understanding.</p> <p>We often see gaps in phonics and reading first, when children do miss large parts of their education. This often means that these children struggle almost all the way through their schooling unless they are well supported. It can also</p>

	<p>lead to school refusal when pupils realise that they have fallen behind their peers and become anxious. This of course means that more absences build over time and gaps widen.</p> <p>It is also well known, and often illustrated in Serious Case Reviews, that children who are not in school may be at higher risk of abuse. Schools are always trained to monitor absences carefully because this is often one of the first signs that something is not quite right.</p>
3	<p><b>Closing gaps in learning:</b></p> <p>When children are <b>safe, secure and in school</b> we can work wonders! We forensically identify gaps in learning and work with pupils to try to close them through short term interventions and/or adaptations made to lessons. We are very careful in how we design our interventions and staff have to bid for them, by presenting proposals. The proposals have to be rooted in evidence, fit for purpose, contain clear expected outcomes and a mid-point check. Not all gaps can be filled with short term interventions and some precision teaching might be needed, or outside school tutoring. We use our own very experienced staff, who know the children very well. In our experience this has worked best.</p> <p>Intervention is not always needed and sometimes, additional adults working alongside small groups in class, or reducing class sizes can also help.</p>

## 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>A. Pupils are happy and safe.</b>	<p>Where there are, or have been safeguarding concerns, children are in school, can be seen and are safe.</p> <p>Multi-agency working results in pupil needs being met.</p> <p>High needs pupils are regulated and engage in learning.</p> <p>Cases are resolved and case studies show a high rate of success.</p>
<b>B. Pupils attend.</b>	<p>Persistent absence and overall absence rates for the disadvantaged group improve.</p> <p>Overall and persistent absence rates are <u>at least</u> in line with national figures.</p>
<b>C. Gaps between non-disadvantaged and disadvantaged learners close because disadvantaged learners make accelerated progress</b>	<p>High quality staff training leads to improved outcomes for all pupils.</p>

	<p>Teaching staff are better able to direct learning so that it meets the needs of all pupil groups.</p> <p>Progress is accelerated so that gaps in pupil outcomes narrow.</p>
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## Activity in this academic year

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

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

**Budgeted cost: £138,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>EYFS TalkBoost and Early TalkBoost Cost of subscription and training of staff Release time costs £5000</p>	<p>Continue to enhance teacher quality across the setting, ensuring that staff needs are met. When staff needs are met, staff are working more effectively and have greater impact on pupil outcomes.</p> <p><b>Effective Professional Guidance Report</b> <a href="https://www.educationendowmentfoundation.org.uk/evidence/evidence-in-action/effective-professional-development">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p> <p><i>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</i></p> <p><i>And PD has great potential; but it also comes with costs. We know that teachers engage in professional development activities whilst balancing multiple and, at times, competing commitments and time pressures. The need is clear, therefore, for PD to be well-designed, selected, and implemented so that the investment is justified.</i></p> <p><b>The EEF Guide to Supporting School Planning: A Tiered Approach</b> <a href="https://www.educationendowmentfoundation.org.uk/evidence/evidence-in-action/the-eef-guide-to-supporting-school-planning-a-tiered-approach-to-2021.pdf">The EEF guide to supporting school planning - A tiered approach to 2021.pdf (educationendowmentfoundation.org.uk)</a></p> <p><i>'Whole-school planning that focuses on high-quality teaching requires the support factor of sustained professional development. Focused spending on improving teaching in the coming year may include training and support for early career teachers in particular.'</i></p> <p><i>And 'Having deep subject knowledge and a flexible understanding of the content being taught is clearly important.'</i></p> <p><b>EEF: 15 Lessons Learned in the EEF's First 6 Years</b> <a href="https://www.educationendowmentfoundation.org.uk/evidence/evidence-in-action/15-key-lessons-learned-in-the-eefs-first-six-years">15 key lessons learned in the EEF's first six years   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3</p>

	<p><i>'What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development; but the supply of high-quality training is limited.'</i></p> <p><a href="#">EEF Key lessons learned.pdf</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><i>'Early Years education has huge promise in preventing the attainment gap becoming entrenched before children start school. However, it has not – yet – yielded as much as it should. Professional support and training for early years workers is key. Areas with potential include communication and language approaches; self-regulation strategies; and parental involvement.'</i></p>	
<p>Maths Mastering Number Programme (NCETM) training. Costs for cover</p> <p>2 x staff (YR, 1 and 2) 1.5 days cover per person = 3 days cover</p> <p>£600</p>	<p><b>NCETM Project (National Centre for Excellence in Teaching Mathematics).</b> The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.</p> <p>Work Group lead participants will be supported by central training and resources. There is an expectation that they will provide a daily teaching session for all children of 10 to 15 minutes, in addition to their normal maths lesson. There is also the expectation that they will contribute to an online community to share practice and engage in critical reflection.</p> <p><b>Ofsted Maths Teaching Review</b></p> <p><a href="#">Ofsted publishes research review on mathematics education - GOV.UK (www.gov.uk)</a></p>	3
<p>Phonics Training for staff – use of phonics expert. Cost of expert and staff cover for bespoke training.</p> <p>X3 days cover</p> <p>£3,000</p>	<p><b>Reading Development Framework: July 2021</b></p> <p><a href="#">The reading framework: teaching the foundations of literacy - GOV.UK (www.gov.uk)</a> (Section 3)</p> <p><b>Jim Rose, 2006, Independent Review of Early Reading untitled (ioe.ac.uk)</b></p> <p><b>EEF: 15 Lessons Learned in the EEF's First 6 Years</b></p> <p><a href="#">EEF Key lessons learned.pdf</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><i>'Early Years education has huge promise in preventing the attainment gap becoming entrenched before children start school. However, it has not – yet – yielded as much as it should. Professional support and training for early years workers is key. Areas with potential include communication and language approaches; self-regulation strategies; and parental involvement.'</i></p>	3
<p>Induction for 4x developing leaders (internally run course) followed by...</p> <p>12 days cover costs</p>	<p><b>The EEF Guide to Supporting School Planning: A Tiered Approach</b></p> <p><a href="#">The EEF guide to supporting school planning - A tiered approach to 2021.pdf</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><i>'Whole-school planning that focuses on high-quality teaching requires the support factor of sustained professional development. Focused spending on improving teaching in the coming year may include training and support for early career teachers in particular.'</i></p>	3

<p>£2400</p> <p>Coaching and mentoring, team teaching and peer review work and cover arrangements</p>	<p><b>EEF: 15 Lessons Learned in the EEF's First 6 Years</b></p> <p><a href="#">EEF Key lessons learned.pdf</a> (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><i>'What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development; but the supply of high-quality training is limited.'</i></p>	
<p>Deepening learning through improvement to the broad and balanced curriculum – Review of quality of teaching, teacher subject knowledge, coaching and curriculum development.</p> <p>6x days per leader 13 leaders £16,000</p> <p>Additional subject knowledge and further development courses for teachers and cover arrangements £14,000 costs of release time cover and £5000 training costs</p>	<p>Budgeting for 6 days release for subject leaders to improve and develop the curriculum so that <b>all</b> pupil outcomes are better.</p>	<p>3</p>
<p>Training on engagement for learning and best practice use of additional adult support through MITA</p> <p>Inhouse training of teaching assistants (TAs) and followed by</p>	<p><b>Maximising the Impact of Teaching Assistants (MITA)</b></p> <p><a href="#">Impact (maximisingtas.co.uk)</a></p> <p><i>An independent evaluation has found that schools that undertook the MITA programme improved how TAs were deployed and prepared for their classroom roles, and that participation in MITA was associated with a positive impact in terms of pupil engagement.</i></p> <p>And</p> <p><i>Teacher surveys reported that pupil independence improved, and that TAs had a significant or mostly positive impact on this.</i></p>	<p>3</p>

<p>TAs and teachers together around best working practices</p> <p>Twilight training and use of inset (February 2024)</p> <p>Additional release time to support on an adhoc basis and dependent on need.</p> <p>(approx. 6 hours cover required each TA)</p> <p>£5000 (potential overtime of additional £5000)</p> <p>£10,000 in total</p>	<p><b>EEF: Teaching and Learning Toolkit <a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></b></p> <p><b>EEF: 15 Lessons Learned in the EEF's First 6 Years</b>  <a href="#">EEF Key lessons learned.pdf</a>  <a href="#">(educationendowmentfoundation.org.uk)</a></p> <p><i>Though previous research had suggested that teaching assistants can have a negative impact on children's learning, EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress.</i></p>	
<p>Retention and Specialist Teaching</p> <p>Costs</p> <p>SEND team</p> <p>Training costs such as TEAM TEACH training PECS, PIVATS, Engagement Model etc</p> <p>£10,000</p> <p>Cost of staffing the Blue Room and Sunflower Room over and above the £106,000 received from LA funding</p> <p>£50,000</p> <p>Music Enrichment</p> <p>£12,000 per year</p>	<p><b>The EEF Guide to Supporting School Planning: A Tiered Approach</b>  <a href="#">The EEF guide to supporting school planning - A tiered approach to 2021.pdf</a>  <a href="#">(educationendowmentfoundation.org.uk)</a></p> <p><i>'Whole-school planning that focuses on high-quality teaching requires the support factor of sustained professional development. Focused spending on improving teaching in the coming year may include training and support for early career teachers in particular.'</i></p> <p><b>EEF: 15 Lessons Learned in the EEF's First 6 Years</b>  <a href="#">EEF Key lessons learned.pdf</a>  <a href="#">(educationendowmentfoundation.org.uk)</a></p> <p><i>'What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development; but the supply of high-quality training is limited.'</i></p>	3

Specialist staffing for PE support/coaching staff £10,000		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£90,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>The below catch-up programmes are to support disadvantaged pupils narrow gaps to the non-disadvantaged</b>	<b>Tutor Trust: Affordable Primary Tuition Evaluation Report and Exec Summary (Nov 201, Durham University)</b> <a href="#">26952.pdf (dur.ac.uk)</a>	
1:1 and small group tutoring by expert teacher for year 6 Reading, writing and maths – 2 terms	<b>The EEF Teaching and Learning Toolkit</b> <a href="#">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a> <i>Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. Some whole-class and whole-school interventions have shown promise but may take longer to show results</i>	3
1:1 tutoring in year 5 and year 6 as class teachers are released by expert cover teachers for x 3 afternoons per week, so that they can carry out forensic support in literacy and numeracy – 2 terms	<a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> <i>and</i> <a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a> <i>One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.</i>	3
1:1 and small group tutoring by expert teacher for year 5 Reading, writing and maths for 1x term	<b>Literacy and Life Expectancy (Feb 2018, National Literacy Trust)</b> <a href="#">Literacy and life expectancy   National Literacy Trust</a> <i>The report found that children born into communities with the most serious literacy challenges have some of the lowest life expectancies in England:</i>	3
Year 3 additional programme for reading/phonics and writing every morning for 14 weeks – 5	<ul style="list-style-type: none"> <li><i>A boy born in Stockton Town Centre (which has some of the most serious literacy challenges in the country) has a life expectancy <b>26.1 years</b></i></li> </ul>	3



<p>x 30min sessions and re-release of teachers through 1 x Expert Teacher</p>	<p><i>shorter than a boy born in North Oxford (which has some of the fewest literacy challenges)</i></p>	
<p>1:1 and small group tutoring by expert teacher for year 3 Reading, writing and maths</p>	<ul style="list-style-type: none"> <li>• <i>A girl born in Queensgate, Burnley (which has some of the most serious literacy challenges in the country), has a life expectancy <b>20.9 years shorter</b> than a girl born in Mayfield, Wealdon (which has some of the fewest literacy challenges)</i></li> </ul>	3
<p>Y2 Phonics intervention for early readers using tutoring</p>	<p><i>What's more, these inequalities even exist within the same communities:</i></p>	3
<p>Y1 Phonics intervention for early readers Year 1 additional phonics support targeted to children with poor attendance and with difficulties in reading. Almost 80% of these children identified as FSM or vulnerable. Reading/phonics every morning for 14 weeks – 5 x 30min sessions before school x 4 x phonics expert TAs</p>	<ul style="list-style-type: none"> <li>• <i>In Middlesbrough, a boy born in the ward of North Ormesby (which has some of the most serious literacy challenges in the country) has a life expectancy of 71.4 years, which is <b>11.6 years shorter</b> than a boy born just <b>2 miles away</b> in Marton East (which has some of the fewest literacy challenges in the country) who has a life expectancy of 83 years; the gap is <b>9.4 years</b> for girls (76.5 years vs 85.9 years)</i></li> </ul> <p><b>Reading Development Framework: July 2021</b>  <a href="#">The reading framework: teaching the foundations of literacy - GOV.UK (www.gov.uk)</a> (Section 3)  <a href="#">Section 3: Word reading and spelling (publishing.service.gov.uk)</a>  <b>Jim Rose, 2006, Independent Review of Early Reading</b>  <a href="#">untitled (ioe.ac.uk)</a></p> <p><b>EEF: 15 Lessons Learned in the EEF's First 6 Years</b>  <a href="#">EEF Key lessons learned.pdf (educationendowmentfoundation.org.uk)</a></p> <p><i>'Early Years education has huge promise in preventing the attainment gap becoming entrenched before children start school. However, it has not – yet – yielded as much as it should. Professional support and training for early years workers is key. Areas with potential include communication and language approaches; self-regulation strategies; and parental involvement.'</i></p> <p><b>Literacy Changes Lives</b>  <a href="#">Literacy Changes Lives (2008): An advocacy resource   National Literacy Trust</a></p> <p><i>This review of existing literature presents overwhelming evidence that literacy has a significant relationship with a person's happiness and success. It gives a clear indication of the dangers of poor literacy and also the benefits of improving literacy for the individual, the community, the workforce and the nation.</i></p>	3
<p>Additional SEND support outside of notional funding and EHCs (includes speech and language provision) 1 x FTE Teaching assistant and specialist teaching x1 FTE Expert Teacher</p> <p>Training delivered to staff within school setting and written programmes. Cost of therapist/year and staffing costs. £90,000</p>		3

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

**Budgeted cost: £120,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral support, including: Full-time (DSL) Designated Safeguarding Lead</p> <p>Full time Parent Support Advisor and Attendance Officer</p> <p>Training required for DSLs and PSA</p> <p>Supervision for DSL</p> <p>£70,000</p> <p>Early Help CAF support £3,000</p> <p>LBBB MASH Hub costs (SLA) BDSIP Inclusion Team costs (SLA) £10,000</p> <p>EAL support costs (SLA) &amp; Learning Village Subscription with resources £5000</p> <p>Counselling Service for pupils and staff £5000</p>	<p><b>The EEF Guide to Supporting School Planning: A Tiered Approach</b> <a href="https://www.educationendowmentfoundation.org.uk/EEF-Guide-to-Supporting-School-Planning-A-Tiered-Approach">The EEF guide to supporting school planning - A tiered approach to 2021.pdf</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>and <a href="https://www.gov.uk/pupil-premium">Pupil premium - GOV.UK (www.gov.uk)</a></p> <p><b>Relationships Between Student Engagement and Academic Achievement (Gunuc, 2013, International Journal of New Trends in Education)</b> <a href="https://www.ijonte.org/">19.GUNUC (ijonte.org)</a></p> <p><i>The results obtained via the analyses conducted revealed that there were significant relationships between the students' academic achievement and student engagement as well as between their academic achievement and especially the dimensions of cognitive engagement, behavioural engagement and sense of belonging. In addition, it was found out that cognitive, behavioural and emotional engagements - that is class engagement - predicted academic achievement and explained it with a rate of 10%.</i></p> <p><b>Keeping Children Safe in Education 2021</b> <a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/92426/keeping-children-safe-in-education-2021.pdf">Keeping children safe in education 2021</a> (<a href="https://www.publishing.service.gov.uk">publishing.service.gov.uk</a>) (page 9 – what school and college staff should look out for)</p> <p><b>Dissertation: Analysing Links Between Deprivation and School Attendance (Calderwood 2021, University of Buckingham)</b></p> <p><b>And</b></p> <p><b>Thesis: Reducing Persistent Absenteeism in Primary Schools (Calderwood 2021, University of Buckingham)</b> <i>The clear links between school attendance and educational outcomes make addressing persistent absenteeism a high priority for all schools.</i></p>	<p>1 &amp; 2</p>

<p>Educational Psychologist Support (SLA) £7000</p> <p>Farm upkeep costs</p> <p>Lunchtime provision for children with behavioural difficulties MDA staffing of lunchtime provision £6000</p> <p>Equipment for above lunchtime provision and food for nurture breakfast group £2000</p>	<p><b>Permanent Exclusions and Suspensions in England (2021)</b> <a href="#">Permanent exclusions and suspensions in England: 2019 to 2020 - GOV.UK (www.gov.uk)</a></p> <p><b>Pupil Attendance in Schools</b> <a href="#">School attendance and absence - GOV.UK (www.gov.uk)</a> <i>Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school.</i></p> <p><b>Children Missing Education 2016</b> <a href="#">Stat guidance template (publishing.service.gov.uk)</a></p> <p><b>School exclusions: a literature review on the continued disproportionate exclusions of certain children</b> <a href="#">School exclusions: a literature review on the continued disproportionate exclusions of certain children (publishing.service.gov.uk)</a></p>	
<p>Attendance awards, including end of year awards £2000</p>	<p><i>The extent to which pupils felt they ‘belonged’ in a school was identified as critical in some of the research. This included feeling valued as an individual, having good relationships with peers and teachers, and feeling that their needs were understood and addressed. The higher exclusion rates of pupils with SEMH and additional needs appeared from the research in this literature review to reflect challenges faced by schools and staff in identifying and meeting these needs. This was said to be aggravated by reduced school funding and limited scope to buy in specialist support.</i></p>	1 & 2
<p>School Supplementation of trip and visit costs to reduce overall costs.  £10,000</p>		1 & 2

**Total budgeted cost: £348,000 (Funding Total £254,625)**

## Part B: Review of the previous academic year (2023-24)

### Outcomes for disadvantaged pupils

#### A. Pupils are happy and safe.

Support is provided when it is needed. The proportion of pupils and families needing support tends to vary over the academic year. Support ranges from Early Help for families to individual support for pupils, such as counselling services and additional tutoring.

We work in partnership with families and sometimes, other external agencies to ensure that our pupils are in school, focused and ready to learn.

#### B. Pupils attend.

A focus on pupil attendance has resulted in continued improvement to be better than the national for overall and for persistent absence. We know that all of our children, especially our disadvantaged pupils benefit from being in school. For example:

- We know that they are safe
- They are able to build and strengthen bonds with their peers
- They are consistently exposed to high quality educational provision, which leads to better outcomes

#### C. Gaps between disadvantaged and non-disadvantaged learners narrow because disadvantaged learners make accelerated progress.

A focus on narrowing gaps between our disadvantaged and our non-disadvantaged has resulted in improved outcomes for all groups of pupils.

Despite well below age related expectations on entry, our disadvantaged pupils left KS1 at above the National Overall at EXS (2023 data) in all subjects and were close to the National overall for GDS.

By the time pupils leave us at the end of KS2, our disadvantaged pupils catch up and overtake National pupils overall, doing significantly better at the Combined score, EXS and GDS for all individual subjects.

Our in-school gaps between the disadvantaged and non-disadvantaged have narrowed across all subjects by the time pupils leave Year 6. In school gaps at GDS (greater depth) remain stubborn, but have narrowed at the combined score. We have found that work put into the PPG children has impact on all groups (a rising tide lifts all boats). Last year, there were no disadvantaged GDS writers – this year there were. Last year, no disadvantaged pupils gained the combined score at GDS (17% attained this is 2023/2024 v National Overall of 22%). At KS2, our disadvantaged pupils did better than all pupils nationally.

## Data 2023/2024:

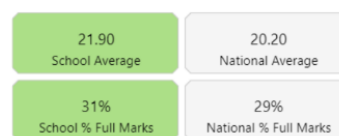
KS2 @ RGPS 2024*%	KS2 National 2024 %
Reading EXS = 98 Reading GDS = 66	Reading EXS = 73 Reading GDS = 27
Writing EXS = 92 Writing GDS = 24	Writing EXS = 71 Writing GDS = 13
Maths EXS = 97 Maths GDS = 56	Maths EXS = 73 Maths GDS = 24
SPaG EXS = 98 SPaG GDS = 79	SPaG EXS = 72 SPaG GDS = 30
Combined EXS = 92 Combined GDS = 20	Combined EXS = 61 Combined GDS = 8

\*Subject to validation

KS1 @ RGPS 2024 %	KS1 National 2023*%
Reading EXS = 84 Reading GDS = 28	Reading EXS = 68 Reading GDS = 19
Writing EXS = 81 Writing GDS = 14	Writing EXS = 60 Writing GDS = 8
Maths EXS = 88 Maths GDS = 31	Maths EXS = 70 Maths GDS = 16
% RGPS 2024	% National 2024
Year 1 phonics: 85% Year 2 phonics: 98%	National 79%
EYFS: 79% GLD	National 67%

\*2023 was the last year of National KS1 results

Year 4 Multiplication Tables in 2024



## Review/Analysis: PPG = Disadvantaged, NPPG = Non-Disadvantaged

**Baseline figs:** Children are well below ARE on entry to EYFS; concerns around CL&L; early reading and writing

**EYFS:** 79% GLD was SIG+ National figs 67%; Internal 71% PPG v 81% NPPG = 10% gap

Focus areas: CL&L up on previous year – remains a focus; Word Reading Internal PPG 76% v NPPG 81%, Writing Internal PPG 71% v NPPG 81%; PSED strong, despite high SEMH at baseline; NCETM, Maths Mastery, ShREC and Talkboost all had a very positive impact.

**Phonics Year 1:** 75% PPG v National 2024 PPG of 68% = our pupils do better than PPG Nationally, (In school gap = 75%PPG v 94%NPPG (RGPS internal data) = 19%gap; B v G gap of 4% only (G slightly higher not statistically sig)

KS1 National 2023*%
Reading EXS = 68 Reading GDS = 19
Writing EXS = 60 Writing GDS = 8
Maths EXS = 70 Maths GDS = 16

**KS1:** Strong figures; no National figs for 2024 but overall results all higher than 2023 national figures (see table above);

**R:** 82% PPG v 83% NPPG @ EXS (RGPS internal data); PPG pupils perform better than National Overall @ EXS in 2023 which was RGPS 86% v N 68%; 15% PPG v 27% NPPG @GDS (RGPS internal data); PPG pupils performed close to the National Overall at GDS which was RGPS 15% v N 19% (2023)

**W:** 67% PPG v 79% NPPG @ EXS (RGPS internal data); 6% PPG v 14% NPPG @GDS (RGPS internal data); No National KS1 data for 2024; PPG pupils perform better than National Overall @ EXS in 2023 which was RGPS 67% v N 60%; 6% PPG pupils attained GDS v N 8% (2023)

**M:** 82% PPG v 89% NPPG @ EXS (RGPS internal data); 21% PPG v 28% NPPG @GDS (RGPS internal data); No National KS1 data for 2024; PPG pupils perform better than National Overall @ EXS and GDS (2023 data)

**KS2:** Exceptionally strong; SIG+ all areas; No value added calculable as no KS1 data for this cohort (Covid). PPG is SIG+ higher than National Overall in all areas

**R:** PPG 90% v NPPG 97% @EXS (RGPS internal data); PPG 57% v 65% NPPG @GDS (RGPS internal data); PPG 90% v National Overall 73% @ EXS; PPG 57% v National Overall 27% @ GDS

**W:** PPG 86% v NPPG 94% @EXS (RGPS internal data); PPG 23% v NPPG 25% @GDS (RGPS internal data); PPG 86% v National Overall 71% @EXS; PPG 23% v National Overall 13% @GDS

**M:** PPG 83% v NPPG 97% @EXS (RGPS internal data); PPG 27% v NPPG 67% @GDS (RGPS internal data); PPG 83% v National Overall 73% @EXS; PPG 27% v National Overall 24% @GDS

**SPaG:** PPG 90% v NPPG 97% @EXS; PPG 60% v NPPG 86% @GDS (RGPS internal data); PPG 90% v National Overall 72% @EXS; PPG 60% v National Overall 30% @GDS

**COMBINED:** SIG above National @ EXS & GDS; PPG @EXS = 81%; NPPG @EXS = 94% (gap 13% but PPG group are still SIG+ N Overall); PPG @GDS = 17%; NPPG @ GDS = 22%

**Previous year's work was highly successful. Our continued focus on PPG v NPPG shows that by the time pupils leave our school, gaps overall are narrowing as children move through the school to the end of KS2. However, the internal gap of 13% @ EXS between PPG and NPPG in the combined score is larger than we would like and is an area for focus in 2024/2025. A small group of PPG pupils had very poor historical attendance which would have impacted on outcomes and so, attendance of the PPG group will also be an area of focus in 2024/2025.**

**In KS2 Maths, GDS has a 40% difference between PPG v NPPG. Analysis of internal data indicates this is cohort specific. Out of 30 PPG pupils (each equating to approx. 3%), 10 chn were within 10 marks of GDS. Had these children attained GDS the PPG would have hit 60%.**