

Kings Road CPS



Pupil Premium Statement 2023/24 & review for 22/23

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Date Reviewed	December 2021 (3 year plan) September 2022, December 2023
Date approved by GB	

Excellence, in every area without compromise

Kings Road Pupil premium strategy statement 2023/24

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

Detail	Data
School name	Kings Road Primary School
Number of pupils in school	667
Proportion (%) of pupil premium eligible pupils	29.09% (194 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022, 2022/23 to 2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	D Morgan Headteacher
Pupil premium lead	D Morgan Headteacher
Governor / Trustee lead	Ayesha Ahmed Link Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£242,985
Recovery premium funding allocation this academic year	£ 24,215
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 267,200

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by the EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

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.

Common barriers to learning for disadvantaged children can be; less support at home, weak language/vocabulary development and communication skills, lack of confidence, more frequent behaviour difficulties, attendance and punctuality issues and other vulnerabilities. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'.

At Kings Road, we are determined to move forward with our ambition of 'Excellence without Compromise, in every area', which includes our disadvantaged children via the Pupil Premium Pledge. Quality First teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. We believe this will have the greatest impact on closing the disadvantage attainment gap and support our non-disadvantaged pupils at the same time.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Our ultimate objectives for disadvantaged pupils are:

- ✓ To narrow the disadvantage attainment gap between disadvantaged and non-disadvantaged pupils
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected rates of progress
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level

We aim to do this effectively through:

- Ensuring that teaching and learning opportunities meet the needs of all of our pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils
- Ensuring disadvantaged pupils are challenged in the work they are set

- Acting early to intervene at the point any need is identified
- Fulfilling the promise of our pupil premium pledge to accelerate progress
- Adopting a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Support payment for enrichment activities and educational visits. Ensuring children have first-hand experiences to use in their learning in the classroom
- Provide enrichment activities/experiences in each class across the school per half term
- Extend PE provision through extra-curricular activities
- Enable children to learn a musical instrument

This list is not exhaustive and will change according to the challenges, needs and support required for our disadvantaged pupils. This will be based on solid formative and summative assessment when making decisions about the impact of the disadvantage.

We have developed our Ignite curriculum through a number of drivers that are designed to help children overcome barriers to learning. These barriers can be more prevalent amongst our disadvantaged pupils.



Our Pupil premium pledge uses **enrichment** as another route for us to enhance the experiences of all pupils at school including pupil premium through quality engagement in conversation to develop language and vocabulary skills.

KR PPP (Enrichment)



At Kings Road we ensure that all PP children receive at least 1.5 hours extra English or Maths input each week. We call this our 'Pupil Premium Pledge.' As part of this pledge we will ensure that all PP children also experience the enriching experiences below—in addition to the experience we will ensure that each PP child will have the opportunity to engage in conversation that may develop their language and cognitive understanding during the activity.

<p>1</p> <ul style="list-style-type: none"> Picnic planning Baking Local visits Gardening and planting Picnic planning (and enjoying) Den building 	<p>2</p> <ul style="list-style-type: none"> Thematic baking and decoration Visit a local library Batik Sporting leadership Disc-golf Caring for a pet 	<p>3</p> <ul style="list-style-type: none"> Watercress heads MOSI Longford Park Beach Tatton Park Tatton Park Egyptian Exhibit
<p>4</p> <ul style="list-style-type: none"> Visit to the theatre Library trip Cooking Gardening Picnic Visit to an art gallery 	<p>5</p> <ul style="list-style-type: none"> Orienteering Debate club Lego design challenge Makaton Cooking Bird watching 	<p>6</p> <ul style="list-style-type: none"> Visit Stockport air raid shelters Hands on Science day Forest Biome Food related activities Pond dipping Mosi

Excellence without compromise

Challenges

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

Challenge number	Detail of challenge
1	<u>Vocabulary & language</u> – understanding of specific vocabulary in the curriculum including reading (84.11% EAL 561 pupils) Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	<u>Phonics & reading</u> Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as early readers and acts as a barrier to pupils accessing the full curriculum and achieving the highest levels of attainment.
3	Poor parental engagement in school and at home for disadvantaged compared to non-disadvantaged pupils
4	Attendance and punctuality issues including pupils that are persistently absent
5	Significant attainment gap in all subjects compared with non-disadvantaged pupils in all phases
6	Significantly lower attainment than non-disadvantaged pupils during the Covid 19 pandemic

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
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book looks and ongoing formative assessment
Improved reading attainment among disadvantaged pupils at the end of KS2	KS2 reading outcomes in 2024/25 show that more than 83% of disadvantaged

	<p>pupils met the expected standard. (This is compared to 2019 data outcomes).</p> <p>24/25 Reading exp PP = 75% - intended outcome is not met.</p>
Improved maths attainment for disadvantaged pupils at the end of KS2	<p>KS2 maths outcomes in 2024/25 show that more than 83% of disadvantaged pupils met the expected standard. (This is compared to 2019 data outcomes).</p> <p>24/25 maths exp PP = 68% - intended outcome is not met.</p>
Improved phonics outcomes for disadvantaged pupils	<p>EYFS & KS1 phonics outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the national standard. (This is compared to 2019 data outcomes)</p> <p>24/25 Phonics Y1PP = 90% (6% above national standard 84%) - Intended outcome is met.</p> <p>24/25 Phonics Y2 PP resit = 95%</p>
Improved GLD outcomes for disadvantaged pupils (pupil premium enrichment pledge)	<p>EYFS GLD outcomes in 2024/25 show that more than 72% of disadvantaged pupils met the national standard (compared to 2019 national data as KR data was low).</p> <p>24/25 EYFS PP GLD = 38% - intended outcome is not met.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by;</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent questionnaires and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • a significant increase in parental engagement in school and at home, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	<p>Sustained high attendance from 2024/25 demonstrated by;</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 3.9% (2019 KR data) and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced • the % of all pupils who are persistently absent being below 8.5% (2019 KR data) and the gap between disadvantaged pupils and

	their non-disadvantaged peers reduced
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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: **£10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training Tuesdays	<p>CPD given to TA's for QFT when supporting pupils in class or in targeted interventions. This year 23/24 involves online training in mental health to further support pupils.</p> <p>EEF recommends that school's focus their pupil premium on supporting high-quality teaching.</p>	1,2,5,6
Staff CPD Includes ECT training & development	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings, INSET and wider opportunities. We are part of the TTSA and have 3 SLE's in school. This includes support for our ECT & RQT's.</p> <p>Ensuring an effective teacher is in front of every class is a key ingredient to the success of our school and is a key priority for all pupils including PP.</p> <p>EEF recommends that school's focus their pupil premium on supporting high-quality teaching.</p>	1,2,5,6
Language & Vocabulary CPD/resources	<p>'Closing the Vocabulary Gap' – Alex Quigley. Book purchased for staff training to develop knowledge and understanding</p> <p>EEF recommends that school's focus their pupil premium on supporting high-quality teaching.</p>	1,2,3
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend	<p>Evidence suggests that oral language interventions, including dialogic activities such as high quality classroom discussion, are inexpensive to implement with high impact on reading.</p> <p>Oral language interventions / Toolkit Strand /Education Endowment Foundation/ EEF</p>	

<p>vocabulary. (SDPA2)</p> <p>Utilise 'Welcomm' alongside this in EYFS and deploy speech and language TA across EYFS facilitate oral language interventions & discussion</p>																																																																																
<p>White Rose Maths resources</p>	<p>Enhancement of our maths teaching and curriculum planning in line with DFE and EEF guidance.</p>	<p>5,6</p>																																																																														
<p>Enhancement of EYFS/KS1 reading books to secure phonics teaching for all pupils.</p>	<p>Investment of new books to support the EEF research.</p> <p>Phonics pass PP pupils = 75% Phonics pass non-PP pupils = 81%</p> <p>GLD PP pupils = 12% GLD non-PP pupils = 22%</p> <table border="1" data-bbox="480 987 1145 1458"> <thead> <tr> <th></th> <th>Measure</th> <th>PP Result 2021</th> <th>School Result 2021</th> <th>PP Result 2019</th> <th>School Result 2019</th> </tr> </thead> <tbody> <tr> <td rowspan="6">KS2</td> <td>KS2</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Reading- EXP</td> <td>54%</td> <td>72%</td> <td>83%</td> <td>85%</td> </tr> <tr> <td>Reading- HS</td> <td>27%</td> <td>41%</td> <td>17%</td> <td>17%</td> </tr> <tr> <td>Writing- EXP</td> <td>42%</td> <td>64%</td> <td>83%</td> <td>83%</td> </tr> <tr> <td>Writing- HS</td> <td>15%</td> <td>26%</td> <td>37%</td> <td>32%</td> </tr> <tr> <td>Maths- EXP</td> <td>46%</td> <td>68%</td> <td>83%</td> <td>88%</td> </tr> <tr> <td rowspan="6">KS1</td> <td>Maths HS</td> <td>12%</td> <td>26%</td> <td>13%</td> <td>20%</td> </tr> <tr> <td>KS1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Reading- EXP</td> <td>65%</td> <td>71%</td> <td>53%</td> <td>73%</td> </tr> <tr> <td>Reading- HS</td> <td>32%</td> <td>39%</td> <td>32%</td> <td>56%</td> </tr> <tr> <td>Writing- EXP</td> <td>58%</td> <td>64%</td> <td>53%</td> <td>67%</td> </tr> <tr> <td>Writing- HS</td> <td>8%</td> <td>27%</td> <td>0%</td> <td>29%</td> </tr> <tr> <td>Maths- EXP</td> <td>65%</td> <td>79%</td> <td>69%</td> <td>86%</td> </tr> <tr> <td>Maths HS</td> <td>27%</td> <td>43%</td> <td>11%</td> <td>415%</td> </tr> </tbody> </table>		Measure	PP Result 2021	School Result 2021	PP Result 2019	School Result 2019	KS2	KS2					Reading- EXP	54%	72%	83%	85%	Reading- HS	27%	41%	17%	17%	Writing- EXP	42%	64%	83%	83%	Writing- HS	15%	26%	37%	32%	Maths- EXP	46%	68%	83%	88%	KS1	Maths HS	12%	26%	13%	20%	KS1					Reading- EXP	65%	71%	53%	73%	Reading- HS	32%	39%	32%	56%	Writing- EXP	58%	64%	53%	67%	Writing- HS	8%	27%	0%	29%	Maths- EXP	65%	79%	69%	86%	Maths HS	27%	43%	11%	415%	<p>1,2,3</p>
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<p>Purchase of a DFE validated systematic Synthetic Phonics scheme Full renewal due April 22</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p>Phonics/Toolkit Strand/ Education Endowment Foundation/ EEF</p>	<p>1,2,3</p>																																																																														
<p>Enhancement of our maths teaching and curriculum planning in line with DFE and EEF guidance. We will provide high quality CPD</p>	<p>DFE non-statutory guidance produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence based approaches.</p> <p>Maths guidance KS1 and 2.pdf (publishing.service.gov.uk)</p> <p>EEF guidance is based on a range of the best available evidence:</p>	<p>5,6</p>																																																																														

('create a consistent calculation approach nursery to y6' & 'Devise a bespoke calculation approach for our school')	Improving Mathematics in Key Stages 2 and 3	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£200,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>National tutoring programme 23/24 (NTP)</p> <p>'Catch up' teacher financed to deliver high quality interventions, particularly those pupils whose learning has been most affected during lockdown, including disadvantaged pupils</p>	<p>15 hours of tuition per pupil receiving a tuition package focused on English and maths.</p> <p>Small group tuition targeted at specific needs and knowledge gaps. This approach will enable us to focus exclusively on an allocated number of learners. Intensive tuition will be used to support pupils whose education has been most impacted by the pandemic including disadvantaged and vulnerable pupils to accelerate learning in maths and English.</p> <p>One to one tuition / EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition / Toolkit Strand / Education Endowment Foundation / EEF</p>	<p>2,5,6</p>

<p>Targeted reading intervention. 'Beanstalk readers'</p>	<p>As a school we are acutely aware of the need to close the gap in attainment between PP and non-PP. Data from 2019 compared with post-Covid data from 2021 shows that, particularly in KS2 the gap between PP and non-PP is becoming wider.</p> <p>One to one tuition / EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,5,6</p>
<p>Targeted intervention through the Pupil Premium Pledge PPP & enrichment activities</p> <p>*The cost to school of an average TA is £555 per hour per year. This figure has been used to calculate the costings.</p> <p>Total Cost approx £157k</p>	<ul style="list-style-type: none"> • Every PP pupil will receive 1.5 hours per week, per pupil focused intervention and support in the classroom. Progress will be measured using KR's internal tracking system. • Intervention Impact record will be updated after each session to ensure misconceptions and/ or next-steps are recorded and planned for. • PP interventions groups to be closely monitored by AHT's. AHT's will meet with the adult delivering the intervention sessions (1xTuesday afternoon per term) to facilitate reflection, re-focusing and ensure progression • Stretch and challenge <p>Enrichment activities</p> <p>We will develop the breadth of real-life, first hand experiences that all of our pupils have including PP pupils.</p> <ul style="list-style-type: none"> • Develop our PPP with the introduction of our PP enrichment programme- a minimum of 6 additional real-life activities that PP pupils will be immersed in, with a focus on high quality dialogue & conversation <ul style="list-style-type: none"> • Prioritise a certain number of extra-curricular experience places for PP pupils 25% of clubs 	<p>1,2,3,5,6</p>
<p>T20 strategy targeted intervention</p>	<p>Tuition targeted at specific needs for the lowest attaining 20% of pupils whose learning has been most impacted</p> <p>EEF supports targeted academic support</p>	<p>1,2,5,6</p>
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking; listening and a combination of the two show positive impacts on attainment:</p>	<p>1</p>

who have relatively low spoken language skills. (Welcomm and Primary Welcomm)	Oral language interventions / EEF (educationendowmentfoundation.org.uk)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£50,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DFE's Improving School Attendance advice</p> <p>School mini bus Lease agreement Y1 £9,800 Y2 onwards £6,500 per year</p>	<p>The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Enrichment & experiences for all pupils including PP. This is directly linked to pupils' social and emotional learning, to support our behaviour principles at KR and to target where there is low attendance.</p>	3,4
<p><u>Attendance</u> <u>Child and family mentor</u> <i>Appointed to work with vulnerable families and improve parental engagement (toddler group, community events, family projects) this also includes; safeguarding, supporting social and emotional wellbeing</i> 75% of funding £26,307 <u>Attendance officer x2</u> <i>Appointed to manage school attendance and contact low attenders, complete first day calls and</i></p>	<p>Social and Emotional learning – Interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. These programmes are targeted at pupils with particular social and emotional needs.</p> <p>Parental engagement- defined as the involvement of parents in supporting their children's academic learning and overall experiences at school, including;</p> <ul style="list-style-type: none"> • Approaches and programmes which aim to develop parental skills such as literacy or IT skills • General approaches which encourage parents to support their children with, for example reading or homework • The involvement of parents in their children's learning activities and • More intensive programmes for families in crisis 	3,4,5,6

<p><i>support families to raise attendance and punctuality. The attendance officer works in conjunction with the child and family mentor.</i></p> <p><i>50% of funding</i> £17,538</p> <p><i>Attendance contact plus package £1000</i></p> <p><i>Access to absence clinics and network meetings</i></p> <p>Attendance pastoral team developed to support wellbeing and attendance</p>	<p>Safeguarding</p> <p>With the additional increase in social service involvement, it is essential that we know our children and can spot triggers which will affect learning.</p> <p>The SENCO and ‘Children and Family mentor’ are working closely with the attendance officers to support wider issues related to punctuality and low attendance.</p> <p>Improving School Attendance DFE</p>	
<p>Contingency fund for acute issues eg. extra curricular activities, travel, wraparound care to ensure all children can attend school and thrive.</p>	<p>Based on our experiences and those similar to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> <p>For example; music opportunities, wider curriculum opportunities, before and after school provision, resources, curriculum enrichment opportunities through ‘Ignite’</p>	All
<p>Logo’d school jumper/cardigan & school tie provided for all FSM children when they join school. Other items of uniform may be supplied as required to ensure all children can attend school and thrive.</p>	<p>Pupils from lower socioeconomic backgrounds are less likely to be able to afford the cost of school uniforms, particularly branded items.</p> <p>PP funding supports our disadvantaged families with school uniform of the most expensive items.</p> <p>See – https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/school-uniform</p>	

Total budgeted cost: £267,200

Part B: Review of outcomes in the previous academic year 2022/23

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the **2022-23** academic year.

Additional changes to 22/23 statement;

- Loss of the school mini-bus to develop 'wider strategies'
- Loss of the National Tutoring programme in 'Targeted academic support' for high level intervention for PP pupils due to the lack of additional funding that was required from the KR's budget and was facing a deficit.

2022/23 pupil outcomes

Pupil Premium attainment (externally recorded data for July 2023) compared with school result (non-disadvantaged pupils)

Pupil Premium

KS2 SATs			
Measure	PP result 2023	School Result 2023	Comparators (23)
			Nat
Read – exp	66%	82%	73%
Reading – higher standard	8%	30%	29%
Write – exp	79%	89%	71%
Write – Higher standard	24%	39%	13%
Maths – exp	66%	80%	73%
Maths – Higher standard	13%	27%	24%
Re, wr, ma - exp	53%	72%	59%
RWM – Higher standard	5%	20%	8%
SPAG – exp		81%	72%
SPAG – Higher standard		45%	30%
KS1 SATS			
Read – exp	59%	72%	68%
Read – GD	27%	28%	19%
Write – exp	32%	57%	60%
Write – GD	9%	12%	8%
Maths – exp	77%	84%	71%
Maths – GD	32%	33%	16%
Phonics			
Y1 Pass	80%		79%
Y2 resit Pass	75%		
Foundation Stage			
GLD	88%		67%
Maths screen (Y4)	63%		

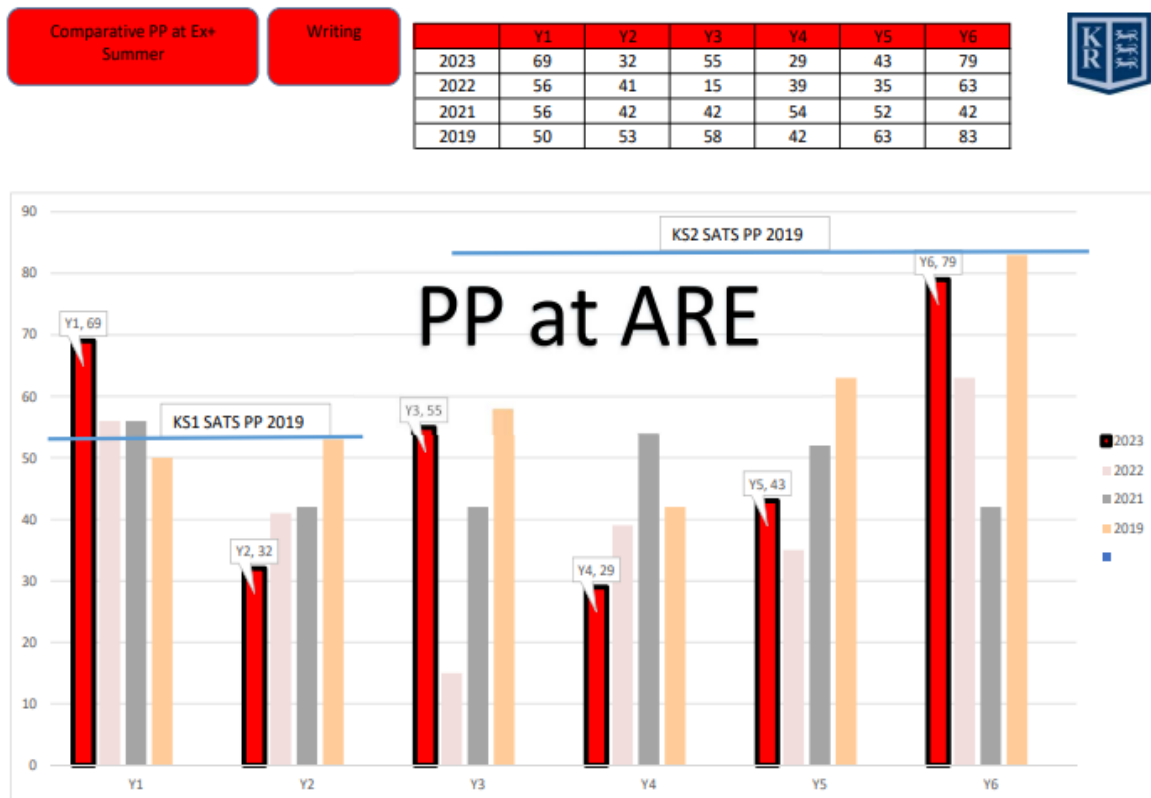
Pupil Premium Numbers									
YR	18	Y1	20	Y2	22	Y4	20	Y6	38

Comparison of ARE July 2023 for PP pupils (Reading, writing, maths)

Reading



Writing

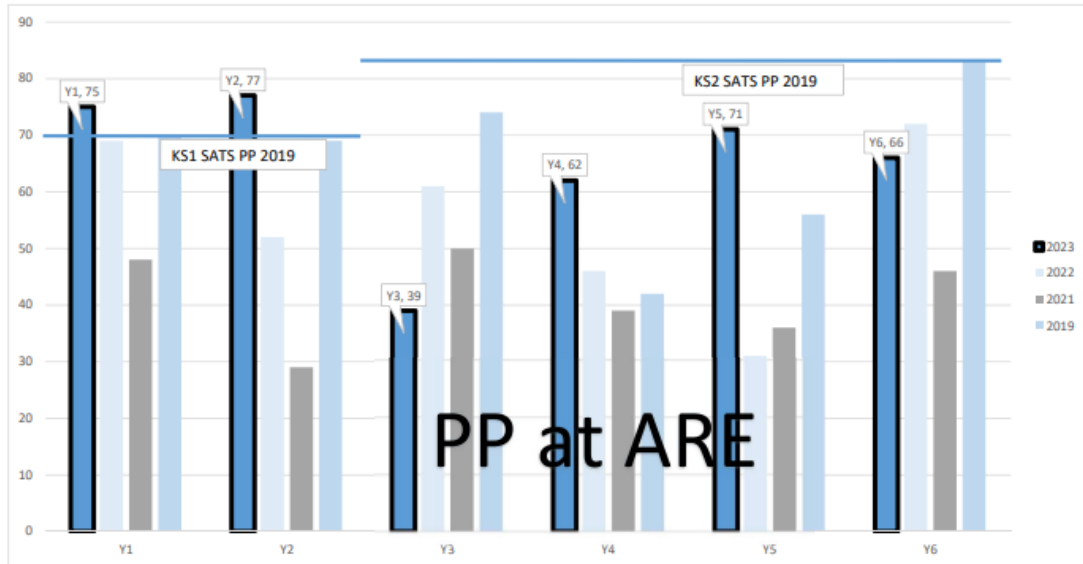


Maths

Comparative PP at Ex+ Summer

Maths

	Y1	Y2	Y3	Y4	Y5	Y6
2023	75	77	39	62	71	66
2022	69	52	61	46	31	72
2021	48	29	50	39	36	46
2019	70	69	74	42	56	83

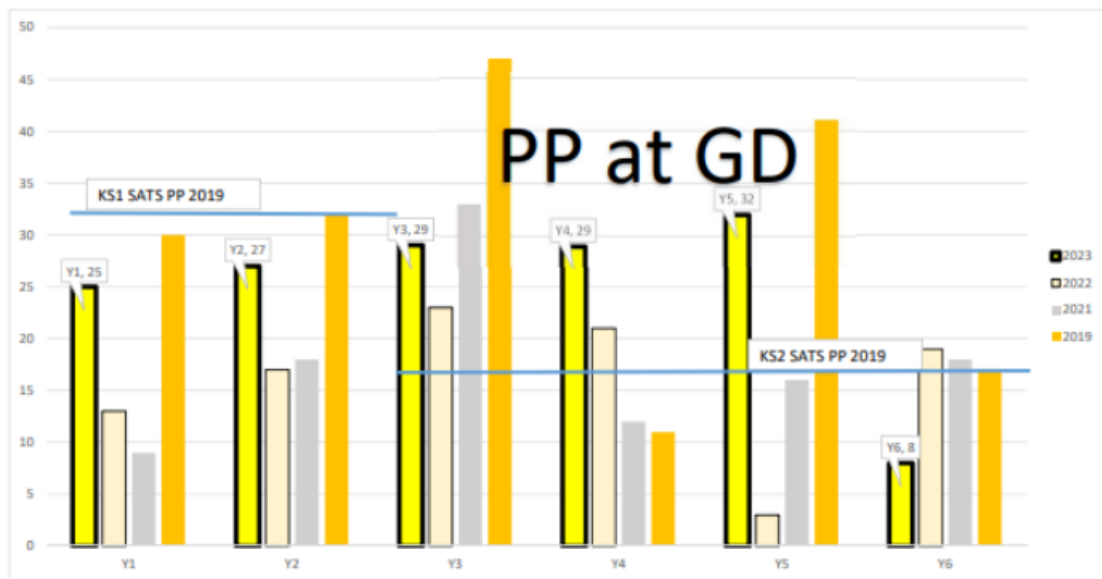


Comparison of % of PP pupils at GD July 2023 (Reading, writing, maths)

Comparative PP at GD Summer

Reading

	Y1	Y2	Y3	Y4	Y5	Y6
2023	25	27	29	29	32	8
2022	13	17	23	21	3	19
2021	9	18	33	12	16	18
2019	30	32	47	11	41	17

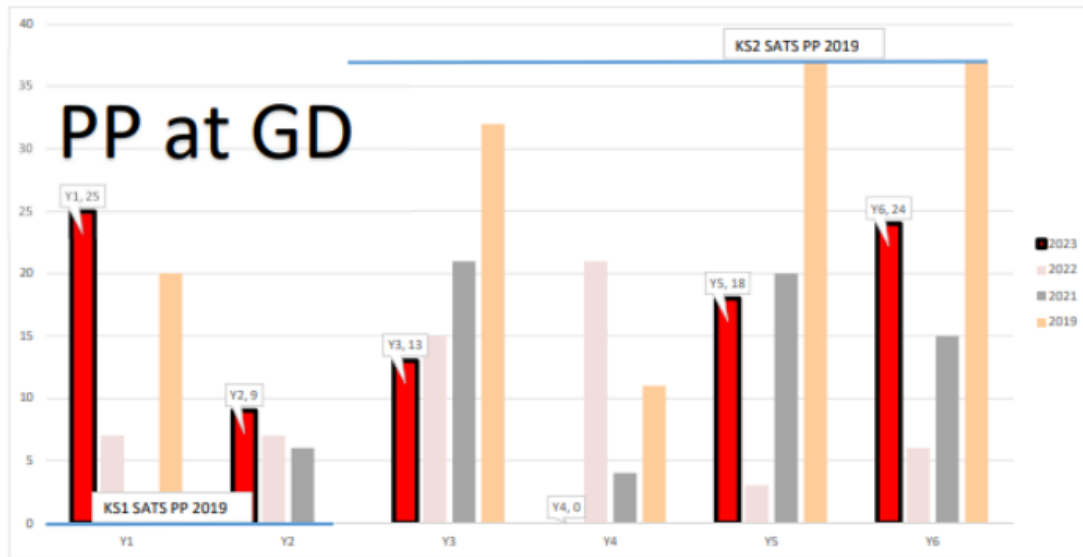


Writing

Comparative PP at GD
Summer

Writing

	Y1	Y2	Y3	Y4	Y5	Y6
2023	25	9	13	0	18	24
2022	7	7	15	21	3	6
2021	0	6	21	4	20	15
2019	20	0	32	11	37	37

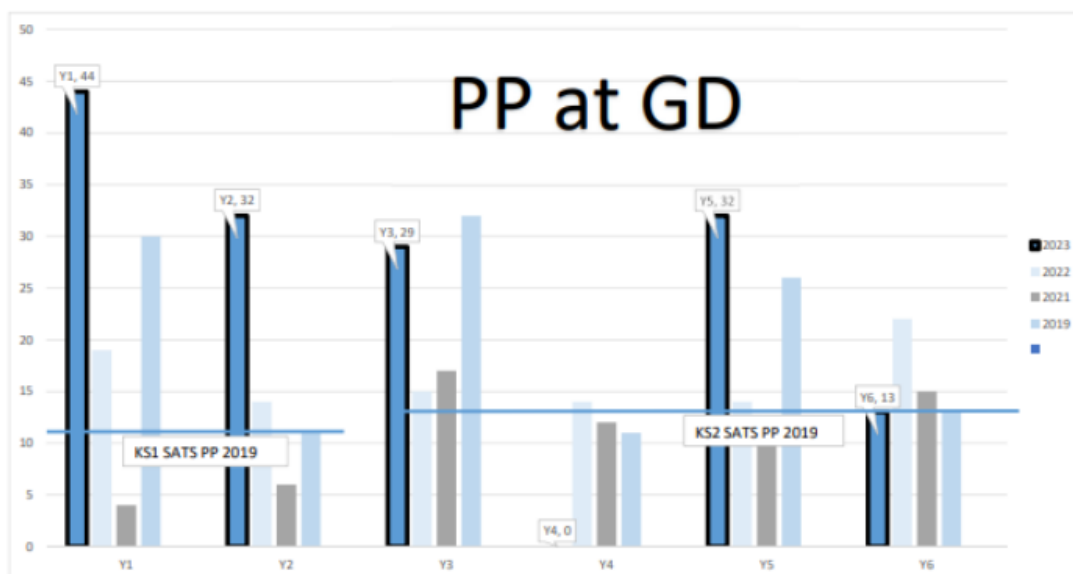


Maths

Comparative PP at GD
Summer

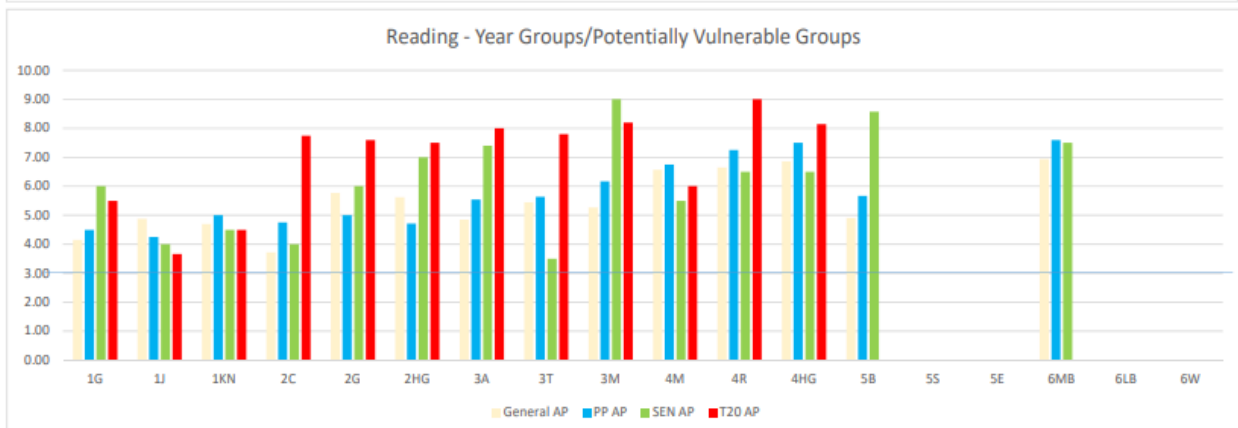
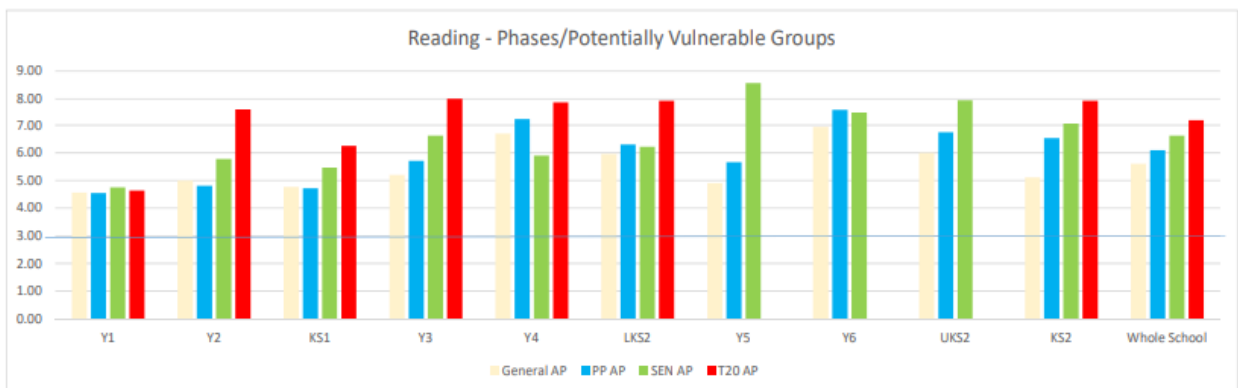
Maths

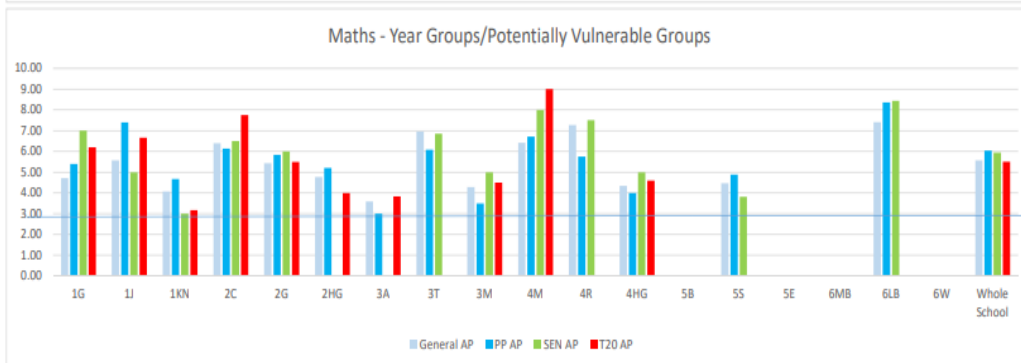
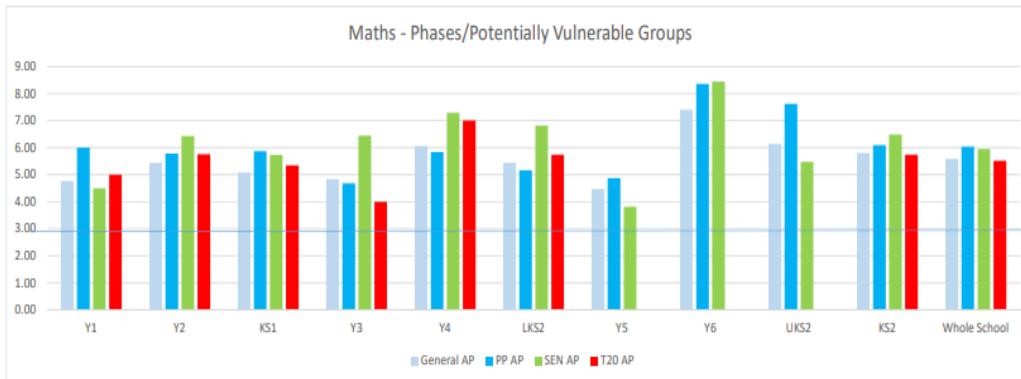
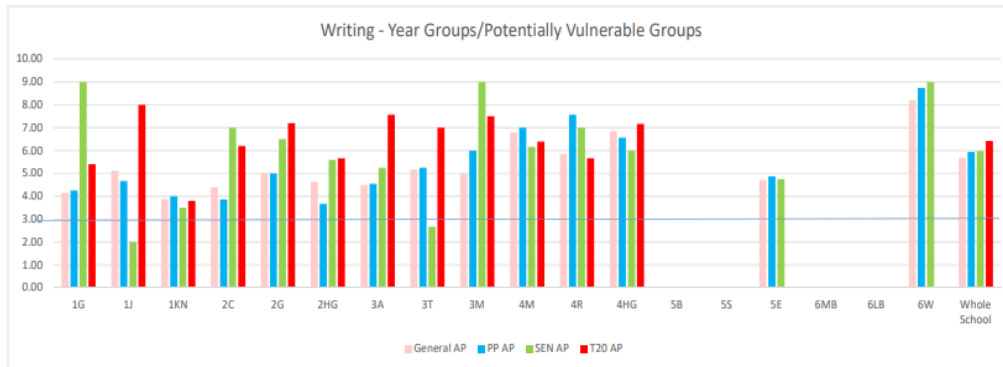
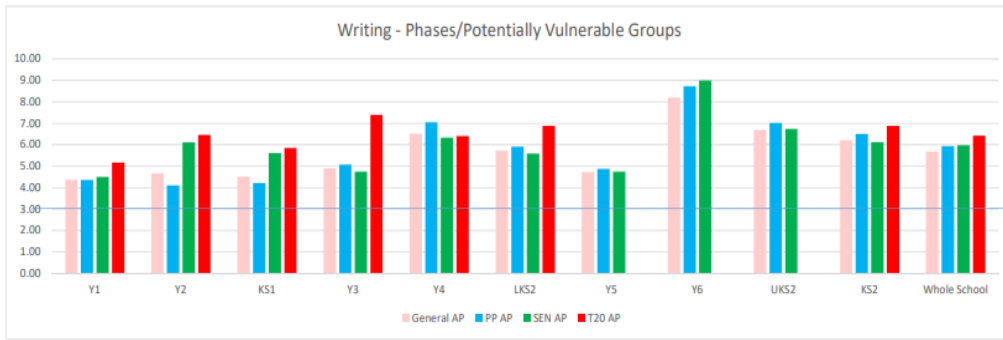
	Y1	Y2	Y3	Y4	Y5	Y6
2023	44	32	29	0	32	13
2022	19	14	15	14	14	22
2021	4	6	17	12	12	15
2019	30	11	32	11	26	13



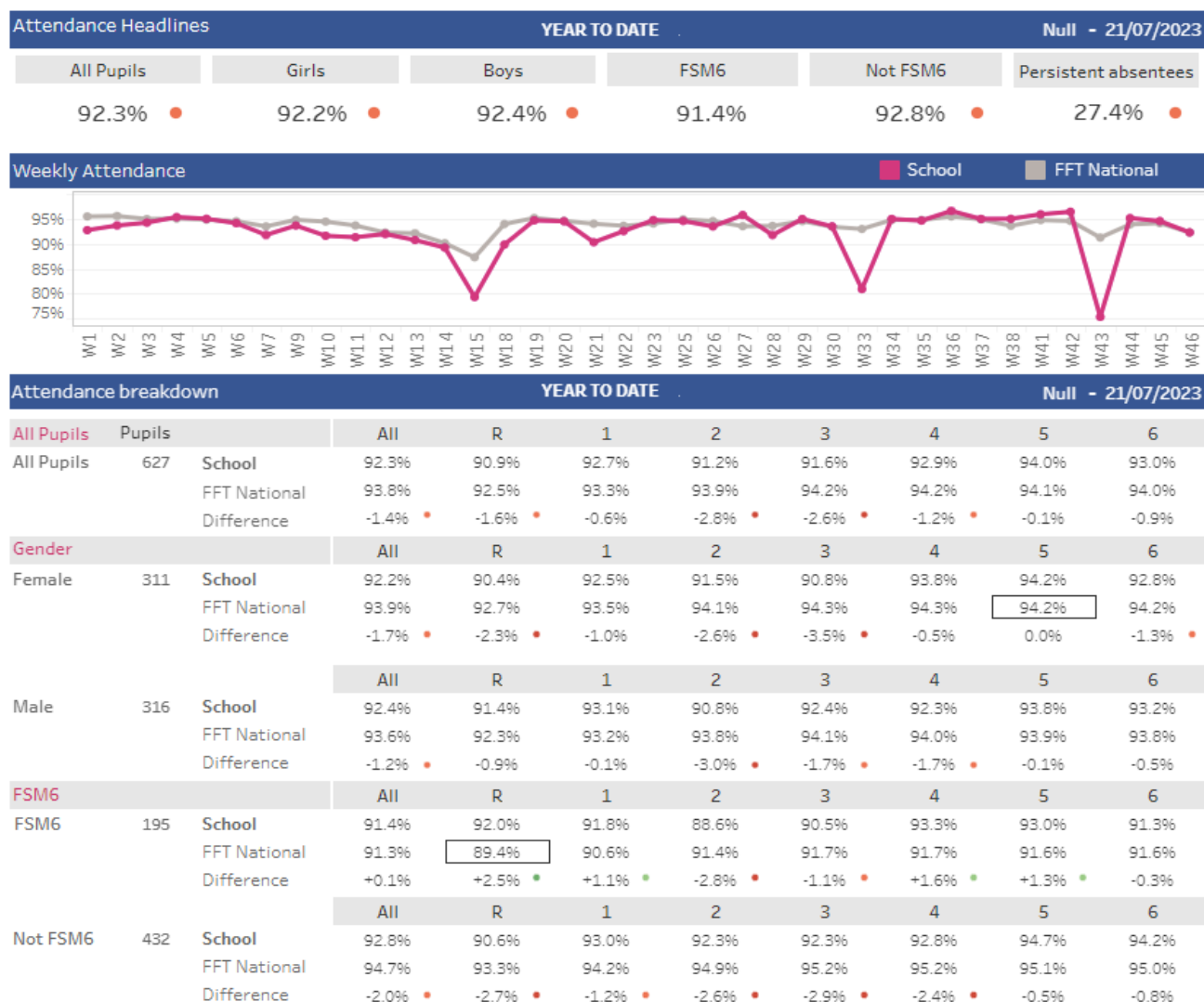
Whole school progress measures for 22/23 – PP compared with non- PP

Class	Reading												Writing												Maths																										
	General				PP				SEN				T20				General				PP				SEN				T20				General				PP				SEN				T20						
	TK	TP	AP		TK	TP	AP		TK	TP	AP		TK	TP	AP		TK	TP	AP		TK	TP	AP		TK	TP	AP		TK	TP	AP		TK	TP	AP		TK	TP	AP		TK	TP	AP		TK	TP	AP		TK	TP	AP
1G	112	27	4.15	18	4	4.50	6	1	6.00	22	4	5.50	112	27	4.15	17	4	4.25	9	1	9.00	27	5	5.40	127	27	4.70	27	5	5.40	7	1	7.00	31	5	6.20															
1J	122	25	4.88	17	4	4.25	4	1	4.00	11	3	3.67	128	25	5.12	28	6	4.67	2	1	2.00	16	2	8.00	139	25	5.56	37	5	7.40	5	1	5.00	20	3	6.67															
1KN	122	26	4.69	15	3	5.00	9	2	4.50	18	4	4.50	105	27	3.89	16	4	4.00	7	2	3.50	19	5	3.80	106	26	4.08	14	3	4.67	6	2	3.00	19	6	3.17															
Y1	118.67	26	4.56	17	4	4.55	6	1	4.75	17	4	4.64	115	26	4.37	20	5	4.36	6	1	4.50	21	4	5.17	124	26	4.77	26	4.3	6.00	6	1	4.50	23	4.7	5.00															
2C	99	25	3.72	38	8	4.75	12	3	4.00	31	4	7.75	110	25	4.40	31	8	3.88	14	2	7.00	31	5	6.20	115	18	6.39	43	7	6.14	39	6	6.50	31	4	7.75															
2G	126	22	5.77	30	6	5.00	12	2	6.00	38	5	7.60	105	21	5.00	25	5	5.00	13	2	6.50	36	5	7.20	125	23	5.43	35	6	5.83	6	1	6.00	22	4	5.50															
2HG	135	24	5.63	33	7	4.71	28	4	7.00	30	4	7.50	116	25	4.64	22	6	3.67	28	5	5.60	17	3	5.67	119	25	4.76	26	5	5.20	#####	16	4	4.00																	
Y2	118.33	24	5.00	34	7	4.81	17	3	5.78	33	4	7.62	110.3	24	4.66	26	6	4.11	18	3	6.11	28	4.3	6.46	120	22	5.44	35	6	5.78	23	4	6.43	23	4	5.75															
KS1	118.5	25	4.77	25	5	4.72	12	2	5.46	25	4	6.25	112.7	25	4.51	23	6	4.21	12	2	5.62	24	4.2	5.84	122	24	5.08	30	5.2	5.87	13	2	5.73	23	4.3	5.35															
3A	126	26	4.85	61	11	5.55	37	5	7.40	32	4	8.00	117	26	4.50	50	11	4.55	21	4	5.25	53	7	7.57	97	27	3.59	9	3	3.00	#####	23	6	3.83																	
3T	158	29	5.45	62	11	5.64	7	2	3.50	39	5	7.80	160	31	5.16	63	12	5.25	8	3	2.67	28	4	7.00	160	23	6.96	73	12	6.08	48	7	6.86	#####																	
3M	137	26	5.27	37	6	6.17	9	1	9.00	41	5	8.20	125	25	5.00	24	4	6.00	9	1	9.00	30	4	7.50	120	28	4.29	35	10	3.50	10	2	5.00	9	2	4.50															
Y3	140.33	27	5.20	53	9	5.71	18	3	6.63	37	5	8.00	134	27	4.90	46	9	5.07	13	3	4.75	37	5	7.40	126	26	4.83	39	8.3	4.68	29	5	6.44	16	4	4.00															
4M	184	28	6.57	27	4	6.75	33	6	5.50	24	4	6.00	204	30	6.80	42	6	7.00	37	6	6.17	32	5	6.40	173	27	6.41	47	7	6.71	16	2	8.00	54	6	9.00															
4R	173	26	6.65	58	8	7.25	13	2	6.50	45	5	9.00	158	27	5.85	53	7	7.57	14	2	7.00	34	6	5.67	189	26	7.27	46	8	5.75	30	4	7.50	#####																	
4HG	199	29	6.86	45	6	7.50	13	2	6.50	57	7	8.14	199	29	6.86	46	7	6.57	6	1	6.00	43	6	7.17	104	24	4.33	12	3	4.00	5	1	5.00	23	5	4.60															
Y4	185.33	28	6.70	43	6	7.22	20	3	5.90	42	5	7.88	187	29	6.52	47	7	7.05	19	3	6.33	36	5.7	6.41	155	26	6.05	35	6	5.83	17	2	7.29	39	5.5	7.00															
LKS2	162.83	27	5.96	48	8	6.30	19	3	6.22	40	5	7.93	160.5	28	5.73	46	8	5.91	16	3	5.59	37	5.3	6.88	141	26	5.44	37	7.2	5.16	22	3	6.81	27	4.8	5.74															
5B	378	77	4.91	##	24	5.67	60	7	8.57	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####												
5S	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####												
5E	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####											
Y5	378	77	4.91	##	24	5.67	60	7	8.57	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####												
6MB	624	90	6.93	##	30	7.60	75	10	7.50	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####											
6LB	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####											
6W	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####											
Y6	624	90	6.93	##	30	7.60	75	10	7.50	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####											
UKS2	501	84	6.00	##	27	6.74	68	9	7.94	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####											
KS2	211.60	41	5.11	82	13	6.54	31	4	7.06	40	5	7.93	260.9	42	6.21	82	13	6.50	25	4	6.13	37	5.3	6.88	232	40	5.80	75	12	6.09	35	5	6.49	27	4.8	5.74															
ole Sch	192.14	34	5.60	58	9	6.10	23	3	6.63	32	5	7.19	197.4	35	5.69	57	10	5.94	19	3	5.98	31	4.8	6.42	185	33	5.58	56	9.3	6.04	26	4	5.94	25	4.5	5.51															





Attendance headlines 22/23



- Our data shows no significant difference between KR FSM and National FSM
- KR FSM attendance 91.4%, KR non-FSM attendance 92.8% = **-1.4% sig diff**

Externally provided programmes

Programme	Provider
Bug Club (reading)	Pearson

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Other strategies implemented to support disadvantaged pupils and are not dependent on pupil premium or recovery premium funding are the use of enrichment activities designed for each year group and the introduction of Mr Morgan's Award Scheme (MMAS), providing enrichment experiences whilst promoting our pupils cultural capital as an extension of home based learning.